



Circle City Prep

Ambitious Learners. Responsible Leaders.

CIRCLE CITY PREPARATORY CHARTER SCHOOL
A PROPOSED K-8 CHARTER SCHOOL
FOR INDIANAPOLIS, INDIANA
RESPECTFULLY SUBMITTED BY MEGAN MURPHY ON
BEHALF OF THE FOUNDING TEAM
MARCH 14, 2016

Aaron Berkey
Jennifer Bartenbach, MBA
Richard Brown, JD
Sharnell Johnson, MBA
Chad Miller, MA
Megan Murphy, MA
Michael Nagel
Doris Tolliver, MA, JD

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:	Circle City Preparatory Charter School dba "Circle City 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.	Indianapolis, IN
School district(s) of proposed location:	Indianapolis Public Schools
Legal name of group applying for charter:	Circle City Prep, Inc.
Names, roles, and current employment for all persons on applicant team, including each board member:	Megan Murphy, Lead Founder, Proposed Head of School Building Excellent Schools
	Aaron Berkey, Founding Board Member Adobe Systems, Inc.
	Jennifer Bartenbach, Founding Board Member Central Indiana Community Foundation, Inc.
	Richard Brown, Founding Board Member Ontario Systems
	Sharnell Johnson, Founding Board Member Ivy Tech Community College
	Chad Miller, Founding Board Member Miller Insurance Group
	Michael Nagel, Founding Board Member Cummins, Inc.
	Doris Tolliver, Founding Board Member Indiana Department of Child Services
	Designated applicant representative:
Address:	5142 N. College Ave Indianapolis, IN 46205
Office and cell phone numbers:	317-695-7496
Email address:	mmurphy@buildingexcellentschools.org

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

Fall 2017

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

Circle City Prep is a proposed K-8 college prep charter school for the Far Eastside of Indianapolis.

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	112
Year 2	K-2	168
Year 3	K-3	224
Year 4	K-4	280
Year 5	K-5	336
At Capacity	K-8	504

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

Yes No

If yes, identify the authorizer(s):

NA

Planned submission date(s):

NA

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

Authorizer(s):

NA

Submission date(s):

NA



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REQUIRED ATTACHMENTS

1. Founding Group Resumes
2. Head of School Candidate Resume
3. School Administrator's Resume
4. Governance Documents
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. (If Applicable) Experienced Board Member Performance Summary – NA
21. (If Applicable) Experienced Board Member Indiana Portfolio Financials – NA
22. (If Applicable) Experienced Board Member Operator Financials – NA
23. (If Applicable) Experienced Board Member Litigation Documentation – NA
24. Entire Application

EXECUTIVE SUMMARY

Mission and Vision. Through excellence in academic instruction and character development, Circle City Preparatory Charter School ensures all K-8 students are ambitious, powerful learners and responsible, positive leaders on the path to college and a life of opportunity.

All children deserve and can succeed within a rigorous, college preparatory education regardless of economic circumstances, zip code, race, family educational level, or home language. At Circle City Preparatory Charter School (“Circle City Prep”), every organizational decision made by the Board, leadership, and staff will be based upon how to best support and challenge students as they grow and learn with ambition and power, and how to best ensure that all students demonstrate the academic and character foundation necessary for advanced academic study and a long life of success. We are unapologetically focused on ensuring that all students are prepared to thrive in a rigorous high school and on a path to a four-year college experience - prepared to responsibly leverage their leadership and positively impact their communities. We will provide a high quality, rigorous public K-8 education for our students because we believe that such an education empowers people to take control of their own destinies, alter their life’s trajectory towards any goals they set, and ultimately change the world.

Circle City Prep’s challenging curriculum is aligned with national and state standards and informed by the successes of high performing elementary and middle schools across the country – and it will prepare students to equal the achievement results of their wealthier peers in Hamilton and Boone Counties. Students will matriculate from eighth grade with the academic transcripts and quality of character needed for high school success - prepared for entrance to International Baccalaureate and Advanced Placement Programs city-wide and for admission to selective schools such as Cathedral High School and Brebeuf Jesuit, pathways to which children in the local community on the Far Eastside struggle to gain access.

Circle City Prep will open our doors to 56 Kindergarten and 56 First Grade students in 2017 (four classes of 28). We will grow one grade level per year, adding 56 Kindergarteners every year until we are at maximum capacity of 504 K-8 students in 2024. To ensure a small school environment for all students, at full capacity, Circle City Prep will include Lower (K-2), Intermediate (3-5), and Upper (6-8) Academies.

At the center of the Circle City Prep’s vision is our development of K-8 students who excel in three core areas: **(1) Rigorous K-8 Academics** that underpin high school and college success; **(2) Critical and Analytical Thinking** required by Indiana Academic and Common Core State Standards; and **(3) Character Skills** that build resilience, optimism, and a work ethic necessary for school and life success.

- (1) Rigorous K-8 Academics.** Our curricular design and instructional strategies are rooted in scientifically-based research and successful practices of high-poverty, high-performing schools. Vertically-aligned lesson planning vetted by leadership coupled with powerful execution and instruction by teachers will lay a solid foundation in literacy and math for our students in the Lower Academy to ensure access and mastery of diverse content and knowledge in the Intermediate and Upper Academies.
- (2) Critical and Analytical Thinking.** The Indiana Academic Standards and Common Core State Standards require that students are capable of inferring, questioning, problem-solving, debating, and developing materials themselves. Critical thinking is not only for high-achieving students but instead can and should be taught to all students.¹ From Kindergarten, students will learn to support their answers and assertions with textual evidence in Reading and explain their work, verbal and written, in Mathematics. They will explore diverse problem-solving strategies to breakdown complex problems.

¹ “Online Professional Development: A Primer” by Meg Bates, Lena Phalen, and Cheryl Moran in *Phi Delta Kappan*, February 2016 (Vol. 97, #5, p. 70-73), www.kappanmagazine.org; Bates can be reached at megbates@uchicago.edu.



(3) **Character Skills.** To navigate college as well as daily life, students must develop character skills informed by life-sustaining values. Circle City Prep will provide (a) intentionally developed, sequential lessons on character qualities throughout the year, (b) daily Morning Motivations that reinforce values-based actions, and (c) weekly Community Circles that celebrate students' demonstration of our core values of Determination, Resourcefulness, Integrity, Voice, and Enthusiasm.

Educational Need and Target Population. Circle City Prep addresses the needs and wants of the Far Eastside community, specifically those families residing in the 46235 and eastern portions of 46226 zip codes. With approximately 10,000 school-aged children in this community,² there are currently no A-rated or B-rated public elementary, middle, or high school choices - forcing families who are dependent upon public education to leave their neighborhood for educational opportunity or enroll their children in failing schools from Kindergarten through grade twelve.

Based upon demographics for local elementary schools, we expect a special education population of approximately 15%, a student racial background of over 76% African American and 16% Latino, an economic demographic of 85% low income, and 16% English Language Learners.

With an average pass rate of 60% on the iRead3 in this community, measuring foundational reading standards through grade three, two out of every five nine-year-olds on the Far Eastside do not have the foundational skills to access rigorous academic content at this early stage of their academic careers. Circle City Prep's extended school day and extended school year, blended learning and co-teaching model during all literacy instruction, and systematic use of data informing small flexible learning groups position all of our students to be reading at or above-grade level at the end of third grade. As students matriculate from elementary to secondary school, John Marshall Junior High is the only seventh and eighth grade option locally available and has performed for the last three years 50-60% lower than the Indiana state average on ISTEP.

Circle City Prep's K-8 model provides a consistent, streamlined K-8 educational experience which sees students successfully into high school. This model ensures that students, particularly during the beginning of adolescence, are supported in a warm-strict culture to which they have grown accustomed and which allows us to continue to push their academics forward.

Currently, 13% of the Far Eastside adult community has earned a college degree, compared to 27% in Marion County, evidencing families' historical and continuing limited college access. The founding team has met with enrollment counselors at Cathedral and Brebeuf Jesuit High Schools, examining their selection criteria and academic programs to inform the components and progression of our own academic and character development programs and to ensure that all of our decisions align to the requirements of selective enrollment high schools and college preparatory high school course work in service of ensuring all students are on a path to college and a life of opportunity

Community Engagement. Circle City Prep aspires to be part of the development and revitalization on the Far Eastside. We have engaged with multiple community leaders, from pastors to non-profit leaders and local businesses – all to ensure that Circle City Prep is needed and wanted by the larger community. Lead Founder and proposed Head of School Megan Murphy has participated in a number of meetings at the Community Alliance of the Far Eastside and is member of the Youth and Education Quality of Life Action Team for the Far Eastside. We have participated in a Listening Tour to hear parent concerns surrounding their children's education and to solicit family input. This outreach has allowed us to begin to develop

² <http://www.unitedstateszipcodes.org/46235/> and <http://www.unitedstateszipcodes.org/46226/>.



trusting relationships with local residents and early partnerships with daycares, preschools, religious communities, and apartment complex managers.

Education Plan/School Design. At Circle City Prep, **transformational leaders and teachers** build a **structured, warm culture** grounded in the promotion of our **core values** that allows our academic approach and our students to thrive. All elements of the school design have been proven successful in multiple schools across the country serving similar populations, and all elements of the school design are informed by nationally-recognized research.

With **transformational leaders and teachers** at the heart of student outcomes, our first focus is on identifying and recruiting high-capacity, mission-driven educators to be part of academic excellence on the Far Eastside. We will grow our staff through schoolwide, expansive professional development (31 days each year) and the targeted development and support of each individual (frequent coaching and feedback cycles as well as individualization of growth needs through the provision of a \$500 stipend per teacher for self-selected professional development). We will do this by creating an ambitious, professional work environment with an intensive summer training program, weekly professional development, and a weekly instructional feedback loop that includes live coaching. We will retain outstanding people through our commitment to them and their growth, our strong school culture, along with our professional and values-based work environment. Ultimately, our culture will build and support a team-oriented staff, with commitment to our mission and our students.

Our **structured, warm culture** creates an atmosphere where all children are physically, emotionally, and intellectually safe, supported, and challenged to take the risks necessary to be their best personally and academically. The promotion of our **core values** - Determination, Resourcefulness, Integrity, Voice, and Enthusiasm - are at the heart of our student culture and adult culture. Values are constantly messaged to and developed in our students, and form the heart of the non-cognitive, character skills that we model, teach, measure, and celebrate. Our **academic approach** couples foundational academics and critical and analytical thinking with a prioritized focus on literacy and math. Circle City Prep uses a research-based school design and curriculum, including a literacy co-teaching model in grades K-4, ensuring students are academically prepared to excel in preparatory high schools and college.

This vision will be realized through a number of our design elements, all informed by our **core beliefs** about what it will take to build and sustain a high quality K-8 school for the children of the Far Eastside.

- **Transformational teachers are paramount.** For a school to be excellent, and for every child to build a future bright with opportunity, all classrooms must be led by excellent teachers. As an organization, we will invest in our teachers, spending considerable time and resources in finding, developing, and supporting top talent to ensure the highest quality education for every student that enters our doors.
- **College begins in Kindergarten.** A core component of high-performing urban charter schools is an increased and prioritized focus on literacy instruction in the early grades. From the moment students enter Kindergarten, they will begin preparing for college success. We know that literacy is the foundation upon which all academic success is built, opening access to challenging subject matter and critical thinking in later grades and college. At Circle City Prep, K-2 students will engage in close to 3.5 hours of intensive, differentiated literacy instruction including Read Alouds, Direct Instruction, Guided Reading, and Blended, Adaptive Computer-based practice - all within predominantly small group environments. We will use Indiana Academic Standards and Common Core English Language Arts and Literacy Standards as a bar, adopting nationally respected curriculum and instructional plans from high achieving schools across the country.



- **Data drives decisions.** To ensure rigorous, responsive instruction within students’ zone of proximal development that is sequenced to build strong academic results and measurable growth during the year and across years will require intentional purposeful use of data. Teachers and staff will consistently collect and analyze meaningful data points on student academic progress and achievement, thus allowing for effective instructional oversight and impactful individualized student supports every day. We will analyze student performance, including a close monitoring of reading fluency and comprehension in K-3, adjust instruction as needed, and provide individualized tutoring and small group instruction to ensure all students achieve mastery of every critical skill taught. Teachers will engage in weekly data analysis during our Friday teacher development and have six Data Days reserved for professional development following interim assessment windows, with all days dedicated to data analysis and action planning.
- **Strong character leads to long-term success.** Exceptional academic performance is not enough to ensure our students’ success in college and in life, and is not even possible without an explicit approach to character development. Through daily Morning Motivations, weekly Community Circles, common school-wide language on values-based character, consistent accountability, and daily focus and application of our core values of Determination, Resourcefulness, Integrity, Voice, and Enthusiasm, students will develop the personal skills that build toward school and lifelong success.
- **Every second counts.** Our extended school day (7:45am to 4:00pm) and extended school year (186 instructional days and 31 professional development days) go beyond the instructional time of the traditional district school. Prioritized scheduling in the core content areas, along with intentional, efficient structures, daily systems, and operational procedures will ensure that we are not only increasing instructional time but most importantly maximizing the learning impact for all students.
- **Language is power.** Recognizing the deep connection between language, literacy, and opportunity, Circle City Prep places additional focus on the development of student voice. Through powerful vocabulary development, frequent opportunities to verbally contribute and meaningfully engage with peers through active Turn and Talks, and the development of strong Habits of Discourse, students become active knowledge builders and capable communicators within our school community. With a strong focus on requiring students to explain what they know and how they know it, pushing students to explain how their knowledge compliments, expands, or differs from that of their peers, and working to ground their thinking in logic and text-based evidence, students learn to use their voice as a life-building tool.
- **Partnerships with family and community expands what is possible.** Circle City Prep will leverage annual home visits for all new families, annual parent orientations for all returning families, annual back-to-school nights for parents to meet their child(ren)’s teacher, in-person teacher conferences each trimester, monthly coffee gatherings with the school leader, and weekly teacher communication with families to actively bring parents into their students’ educational experience. We are also cultivating partnerships with community organizations such as the Finish Line Boys and Girls Club to provide enrichment opportunities, after school programming, field trips, and access to health services to our students and their families. We will leverage community leader visits on a weekly basis to expand our children’s understanding of the world and we will engage in at least one college visit each year, inviting our families to join us on these exciting trips exploring local, state, and national colleges and universities.

Vision for Growth. Circle City Prep will open with 56 Kindergarten and 56 First Grade students (2 classes of 28 at each grade-level). We will grow one grade level per year, educating 504 students at full capacity in 2024. The school will have an academy structure to maintain a small school environment: the Lower



Academy (K-2) with 168 students, the Intermediate Academy (3-5) with 168 students, and the Upper Academy (6-8) with 168 students. By using a slow growth model for enrollment, we position ourselves to build and maintain rigorous, college preparatory academics as well as a structured, joyful school culture. Our K-8 model ensures all students are on a path to college beginning in Kindergarten and on their way to attending college preparatory high schools upon matriculation from eighth grade.

Governance and Leadership. Circle City Prep’s Founding Team consists of (a) the Lead Founder and proposed Head of School Megan Murphy, who is a proven Indianapolis educator and Building Excellent Schools Fellow, and (b) a diverse group of well-respected, experienced community leaders dedicated to our mission and the strategic improvement of education within the City of Indianapolis. The Team is united by a steadfast commitment to creating rigorous, college preparatory academic options for students in our city, and particularly within the Far Eastside community. All members of the Founding Team believe in all students’ ability to achieve at the highest levels regardless of socioeconomic status, home language, ethnicity, or other life circumstances when given a rigorous course of study, strong supports, and joyful and structured school community. The Founding Team expertise includes education, finance, law, marketing/communication, strategic planning, business development, risk management and board governance. With the shared sense of commitment to high quality education for all children, the Founding Team will work tirelessly to found and govern a charter school that fulfills the promise of an outstanding K-8 public school for the students of Indianapolis.

As Lead Founder and proposed Head of School, Megan Murphy has taken the lead on writing the charter application and the Founding Team has reviewed drafts and provided feedback throughout the process. The Founding Team brings the necessary skill sets to found, govern, and lead a successful charter school and to ensure its academic, fiscal, and organizational health during start-up and over time. Members include the Chief Financial Officer for Central Indiana Community Foundation, Director of Finance at our nation’s largest single-accredited community college, and an executive with experience managing the operations of a 3,800 employee organization. In addition to immense professional experience and expertise, over 50% of the Founding Team brings board governance experience to the work. The Team has met and continues to meet monthly in development of the application, planning and conducting community outreach, receiving training in charter school governance, and participating in other start-up processes. Since the fall of 2015, members of Circle City Prep’s Founding Team have been meeting with local residents, stakeholders, and families. We have collected over 150 Signatures of Support, 16 Letters of Support, and have a monthly Circle City Prep Newsletter reaching over 200 readers, and is growing every day. The community agrees that our students on the Far Eastside need and deserve a high performing, K-8 college preparatory school. Circle City Prep is a well-designed and supported response to that need.



SECTION 1: EVIDENCE OF CAPACITY

FOUNDING GROUP MEMBERSHIP

1. Key Members. Circle City Prep’s Founding Team consists of stakeholders with diverse professional expertise and multiple ties to the Indianapolis community. All members are united by Circle City Prep’s mission to provide K-8 students on the Far Eastside a rigorous and joyful college preparatory education.

The Founding Group has eight members, seven of whom intend to serve on the Governing Board and one whom we intend to name as our founding Head of School. This group has reviewed, contributed to, and supported all aspects of the charter application and school design.

Aaron Berkey, Senior Enterprise Account Executive, Adobe Systems Inc., brings experience in software and digital marketing and thought leadership in digital marketing technology, consulting with and developing the accounts of Fortune 100 businesses and speaking at national events on the digital marketing industry. After moving to Indianapolis, he extended his philanthropic involvement to reach many local not-for-profits and NGOs, including leadership work at Habitat for Humanity, The Center for the Performing Arts, and Young Professionals of Central Indiana. Committed to quality public education for all children, Mr. Berkey brings expertise in the marketing and technology industry, governance, strategic planning, and community connections to the Board.

Jennifer Bartenbach, Chief Financial Officer, Central Indiana Community Foundation, Inc., leads the fiscal oversight, regulatory compliance, and operational effectiveness of CICF’s \$720 million in assets. Managing operations, IT, and HR, she has a history of working with nonprofits; prior to CICF, she worked at the Indianapolis Museum of Art, including serving as CFO. She also served as interim CEO while a national search was conducted, placed in this role through a unanimous vote by the senior leadership team and Board of Directors. This role afforded her the unique opportunity to oversee areas such as HR, Finance, Security, Facilities, and IT, and to have a meaningful impact on every program and department. Mrs. Bartenbach brings deep finance, human resources, strategic planning, and innovative ideas to the Board.

Richard Brown, Compliance Associate, Ontario Systems, is an attorney with a nationwide consulting practice in consumer financial services. Developing policies, procedures, and controls to meet the demands of federal, state, and local regulatory agencies, he frequently speaks in forums and conferences related to financial services, including higher education organizations. He mentors youth in Indiana with the Project Leadership program in Delaware County. Prior to relocating to Indianapolis, he was an educator for Seoul Language Institute in South Korea, preparing high school students for university admissions in the U.S. Mr. Brown brings valuable experience in law, business management practices, strategic planning, ESL education, and college-focused curriculum development to the Board.

Sharnell J. Johnson, Director of Finance at Ivy Tech Community College – Central Indiana Region, manages the college’s expenditures budget, grants, and fixed assets. A graduate of the Diversity Leadership Academy of Greater Indianapolis and United Way’s Leadership United, she has served on the Executive Board of Directors for National Coalition of 100 Black Women, United Northwest Area Development Corporation, and the Madame Walker Theatre Center. Recognized by the Indianapolis Star, Center for Leadership Development, Indy’s Best & Brightest, The Tom Joyner Morning Show, and WRTV 6 as an Up & Coming community leader, she serves on the Near North Development Corporation Board of Directors and is participant in the Class XL of the Stanley K. Lacy Executive Leadership Series®. Ms. Johnson brings finance, nonprofit management, governance, and community development expertise to the Board.

Chad Miller, Insurance Broker, Miller Insurance Group, served the youth of Indianapolis as an educator at Indianapolis Metropolitan High School for six years prior to moving to Miller Insurance Group. As a teacher, he was voted by students and staff as “Teacher of the Year” in 2010. As Assistant Principal, he



helped guide Indianapolis Met to raising its school accountability grade by two letter grades; as Principal, he created an innovative character development system, the Career Readiness Grade, which reduced expulsions by 85% and suspensions by 40%. He has served on the Butler University Young Alumni Board and Teach For America – Indianapolis Alumni Board. Mr. Miller brings educational leadership, strategic planning, teacher development, data analysis, and school governance to the Board.

Megan Murphy, *Building Excellent Schools Fellow, Lead Founder, and proposed Head of School*, is an educator with over seven years of experience in a variety of urban school settings and educational non-profits. With experience teaching lower and upper elementary in a traditional district in St. Louis, MO. Ms. Murphy was selected as grade-level chair. She has coached and managed over 40 district and charter teachers across Center Township before becoming a Director with Teach For America-Indianapolis, designing and supporting teacher development for 75 Pre-K through Sixth Grade teachers. Ms. Murphy earned a Fellowship with Building Excellent Schools, a highly selective Fellowship that trains school leaders to design, found, and lead charter schools in high-need urban neighborhoods around the country.

Michael Nagel, *Web and Social Media Manager, Cummins Inc.*, has more than 10 years of experience in marketing and corporate communications, developing external social and digital media strategies. Responsible for managing Cummins' corporate web and social media presence, he leads digital efforts to promote the company's accomplishments in the areas of corporate responsibility, diversity, sustainability, product innovation, and health and safety. Mr. Nagel participates in the company's Leaping for Reading program and has provided skills-based volunteerism to Lemonade Day Indy. Prior to joining Cummins, he was a legal marketer for six and a half years at Barnes & Thornburg LLP, an Am Law 100 law firm. Mr. Nagel brings marketing and branding as well as deep connections to the Indianapolis community to the Board.

Doris Tolliver, *Chief of Staff and Chief Operations Officer, Indiana Department of Child Services*, is a strategic thinker specializing in organizational effectiveness, change management, and business strategy development. As Chief of Staff for the Indiana Department of Child Services, she is transforming the organizational structure and culture to integrate outcomes, technology, and strategic planning at the organization and program levels. Ms. Tolliver's background in child welfare, human resources, and law aide her in supporting the Agency Director in leading a 4,000 employee team and serving Indiana's youth. A licensed attorney in Indiana, Mrs. Tolliver brings extensive human resource, strategic planning, and change management experience alongside legal and nonprofit management expertise to the Board.

Our Founding Board brings varied expertise including finance, law, marketing/communication, strategic planning, compliance, governance, education, and nonprofit management, and thus is positioned to bring diverse perspectives and a critical lens to the governance of Circle City Prep. The group began its membership in October 2015, began meeting in December 2015, and has engaged in over 15 hours of formal training. All Resumes can be found in **Attachment 1** and all Information Sheets in **Attachment 6**.

2. Development and Planning Partners. Circle City Prep has had the privilege of working with a number of organizations through the planning process who, as leaders within their own field, are providing expert support and guidance to our local work within the City of Indianapolis.

Building Excellent Schools. Lead Founder and proposed Head of School Megan Murphy is a Fellow with Building Excellent Schools (BES). 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 BES Fellowship grounds participants in best practices around: organizational development, instructional design, charter accountability, and leadership. Through leadership 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 Circle City Prep through the planning year and during the first years of operation.

Abucus Education Partners. In its tenth year of operation, Abacus has worked with 150+ charter schools across 19 states, providing strategic planning and financial modeling services. Megan Murphy has received 40+ hours of financial and operations training from Abacus, gathering industry-leading tools and templates to ensure development of robust, thoughtful operational systems and fiscal policies. Our six-year budget was developed alongside Abacus’ co-founder, who has extensive experience and credibility in financially evaluating charter schools and charter school networks interested in locating in Indiana.

Charter School Support Services (CSSS). A national nonprofit, CSSS has provided operational and financial services and has acted as a strategic partner, leading the facility search and development process. CSSS will continue to consult with us to determine tenant improvement costs, occupancy challenges, permitting, and will inform the real estate and facilities process leading up to opening day. CSSS will represent Circle City Prep in construction meetings, inspections, warranty reviews, and other design and construction-related development and will manage the procurement services if needed.

INISchools. The Indiana Network of Independent Schools (INISchools)³, a local nonprofit organization under Goodwill Education Initiatives, will provide back-office support in data management, state reportings, and special education compliance beginning in the planning year. Working with 32+ schools across Indiana, INISchools brings experience and expertise to ensure Circle City Prep is delivering effective interventions for our Special Education population as well as maintaining proper documentation and compliant processes and procedures in Special Education Administration and State Reporting and Compliance. **Figure 1** outlines contracted services provided by INISchools, all accounted for in the budget.

Figure 1: INISchools Back-Office Supports	
Special Education Administration	State Reporting and Compliance
<ul style="list-style-type: none"> ▪ Preliminary Consultation ▪ Special Education File Maintenance ▪ Compliance Monitoring ▪ Speech/Language Services ▪ Additional Therapies ▪ Direct Admin/Management Support 	<ul style="list-style-type: none"> ▪ Ensuring school sets up and maintains calendaring system for state, federal, and authorizer reports ▪ Ensuring school sets up and maintains STN App Center, DOE Online, Testing sites, Learning Connection, Title I reports ▪ Ongoing management and troubleshooting services ▪ Supporting filing of state and authorizer reports

While our School Operations Manager will take the lead on day-to-day duties, we will work with the back office provider to support: budget creation, accounting system development and management, meeting regulatory financial reporting requirements, providing oversight of day-to-day accounting functions, financial long-range planning, and providing additional services as requested by Circle City Prep.

3. Founding Group’s Circumstances and Motivations. In the fall of 2012, Lead Founder Megan Murphy had her first professional educational experience on the Far Eastside of Indianapolis, managing district and charter school teachers. Working in our proposed zip code, Ms. Murphy grew deeply concerned about the lack of quality schools and became committed to bringing educational excellence to the Far Eastside.

Starting and maintaining a high quality school requires expertise across instructional and non-instructional areas. Ms. Murphy is joined by a Founding Team that brings professional experience in law, finance, marketing, strategic planning/design, accountability, governance, operations, HR, educational leadership, instructional coaching, and curriculum/instruction design.

³ Further Information about INISchools can be found on their website: <http://www.inischools.org/>.

Starting in October 2015, Ms. Murphy began assembling the Founding Team, representing a cross-section of highly respected leaders from the education, nonprofit, and business sectors of Indianapolis. All members were selected based on mission-alignment, professional and personal capacity, and commitment to our city. Starting in December 2015, the Founding Team has met monthly, engaged in community outreach, reviewed and contributed to the charter application to ensure the successful start-up and operation of Circle City Prep.

Circle City Prep has a founding group of eight members; seven will serve on the Governing Board and one will serve as Head of School. We will continue to expand our Board upon authorization and are currently accessing our personal and professional networks and members of the Indianapolis business and nonprofit communities, focusing on the areas of fund development, community work, and facilities/real estate, and always with a focus on a deep commitment to strong educational outcomes for all students.

All members of the Founding Team will transition to the Governing Board upon authorization except Lead Founder Megan Murphy who will serve as the Head of School. Please see **Attachment 1** for Founding Board Resumes. **Figure 2** identifies all members of the Founding Team and outlines areas of expertise.

Figure 2 Founding Team Expertise and Experience	
Founding Group	Area of Expertise
Aaron Berkey Senior Enterprise Account Executive, Adobe Systems Inc. Proposed Board Member	Marketing, Technology, Strategic Planning
Jennifer Bartenbach, M.B.A. Chief Financial Officer, Central Indiana Community Foundation, Inc. Proposed Board Member	Finance, Human Resources, Strategic Planning, Nonprofit Management
Richard Brown, J.D. Compliance Associate, Ontario Systems Proposed Board Member	Law, Management, Compliance, Education
Sharnell Johnson, M.B.A. Director of Finance, Ivy Tech Community College – Central Indiana Proposed Board Member	Finance, Nonprofit Management, Board Governance
Chad Miller, M.A. Insurance Broker, Miller Insurance Group Proposed Board Member	Education, School Leadership, Risk Management
Megan Murphy, M.A. Fellow, Building Excellent Schools Proposed Head of School	School Leadership, Curriculum and Instruction, Management
Michael Nagel Web and Social Media Manager, Cummins, Inc. Proposed Board Member	Marketing, Strategic Planning
Doris Tolliver, M.A., J.D. Chief of Staff and Chief Officer, Indiana Department of Child Services Proposed Board Member	Human Resources, Strategic Planning, Nonprofit Management, Law

SCHOOL LEADER AND LEADERSHIP TEAM

1. Identified Head of School and Leadership Training. Megan Murphy, Lead Founder and proposed Head of School, has committed her professional career to education in high-poverty communities. As an educator in the Normandy School District in St. Louis MO, she led her classrooms, grade-level teams, and whole school to numerous cultural and academic innovations, including a school-wide system to ensure students were getting targeted, responsive instruction resulting in the largest growth in MAP results of any school in the district. Ms. Murphy returned home to Indianapolis to coach over 40 teachers across



Indianapolis Public Schools and charter schools in Center Township as member of the Teacher Leadership Development team with Teach For America. Ms. Murphy’s qualifications can be found in **Attachment 2**.

Ms. Murphy is a Fellow with Building Excellent Schools (BES) and has visited and analyzed over 35 high performing charter schools nationally and received training on organizational leadership, budgeting and financial management, curriculum and assessment development, facility acquisition and operations, and school culture planning and implementation. She has completed a Leadership Residency at Great Lakes Academy in Chicago, IL (for Letter of Support, please see **Attachment 13**) and in the upcoming months she will study with BES an additional 15 high performing schools and complete another Leadership Residency at Great Lakes Academy.⁴ More about Building Excellent Schools as well as schools observed during the Fellowship can be found in **Attachment 2**. Under Ms. Murphy’s leadership, Circle City Prep will offer an academically rigorous, tightly organized, culturally rich, and highly engaging educational K-8 school that will prepare all of our students for success in high school and college.

2. Immediate Staffing and Compensation Plan. Immediately upon charter approval, we will hire Ms. Murphy as full-time Head of School to lead the development of Circle City Prep. BES will continue to provide Ms. Murphy a stipend through August 2016 at which point Circle City Prep’s planning grant provided by the Walton Family Foundation (WFF) will provide compensation until the 2017 academic year begins and we begin operating on public revenue. The WFF is a BES grant partner and provides start-up funding to BES Fellows upon authorization. A Commitment Letter can be found in **Attachment 18**.

3. Responsibilities and Qualifications of School’s Administrative Team. Strong, purposeful leadership is critical to any school’s success. As drivers of culture, curriculum, instruction, and operations, our Leadership Team structure has been chosen to meet the needs of Circle City Prep’s college-preparatory, slow-growth model. The Leadership Team in Y1 is comprised of the Head of School, School Operations Manager, and Coordinator of Student Supports. As we add grade levels, our Leadership Team will grow accordingly. The common requirements for all members of our Leadership Team are: a strong belief in and passion for our college preparatory mission, a relentless commitment to the growth and development of students and staff, the ability to build and maintain relationships quickly in and outside work streams, experience managing teams directly and/or through layers, experience teaching and/or leading in an urban education environment, and a growth, entrepreneurial mindset. **Figure 3** outlines the strategic growth of our Leadership Team structure aligned to our grade span and student enrollment.

Figure 3: Leadership Team			
Academic Year	Grade Span	Enrollment	Leadership Team
2017-2018	K-1	112	Head of School, School Operations Manager, Coordinator of Student Supports
2018-2019	K-2	168	Head of School, School Operations Manager, Coordinator of Student Supports, Dean of Culture*
2019-2020	K-3	224	Head of School, Director of School Operations**, Manager of Student Supports**, Dean of Culture, Dean of Curriculum and Instruction*
2020-2021	K-4	280	Head of School, Director of School Operations, Manager of Student Supports, Dean of Culture, Dean of Curriculum and Instruction, Lower Academy Principal*

⁴ The BES Leadership Residency is an intensive, hands-on experience in a high-performing urban charter school. Ms. Murphy spent the month of January 2016 at Great Lakes Academy led by Katherine Myers-Crum, a 2012 BES Fellow. In its first-year, Great Lakes Academy served 120 Kindergarten and first grade students, 85% were reading below grade-level upon enrollment. Nearly 100% of Kindergarten and 85% of first graders were reading at or above grade-level by the end of the year.



2021-2022	K-5	336	Head of School, Director of School Operations, Manager of Student Supports, Dean of Culture, Dean of Curriculum and Instruction, Lower Academy Principal
2022-2023	K-6	392	Head of School, Director of School Operations, Manager of Student Supports, Director of Culture**, Director of Curriculum and Instruction**, Lower Academy Principal, Intermediate Academy Principal*
2023-2024	K-7	448	Head of School, Director of School Operations, Manager of Student Supports, Director of Culture, Director of Curriculum and Instruction, Lower Academy Principal, Intermediate Academy Principal
2024-2025	K-8	504	Head of School, Director of School Operations, Manager of Student Supports, Director of Culture, Director of Curriculum and Instruction, Lower Academy Principal, Intermediate Academy Principal, Upper Academy Principal*

* Denotes a new role / ** Denotes a title change

While all positions have varying responsibilities, we will hire individuals on the Leadership Team and the instructional staff with the following qualities: Deep belief in and commitment to the mission and vision of the school; Track record of results; Ability to thrive in a fast-paced working environment; Entrepreneurial spirit and “whatever it takes” mentality; Growth mindset and self-awareness; Love of children coupled with passion for challenging children to perform at their best at all times; and Team-orientation with a sense of humor. A brief description of each leadership role can be found below with draft job descriptions for all leadership positions provided in **Attachment 3**.

The **Head of School** leads the Leadership Team and reports to the Board of Directors, maintaining school culture and ensuring academic achievement and fiscal well-being. The **School Operations Manager**, who transitions to a **Director of School Operations** in Y3, manages all operational details, from vendor and contract relationships to the facility and overseeing school-wide system and procedures. The **Coordinator of Student Supports**, who transitions to a **Director of Student Supports** with one direct report in Y3, coordinates all services and IEPs for students with special needs and ensures proper recordkeeping and compliance. The **Dean of Culture**, hired Y2, oversees a positive, structured, safe school culture and organizes culturally diverse experiences for students. The **Dean of Curriculum and Instruction**, hired in Y3, leads the curriculum and assessment development and the coaching of teachers.

In Y4, we will hire a **Lower Academy Principal** to oversee our K-2 classrooms with the support and oversight of the Head of School. The Principal is charged with maintaining strong culture and driving student academic outcomes, modifying curriculum and structures for our youngest learners. To keep the benefits of a small school for students, at full K-8 capacity in year 2024, Circle City Prep will have an **Intermediate Academy Principal** (grades 3-5) and **Upper Academy Principal** (grades 6-8) who will be charged with driving professional development, curriculum, and a positive culture in their Academies while the Head of School will operate as the school’s primary chief executive officer. Anticipating that these positions will be filled internally, timeline, process and hiring criteria can be found in **Attachment 3**.

GOVERNANCE

Legal Status and Governing Documents. On October 3, 2015, Circle City Prep registered its name and filed Articles of Incorporation in Indiana under Circle City Preparatory, Inc. On January 12, 2016 we registered for the assumed business name of Circle City Prep. Circle City Preparatory, Inc. is the legal entity that will establish and operate the school, is fully incorporated with Bylaws, and has filled for federal tax-exempt status from the IRS by submitting a 501c3 application. Our 501c3, Articles of Incorporation, and Bylaws can be found in **Attachment 4**. Statement of Assurances can be found in **Attachment 5**.

GOVERNING BOARD



1. Governance Structure and Composition. Circle City Prep will be governed by a Board of Directors that will maintain active and effective governance of the school. The Board will hold the school accountable to its mission, ensure that it remains true to the terms of the charter, and oversee financial viability, regulatory compliance, and organizational health over time. The Board will establish and approve policies that oversee the execution of all management responsibilities, including but not limited to, fiscal, personnel, and school policies.

Circle City Prep will consist of no fewer than seven (7) and no more than fifteen (15) members, will work to maintain an odd number of members for voting purposes, will function according to its Bylaws (including Conflict of Interest Policy and Code of Ethics) with elected officers of Chair, Vice Chair, Secretary, and Treasurer, and will utilize the committee structure outlined below.

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 played an integral role in the development of the charter application and school design. **Figure 4** outlines all members of the Founding Board and areas of expertise.

Figure 4: Founding Board Members	
Founding Board Member	Area of Expertise
Aaron Berkey <i>Senior Enterprise Account Executive, Adobe Systems, Inc.</i>	Marketing, Technology, Strategic Planning
Jennifer Bartenbach, M.B.A. <i>Chief Financial Officer, Central Indiana Community Foundation, Inc.</i>	Finance, Human Resources, Strategic Planning, Nonprofit Management
Richard Brown, J.D. <i>Compliance Associate, Ontario Systems</i>	Law, Management, Compliance, Education
Sharnell Johnson, M.B.A. <i>Director of Finance, Ivy Tech Community College – Central Indiana</i>	Finance, Nonprofit Management, Board Governance
Chad Miller, M.A. <i>Insurance Broker, Miller Insurance Group</i>	Education, School Leadership, Risk Management
Megan Murphy, M.A. <i>Fellow, Building Excellent Schools, Proposed Head of School</i>	School Leadership, Curriculum & Instruction, Management
Michael Nagel <i>Web and Social Media Manager, Cummins, Inc.</i>	Marketing, Strategic Planning
Doris Tolliver, M.A., J.D. <i>Chief of Staff and Chief Officer, Indiana Department of Child Services</i>	Human Resources, Strategic Planning, Nonprofit Management, Law

Resumes can be found in **Attachment 1**, and Board Member Information Sheets in **Attachment 6**.

The Circle City Prep Board represents a variety of skill sets from law, finance, accounting, marketing/public relations, development, governance, operations, education, community work, human resources, and strategic planning. Believing in the importance of bringing a variety viewpoints to the table, Board members also represent a variety of backgrounds and experiences, gender, age, and racial and cultural backgrounds. Where we find a skill-set lacking on our Board, we will recruit such an individual to the Board, or seek out an individual to join a committee. We will conduct a careful screening process when bringing on additional members, using the following criteria to identify potential board candidates: Alignment with our mission and educational approach; Expertise aligned with needs of the Board (given Board makeup at that time); Passion for and commitment to youth on the Far Eastside of Indianapolis; Availability/enthusiasm to participate fully in Board meetings, retreats, school/community events; Access to personal networks capable of supporting/assisting with Circle City Prep’s development; and Ability to work well with others and to put the school’s goals before personal agendas.

2. Pre-Existing Nonprofit Organization. Not Applicable.



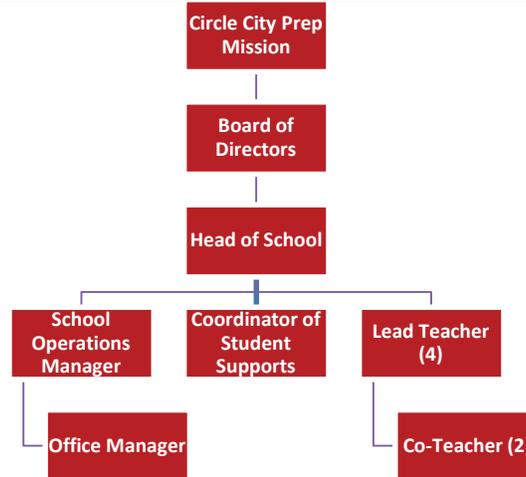
3. Governing Entity’s Responsibilities. Circle City Prep will have a Board composed of seven to fifteen members, will maintain an odd number of members for voting purposes, will function according to its Bylaws (including Conflict of Interest Policy) provided in **Attachment 4**, with elected officers of Chair, Vice Chair, Secretary, and Treasurer, and will use the committee structure outlined in the following subsection. Our goal is to build and maintain a Board with as many areas of expertise as possible to support the varied areas of need required to operate and govern effectively. Where we find a skill-set lacking on the Board, we either recruit such an individual to the Board or seek out an individual to join one of our committees.

The Board will include four elected positions to meet specific organizational needs, outlined in **Figure 5**. **Figure 6** provides our Y1 organizational chart.

Figure 5: Responsibilities of Board Elected Positions	
Chair of the Board	Vice Chair
<ul style="list-style-type: none"> ▪ Presides over all meetings of the Board and other meetings as required. ▪ Coordinates with Head of School, other officers, and Committee chairs to develop Board agendas. ▪ Disseminates information to Board members. ▪ Reviews organizational efficacy and sets organizational priorities for future development. ▪ Appoints Committee chairs. ▪ Monitors efficacy of Board’s governing processes; addresses deficits of Board operations. 	<ul style="list-style-type: none"> ▪ In Chair’s absence – presides over all Board meetings; serves as ex officio member of standing committees. ▪ Works with Chair to assist in developing Board agendas. ▪ Advises Chair on appointing volunteers to key leadership positions. ▪ Supports and challenges Chair in responsibilities to ensure organizational priorities and governance concerns are addressed. ▪ Conducts duties delegated by the Chair.
Treasurer	Secretary
<ul style="list-style-type: none"> ▪ Serves as Chair of the Finance Committee. ▪ Ensures school complies with federal, state, and other statutory reporting requirements. ▪ Works with Chair, Head of School, and back office provider to ensure financial records current and accurate. ▪ Vets and recommends external auditor to Board for annual financial audit. ▪ Works with administration to ensure complete financial records available if requested by auditors. ▪ Reviews monthly financial statements prepared by school’s administration. ▪ Ensures required financial reports are prepared accurately and in a timely manner. ▪ Reports to full Board regularly to ensure Board understands financial health of the organization. ▪ Co-signs any purchases exceeding \$10,000. 00 for the school. 	<ul style="list-style-type: none"> ▪ Certifies and keeps both hard copy and electronic copy of up-to-date bylaws. ▪ Records official minutes of all meetings. Minutes record location, start and end time of the meeting, whether regular or special, how called, how notice was given, the names of those present or represented at the meeting, and the proceedings thereof. ▪ Keeps copies of agendas and minutes of all meetings and committees and ensures these documents are available at the school’s main office. ▪ Ensures that all notices are duly given as described in the bylaws or as required by law. ▪ Maintains Board records including agendas and minutes, and ensures timely appropriate notice for meetings, per Indiana’s Public Access Laws. ▪ Performs other duties incident to the Office of Secretary.



Figure 6: Circle City Prep Y1 Organizational Chart



Upon authorization, we will hire the Head of School, who will report directly to the Board. The Head of School is charged with all managerial decisions for the school, from all hiring to final curricular decisions. See **Attachment 3** for the Head of School Job Description. The Board will set evaluation measures in place to monitor and report on the effectiveness of the Head of School, will provide an annual written evaluation of the Head of School, and will maintain this evaluation as part of the personnel file for the Head of School. The Board will participate in ongoing governance training from Building Excellent Schools (BES) as well as local organizations such as The United Way, and will secure other outside consultants that it deems necessary. Each Founding Board member has read and engaged in discussion around *Charter School Board University*, outlining distinctions between governance and management. The BES Director of Board Governance will conduct a full-day strategic planning session following authorization.

Each year the Board will complete a self-evaluation to analyze its strengths and weaknesses and identify areas for improvement. The self-evaluations will be distributed, collected, and synthesized with results presented to the rest of the Board by the Governance Committee. During the Board’s annual retreat, an action plan will be created from these self-evaluations; any systematic changes or changes to the by-laws will be put to vote in accordance with our Bylaws and implemented during the annual retreat as well.

4. Procedures. To ensure the Board maintains legal and ethical integrity and provides appropriate governance, the Founding Team has to this point met monthly, starting in December 2015, and has communicated weekly to support the creation of a strong application, to conduct community engagement, and to action plan for the school’s planning year and launch. Post-authorization, we will continue to meet monthly, and with higher frequency as needed during the critical stages of start-up. We have engaged in a day-long board training on core requirements for chartering, focusing on the roles of governance and management. We will continue to receive on-going support and training from Building Excellent Schools (BES) and the BES Director of Board Governance.

Following authorization, the Board will continue to meet monthly with an annual retreat for strategic planning held at the end of each fiscal year. Board meetings will be held in a public space accessible by the community, 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 documents, in accordance with the Indiana Public Access Law. Topics at future meetings in the planning year will address, but not be limited to: developing and monitoring organizational dashboards (academic, operational, financial) monitoring and evaluating the Head of School for planning year outcomes, Board and fund development, and RFPs. A Sample Board Meeting Agenda is in **Attachment 4**.



The Board will have several standing committees dedicated to oversight, development, and strategic planning. Committees will formally start meeting following authorization. While initial committees will include Governance, Academic Achievement, Finance and Facility, and Development, committees may be added as needed through the formal resolution process of the Board. Each committee will consist of Directors and community members, except the Governance Committee which will only be made up of Directors. Committees will meet monthly and present formal monthly reports to the Board.

The **Governance Committee** is responsible for ensuring the Board's compliance with all rules and regulations and maintaining and developing healthy Board membership. The **Finance and Facility Committee** provides financial oversight and ensures the school can provide for its educational and support programs in a fiscally responsible way. In the founding stages, this committee will support the process for identifying, acquiring, and renovating facility space, ensuring Circle City Prep is prepared to move into an up-to-code facility by June 2017. The **Development Committee** builds community and business support and ensures that we attract the necessary financial resources. The **Academic Achievement Committee** works with the Head of School to analyze academic progress and ensures the school is meeting the stated academic accountability goals of our charter application, and any additional measures of academic success that the Board and school leadership establish and deem appropriate.

5. Ethics and Conflicts of Interest. As stewards of the public trust, all members must conduct themselves with high ethical standards. Our Conflict of Interest Policy was developed with input from Building Excellent Schools and was legally vetted by attorneys at Katz and Korin. All members will receive annual training in the Conflict of Interest Policy, and will sign a Conflict of Interest Understanding annually. When contemplating entering into a transaction or agreement, the Board will consult the Conflict of Interest Understandings to determine if any conflict exists. Should there be a conflict of interest, real or perceived, the Board member will recuse him or herself from any discussion and vote. We also have adopted a Code of Ethics which includes a Confidentiality Policy and Nepotism Policy to protect the school's interest as well as the public trust. See **Attachment 7** for the Conflict of Interest Policy and Code of Ethics.

6. Advisory Bodies. Circle City Prep deeply values the roles of advisors in the creation and operation of the school. During our planning year, we will be proactive and strategic in reaching out to families to recruit active participation in our **Parent Advisory Council**. Initial members will include parents of enrolled students and community members vested in the school's success. The Parent Advisory Council will be charged with two elements: providing feedback and supporting the school's capacity. This could include, but will not be limited to: attending bi-monthly Parent Advisory meetings with the Head of School; distributing and collecting annual Parent Satisfaction Surveys; hosting tours for school visitors; assisting classroom teachers with various needs; planning and assisting with School Excursions and Parent University Nights; and designing volunteer projects. While its members will have ample opportunities to provide feedback to and communicate with school management, the Parent Advisory Council will not be responsible for developing or implementing school policies and will work directly with the Head of School.

Throughout the school design process, we have established a **Professional Advisory Council**, consisting of individuals whom the Lead Founder has leveraged for their professional expertise. These individuals will continue to be trusted advisors to the Head of School and to the Board, as needed, post-authorization. The Professional Advisory Committee does not meet formally, but rather serves in an advisory capacity and all of whom have pledged their support through advocacy, counsel, and Letters of Support (see **Attachment 13**). Current members include: **Miriam Acevedo Davis**, President and CEO, La Plaza; **Stephanie Jo Bender**, Assistant Director, Advancement and Community Engagement, Simon Youth Foundation; **Rich Blaiklock**, Partner, Lewis Wagner, LLP; **Christine Jacobson**, Partner, Jacobson Hile, LLC; **Kyle Lanham**, Vice President of Community Engagement and Chief Advancement Officer, Goodwill Industries of Central Indiana; **Pat O'Donnell**, Vice President, Development, Teach For America (former



Executive Director, Teach For America – Indianapolis); and **Ke’Vin Roberts**, Director of Transportation, Washington Township School District

7. Grievance Process. In general, we expect that all staff and parent concerns can be handled at the level of the school, with the appropriate individual, and as needed, with the Head of School. The Board will direct parent complaints to the Head of School. Exceptions to this would be if the matter involved a legal, ethical, or safety concern. The Board would hear any formal complaints in accordance with our written Complaint Policy found in our Student and Family Handbook, updated, published, and provided annually free of charge to families during Parent Orientation or upon student enrollment. Families have the legal right to bring complaint and the Board is bound to act within the law in accordance with written policy.

Any individual or group may bring complaints and/or objections to Board policies or decision, 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 filing 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.) Submitted complaints 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(ies) to act upon the complaint and report to the Board. The Board shall render a determination in writing if appropriate or required.

SECTION II: SCHOOL DESIGN

EDUCATION PLAN

Curriculum and Instructional Design

1. Instructional Framework. Our mission is to ensure all K-8 students are ambitious, powerful learners and responsible, positive leaders on a path to college and a life of opportunity. Our instructional framework is designed in response to (1) academic rigor expectations outlined by **Indiana Academic Standards** and the demands of **Common Core State Standards (CCSS)**, (2) the **specific needs** of students on the Far Eastside, and (3) **best practices** of high-poverty, high-performing charter schools.⁵

Within teacher-led, student-centered classrooms, curriculum and assessments are vertically and horizontally aligned to provide a rigorous and robust educational foundation and seamless, scaffolded K-8 education resulting in students completing eighth grade with the transcripts to earn entrance into selective enrollment high schools. We will continue to work in consultation with academic leadership and guidance counselors at selective enrollment high schools to ensure our academic program provides a *seamless transition* into their schools’ academic expectations and requirements. Similarly, in a commitment to creating a *cohesive academic environment*, our instructional framework is horizontally aligned to build connections and understanding across content areas within the individual grade levels.

(1) In response to the key shifts in the new **Indiana Academic Standards** and **Common Core State Standards**, we put a premium on instructional materials and practices that support students’ ability to build higher levels of understanding, break down content and synthesize, and formulate opinions and products grounded in evidence. With the increase of speaking and listening components in our new standards⁶, our **Student Voice Continuum**, for example, starts with intentional integration of Habits of Discussion (**Figure 7**) in our Lower Academy (K-2) through grade 3, builds into our speech and language-based electives starting in grade 5 (**Figure 8**), and results in an oral defense of student driven capstone

⁵ Through the BES Fellowship, Lead Founder and proposed Head of School Megan Murphy visited, studied, and developed a deep understanding of nationally recognized, high-achieving charter schools such as Brooke in Boston, MA, North Start-Valisburg in Newark, NJ, and Nashville Classical in Nashville, TN. These schools serve low-income students of color and score in the top percentile on state and national tests.

⁶ <http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/>.



projects prior to graduation from our Upper Academy (6-8). Researchers have noted the “Matthew Effect” in early, strong readers: “[T]he very children who are reading well and who have good vocabularies will read more, learn more word meanings, and hence read even better.”⁷ Our academic model uniquely focuses on vocabulary acquisition to build passionate, skilled readers. The new Indiana Academic Standards represent a shift towards more written explanation of thinking and the ability to show diverse methods of reaching answers in mathematics. Our math instructional framework invests daily time on **cognitively-guided instruction** where students use manipulatives and personal approaches to explore and solve strategically scaffolded problems. Students are positioned to learn from their peers to explore diverse ways of tackling problems in an environment where the teacher plays the role of facilitator.⁸

Figure 7: Sample Implementation Calendar: Habits of Discussion⁹

Habit	Timeline
Kindergarten	
<ul style="list-style-type: none"> ▪ Listen and Talk Only in Turn ▪ Speak Audibly 	<ul style="list-style-type: none"> ▪ First two weeks of school (August)
<ul style="list-style-type: none"> ▪ Speak in Complete Sentences ▪ Elaborate on Your Answer 	<ul style="list-style-type: none"> ▪ Third week of school (late-August) ▪ Mid-September
<ul style="list-style-type: none"> ▪ Evaluate Others’ Responses ▪ Interact Peer to Peer 	<ul style="list-style-type: none"> ▪ Late-September ▪ October
Grade 1	
<ul style="list-style-type: none"> ▪ Reinforce K habits of discussion ▪ Praise Your Peers 	<ul style="list-style-type: none"> ▪ August ▪ Late August
<ul style="list-style-type: none"> ▪ Build Off Others’ Responses ▪ Prompt Peers with Universal Prompts 	<ul style="list-style-type: none"> ▪ September – October ▪ November – December
Grade 2	
<ul style="list-style-type: none"> ▪ Reinforce K – 1 habits of discussion ▪ Hint, Don’t Tell 	<ul style="list-style-type: none"> ▪ August ▪ September – October
<ul style="list-style-type: none"> ▪ No Hands 	<ul style="list-style-type: none"> ▪ November – December
Grade 3	
<ul style="list-style-type: none"> ▪ Reinforce K – 2 habits of discussion ▪ Come Prepared in Writing 	<ul style="list-style-type: none"> ▪ August ▪ August
<ul style="list-style-type: none"> ▪ Lead 	<ul style="list-style-type: none"> ▪ September - November

Figure 8: Elective Sequence

	Grade 5	Grade 6	Grade 7	Grade 8
Speech / Language	Etymology and Sentence Mapping	Speech and Rhetoric	Debate	Capstone Thesis and Oral Defense
Technology	Word Processing, Multimedia and Presentation Tools, Research Tools	Basic Operations, Spreadsheet, Website Design	Advanced Coding, App Creation, Digital Citizenship	Robotics

(2) In response to the **specific community needs** of the Far Eastside, we offer extended math and literacy blocks and purposeful social-emotional development programs and supports. With an average pass rate

⁷ Cunningham, Anne E., and Keith E. Stanovich. “Early Reading Acquisition and its relation to reading experience and ability 10 years later.” *Developmental Psychology*. Vol. 33 Nov. 1997; Stanovich, Keith. (2000). *Progress in Understanding reading: Scientific Foundations and New Frontiers* (1 ed.). New York, NY: Guilford Press; Cunningham, Anne & Keith Stanovich. (2003). “Reading Can Make you Smarter.” *Principal* Nov./Dec. 2003.

⁸ <http://www.promisingpractices.net/program.asp?programid=114>.

⁹ Bambrick-Santoyo, Paul. *Great Habits, Great Readers: A Practical Guide for K-4 Reading in the Light of Common Core*. San Francisco: Jossey-Bass, 2013. Print.



on the IRead3 of 60% at the seven elementary schools serving our target community, two out of every five nine-year-olds on the Far Eastside do not have the foundational skills to access rigorous academic content early in their educational careers.¹⁰ We provide over **three hours of intensive, differentiated literacy instruction**, including Read Alouds, Direct Instruction, Guided Reading, and Blended, Adaptive Computer-based practice in predominately small group environments.¹¹ With equally struggling math outcomes on the Far Eastside, more pronounced with the new state assessment, our instructional design includes **extended time in math** during which students engage in calendar math, problem-solving, speed drills, and number sense development on a daily basis through Cognitively Guided Instruction, Direct Instruction, and Adaptive Computer-based practice. We provide a **social-emotional development** component to our instructional framework. As a federally recognized food desert,¹² a community with one the highest crime rates in our city,¹³ and poverty rates close to double Indianapolis' average,¹⁴ we anticipate students requiring intense academic intervention and social-emotional supports. We focus on the academic needs of students growing up in poverty and seek to work in partnership with organizations providing additional services (CAFE, food banks, Eskenazi Health, etc.) *and* we support students' development around self-regulation and impulse control through the daily use of the **Calm Classroom** curriculum, a relaxation response curriculum.¹⁵ Such programs have been connected to reducing anxiety levels for students, promoting social skills and, ultimately, positively impacting academic outcomes.¹⁶

(3) In response to **best practices** of high-performing urban charter schools across the country, our instructional framework leverages **extensive blended learning resources** and **lowered teacher to student ratios** during literacy instruction. Across the Lower Academy and early grades of the Intermediate Academy, we have designed a college preparatory elementary (K-4) literacy program with a maximum of 28 students taught by two (2) high capacity teachers with an instructional design that places all students within four (4) rotating groups. One group of seven students works with an individual teacher focusing on guided reading, the second works with a second teacher focusing on phonics and sight words, the third works at literacy-based, adaptive individualize computer stations, with the final group working on independent practice focusing on independent reading, writing, or Words Their Way word sorts.¹⁷ This structure provides significant differentiation and focuses on the building blocks of literacy: phonemic awareness, phonics, vocabulary, fluency, and reading comprehension. To further support differentiated instruction, we also anticipate using the Lexia literacy program and ST Math program.

As we seek to balance the rigor and alignment of Indiana Academic Standards and Common Core State Standards with the unique academic needs of students on the Far Eastside as well as the proven best practices of high-performing urban charter schools, **Figure 9** outlines the curricular materials and instructional frameworks used in our K-8 program. Each year we will evaluate the success of our curricular models and materials and make adjustments to better meet the needs of our students.

¹⁰ <http://compass.doe.in.gov/dashboard/>.

¹¹ See The Center for Public Education "Class Size and Student Achievement: Research Review." <http://www.centerforpubliceducation.org/Main-Menu/Organizing-a-school/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement> for a comprehensive review of the Tennessee's Project STAR, Wisconsin's SAGE, and California's CSR program; See also Mosteller Frederick, "The Tennessee Study of Class Size in Early Grades." *The Future of Children*. summer/fall 1995.

¹² <http://www.ers.usda.gov/data-products/food-access-research-atlas/go-to-the-atlas.aspx>.

¹³ http://ftpcontent2.worldnow.com/wthr/jpg/42nd_1000.jpg.

¹⁴ http://www.fareastsidequalityoflifeplan.com/uploads/1/1/8/2/11824915/far_eastside_quality_of_life_plan.pdf.

¹⁵ <http://www.calmclassroom.com/>.

¹⁶ <http://www.calmclassroom.com/wp-content/uploads/2011/06/Beauchemin-Mindfulness-Meditation-lesson-anxiety.pdf> and

<http://www.calmclassroom.com/wp-content/uploads/2011/06/Flook-Effects-of-Mindful-Awareness-Practices-on-Executive-Function-11.pdf>

¹⁷ This literacy framework is used by numerous high-performing urban charter schools including North Star in Newark, NJ which consistently outperforms district, state, and results of white students in their state with a predominately student of color population:

http://northstar.uncommonschoools.org/nsa/results#ES_Results.



Figure 9: Proposed Core Academic Curricular Materials Grades K-8					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Reading	Balanced Literacy: <i>Guided Reading</i> (teacher created, leveled), <i>Reading Mastery</i> (Phonics/phonemic awareness), <i>Words Their Way</i> (word study, spelling), <i>Lexia</i> (blended learning), <i>Junior Great Books</i> (read aloud)			Balanced Literacy: double blocks of <i>Guided Reading</i> (non-fiction and fiction, teacher created), <i>Words their Way</i> (word study), <i>Independent Reading</i> ¹⁸ (the Daily Five Literacy block philosophy), <i>Achieve 3000</i> (blended learning)	
Writing	<i>Handwriting Without Tears</i> and <i>Lucy Calkins Writer's Workshop</i> , supplemented with teacher created materials		<i>Shurely Grammar</i> (Grammar) and <i>Lucy Calkin's Writers Workshop</i> , supplemented with teacher created materials		
Math	<i>Everyday Counts Math</i> (Calendar Math), <i>EngageNY</i> (number sense, computation, algebraic thinking, geometry, measurement), <i>CGI</i> (problem solving)				
Science	<i>Foss Kits</i> and <i>Core Knowledge</i>				
Social Studies	<i>Pearson myWorld Social Studies</i> , <i>Teaching Tolerance</i> , <i>Core Knowledge</i> and teacher created materials				
	Grade 5	Grade 6	Grade 7	Grade 8	
Reading	Reading comprehension across genres (teacher created), student driven Book Clubs ¹⁹ with <i>Jr. Great Books</i> , <i>Grammar with Giggles</i> , <i>Shurley Grammar</i>				
Writing	*Starting in Grade 6, Reading and Writing merge into a 100 minute Humanities course				
Math	Dual focus on Procedures (computation) and Problem Solving; (both teacher created); <i>enVisions Math</i> and <i>Connected Math</i>				
Science	<i>Foss Kits</i> and teacher created				
Social Studies	U.S. – Founding of the Republic (teacher created)	Europe and the Americas (teacher created)	Africa, Asia and Southwest Pacific (teacher created)	U.S. History – Growth and Development (teacher created)	
Speech / Language	Etymology and Sentence Mapping (teacher created)	Speech and Rhetoric (teacher created)	Debate (teacher created)	Capstone Thesis (student-created, teacher-supported)	

2. Instructional Strategies. To support students' mastery of a K-8 college preparatory curriculum, and to reach the needs of diverse learners, teachers will use a variety of instructional strategies so that every minute is maximizing instruction. We will draw heavily from strategies outlined in Lemov's *Teach Like a Champion 2.0* (Figure 17),²⁰ Bambrick-Santoyo's *Great Habits, Great Readers*,²¹ and *Driven by Data*,²² Cowhey's *Black Ants and Buddhists*,²³ and Farr's *Teaching as Leadership*.²⁴ These strategies are used in numerous high performing urban charter schools such as the Achievement First Network, Uncommon Schools Network, and high-performing members of the BES Network, including Equitas Academy (Los Angeles, CA), Excel Academy (Boston, MA), University Prep (Denver, CO), and Great Lakes Academy.

Based upon best practices from schools significantly shrinking the achievement gap across the country, and to ensure differentiated instruction for all learners, the following are some of the instructional

¹⁸ Students will selected texts based on their independent reading level determined by the STEP and Fountas and Pinnell Assessment. Independent reading text will be within their zone or proximal development but also aligned to personal interests of students.

¹⁹ "Enacting the ACTS of Reading" by Deborah Hollimon in *Literacy Daily*, November 17, 2015, <http://bit.ly/116YNjI>; Hollimon can be reached at deborah.hollimon@usafa.edu.

²⁰ Lemov, Doug. *Teach Like a Champion 2.0*. 2nd ed. Vol. 1. San Francisco: Jossey-Bass, CA. Print.

²¹ Bambrick-Santoyo, Paul. *Great Habits, Great Readers*. San Francisco: Jossey-Bass, 2013. Print.

²² Bambrick-Santoyo, Paul. *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco, CA: Jossey-Bass, 2010. Print.

²³ Cowhey, Mary. *Black Ants and Buddhists*. Portland, Me.: Stenhouse, 2006. Print.

²⁴ Farr, Steven. *Teaching as Leadership: The Highly Effective Teacher's Guide to Closing the Achievement Gap*. San Francisco: Jossey-Bass, 2010. Print.



strategies we intend to use: **Extended Time**. We provide 186 days of instruction, from 7:45am to 4:00pm. Extended time has high impact on academic outcomes for low-income students resulting in an additional two (2) years of instruction for students enrolled K-8. **Two-Teacher Model for Literacy**. We have two qualified teachers for our literacy block in K-4; along with blended learning computer station and an independent practice rotation, this ensures a ratio of 7:1 during all blocks when children are learning to read. **Small Group/Individualized Tutoring**. Time is provided daily for targeted group re-teaching and individual remediation of skills and concepts. We use assessment data to inform formal and informal tutoring practice. **Data Driven Decision Making**. To ensure rigorous, responsive instruction within students’ zone of proximal development, teachers and staff leverage data on a semi-trimester, weekly, and daily basis to adapt instruction in response to students’ needs. **Rap, Rhythm and Rhyme**. Chanting and rhyming create energy and excitement about learning, and help students remember key concepts. We use this method to engage and excite young learners. **Kinesthetic Learning**. Physical activity maintains student engagement and is fun. Students learn new concepts with hand signals and support one another with snapping and other friendly and ritualized gestures to build teamwork, engagement, and peer-to-peer support. **Flexible Ability Reading Groups**. This allows for more individualized instruction, and helps ensure students are not reading and learning at a frustration level. Groupings are used in literacy instruction small reading groups, and are flexible and responsive, changing with testing cycles and student needs. **Guided Relaxation/Mediation**. Placed between longer academic blocks and following high-intensity moments of the day (following enrichment, for example), we participate in guided meditation to teach students key relaxation techniques, including deep breathing and visualization and giving them the tools to calm down in moments of stress. **Goal Setting**. We support students, classes, and grades in setting, monitoring, and meeting academic and non-academic goals by setting and reflecting on goals daily.

Starting with our 18 day summer professional development (PD) and continuing throughout the year through individualized and targeted small and whole group PD, teachers are taught, practice, and execute instructional strategies the “Circle City Prep Way.” Our gold-standard is consistent, clear execution that creates a common language and structure, thereby building a culture of clear, consistent expectations. We will use a variety of academic, behavioral and advanced instructional techniques as seen in **Figure 10** that reinforce student expectations and build high levels of student engagement.²⁵

Figure 10: Six Core Instructional Techniques ²⁶			
Skill	Type	Description	Example
Sweat the Details	Behavioral	Approach that encourages teachers to enforce compliance with every expectation, including aspects that may seem minor.	Teacher asks students to raise hands to answer question, expecting all raised hands to be as straight. If a student is slouched, the teacher would correct it using a verbal reminder or, if repeated behavior, provide a more formal consequence.
Do It Again	Behavioral	Technique in which a teacher instructs students to complete a procedure or process that has been practiced and has students repeat the process if it is not done well or by all students.	During whole class transition from carpet to tables, a silent procedure, three students make noise. The teacher stops the class and asks them to return to the carpet so they can do transition again. Excitedly, he says, “Let’s see if we can be at our seats in 15 seconds!”
100 Percent	Behavioral & Academic	Behavior. Method in which teacher expect full participation to complete task or activity associated with learning	The teacher asks students to sit in STAR so he can give directions and he waits to speak for two students whose eyes are not on him.

²⁵ Instructional Techniques taken from Lemov’s *Teach Like A Champion*.

²⁶ Ibid.

		and will not continue instruction until all students have complied. Academic. When responding to an answer in class the teacher holds out for an answer that is 100% right.	"When there is 100%, we are ready," he says in a calm, yet assertive tone.
No Opt Out	Academic	Process in which student who answers incorrectly is not able to give up on the learning process. We have high expectations for student performance and teacher should not accept "I don't know for an answer." The teacher prompts the student to attempt to answer. If student genuinely does not know the answer, teacher calls on another student to assist, and then student is asked same question or is given similar one to answer correctly.	For example, a teacher calls on Jasmine during Reading Mastery and asks her to read aloud the word "bead" during individual turns. Jasmine does not know the answer. After prompting, the teacher calls on another student to give the "two vowels go walking" rule (when two vowels go walking, the first one does the talking). The teacher then calls on Jasmine to do another "two vowels" word. Jasmine gets the correct answer and gives the rule. The teacher congratulates Jasmine on her correct answer.
Warm Strict	Advanced	Strategy combines caring tone with high-expectations for behavioral expectations. Used to build culture and set the tone inside their classrooms.	Teachers work to stand still and look students in the eye when providing directions.
Precise Praise	Advanced	Technique used by teachers to reward students with praise using very specific examples that are meaningful and genuine.	Teacher asks students to recall story's setting. Demonte answers in complete sentence and teacher replies, "DeMonte, you did a great job of turning my question into an answer. Everybody say, 'Nice complete sentence, DeMonte!'"

3. Core Curriculum Scope and Sequence. Attachment 8 provides our core curriculum scope and sequence for all subjects K-8. For curriculum not fully developed, a timeline outlining development process during the school's planning year is provided.

4. Blended Learning Operators. Not Applicable.

Pupil Performance Standards

1. Exit Standards. To ensure Circle City Prep graduates are prepared for the academic rigors of a college preparatory high school, we have adopted the eighth grade Indiana Academic Standards as our exit and promotion criteria²⁷ (**Attachment 9**). We supplement these expectations with additional performance standards to reach our graduation requirement: **(1) Enrollment in the 21st Century Scholars Program** – By completion of grade eight, all students will be enrolled in the 21st Century Scholar Program which affords automatic scholarships to an Indiana higher education institution if the student maintains a minimum of 2.5 cumulative GPA and graduates with a Core 40 Diploma. Our High School Counselor²⁸ will support all students through this application process. **(2) Completion of Capstone Project** – All students will complete a Capstone Project (including research paper and oral defense) in their last semester. The components and rubric will be developed in Y7 by our instructional staff and will include requirements aligned to Indiana Academic Standards in nonfiction reading, writing, speaking and listening, computation, and civics and government. A Sample Course Description for the Capstone Project can be found in **Attachment 9**.

²⁷ While all our students will be taking Algebra I in Grade 8, passing the Algebra I ECA is not a prerequisite for graduation. As such, we have provided the eighth grade Academic Standards as our exit standards.

²⁸ Hired in Y7. Please see **Attachment 14** for Organizational Chart.



2. Promotion Policy. Grade-level promotion is determined based on attendance, student mastery of content as depicted in final grades, and final exam requirements. Since we anticipate a student population performing below and potentially significantly below grade-level, we have added a growth metric to our policy in grades K-3, at which point Circle City Prep is committed to having 100% of our student population reading at or above grade-level. **Figure 11** outlines our grade level promotion requirements.

Figure 11: 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 OR 5 STEP Levels of growth	NA
3	Absent ≤ 15 days	Math interim tests average ≥ 70%	STEP 12 or higher OR 5 STEP Levels of growth	Pass IRead-3
4-8	Absent ≤ 15 days	All interim tests average ≥ 70% (ELA, Math, Science, and Social Studies)	NA	All final exam scores average ≥ 70% (ELA, Math, Science, and Social Studies)

We provide students with multiple tiers of support during our extended day and extended year, including daily tutoring to ensure students have the supports they need to earn promotion. We will provide summer remediation opportunities for students in grades 4-8.

In grades 4-8, if students average between 60-69% in one or two core subjects, they will have the opportunity to take two weeks of intense summer school in that subject. The student can re-take the final comprehensive assessment in the class(es) s/he failed, and must earn a minimum of 70% on that assessment to earn promotion. Students earning less than 60% in their annual average in one or more classes do not demonstrate sufficient proficiency for summer remediation opportunities and would best benefit from additional teaching and learning before earning promotion to the next grade.

Our promotion policy is outlined within our Student and Family Handbook, provided to all families before the start of school. We communicate regularly with families to ensure every student is able to meet our attendance requirement, including through the use of weekly progress reports, three formal report cards, the sharing of staff cell phone numbers, and the requirement that all classroom teachers speak with families a minimum of one time monthly. The school’s front office closely monitors attendance, and all daily attendance averages are included as part of our monthly Academic Accountability Dashboard report to the Board. Families must meet with the Head of School once a student has accumulated over five absences and we will work with families to create and support attendance action plans.

In compliance with IDEA, all students with IEPs and 504s will need to meet all promotion criteria for Circle City Prep unless their IEP indicates separate goals in particular content areas. If this is the case, satisfactory meeting of those goals will satisfy that component of the promotion criteria of Circle City Prep.

If there is an indication the student may need to be retained, the Head of School will meet with the student and family to discuss a course of action, including interventions, additional supports, or mandated tutoring as soon as possible to best ensure all students can be successful. If interventions are not leading to the growth and improvement necessary, the recommendation to retain will be made by the classroom teachers, and final promotion decisions will be made by the Head of School.



High School Graduation Requirements. Not applicable.

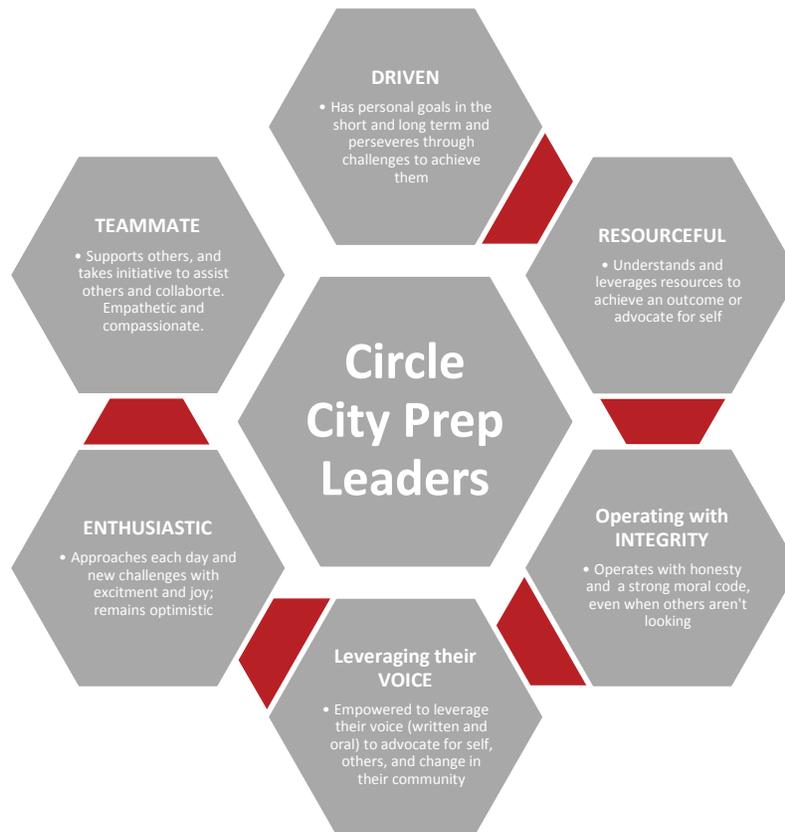
School Calendar and Schedule

1. Calendar and Schedule. Please see **Attachment 10.**

School Culture

1. Promoting Positive Academic Environment, Intellectual and Social Development. Our goal is graduating eighth graders with the attributes of an ambitious learner and a responsible leader. **Figure 12** informs the development of the rituals, rules, and routines and the priorities of our school culture. The chart encompasses our DRIVE values, along with one additional attribute we will develop in our students.

Figure 12: Description of a Circle City Prep Alum



We operate with the deep belief that every one of our students is college-bound and rich with power and potential to positively impact our world. We provide every student with the opportunity and supports to earn the academic transcript that will allow them to live up to this lofty expectation and the soft skills and personal character to live out their fullest potential.

2. Implementing Culture from Day One. To develop future college graduates and responsible leaders to be Driven, Resourceful, Operating with Integrity, Leveraging their Voice, and Enthusiastic, our culture will be rooted in the following:

Clear and Consistent High Expectations. From the moment **families** enroll their child(ren), they will be welcomed and enculturated into our school community through our Student and Family Handbook, Home Visits, and Family Orientations to learn about the expectations of our community. This type of high



expectations environment may be new to many families. From day one we will provide clarity and support as it pertains to our student and parent policies. For **staff**, a teacher candidate’s orientation to high expectations for students is identified early in our hiring practices. We ask questions and present case studies that identify a candidate’s belief in creating and maintaining a high expectations environment for students. **Teachers and staff** participate in frequent, practiced-based PD in our 18 days of summer PD and development throughout the school year to ensure high behavioral expectations are consistent. Finally, we have committed the first four days with **students, our “Student Orientation,”** to teach, practice, and reinforce our behavior expectations before diving in to academic content. We want and know our students can succeed in a high-expectations environment, but first we must teach and routinize these practices for them to become habit and thus creating space for academic and personal growth.

Joy and Celebration. Ambitious learners at young ages desire to come to school and relish in the knowledge that “my brain is growing.” We nurture this intrinsic drive and know that public and private praise is critical in building our culture and students’ character. During daily Morning Motivations, Closing Circles, and weekly whole school Community Circles, naming a math magician, a DRIVEN superhero, or a robust reader, or simply sharing quick chants and cheers, students will be celebrated for hard-work and build a belief that being smart is exciting and something they want to be.

Community Building. Students will gradually broaden their understanding of community as they garner greater perspective on their world and build diverse relationships. This will be supported as students will first equate their community to their classroom, then their grade-level, their school, their local community, their city, state, country, and ultimately the world by grade eight. In the Lower Academy, for example, community is built through relationship-building activities in class, accountability partners for goalsetting, public shout-outs for peers, and communal meals and conversation. In grade 8, students have opportunities to work closely with community partners while completing their Capstone Project.

College Ethos. Our college preparatory model drives our academic design and culture. For students to be empowered leaders with access and opportunity, they must be excited about and invested in their future. Students will be surrounded by the importance of college, ranging from university flags hanging in our hallways, college chants and cheers recited daily, or visits from community members talking about their experience in higher education. Each student, along with a family member, will culminate their year with a trip to a university to learn about the campus, its majors, extra-curricular opportunities, and financial aid. Eighth graders who joined us in Kindergarten will have toured nine colleges or universities and will matriculate to high school with a structured academic and financial plan for higher education.

Opportunities for Student Growth and Leadership. To prepare students to navigate a less structured environment as they mature, we must allow students opportunities to make mistakes as well as support them to reflect, grow, and learn from their decisions. Committed to the importance of a structured model, particularly for students at a young age or new to Circle City Prep, we scaffold back structures starting in our Upper Academy (6-8) where students have more flexibility in their schedule and opportunities to opt into various extra-curricular activities or tutoring opportunities. With a mentor within the school or community, students have a partner to think through their academic and personal decisions to identify areas of growth. For example, at the younger grades, students will have opportunities to lead Community Circles. **Figure 13** outlines ways we promote and implement our culture with students, staff, and parents.

Figure 13: Sample Opportunities to Promote School Culture				
	Students	Teachers	Administrators	Parents
High Expectations	Holding one another accountable w/shout outs for DRIVE values	Having students “Do It Again” when an	Being present throughout day, live	Signing student behavior logs every night



		expectation is not met by 100% of class	coaching teachers in the moment	
Joy and Celebration	Giving silent praise and support (two non-verbal hand motions) to peers during class	Giving 5 positive praises for every 1 corrective action	In morning staff huddles, naming teaching strengths and moments of staff showing DRIVE	Attending seasonal celebrations; hanging student awards up at home
Community Building	Asking students and adults in the building how they can help	Observing other teachers and giving positive feedback	Knowing all students in the building by name	Participation in Circle City Prep's Parent Advisory Council
College Ethos	Showing pride in homeroom college at Community Meetings	Asking their alma mater to send college swag for students	Bringing in diverse community members to engage students on college	Talking to their child about college (where they want to attend and why)
Growth and Leadership	Taking ownership of mistakes and proposing potential next steps	Finding opportunities throughout day for students to drive discussion and content	Leveraging teacher strengths to plug into leadership opportunities at the school	Having solutions-oriented conversation w/ students on their behavior and how they can do better

3. A Typical Student Day at Circle City Prep: Kindergarten. At 7:34am, Rashay is dropped off by the daycare van at the front door of Circle City Prep. As the Head of School waves to the van driver, students line up single file, hands free, ready to be greeted. Shaking Rashay's hand and making eye contact, the Head of School warmly says, "Good morning, Rashay. I'm so happy you're here today. Are you ready to have a great day?" "Good morning, Ms. Murphy. Yes I am!" beams Rashay.

Outside of her classroom door, Rashay is greeted by Mr. Wilson, one of her teachers in the Indiana University classroom. Rashay hands Mr. Wilson her HW folder and walks to her hook, where she hangs up her backpack and places her jacket on top. Doing a quick "excellence check," Rashay tucks in her shirt and makes sure both shoes are tied, ready to start her day. "Thank you, Mr. Wilson," Rashay says as she takes her HW folder back and heads into the Indiana University classroom.

Rashay's classroom is calm and organized, with classical music playing in the background and breakfast set at her seat. "Good morning, Rashay!" says Mrs. Jones, "I can't wait for you to hear our new story this morning. I think you'll love it." "Good morning, Mrs. Jones," Rashay replies as she shakes her teacher's hand and places her HW folder in the proper bin. Rashay sits down at her assigned seat with three of her friends. After finishing breakfast, Rashay clears her work space, disposes of trash, and pulls out her BRIGHT Work to practice her handwriting before class begins.

At 8:00am Mrs. Jones stops the classical music and rings her bell. Rashay and her peers start singing the clean-up song, clearing their table, and putting their BRIGHT work materials away. By the end, Rashay is sitting silently in her seat, eyes on Mrs. Jones. "Good morning, Indiana University!" says Mrs. Jones. "Good morning, Ms. Jones." "Please greet your peers before we start our day," requests Ms. Jones. Rashay turns to her should partner, wishing him good morning and asking how he is feeling today. After a quick check-in with friends, Rashay's class turns back to Mrs. Jones who talks to the class about what being a "good friend" looks like and asks Indiana University how they can support each other throughout the day. After brainstorming a possible list (sharing crayons, saying excuse me when you bump into someone, picking up a friend's paper that fell), Rashay is excited for her favorite time of the day. STORY TIME!

After the "Hoo Hoo Hoosier" cheer, Rashay transitions to the carpet sitting down in her assigned seat "criss-cross-applesauce." At 8:10, Mrs. Jones brings out a book on hot air balloons. IU had just wrapped up reading the *Wizard of Oz* yesterday and they were interested in learning more about the transportation



Dorothy took home, so Mrs. Jones pulled a book from the local library on the subject. During the read aloud, Mrs. Jones highlights the word altitude, having students complete hand motions to remember the definition. Brad, Class Secretary, quickly walks over to the Scholarly Word Wall and adds “altitude” with a quick drawing to remind his friends in class to remember to use this word.

At 8:35, Mr. Wilson joins the IU classroom and starts setting up materials for his phonics lesson while Mrs. Jones wraps up Read Aloud with a turn and talk, having partners discuss what they predict seeing if they took a hot air balloon ride in their neighborhood. Five minutes later, Mrs. Jones rings her bell and says, “Track Mr. Wilson” and all students quickly turn their bodies to look at Mr. Wilson. “Good morning, Hoosiers!” exclaims Mr. Wilson. “Good Morning, Mr. Wilson!” responds Rashay’s class in unison. “Mrs. Jones, when I came in this morning, I saw Tyrone really engaged in a conversation with his classmate by asking clarifying question,” points out Mr. Wilson. “Tyrone, pick our transition chant to get to our literacy stations.” Tyrone stands up and loud and proudly says, “The Grow Your Brain Chant.” “Grow Your Brain chant,” announces Mr. Wilson. “Get Ready. Go!” The class stands up, starts chanting and transitions to one of four spots in the room with six of their peers. Rashay walks to the kidney table for the comprehension station in their morning literacy block. Mrs. Jones facilitates a 30-minute comprehension lesson where Rashay and six classmates practice identifying main idea in short stories. Seven students are at computers, head-phones on, are working through Lexia, the adaptive literacy computer program. A third group of seven students are in a semi-circle around Mr. Wilson on the carpet, quickly reciting sight words and practicing diagraph and letter sounds before starting their Reading Mastery lesson. The final group of seven students are independently working at their desks, sorting words around common spelling patterns in the Words Their Way program. After 30 minutes, Mrs. Jones’ timer beeps and Rashay and her classmates stand-up at their station and turn their bodies to the next station they will attend. Rashay is the Class Line Leader. On top of getting to be the first Hoosier in line, she gets to pick how the class will transition. “Today we will be dinosaurs,” Rashay informs the class. “Like Dinosaurs! Get Ready!” Mrs. Jones rings the bell and Rashay and her classmates transition to their next station trekking like dinosaurs.

After the next 30-minute station, Rashay takes a break during movement and meditation time to dance to her favorite songs. As a few students rotate in and out of the classroom for bathroom break, Mrs. Jones brings students to their desks to engage in their five-minute meditation before heading out to the second half of their literacy rotations. In the next 60 minutes, Rashay rotates to her remaining two stations.

At 10:55am Mr. Wilson waves goodbye to IU and Rashay gets ready for a quick bathroom break before dance class with Ms. LaPel. As students jump into their kinesthetic warm-ups, Ms. LaPel is talking to them about the determination dancers show as they commit to long hours of practice and getting better. Rashay anticipates jumping into their latest routine they will get to perform for their parents and the rest of the Circle City Prep community at next week’s Community Circle.

A quick 50 minutes later, Ms. LaPel walks Rashay and her classmates back to their classroom where lunch is set for them at their tables. Students silently take their seats and wait for Ms. LaPel to signal it is time to eat. “Hoosiers,” Ms. LaPel says, “talk to your friends about a time you showed determination, kept working at something that was challenging even if you wanted to give up. Remember, we’re practicing as a class to make eye contact with people who are talking to us so let’s be great listeners. Have a great lunch, Hoosiers.” Rashay thinks of the time her mom was trying to teach her how to tie her shoes and how much she wanted to give up, but Martin, a friend at her table, is telling a story about watching his younger brother learn how to crawl, so she picks up her apple and gives Martin attention while he has the floor.

After a healthy, filling lunch, Martin, the Table Captain, cleans up his trash, throws away his friend’s trash, and wipes down the table. Rashay and the rest of the table continue to chat about times they struggled but have persevered. At 12:09, Ms. LaPel transitions IU to the carpet, right before Mrs. Jones enters the class. “You’ve got a lot of determined students in here, Mrs. Jones,” Ms. LaPel praises as she heads out



the door. During classroom writing block, Rashay and the class think of examples and details to add to their letters to the IRT, thanking them for hosting Circle City Prep at the theatre last week. By the end of writing block, all students in IU had a handwritten letter to the IRT, signed, and sealed in an envelope to be mailed.

After Rashay licks her envelope and drops it in the class “mailbox,” she transitions to the carpet for calendar math. At 12:41 Mrs. Jones ask Chantelle, IU’s Math Magician, a title given to a student every day for showing determination and resourcefulness in math class the previous day, to lead Rashay’s class through the calendar math routine. Chantelle, with her Math Magician cape on, walks to the head of the carpet, takes the pointer and guides the class through the date, chants about the days of the week, months, seasons and weather, and helps her peers break down the secret number of the day. Rashay thinks back to the start of the year when she struggled to read the calendar and beams with pride at her hard work paying off as Mrs. Jones takes the pointer. But Rashay also knew that problem solving, the next item on their agenda as a class, was going to be challenging and would require her to show DRIVE.

Mrs. Jones walks through the day’s story problem, having students read it several times, having them close their eyes to visualize the events, and suggesting potential strategies for students to think about. At 12:50, Rashay’s class transitions back to their tables to find blank paper, tens cubes, pencils and crayons to solve today’s word problem. Rashay starts drawing a picture to conceptualize the events while Daniel across the table starts writing numbers on his pages. Mrs. Jones walks around the classroom watching her class tackle the problem. She leans down to talk to students, asking questions to understand their thinking. At 1:15, Mrs. Jones rings the class bell again and asks Rashay to pick a transition back to the carpet. Rashay yells, “Like a fish.” “Like a fish, Hoosiers. Get ready. Go,” says Mrs. Jones. The class picks up their paper, pushes in their chair, purses their lips mimicking fish, and quietly “swims” to the carpet. Two students are picked to share their strategy on the document camera. As they explain their thinking, Mrs. Jones is writing their strategy on an anchor chart and students are raising their hands to ask questions or give feedback.

Next Rashay and her class head into a math lesson where they practice composing and decomposing numbers, leveraging mental strategies and manipulatives. Every math block ends in small group and independent practice time. As Mrs. Johnson calls four students to the kidney table to review a previous lesson, Rashay logs onto a class computer to work on ST Math, the adaptive math computer program.

At 2:45 it is time for Science. The Hoosiers are engaged in a lesson on weather patterns and learning about becoming meteorologists. After writing observations about the weather for the day in her meteorologist journal, Rashay sits on the carpet and listens to Mrs. Jones read a Core Knowledge story on tornados. Curtis silently signals that he has a connection to the text to make. After being called on, Curtis shares that this reminds him of the *Wizard of Oz*. Students turn and talk with their partners making connections between the nonfiction text they just heard to the fiction text they recently read.

The last 25 minutes of the day is choice time where Hoosiers have a range of activities such as letter writing, word sorts, computer program, and independent reading from which to pick. Mrs. Jones is joined by Mr. Reed, the School Operations Manager. Both adults pull small groups of students to practice phonics skill. Rashay is pulled into Mr. Reed’s group and practices reading words ending in diagraphs.

At 3:40 students gather around the carpet with their behavior logs and fill in the color for the day. Rashay is excited to show her mom her “green” day when she gets home. Rashay turns to her accountability buddy and tells her what her behavior color is and what she did or did not do to get there today, “I think getting sleep last night helped me stay determined and focused today,” says Rashay. A few minutes later, Rashay boards her daycare bus knowing she can make each day a great day.



4. Typical Teacher’s Day at Circle City Prep: Kindergarten Lead and Co-Teacher

Figure 14: Sample Teacher Schedule

Kindergarten – Lead Teacher		Kindergarten – Co-Teacher	
6:55	Arrival and Prep: review lesson plans, practice explicit directions to carpet, action step from check-in with the Head of School	7:00	Arrival and Prep: check staff email sent by Head of School Sunday evening, write note to student who needs extra motivation
7:05	Grade Level Meeting: check-in with grade-level team about new chant for main idea	7:05	Grade Level Meeting: check-in with grade-level team about new chant for main idea
7:20	Staff Morning Huddle: School Operations Manager covers tweaks to the entrance process, staff gives shout outs to each other	7:20	Staff Morning Huddle: School Operations Manager covers tweaks to the dismissal process, staff gives shout outs to each other
7:30	Student Arrival: welcome students at class door, collect HW, monitor breakfast	7:30	Student Arrival: greet each student by name in hallway and do a quick uniform check
8:00	Morning Motivation: lead students in morning greeting, reflection, college chant	8:00	Morning Motivation: check-in on grade-level leads to see if they need any support
8:10	Read Aloud: students excited to learn about hot air balloons from non-fiction texts	8:10	Prep: work on Reading Mastery lesson plan, two weeks in advance of execution
8:40	Literacy Rotations: teach four 30-minute rotations of guided reading to groups of 7 students, grouped based on STEP data.	8:40	Literacy Rotations in IU: teach four 30-minute rotations of Reading Mastery to groups of 7, grouped based on STEP data
11:00	Prep: watch video of teaching CGI	11:00	Enrichment: teach dance to IU
11:50	Prep: lunch and check email	11:50	Lunch Duty: sit w/students, use Tier 2 vocab
12:10	Writing: lead shared writing with students to IRT discussing play from last Excursion	12:10	Prep: Lunch and check email
12:40	Math: lead CGI lesson identifying solution strategies to “less than” problem, lead Engage NY lesson on pattern identification.	12:40	Literacy Rotations in DePauw: teach four 30-minute rotations of Reading Mastery to groups of 7, grouped based on STEP data
2:45	Science / Social Studies: students write weather observations in meteorologist journal, read Core Knowledge story on Tornados.	2:55	Enrichment: teach dance to Depauw
3:15	Choice Time and Tutoring: pull a small group requiring remediation around short vowel sounds and segmenting gaps		
3:40	Closing Circle: lead students in reflecting on their day and their goals for this evening		
3:45	Dismissal Duty: help students pack up and transition, monitoring safe, organized dismissal	3:45	Dismissal Duty: support Kindergarten students in packing up for the day, ensuring dismissal is safe and organized
4:00	Prep: Check-in with grade-level team about next day’s lesson plans, ensure room is prepared for the start of the day tomorrow	4:00	Prep: Practice Reading Mastery call and response with First Grade Co-Teacher

Supplemental Programming

1. Summer School. Due to our extended academic day and year and data-driven robust instructional program, we anticipate most mastery gaps being identified and overcome within the normal academic year. We will, however, be offering summer school for (1) third graders not passing the IREAD-3 assessment and (2) fourth through eighth graders with an average of 60-69% in one or two core subjects. Any third grader that did not pass IREAD-3 must attend summer school to retake the test and be considered eligible for promotion. Any fourth through eighth grader with a 60-69% average in a core subject can re-take the final comprehensive assessment in the class(es) they failed after summer



remediation to be eligible for promotion. Summer school dates are contingent upon Indiana testing windows. Summer school for fourth through eighth graders will take place over two weeks, immediately following the last day of school for four hours each day. We will seek out grant opportunities to fund summer school so that it can be provided at no cost to families. If grant opportunities do not arise, we will take on this additional costs from our annual budget.

2. Extra- and Co-Curricular Activities and Programming. Circle City Prep integrates daily **Enrichment**, Friday **Extensions**, and bi-monthly **Excursions** into our students’ academic experience.

Enrichment. Every day students will attend 50 minutes of **Enrichment** (art, dance, music, and physical education). In Y1, two Co-Teachers will split time leading small groups during literacy block and leading two enrichment classes based on their interests. In Y1, we will let our two Co-Teachers plan their own Enrichment courses, offering two different courses for students. In Y2, we will have one full-time Enrichment teacher and add another in Y3. In Y4, we hire a Director of Technology and begin offering a Technology Enrichment course; in Y5, we hire a Speech Teacher. See **Figure 15** for our Elective Outline.

Figure 15: Elective Sequence

	Grade 5	Grade 6	Grade 7	Grade 8
Speech / Language	Etymology and Sentence Mapping	Speech and Rhetoric	Debate	Capstone Thesis and Oral Defense
Technology	Word Processing, Multimedia and Presentation Tools, Research Tools	Basic Operations, Spreadsheet, Website Design	Advanced Coding, App Creation, Digital Citizenship,	Robotics

Extensions. During our 90 minutes of Friday PD, we are exploring options to offer **Extension** activities through partnerships with local nonprofits. While no formal agreements have been made at the point of submission of this application, we are engaging in conversations with EdTech, Kids Dance Outreach, Art with a Heart, and other nonprofits and corporate partners. We will pursue grant opportunities and corporate partnerships to pay for these opportunities.

Excursions. Backwards planning from Indiana Academic Social Studies and Science Standards, we offer off-site **Excursions** 4-6 times per year, one of which will be a university tour. We have allocated \$40 per student in Y1, increasing to \$60 per student by Y3 to fund Excursions and will seek out additional funding by way of grants and donations as needed. See **Figure 16** for Sample Standards Aligned Excursions.

Figure 16: Sample Excursion Activities

	Kindergarten	Grade 4	Grade 8
Science Aligned	Farmers Market WTHR Weather Station Neighborhood Park Indianapolis Zoo	Fowler Ridge Wind Farm Eagle Creek IND Airport Air Traffic Control	Eli Lilly Lab Overnight observation at Gnaw Bone Local Small Business
Social Studies Aligned	Indianapolis Repertory Theatre Central Library Fire Station	Connor Prairie Eiteljorg Museum Indiana State Museum	Washington D.C. Trip Cincinnati Underground Railroad Museum State House
College Tour	Marian University	Indiana University	Georgetown University

3. Student Mental, Emotional, and Social Development and Health. An environment that nurtures social-emotional growth and has numerous positive adults allows students to express their ideas and feelings, display empathy, build self-confidence, and build relationships more easily. Our values-based character program teaching, modeling, and developing our **DRIVE** core values helps build such skills in students. Our use of the **Calm Classroom** curriculum teaches students to reflect on their emotions, control breathing



and thoughts and self-sooth, learning to manage one’s emotion. Students will participate in guided meditation twice daily. We model **relationship-building** conversation and behavior, particularly during meals and community meetings to support student relationship growth. For example, students will have lunch in their classroom around a table of their peers. Adults will be eating lunch with students, modeling how to share at the table and engage in conversation over a meal. In Y2, our **Dean of Students** will work with targeted students in small groups and as needed within a 1:1 setting to provide more intense intervention in social-emotional development. In Y4, we will hire a **Social Worker** who will continue to train our staff on the mental and emotional needs of our students as well as provide targeted intervention to students who need it. As our school grows into the Upper Academy in Y6, our Dean of Students will spearhead a **mentorship program** leveraging community volunteers to work 1:1 with students to address issues ranging from peer pressure to body image to cyber bullying.

4. Student-Focused Activities. As a college preparatory K-8 school, we explicitly teach, build, and support character development around core values needed to gain admission to and excel in a college environment and build a life full of opportunity. As Paul Tough points out in *How Children Succeed*, students are dropping out of universities and colleges at exponential rates because they have not acquired the soft skills to navigate challenges independently or within an unstructured environment. We have chosen the core **DRIVE** values of Determination, Resourcefulness, Integrity, Voice, and Enthusiasm because we believe these values address gaps outlined in current research around character development.²⁹

Through daily Morning Motivations, weekly Community Circles, common school-wide language on values-based character, consistent accountability and daily focus and application of these core values, students develop the personal skills that build school and life success. For example, in Kindergarten, each day ends with the teacher revisiting the **DRIVE** core values and providing concrete examples of how students did or did not meet that value’s spirit (**Figure 17**). Grade level teams work together during Summer PD to scope and sequence actions correlated to the school’s values so that all students in the school are learning to what it means to be a Circle City Prep student academically and personally.

Figure 17: DRIVE Values Examples³⁰

Action	Value	Academy
I keep working hard even when the problem is difficult.	Determination	All
I am really struggling in math. I’m going to stay for tutoring after school each week until I get my grade up.	Determination	Upper
I show that I control my moods even when things are challenging.	Determination	Lower
Every day I come to school wanting to do better than I did the day before.	Determination	All
I ask my friends to help me.	Resourceful	Lower
I don’t remember how to do a HW problem so I’m going to call my teacher.	Resourceful	All
I am struggling with a relationship with my friend. I bet Mr. Banks our technology teacher has some advice. I’m going to talk to him.	Resourceful	Upper
I use our classroom library to answer questions for things I’m wondering.	Resourceful	Intermediate
I make good choices even when my teacher isn’t watching.	Integrity	All
My friends are making fun of another student. I talk to them about how we should treat each other and ask them to think of other’s feelings.	Integrity	Intermediate
I pick up trash in our classroom even if it isn’t mine.	Integrity	All
As a leader, I believe I always represent myself, my family and my school.	Integrity	Upper
I talk things out with my classmates if there is a conflict.	Voice	All
I respectfully tell my teacher if I think something isn’t fair.	Voice	All

²⁹ Tough, Paul. *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character*. New York: Houghton Mifflin Harcourt, 2012. Print.

³⁰Examples are informed by Brooke Charter Schools’ Character Education Standards and Nashville Classical’s Character Program.

I listen to my peers, build off their answers, and add to the conversation.	Voice	All
I believe I have power to change the world around me.	Voice	Upper
I am “crisp” with my movements and “zesty” with my actions.	Enthusiasm	All
I give my classmates silent support when they are thinking of answers.	Enthusiasm	All
I celebrate my classmates with cheers when they are working hard.	Enthusiasm	Lower

Special Populations and At-Risk Students

1. Special Education Students. We will support all students and uphold our mission for all learners by providing a high quality, college preparatory education with the necessary interventions and instruction for every child. We will ensure that every student receives robust support as part of our extended day in order for them to flourish as learners on a path to college and a life of opportunity. Through research-based, practice-proven curriculum and instruction, frequent small group settings (7:1 student to teacher ratio), daily individualized Blended Learning opportunities, and built-in daily blocks for re-teaching and remediation needs, we provide numerous supports for all students including the unique needs of Special Education students, English Language Learners, gifted learners, and students with Section 504 plans.

2. Students with Mild, Moderate, and Severe Disabilities. In serving students identified as having disabilities under the law or whom we suspect may have such disabilities, Circle City Prep provides a Free and Appropriate Public Education (FAPE) and complies 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.

Identification and Protecting Against Misidentification. Upon enrollment we conduct intake activities during which we ask parents to identify if their child has an existing IEP or has received special education services. We secure necessary documentation to ensure students receive required accommodations and modifications in alignment with the requirements of their IEP or 504 Plan. We conduct Child Find by reaching out to preschools and school districts to determine if students have ever been identified in accordance with IDEA. Our Head of School and Coordinator of Student Supports (CSS) oversee this process and work with general education teachers to ensure all students’ needs are being met and all services are being provided. The CSS will be a licensed special educator. Our instructional practices integrate frequent, strategic academic monitoring of all students through national normed assessments and six-week interim assessments. Our staff receives ongoing PD in the summer and throughout the year on delivery of scientifically-based academic and behavioral interventions and supports led by our Coordinator of Student Supports. In compliance with Indiana’s Commission on Seclusion and Restraint (Indiana Code 20-20-40), we will secure CPI training for all of our staff. Our frequent internal assessment program provides an efficient means to identify students struggling academically or behaviorally and to take quick action to meet students’ needs. Weekly, each teacher reviews students’ progress based on HW, classwork, quizzes, and projects. School leaders and staff monitor assessment data on a regular basis. For students identified as not meeting minimum levels of progress, we will use a pre-referral, response to intervention process or RTI. For those students, teachers and administrators and the CSS work together to design a proactive intervention plan to bolster the student’s academic progress, and monitor the impact of the plan for six weeks. Our commitment, particularly with students in the early stages of their educational career, is to provide additional academic and behavioral support to promote success to the greatest degree possible in the general education environment. If the intervention plan is considered unsuccessful, not resulting in student academic or behavioral improvement, we will meet with the child’s parent/guardian and discuss next steps, including whether evaluation for special education eligibility and related services is needed.



With written parental approval, the school will conduct testing, either in-house or accessing an appropriately licensed educational psychologist. Once tests have been conducted and results received, a conference will be reconvened with the parents, the CSS, student's teacher, and other appropriate staff and a decision will be made as to eligibility for special education services. If the student is eligible, an Individual Education Plan (IEP) is developed. Each IEP will be reviewed at least once each school year and each student will be re-evaluated at least once every three years. We will evaluate any student for a disability when a legal guardian so requests. Section 504 requires schools to provide students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities. Section 504 prohibits discrimination on the basis of disability. We adhere to all obligations under Individuals with Disabilities Education Act (IDEA) and Section 504. We will 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 CSS will serve as the Section 504 coordinator to ensure students' legal rights are met and their special needs are effectively served. We will work with INISchools to secure related services (Speech/Language, OT, PT) in accordance with IEPs and provide time and space for these services to be administered onsite. We have budgeted \$5,000 in Y1 (**Attachment 17**) for contracted special education services and increase this line-item by \$5,000 each year following as our student population grows.

Evidence-based Instructional Programs. We will implement an inclusive, heterogeneous educational model to serve all students. Our approach and design mirror high-performing urban schools serving similar student populations including disabilities language proficiency barriers, and/or special circumstances that put them at risk for academic failure. We will provide, to the fullest extent possible, a full inclusion model, maximizing accommodations and minimizing modifications.

Evaluation and Progress Monitoring. Progress monitoring occurs in alignment with IEP goals and is reported out accordingly. We look to the assessments of students with disabilities receiving special education services, including improvements in performance on the NWEA MAP, STEP, Fountas and Pinnell grade level equivalencies, ISTEP, IRead and teacher-created assessments to determine our program's effectiveness. We will disaggregate assessment results between students with disabilities and students without disabilities to continuously monitor and improve the efficacy of our special education program. The Head of School and CSS will lead teacher development through our summer PD and our weekly PD meetings as grade-level teams and whole staff to monitor our program and make required adjustments to support all our students on a path to college.

Qualified Staff. We will open with a full-time, licensed special education position, Coordinator of Student Supports (CSS), budgeted. In Y3, Y5, and Y7, we will add special education certified teachers and an additional Dean of Student Supports in Y6 to oversee the special education and ELL teachers and caseload. At all times, we will consider students' needs when staffing these roles and additional positions will be added as needs are presented upon enrollment and over time. All staff hired to teach or supervise Special Education programming will be Highly Qualified and hold a license (or emergency certification) to teach Special Education in Indiana, and additional certifications or requirements per the state or Authorizer.

3. English Language Learners. We will serve English Language Learners (ELLs) in accordance with all applicable Federal Laws and regulations related to the education of language minority students as stated under Title IV of the Civil Rights Act of 1964 and the Equal Education Opportunities Act of 1974. We will proactively identify and support our ELLs and provide targeted, individualized plans to ensure proficiency at the same high level as their peers and based on the same academic programs and opportunities provided to all students.



Identifying ELL students. To identify ELLs that should receive English language instruction and support, we follow this process: **Step 1: Identification of Potential ELL Students.** We will use the STN site to see if enrolled students have an ACCESS score from a previous school in Indiana or another WIDA state. If no previous record of a Home Language Survey exists, we will administer to identify that there is a language other than English spoken by the child or at home. **Step 2: Evaluating Potential ELL students.** The Coordinator of Student Supports (CSS), ELL certified, will administer the WIDA-ACCESS Placement Test (W-APT) to assess the four language domains of Listening, Speaking, Reading, and Writing. Based on the results and observation using the WIDA Can Do Descriptors, the ELL teacher will determine the ELL status. **Step 3: Student is Identified as ELL.** ELLs will be provided Sheltered English Immersion (SEI)³¹ instruction and developmentally appropriate instruction aligned to the WIDA English language development Standards Framework. **Step 4: Communicating with Parents.** The Head of School will notify parents in writing, in the parents' preferred language of the reason the child was identified as ELL, a description of the child's current level of English proficiency, a description of the program placement and method of instruction, the manner in which the program will meet the child's educational needs, a description of how the program will help the child to learn English, the requirements for exiting the program, and the parent's right to waive ELL services. If requested, a follow-up meeting will be set up between parents and the Head of School and Coordinator of Student Supports.

Evidence-Based Instructional Programs. Our instructional practices for ELLs will incorporate the five strategies outlined on the federal Department of Education Doing What Works webpage: screen and monitor progress, provide reading intervention if needed, teach vocabulary, develop academic English, and schedule peer learning. These will be integrated into daily instructional practices through discourse, pushing-in vocabulary, small group literacy instruction, and cooperative learning.

Evaluation and Progress Monitoring. Students identified as ELL will be assessed annually to determine improvement in English language proficiency (ELP). As a member of the World Class Instruction Design and Assessment (WIDA) Consortium, Indiana uses ACCESS for ELLs to annually measure the ELP of ELLs statewide. We will use ACCESS and WIDA Access Placement Tests to screen the English language proficiency of enrolling students identified as potential ELLs, if not previously identified in ACCESS. We will work to have all ELLs identified as quickly as possible and will make this determination using ACCESS exam scores, input from the general education teacher, and evidence of general education progress.

Qualified Staff. The percentage of ELLs in the Far Eastside varies depending on school placement. While we anticipate a 16% ELL population, based on surrounding school demographics, we are committed to adapting our hiring structure based on enrollment. In Y1, we will hire at least one ELL certified teacher and additional staff members who speak Spanish and English. Teachers will receive PD from the Coordinator of Student Supports on ELL support structures. We will leverage partnerships to provide PD as appropriate and intend to work with organizations such as La Plaza to partner with ELL families.

4. Students Performing Below Grade Level. We anticipate a significant portion of students will be performing below grade-level. Our school model is responsive to the needs of students requiring additional supports and structures to ensure 100% of students are performing at grade-level by the end of third grade, including: a two-teacher literacy model, blended learning, extended time in literacy and math foundations, extended school day and year, small group differentiated instruction, reserved tutoring time during the school day, and language acquisition and development support. Upon enrollment, students complete the STEP assessment that is administered every 6-8 weeks to determine student growth and adjust small group instruction around targeted skills. We will leverage our six Data Days to

³¹ <http://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/sheltered-english-instruction-0>



evaluate the growth of students-below grade-level and will adapt our day to address specified needs of students.

5. Intellectually Gifted Students. We will serve all students, including the intellectually gifted.

Evidence-based Instructional Programs, Practices, Strategies, and Opportunities. Entering students who score in the upper quadrants of the NWEA MAP are placed on a list of students considered for Gifted and Talented services. Continuing students are identified by scoring Pass Plus on state tests, above-grade level proficiencies on the STEP assessment, and/or in the upper quadrant on the NWEA MAP. Once placed, we will administer the Cognitive Ability Test (CAT) to identify High Ability Students. Once identified via CAT, the Lead Teacher, DCI, and Head of School will create an Advanced Learning Plan for the student.

Qualified Staff. Any teacher of Gifted and Talented students will monitor progress and provide recommendations to adapt class and HW. Any teacher of Gifted and Talented student is assigned to monitor the student’s progress on SMART goals and recommend adaptations to the Advanced Learning Plan. Students may receive modified HW and differentiated extension materials. During Choice, Tutoring, and Math Small Group time, students may be grouped and provided additional enrichment, completing projects with additional access to technology and computer-based programs. Our small group instructional model in literacy provides opportunities to differentiate instructional needs and push students at a faster pace, when needed, or to build in additional texts at higher levels to meet their needs.

Evaluation and Progress Monitoring. We will disaggregate school-wide assessment data (NWEA MAP, STEP, Fountas and Pinnell grade level equivalencies, ISTEP, IRead and teacher-created assessments) to determine our program’s effectiveness in challenging and improving our Gifted and Talented students’ academic performance growth and success.

Student Recruitment and Enrollment

1. Recruitment and Marketing Plan. Formal recruitment and marketing will begin in January every year. Recognizing student recruitment in YO-Y2 is especially critical, we will start student recruitment efforts immediately following authorization to reach targeted enrollment of 56 Kindergarten and 56 First Grade students for Fall 2017. We have a diverse, multi-faceted approach to student recruitment. To recruit a local student population that includes all demographics, including our most at-risk students, we have formed, and will continue to form, partnerships with diverse local organizations including daycare providers, apartment complex managers, churches, business owners, healthcare providers and nonprofit organizations (see **Figure 18**). These organizations individually address numerous needs on the Far Eastside and afford us the opportunity to target all families within the community.

Figure 18: Current and Potential Far Eastside Community Partners

Community Alliance for the Far Eastside, La Plaza, Head Start, Finish Line Boys and Girls Club, Early Learning at Winding Ridge, Spanish Oaks Apartments, Jamestowne Apts., Hacienda Apts., Cedar Ridge Apts., Postbrook East Apts., Celedon Trucking, Caito Foods, Finish Line, Green Bean Delivery, Caring Place Church, Sanctuary Church, Fervent Prayer Church, Eastern Star Church, Fathers and Families, Eskenazi Health

We have hosted multiple information sessions and “Meet the Leader” events and have organized canvassing through our “Sneakers in the Streets” events, gathering Circle City Prep team members and supporters including our Founding Board and additional volunteers walking throughout the community wearing Circle City Prep buttons, speaking with local residents about education, and introducing residents to the proposed school. During our first two events, supporters entered Far Eastside businesses such as beauty salons, barber shops, restaurants, dollar stores, and churches to speak with interested parties. Volunteers went door-to-door knocking on residential homes, public housing, and apartment buildings in the 46235 and 46226 zip codes, talking with families and leaving informational brochures and fliers printed



in English and Spanish. “Sneakers in the Streets” has been and will continue to be a way for us to reach residents who may not have access to online resources. Through the authorizing process and in our planning year, if authorized, we will, at a minimum, continue “Sneakers in the Streets” monthly and “Meet the Leader” events twice per month.

Our recruitment strategy is augmented by a heavy digital presence. The Circle City Prep website will be our online “home” for go-to information about the school and we will leverage a variety of different social media platforms – Facebook, Twitter, LinkedIn – to reach parents, teachers, and community members. Our online presence will allow families to gather information on the school and access Intent to Enroll forms (available immediately upon authorization) and enrollment forms (available the first business day in October). We have a robust mailing list of 225+ supporters and publish a monthly e-newsletter to keep community members informed of Circle City Prep’s progress. We are actively building interest in our e-newsletter, and have ambitious goals to build our list-serve to 500 participants by the fall of 2017. Using Census tract data, we will use targeted mailers and door handle signs to market to families we are unable to reach through canvassing. In YO, we have allocated \$9,800 to student recruitment and marketing.

2. Enrollment Policy. In full compliance with all state and federal laws, Circle City Prep will not discriminate on the basis of race, color, national origin, creed, gender, ethnicity, sexual orientation, mental or physical disability, age, ancestry, special need, proficiency in the English language, or academic achievement in admitting students. We will not discriminate in recruitment or enrollment practices against students who have or may appear to have disabilities. We will not set admissions criteria intended to discriminate or have the effect of discriminating on any of these bases. Our enrollment policy, including admissions requirement, tentative dates for the application period, tentative lottery dates and procedures, and policies for students on waiting lists, withdrawals, re-enrollment, and transfers is in **Attachment 11**.

Student Discipline

1. Discipline Philosophy. Our discipline philosophy is based on three core beliefs. (1) True discipline is about teaching and guiding students how to make positive choices, and as part of the process, students learn that all choices have consequences, positive and negative. (2) A student who makes a bad behavioral decision is not a bad person, but a person who has made a bad choice. Students recognize that mistakes happen, and we must learn and grow from them.³² (3) Students must develop an intrinsic sense of responsibility and belief in the behavior and choices that they are making. Our goal is to develop students invested in the school’s values and who are reflective and self-monitoring their own exemplary behavior.

Preemptive, proactive behavior management is the most positive and productive means of reinforcing a structured, calm, joyful school environment. This is achieved first through extensive adult practice and aligning prior to the first day of school, then through building strong relationships with students and families, and finally through individualization for struggling students. See **Attachment 12** for more detail.

Cheating on HW or exams, using resources inappropriately, and copying other people’s work is operating outside of our core value of integrity and is considered plagiarism. If students are unsure about assignment or unsure about a test question or testing procedure, they should go to their teacher and ask for clarification. Guidelines regarding cheating and plagiarism will be reviewed with students during orientation and outlined in the Student and Parent Handbook. The Head of School will determine the appropriate consequence, but cheating, plagiarism, and copying another person’s work could result in detention, in-school or out-of-school suspensions, loss of academic credit, and/or other consequences.

³² “Resilience: It Begins With Beliefs” by Sara Truebridge in *Kappa Delta Pi Record*, January-March, 2016 (Vol. 52, #1, p. 22-27), available for purchase at <http://bit.ly/1nArKuR>; Truebridge can be reached at resilienceST@gmail.com.



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

Parents and Community

1. Local School Options. Circle City Prep is committed to bringing a high-performing, college-preparatory public K-8 school to the Far Eastside of Indianapolis. In a neighborhood spanning 46235, and portions of the 46226, and 46219 zip codes, there are 13 elementary options. Of those, one earned an A grade and one is without a grade (opened in 2014). The remaining 11 are underperforming or failing. **Figure 19** outlines local school options and includes demographic and academic data.

Figure 9: Local School Options

School Name & Address	School Type	Enrollment	Grades served	2014 Grade	IRead3 Pass % (2015)	Both ISTEP Pass % (2014) 3/4/5	Racial Demographics	% FRL
Andrew J Brown	Charter	641	K - 8	F	58%	56/55/56	57% Black 37% Hispanic	97%
Brookview Elementary	District (Warren)	567	K – 4	D	88%	60/63/NA	62% Black 10% Hispanic	78%
Charles W Fairbanks	District (IPS)	407	K – 6	C	64%	23/51/54	75% Black 15% Hispanic	79%
Eastridge Elementary	District (Warren)	465	K – 4	C	88%	68/70/NA	52% Black 9% Hispanic	80%
Floro Torrence	District (IPS)	316	K – 6	D	56%	48/60/55	60% Black 34% Hispanic	78%
George H. Fisher	District (IPS)	395	K – 6	F	55%	29/40/43	79% Black 9% Hispanic	82%
George S. Buck	District (IPS)	389	K – 6	D	68%	50/64/46	54% Black 36% Hispanic	71%
Indian Creek	District (Lawrence)	702	1 – 6	A	96%	68/76/74	52% Black 22% Hispanic	77%
Phalen at Francis Scott Key	District (IPS)	383	PK – 6	F	54%	15/18/29	83% Black 10% Hispanic	74%
Robert Lee Frost	District (IPS)	346	PK-6	D	65%	47/65/56	86% Black 4% Hispanic	83%
Tindley Summit	Charter	292	K – 4	NA	89%	NA	90% Black 5% Hispanic	78%
Sunny Heights	District (Warren)	478	K – 4	D	83%	51/56/NA	66% Black 17% Hispanic	85%
Winding Ridge	District (Lawrence)	652	K – 4	C	86%	50/50/NA	73% Black 13% Hispanic	86%

2. Uniqueness to Meet Demand. In a community where far too many families have no choice but to send their child to a failing K-12 education system, Circle City Prep is a much needed addition. In a community where only sixteen (16) students took the SAT exam and only three (3) students passed an AP exam in 2014-2015, the Far Eastside is demanding a public option that puts students on a path to college. Circle City Prep’s rigorous college preparatory curriculum ensures that *all* graduates are on a path to taking *at least* one AP exam in high school, a marker that statistically puts them on a track to a four-year college



and more likely to perform well here.³³ We have designed a K-8 program for the Far Eastside to (1) improve student performance and (2) increase quality educational access. School transition between elementary and middle school exacerbates the negative effects of adolescence. For many, early adolescent years mark a decline in (a) grades, (b) interest in school, and (c) personal motivation.³⁴ Students transitioning from our Intermediate (3-5) to Upper Academy (6-8) experience a consistent academic and cultural experience that lessens these impacts. Students maintain relationships with peers and adults, understand what is expected of them, and thrive in a small school and with a streamlined K-8 approach. Our K-8 college preparatory model positions students to access diverse high school options across Indianapolis. All three high schools serving this community (**Figure 20**) have been chronically failing. We have engaged in conversations with guidance counselors at Cathedral High School and Brebeuf Jesuit to ensure our academic design sets students up for success in their environment. We will continue to partner with these high schools and others, including the University, Cathedral, and Seccina High Schools. If our students choose to enroll in a public high school in their community, our High School Counselor will support them as they register for classes each semester to ensure they are taking courses leading to college access.

Figure 20: Neighborhood Public High Schools

	School Type	2015 Enrollment	2014 Grade	2013 Grade	2012 Grade	FRL %
John Marshall High School	District	498	D	D	D	64%
Arlington High School	District	348	F	F	F	60%
Lighthouse Charter School	Charter	216	N/A	Not available	Not available	100%

Circle City Prep’s academic program and culture bring a unique school design to the Far Eastside, through our: Extended school day and year; Language-rich and Student Advocacy-focused courses; College preparatory academics and culture; Values-based character program; K-8 Model; Station-based, blended-learning literacy instruction; Emphasis on parent and community partnership; Two highly qualified educators during literacy block; Cognitively-guided instruction; School uniforms; and daily Enrichment, weekly Extension and bi-monthly Excursions supplementing our academic programs. Parents are excited about the opportunity to send their children to a school providing academic and personal access to opportunities previously not available to the Far Eastside.

3. Parent Engagement. We believe in family partnerships and will implement systems to engage families in the school and in their child’s education. We will conduct frequent, pro-active communication with all families, and create partnership-building opportunities for family involvement in their student’s academics. Partnerships with families will include, but are not limited to: annual Home Visits for all new families; annual Parent Orientations for all returning families; three formal in-person Teacher Conferences; monthly Coffee Gatherings with the Head of School; Back-to-School Night for parents to meet their child’s teacher; weekly Teacher Communication with all families; weekly behavioral and academic DRIVE Reports for grades 2-8; and daily behavior DRIVE Reports for K-1. We look for families to get involved on a volunteer basis, from drop-off and pick-up support to administrative assistance. We invite families to weekly Community Circles and on annual college visits. We encourage family feedback through annual surveys, a comments section on our website, access to all public Board meetings with opportunities for input. Parents are invited to join our Parent Advisory Council and our school Excursions.

³³ <https://research.collegeboard.org/sites/default/files/publications/2014/1/research-report-2013-5-are-ap-students-more-likely-graduate-college.pdf>.

³⁴ <http://www.ocd.pitt.edu/Files/PDF/sr1996-06.pdf>.

4. Community Resources. We are deeply invested in the Far Eastside and broader Indianapolis community and seek to work collaboratively to strengthen our neighborhood. Lead Founder and proposed Head of School Megan Murphy is a member of the Far Eastside Youth and Education Quality of Life Committee, meeting monthly to discuss educational outcomes and quality access in the community. Along with other members of the Quality of Life Committee, she will volunteer her time at the Youth Empowerment Summit hosted by the Community Alliance for the Far Eastside in early April.

While Circle City Prep has not entered any formal partnerships, we have met with numerous community stakeholders and continue to explore opportunities for partnerships. Initial conversations include those with: Finish Line Boys and Girls Club, Caito Foods, Celadon Trucking, Center for Leadership Development, College Mentor for Kids, Community Alliance on the Far Eastside, EdTeach, Fathers and Families, Fervent Prayer Church, Finish Line, Finish Line Foundation, Goodwill Education Initiatives, Head Start, Indianapolis Symphony, Kids Dance Outreach, La Plaza, IMPD, and Spanish Oaks Apartments. These provide numerous avenues to diverse levels of support ranging from student recruitment, fund development, extension opportunities, and partnerships for additional supports to our families.

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

PERFORMANCE MANAGEMENT

1. Additional Academic Goals. In addition to the student academic goals defined by the ICSB, Circle City Prep will internally track progress towards the following goals.

GOAL 1: Students achieve mastery in English Language Arts.

- In cohort analysis of longitudinal growth, average annual increase of percentiles amount students in Reading on the NWEA-MAP averages a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75. (end of Y1)
- As determined by the STEP assessment:
 - 80% of students are reading on grade-level by the end of year (Y1)
 - 100% of students with us for 2 more years are reading on grade-level (Y2)
- 100% of students attending Circle City Prep for 2 or more years pass the IRead-3. (Y3)

GOAL 2: Students achieve mastery in Mathematics.

- In cohort analysis of longitudinal growth, average annual increase of percentiles amount students in Math on the NWEA-MAP averages a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75. (end of Y1)

2. Interim Assessments. High-performing schools provide rigorous, regular assessments and use results to drive instructional decisions and student supports. We will use quality national, state, and internal assessments to measure the success of our educational program and strategically plan our differentiated instruction and transparently share results with all stakeholders. We will assess students through a number of daily, weekly, interim, and annual tools to provide formative data points on student growth. Our interim assessments will include in-house, nationally-normed, and reading assessments. Following each Strategic Testing of Educational Progress (STEP) and Northwest Educational Association Measure of Academic Progress (NWEA MAP) assessment window, we reserve a Data Day where teachers and school staff review the results and adapt instruction to address gaps and accelerate growth. When necessary we may change our tools to reflect the most relevant, rigorous data tools available. See **Figure 21** for an outline of our current assessment structures.

Figure 21: Interim Assessments			
	Interim Assessment	Norm-Referenced	Reading Level



Type	In-house developed assessments	NWEA MAP Test	STEP (K-3) Fountas and Pinnell (4-8)
Definition	Periodic tests, standards-based, measure mastery of standards, questions mirror standardized test format	Compares one test taker's performance against the performance of same-grade peers nationally	Measures reading levels, gives info on fluency, accuracy, phonemic awareness, comprehension
Score Expression	Mastery of Standards	Percentile Rank Grade-level Equivalent	Students test at a particular grade-level
Purpose	Inform instruction (based on what standards students know or do not know) Predict standardized test performance, aid in student selection for extra assistance, prepare students for success in state testing. Familiarize teachers with level of rigor on state tests	Compare students to peers nationally Measure growth of a student, class, grade, school over time Measure effectiveness of teaching against student learning	Match students to appropriate texts for them to read at their grade level Place students in differentiated guided reading groups and determined placement intervention Set goals for student growth and measure student progress
Format	Questions mirror ISTEP and PARCC (CCSS- aligned assessment) and test length may vary	Includes questions vastly more difficult than a typical student in that grade level can answer	1-on-1 assessments, students reading aloud a variety of passages at different level to determine their reading level
Circle City Prep	Administered 6 times per year (midpoint and endpoint of each trimester) Administrator-generated to ensure alignment and rigor across grade-levels Link to teacher long-term plans so teachers know what standards will be assessed Followed by data days, where teachers will determine topics that need to be taught and develop homogeneous tutoring groups	Administer test at beginning, middle, and end of the year in all grades K-8 Yearly school results should use a matched cohort analysis (students who took initial test at same time are included in same cohort) Yearly goal-setting for the school should reflect awareness of the end goal, which is on or above grade level compared to wealthier peers and awareness of starting point	Given six times per year Since student progress through levels quickly, only use it to place students in flexible reading groups Students should know their level and their goal for the year All teachers should be aware of reading levels of the students they teach; Science and Social Studies materials consider reading levels

3. Data Analysis Process. To ensure rigorous, responsive instruction within students' zone of proximal development sequenced to build strong academic results and measurable growth during the year and across years, staff will consistently collect and analyze meaningful data points on student academic progress, allowing for effective instructional oversight and impactful individualized student supports. We will analyze student performance, including a close monitoring of reading fluency and comprehension in K-3, adjust instruction as needed, and provide individualized tutoring and small group instruction on every critical skill taught. Teachers will engage in weekly data analysis during weekly grade-level meetings or our Friday teacher PD and have six Data Days reserved without students following interim assessment windows for analysis and action planning. See **Figure 22** for a breakdown of our data analysis structures.

Figure 22: Data Analysis



Type of Data	Frequency	Driver (and Collaborators)	Examples of Potential Outcomes
Observational or lesson exit tickets	Daily	Teacher (independent, coach or grade-level team)	Small group remediation or 1:1 tutoring during “Choice and Tutoring” or Math Small Group time.
Process: Teacher identifies student’s or small group’s gap in understanding, analyzes data to identify specific breakdown in understanding, plans small group or tutoring lesson to reteach or remediate skill. If teacher struggles to identify gap, s/he brings data to weekly coaching meeting with Head of School or Dean of Curriculum and Instruction. If trend is across grade-level, teacher brings data to her grade-level team to analyze.			
Unit Exam	End of each unit	Teacher (grade-level team, looping in Head of School or DCI)	Adding strategic re-teaching and remediation lessons in next unit sequence, adjust modalities of teaching a specific content, spiral review content
Process: Following each Unit Assessment, teachers bring item analysis tool to Friday PD. As grade-level team, teachers conduct trend analysis to identify breakdowns of understanding at individual, small group and whole grade levels. Teachers identify potential reasons for breakdown and create an action plan responsive to data. Action plans are provided to Head of School and Dean of Curriculum and Instruction who work to support action steps through weekly coaching and hold teachers accountable for plan moving forward.			
STEP Assessment (K-3)	6-8 weeks	Grade-level Teams (Head of School and DCI)	Adjust flexible grouping in literacy, provided differentiated reading material for sustained silent reading and take home fluency reading
Process: Following STEP assessment window, School Operations Manager ensures all data is entered into STEP assessment online tool. The Head of School, DCI, and Principals (as hired) take initial look at results cutting data along lines of grade-level, individual home rooms, SPED and ELL students to identify growth and need to prioritize specific subgroup of students. Following every STEP window we scheduled Data Day where grade-level teams dig into results and rework flexible, homogenous groupings used in literacy block and identify strategic content and objectives to be prioritized over next 6 weeks in response to STEP results.			
End of Course Exam (4-8)	End of Year	Head of School and Academic Leadership Team (Teachers)	Next grade-level teacher identifies content requiring remediation for students from the previous year
Process: Teachers complete item analysis break down of end of course assessment in school normed tracker. Trackers are submitted to Head of School by last day of school. Academic Leadership Team reviews assessment results identifying instructional areas of growth in content-areas and aligning curriculum choices in response.			

Circle City Prep will have a Data Drill Down room in our administrative offices designated to displaying all student data, from daily attendance rates to behavioral infractions, to every student’s math and reading levels. This promotes our culture of data transparency and highlights the importance we place upon data.

4. Student Information System. Both NWEA and STEP evaluate student growth and achievement and both provide an online data management tool. STEP results will be accessible by the classroom teacher to allow immediate response and instructional flexibility for instructional groupings and student supports. NWEA results will be accessible by the Head of School and Dean of Curriculum and Instruction who will share results with the team and conduct trend analysis to create building-wide growth goals and initiatives. We will use a data management system such as PowerSchool³⁵ that provides compliance reporting and data security, warehousing student demographic data, attendance management and reporting, and standards-based grading and reporting. We will supplement PowerSchool with Dean’s List, managed by our School Operations Manager, for behavior tracking and homework monitoring. This easy-to-use system allows our school to study trends in these areas and easily create behavior reports aligned to our **DRIVE** core values.

³⁵ PowerSchool is a well-recognized SIS provider that allows schools to effectively manage school processes and student data. Lead Founder Megan Murphy has spoken with a PowerSchool representative and has priced services in our budget.

5. Data Analysis Training and Support. With 31 PD including six (6) Data Days in our annual calendar, we commit significant time and energy to training and supporting our staff to our curriculum models, instructional strategies, and performance data systems. In our Summer Teacher Training, four (4) weeks leading up to the first day of school, teachers receive development from STEP and Cognitively Guided Instruction trainers. We provide in-house training on Dean’s List and PowerSchool to ensure ease and uniformity in use. Dean’s List will be managed by our Office Manager, doing daily audits of attendance and HW completion, and our School Operations Manager who oversees data entry and trends on a broader scale. Every Friday, the Operations Team will print individualized behavior reports for students to be sent home. PowerSchool, which will house our student academic data, will be use by teachers to enter grades and monitored and analyzed by both teaching staff and the Head of School.

6. Corrective Actions. We take a responsive approach to leveraging data to make informed instructional decisions. If school leadership and/or the Academic Achievement Committee recognize a trend that deems us not on pace to reach an academic expectation, either set internally or by the ICSB and the Indiana DOE, the Chair of the Academic Achievement Committee will consult with the Head of School to build a Task Force to address the challenge and ensure a clear corrective action plan is put immediately into place. Comprised of members from the school leadership and instructional leadership teams, the Academic Achievement Committee, and others as needed, the Task Force will analyze school wide gaps, identify root-causes, and create a time-bound action plan that the Head of School is charged to execute.

SECTION III: IMPLEMENTATION PLAN

HUMAN CAPITAL

School Staffing Structure

1. Organizational Charts. Please see **Attachment 14** for Y1 and Y8 (full capacity) organizational charts.

School Leadership and Staff Hiring, Management and Evaluation

1. Strategy and Timeline for Recruiting and Hiring. Our commitment to teachers starts by recruiting top talent from around the country. We reserve \$6,000 in Y0 and approximately \$5,000 in each year moving forward for teacher recruitment. We recruit teachers with: the unwavering belief in the potential of all students; the belief in, and skill to, hold students to high expectations; a mindset grounded in self-reflection and continued growth; and relentless optimism. We recruit teachers with at least two years of teaching experience and demonstrated success in an urban classroom for our Lead Teacher roles; for more novice teachers, we look for incredible soft skills and potential for immediate dramatic professional growth for Co-Teaching roles. Recruitment efforts are expansive, tapping into Lead Founder Megan Murphy’s local, regional, and national networks. We draw upon local existing contacts, and create new contacts with local universities, Teach For America, TNTP, TeachPlus, diverse nonprofits as well as tapping into national networks through Building Excellent Schools and Ms. Murphy’s national Teach For America contacts. We continually reach out to organizations and list-serves to identify and recruit quality teachers from around the country. We recognize the power of word of mouth in this hiring landscape; with a current mailing list that reaches close to 250 individuals supportive of our school and is growing every day, we will post and promote positions through our newsletters and website. Recruitment for Y1 will begin immediately following authorization and will start no later than December 1 each year following.

Top teacher talent is a competitive market and we will need to act quickly to hire high capacity individuals; we do this not by skipping recruiting steps, but by condensing the amount of time between them if we are particularly compelled by a candidate. Our rigorous interview process includes resume and short answer screening, phone interview, demonstration lesson with immediate, real-time feedback and an opportunity to reteach, and an in-person interview. We leverage scenario-based, problem-solving



questions to determine a candidate’s self-reflection, commitment to relentless pursuit of results, critical thinking ability, and performance under pressure.

2. Staffing Model. Our staffing model is structured in alignment with our mission and core values, creating a small school environment and providing layers of support for teachers’ development and retention. We break our school into three academies (Lower, Intermediate, Upper) and bring on a Principal to lead each academy once they are fully grown. This school-inside–a-school model creates a scaffolded, streamlined approach and allows us to build and keep in place personal relationships and supports for multiple years, instead of being re-established year over year. While we will open up the Principal roles to a national search, our goal will be to bring someone on within the Circle City Prep community as they are already familiar with our culture and instructional model. Second, we are committed to the continuous development of all teachers, seen in our staffing model through the presence of our Principals, DCI, and Master Teachers³⁶, all of whom will take on responsibilities in coaching and developing teachers in our building on a weekly basis. Finally, within our staffing model we have opportunities to hire less experienced teachers through Co-Teacher and Fellow³⁷ roles, building an internal pipeline of talent. Our co-teaching role takes on executing our phonics, phonemic awareness, and fluency components of our literacy model, while also teaching an enrichment block in Y1. Our Co-Teachers focus on execution skill development and content understanding during this time, with support of scripted curriculum. Working closely with their coach, we anticipated accelerated growth and Co-Teachers being positioned to move to Lead Teachers, with significantly more planning and management responsibilities, within a year or two.

Circle City Prep will meet all federal requirements for “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. School Leader and Teacher Evaluation. Formal teacher evaluations are conducted twice annually during the second and third trimester. These are completed by a member of the Academic Leadership Team (Head of School, Dean of Curriculum and Instruction, and as hired, Principals and Master Teachers) and include a written component and a formal debrief. Our culture is one of constant growth and self-reflection. Our Academic Leadership Team believes the work of teacher development and support is their primary and most powerful work.³⁸ With weekly observations and feedback cycles from their coach, teachers are familiar with areas of strength and opportunities for growth prior to their formal evaluations. We keep a running record of teacher observation and coaching conversations in a shared Google-Doc between coach and teacher to provide transparency and a record of growth and action steps. Our formal evaluations will be driven by five components: absolute student outcomes, growth per independent growth goals (established in the first trimester with teacher and coach), classroom culture of achievement, engagement with rigorous content, and teacher self-reflection. Each evaluation consists of a 30-minute unannounced observation and a 30-minute debrief conversation where both the teacher and evaluator bring notes and reflections from the lesson observed in relationship to the five components named above. For the Head of School evaluation process, the Board will set evaluative measures in place to monitor and report on the effectiveness of the Head of School, will provide an annual evaluation to the Head of School,

³⁶ Master Teachers at every Academy are the primary teacher coaches. A portion of their day is instructional, specifically supporting our newer teachers; they primarily observe, provide feedback and coach teachers in their Academy. The DCI at full growth of the school is charged with curriculum design and adaption from the entire school.

³⁷ In Y5, we hire Operations Fellow and in Y8 a Technology Fellow to work part-time and add capacity to the operations team and technology team respectively. We will look for current graduate students to fill these roles.

³⁸ “Transforming Schools: How Distributed Leadership Can Create More High-Performing Schools” by Chris Bierly, Betsy Doyle, and Abigail Smith of Bain and Company, January 14, 2016, <http://www.bain.com/publications/articles/transforming-schools.aspx>.



and will maintain this evaluation as part of the Head of School's personnel file. Evaluative metrics include academic achievement and operational goals, staff retention and talent development, enrollment and attendance, as well as parent satisfaction based on bi-annual survey given to parents and families.

4. Unsatisfactory Leadership and Staff Performance. We will leverage improvement plans for teachers and school leaders who are not meeting performance and/or professional expectations and will come out of an Evaluation Cycle to build a transparent and fair process. An improvement plan will have clear, defined, time-bound goals for the individual and a process for regular check-ins and updates on progress. If an instructional concern may lead to termination, employees will have received frequent observations, feedback, and opportunities to improve. The Board, via the Academic Achievement Committee, will oversee the Head of School's evaluation, and improvement plan if warranted. The Head of School will oversee all improvement plans for school-based staff, until Principals are hired for each Academy at which time these will be developed and implemented by each Principal with the oversight of the Head of School. As vacancies come up, the School Operations Manager will coordinate the hiring process alongside the Head of School and in alignment with the policies adopted by the Board of Directors.

5. Compensation System. Our compensation system is locally competitive with neighboring school districts, including a 7.5% match as required by TRF/PERF and \$350 monthly health care coverage. We provide a bonus structure tied to teacher performance and student outcomes (growth and absolute). Our annual calendar commits 31 days solely to PD for our staff in addition to our 90 minutes of PD every Friday. We will leverage both internal and external PD to ensure our teachers are supported in executing our academic programs at a high level that leads to game-changing results for our students. We budget \$500 per FTE for ongoing PD, responsive to the needs of each staff member. The Academic Leadership Team, including the Head of School, Principals as hired, and Dean of Curriculum and Instruction, will ensure that PD is closely tied to the evaluation standards of teachers and student academic outcomes.

Professional Development

We will grow all members of our team through schoolwide, expansive PD (31 days each year) and the targeted development and support of each individual (frequent coaching and feedback cycles as well as individualization of growth needs through the provision of a \$500 stipend per teacher for self-selected professional development). We will do this by creating an ambitious, professional work environment with an intensive summer training program, weekly PD, and a weekly instructional feedback loop that includes live coaching. We will retain outstanding people through our commitment to them and their growth, our strong school culture, our professional, values-based work environment, and through their team-oriented commitment to the mission and our students.

1. Leadership Development and Support. Lead Founder and proposed Head of School Megan Murphy brings with her multiple years of professional experience working in low income schools as an educator and teacher coach. She has a national professional network through her work with *Teach For America* garnering access to expert coaches, teachers, and school leaders across the United States. Her work supporting teachers in IPS and Center Township charter schools connects her with both local school leaders and professional learning circles. As a Building Excellent Schools Fellow, Ms. Murphy brings access to a network of 80+ proven leaders in urban education to share tools, best practices, and resources with Circle City Prep. Ms. Murphy maintains a strong relationship with ACE Prep in Indianapolis, IN, Nashville Classical in Nashville, TN, and Great Lakes Academy in Chicago, IL (Letters of Support in **Attachment 13**). Building Excellent Schools affords Circle City Prep ongoing support and development in the founding years, providing frequent conference calls on topics in start-up and platforms for idea sharing as well as site visits in Y0, Y1, and Y2 to perform operational and performance audits. These audits result in specific, actionable feedback to the school leader to Circle City Prep to academic and cultural excellence. Circle City Prep also



anticipates being a member of the *Network for Quality Education (NQE)*, an organization of Indiana charter schools that provides frequently development opportunities for school leaders.

2. Professional Development Before School Opening. Every school year kicks off with extensive PD for teachers and staff - “Summer Institute” (18 days in Y1). As the school grows, and beginning in Y4, new teachers will attend 18 days of training and returning staff members will attend 14 days. To ensure we are starting our first day with students clear, inspired, and prepared, we focus on seven key areas: school culture, teacher taxonomy training, curriculum and data collection and analysis, systems and procedures, diverse learners, school environment, and empowering students. Training includes direct presentations from internal staff and external trainers, video analysis sessions, structured work time, peer coaching, idea sharing, and frequent targeted practice. **Figure 23** provides a sample schedule for Summer Institute. Content will be spiraled at Summer Institute to provide additional practice and work time.

Figure 23: Sample Summer Institute Calendar

Days	Focus Area	Activity (Leader)
1 - 4	School Culture	<ul style="list-style-type: none"> Teambuilding activities to build relationships and common vision (whole staff) Human resource needs (School Operations Manager) DRIVE core values in practice (Head of School)
	Teacher Taxonomy Training	<ul style="list-style-type: none"> Building common language and habits around 6 Core Instructional Techniques Skill practice with quick “at bats” and actionable feedback (Head of School)
5 - 8	Curriculum and Data Collection and Analysis	<ul style="list-style-type: none"> Intro into curricular vision and grade-level scopes and sequences (Head of School) Cognitively guided instruction session (external presenter) STEP assessment administration and data evaluation (external presenter) Assessment tools and action plan creation (Head of School) Book Study: Great Habits, Great Readers (whole staff)
9 - 12	Systems and Procedures	<ul style="list-style-type: none"> Introduction and practice of procedures, such as entrance, exit, transitions, meals, etc. (School Operations Manager)
	Diverse Learners	<ul style="list-style-type: none"> Response to Intervention process (Coordinator of Student Supports) Cover concepts on IEPs, 504s, modifications, accommodations, referral process (Coordinator of Student Supports) Review ELL referrals and services and SIOP strategies (Coordinator of Student Supports)
13 – 17	School Environment	<ul style="list-style-type: none"> Setting up classrooms and preparing hallways for students (whole staff) “Ready for Start of Day” expectation (Head of School)
	Student Empowerment	<ul style="list-style-type: none"> Identifying opportunities for discourse and pushing in Tier 2 language (Head of School) 2 sets of parents come talk about their hopes and dreams for their students (CCP parents)

To support all teachers being prepared to deliver rigorous content from day one with students, teachers will receive Unit 1 plans and all daily lesson plans for Unit 1 in every subject (Read Aloud, Reading Mastery, guided reading, writing, math, problem solving, science, choice and tutoring time) on the first day of Summer Institute. This will allow teachers to focus their time during summer training to learn and become proficient in our focus areas as well as internalizing the provided lesson plans. These provided lesson plans are also used as exemplars for teachers as they begin lesson planning for Unit 2 during Summer Institute.

3. Professional Development During the Year. Weekly Professional Development, Our abbreviated Friday structure (student dismissal at 2:00pm) provides an opportunity to facilitate staff-wide PD in response to whole-school instructional gaps and/or other areas of growth. Throughout weekly



observations, the Leadership Team³⁹ notes trends across classrooms. In Wednesday Leadership team meetings, the Team identifies a prominent key lever of development to support all teachers and student progress and develop the focus and details for the Friday PD training in response. Friday development blocks will afford grade-level teams to weekly opportunities to meet and problem solve. This structure is another “vehicle for breaking the historic culture of teacher isolation.”⁴⁰ **Data Days.** Following every Interim Assessment window (approximately every six weeks), we have calendared a Data Day for teachers to analyze academic growth and areas of growth as grade-level teams. Teachers trained, supported, and guided to cut data across various lines (reading ability, ELL, SPED, race, attendance) to identify patterns and create responsive, impactful solutions. Teachers reflect on current reading and math groupings and adjust according to current data, making groups fluid and flexible in response to student needs. **Weekly Feedback Loops.** All teachers receive a weekly observation by someone on the Academic Leadership team⁴¹ and engage in at least one 30-minute coaching conversation on a weekly basis. The weekly PD allows whole-school trends to be addressed and monitored, and the weekly feedback loop allows individual teachers to be supported and pushed in individualized areas of growth. For example, a more seasoned teacher may receive development around framing critical thinking questions while a more novice teacher may work on management strategies.⁴² **Culture of Feedback.** We will build a culture where teachers look to the Academic Leadership Team for feedback and look to their peers. Every teacher will have a journal on the inside of the classroom door. Any visitor to their classroom - leadership, external visitor or another teacher in the building - is asked to record feedback (glows and grows) on the teacher’s classroom. This is a public, running record of observations that the individual teacher and teacher’s coach can use to track trends in strengths and areas of growth. **Extended Leadership Opportunities.** Teachers are more likely to stay where they feel supported and challenged to improve. In order to continue to drive development for all our teachers, including those more tenured, we support (financially and with time) their engagement in outside development opportunities including workshops concerning specific areas of interest as well as participating in organizations such as TeachPlus.⁴³ More experienced teachers also have opportunities to support more novice teachers through a mentorship program or by taking on a Master Teacher role that is part-time classroom teacher and part-time academy-based teacher coach.

4. Professional Development Evaluation. We invest significant time and energy in supporting and developing teachers because we know quality teachers are the largest indicators of student success. We will evaluate our PD program in a number of ways at various points of the year to ensure we are hitting targeted outcomes for our students, academically and socially. Each trimester, the Leadership Team will take time during their Wednesday Leadership meetings to reflect on Circle City Prep’s PD program (leveraging observational notes and student outcomes in that trimester) to create a start/stop/continue framework. Recognizing that PD is not a one size fits all experience, we know our teachers, how they learn, and what type of experiences they need to drive their development. If we find there is a gap in achievement and/or execution that we have identified and problem-solved around but are unable to garner appropriate growth, we will reach out to partners through Building Excellent Schools and other instructional leaders in our city to audit our practices. This additional perspective ensures that we as a school are constantly improving and living up to our promise to students and families.

START-UP & OPERATIONS

³⁹ In Y1, the Leadership Team includes Head of School, School Operations Manager, and Coordinator of Student Supports.

⁴⁰ “Transforming Schools: How Distributed Leadership Can Create More High-Performing Schools” by Chris Bierly, Betsy Doyle, and Abigail Smith of Bain and Company, January 14, 2016, <http://www.bain.com/publications/articles/transforming-schools.aspx>.

⁴¹ In Y1 of operation, the Academic Leadership team is the Head of School and adds the Director of Curriculum and Instruction in Y3.

⁴² “Misunderstanding Critical Thinking” by Rebecca Stobaugh and Sandra Love in *School Administrator*, February 2016 (Vol. 73, #2, p. 14-15), no e-link available. Stobaugh can be reached at rebecca.stobaugh@wku.edu.

⁴³ <http://www.teachplus.org/>.



1. Start-Up Plan. Please see our Organizational Start-Up Plan in **Attachment 15** that includes operational start-up, hiring, facility, and curricular planning, Board transition to governance, and other relevant tasks and projects. Proposed Head of School Megan Murphy will continue to have the support of Building Excellent Schools throughout the planning year and during start-up in the form of an experienced and successful charter school leader and members of the BES senior staff providing on-going support and continued direct access their resources and those of the larger BES network.

2. Start-Up Staffing and Costs. For financials and staffing needs for Y0, please see **Attachment 17**.

3. Transportation. Circle City Prep is proposed as a neighborhood school; we anticipate drawing the vast majority of our students from the Far Eastside. It is our expectation that students will get dropped off at school by family, and in later grades, walk to school, or if their families choose, take public transportation. We are working to ensure that the school is centrally located for local families, and with access to public transportation. We will work to ensure arrival to and departure from school is convenient and efficient. **Field Trips.** We will plan 4 to 6 field trips, or Excursions, throughout the academic year. While we will seek to do some of these in our own community (i.e. walking distance), some excursions may require transportation. When working with agencies (such as the IRT or the Indiana State Museum), we will seek to use their transportation. If none is provided, we will contract with a transportation vendor, such as Dunbar Transportation. We have allocated \$40 per student in Y1 (increased to \$60 in Y2) to cover such costs if needed. **Homeless Students.** In compliance with McKinney-Vento Homeless Assistance Act, we will work closely with families of homeless students to ensure they are able to remain in our school. The Coordinator of Student Supports (CSS) hired as a full-time staff member starting in Y1, will work with these students and their families on an individual basis to find a solution that meets their needs. To ensure the CSS is aware of any changing developments with students, s/he will meet weekly as a member of the Leadership Team and will be aware of any changes in student housing and transportation needs. **Students with Disabilities.** In accordance with the Disabilities Education Act, we will provide transportation for students with disabilities, as required. We anticipate serving a small number of students who have this need. The CSS will work with the School Operations Manager, who will work with vendors, to ensure transportation needs are successfully met. The CSS is responsible for the implementation of all IEPs at Circle City Prep and will thus be fully informed as to what students may need transportation.

4. Safety and Security. We are committed to the safety of our students, teachers, staff, and visitors. Policies will be developed in accordance with all applicable federal and state health and safety laws in relationship to public school operations. Our school campus will have a security system and be kept locked at all times, requiring visitors to announce themselves and be buzzed into the building and staff to use their fobs issued their first day on staff. The Office Manager or another member of the Operations Team will staff the main entrance at all times, requiring visitors to sign-in and wear badges identifying them as visitors while present in the building. In Y0 as a facility is secured, the Board will review and approve policies covering fire protection, accident reporting procedures, warning systems, emergency drills, and traffic safety as well as any other policies required in compliance with Indiana state law.

5. Technology Specifications and Requirements. Not Applicable.

6. Insurance Coverage. Please see **Attachment 16** for documentation of insurance coverage estimate.

FACILITY PLAN

We are researching facility options within our prospective community and targeted zip codes of 46226 and 46235. Circle City has selected these zip codes based on the assessment of the need for quality seats established by various sources, including the IFF study on the need for quality school seats throughout various parts of Indianapolis. Circle City Prep Lead Founder Megan Murphy has deep knowledge of the



education context in these neighborhoods through her teacher management experience. Ms. Murphy has been doing education and outreach in these neighborhoods to build support and gain knowledge of the need and desire amongst residents and organizations for a new, innovative, and quality school option.

To locate a facility that meets our programmatic needs, we are working with Charter School Support Services (CSSS), who has secured over a million square feet in charter school facilities. Included in this portfolio has been the real estate financing and development of nearly 200,000 sq. ft. of charter school space in Indianapolis, including buildings on the Far East side, the Broad Ripple neighborhood, and the Southeast side. CSSS staff has developed schools in 16 Tech corridor and the Meadows neighborhood. CSSS will represent Circle City Prep in all parts of the real estate development process, from pre-development and permitting, up through school occupancy and project punch list. This will include, but not be limited to, site feasibility, economic feasibility, zoning and building code analysis, and suitability for the academic program. CSSS will also manage the procurement services if needed. Circle City Prep's and CSSS' goal is obtain the most programmatically and fiscally optimal facility to begin our operations as a high quality school. The Project Team will include proposed Head of School Megan Murphy, CSSS, an architect with charter school experience selected via a competitive process, a general Contractor with charter school experience selected via a competitive process, and the School Operations Manager.

Facility Components

Classrooms. Each classroom must have at least 750 square feet and be of a shape that the entire classroom is visible from one vantage point. We would prefer classrooms that have windows and/or access to natural light, as well as be of a shape that is reasonably square. Ideally, Kindergarten classrooms would contain their own bathroom, though this is negotiable.

Office. We require a main office space near the main entrance of the building, with room for a desk for a reception area with waiting space for families and guests. We would like at least one private meeting space for 1-2 administrators near the main office area.

Teacher Work Room. This space will ideally provide room teachers' desks, curricular materials, and at least one copy machine and large laminator.

Bathrooms. The facility will need to meet occupancy requirements for the number of bathrooms necessary, including a bathroom for staff that is separate from student bathrooms

Multipurpose Space. We are looking for a multipurpose space that could be used for meals (most likely lunch), our weekly community meeting, gym class, and indoor recess for cold weather. Ideally, the space would be 2,000 square feet in size.

Outdoor Play space. An ideal location would have a 5,000 square foot fenced outdoor location that could be outfitted with grass or approved rubberized material. It would be possible to install a playground space in an existing parking area, if necessary.

Parking/Drop-off. We anticipate a need for 30 parking spaces during the school day in the first five years of operation for staff and family needs. We will also require drop off and pick up lanes before and at the end of the day, and would prefer an area that could support bus transportation in the future. We will work diligently with city officials to ensure that school traffic is managed in such a way as to prevent delays or impediments to typical neighborhood traffic ways.

Occupancy. Schools require a certificate of occupancy. The landlord will be responsible for providing Circle City Prep a current certificate of occupancy. Circle City Prep acknowledges that is subject to the public bid laws for the erection, construction, alteration, improvement or repair of a public facility or immovable property, pursuant to Indiana requirements.



ADA Compliance. Preferably, the facility we select will already meet all requirements as per the regulations of the Americans with Disabilities Act, or Circle City Prep Charter School will ensure that our facility meets all guidelines prior to the first day of classes.

Circle City Prep is most interested in leasing property. When evaluating sites we consider:

- Proximity to our target population (low-income, minority, English Language Learners)
- Transportation options and accessibility
- Cost to lease, renovate, and maintain over time
- Parking availability and outdoor playground options
- Safety and security for students
- Potential to increase space over time

Approvals required at various stages of the work will come from the Board through the Finance and Facility Committee and then entire Board of Directors. At the point of this application submission, two sites are being reviewed as potential locations - the TC Steele Property (currently IPS property) and the 4002 N. Franklin Road Property. Each property is a unique opportunity and would lead to different lease rates and financial obligations. See **Figure 24** for more information on two prospective facilities and **Figure 25** for a timeline for facility acquisition from authorization to the first day with students

Figure 24: Potential Facility Location		
	IPS TC Steele Property	Franklin Street
		
Current Use	Vacant IPS property	Currently houses two charter schools; master Tenant looking for a subtenant in 2017
Projected Cost	\$100,000- Building was formerly an IPS school; additional retrofit work depends on length of lease, but minimal work can be performed for initial occupancy.	\$100,000 - Building is currently in use as school. Cosmetic work to create visual identify and branding would be required; building otherwise immediately ready for school use.
Square Footage	More than 35,000 sq. ft. available	More than 35,000 sq. ft. available
Facility Tour	Walked property with IPS in Dec. 2015	Walked property in Feb. 2016
Context w/ Current Tenants	Have met with Aleesia Johnson, Innovation Officer with IPS, in fall and winter; both parties interested in exploring options	Lighthouse (current tenant) reached out in the winter and has expressed interest in Circle City as a tenant in the 2017-2018 school year.
Timeline	IPS has until fall 2016 to determine property use - sale, lease, reuse for IPS, interest from other charters	Building tenant will have until winter of 2016-2017 to find a replacement tenant for the current school occupant.
Upgrades and Up-fitting Required	Entitled for school use; occupancy permits school use; Needs technology, plumbing, aesthetic upgrades	Entitlements and occupancy already in place Little to no tenant improvements required



Benefits	Significant advantages: low-cost, within target neighborhood, available space for initial 5 years - site designed, built, and entitled for school use; Potential Innovation School Site	Significant advantages: Move-in ready, low-cost, within target neighborhood, available space for initial 5 years - site designed, built, and entitled for school use.
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Figure 25: Facility Acquisition Timeline		
Date	Action	Responsible Party(ies)
Sept – Dec 2015	Toured six facilities in target community	Lead Founder, George Drury, CSSS Representative
Jan – Jun 2016	Ongoing facilities tours and site visits on Far Eastside	Lead Founder, Founding Board Member, CSSS Representative
Jun 2016	Form Facility Committee (limit to 3 – 4 people max)	Founding Board members, Megan Murphy, Community Members
Jun – Dec 2016	Monthly board updates on facilities progress; Monthly facilities committee meetings	Facility Committee, CSSS Representative
May - Jun 2016	Architect Selection Process: RFPs, Interviews, Contract negotiation, Architect Selection	Facility Committee, CSSS Representative
Jun – August, 2016	Site Schematic Design and scope of work; Preliminary Cost Estimates; General Contractor preliminary interviews	Facility Committee, Architect, CSSS Representative
Aug – Sept, 2016	Select top two sites; Revised Schematic Design and Cost Estimates; Letters of Intent on top two options General Contractor RFP and selection	Facility Committee, Contractors, CSSS Representative
Sept– Nov, 2016	Negotiate lease/purchase terms on top site; Revise cost estimates; Proceed with Design/Development on top site	Lead Founder, CSSS Representative, necessary consultants
Nov – Jan, 2017	Begin loan conversations with lenders - CDFIs, banks, etc.; Construction Documents submitted for permitting; Project goes out for bid	Architect
Jan 2017	Execute lease; Close loan with project lender (if loan is necessary)	Facility Committee, Full Board, CSSS Representative
Feb – Jul 2017	Project construction on tenant and site improvements Furniture, Fixtures, and Equipment Selection and Procurement	Facility Committee, Full Board, CSSS Representative, School Operations Manager
Jul 2017	Obtain Certificate of Occupancy	Head of School and School Operations Manager
Jul 2017	Staff and Furniture Move-In	Head of School and School Operations Manager
Aug 2017	School Start	Head of School and School Operations Manager

BUDGET & FINANCE

1. Internal Systems and Processes. Circle City Prep will develop and maintain financial policies and procedures that ensure sound internal controls, fiscal responsibility, and accountability in accordance with Generally Accepted Accounting Principles (GAAP). We will follow all relevant laws and regulations that govern Charter Schools in Indiana. **Accounting.** Circle City Prep has established an accounting system comprised of the methods and records used to identify, assemble, classify, record, and report accounting transactions. The methods are set up to: (1) identify and record all of the organization’s transactions, (2) verify that recorded transactions actually took place, (3) describe the transactions in enough detail to allow classification for financial reporting, (4) ensure transactions are recorded at the appropriate



amounts, (5) indicate the time period in which transactions occurred in order to record them in the proper accounting period, and (6) ensure that transactions were properly authorized. **Purchasing.** Circle City Prep records expense on an accrual basis of accounting, consistent with GAAP. By the adoption of the operating budget by the Board of Directors, the Head of School becomes responsible for, and generally authorized to, expend the amounts budgeted. This authorization may, however, be qualified by Board action based upon availability of funds. While a capital budget may be approved, the authority of the Head of School to solely commit to individual expenditures under the budget is limited to \$10,000 per transaction. Commitments for expenditures exceeding this amount must have the co-signature of either the Board Treasurer or the Chairperson of the Board. Any purchase of over \$75,000 Circle City Prep will submit an RFP and identify the best value contractor, taking into account quality, performance, and price. **Payroll.** Circle City Prep's payroll process will be performed by a third party service provider like ADP, to be determined at a later date. **Required Annual Audit.** Financial statements will be audited annually by an independent audit firm selected by the Board of Directors on the recommendation of the Finance Committee. The audit firm will be hired by June 30th to perform the audit before the start of the new fiscal year. The audit will include, but is not limited to, auditing the accuracy of the school's financial statements, the attendance accounting and revenue accuracy practices, and the school's internal controls.

The internal financial controls consist of the following: **Segregation of Duties.** A hierarchical structure of authority and responsibility has been developed. Tasks are divided and allocated to guard against one individual having the ability to make an accounting error (either knowingly or unknowingly). This protects the school from any potential fraud or misappropriation of funds. In situations where there are an insufficient number of employees to achieve this because of budget constraints, a compensating control has been created at the school. **Restricted Access.** Physical access to valuable and moveable assets is restricted to authorized personnel. **Document Control.** In order to ensure that all documents are captured by the accounting system, all documents must be initialed and dated when recorded and then filed appropriately. **Records Retention.** To provide an accurate and auditable record of all financial transactions, the school's books, records, and accounts are maintained in conformity with GAAP. Records will be maintained for the periods sufficient to satisfy IRS regulations, federal grant requirements, if applicable, and other legal needs as may be determined. Record retention requirements are reviewed annually with legal counsel and independent auditors to determine any necessary changes. **Processing Controls.** These are designed to identify any errors *before* they are posted to the general ledger. Common processing controls are the following: (1) Source document matching; (2) Clerical accuracy of documents; and (3) General ledger account code checking. **Reconciliation Controls.** Designed to identify any errors *after* transactions have been posted and general ledger has been run, the process involves reconciling selected general ledger control accounts to subsidiary ledgers. **Security of Financial Data.** Accounting software is accessible only to the Head of School, Operations Manager, and third party service provider. Individual ID codes and passwords are in place for every user and limit their access and functionality depending on their role within the school. All other hard copies of financial data, when not in use, will be secured in a locked closet or cabinet at the school. **Risk Assessment.** Designed to identify, analyze, and manage risk relevant to preparation of accurate financial statements, this includes mitigating risks involving internal and/or external factors that might adversely affect the ability to properly record, process, summarize, and report financial data.

2. 5-Year Pro-Forma Budget. Please see **Attachment 17.**

3. Budget Narrative. Please see **Attachment 18.**

4. Additional Requirement for Pre-Existing Nonprofit Organizations. Not applicable.



SECTION IV: INNOVATION

Foundations of Innovation

In alignment with the Indiana Charter School Board’s strategic plan, Circle City Prep will offer an innovative K-8 school for students and families on the Far Eastside of Indianapolis. As a school focused on ensuring all students have access to college in a community where many students do not graduate high school and very few enter and graduate from college, our innovations are based on creating a college preparatory environment and academic experience where none currently exists.

Our innovative use of time that capitalizes on our extended day and year includes all eight practices outlined in the National Center on Time and Learnings Report “Time Well Spent: Eight Powerful Practices of Successful Expanded-Time Schools.”⁴⁴

Further, our mission to develop ambitious learners and responsible leaders propels us to offer both speech and language and technology track elective courses starting in fifth grade. The coupling of these two powerful tools is a unique model that ensures all Circle City Prep graduates are technology literate and empowered advocates.

DESCRIPTIONS OF INNOVATION

Time. Our extended school day and extended school schedule affords students an additional 34 days of instruction each academic year. While extended time is a critical component of ensuring 100% of our students graduate our K-8 model on a path to college, it is, rather, how we capitalize on this extra time to benefit student academic and personal success that is key.

The 2011 National Center on Time and Learning Report *Time Well Spent* examines 30 high-poverty successful schools and indicates eight practices of these schools. Leader Founder and proposed Head of School Megan Murphy has studied four of these schools directly through her Fellowship with Building Excellent Schools (Excel Academy, North Star Academy, Robert Treat Academy, and Roxbury Preparatory Charter School). The following bullets outline the eight practices found in this report and connect them to specific elements within Circle City Prep’s academic and operational model.

1. **Make Every Minute Count.** Our core principle of “Every Second Counts” drives us to capitalize on every moment of the day ranging from tight operations and efficient systems to expanded instructional time and targeted teacher development and professional meetings. In partnership with the Head of School, our School Operations Manager will outline school-wide systems and procedures that allow us to hold instructional time as sacred, for example, how we collect daily behavioral and academic data, how we manage and organize classrooms supplies, and how we manage all transitional times of the day. Hired in February of 2017, the School Operations Manager will complete a week long residency at a high-performing urban charter school in the BES network shadowing their operations team and bringing best operational practices back to Circle City Prep. The impact of instructional time is further strengthened due to our 18 days of Summer Institute with staff. This level of preparation combining content and frequent practice, ensures 100% of our staff is aligned on management techniques and prepared to operate at a high-level day one with students. Finally, the School Leadership Team operates with the understanding that our teachers’ time is sacred and, as such, all meetings, including coaching conversations, morning huddles, and weekly Friday professional development must be well-planned and purposeful.
2. **Prioritize Time According to Focused Learning Goals.** Circle City Prep is unapologetically focused on setting all of our students on a path to college and therefore scaffolding learning in every subject and

⁴⁴ <https://issuu.com/nationalcenterontimelearning/docs/timewellspent?e=3629693/8278257>.



every grade towards that goal. We prioritize instructional time singularly focused on this outcome for our students, which results in extended time in literacy and math instruction to first ensure 100% of our students are at or above grade-level in math and reading by the end of third grade and then developing and honing their critical thinking skills in preparation of their entry into a college preparatory high school. Further, Circle City Prep uses flexible grouping within small group instruction that allows students to move to and from groups based on their individualized academic needs, meeting their needs and accelerating their growth. Following interim assessments and STEP Assessments throughout the year, we reserve a Data Day for teachers to dig into student academic results, identify target skills for the next 6-8 weeks and adjust small groups accordingly.

3. **Individualize Learning Time and Instruction Based on Student Needs.** A quality college preparatory education is not a “one size fits all” experience but instead requires constant reflection on student outcomes and quick purposeful adjustments in instruction. Our two teacher literacy model allows this adjustment to occur during guided reading and phonics instruction, and our adaptive computer-based literacy and math programs create an individualized learning time for every student, each day. These programs, such as Lexia and ST Math, engage students with games and challenges that are within the individual student’s zone of proximal development. Our Choice and Tutoring Time, 25 minutes reserved at the end of the day Monday through Thursday, provides reserved time for targeted student intervention based on student needs. While most of the class will engage in choice activities that reinforce knowledge and skill previously taught, two teachers during this block are able to pull small groups or individualized students to reteach or remediate content as needed.
4. **Use Time to Build a School Culture of High Expectations and Mutual Accountability.** Building a warm-strict culture where students are met and supported to achieve high-behavior expectations requires a commitment to partnership with families, explicitly teaching students behavioral expectations and building opportunities for community and team-building. Setting high expectations and mutual accountability starts with our initial meetings with parents and actively continues as we partner with them throughout the year. Through individual Home Visits upon enrollment and Parent Orientation Nights prior to the first day of school, parents learn about what makes Circle City Prep different, including our expectations of students and what families can expect from us. These personal and small group settings ensure parents receive this information and are comfortable asking their individual questions. Our Student and Family Handbook ends in a contract or commitment for parents, students, and the school which outlines all three parties’ commitment to the student’s success and accountability to one another. We also spend the first three days of school with Student Orientation, where students are taught Circle City Prep’s expectations and practice the systems and routines of the school. For many of our students, this will be their first formal educational experience. This approach to conducting schoolwide, highly scripted and practiced Student Orientation days ensures our youngest, newest learners are prepared to thrive in this new, high-expectations environment. Finally, we purposefully spend time supporting the development of community through daily Morning Motivations and Closing Circles as well as weekly Community Circles with the whole school. These times are spent celebrating students and homerooms for academic achievement as well as reaching distinct goals. The smaller community spaces are also a place to check-in with accountability partners around personal goals and brainstorm as a class around how to live out our DRIVE core values.
5. **Use Time to Provide a Well-Rounded Education.** While we are fiercely focused on closing the academic achievement gap, we know that it takes more than reading on grade-level to access a world of increased opportunity. First, our students must cultivate the soft skills required to navigating a challenging, complicated world and the multiple relationships that will build their world as they mature over time. Our character-based education program teaches students directly about our DRIVE



core values, then supports their understanding of these core values in real world application. For example, what determination looks like for a Kindergartener is different than a third grader and thus we teach towards grade level and age level understanding and exemplification of those values. Finally, we reinforce these values through corrective action and incentives. We are committed to ensuring our students are constantly broadening their horizons and evolving their understanding of the world and their place within it. While this work can be done in the classroom through books, storytelling, projects, etc., our Enrichment, Extension and Excursion program gives them firsthand experience in a diversity of experiences, building well-rounding learners and leaders.

6. **Use Time to Prepare Students for College and Career.** To ensure 100% of our students leave us on a path to college, in a community where fewer than one in five adults have a college degree, we are purposeful in our academic planning to ensure our curriculum is aligned to Indiana Academic and Common Core Standards as well as college preparatory high schools across the city. Strong academics will not do it alone, however. We will build a college ethos through our building culture (college flags in the hallway, homerooms sponsored by unique universities), but more importantly, spend time introducing our students to the importance and accessibility of college. During our weekly, whole-school Community Circles, we will invite Indianapolis leaders and various community members to share with students their academic experience in higher education as well as their career path. Annually, grade-levels take trips to local, state, and national colleges and universities and we include on these trips invitations to parents and guardians. These trips will cover the academic programs, culture and campus environment and increasingly, as students mature, will focus on the financial aid options of the university as well. Finally, all graduates of Circle City Prep will be enrolled in the 21st Century Scholarship program, a process supported by our Guidance Counselor in 7th and 8th grade.
7. **Use Time to Continuously Strengthen Instruction.** With 31 days of PD in Y1 and weekly two-hour whole school PD, we commit significant time in our annual and weekly schedules to ensure that we drive instruction forward through a continuous focus on curriculum development, student performance, and teacher growth. These PD opportunities, whether our Summer Institute, Data Days or 90 minutes on Friday due to our abbreviated schedule, are purposefully and thoroughly planned to move instruction at our building level forward where our students need it the most. We also reserve time weekly for teacher observations and coaching conversations led by the Head of School or the Dean of Curriculum and Instruction (starting in Y3). Our use of Co-Teachers in Y1 and hiring of an Enrichment Teacher in Y2, allows all our teachers to have a 50-minute prep period, 30 minutes of which each week will be used for a coaching debrief conversation.
8. **Use Time to Relentlessly Assess, Analyze, and Respond to Student Data.** Leveraging nationally-normed and well-respected assessments, NWEA and STEP, we plan a yearly schedule that sets aside time for frequent, rigorous assessments to gauge student growth and areas of required support. Paralleling our 6-8 week cycle of STEP assessment, we administer interim assessments in math, writing, and science/social studies. These interim assessments, created by the Curricular Review Team in Y0 and the Academic Leadership Team from Y1 on, are aligned to Indiana Academic Standards and serve as a road map to standard mastery by the end of year. Following the administration of STEP and interim assessments, Circle City Prep reserves a Data Day to allow teachers and staff to break down results, conduct trend analysis, and create action plans on how to target specific students/skills/knowledge.





Circle
City
Prep

Ambitious Learners. Responsible Leaders.

Attachment I

Founding Group Resumes

Jennifer K. Bartenbach

7541 Cape Cod Lane ~ Indianapolis, IN 46250
Phone (317) 250-2879 ~ Email jkbartenbach@gmail.com

EDUCATION

University of Evansville, Evansville, Indiana
Bachelor of Science in Accounting

Graduation Date: May 2001

Ball State University, Muncie, Indiana
Master of Business Administration

Graduation Date: May 2007

PROFESSIONAL QUALIFICATIONS

- Detail-oriented
 - Critical thinking
 - Self-motivated
 - Leading cross-functional teams
 - Developing self and others professionally
 - Prioritize organization and professional goals
 - Strong technical and procedural skills
 - Ability to create synergy amongst teams
-

WORK EXPERIENCE

Chief Financial Officer, Central Indiana Community Foundation, Inc. (CICF)

Indianapolis, IN April 2013 - Present

- Member of the Foundation executive team.
- Oversees the following departments: Operations, Human Resources and Technology.
- Coordinates the direction and central planning necessary for the successful financial management of the Foundation. This includes developing, recommending, and implementing financial policies; and establishing and supervising execution of implementation plans.
- Participate in and provide leadership to the Foundation's strategic planning process including: providing critical financial projections, benchmarking, and the analysis required for informed decision making.
- Coordinates the direction and central planning necessary for the successful operation of the Foundation. This includes developing, recommending and implementing organizational policies, establishing implementation plans, and supervising their execution.
- Provides leadership and assistance to the President and CEO and the Board, meeting with board members to discuss Foundation work and progress; and supporting all board and committee meetings. This includes working with the Foundation investment advisor and joint investment board to manage and carry out the investment strategies of CICF.
- Represents the policies and practices of the Foundation with regard to partnerships, alliances, and other strategic engagements of the Foundation, including negotiating and authorizing such relationships.
- Responsible for ensuring that staffing for the Foundation is consistent with the goals of the Foundation.
- Develops and implements the standard operating policies and procedures for the organization, including organizing staff to achieve the goals of the Foundation.
- Administers all CICF personnel policies; proactively promoting harmonious working relationships with and between all CICF employees; meeting regularly with staff to identify priorities; providing resources for the staff; providing feedback to staff; and conducting performance appraisals for senior management.
- Monitors income and cost performance of all areas of the Foundation and conducts comparisons of actual income and costs versus budgeted numbers and takes appropriate actions to rectify variances.
- In conjunction with the Director of Human Resources, monitors the Foundation's various employee benefit plans and compensation program, making recommendations for changes as needed.
- Works with all supporting organizations to ensure that the development, communications, and grant making functions are carried out in an appropriate and effective manner and are consistent with the goals and strategies of the Foundation.
- Develops and implements strategies designed to improve CICF's financial effectiveness and efficiency; manages the Information Technology Director to maintain state of the art technology that enhances automation of accounting and management information systems.

- Works with CPA firm to review the Foundation's compliance with generally accepted accounting procedures, controls, and practices and assures legal compliance with all federal, state, and local laws and regulations governing the Foundation's operations.
- Directs and conducts regular analysis of the Foundation's financial status, cash flow, profit and loss statements and balance sheet to assure the smooth and profitable operation of the Foundation. Reviews the insurance and bonding levels necessary to assure protection of the Foundation's assets.
- Assures the Foundations compliance and filing of Federal, State, and local taxes including 990's, 5500's, CRT's, CRA's, CLT's, payroll, and property related filings. Maintains and exercises current knowledge of all regulations laws and policies that affect any area of Finance.

Chief Financial Officer and Board Secretary, Indianapolis Museum of Art, Inc.

Indianapolis, IN January, 2010- April, 2013

Fiscal Responsibilities

- Oversaw cash flow planning and ensured availability of funds as needed.
- Oversaw financing strategies and activities, as well as banking relationships.
- Monitored accounting activity in all funds and endowments.
- Reviewed all month-end closing activities including general ledger maintenance, balance sheet reconciliations and endowment allocations.
- Oversaw preparation of month-end, quarter-end and year-end financial statements. Presented these results to the Finance Committee and Board of Governors.
- Monitored and reported all investment activity associated with ongoing efforts of the Investment Committee of the Board of Governors.
- Coordinated and monitored the development of annual budgets, audits, 1099's, 990 tax return, forecasts and other strategic financial reviews. Served as a proactive resource to promote better decisions and create more efficient processes.
- Enhanced and implemented financial and accounting systems, processes, tools and control systems.
- Managed assigned departmental budget(s) to maximize outcomes from expenditures and met organizational goals.
- Served as key point of contact for external auditors; manage preparation and support of all external audits and tax returns.
- Worked with Director of Human Resources to plan employee benefit offerings; trustee of 401(k) and Defined Benefit Pension Plans.

Planning, Policy and Administration

- Managed the IMA's corporate insurance program.
- Developed and utilized forward-looking, predictive models and activity based financial analyses to provide insight into the organization's operations and business plans.
- Participated in corporate policy development as a member of the senior management team.
- Engaged the Finance Committee, Investment Committee and Compensation Committee of the Board of Governors to develop short, medium and long term financial plans and projections.
- Represented the IMA to financial partners, including financial institutions, investment managers, auditors, public officials and other constituents.
- Remained up to date on nonprofit audit best practices and state and federal law regarding nonprofit operations.
- Performed other duties and complete special projects as assigned by the CEO.

Corporate Secretary - Board Relations

- Ensured accurate and sufficient documentation exists to meet legal requirements, and enable authorized persons to determine when, how, and by whom the Board's business was conducted.
- Ensured accuracy, availability of all Committee and Board minutes.
- Provided agendas for all meetings.
- Submitted various reports to the Board of Governors, proposes policies and best practices, fulfills any other requirements of an Officer and performs other duties as the need arises and/or as defined in the bylaws.
- Maintained records of the IMA as required by law.
- Ensured that an up-to-date copy of the bylaws is available.
- Ensured proper notification is given of meetings and manages general correspondence of the Board of Governors and all Board Committees.
- Participated in Board meetings as a voting member.
- Designated by the Board of Governors and/or bylaws as a signing Officer for documents.

Supervisory Responsibilities

- Oversaw Finance, IT and Human Resources operations to create and sustain an environment of service to internal clients. Direct reports: Administrative Coordinator, Controller, Financial Analyst, Planning and Budget Analyst, Director of IT and Director of Human Resources.
- Diligently worked with other IMA leadership to create an organizational culture that rewards innovation, supports training and professional development and encourages teamwork and interdepartmental collaboration.
- Developed job content, supervise, and provide performance and career guidance to assigned staff including communicating a unified message to engage all staff, as stakeholders within the new IMA.
- Responsible for the overall direction, coordination, and evaluation of the Finance Department, Human Resources Department and Board relations.
- Carried out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems. Manages three to five direct reports who, in turn, direct staff across three distinct departments.

Key Accomplishments

- Implemented new centralized purchasing department and automated purchasing software. Recognized significant savings in the first two years of implementation. Reviewed all vendor contracts to ensure compliance with federal purchasing guidelines.
- Oversaw implementation of an automated payroll system and automated endowment tracking software.
- Acted as Museum Administrator/Interim CEO over the past year as a new Director/CEO search was performed.
- Implemented a more strategic budgeting process for the museum's \$22.5 million operating budget.

Controller, Indianapolis Museum of Art, Inc.

Indianapolis, IN July 2005 – January 2010

- Managed 4 employees and daily operation of the Finance Department
- Performed performance appraisals on all direct reports
- Restructured Finance Department to ensure that it was running efficiently and providing the best possible customer service
- Prepared monthly financial statements for Board of Directors
- Performed a high level review of monthly internal financial statements
- Responsible for coordinating and managing \$25 million annual operating and capital budgets
- Worked in conjunction with Human Resources to monitor staffing levels, job structure and personnel assignments
- Attended quarterly Investment Committee meetings with investment advisors
- Recorded and reconciled all stock gifts
- Oversaw accounts payable, accounts receivable and payroll functions
- Coordinated annual external audit for the entire organization and its three employee benefit plans

Financial Analyst, Sigma Micro Corporation

Indianapolis, IN September 2004 – July 2005

- Analyzed monthly revenue trends for three companies
- Coordinated month end close process and monthly financial statement preparation
- Provided daily cash reporting to executive team
- Calculated sales commissions for all sales representatives
- Assisted customers with inquiries, providing them with help and information
- Forecasted and presented sales trends for sales team

Staff Accountant, BKD, LLP

Indianapolis, IN September 2001 – September 2004

- Specialized in financial statement audit work for not-for-profit and governmental clients
- Provided excellent client service to large client base
- In-charge of various audit engagements, including large not-for-profit and governmental clients
- Provided accounting assistance (general ledger, payroll, accounts payable and accounts receivable) to clients
- Prepared individual tax returns and other consulting work
- Performed and documented test of internal controls

- Conducted physical inventory observations
- Assisted with recruiting events

Accounting Co-op, Toyota Motor Manufacturing Indiana, Inc.

Princeton, Indiana August 1999 – May 2001

- Compiled physical inventory data
- Coordinated and conducted physical inventory audits
- Composed standardized work binder for future A/R use
- Developed criteria for allocating costs to each product line
- Maintained Accounts Receivable
- Analyzed monthly budget vs. actual figures
- Conducted monthly budget vs. actual manager meeting
- Entered Accounts Payable and Accounts Receivable data
- Verified the accuracy of Accounts Payable data

COMMUNITY INVOLVEMENT & PROFESSIONAL AWARDS

- Finalist for Indy's Best & Brightest Award in both 2011 and 2012
- Member of Women's Fund OPTIONS class of 2013
- Coordinator for two IPS schools in the Blessings in a Backpack program
- Finance Committee member for Project Home Indy
- Audit Committee Member of Leadership Indianapolis
- Board Member for Ball State MBA Advisory Board
- Founding Board Member for Circle City Prep

References Available Upon Request



Aaron Berkey

Sr. Enterprise Account Executive- Adobe

8155 Lantern Rd. Indianapolis, IN 46256

P: +1 (312) 953.1978

E: aaronberkey@gmail.com



Professional Profile: Continue to provide expertise and a proven business growth record and positive client approach within a sales organization, with a focus on Marketing SaaS solutions, client retention and driving new business through increased customer success, inspiring vision and exceptional delivery and execution.

Professional Experience:

Sr. Enterprise Account Executive, Adobe Systems Inc.

February 2015- Present

Sales Objectives

- Defined and implemented strategic account plans to meet quarterly driven goals
- Work collaboratively across functions to allocate and deploy resources to accomplish successful sales cycles.
- Develop, nurture and maintain strategic prospect and customer relationships in my defined territory
- Top 10 finisher of total achievement in North America for fiscal '15
- Manage and foster strategic partner relationships to support customer objectives and goals
- Presented and evangelized digital marketing concepts to customers and stakeholders

Sr. Account Executive-Mobile, Salesforce Marketing Cloud(ExactTarget)

January 2013- January 2015

Sales Performance

- Eligible for Top Performer's Club (2013,2014). Surpassed quota expectations of \$1.43M and \$2.3M ACV.
- Managed and pursued revenue growth opportunities primarily within the Enterprise space; the top 20% of customers.
- Interfaced and orchestrated complicated deal cycles with Sales Engineers, AEs, Business Consultants, Service Consultants, Product Leadership and Sales Finance to successfully win new opportunities.
- Consulted and mapped enterprise infrastructure integrations during customer onsite. Managed and presented data workflows and business impact to IT, Digital Product Management, and Marketing teams.
- Leveraged network and customer relationships in the V suite to earn the right and organize on-sites and collaborative meetings with the C-suite.
- Design, manage and produce bespoke, compelling content and business cases for customer workshops/art of the possible engagements.

Commercial Account Executive, ExactTarget, Inc.

August 2011 to December 2012

Sales Performance

- Finished year in Top 10 for US and Canada (percentage of goal)
- Called and nurtured new suspects, working with V and C level contacts through entire buying cycle.
- Brought on several top brands as key strategic wins for our market positioning and earnings calls, the majority from the Bay Area.
- Team lead/mentor for new AEs. Navigated best practice, time management, discovery and solutioning for new opportunities.
- Researched and delivered competitive team enablement to stay on top of industry trends

Account Executive, Nuvo Inc.
July 2009 to August 2011

Nuvo is the second largest newspaper in Central Indiana. My role has been developed to account for responsibilities in a fast paced, deadline driven role not limited to:

New Business Sales and Marketing Performance

- As of April 2011, exceeded yearly goals with a 10% revenue increase from prior year revenue, YTD
- Increased client billing opportunities through consultative selling and measured marketing.
- Online sales goals exceeded with 168% realized for the fiscal year 2010-11
- Developed and implemented strategic email marketing initiative to clients which company has implemented for all client categories

Recognition

- Developed and planned charitable partnership with Habitat for Humanity and Indycar
- Top billing sales person for June, July, September, December, January, February and March based on revenue dollar amount and percentage of goal.

Strategic Account Manager, Arkadin Global Conferencing

July 2006 to November 2008

Arkadin is the second largest global conferencing provider with locations in 27 countries and over 2000 employees. My role involved many firsts in implementation and results as defined below:

Sales and Marketing Performance

- As of October 2008, tracking at 112% of revenue target for the full-year 2008 (\$1.7M).
- Increased revenue 200%+ over previous quarter's product revenue results with new nurturing/onboarding process. Company implemented new communication process based on my preliminary performance results.
- Consulted with department heads and C-level executives to develop and implement effective enterprise wide strategies that maximized the value of hosted products and services.
- Developed strong trust-based relationships and new selling opportunities with 18 strategic clients.

Recognition

- First to Achieve the Top Billing Club for recurring single account revenue in North America (August 2007)
- AE/AM of the month September 2007, March 2008
- Invited and attended Global Management Meeting in Barcelona, Spain for global top performers (September 2008)

Account Executive, Konica Minolta Business Solutions

September 2004 to May 2006; Downers Grove, IL

Education: Goshen College
Goshen, IN
Major- Pre-Med

Community Involvement:

- Circle City Prep**- Founding Board Member
- Habitat for Humanity**- Co Founder (Doorways to Dreams ft/ IPS)
- YPCI**- Planning Board- YPs Unite!
- Center for the Performing Arts**, Carmel- Founding Board, YP
- IndyHub**- Past Member
- Lawrence Township School Foundation**- Volunteer, Donor

Richard E. Brown

12554 Crystal Pointe Dr. Indianapolis, IN 46236 | (720) 291-4756 | brownre9@gmail.com

Education

J.D. | 2009 | LOYOLA UNIVERSITY- NEW ORLEANS SCHOOL OF LAW

- Major: Common Law
- Certificate: International Legal Studies
- Related coursework: Constitutional Law, International Financial Services. Mergers & Acquisitions,
- Honors: Inducted in the National Order of the Barristers Honor Society

B.S. | 2003 | GEORGETOWN UNIVERSITY- WALSH SCHOOL OF FOREIGN SERVICE

- Major: International Relations
- Concentration: International Politics
- Related coursework: Negotiation, Microeconomics, Macroeconomics, International Business Diplomacy
- Honors: John Carroll Scholar, National Merit Scholar

Skills & Abilities

FINANCIAL SERVICES & REGULATORY OVERSIGHT

- 6+ Years of experience assisting law firms and financial services companies with compliance with consumer protection laws
- 3+ Years of experience conducting compliance examinations for debt collection companies and nonbank service providers
- 2+ Years of experience conducting compliance examinations for banks, loan servicers, and lending institutions

LEGAL

- Licensed Colorado Attorney in good standing (Atty# 47056)
- Strong knowledge of statutes, regulations, and how they are applied in the following industries:
 - Debt Collection: FDCPA, FCRA, ECOA, EFTA, E-SIGN, GLBA, SCRA, UDAAP, Bankruptcy Code
 - Mortgage Lending/Servicing: TILA, RESPA, FCRA, ECOA, EFTA, GLBA, E-SIGN, SCRA, UDAAP, Bankruptcy Code
 - Auto Finance: TILA, FCRA, ECOA, EFTA, E-SIGN, GLBA, SCRA, UDAAP, Bankruptcy Code, State repossession laws

COMMUNICATION

- Proven public speaking and presentation skills- frequently speak on debt collection industry webinars and at trade association meetings on complex topics.

LEADERSHIP

- 5+ Years of management experience

Summary

Consumer finance compliance attorney experienced with building compliance management systems, drafting policies, procedures, and training manuals, building complaint and dispute resolution systems and auditing compliance with consumer financial laws in first party and third party environments.

Experience

COMPLIANCE ASSOCIATE | ONTARIO SYSTEMS, LLC | JUN 2014- PRESENT

- Developed compliance training program for debt collection that was purchased by one of the nation's largest debt collectors
- Drafted policies and procedures for the debt collection arm of one of the nation's largest banks
- Provided consulting for the development for policies and procedures for debt collection companies related to: FDCPA, FCRA, ECOA, EFTA, SCRA, UDAAP, and state collection regulations
- Conducted compliance assessments for dozens of financial service companies across many industries
- Answered questions of law for senior management related to constitutional law, administrative law, consumer finance law, the Dodd-Frank Act, and other issues related to compliance with consumer financial laws
- Responded to questions regarding the effects of provisions of proposed legislation and briefed senior management
- Spoke for Ontario Systems on compliance topics (list of recent speaking engagements available upon request) at collection industry trade association meetings such as NARCA, COHEAO, and ACA International and on industry webinars hosted by InsideARM.com and BillingTree
- Consulted with Chief Compliance Officer, Rozanne Andersen, about compliance topics and compliance related products

RESEARCH & POLICY ANALYST | PREMIERE CREDIT OF NORTH AMERICA | MAY 2013- MAY 2014

- Researched consumer financial laws for development of policies and procedures
- Answered questions of law for senior management related to constitutional law, administrative law, consumer finance law, the Dodd-Frank Act, and other issues related to compliance with consumer financial laws
- Responded to questions regarding the effects of provisions of proposed legislation and briefed senior management
- Drafted responses to CFPB's ANPR rulemaking questionnaire
- Performed investigations of complaints and disputes received by the company and tracked their resolution
- Prepared litigation summaries of consumer lawsuits against the company and briefed Chief Compliance Officer and general counsel on the issues related to the claims

SENIOR COMPLIANCE ANALYST | PROMONTORY FINANCIAL GROUP (STAFFED BY B & J INTL)| AUG 2012- JAN 2013

- Performed second tier reviews of mortgage servicing audits related to RESPA and the Bankruptcy Code for a large consumer lending bank- reported findings to the Office of the Comptroller of Currency (OCC)
- Shared management of a team of first level analysts and trained them to conduct audits of mortgage servicing activity
- Trained staff on security awareness to protect information under the Gramm-Leech-Bliley Act (GLBA)
- Consulted on the development of policies and procedures for the audit of two of the nation's largest banks

LAW CLERK | WILLIAM MUHR LLP | FULL-TIME SEPT 2009-JAN 2010| PART-TIME JAN 2010-MAY 2013

- Assisted Managing partner at flagship office with litigation management, trial preparation, and account management
- Worked on cases related to constitutional law, contract law, insurance law, and administrative law
- Briefed Managing partner on compliance issues related to the regulation of attorneys

Multi-task oriented; strong work ethic and exceptional interpersonal skills. Exemplifies leadership, a critical management skill; able to motivate a group of people toward a common goal. Exudes enthusiasm and a desire to learn as well as succeed. Demonstrates outstanding performance under pressure and accept challenges as opportunities.

Organizes and manages resources with discipline to complete a project within defined scope, time, and cost constraints.

PROFESSIONAL EXPERIENCE

IVY TECH COMMUNITY COLLEGE, Indianapolis, IN, April 2000 to present

DIRECTOR of FINANCE, August 2002

- ◆ Assist Executive Director of Finance (EDF) in preparing monthly reports for Regional Board of Trustees and with annual budget requests for region.
- ◆ Monitor budgets for balancing and research any discrepancies. Review weekly and monthly reports, highlight and discuss concerns with EDF.
- ◆ Maintain compensation analysis and position control, monitor related budget data.
- ◆ Review and authorize adjunct contracts, purchasing requisitions and payments.
- ◆ Monitor sponsored program activity to ensure adherence to grant and contract requirements and FMM regulations.
- ◆ Approve and process journal entries related to regional day to day activities.
- ◆ Manage fixed assets. Review inventory transactions to ensure adherence with FMM regulations and Central Office.
- ◆ Manage Central Indiana's Foundation grant budget.
- ◆ Guarantees proper fiscal procedures and solvency and enforces college financial policies.
- ◆ Supervise, train and manage Fixed Asset Specialist as well as regional Business Office and Payroll Office staff.
- ◆ Manage adjunct contract processing system.

INTERIM CO-EXECUTIVE DIRECTOR of FINANCE and BUSINESS AFFAIRS, September 2000 to September 2001, April 2002 to September 2002

- ◆ Worked as a team with the Project Manager, architects and contractors on facility renovations – involves active participation in the bid process, planning/scheduling, budgeting, and troubleshooting.
- ◆ General supervision of planning, preparation of the annual capital and operating budgets for the campus accounting systems and practices, financial analysis, interpretation, and budgetary controls.
- ◆ Reviewed and monitored fiscal impact of each academic program and each administrative unit.
- ◆ Coordinated funds acquisition from authorized sources and controlled disbursement of funds.
- ◆ Responsible for the verification and accuracy of all restricted budgets in coordination with Sponsored Program Department at Central Office.
- ◆ Developed improved and modified accounting procedures to provide appropriate controls, checks and balances.

DIRECTOR of ACCOUNTING and PAYROLL, April 2000 to August 2002

- ◆ Reviewed and approved employee payroll and reimbursements.
- ◆ Designed and prepared draft analysis monthly, summarized fiscal activities by departments and divisions.
- ◆ Assisted the Director in completing year-end closing activities and journalized sponsored program updates for the Region.
- ◆ Maintained a time certification process to ensure adherence to grant and contract requirements and FMM regulations.

AMERICAN UNITED LIFE, Indianapolis, IN, FUND ACCOUNTANT 1999 to 2000

- ◆ Calculated the daily prices for internal and external investment options that make up AUL separate accounts.
- ◆ Performed trades of purchases and redemption with outside mutual fund companies.
- ◆ Accounted for and balanced general ledger to pricing work papers as well as balanced shares owned to internal accounts received.
- ◆ Completed monthly trial balances and reconciled separate accounts to ledger.
- ◆ Compiled Annual Reports for participants (GAAP Financial Statements).

CONSECO LLC, Carmel, IN, STAFF ACCOUNTANT II in Investment Reporting, 1996 to 1999

- ◆ Prepared statutory investment work papers, including bond and stock progressions, non-admitted/non-ledger assets, accrued interest, investment income and income trends, GAAP investment work papers, including bond and stock progressions, realized gain/loss schedules and unrealized gains/losses on stocks and bonds in accordance to FASB 115, footnote disclosures for investment sections of SEC Forms 10K and 10Q as well as tax investment work papers.
- ◆ Reconciled and reported other invested assets, including limited partnerships and miscellaneous promissory notes.

EDUCATION

Anderson University, Masters of Business Administration
Indiana State University, Bachelors of Science Degree in Accounting

AFFILIATIONS, PROFESSIONAL DEVELOPMENT, COMMUNITY & COMMITTEE INVOLVEMENT

Member of Delta Sigma Theta Sorority Incorporated
 Near North Development Corporation, Board of Directors 2014 – present
 Junior Achievements' Indy's Best & Brightest Finalist 2010 & 2011
 Center for Leadership Development Minority Achiever Finalist 2006 & 2010
 Leadership United – Ardath Burkhart Series, August 2010 to May 2011
 Madame CJ Walker Center, Board of Directors, Treasurer, 2008 to 2012
 National Coalition of 100 Black Women, Board of Directors, Treasurer, 2008 to 2011
 IUPUI Community Learning Network – Business Communication & Leadership Certificates 2011
 Pathways to Leadership 2009
 Diversity Leadership Academy of Greater Indianapolis, Spring 2007
 Ivy Tech President's Leadership Academy 2006-2007
 Chancellor's Leadership Council
 Ivy Tech's Rapid Recovery Team/Business Continuity Team
 Ivy Tech's Campus Expansion Project Team 2006
 Indiana Black Expo – Finance Committee Member 2000-2007
 United Negro College Fund – Annual Gala Planning Committee 2007
 Indianapolis Urban League – Young Professionals
 Girl Scouts of America Troop Leader 1998-2001

Chad J. Miller

5544 Broadway Street – Indianapolis, IN 46220 – chad.jarred.miller@gmail.com – 317.869.9180

EXPERIENCE

Miller Insurance Group, Indianapolis, IN

August 2015 – Present

Business Developer

- Create and develop relationships with commercial and personal lines clients to analyze their risk management and insurance programs.
- Implement leased risk management programs to ensure companies and individuals are operating in an environment with the least amount of risk possible and adequate insurance coverage.

Goodwill Education Initiatives, Indianapolis, IN

June 2009 – July 2015

Principal – Indianapolis Metropolitan High School

March 2012 – December 2013

- Managed 18 teachers, 8 support staff members, and 300 students in high school focused on preparing students for college and/or a career.
- Increased expectations for student behavior by planning and implementing key priorities for our learning community.
- Selected by the Indiana state TAP team to present about effective teacher support to 80 Indiana Tap administrators.

Assistant Principal – Indianapolis Metropolitan High School

March 2012 – December 2013

- Alongside the Principal, helped Indianapolis Met improve its Indiana accountability model letter grade from an F (2010-2011), to D (2011-2012), to a C (2012-2013) while serving a student population that has remained over 80% free/reduced lunch.
- Planned and lead weekly school leadership team meetings
- Increased Algebra 1 End-of-Course Assessment (ECA) achievement pass rate to 70%, the highest pass rate since the state of Indiana began administering the test (09-10: 3%, 10-11: 49%, 11-12: 70%)
- Helped guide teachers to lead students to ECA pass rates that achieved three out of four growth goal bonus points two straight academic years (8th grade ISTEP to 10th Grade ECA and 10th Grade ECA to 12th Grade ECA improvement passing proficiency ranking in the top quartile of all Indiana high schools) under the Indiana academic accountability model.

Mentor Teacher – Indianapolis Metropolitan High School

June 2011 – February 2012

- Observed, evaluated, and coached 5 teachers within the math department to improve teacher effectiveness.
- Co-taught to model proven instructional strategies to help increase student achievement results.
- Lead the math department in the creation of an Algebra 1 curriculum that improved the Algebra 1 ECA passing rate from 3% (2009 – 2010) to 49% (2010-2011) for first-time test takers and a 97% passing rate for re-testers.
- Voted by students and staff as the 2010-2011 Teacher of the Year.

Teach For America, Indianapolis, IN

June 2009 – May 2011

Selected from approximately 35,000 applicants nationwide to serve in a highly acclaimed national service corps; committed to teach for two years in an under-resourced urban region to close the achievement gap.

Advisor (August 2009 – December 2010)

- Created rigorous objective-driven lesson plans to prepare 80 students for high stakes end-of-course assessments.
- One of four advisors to be evaluated as highly effective during the 2009-2010 academic year.

Transition Team Leader – Teach For America · Indianapolis

- Collaborated in the planning and execution of the Indianapolis Region's 2010 Corps Member Induction and Orientation activities.
- Chosen by the Teach For America · Indianapolis staff to deliver the closing speech of Orientation.

EDUCATION

Columbia University – Teacher's College, New York, New York

August 2012

Masters of Arts in Education – School Leadership

Cumulative GPA: 4.0/4.0

Marian University – School of Education, Indianapolis, IN

May 2011

Masters of Arts in Teaching (Concentration in Mathematics),

Cumulative GPA: 4.0/4.0

Butler University – College of Education, Indianapolis, IN

May 2009

Bachelor of Science in Secondary Education (Concentrations in Economics, History and Geography), *Cum Laude*

Cumulative GPA: 3.71/4.0 *Dean's List:* Fall 2007, Spring 2008, Fall 2009 and Spring 2009

Distinctions:

Butler University Alumni Association Outstanding Student Banquet – Butler University Top 10 Male Student – Selected from Butler's top 100 students (out of 3,900 undergraduates) as voted on by a committee of faculty, staff, and alumni.

WHO AND WHAT

Web and Social Media Manager for Cummins Inc.

Communications Professional with more than 10 years of digital and corporate communications experience. Champion of merging traditional media with digital tools in order tell a story, create awareness and engage with targeted audiences.

WHERE AND WHEN

Cummins Inc., Indianapolis, IN

Web and Social Media Manager (March 2014 - Present)

As the web and social media manager for Cummins Inc. and a member of the company's corporate communications team, I oversee the company's external-facing digital media channels. Responsibilities include developing content marketing strategies focused on promoting Cummins' efforts in sustainability, STEM, corporate responsibility and diversity, and spearheading efforts to develop the company's first comprehensive social customer care roadmap.

Barnes & Thornburg LLP, Indianapolis, IN

Communications Manager (July 2010 – March 2014)

Communications Coordinator (April 2007-July 2010)

As the communications manager for one of the 100 largest law firms in the United States, I oversaw the implementation of emerging social and new media technologies (through the use of Twitter, LinkedIn, YouTube, marketing automation, blogging and video), managed content on the firm's website, and assisted with firm-related public relations and creative marketing strategies.

CMG Worldwide, Indianapolis, IN

Interactive Copywriter and Public Relations Assistant (May 2005-April 2007)

SKILLS

Social Strategy

Content Marketing Strategy

Six Sigma Processes

Drupal

Website Management

Marketing Automation

Search Engine Optimization (SEO)

Copywriting

Social Customer Care

Social Media Marketing

Google Analytics

Target Persona Creation

HOW I GOT HERE

Indiana University-Purdue University Indianapolis

B.A in Journalism with a focus on Public Relations - May 2005

Secondary Concentration – English Literature

IN THE COMMUNITY

Board of Directors - Founding Member, Circle City Preparatory Charter School, 2015 - Present

Member, Legal Marketing Association 2012 - 2014



DORIS TOLLIVER, ESQ., M.A.

1325 Landsbrook Drive • Indianapolis, IN 46260 • Phone: 317-254-5644 • dbbtolliver@gmail.com

SUMMARY OF QUALIFICATIONS

I am a strategic thinker and accomplished executive with experience managing the operations of a 3,800 employee organization with an annual operating budget of almost \$900M. With a diverse background in executive leadership, human resources, information technology, and the law, I have acquired expertise in the following areas: strategic planning and program development; operations management of a large, complex organization; federal and state regulatory compliance; advancing relationships with internal and external stakeholders; researching, interpreting and applying federal and state laws; organizational restructuring and change management.

EDUCATION

- Indiana University Robert H. McKinney School of Law • Indianapolis, IN
Juris Doctor – December 2012 (G.P.A. 3.19; Dean's List Fall 2011)
- Webster University • Saint Louis, MO (attended satellite campus in Jacksonville, FL)
Master of Arts, Human Resources Management – March 2005 (G.P.A. 3.97; Graduation Honors)
- University of California, Davis • Davis, CA
Bachelor of Arts, Psychology and Sociology – December 1996

EXPERIENCE

Indiana Department of Child Services • Indianapolis, IN • June 2013 – Present

Chief of Staff/Chief Operations Officer

- Oversee strategic and daily operations of one of the largest administrative agencies in the State of Indiana, including providing direction to the agency executive leadership team.
- Help the appointed agency director develop and maintain a focused strategic agenda, including driving strategic initiatives and monitoring divisional objectives to ensure achievement.
- Plan and direct all administrative, financial and operational activities for the agency director, acting as a point of contact for executive leadership, employees, and other stakeholders.
- Provide advice and counsel to the agency director regarding a wide range of policy issues, including ensuring that the director receives the information, analyses, and views necessary to make an informed decision.
- Represent the director with a variety of internal and external stakeholders, including other executive branch agency executives.
- Oversee the child welfare technology and data divisions as part of the agency's continuous quality improvement effort.

State of Indiana • Indianapolis, IN • August 2009 – June 2013

Human Resources Director

- Human resource executive working with executive leadership to support key business initiatives for a 3,800 employee organization.

- Partner with agency legal department to litigate administrative proceedings involving employee civil service complaints.
- Lead investigations into allegations of discrimination or harassment and prepare documents to respond to EEOC complaints.
- Provide strategic oversight of Human Resources Division, including conducting research, developing strategic plans, implementing new programs and processes and analyzing results.
- Supervise, mentor, coach and develop six (6) regionally-based HR Generalists and three (3) HR Specialists in strategic human resource management to build a more responsive division that meets the complex needs of a changing organization.

State of Indiana • Indianapolis, IN • April 2007 – August 2009

Positions Held: **HR Business Consultant, Employee Relations Specialist, Human Resource Generalist**

- Developed and facilitated comprehensive training for managers on such topics as performance management, progressive discipline, and coaching and development to reinforce a culture of accountability and effective leadership throughout the organization.
- Created a performance appraisal form for employees completing their six-month probationary period that was adopted statewide and available for use by all State of Indiana agencies.
- Developed statewide administration processes for Family Medical Leave, appealing unemployment insurance claims, and tracking employee merit complaints.
- Partnered with organization management to appropriately administer agency and state policies and ensure compliance with state, federal, and agency laws and policies, mitigating agency risks.
- Ensured federal compliance with annual Affirmative Action plan development and quarterly monitoring.
- Devised communication plan, including the design and authorship of a monthly newsletter, to deliver HR messages on an ongoing basis and educate managers on policy revisions, organizational updates, and best practices.

Tulsa Welding School • Jacksonville, FL • December 2002 – May 2005

Student Advisor/Registrar

- Career school manager, overseeing student affairs.
- Increased student retention by implementing training modules on workplace and life management skills.
- Analyzed turnover data and executed strategies for increasing retention rate.
- Evaluated employment applications, interviewed candidates, and conducted verifications.

United Way • San Jose, CA/ North Charleston, SC • August 1997 – November 1999

Positions Held: **Allocations Director and Allocations and Evaluations Specialist**

- Launched training program to enable temporary employees to market United Way services to private employers and achieve annual giving goals.
- Facilitated volunteer committees to ensure conscientious distribution of donor giving to community organizations.
- Collected and reviewed nonprofit agency monitoring documents to ensure accountability and fiscal responsibility of nonprofit organizations receiving donor funding through the United Way.

INTERN EXPERIENCE

Children's Defense Fund • Media Intern • Washington, D.C.

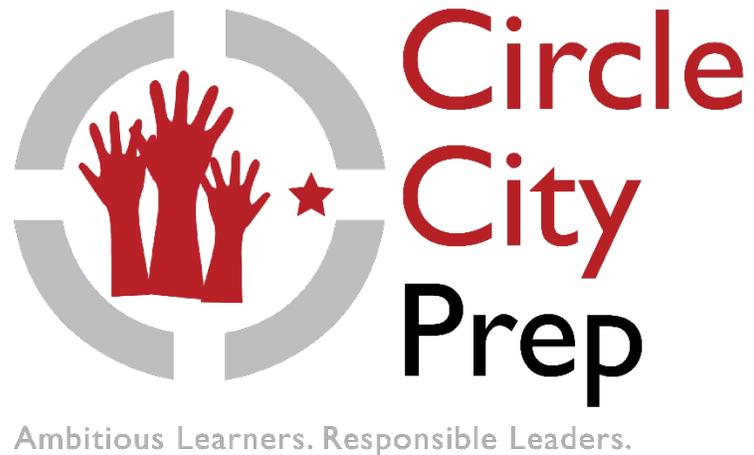
Office of the Senate, State of California • Senate Intern • Sacramento, CA

PROFESSIONAL ACCOMPLISHMENTS

- Conducted original research on the portrayal of children in newsprint media; analyzed social, psychological, and political implications; and developed recommendations for the Children's Defense Fund for advocacy in this area.
- Lead in the development of a "Realistic Job Preview" video to provide applicants considering child welfare work with a matter-of-fact view of the harsh realities of the job.

PROFESSIONAL CERTIFICATIONS/ASSOCIATIONS

- Member of the Bar, State of Indiana – admitted 2013
- Senior Professional in Human Resources, HR Certification Institute – June 2009 to present



Attachment 2

Proposed Head of School Resume

Attachment 2: Leader Resume

MEGAN MURPHY

5142 N. College Ave. | Indianapolis, IN 46205
mmurphy@buildingexcellentschools.org | (t) 317.695.7496

EXPERIENCE

Building Excellent Schools

Fellow

Boston, MA / Indianapolis, IN

Summer of 2015 – Present

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

Teach For America

Director, Teacher Leadership Development

Indianapolis, IN

June 2014 – June 2015

- Managed and supported 3 coaches who oversaw a portfolio of 65 pre-K and elementary district and charter school teachers
- Designed and led development for 7 regional coaches
- Participated in regional leadership meetings setting vision and direction for Teacher For America - Indianapolis

Manager, Teacher Leadership Development

June 2012 – June 2014

- Supported and coached 24-30 elementary corps members in their leadership and pedagogy development, resulting in four building-level Teacher of the Year awardees and one Indianapolis Public School's Teacher of the Year Semi-Finalist
- Continuously analyzed data to determine progress to goals while strategically adjusting actions with teachers to improve instruction and increase student achievement
- Designed and facilitated program curriculum for over 200 corps members in Indianapolis

Lucas Crossing Elementary Complex

Fifth Grade Elementary Teacher

St. Louis, MO

August 2010 – June 2012

- Designed and developed instructional programs to instruct students in Math and Communication Arts, leading to building-wide adoption of flexible grouping resulting in Lucas Crossing achieving the highest growth results in the district on the state standardized assessment
- Integrated technology into daily instructional following training and acquisition of iPads for all students

First Grade Elementary Teacher, Teach For America

August 2008 – June 2010

- Developed and implemented teaching strategies resulting in an overall class average of above 80% mastery in both reading and math in first two years of teaching
- Led students to increase reading level by over a year and a half on average, according to the Developmental Reading Assessment

Teach For America - Summer Institute

Corps Member Advisor

Summer 2011

- Acted as the primary coach and mentor by managing and developing the instructional skills of 12 new Corps Members, facilitating the initial stages of their development in a classroom setting.
- Responsible for 24 classroom observations per week (120 total), and providing a thorough analysis to each Corps Member.
- Facilitated individual and group learning experiences to develop the foundational skills of teachers and school team.

LEADERSHIP/VOLUNTEER EXPERIENCE

Youth and Education Quality of Life Action Team, Community Alliance for the Far Eastside

Member

Indianapolis, IN

November 2015 – present

- Participate in action committee focused on advocating for quality education and adequate resources in Far Eastside schools from Pre-k through 12th grade

Summer Leaders Internship, Building Excellent Schools

Boston, MA / Memphis, TN

Intern

July 2014

- Completed intensive, hands-on residency at one of Tennessee's top-performing charter schools
- Worked on short- and long-term projects including hiring, curriculum design, and teacher development

Teach For America

Indianapolis, IN

New MTLT Retreat Onboarding Facilitator

July 2013

- Co-Led small group development and discussions around diversity and TLD best practices for 9 new MTLTs and 1 new MTLT

Transition Team Facilitator

April 2013 – August 2013

- Advised team of 6 designing programs to introduce new Corps Members to teaching as well as the Indianapolis community

Tindley Collegiate

Indianapolis, IN

Mentor

August 2013 – June 2015

- Bi-weekly meetings with scholar to engage in conversation around peer pressure, academic achievement, and personal goals

Lucas Crossing Elementary Complex

St. Louis, MO

Grade-level Chair

October 2010 – June 2011

- Designed, launched and over-saw grade-wide leveling schedule in order to place students in ability specific, flexible reading and math classes – resulting in growth on the Missouri Assessment Program test in both math and communication arts, later adopted by entire school instructionally

Lower Elementary Support Team (LEST)

St. Louis, MO

Co-Founder

August 2009 – June 2010

- Co-Founder of group focused on assisting new lower-elementary Corps Members' transition into teaching
- Planned topics to be covered to ensure meetings were an efficient and effective resource for Corps Members

EDUCATION

University of Missouri – St. Louis

St. Louis, MO

M.Ed., Elementary Education

August 2008 – August 2010

- Cumulative GPA 4.0

Trinity University

San Antonio, TX

B.A., Political Science

August 2004 – May 2008

- Graduated Cum Laude, Cumulative GPA 3.5

Attachment 2: Building Excellent Schools Fellowship Description



The mission of Building Excellent Schools (BES) is to identify, develop, and support school leaders who have the capacity to design, found, lead, and sustain consistently high performing schools and who view solid academic achievement as a necessity for transforming children’s lives. BES develops in leaders the skills to: articulate a powerful mission and vision; translate that mission and vision into reality; successfully share the mission and vision with others and build strong community support; recruit and develop a powerful school team, and thus develop the skills of others; and most importantly, drive student achievement for the children and families within the community.

Building Excellent Schools works with high capacity, community-minded, and committed individuals and teams to transform the quality of public – especially urban – education through the development of new, independently managed schools that are unambiguously focused on academic excellence. Building Excellent Schools has made a multi-year commitment to establishing, supporting, and sustaining the schools founded through the BES Fellowship – working closely with the local leader and team during the planning and start-up phases to support the execution of high quality public education.

The Fellowship

The BES Fellowship includes the following elements: in-school observations of the highest performing schools across the country and consultations with school principals and their senior staff; training towards and intensive supports for development of high quality school design that encompasses all academic, governance, and business elements; leadership residency at a high performing charter school and continuous networking opportunities with high performing school leaders. In collaboration with schools across the country, BES has documented field-test practices and has developed leadership training materials recognized for their strong ability to deliver trained leaders and quality public schools. The Fellowship is complimented by ongoing support, which comprehensively supports all action planning and start-up phases and responsibilities.

In addition to the services describe above, Building Excellent Schools includes the following programmatic components:

- Dedicated training space for leadership seminars and off-site school “action team” meetings.
- Opportunities for cross fertilization of ideas and best practices with other BES leaders through a regular series of informal events and focused workshops.
- Development of additional leadership trainers, recruited from the graduates of Building Excellent Schools.

Unlike other school leadership training programs, which are delivered in an academic environment over a period of days or at mot weeks, BES provides participating charter school leaders with over 100 days of training and support, regular, sustained and ongoing feedback and support, grounded in practice and customized to the specific circumstances of each school.

Attachment 2: Building Excellent Schools Fellowship Description

List of Schools Studied thus Far in 2015-2016 Fellowship			
SCHOOL	LOCATION	DATE	DURATION
Freedom Prep Elementary	Memphis, TN	8.24.15, 11.10.15	4 hours, 3.5 hours
Freedom Prep Middle	Memphis, TN	8.24.15, 11.10.15	4 hours, 3.5 hours
Freedom Prep High	Memphis, TN	8.24.15	1.5 hours
Nashville Prep	Nashville, TN	8.25.15, 11, 11.12.15	4.5 hours, 7 hours
Liberty Collegiate	Nashville, TN	8.25.15, 11.13.15	3.5 hours, 7 hours
Purpose Prep	Nashville, TN	8.26.15, 11.11.15	2.5 hours, 1.5 hours
Intrepid College Prep	Nashville, TN	8.26.15	3.5 hours
Nashville Classical	Nashville, TN	8.27.15, 11.2.15, 11.12.15	2.5 hours, 6 hours 6 hours
Nashville Academy of Computer Science	Nashville, TN	8.27.15	3 hours
RePublic High School	Nashville, TN	8.27.15	2 hours
Excel Academy Chelsea	Chelsea, MA	8.31.15	3.5 hours
Brooke Mattapan	Boston, MA	9.1.15	3.5 hours
Boston Prep	Boston, MA	9.2.15	3.5 hours
Roxbury Prep – Dorchester Campus	Boston, MA	9.3.15	3.5 hours
Brooke Roslindale	Roslindale, MA	9.4.15, 10.8.15	3.5 hours, 2 hours
Excel Academy East Boston	Boston, MA	9.8.15	3 hours
Excel Academy Orient Heights	Boston, MA	9.9.15	3 hours
Boston Collegiate Mayhew	Boston, MA	9.10.15	3 hours
Achievement Prep Elementary	Washington, D.C.	9.29.15	4 hours
Achievement Prep Middle	Washington, D.C.	9.29.15	3 hours
North Star Vailsburg – Elementary	Newark, NJ	9.30.15	4 hours
North Star Vailsburg – Middle	Newark, NJ	9.30.15	2 hours
North Star Middle School	Newark, NJ	10.1.15	4 hours
North Star High School	Newark, NJ	10.1.15	4 hours
Robert Treat Academy North Campus	Newark, NJ	10.2.15	3 hours
Robert Treat Academy Central Campus	Newark, NJ	10.2.15	3 hours
Argosy Collegiate	Fall River, MA	10.7.15	3.5 hours
Springfield Prep	Springfield, MA	10.13.15	3 hours
Veritas Prep	Springfield, MA	10.13.15	3.5 hours
Democracy Prep Endurance	New York, NY	10.14.15	9 hours
South Bronx Classical I	New York, NY	10.15.15	4 hours
South Bronx Classical II	New York, NY	10.15.15	3 hours
Democracy Prep Charter Middle	New York, NY	10.16.15	2.5 hours
Democracy Prep Charter High	New York, NY	10.16.15	2.5 hours
Relmagine Prep	Jackson, MS	11.9.15	6.5 hours
Memphis College Prep	Memphis, TN	11.10.15	3.5 hours
Grizzlies Prep	Memphis, TN	11.10.15	3.5 hours
Collegiate School of Memphis	Memphis, TN	11.11.15	3 hours
Great Lakes Academy	Chicago, IL	9.21.15, 1.3-1.29.16	6 hours, 200 hours
Total Visits: 38			
Total Hours: 585.5 hours			



**Circle
City
Prep**

Ambitious Learners. Responsible Leaders.

Attachment 3

School Administrators' Qualifications
and Resumes



Attachment 3: Identify the individuals who will fill these positions and provide the qualifications and resumes for these individuals. If these positions are not yet filled, explain your timeline, criteria, and process for recruitment and hiring. *Note: There is no page limit for this attachment.*

Leadership Qualifications¹

The common requirements for all members of our leadership team are: strong belief and passion in our college prep and student empowerment mission, a relentless commitment to the growth and development of people (both students and staff), ability to build and maintain relationships quickly both in and outside work streams, experience managing teams both directly and/or through layers, experience teaching and/or leading in an urban education environment, and a growth and entrepreneurial mindset. As instructional and organizational leaders in the building, we expect our leadership team to manage and make decisions with student outcomes in mind at all time. As a member of the Founding Team, we have identified Megan Murphy as our Founding Head of School; her resume can be found in **Attachment 2**.

Staffing Timeline

Recognizing the time and work it takes to find the talented, driven people our students deserve at Circle City Prep, we've strategically created our staffing timeline to ensure adequate time to both recruit, interview and transition on our leadership team. **Figure 3.1** provides an overview of our leadership team hiring timeline for our Y1 through Y5, assuming successful granting of our charter and receipt of start-up funds from the Walton Family Foundation.

Figure 3.1: Leadership Team Timeline		
Position	Begin Search	Intended Start Date
Head of School	NA	Immediately upon authorization ²
School Operations Manager	September 2016	Feb 2017
Coordinator of Student Supports	December 2016	June 2017
Dean of Culture	October 2017	July 2018
Director of Curriculum and Instruction	October 2018	July 2019
Lower Academy Principal	October 2019	July 2020
Intermediate Academy Principal	October 2020	July 2021 (Y5)

Recruiting Process

- Developing and maintain relationships with local, state, and national graduate schools and university career service centers
- Tapping into Lead Founder's local and national connections through Teach For America
- Leverage national organizations such as Teach For America and TNTP's alumni networks

¹ We are grateful for the generosity of Excel Academy of Boston, MA and Nashville Classical Charter School of Nashville, TN, on whose work this document is based.

² Proposed Head of School Megan Murphy is currently a Fellow with Building Excellent Schools and continues to receive a stipend through 8/31/16. She will not officially go on Circle City Prep's payroll until 9/1/16.



- Offer \$200 “finder’s fee” for any recommendation that results in a job offer and acceptance³
- Building a social media profile, including Facebook, Twitter, Instagram and LinkedIn
- Advertise positions in monthly school newsletters (currently listserv consists of close to 250 community supporters)
- Engaging with the pool of Emerging Leaders through BES

Hiring Process

Step 1: Resume Screening

A resume is a chance for a candidate to communicate who they are to us in a limited amount of space. What they choose to share (content) and how they share it (professional quality, proper grammar, spelling, etc.) provides us with important information on whether or not to move forward to **Step 2**. Below is a list of components we will be pulling out during this Step:

- Gaps in professional experience
- Missing standard information
- Presence of references
- Cover letter included
- Caliber of university(ies) attended
- Licensure/Certification
- Teaching experience (urban education)
- Academic achievement (GPA, awards)
- Provides measurable results for previous roles
- Previous experience in a mission-aligned organization
- Additional contributions outside of job description (tutoring, volunteering, coaching)

Step 2: Response to Written Communication

If the candidate moves passed the initial resume screening, he/she will receive a follow up email with a series of questions to respond to. The candidate should be given a maximum of two business days to respond and questions should only be sent from Monday-Wednesday to create an equitable experience for all applicants. These questions are outlined below.⁴

When reviewing written communication we are looking for: mission-fit, commitment to developing others, leadership potential and team orientation, and ability to work in an entrepreneurial, fast-paced environment. The leader should also be looking for quality of writing and the candidates’ general ability to articulate clear, cohesive, and supported ideas.

Questions:

1. What must be true about a college-prep school serving predominately low-income students?
How does a School Operations Manager (insert role being applied for) fit into this?

³ This “finder’s fee” will come out of the teacher recruitment line item in our budget, amounting to \$6,000 in our planning year.

⁴ These questions would vary in content based on position being applied for. While the skill and knowledge we are looking for varies based on role, the personal skills and orientation to their work should be the same for all applicants in any role.



2. If you've ever been part of a phenomenal team, what made this team great (including how it operated, culture, etc.)? If you have haven't, what would be true about a phenomenal team in your mind? Why?
3. What role does data play in education? More specifically, how do you envision using data in your day to day as a School Operations Manager (insert role being applied for)?
4. Assume you are the leader of a school and are charged with evaluating your teaching staff. Explain how you would define teacher effectiveness in your evaluations.

Step 3: Phone Screen

The goal of the phone screen is to determine if the candidate is truly a mission fit, has oral communication skills, and is really interested in working at Circle City Prep. During the interview, the interviewer should work to say as little as possible, probe all questions to get beyond surface level answers, and use responses from the written portion of the screening process to start, push, or guide conversation.

Possible Questions:

1. Why are so many urban public elementary 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?
2. Why are you interested in joining the Circle City Prep team?
3. We are a feedback orientated culture. We believe in the power of continuously improving effectiveness in order to get better each day for students. Tell me the last time you got direct professional feedback. What was it and what was your response?

Step 4: In-Person Interview

Typically lasting 90 minutes, the in-person interview is an opportunity to learn more about the culture and personality fit of the candidate, critical thinking, and discrete skills he/she brings to the role. This interview will consist of 3 parts: 1:1 questions, task completion, and a case study analysis.

1:1 Questions

Questions should continue to probe responses from written and phone screen process of the interview as well as provide an opportunity for the candidate to provide narrative to their resume.

Task Completion

The task completion part is directly aligned to skill or knowledge the candidate is assumed to have and will need to operate in the role at a high level. For example, the School Operations Manager could be given data from a SIS concerning student attendance, tardy, and early dismissal. In 20 minutes, the School Operations Manager will conduct a trend analysis and provide 2-3 potential solutions to increase attendance and decrease tardy and early dismissals based on their trend analysis.

Case Study Analysis

The purpose of the case studies is to determine a candidates interpersonal competencies and how they orientate themselves to others. Do they assume the best of others? Do they directly address conflict



taking into account other's feelings? Do they take ownership of challenges and work to make things better? Are they optimistic in the face of a challenge?

Job Offers

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



Head of School at Circle City Prep

Job Description:

The **Head of School** is charged with managing the school, and is responsible for all financial management, operational management, curricular and academic management, and school-based decision-making. The **Head of School** sets the vision for the school and is responsible for ensuring that every adult in the building is focused on, and making decisions around preparing students for success in college and in their careers and ensures that the school meets the ambitious academic goals that it has set for all learners.

Job Outputs:

1. Ensures fiscal health such that the school meets its annual budget and maintains healthy cash flow.
2. Ensures long term fiscal health such that after year 5, the school is operating with a revenue cushion.
3. Maintains a strong adult culture with annual staff retention over 80%.
4. Maintains student and family satisfaction with annual attrition under 10%.
5. Student achievement on state tests is at least 15% higher than comparable schools in Indianapolis and at least 90% of students pass the IREAD-3 in grade 3.

Job Responsibilities

1. Manages Board relationships, and all communications to the Board.
2. Makes all final decisions per hiring and firing of the staff.
3. Leads and manages Leadership Team including the School Operations Manager and Student Supports Coordinator.
4. Evaluates all members of Leadership Team and all teaching staff.
5. Establishes annual and long-term strategy and goals for the school with Board approval.
6. Develops educational program, including the school's curricular, assessment, and enrichment programming.
7. Trains or coordinates the training of all staff members, including teachers.
8. Selects and trains staff on assessment tools used by the school in addition to state tests.
9. Presents Board with contractual options for operational decisions.
10. Creates and maintains marketing and fundraising plans for school.

Competencies

1. Strong team builder, of Board and of school staff.
2. Strong communicator- with Board, parents, community, staff, students, and partnerships
3. Ability to long term strategically plan and execute on the school vision.
4. Curricular knowledge and vision.
5. Self-reflective.



6. Self-directed.
7. Ability to positively and professionally represent school at all different types of meetings, from community meetings to parent meetings to community stakeholders, education conferences, foundation meetings, etc.
8. Entrepreneurial on behalf of the school - constantly looking for ways to grow and develop the school and educational opportunities provided.
9. Willingness to be humble on behalf of the school and make all decisions in best interest of the school.
10. Strong problem solver, able to adapt and problem solve in the moment.

Job Requirements

1. Minimum of 5 years of urban education experience.
2. Experience and success leading and training adults.
3. Bachelor's degree and Advanced degree.

Culture Fit

Fiercely positive, Hard-working, Intelligent, Team-oriented, Organized, Sense of humor, Belief in the power of education, Humble, Self-reflective, Self-directed, Goal-oriented, Enthusiastic.

As an equal opportunity employer, Circle City Prep hires without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status, disability, or any other category protected by applicable law.



School Operations Manager at Circle City Prep

Circle City Prep is a new, innovative charter school that will open in 2017 with grades K and 1, and will be adding one grade per year until it is a full K-8 school. We are currently seeking a high capacity, energetic, detail oriented, enthusiastic individual to serve as our **School Operations Manager**.

Job Description

The **School Operations Manager** is charged with managing the school operations including vendor and contractor relationship and facilities, as well as managing and maximizing the impact of the full Operations team. The School Operations Manager also assists with the technology needs of the building and classrooms.

Job Outputs

1. Establishing and maintaining contracts with all outside vendors and overseeing nutrition program.
2. Ensuring up-to-date financial statements and record keeping in compliance with GAAP with our back office provider.
3. Ensuring technology needs of classrooms and facilities are met, including infrastructure and machines.
4. Ensuring school is consistently stocked with all necessary office, teacher, student, and classroom supplies.
5. Ensuring facilities are clean, organized, and well maintained.
6. Serving on school leadership team, working closely with academic leaders to create staff schedules and employment contracts including benefits.
7. Supervising and supporting Office Manager, Operations Associates, and/or Operations Fellows.

Job Responsibilities

1. Managing facility operations, including technology services.
3. Establishing, managing, and monitoring systems and processes for the sourcing, procurement, utilization of supplies for school, including furniture, curriculum, technology, and food.
4. Researching and selecting the most competitive and efficient outside vendors to support the school.
5. Establishing and monitoring vendor and contractor relationships.
6. Maintenance of school-wide systems and structures such as morning entry, dismissal, lunch, etc.
7. Project management of all renovation and building maintenance projects.

Competencies

1. Highly organized and efficient.
2. Strong communicator and collaborator; able to lead teams
3. Able to problem solve and think creatively about establishing systems and structures for a new school.



4. Self-directed and flexible; able to thrive in a start-up environment.
5. Has demonstrated ability to manage cross-functional teams.
6. Able to coordinate multiple moving parts, and multiple tasks on a daily basis.
7. Able to establish and implement operational and financial best practices at start-up school.
8. Knowledgeable in managing operational finances; able to manage the school budget and report out on school profit and loss to Head of School and Board on daily, weekly, monthly basis.
9. Able to coordinate and manage multiple aspects of facilities management.
10. Contract procurement and management experience. (preferred)

Job Requirements

1. Bachelor's degree is required, Master's degree is preferred, and
2. Minimum of two years of experience working in a similar capacity in operations and finance with demonstrated track record of success is preferred; and
3. Minimum of two years of experience in a *school* required; and
4. Belief in and alignment with Circle City Prep's core beliefs and educational philosophy is non-negotiable.

Culture Fit- Do these words describe you?

Fiercely positive, Hard-working, Intelligent, Team oriented, Organized, Sense of humor, Belief in the power of education, Humble, Self-reflective, Self-directed, Goal-oriented, Enthusiastic

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Coordinator of Student Supports at Circle City Prep

Circle City Prep is a K-8 charter school opening in 2017 with Kindergarten and 1st Grade. We are seeking a high capacity, experienced, fun loving, mission driven **Coordinator of Student Supports** to design and coordinate our special education program for our students.

Job Description

The **Coordinator of Student Supports (CSS)** is responsible for overseeing the pre-referral and referral processes of special education, as well as managing the creation of, and execution of, Individualized Education Plans (IEPs) for special education students and the creation, execution and fidelity of our ELL program.

Job Outputs

1. Assists in creation and execution of comprehensive school-wide systems for monitoring all student progress.
2. Leads testing of all students who may be eligible for special education or ELL services, and assures appropriate Individual Education Programs (IEPs) or 504 plans are put in place to provide them with specialized instruction, support and special education services.
3. Ensures school is in compliance with all state and federal special education laws.
4. Identifies all qualified students and connects them to the appropriate special services.
5. Serves on school leadership team, working closely with the Head of School and Principal(s) as hired to create staff schedules and monitor compliance and special education service implementation.
6. Collaborate with Head of School to set vision for special education and RTI programming and oversee Response to Intervention (Rtl) process.

Job Responsibilities

1. Creates and executes engaging lessons that supports all special needs such that they consistently meet and exceed their IEP goals.
2. Manages weekly meetings with teachers and leadership team monitoring student progress, coordinating the Rtl process, and any testing necessary.
3. Collaborates with Student Support Services Providers and Lead Teachers in coordinating support schedules for all special needs students.
4. As school grows, manages a team of special education teachers and service providers for all special needs students at the school.
5. Manages parent relationships for all students receiving special services.

Competencies



1. Ability to coordinate the execution of evaluations and creation of IEPs or 504 plans for students in need of such.
2. Knowledge of state and federal special education laws to ensure the compliance of the school with regulatory requirements.
3. Ability to clearly communicate with families, students, and staff regarding individual student needs.
4. Strong coordination and collaboration skills to organize and schedule the special services of all qualified students.
5. Deep knowledge of elementary-aged socio-emotional development as well as responsive, age-appropriate development strategies.
6. Entrepreneurial spirit that thrives in a start-up environment.

Job Requirements

1. Bachelor's degree is required; Master's degree is preferred.
2. Minimum of two years special education teaching experience in an urban public school or charter school setting is required.
3. Valid Indiana Special Education State Certification is required.
4. Belief in and alignment with Circle City Prep's core beliefs and educational philosophy is non-negotiable.

Culture Fit- Do these words describe you?

Fiercely Positive, Hard-Working, Intelligent, Team oriented, Organized, Sense of Humor, Humble, Self-Reflective, Goal-Oriented, Enthusiastic.

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Dean of Culture at Circle City Prep

Circle City Prep is a K-8 charter school opening in 2017 with Kindergarten and 1st Grade. We are currently seeking a high capacity, enthusiastic, hard-working, growth minded individual to serve on our team as our inaugural Dean of Culture.

Job Description:

The **Dean of Culture** works closely with the Head of School in establishing and maintaining a fiercely positive, warm/strict school culture in a first-year charter school.

Job Outputs:

1. Ensures systems and procedures at school are clear, communicated, and consistently implemented.
2. Assists in establishing the scope and sequence for character (social/emotional) teaching during morning meetings, community celebrations, and enrichment classes.
3. Creates strong family connections and communication channels.
4. Establishes positive relationships with families, staff and community.

Job Responsibilities:

1. Builds systems and structures for a fiercely positive, values-driven culture.
2. Works with the Head of School to develop, implement, and maintain every detail of the school's systems and procedures, including homework, discipline, transitions, entrance and exit, community celebrations, breakfast, lunch, and classroom culture so that CCP is structured and highly joyful with a focus on growth.
3. Creates system for tracking school culture and monitors, analyzes and defines action plans based on this data.
4. Manages and monitors teacher use of school-wide culture tracking systems (homework, attendance, awards, etc.), such as Dean's List.
5. Creates a system for, and conducts, school culture audits on a quarterly basis, and develops plans to address any deficits in culture.
6. Handles in-school disciplinary action, and coordinates any out-of-school actions, such as suspensions.
7. Organizes and plans school-wide and grade-level out-of-school Excursions on a bi-monthly basis.
8. Manages school-wide community events (such as seasonal celebrations, bringing in community speakers, etc.).
9. Leads staff efforts to ensure all students have excellent attendance and arrive at school on time, and works with students and parents to ensure excellent attendance.
10. Participates in home visits during summer and teacher orientation, highlighting responsibilities of parents, teachers, and students.
11. Proactively circulates throughout classrooms and hallways during the day to gain valuable context on student behavior and help support positive school culture.



Competencies:

1. Experienced teacher with track record of student success in the classroom and around student culture.
2. Strong communicator and relationship builder with adults, including peers and families.
3. Able to build a strong, collaborative, transparent, and motivated team.
4. Able to drive cultural consistency- emotional consistency, system and procedural consistency, intentionally calm and positive.
5. Demonstrated leadership skills - highly organized and efficient, self-motivated.
6. Strong ability to deliver quality professional development to adult learners.

Job Requirements:

5. Bachelor's degree is required.
6. Minimum of two years teaching experience in an urban public school or urban charter school setting required.
7. Valid Indiana Certification is helpful but not required.
8. Belief in and alignment with Circle City Prep's core beliefs and educational philosophy is non-negotiable.

Culture Fit- Do these words describe you?

Fiercely positive, Sense of Humor, Hard-working, Intelligent, High Emotional IQ, Organized, Humble, Self-reflective, Self-directed, Goal-oriented, Enthusiastic, Friendly.

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Dean of Curriculum and Instruction at Circle City Prep

Circle City Prep is a new, innovative charter school that will open in 2017 with grades K and 1, and will be adding one grade per year until it is a full K-8 school. As we continue to grow, we seeking a high capacity, enthusiastic, hard-working, growth minded individual to work on our team as our inaugural **Dean of Curriculum & Instruction**.

Job Description

The **Dean of Curriculum & Instruction** works closely with the Head of School in establishing and maintaining a fiercely positive, warm/strict school culture in a charter school, creating the a college preparatory curriculum for each grade, including the assessments and scope and sequence, and coaching teachers in classroom management and lesson creation and execution.

Job Outputs

5. Ensures systems and procedures at school are clear, communicated, and consistently implemented to 100%.
6. Establishes scope and sequence for ongoing courses, and upcoming years of curriculum.
7. Creates and leads data analysis for rigorous, standards-based interim assessments in Reading Comprehension, Math, Science, Social Studies and Writing, in all grades.
8. Defines pacing plan and day by day scope and sequence for English and Language Arts (ELA) and Math in all grades.
9. Drives teacher growth at high levels through individual goal setting around classroom culture, curriculum development, lesson creation and lesson execution, and data analysis and action planning.
10. Builds staff-wide professional development programming to lead teachers in analyzing student data highly responsive action plans that bring 100% of scholars to mastery of 100% of grade level standards.
11. Establishes positive relationships with families, staff and community.

Job Responsibilities

12. Designs general scopes and sequences for all content areas at all grade-levels that is rigorous as well as responsive to our students.
13. Creates rigorous, standards-based interim assessments for Reading Comprehension, Math, Science, Social Studies, and Writing for every grade, as well systems to evaluate the outcomes and respond to data.
14. Works with the Head of School to develop, implement and maintain every detail of the school's systems and procedures, including homework, discipline, transitions, entrance and exit, community celebrations, breakfast, lunch, and classroom culture so that CCP is structured and highly joyful with a focus on growth.



15. Coaches teachers on executing daily, weekly and interim assessments and analysis, implementing highly responsive instructional action plans that bring 100% of scholars to mastery of 100% of objectives such that every single student masters every single standard.

Competencies

7. Experienced teacher with track record of student success in the classroom and around student culture.
8. Able to coach teachers in use of data, lesson planning, curriculum building, action planning, and execution.
9. Deep knowledge of elementary curriculum with particular knowledge of literacy development.
10. Deep knowledge of curricular resources and programs, including an understanding of common core, social-emotional learning practices, and culturally-responsive teaching.
11. Strong communicator and relationship builder with adults, including peers and families.
12. Able to build a strong, collaborative, transparent and motivated team.
13. Able to drive cultural consistency- emotional continuity, system and procedural consistency, and is intentionally calm and positive.
14. Demonstrated leadership skills - highly organized and efficient, self-motivated.

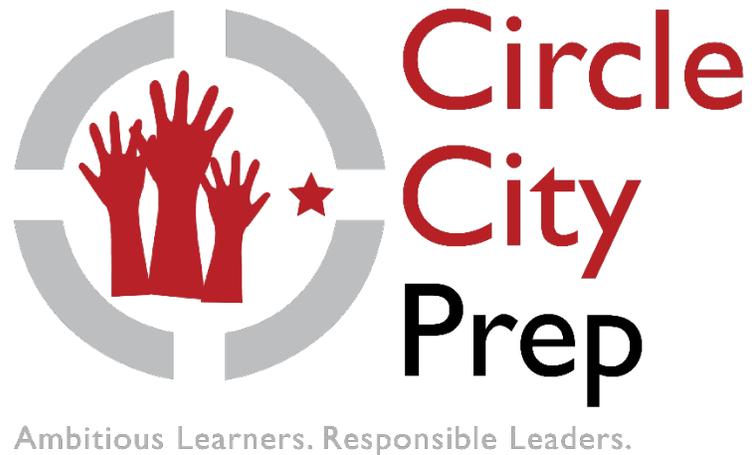
Job Requirements

9. Bachelor's degree is required; Master's degree is preferred.
10. Minimum of four years teaching experience in an urban public school or urban charter school setting preferred, but not required.
11. Valid State Certification is helpful but not required.
12. Belief in and alignment with Circle City Prep's core beliefs and educational philosophy is non-negotiable.

Culture Fit- Do these words describe you?

Fiercely positive, Sense of Humor, Hard-working, Intelligent, High Emotional IQ, Organized, Humble, Self-reflective, Self-directed, Goal-oriented, Enthusiastic, Friendly.

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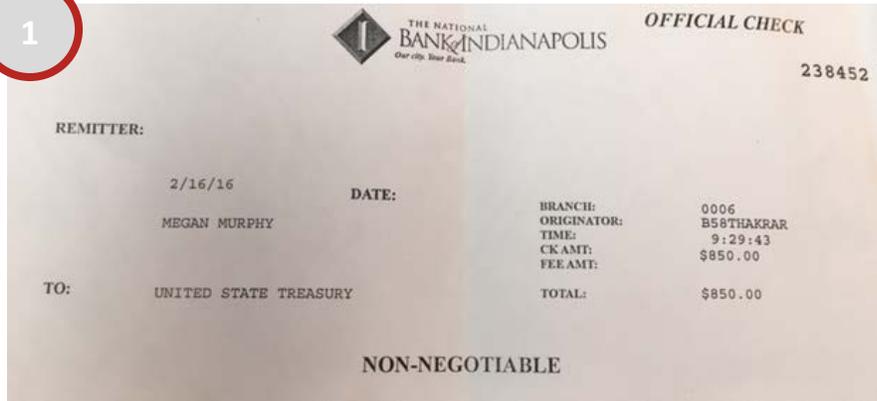
Attachment 4

Governance Documents

501c3 Letter of Determination, Articles of
Incorporation, Bylaws



1



2



- Proof of 501 (c)(3) Filing:**
1. Receipt for cost of filing and documentation of certified check payable to United States Treasury
 2. Form 1023 mailed February 16, 2016.
 3. Form 1023 received February 17, 2016.

Travel History

3

Date/Time	Activity	Location
2/17/2016 - Wednesday		
10:28 am	Delivered	Covington, KY
7:28 am	On FedEx vehicle for delivery	INDEPENDENCE, KY
7:14 am	At local FedEx facility	INDEPENDENCE, KY
3:21 am	Left FedEx origin facility	INDIANAPOLIS, IN
2/16/2016 - Tuesday		
6:13 pm	Arrived at FedEx location	INDIANAPOLIS, IN
4:29 pm	Picked up	INDIANAPOLIS, IN
10:17 am	In FedEx possession	INDIANAPOLIS, IN
	Tendered at FedEx location	
10:17 am	Shipment information sent to FedEx	
9:50 am	In FedEx possession	INDIANAPOLIS, IN
	Tendered at FedEx location	

Select time zone

Shipment Facts

Hide

Tracking number	782386150559	Service	FedEx Ground
Weight	0.6 lbs / 0.27 kgs	Total pieces	1
Terms	Shipper	Packaging	Package

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

(00) OMB No. 1545-0056
Note: If exempt status is approved, this application will be open for public inspection.

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

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

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

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your organizing document)		2 c/o Name (if applicable)	
Circle City Preparatory, Inc.		Megan Murphy	
3 Mailing address (Number and street) (see instructions)	Room/Suite	4 Employer Identification Number (EIN)	
5142 N. College Ave.		81-0741071	
City or town, state or country, and ZIP + 4		5 Month the annual accounting period ends (01 - 12)	
Indianapolis, IN 46205		June	
6 Primary contact (officer, director, trustee, or authorized representative)		b Phone: 317-695-7496	
a Name: Megan Murphy		c Fax: (optional)	
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative.			
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role.			
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
9a Organization's website: to be established			
b Organization's email: (optional) to be established			
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ.			
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY)		10 / 5 / 2015	
12 Were you formed under the laws of a foreign country ? If "Yes," state the country.			
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			

Part II Organizational Structure

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

- 1 Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. **Yes** **No**
- 2 Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. **Yes** **No**
- 3 Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. **Yes** **No**
- 4a Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. **Yes** **No**
- b Have you been funded? If "No," explain how you are formed without anything of value placed in trust. **Yes** **No**
- 5 Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. **Yes** **No**

Part III Required Provisions in Your Organizing Document

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

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): **Bylaws (page 1, Article 1.3)**
- 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. **Bylaws (page 1, Article 1.6)**
- 2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state:

Part IV Narrative Description of Your Activities

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

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

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

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

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

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

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
n/a			

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

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

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

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

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

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

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

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

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

a Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? Yes No

b Do you or will you approve compensation arrangements in advance of paying compensation? Yes No

c Do you or will you document in writing the date and terms of approved compensation arrangements? Yes No

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

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

5a Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. Yes No

- b What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?
- c What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?

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

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

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

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

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

8a Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. Yes No

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

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

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

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

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

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

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

Part VII Your History

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

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

Part VIII Your Specific Activities

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

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

Part VIII Your Specific Activities (Continued)

- 4a** Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.) **Yes** **No**
- | | |
|---|---|
| <input checked="" type="checkbox"/> mail solicitations | <input type="checkbox"/> phone solicitations |
| <input checked="" type="checkbox"/> email solicitations | <input checked="" type="checkbox"/> accept donations on your website |
| <input checked="" type="checkbox"/> personal solicitations | <input checked="" type="checkbox"/> receive donations from another organization's website |
| <input type="checkbox"/> vehicle, boat, plane, or similar donations | <input checked="" type="checkbox"/> government grant solicitations |
| <input checked="" type="checkbox"/> foundation grant solicitations | <input checked="" type="checkbox"/> 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 <u>2015</u> To <u>2016</u>	(b) From <u>2016</u> To <u>2017</u>	(c) From <u>2017</u> To <u>2018</u>	
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)	0	250000	939861	
	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	250000	939861	
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)	0	0	0	
	10 Total of lines 8 and 9	0	250000	939861	
	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)	0	0	0	
	12 Unusual grants	0	0	0	
	13 Total Revenue Add lines 10 through 12	0	250000	939861	
Expenses	14 Fundraising expenses	0	0	0	
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)	0	0	0	
	16 Disbursements to or for the benefit of members (attach an itemized list)	0	0	0	
	17 Compensation of officers, directors, and trustees	0	65280	84700	
	18 Other salaries and wages	0	15375	382360	
	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	12500	60000	
	23 Any expense not otherwise classified, such as program services (attach itemized list)	0	4150	189730.46	
	24 Total Expenses Add lines 14 through 23	0	97905	934730.46	

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)

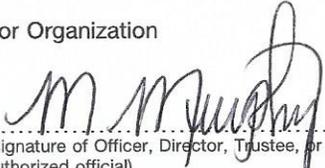
- e 509(a)(4)—an organization organized and operated exclusively for testing for public safety.
- f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that 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)

Megan Murphy
 (Type or print name of signer)
 Incorporator
 (Type or print title or authority of signer)

2/15/16
 (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

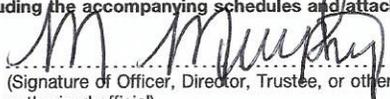
Part XI User Fee Information

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


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

Megan Murphy
 (Type or print name of signer)
 Incorporator
 (Type or print title or authority of signer)

2/15/16
 (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 PolicyInformation required by **Revenue Procedure 75-50.**

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

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

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

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

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

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

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

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

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

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

Form 1023 Checklist

(Revised December 2013)

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

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

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

- Assemble the application and materials in this order:
- Form 1023 Checklist
 - Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
 - Form 8821, *Tax Information Authorization* (if filing)
 - Expedite request (if requesting)
 - Application (Form 1023 and Schedules A through H, as required)
 - Articles of organization
 - Amendments to articles of organization in chronological order
 - Bylaws or other rules of operation and amendments
 - Documentation of nondiscriminatory policy for schools, as required by Schedule B
 - Form 5768, *Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation* (if filing)
 - All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.
- User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.
- Employer Identification Number (EIN)
- Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
- You must provide specific details about your past, present, and planned activities.
 - Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
 - Describe your purposes and proposed activities in specific easily understood terms.
 - Financial information should correspond with proposed activities.
- Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.
- | | | | |
|------------|--|------------|--|
| Schedule A | Yes ___ No <input checked="" type="checkbox"/> | Schedule E | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule B | Yes <input checked="" type="checkbox"/> No ___ | Schedule F | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule C | Yes ___ No <input checked="" type="checkbox"/> | Schedule G | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule D | Yes ___ No <input checked="" type="checkbox"/> | Schedule H | Yes ___ No <input checked="" type="checkbox"/> |

- An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.
 - Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) _____
 - 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

CIRCLE CITY 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 Saturday, October 03, 2015.

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

Connie Lawson

CONNIE LAWSON,
SECRETARY OF STATE



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

ARTICLES OF INCORPORATION

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

ARTICLE I - NAME AND PRINCIPAL OFFICE

CIRCLE CITY PREPARATORY INC.

ARTICLE II - REGISTERED OFFICE AND AGENT

MEGAN MURPHY
5142 N. COLLEGE AVE., INDIANAPOLIS, IN 46205

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

ARTICLE III – INCORPORATORS

MEGAN MURPHY
5142 N. COLLEGE AVE., INDIANAPOLIS, IN 46205
Signature: MEGAN MURPHY

ARTICLE IV – GENERAL INFORMATION

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

The purposes/nature of business

EDUCATION.

Distribution of assets on dissolution or final liquidation

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

CIRCLE CITY PREPARATORY CHARTER SCHOOL
BOARD OF DIRECTORS
BYLAWS

1. General

- 1.1. Name. The name of the corporation is Circle City Preparatory Inc. (the "Corporation").
- 1.2. Initial Registered Office and Initial Registered Agent. The post office address of the Corporation's initial registered office is 5142 N. College Ave Indianapolis, IN 46205. The initial registered agent is Megan Murphy. Circle City Preparatory Charter School ("Circle City Prep") may also have offices at such other places as the Board of Directors (Board) shall determine the business of Circle City 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 Circle City Prep is organized is to ensure all K-8 students are ambitious, powerful learners and responsible, positive leaders on the path to college and a life of opportunity.
- 1.4. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June in the succeeding year.
- 1.5. Tax Status. Notwithstanding any other provision of these Bylaws, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or (2) by a corporation, contributions to which are deductible under 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.
- 1.6. Dissolution. In the event of dissolution: (1) the remaining assets of the charter school shall be distributed first to satisfy outstanding payroll obligations for employees of the charter school, then to creditors of the charter school, then to any outstanding debt to the common school fund; and (2) remaining funds received from the department shall be returned to the department not more than thirty (30) days after dissolution. If the assets of the charter school are insufficient to pay all parties to whom the charter school owes compensation under subdivision (1), the priority of the distribution of assets may be determined by a court.

2. Board of Directors

2.1. Directors.

- 2.1.1. The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the

Articles of Incorporation (the "Articles") and these Bylaws. The Board of Directors shall consist of at least seven (7) and not more than fifteen (15) members. All members of the Board of Directors shall be residents of the State of Indiana, and at least sixty percent (60%) of the members of the Board of Directors shall be residents of the Indiana counties where current students at the charter school reside.

- 2.1.2. At a regular meeting of the Board of Directors immediately preceding the expiration of the term of any director, or at a special meeting, the Board of Directors shall elect a new director whose term will expire, or has expired, and each such new director shall serve for a term of three (3) years, or such other period as prescribed by the directors at the time of such election, and until his or her successor is elected and qualified. A director may serve no more than two (2) consecutive terms. Directors shall serve staggered terms to balance continuity with new perspective.
- 2.1.3. Following the expiration of a director's final term, at least one (1) year must elapse before he or she may again be elected to the Board of Directors.
- 2.1.4. The initial Board of Directors will serve staggered terms. The initial Board shall consist of at least two directors who will serve a one-year term (ending in Spring 2017), at least two directors who will serve a two-year term (ending in spring 2018), and at least two directors who will serve a three-year term (ending in Spring 2019).

3. Meetings

- 3.1. Regular Meetings. The Board of Directors shall hold regular meetings, as fixed by these Bylaws or by resolution of the Board of Directors.
- 3.2. Annual Meeting. The annual meeting of the Board of Directors shall occur in the last quarter of the fiscal year. There shall be at least ten (10) other regular meetings of the Board held each year. Notice shall be given to each Director thirty (30) days prior to the date of every regular meeting of the Board.
- 3.3. Special Meetings. Notwithstanding the preceding Section 3.1, the Board of Directors may hold special meetings for any lawful purpose upon not less than forty-eight (48) hours notice (excluding Saturdays, Sundays, and legal holidays), as described in Section 3.7. Special meetings may be called by the Chair of the Board or by two (2) or more members of the Board of Directors. A special meeting shall be held within the State of Indiana and the notice of the meeting shall specify the date, time, and place.
- 3.4. Quorum and Approval of Actions. A majority of the directors in office immediately before a meeting begins shall constitute a quorum for the transaction of any business properly to come before the Board of Directors. Unless otherwise provided in the Articles or these Bylaws, the approval of a quorum shall be deemed an act of the Board of Directors.

- 3.5. Emergency Meetings. In the event of an emergency, including but not limited to (1) an act of god; or (2) serious danger or threat to students and/or staff, a special meetings may be called with little or no notice. Any actions taken by the Board will be treated as if taken at a regularly noticed meeting. A quorum must be present to initiate a vote.
- 3.6. Compliance with Indiana Open Door Law. Notwithstanding any other provisions of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law (currently codified at Indiana Code ("IC") section 5-14-1.5, et seq.), and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board of Directors.
- 3.7. Notice of Special Meetings. Written notice of the date, time, and place of each special meeting of the Board of Directors shall be communicated, delivered, or mailed by the Secretary of the Board, or by the person or persons calling the meeting, to each member of the Board of Directors so that such notice is effective at least forty-eight (48) hours before the date of the meeting and complies with the Indiana Open Door Law. The notice need not describe the purpose of the special meeting. Written, electronic, or telefaxed notice, where applicable, shall be effective at the earliest of the following:
 - 3.7.1. When received;
 - 3.7.2. Five (5) days after notice is mailed, as evidenced by the postmark or private carrier receipt, if mailed correctly addressed to the address listed in the most current of records of the Corporation; or
 - 3.7.3. On the date shown on the return receipt, if sent by registered or certified United States mail, return receipt requested, and the receipt is signed by, or on behalf of, the addressee.
- 3.8. Waiver of Notice. Notice of a meeting may be waived in writing if signed by the director entitled to notice and filed with the minutes or the corporate records. Attendance at or participation in any meeting of the Board of Directors shall constitute a waiver of lack of notice or defective notice of such meeting unless the director, at the beginning of the meeting or promptly upon the director's arrival, objects to holding the meeting and does not vote for or assent to any action taken at the meeting.
- 3.9. Action by Written Consent. Any action required or permitted to be taken at any meeting of the Board of Directors, or any committee thereof, may be taken without a meeting if written consent describing such action is signed by each director or committee member and if such written consent is included in the minutes or filed with the Corporation's records reflecting the action taken. Action taken by written consent shall be effective when the last director or committee member signs the consent and the Board of Directors ratifies the action taken in a subsequent meeting held pursuant to the Indiana Open Door Law, unless the consent

specifies a prior or subsequent effective date. A consent signed as described herein shall have the same effect as if approved at a meeting and may be described as such in any document.

3.10. Resignation, Removal, and Vacancies.

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

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

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

3.10.2.1.1. Violations of the Indiana Charter School Law;

3.10.2.1.2. Violations of Indiana or federal laws; or

3.10.2.1.3. Any actions that would jeopardize the tax-exempt status of the Corporation or would subject it to sanctions under the Internal Revenue Service Code of 1986, as 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 Circle City Prep activities in accordance with Circle City Prep Charter School Policies.
- (B) Shall serve as the Circle City 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 Circle City 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 Circle City 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 Circle City 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 member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of committee membership. The committee shall elect its own chair.

5.1.3. The duties of the Governance Committee shall be:

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

- (B) to present a slate of nominees for Officers to the Board for election at the annual meeting;
- (C) to recommend candidates to the Board to fill vacancies that arise outside the regular nominating process;
- (D) to provide ongoing orientation to Directors;
- (E) to oversee a Director assessment process to ensure optimum performance; and
- (F) to recommend the appointment of a past Chair to the Board, if necessary, in the interests of the community.

6. Indemnification

6.1. Indemnification by the Corporation. Circle City Preparatory 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 Circle City Preparatory. 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 Circle City Preparatory.

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 Circle City Preparatory.
9. Amendments. These Bylaws may be amended at a regular meetings by a two-thirds vote of all Directors than in office; provided that notice of the proposed amendment, together with a copy hereof, is mailed to each Board member at least fifteen (15) days prior to the meeting at which the amendment is to be considered.



DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

Date of this notice: 12-04-2015

Employer Identification Number:
81-0741071

Form: SS-4

Number of this notice: CP 575 A

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

CIRCLE CITY PREPARATORY INC
CIRCLE CITY PREP
% MEGAN MURPHY
5142 N COLLEGE AVE
INDIANAPOLIS, IN 46205

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

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 81-0741071. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

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

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

Form 1120

03/15/2016

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

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

IMPORTANT INFORMATION FOR S CORPORATION ELECTION:

If you intend to elect to file your return as a small business corporation, an election to file a Form 1120-S must be made within certain timeframes and the corporation must meet certain tests. All of this information is included in the instructions for Form 2553, *Election by a Small Business Corporation*.

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

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents (payroll service providers) are available to assist you. Visit the IRS Web site at www.irs.gov for a list of companies that offer IRS e-file for business products and services. The list provides addresses, telephone numbers, and links to their Web sites.

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you do not 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.

If you have questions about your EIN, you can call us at the phone number or write to us at the 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 do not need to write us, do not complete and return the stub.

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

Thank you for your cooperation.

Page 2, Part IV

Circle City Prep, Inc. Narrative Description of Your Activities

1. What is the activity

Circle City Prep is a tuition-free, public charter school for Kindergarten through Grade 8 students.

Incorporator

2. Who conducts the activity?

Upon authorization in May 2016, Circle City Prep 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 charter application.

3. When is the activity conducted?

Circle City Prep is a proposed charter school. The Indiana Charter School Board will make a final decision by 5/25/2016 whether or not the charter is granted. The school will open for students in August 2017.

4. Where is the activity conducted?

Circle City Prep has not yet signed a lease or purchased a permanent facility, however has identified the 46236 and 462266 zip codes of Indianapolis as the target community.

5. How does the activity further your exempt purposes?

Circle City Prep will provide education to children, some of whom may be from low-income backgrounds.

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

Circle City Prep will require oversight and management daily and will be 100% of the Head of Schools time.

7. How is the activity funded?

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

8. List any alternate names.

- Circle City Preparatory Charter School (official name on school documents)
- Circle City Prep (day-to-day name)

Page 2, Part V, Question 1a

Name	Title	Mailing Address	Compensation
Aaron Berkey*	Member, Board of Directors	8155 Lantern Rd Indpls, IN 46256	\$0
Jennifer Bartenbach*	Member, Board of Directors	7541 Cape Cod Lane Indpls, IN 46250	\$0
Richard Brown*	Member, Board of Directors	12554 Crystal Pointe Dr. Indpls, IN 46236	\$0
Christine Jacobson*	Member, Board of Directors	2630 Ryan Drive Indpls, IN 46220	\$0
Sharnell Johnson	Member, Board of Directors	8115 Scarborough Blvd S Drive Indpls, IN 46256	\$0
Chad Miller*	Member, Board of Directors	5544 Broadway St. Indpls, IN 46220	\$0
Megan Murphy	Head of School and Ex-Officio Board Member	5142 N. College Ave. Indpls, IN 46205	\$70,000
Michael Nagel*	Member, Board of Directors	5693 N. Illinois St. Indpls, IN 46208	\$0
Doris Tolliver*	Member, Board of Directors	1325 Landsboork Dr. Indpls, IN 46260	\$0

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

Aaron Berkey, Senior Enterprise Account Executive, Adobe Systems Inc. brings a diverse and engaged background to Circle City Prep’s Founding Board. Mr. Berkey’s experience in software and digital marketing extends over 8 years and has led him to be a thought leader and product expert in digital marketing technology. Mr. Berkey has had the opportunity to consult and develop the accounts of several Fortune 100 businesses in his tenure and speak at national events concerning the digital marketing industry. After moving to Indianapolis in 2009, he was able to extend his philanthropic involvement to reach many local not-for-profits and NGOs including leadership work at Habitat for Humanity, The Center for the Performing Arts and Young Professionals of Central Indiana among others. Mr. Berkey’s passion for education and community development also arises from his two young children and their public education experience here in Indianapolis. He brings knowledge and expertise of the marketing and technology industry, board governance, strategic planning as well as community connections to the Board.

Jennifer Bartenbach, Chief Financial Officer, Central Indiana Community Foundation, Inc. is responsible for the fiscal oversight, regulatory compliance, and operational effectiveness of CICF’s \$720 million in assets. She manages three departments within the organization: operations, IT, and Human Resources. Mrs. Bartenbach has a history of working with non-profits; prior to CICF, she worked at the Indianapolis Museum of Art for eight years—four of which she served as the museum’s CFO. She also served as interim CEO for a one year period while a national search was conducted for a new CEO. She was placed in this role through a unanimous vote by the senior leadership team and Board of Directors. This was a

strong recognition to the leadership she had provided in the role as CFO. This role afforded her the unique opportunity to not only directly oversee areas such as Human Resources, Finance, Security, Facilities, and IT, but to have a meaningful impact on every program and department. Mrs. Bartenbach brings deep finance, human resources, strategic planning and innovative ideas to the Board.

Richard Brown, Compliance Associate, Ontario Systems is an attorney with a nationwide consulting practice in consumer financial services. Mr. Brown travels throughout the country to provide solutions to businesses by helping them develop policies, procedures, and controls to meet the demands of Federal, state, and local regulatory agencies. He is frequently asked to speak in forums and conferences related to financial services, including higher education organizations such as the Coalition of Higher Education Assistance Organizations (COHEAO). Mr. Brown is also active in the lives of youth in Indiana as a mentor for the Project Leadership program in Delaware County. Prior to relocating to Indianapolis, he was an educator for Seoul Language Institute, a private school in Seoul, South Korea that focuses on preparing high school students in Korea for university admissions in the United States. Mr. Brown brings valuable experience in law, business management practices, strategic planning, ESL education and college focused curriculum development to the Board.

Christine Jacobson, Esq., Partner, Katz & Korin, has spent her entire legal career in Indianapolis. While currently focusing her practice on representing borrowers in commercial work-outs/restructurings, bankruptcy and related litigation, before entering private practice, she served as a deputy prosecutor in Marion County, Indiana where she focused on child abuse and sex crimes cases. Prior to her legal career, she practiced as a CPA in New York City. Ms. Jacobson has always believed in and valued public service as an important component of her life and has served on various boards and actively participated with other organizations. Among other things, she has served as a trustee for The Orchard School, Broadway United Methodist Church, Master Scholars, Inc. and Breaking Free, Inc. Ms. Jacobson brings legal, financial and governance experience to the Board.

Sharnell J. Johnson, Director of Finance at Ivy Tech Community College – Central Indiana Region, has worked at the college for over 15 years. Ms. Johnson has a strong accounting and finance background and is responsible for the management of the college's expenditures budget as well as grants and the system's fixed assets. She has served on several community boards in various capacities. A graduate of the Diversity Leadership Academy of Greater Indianapolis and United Way's Leadership United, Ms. Johnson passionately works in the community. She has served on the Executive Board of Directors for National Coalition of 100 Black Women, United Northwest Area Development Corporation and the Madame Walker Theatre Center. She has also served on the Indiana Black Expo Finance Team and the United Negro College Fund Annual Gala Planning Committee. Ms. Johnson has been recognized by the Indianapolis Star, Center for Leadership Development, Indy's Best & Brightest, The Tom Joyner Morning Show and WRTV 6 as an Up & Coming community leader. She is a proud member of Delta Sigma Theta Incorporated and mentors at risk youth in the community and currently serves on the Near North Development Corporation Board of Directors. Ms. Johnson is a current participant in the Class XL of the Stanley K. Lacy Executive Leadership Series® (SKL). Ms. Johnson brings finance, nonprofit management, board governance, and community development expertise to the Board.

Chad Miller, Insurance Broker, Miller Insurance Group, served the youth of Indianapolis as an educator at Indianapolis Metropolitan High School for six years prior to moving to Miller Insurance Group. As a teacher, he was voted by students and staff as the "Teacher of the Year" in 2010. As Assistant Principal,

he helped guide Indianapolis Met to raising its school accountability grade by two letter grades, and as Principal he created an innovative character development system called the Career Readiness Grade, which had a dramatic positive affect on student soft skill development and behavior, reducing expulsions by 85% and suspensions by close to 40%. Mr. Miller has previously served on the Butler University Young Alumni Board and Teach for America – Indianapolis Alumni Board. He has grown an extensive, diverse network in the Indianapolis community. His four years in school leadership, paired with his time in property and casualty insurance, gives him a unique perspective on school safety and facilities management. Mr. Miller brings educational leadership, strategic planning, teacher development, data analysis, and school governance to the Board.

Michael Nagel, Web and Social Media Manager, Cummins Inc., has more than 10 years of experience in marketing and corporate communications, with a focus on developing external social and digital media strategies. Responsible for managing Cummins' corporate web and social media presence, he helps lead digital efforts to promote the company's accomplishments in the areas of corporate responsibility, diversity, sustainability, product innovation and health and safety. Through his work with Cummins, Mr. Nagel participates in the company's Leaping for Reading program and has provided skills-based volunteerism (SBV) to Lemonade Day Indy. Prior to joining Cummins, he was a legal marketer for six and a half years at Barnes & Thornburg LLP, an Am Law 100 law firm. Mr. Nagel brings marketing and branding as well as deep connections to the Indianapolis community to the Board.

Doris Tolliver, Chief of Staff and Chief Operations Officer, Indiana Department of Child Services is a strategic thinker who specializes in organizational effectiveness, change management, and business strategy development. She has worked in public and private sector and in child welfare for the past eight and a half years. As Chief of Staff for the Indiana Department of Child Services, Mrs. Tolliver is transforming the organizational structure and culture to integrate outcomes, technology, and strategic planning at the organization and program levels. Ms. Tolliver's background in child welfare, human resources, and law aide her in supporting the agency Director in leading the almost 4,000 employee team at DCS and serving Indiana's youth. Mrs. Tolliver is a licensed attorney in the state of Indiana and earned a Juris Doctor from Indiana University's Robert McKinney School of Law and holds Master of Arts degree in Human Resources Management from Webster University. She brings extensive human resource, strategic planning, and change management experience alongside legal and non-profit management expertise to the Board.

Page 3, Part V, Question 1c

Name	Title	Mailing Address	Compensation
Indiana Network of Independent Schools (INISchools)*	Back office provider hosting high-quality services that enable school administrators to improve cost efficiency and student achievement	1635 N. Michigan St. Indpls, IN 46222	\$65,000 (approx..)

*Upon authorization of the Indiana Charter School Board and Circle City Prep being chartered (projected May 25, 2016), the Board of Directors will review and vote on a contract with INISchools. INISchools is well-known provider of back office services (performance analysis, finance and accounting, state compliance and reporting, and special education) to independent and small charter schools in the state of Indiana.

Circle City Preparatory, Inc. EIN: 81-0741071

Page 5, Part VI, Question 1a

Circle City Prep will provide a quality, college preparatory education to all enrolled K-8 students.

Page 6, Part VIII, Question 4a

Circle City Prep, Inc. Fundraising Program

- **Mail solicitations**
Circle City 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**
Circle City Prep will utilize email as a means to quickly distribute information about the school including particular fundraising needs. One purpose might be donations to provide transportation for our students.
- **Personal solicitations**
Individuals who have expressed support for Circle City Prep will be approached individually about financial support for the school.
- **Foundation grant solicitations**
Circle City 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 Circle City Prep's website goes live in June 2016, there will be a secure way for visitors to make donations to the school.
- **Receive donations from another organization**
Circle City 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, Circle City Prep would indeed apply.

Circle City Preparatory, Inc. EIN: 81-0741071

Page 6, Part VIII, Question 4d

All fundraising will take place in Indianapolis, IN and will be for Circle City Prep.

Page 9, Part IX

Circle City Prep Inc. Financial Data

School year 2015-2016: \$0

School year 2016-2017: Year 0 (Planning Year) July '16 – June '17

Line	Explanation
1	\$250,000 from Walton Family Foundation
17	Head of School's salary + benefits (\$65,280) Number based on salary beginning 9/15
18	Salary + benefits for part-time School Operations Manager
20	Paying for office space
22	Professional fees to INISchools, the back office provider
23	Office supplies: 400 Board expenses: 750 Printing: 2000 Postage: 1300

School year 2017-2018: Year 1 (Kindergarten and 1st grade, 112 students)

Line	Explanation
1	State and Federal dollars
17	Head of School's salary (\$70,000) + benefits (\$14,700)
18	Salary and benefits for School Operations Manager, Office Manager, Student Supports Coordinator, 6 teachers
20	Includes: rent, gas/electric, water/sewer, grounds keeping, maintenance service, custodial, waste disposal, security system
22	Professional fees to INISchools (back office provider): \$60,000
23	Furniture & Equipment: \$50,000 Instructional Supplies: \$48,508 Support Supplies/Resources: \$23,060 Board Expenses: \$6,480 Printing: \$2,880 Travel: \$1,500 Postage: \$960 Food Service: \$69,042.46 Student uniforms: \$2,400 Telephone: \$2,500 Student Information System: \$2,400

Page 14, Section I, Question 1b

Circle City Preparatory, Inc. School Description

Circle City Preparatory Charter School is a public, tuition free proposed charter school for Kindergarten through 8th grade students in Indianapolis. Circle City Prep will open in August of 2017 to 96 Kindergarten students and will continue to add a grade level of 72 students a year until full capacity in 2026.

Circle City Prep's mission:

Through excellence in academic instruction and character development, Circle City Preparatory Charter School ensures all K-8 students are ambitious, powerful learners and responsible, positive leaders on the path to college and a life of opportunity.

Page 14, Section I, Question 8

Upon authorization of the Indiana Charter School Board and Circle City Prep being chartered (projected May 25, 2016), the Board of Directors will review and vote on a contract to work with INISchools, a back office provider supporting small and independent charter schools in the fields of finance, accounting, compliance, and special education population. At this point, Circle City Prep has been in communication with INISchools around services provided and support in the authorization process. A formalized agreement will not be put into place until after May 2016. In choosing INISchools as an organization to work with, Circle City Prep talked to other independent, small charter schools in the city who consistently recommended the services of INISchools. At this point, there are no other organizations in the state that provide back office support to charter schools.

Page 14, Section II, Question 1

Circle City Prep, Inc. Non-Discrimination Policy

Circle City Preparatory 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: Megan Murphy (or her designee), Circle City Preparatory Charter School Head of School.

Page 15, Section II, Question 5

Circle City Preparatory, Inc. Racial Composition

Circle City Preparatory Charter School is a proposed charter school and will not open to student until the 2017-2018 school year.

Racial Category	Student Body Current Year (16-17 school year)	Student Body Next Year (17-18 school year) ¹	Faculty Current Year (16-17 school year)	Faculty Next Year (17-18 school year) ²	Administrative Staff Current Year (16-17 school year)	Administrative Staff Next Year (17-18 school year)
Enrollment	0	112	0	112	0	112
African American	0	75% (84)	0	1	0	1
American Indiana or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
Hispanic	0	15% (16)	0	0	0	1
White	0	10% (11)	0	5	1	2

Table A: Public Elementary Schools in the Far Eastside

School Name & Address	# of Students (2014-2015)	Grades served	2014 Grade	IRead3 Pass % (2015)	Both ISTEP Pass % (2014) 3/4/5	Racial Demographics	% FRL	% Special Edu. and % ELL
Andrew J Brown	644	K - 8	F	58%	56/55/56	61% Black 30% Hispanic	94%	10% / 28%
Charles W Fairbanks	486	K - 6	C	64%	23/51/54	77% Black 15% Hispanic	87%	14% / 14%

¹ Using the most recent demographic data provided by the Indiana Department of Education in regards to the neighborhood in which Circle City Prep intends to locate (Table A), the above numbers represent a rough estimate of the anticipated racial demographics of our students.

² The above numbers were determined using the anticipated percentages of teachers working in public education in Indianapolis. https://nces.ed.gov/surveys/sass/tables/state_2004_18.asp

Floro Torrence	297	K – 6	D	56%	48/60/55	52% Black 43% Hispanic	88%	13% / 43%
Phalen at Francis Scott Key	341	PK – 6	F	54%	15/18/29	78% Black 11% Hispanic	84%	20% / 9%
George H. Fisher	414	K – 6	F	55%	29/40/43	83% Black 5% Hispanic	83%	15% / 1%
George S. Buck	419	K – 6	D	68%	50/64/46	56% Black 35% Hispanic	79%	9% / 25%
Robert Lee Frost	350	PK-6	D	65%	47/65/56	87% Black 4% Hispanic	87%	16% / 1%
Tindley Summit	164	K – 4	NA	NA	NA	95% Black 1% Hispanic	100%	10% / 4%
Brookview Elementary (Warren)	578	K – 4	D	88%	60/63/NA	62% Black 9% Hispanic	75%	15% / 8%
Eastridge Elementary (Warren)	465	K – 4	C	88%	68/70/NA	51% Black 9% Hispanic	78%	15% / 10%
Sunny Heights (Warren)	475	K – 4	D	83%	51/56/NA	63% Black 16% Hispanic	80%	8% / 15%
Winding Ridge (Lawrence)	617	K – 4	C	86%	50/50/NA	70% Black 16% Hispanic	84%	14% / 10%
Indian Creek (Lawrence)	685	1 – 6	A	96%	68/76/74	50% Black 19% Hispanic	72%	11% / 14%

Page 15, Section II, Question 7a

Circle City Preparatory, Inc. Board Members

Mr. Aaron Berkey
Mrs. Jennifer Bartenbach
Mr. Richard Brown
Ms. Chris Jacobson
Mr. Chad Miller
Ms. Megan Murphy, Ex-Officio
Mr. Michael Nagel
Mrs. Doris Tolliver

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

CERTIFICATE OF INCORPORATION

of

CIRCLE CITY 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 Saturday, October 03, 2015.

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

Connie Lawson

CONNIE LAWSON,
SECRETARY OF STATE



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

ARTICLES OF INCORPORATION

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

ARTICLE I - NAME AND PRINCIPAL OFFICE

CIRCLE CITY PREPARATORY INC.

ARTICLE II - REGISTERED OFFICE AND AGENT

MEGAN MURPHY
5142 N. COLLEGE AVE., INDIANAPOLIS, IN 46205

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

ARTICLE III – INCORPORATORS

MEGAN MURPHY
5142 N. COLLEGE AVE., INDIANAPOLIS, IN 46205
Signature: MEGAN MURPHY

ARTICLE IV – GENERAL INFORMATION

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

The purposes/nature of business
EDUCATION.

Distribution of assets on dissolution or final liquidation

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

CIRCLE CITY PREPARATORY CHARTER SCHOOL
BOARD OF DIRECTORS
BYLAWS

1. General

- 1.1. Name. The name of the corporation is Circle City Preparatory Inc. (the “Corporation”).
- 1.2. Initial Registered Office and Initial Registered Agent. The post office address of the Corporation’s initial registered office is 5142 N. College Ave Indianapolis, IN 46205. The initial registered agent is Megan Murphy. Circle City Preparatory Charter School (“Circle City Prep”) may also have offices at such other places as the Board of Directors (Board) shall determine the business of Circle City 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 Circle City Prep is organized is to ensure all K-8 students are ambitious, powerful learners and responsible, positive leaders on the path to college and a life of opportunity.
- 1.4. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June in the succeeding year.
- 1.5. Tax Status. Notwithstanding any other provision of these Bylaws, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or (2) by a corporation, contributions to which are deductible under 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.
- 1.6. Dissolution. In the event of dissolution: (1) the remaining assets of the charter school shall be distributed first to satisfy outstanding payroll obligations for employees of the charter school, then to creditors of the charter school, then to any outstanding debt to the common school fund; and (2) remaining funds received from the department shall be returned to the department not more than thirty (30) days after dissolution. If the assets of the charter school are insufficient to pay all parties to whom the charter school owes compensation under subdivision (1), the priority of the distribution of assets may be determined by a court.

2. Board of Directors

2.1. Directors.

- 2.1.1. The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the

Articles of Incorporation (the “Articles”) and these Bylaws. The Board of Directors shall consist of at least seven (7) and not more than fifteen (15) members. All members of the Board of Directors shall be residents of the State of Indiana, and at least sixty percent (60%) of the members of the Board of Directors shall be residents of the Indiana counties where current students at the charter school reside.

- 2.1.2. At a regular meeting of the Board of Directors immediately preceding the expiration of the term of any director, or at a special meeting, the Board of Directors shall elect a new director whose term will expire, or has expired, and each such new director shall serve for a term of three (3) years, or such other period as prescribed by the directors at the time of such election, and until his or her successor is elected and qualified. A director may serve no more than two (2) consecutive terms. Directors shall serve staggered terms to balance continuity with new perspective.
- 2.1.3. Following the expiration of a director’s final term, at least one (1) year must elapse before he or she may again be elected to the Board of Directors.
- 2.1.4. The initial Board of Directors will serve staggered terms. The initial Board shall consist of at least two directors who will serve a one-year term (ending in Spring 2017), at least two directors who will serve a two-year term (ending in spring 2018), and at least two directors who will serve a three-year term (ending in Spring 2019).

3. Meetings

- 3.1. Regular Meetings. The Board of Directors shall hold regular meetings, as fixed by these Bylaws or by resolution of the Board of Directors.
- 3.2. Annual Meeting. The annual meeting of the Board of Directors shall occur in the last quarter of the fiscal year. There shall be at least ten (10) other regular meetings of the Board held each year. Notice shall be given to each Director thirty (30) days prior to the date of every regular meeting of the Board.
- 3.3. Special Meetings. Notwithstanding the preceding Section 3.1, the Board of Directors may hold special meetings for any lawful purpose upon not less than forty-eight (48) hours notice (excluding Saturdays, Sundays, and legal holidays), as described in Section 3.7. Special meetings may be called by the Chair of the Board or by two (2) or more members of the Board of Directors. A special meeting shall be held within the State of Indiana and the notice of the meeting shall specify the date, time, and place.
- 3.4. Quorum and Approval of Actions. A majority of the directors in office immediately before a meeting begins shall constitute a quorum for the transaction of any business properly to come before the Board of Directors. Unless otherwise provided in the Articles or these Bylaws, the approval of a quorum shall be deemed an act of the Board of Directors.

- 3.5. Emergency Meetings. In the event of an emergency, including but not limited to (1) an act of god; or (2) serious danger or threat to students and/or staff, a special meetings may be called with little or no notice. Any actions taken by the Board will be treated as if taken at a regularly noticed meeting. A quorum must be present to initiate a vote.
- 3.6. Compliance with Indiana Open Door Law. Notwithstanding any other provisions of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law (currently codified at Indiana Code (“IC”) section 5-14-1.5, et seq.), and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board of Directors.
- 3.7. Notice of Special Meetings. Written notice of the date, time, and place of each special meeting of the Board of Directors shall be communicated, delivered, or mailed by the Secretary of the Board, or by the person or persons calling the meeting, to each member of the Board of Directors so that such notice is effective at least forty-eight (48) hours before the date of the meeting and complies with the Indiana Open Door Law. The notice need not describe the purpose of the special meeting. Written, electronic, or telefaxed notice, where applicable, shall be effective at the earliest of the following:
- 3.7.1. When received;
 - 3.7.2. Five (5) days after notice is mailed, as evidenced by the postmark or private carrier receipt, if mailed correctly addressed to the address listed in the most current of records of the Corporation; or
 - 3.7.3. On the date shown on the return receipt, if sent by registered or certified United States mail, return receipt requested, and the receipt is signed by, or on behalf of, the addressee.
- 3.8. Waiver of Notice. Notice of a meeting may be waived in writing if signed by the director entitled to notice and filed with the minutes or the corporate records. Attendance at or participation in any meeting of the Board of Directors shall constitute a waiver of lack of notice or defective notice of such meeting unless the director, at the beginning of the meeting or promptly upon the director’s arrival, objects to holding the meeting and does not vote for or assent to any action taken at the meeting.
- 3.9. Action by Written Consent. Any action required or permitted to be taken at any meeting of the Board of Directors, or any committee thereof, may be taken without a meeting if written consent describing such action is signed by each director or committee member and if such written consent is included in the minutes or filed with the Corporation’s records reflecting the action taken. Action taken by written consent shall be effective when the last director or committee member signs the consent and the Board of Directors ratifies the action taken in a subsequent meeting held pursuant to the Indiana Open Door Law, unless the consent

specifies a prior or subsequent effective date. A consent signed as described herein shall have the same effect as if approved at a meeting and may be described as such in any document.

3.10. Resignation, Removal, and Vacancies.

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

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

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

3.10.2.1.1. Violations of the Indiana Charter School Law;

3.10.2.1.2. Violations of Indiana or federal laws; or

3.10.2.1.3. Any actions that would jeopardize the tax-exempt status of the Corporation or would subject it to sanctions under the Internal Revenue Service Code of 1986, as 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 Circle City Prep activities in accordance with Circle City Prep Charter School Policies.
- (B) Shall serve as the Circle City 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 Circle City 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 Circle City 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 Circle City 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 member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of committee membership. The committee shall elect its own chair.

5.1.3. The duties of the Governance Committee shall be:

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

- (B) to present a slate of nominees for Officers to the Board for election at the annual meeting;
- (C) to recommend candidates to the Board to fill vacancies that arise outside the regular nominating process;
- (D) to provide ongoing orientation to Directors;
- (E) to oversee a Director assessment process to ensure optimum performance; and
- (F) to recommend the appointment of a past Chair to the Board, if necessary, in the interests of the community.

6. Indemnification

6.1. Indemnification by the Corporation. Circle City Preparatory 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 Circle City Preparatory. 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 Circle City Preparatory.

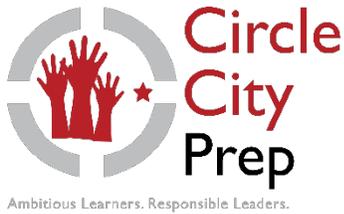
7. Contracts, Checks, Loans, Deposits, and Gifts

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 Circle City Preparatory.
9. Amendments. These Bylaws may be amended at a regular meetings by a two-thirds vote of all Directors than in office; provided that notice of the proposed amendment, together with a copy hereof, is mailed to each Board member at least fifteen (15) days prior to the meeting at which the amendment is to be considered.



SAMPLE BOARD MEETING AGENDA

Call to Order

Welcome by the chair who shares the objectives of the meeting and reviews the agenda.

Consent Agenda Items

Items that are approved by consent (without a vote, if there is not objection) or formal vote. Single items can be taken off calendar and considered separately, if even only one member wishes to do so. Typical items in this calendar are:

- Minutes.
- Routine ratifications.
- Board approval required by the bylaws, such as the approval of banking relations.

Treasurer's Report (Item previously sent to the Board)

This is an opportunity for the treasurer to answer questions on financial reports or bring items for action.

Head of School's Report (Item previously sent to the Board)

Opportunity for Directors to ask questions on the written report and for the Head of School to share any confidential items s/he did not want to put in writing. The Head of school can also use time to update the Board regarding emerging issues.

Committee Reports (Items previously sent to the Board)

Begin with committees that have action items that allow time for questions on other committees' reports. Remember, committees do not need to be on every agenda if they have not sent out a report or have no action items.

Issues Discussion (Items previously sent to the Board)

Opportunity have whole group and small group education or training.

Old (Unfinished) Business

Items that have been postponed from or not finished from previous meetings are handled here.

New Business

This is the opportunity for a Director to bring up items that have not been placed on the agenda. In the case of major issues, there likely would not be enough time for a thorough discussion of the item. The Board could agree that such an issue would be scheduled for discussion at future Board meeting or delegated to the appropriate a committee for initial discussion with a report back to the Board at a future meeting.

Adjournment



**Circle
City
Prep**

Ambitious Learners. Responsible Leaders.

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

Megan Murphy, Lead Funder

SIGN NAME

M Murphy

DATE

2/3/16



**Circle
City
Prep**

Ambitious Learners. Responsible Leaders.

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:
Circle City Preparatory Charter School
2. Your full name: Jennifer K. Bartenbach
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 Circle City Prep. I believe that quality education is the most important tool for success in life and it significantly impacts our city's residents' quality of life, neighborhood crime levels, and why people choose where they reside and raise a family. I am proud to be a resident of Marion County where I raise my three school aged children with my husband. While our family is able to access quality educational opportunities for our children, this same opportunity is not afforded to far too many families on the Far Eastside. I am committed to changing this reality through my work with Circle City Prep, ensuring all our students are on a path to college.

My education, work experience, and professional achievements position me to be an active and effective member of the Board of Directors for Circle City Prep. I bring a strong background in financial management and business and operational administration to the Board. I hold a B.S. in Accounting from the University of Evansville and an MBA from Ball State University, and currently serve as the Chief Financial Officer at the Central Indiana Community Foundation (CICF). At CICF, I actively manage \$720 million in philanthropic assets that are a catalyst for community change. One of the areas at the forefront of this change is education. As a senior executive, I actively participate in board meetings and committee meetings on a regular basis.

Prior to my current role, I was the Chief Financial Officer at the Indianapolis Museum of Art where I ran a \$25 million operating budget. I oversaw Human Resources, Technology and acted for a year as interim CEO while a search was conducted for a new CEO.

In addition to my professional experience, I am an engaged member of the Indianapolis community, named a Finalist for Indy's Best and Brightest Award in 2011 and 2012, a member of the Women's Fund OPTIONS class of 2013, and a coordinator for the Blessings Backpack program at two IPS schools. I also have extensive nonprofit governance experience having served on the Finance Committee for Project Home Indy, the Audit Committee for Leadership Indianapolis, and the Ball State MBA Advisory Board.

Additionally, our entire founding team has been working hard since last fall to master all we need to know to provide strong governance to Circle City Prep. In addition to monthly founding team meetings I have had numerous one-on-one meetings with the proposed Head of School, Megan Murphy, to learn more about Circle City Prep's academic design and mission. Our team also had a full day planning retreat, with support from Building Excellent Schools, at which we reviewed and discussed all the major components of our school design. We have also had several discussion about the role and responsibility of the board upon authorization and have discussed at length the distinction between management and governance. As a group, we also read and discussed Charter School Board University, to further reinforce our knowledge and ability to govern a charter school.

I have also joined Ms. Murphy in meetings with accounting and finance back-office providers and have reviewed and provided feedback on our proposed budget and financial processes in order to prepare to provide effective oversight and guidance to Circle City Prep. I intend to fully utilize my professional expertise and experience to ensure Circle City Prep is financially stable in the short- and the long-term and that the school achieves the promises set forth in our charter application.

I am fully committed and excited to work alongside the rest of the Founding Team to build Circle City Prep for students here 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
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, Jennifer K. Bartenbach, 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 Circle City Prep Charter School is true and correct in every respect.



Signature

Date

2/26/16

CHARTER SCHOOL BOARD MEMBER INFORMATION

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:
Circle City Preparatory Charter School
2. Your full name: Aaron Berkey
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 deeply committed to seeing Circle City Prep provide all our students access to an academically rigorous and values-based school.

First, my extensive entrepreneurial experience, working with ExactTarget in their founding years through successful sale as well as Arkadin, a French national technology start-up, leads me to understand the human capacity, policy creation and implementation, and innovative demands Circle City Prep will experience in our initial years of operation. As someone who is outcomes driven and who thrives in start-up cultures, I excelled in both of these environments, finishing as the top performer in the US and Canada at Arkadin and becoming eligible for the Top Performer's Club for several years at ExactTarget. My entrepreneurial experience allows me to support the strategic planning (enrollment strategy, fund development work, etc.) of Circle City Prep and provide guidance to the proposed Head of School, Megan Murphy.

I am also active and connected to the broader Indianapolis community. My participation in young professional organizations such as IndyHub and Young Professionals of Central Indiana (YPCI) on their planning board has afforded me significant opportunities to build numerous, diverse relationships across our city. I was a co-founder of the Doors to Dreams Habit for Humanity project serving IPS, a Founding Board member with the Center for the Performing Arts in Carmel, and a volunteer with the Lawrence Township School Foundation. I am excited to leverage my personal and professional connections here in the city to build community support for Circle City Prep.

Additionally, the Founding Team of Circle City Prep has received governance training from Building Excellent Schools, a national nonprofit with over 15 years of experience supporting the founding of high performing charter schools, to support our preparation as a Founding Board. I had the privilege of meeting Linda Brown, the CEO of Building Excellent Schools, in the fall of 2016 to learn more about the expectations of Founding Board Members and the skills required to serve in this capacity. Building Excellent Schools has provided the Circle City Prep Founding Team resources and training, developing our understanding concerning the distinction between management and governance and studying best practices of high-performing charter school boards. If authorized, Building Excellent Schools will also facilitate a day-long organizational meeting to help the board plan specific goals and strategies to achieve them to ensure the school opens strong on day one, and will continue to provide our team with ongoing support.

I am thrilled to have this opportunity to positively impact the lives of hundreds of children in our city as a Board Member of Circle City 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
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, Aaron Berkey, 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 Circle City Prep Charter School is true and correct in every respect.



Signature

Date 3/3/16

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:
Circle City Preparatory Charter School
2. Your full name: Richard E. Brown Jr
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 background and work experience will provide the Circle City Prep Board with expertise in board governance, law, compliance, and auditing, as well as education. I am a consumer finance compliance attorney currently employed with Ontario Systems LLC, where I serve as a legal consultant for small, mid-sized, and large corporations on issues of compliance-related consumer financial protection laws. In this role, I frequently work with companies to improve corporate governance operations, including increasing boards of directors' efficiency and executive accountability. I frequently interact with for-profit boards in an advisory capacity to help them with governance issues. I have an in-depth understanding of these complex relationships and how to maximize efficiency in organizational governance.

In my current role, I also audit companies' compliance with complex regulations, and have performed to a high level for large financial institutions. I have held additional compliance positions with Premiere Credit of North America and Promontory Financial Group. I am a licensed Colorado Attorney in good standing and have also served as a law clerk for William Muhr, LLP.

Additionally, and of particular relevance to Circle City Prep, I have five years of experience as an educator and manager for Seoul Language Institute, a chain of private ESL schools focused on a college preparatory curriculum. In this role, I worked with a team of educators to develop a curriculum of instruction which helped students strengthen their reading comprehension as well as speaking and debate, and writing skills. The

educational curriculum included regular standardized testing and assessments to evaluate student and educator performance. As a manager, I was responsible for reviewing these scores with my staff and developing methods for staff to help meet student's educational goals. I also participated in conferences directed at parents. Through these interactions I learned valuable lessons about engagement with parents and why connecting with them is so important to maintaining student enrollment.

My tenure with Seoul Language Institute gave me experience in educational management issues, student testing and assessment criteria, and curriculum design, as well as parent engagement and student retention. This background will enable me to contribute to the Board's ability to ensure that Circle City Prep achieves the academic goals set out in our charter application. As a member of the Board's Academic Achievement Committee, I will work to ensure that the Board closely monitors academic outcomes for our students and supports the Head of School in her efforts to achieve excellence with our students.

There is one more thing I would like to mention to the review team. My own education was not at all typical of my surroundings. I attended several schools from 5th through 8th grade that served communities where substance abuse, teen pregnancy, and incarceration were common for my classmates. Many of my classmates that I attended school with in Houston, Texas in 7th grade could not read, let alone read at grade level. However, because the value of education was instilled in me at a young age, and because educators guided me through periods where I may have been weighed down by my environment, I was able to access educational opportunities and prepare for a successful career. I am a national merit scholarship finalist who graduated from Georgetown University's Walsh School of Foreign Service, with a B.S. in International Relations, as well as a John Carroll and National Achievement Scholar. Subsequently, I attended Loyola University-New Orleans and obtained a J.D. with a certificate in International Legal Studies. At Loyola, I won several high-profile national moot court competitions, and was inducted into the Order of the Barrister Honor Society for oral advocacy.

Due to the education I received, I am able to serve on the board of Circle City Prep, a school that is committed to providing the same type of opportunity for children that I am so thankful to have received.

Serving on the Board for Circle City Prep is a responsibility I take very seriously, Megan Murphy, our proposed school leader has worked tirelessly to build a team of individuals with diverse skill sets and different life experiences, who all share a deep commitment to providing a quality education to children on the Far Eastside. Our group has been meeting regularly and studying our school design as well as our roles and responsibilities as a board. At every founding team meeting, we are building our knowledge and ability to work together as a team. We have also received support from Building Excellent Schools through training materials, readings, and presentations. We have also been working to raise community support and awareness of the school which will be very important for our student recruitment efforts. Finally, I would like to say that I have enormous confidence in our proposed school leader, Megan Murphy. Megan has experience as an urban educator. Her experience, training and ongoing support from Building Excellent Schools, and deep commitment to our city and urban education will help ensure the success of Circle City Prep. Our entire team is committed to achieving the promises set forth in our 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
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, Richard E. Brown, 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 Circle City 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:
Circle City Preparatory Charter School
2. Your full name: Sharnell J. Johnson
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 personal story is part of the reason why I am honored to serve on the board of Circle City Prep. I grew up during a time where educational options in Indianapolis were very limited. I am a product of the neighborhood school system of Indianapolis Public Schools (IPS) as well as the IPS Desegregation Program and the Washington Township system. Although my choices were limited, I was lucky to receive a good education which has enabled me to pursue a rewarding career. Sadly, today, Indianapolis has far too many underperforming schools and too many students are the byproduct of a broken system.

In addition to my own educational experiences as a student in Indianapolis, as Director of Finance at Ivy Tech Community College, I am acutely aware, that many students still face the same challenges I faced and arrive at college academically unprepared for higher education. Approximately two thirds of our students require remediation in basic skills areas of math, reading and writing. Due to the increasing need for remedial studies, the largest school/departmental budget within our system is dedicated to remediation. Unfortunately, this is result of a broken public school system and one of the things that drives my passion for K-12 education.

A lack of a good education paves the way towards poverty and can contribute to poor health, higher mortality rates, poor living conditions, and higher crime rates. Some researchers have argued that a lack of education can be as deadly as smoking, asserting that people without a good education are at risk of a life time of poor diet, long hours working manual labor, and worsening mental health. I believe that it is my obligation to commit time, talent, and treasure towards building a community that excels in education.

Professionally, I have over 15 years of experience working for a state school in finance and compliance roles. I am responsible for compliance and accounting for Ivy Tech's organizational grants which include federal, state, and private sector funding sources. Working as Director of Finance requires me to be an expert in my field and to have a well-rounded understanding of every other area of the college. I have served on advisory councils that provide scholarships for high-risk students with limited financial resources and support systems. This experience has enabled me to work one on one with students encouraging their growth and perseverance and being a cheerleader for their success. It is imperative that students receive this type of support early in their educational careers to ensure success and provide them with the necessary skills that are essential to their future livelihood.

My education includes a Bachelors of Science in Accounting from Indiana State University and a Masters of Business Administration from Anderson University.

In addition to my education and professional experience, I have also worked many years on several community boards in different capacities, including: Near North Development Corporation Board of Directors, Madame CJ Walker Center Board of Directors, United Northwest Development Corporation and Auntie Mame Child Development Center Board of Directors, and Indiana Black Expo Finance Committee. With over 13 years serving on various Board of Directors and finance and governance committees, I believe I bring a wealth of experience in nonprofit governance that will serve Circle City Prep well.

Finally, I have also learned more about Building Excellent Schools (BES) through conversations with Ms. Murphy, Nanette Robicheau, the Director of Board Governance with BES, and through BES' most recent Report Card highlighting academic outcomes of BES schools around the country. I am impressed by BES' national reputation of building quality schools around the country and the governance training and support they have provided our group to date. Our proposed founder, Ms. Murphy, as well as BES staff have impressed upon our team the important role the board plays in ensuring the success of the school. I believe I can speak for our team when I say that we are all committed to bringing a game changing school to xx and that we will work diligently as a Board to ensure that the school achieves its academic goals, is financially, stable, and that it provides a safe environment for all children to grow and learn.

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? I have
 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, Sharnell J. Johnson, 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 Circle City Prep Charter School is true and correct in every respect.



Signature

03-08-2016
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Circle City Preparatory Charter School
2. Your full name: Chad Jarred Miller
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.

It is an honor to serve on the Founding Team of Circle City Preparatory Academy. I believe in the power of education to change life outcomes, which is why I am committed to supporting Circle City Prep's mantra of "College Begins in Kindergarten" as a member of the Board.

I have professional experience as an educator and as a business owner, as well as nonprofit governance. I am a former Indianapolis charter school educator and currently in business development with the Miller Insurance Group. In this role, I am actively building relationships around the city to provide risk management analysis and insurance options to ensure individuals and businesses are operating efficiently and safely to mitigate risk.

Prior to my professional move to risk management, I was an educator for a number of years both as a teacher and as a school leader. I attended Butler University where I studied Middle and Secondary Education. Upon graduation, I was selected to be a Teach For America Corps Member in Indianapolis and subsequently, spent six years in four different roles at Indianapolis Metropolitan High School (Indianapolis Met) where I was a teacher, mentor teacher, assistant principal, and principal.

Working for six years in education, specifically at a public charter school, positions me well to contribute to Circle City Prep's ability to achieve the goals laid out in our charter application. During my tenure at Indianapolis Met, I produced significant academic gains with my students and was voted by students and peers as "Teacher of the

Year" in my second year of teaching. As a mentor teacher, I led a team that produced the highest Algebra 1 ECA scores in our school's history. As an Assistant Principal, I spearheaded our schools use of the TAP Evaluating and Compensation Program and led our school to raise its letter grade from an F to a C. Finally, as Principal, I implemented a positive behavior intervention and supports (PBIS) program and created a behavior matrix system that led to a Career Readiness Grade (CRG) for our students. Student's CRG informed our students on their behavioral progress and led to our team reducing expulsions by 85% and suspensions by over 35%. During the course of my educational career I received a Masters in Teaching from Marian University and a Masters in Education from Columbia University.

As School Leader at Indianapolis Met, I reported to our school's Board of Directors and participated in meetings where high functioning board governance was in action. My knowledge of the charter application process, the Indiana school accountability system, and effective board governance will help in providing strong governance and oversight for Circle City Prep. I also have previous governance experience as a member of the Teach For America – Indianapolis Alumni Board and the Butler University Young Alumni Board.

I understand what is at stake in starting a new school and being a founding board member who is tasked by Indiana taxpayers to be an effective steward of public dollars and to provide a quality education to our students. To have the impact Circle City Prep's application promises to have, our school must be effectively managed and governed beginning the day after our charter is awarded. I have the educational and governance experience to support Circle City Prep in this role. I am committed to achieving the vision, mission, and core values of Circle City Prep to ensure our proposed school offers students on the Far Eastside are afforded the opportunity to participate in an exceptional educational program.

Our founding team has also received support from Building Excellent Schools to ensure that we understand our obligations as a governing body. At every board meeting, we review information about the school design, the charter process, community outreach efforts, and the roles and responsibilities of the board of directors. I am confident that all of this training and study will enable our board to stay focused on providing effective oversight and governance to the school, ensuring its ability to achieve its mission.

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

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes
2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes
3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes
Eight months ago I was employed by Goodwill Education Initiatives (GEI). CCP is considering contracting with INIschools, which is a subsidiary of GEI. Given this, I know employees within the INIschools branch of the organization.
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, Chad Jarred Miller, 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 Circle City Prep Charter School is true and correct in every respect.

Chad J. Miller
Signature

3/8/2016
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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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:
Circle City Preparatory Charter School
2. Your full name: Michael Hamilton Nagel
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 feel that my professional experience, combined with my volunteer experience and the board training and support that I've received thus far through Building Excellent Schools position me to provide effective oversight as a board member to ensure that Circle City Prep is a successful public charter school, both financially and academically.

I hold a B.A. from the Indiana University School of Journalism – Indianapolis and have approximately 10 years of marketing and communications experience with a focus on digital communications. My experience includes developing content marketing plans, developing and executing social media marketing strategies, and expertise with a wide range of digital marketing tools, from marketing automation software to content marketing systems (CMS).

Currently, I'm the web and social media manager for Cummins Inc., a Fortune 150 company that has approximately 55,000 employees and operates in over 190 different countries. In my role at Cummins, I'm responsible for ensuring that we're leveraging the appropriate digital tools – from web to social to marketing automation – needed to reach our stakeholders around the globe and promote the company's efforts in the areas of sustainability, corporate responsibility, innovation, and diversity. For the past two years, I've helped lead efforts to centralize and streamline the company's overall web strategy, and in

2015, I received Six Sigma training and successfully closed on a Six Sigma project aimed at creating Cummins' first social customer care process.

In my two years at Cummins, I've been an active participant in the company's Every Employee Every Community (EEEC) program in which I have had several opportunities to volunteer in the city I call home. Through EEEEC, I've helped create new hiking trails and an interactive outdoor classroom for children at Eagle Creek Park, participated in the company's Leaping For Reading program at IPS School No. 14, and provided skills-based volunteerism to Lemonade Day - Indy.

Prior to joining Cummins, I was the communications manager at Barnes & Thornburg LLP, an AmLaw 100 law firm.

I know that the success I've had in my professional life can be attributed to the education that I was fortunate to receive, and I believe that all children should have an education that prepares them to get to and through college. I am proud to serve on the Circle City Prep board and will work hard to ensure that the school delivers on its mission to serve families on the Far Eastside.

While this is my first experience serving on a board, I feel that I am well prepared to assume the responsibility this entails. Our founding team has been meeting since December and has engaged in over 15 hours of training concerning our school model, effective governance, and the Indiana Charter School Board authorization process. This training included a full day retreat during which we dove into the details of the school model and what a typical day will look like at the school. We have observed and discussed several videos from Building Excellent Schools to better understand what our school will be like and how we will focus on math and literacy with our students. Through our governance training, we have learned that as a board, we must stay focused on key indicators including: academic outcomes, student demographics and retention, monthly financial reports, and compliance with open meeting law. We realize that we are charged with providing oversight to ensure that the school achieves the promises in our charter. A charter is essentially a contract. Our school will have autonomy in exchange for increased accountability. We are accountable for achieving the academic gains we have promised and we are confident that our school design, and our talented proposed school leader, Megan Murphy, will enable Circle City Prep to achieve its mission and goals.

In addition to serving as a member of the governing board for Circle City Prep, I also plan to lend my marketing expertise to our student recruitment efforts. Reaching parents on the Far Eastside, garnering support from the community and enrolling students will require both grassroots outreach in the community and a focused, targeted digital communications campaign. Our online presence will also support our efforts to find and recruit the very best teachers for Circle City Prep.

As a board member, I will provide objective insight and oversight to ensure that the school achieves its academic goals, is financially stable and sustainable, and that it is in full compliance with all regulations for public schools. I appreciate your consideration of our application.

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, Michael H. Nagel, 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 Circle City Prep Charter School is true and correct in every respect.

A handwritten signature in black ink, appearing to read "Michael H. Nagel", written over a horizontal line.

Signature

March 7, 2016

Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Circle City Preparatory Charter School
2. Your full name: Doris Babette Bluford Tolliver
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.

Over the course of my career, I have developed a knowledge base and skill set that will contribute strongly to the board of Circle City Prep. Having worked in both the private and public sectors as well as in non-profit organizations, I have an understanding of organizational complexities. With most of these organizations serving some public good, I also have a great passion for this work. I want to serve on the Circle City Prep board because I believe every child should have a great education that will enable them to succeed, and to grow up to be contributors to our community.

I have a wealth of knowledge in employment law, employee relations, organizational design and redesign, and best practices in managing large organizations. I earned a Juris Doctor from Indiana University's Robert McKinney School of Law. I also hold a Master of Arts degree in Human Resources Management from Webster University and earned my Bachelor of Arts degree from the University of California, Davis.

In my current role, as Chief of Staff and Chief Operations Officer at the Indiana Department of Child Services. I have major responsibilities for strategic planning, organizational outcomes, and day-to-day operations. Prior to my current role as Chief of Staff, I was the Human Resource Director for the Department of Child Services. In that role, I oversaw a large centralization effort that resulted in a reduction of field-based finance staff. I also managed the agency recruitment and retention efforts which targeted our most difficult to hire and retain

workers. This was not unlike recruiting and hiring quality high performing teachers. I know what it's like to hire more for passion than pay and how important it is to children that the workforce remain stable so that they have consistency and structure from the adults in their world.

As a public servant and member of the Indiana bar, I know well, the importance of operating with integrity. Working in an executive level of, arguably, the most high profile state agency, I recognize both the importance of the public trust and the need to ensure that leadership is ethical and beyond reproach. These are all characteristics I will bring to board service with Circle City Prep. I am fully aware that as a public charter school, Circle City Prep has a dual responsibility, to make effective use of tax payer's dollars, and to provide children with a high-quality education.

In addition to my professional experience and personal commitment to the success of Circle City Prep, our Founding Team has had significant training from Lead Founder Megan Murphy and Building Excellent Schools to ensure we are best positioned to govern following charter authorization. Our team has undergone extensive preparation for our Capacity Interview and ultimately, to provide effective governance. Our preparation and training includes: monthly whole group meetings; frequent one-on-one conversations with Ms. Murphy; weekly board emails from Ms. Murphy with updates on the charter application process, school design, and the Building Excellent Schools Fellowship and close reading and study of Charter School Board University and other seminal readings about public charter schools and charter school governance. As a founding Board we take our commitment to the state of Indiana in providing oversight and governance of Circle City Prep very seriously.

I also want to say that I believe that Ms. Murphy will be an effective school leader. I am impressed with her professionalism, knowledge of urban education, and the very rigorous training and preparation she is receiving as a Fellow in the Building Excellent School program. Clearly, she is up to the task of serving as Head of School. She is the reason I joined the board in the first place and since joining, I have become even more confident in her leadership as well as that of my colleagues on the founding team.

I believe my background and the strong value that I personally place on education will serve the city of Indianapolis and the children and families served by Circle City Prep well. I do appreciate your consideration of our application for this school that will bring a new quality educational option to families on the Far East Side.

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, Doris Babette Bluford Tolliver, 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 Circle City Preparatory Charter School is true and correct in every respect.

Doris B. B. Tolliver
Signature

03/09/2016
Date



**Circle
City
Prep**

Ambitious Learners. Responsible Leaders.

Attachment 7

Code of Ethics and Conflict of Interest Policy



CIRCLE CITY PREPARATORY CHARTER SCHOOL
BOARD OF DIRECTORS
CODE OF ETHICS

In addition to its Bylaws, Circle City Preparatory Academy Charter School (“Circle City Prep”) will have the following policies related to ethics for the Board of Directors: Conflict of Interest Policy, Confidentiality, and Nepotism.

8.01 Conflict of Interest Policy

For purposes of this conflict of interest 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. 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.

8.02 Confidentiality Policy

It is the policy of Circle City Prep that directors and employees may not disclose, divulge, or make accessible confidential information belonging to, or obtained through their affiliation with Circle City 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 Circle City Prep has authorized disclosure. Directors and employees shall use confidential information solely for the purpose of performing services as a trustee or employee for Circle City 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 Circle City Prep, all documents, papers, and other materials, regardless of medium, which may contain or be derived from confidential information, in his or her possession.



8.03 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 position in which s/he exercises supervisory authority directly or indirectly over a family member.



CIRCLE CITY PREPARATORY CHARTER SCHOOL
BOARD OF DIRECTORS
CONFLICT OF INTEREST

Article I
Purpose

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

Compensation includes direct or indirect remuneration as well as gifts or favors that are not de minimis.

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 Circle City Prep can obtain with reasonable efforts an 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 Circle City 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 Circle City Preparatory Charter School (Circle City 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 Circle City Prep is a charitable organization 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 Circle City Prep operates in a manner consistent with charitable purpose and does not engage in activities that could jeopardize its tax-exempt status, the Board shall direct that periodic reviews 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 Circle City 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, Circle City 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 Circle City Preparatory Charter School
(Circle City 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 Circle City 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 Circle City Prep is a charitable organization 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 Circle City 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

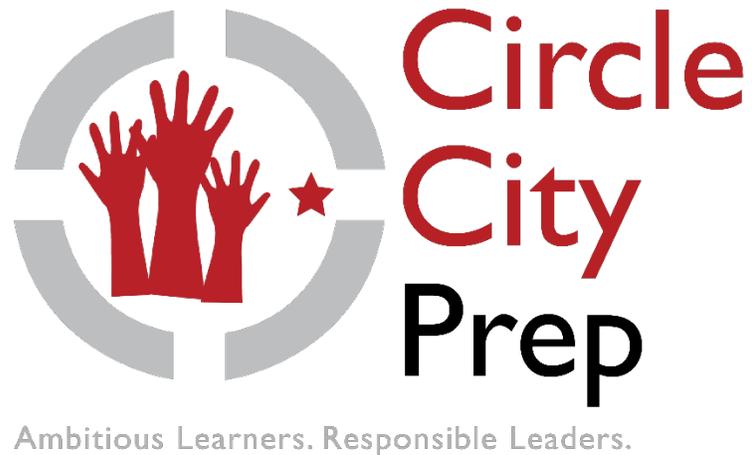
b. In the past, have you had a financial interest, including compensation arrangement, as defined in the Conflict of Interest policy with Circle City Prep? Yes or No

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/Officer: _____ Date: _____

Date of Review by Governance Committee: _____



Attachment 8

Course Scope and Sequence



Attachment 8: Provide a core curriculum scope and sequence by subject, for each grade level proposed, that demonstrates clear alignment with the Indiana Academic Standards. The scope and sequence should clearly reflect how the school’s curriculum is integrated across subjects and grade levels served, and how it will result in proficiency. If the curriculum is not yet fully developed, provide a timeline outlining the curriculum development process (including individuals and/or consultants responsible for this task) during the school’s pre-opening year. *Note: Limit attachment to thirty (30) pages.*

Curricular Development Timeline¹

Scope and Sequences are and will be developed using relevant standards (Indiana Academic Standards and Common Core State Standards) and modifying purchased materials as needed to ensure full alignment to those standards. If authorized, we will leverage our planning year Summer 2016 – Fall 2017) to build out our Course Scope and Sequence for Kindergarten and first grade (see **Figure 8.1**). For the following years, the Academic Leadership team will begin building the new grade-level scope in sequence the winter of the previous year. For example, in anticipation of adding a second grade class in 2018, the Head of School, 1-2 Circle City Prep teachers, and local curriculum experts will start building the second grade scope and sequence in the winter of 2017 and have it fully completed in March of 2018. The Academic Leadership team will also participate in a two day long retreat over the summer to evaluate the previous year’s scope and sequence and revise if needed.

Figure 8.1: Curriculum Development Timeline	
Time	Action
June – September 2016	Head of School recruits review teams of content and grade level experts to review curriculum throughout the year on consulting basis. Head of School takes IN/Common Core/college readiness standards and groups them by grade and subject along the K-8 th grade continuum.
October 2016	Curricular Review Team hired (volunteers also considered). As teachers are hired for Y1, they are encouraged to participate in these). ²
November 2016	Curricular Review Team reviews standards Head of School has created and provides input; Head of School finalizes K and 1 standards. Curricular Review Team members distribute subjects, ELA, Math, Science, and Social Studies, and create pacing guides for K-1.
December 2016	Curricular Review Team creates assessment bank, which illustrates types of questions appropriate and to what depth for each grade level/subject. They draw on criterion and norm referenced tests and work from most successful college preparatory schools. Pacing Guides Completed, K-1
January 2017	Curricular Review Team continues assessment bank work and create sample interim 1 assessments for K and 1: ELA, Math, Science and Social Studies. Curricular Review Team creates writing rubrics for grades K and 1.

¹ This timeline was adapted from Great Lakes Academy Curriculum Development Timeline in their founding year. We greatly appreciate their generosity.

² In our planning year, we have allocated \$3200 to pay for the Curricular Review Team as consultants. See our budget in **Attachment 17**.



	Head of School finalizes curricular choices.
February – March 2017	<p>Curricular Review Team creates interim assessments for Math, ELA, Science and Social Studies for K-1</p> <p>Head of School drafts enrichment standards and exit requirements for K-8.</p> <p>School Operations Manager orders upcoming pre-created curriculum such as Reading Mastery. School Operations Manager purchases all external assessments, such as NWEA MAP testing and STEP.</p> <p>Head of School creates Unit Plan template and professional development surrounding this.</p> <p>Head of School vets and approves interim assessments.</p>
April – June 2017	<p>Curricular Review Team creates Unit 1 plans and scripted Unit 1 lesson plans for instructional blocks: Read Aloud, Guided Reading, Word Sorts, Independent practice (ELA), Writing, Problem Solving, Calendar Math, Math Block, Science.</p> <p>Head of School vets and approves Unit Plans and corresponding lesson plans.</p>
July – August 2017	<p>Teachers work with standards and interim assessments to create Unit 2 plans for assigned subjects for K and 1.</p> <p>Head of School provides feedback and approval.</p> <p>Head of School leads teacher training in execution of Math, Science, Social Studies, CGI, phonics program, and guided reading. Teachers are trained in STEP execution and grading.</p>
Winter 2017	Head of School with 1-2 Teachers create pacing guides for 2 nd grade, and collects assessment pool for ELA, Math, Science, and Social Studies.

The following sample content scope and sequences are pulled from potential curricular materials used and recommended by high-performing Building Excellent Schools such as Nashville Classical and Great Lakes Academy.

As we seek to balance the rigor and alignment of Indiana Academic Standards and Common Core State Standards with the unique academic needs of students on the Far Eastside as well as the proven best practices of high-performing urban charter schools, **Figures 8.2** outlines the curricular materials and instructional frameworks used in our K-8 program. 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 8.2: Proposed Core Academic Curricular Materials Grades K-8					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Reading	Balanced Literacy: <i>Guided Reading</i> (teacher created, leveled), <i>Reading Mastery</i> (Phonics/phonemic awareness), <i>Words Their Way</i> (word study, spelling), <i>Lexia</i> (blended learning), <i>Junior Great Books</i> (read aloud)			Balanced Literacy: double blocks of <i>Guided Reading</i> (non-fiction and fiction, teacher created), <i>Words their Way</i> (word study), <i>Independent</i>	



	<i>Reading</i> ³ (the Daily Five Literacy block philosophy), <i>Achieve 3000</i> (blended learning)			
Writing	<i>Handwriting Without Tears</i> and <i>Lucy Calkins Writer's Workshop</i> , supplemented with teacher created materials		<i>Shurely Grammar</i> (Grammar) and <i>Lucy Calkin's Writers Workshop</i> , supplemented with teacher created materials	
Math	<i>Everyday Counts Math</i> (Calendar Math), <i>EngageNY</i> (number sense, computation, algebraic thinking, geometry, measurement), <i>CGI</i> (problem solving)			
Science	<i>Foss Kits</i> and <i>Core Knowledge</i>			
Social Studies	<i>Pearson myWorld Social Studies</i> , <i>Teaching Tolerance</i> , <i>Core Knowledge</i> and teacher created materials			
	Grade 5	Grade 6	Grade 7	Grade 8
Reading	Reading comprehension across genres (teacher created), student driven Book Clubs ⁴ with <i>Jr. Great Books</i> , <i>Grammar with Giggles</i> , <i>Shurley Grammar</i> *Starting in Grade 5, Reading and Writing merge into a 100 minute Humanities course			
Writing				
Mathematics	Dual focus on Procedures (computation) and Problem Solving; (both teacher created); <i>enVisions Math</i> and <i>Connected Math</i>			
Science	<i>Foss Kits</i> and teacher created			
Social Studies	U.S. – Founding of the Republic (teacher created)	Europe and the Americas (teacher created)	Africa, Asia and Southwest Pacific (teacher created)	U.S. History – Growth and Development (teacher created)
Speech / Language	Etymology and Sentence Mapping (teacher created)	Speech and Rhetoric (teacher created)	Debate (teacher created)	Capstone Thesis (student-created, teacher-supported)

³ Students will selected texts based on their independent reading level determined by the STEP and Fountas and Pinnell Assessment. Independent reading text will be within their zone or proximal development but also aligned to personal interests of students.

⁴ “Enacting the ACTS of Reading” by Deborah Hollimon in *Literacy Daily*, November 17, 2015, <http://bit.ly/1l6YNij>; Hollimon can be reached at deborah.hollimon@usafa.edu.

The Skills strand of the Core Knowledge Language Arts program teaches students the decoding skills needed for (future) independent reading. Each Skills lesson begins with a warm-up, reviewing previously taught content in reading, writing, and/or grammar. All reading times—denoted below as demonstration stories or whole group, small group, or partner reading—consist of a story preview, presentation, and discussion. For a unit-by-unit alignment of Skills learning objectives to the Common Core State Standards, please visit <http://www.engageny.org/resource/kindergarten-english-language-arts>.

Unit 1 (10–13 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Awareness of Noises Left/Right Discrimination			Prewriting Skills: Drawing on a Vertical Surface
Lesson 2	Awareness of Noises Left/Right Discrimination			Prewriting Skills: Vertical Line*
Lesson 3	Awareness of Noises Left/Right Discrimination *			Prewriting Skills: Vertical Line
Lesson 4	Awareness of Noises Left/Right Discrimination Blending Pretest			Prewriting Skills: Horizontal Line*
Lesson 5	Awareness of Noises and Words* Left/Right Discrimination			Prewriting Skills: Circle*
Lesson 6	Awareness of Noises, Words, and Phrases*			Writing Strokes Pretest Prewriting Skills: Circle
Lesson 7	Awareness of Noises and Words Tracking Practice			Prewriting Skills: Diagonal Line*
Lesson 8	Awareness of Words			Prewriting Skills: Square; Vertical and Horizontal Lines—Review
Lesson 9	Awareness of Words *			Prewriting Skills: Triangle; Circle and Diagonal Line—Review
Lesson 10	Awareness of Words and Phrases Tracking Assessment*			Prewriting Skills Assessment
Pausing Point	Review: Awareness of Noises, Words, and Phrases Review: Directionality and Tracking			Review: Prewriting Skills

Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker () appears on a blank line.

Unit 2 (10–13 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Tracking Practice			Prewriting Skills: Cup*
Lesson 2	Blending Syllables and Sounds			Prewriting Skills: Hump*
Lesson 3	Blending Sounds into Words Differentiating Shapes			Prewriting Skills: Zigzag * *
Lesson 4	Blending Sounds into Words Beginning/End Recognition			Prewriting Skills: Wavy Line* *
Lesson 5	Blending Sounds into Words			Prewriting Skills: Spiral Handwriting: Own Name* *
Lesson 6	Blending Sounds into Words			Prewriting Skills: X, +* Handwriting: Own Name
Lesson 7	Blending Sounds into Words			Prewriting Skills: Loop Handwriting: Own Name* *
Lesson 8	Blending Sounds into Words			Prewriting Skills: Cane* Handwriting: Own Name
Lesson 9	Blending Sounds into Words			Prewriting Skills: Hook* Handwriting: Own Name
Lesson 10	Blending Sounds into Words Sound Blending Assessment *			Handwriting: Own Name Prewriting Skills Assessment
Pausing Point	Review: Syllable and Sound Blending, Blending Sounds into Words Review: Tracking			Review: Prewriting Skills Review: Handwriting—Own Name

Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker () appears on a blank line.

Unit 3 (14–17 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Sound /m/ Spelled 'm'			Handwriting 'm': Letter
Lesson 2	Sound /a/ Spelled 'a'			Handwriting 'a': Letter
Lesson 3	Sound /t/ Spelled 't' Chaining: One-Syllable Short Vowel Sounds			Handwriting 't': Letter
Lesson 4	Sound /d/ Spelled 'd' Chaining: One-Syllable Short Vowel Sounds *			Handwriting 'd': Letter
Lesson 5	Review: Oral Blending and Sound Spelling Chaining: One-Syllable Short Vowel Sounds†		Chaining: One-Syllable Short Vowel Sounds†	Review: Handwriting 'm', 'a', 't', 'd'—Letter
Lesson 6	Sound /o/ Spelled 'o' Chaining: One-Syllable Short Vowel Sounds *			Handwriting 'o': Letter Handwriting 'm', 'a', 't', 'd': Words*
Lesson 7	Sound /k/ Spelled 'c' Chaining: One-Syllable Short Vowel Sounds *			Handwriting 'c': Letter
Lesson 8	Sound /g/ Spelled 'g' Chaining: One-Syllable Short Vowel Sounds			Handwriting 'g': Letter
Lesson 9	Sound /i/ Spelled 'i' Chaining: One-Syllable Short Vowel Sounds*			Handwriting 'i': Letter and Word*
Lesson 10	Review: Oral Blending and Sound Spelling Chaining: One-Syllable Short Vowel Sounds† *		Chaining: One-Syllable Short Vowel Sounds†	Review: Handwriting 'm', 'a', 't', 'd', 'o', 'c', 'g', 'i'— Letters and Words*
Lesson 11	Chaining: One-Syllable Short Vowel Sounds† Reading Assessment *		Chaining: One-Syllable Short Vowel Sounds†	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
Lesson 12	Chaining: One-Syllable Short Vowel Sounds† Reading Assessment		Chaining: One-Syllable Short Vowel Sounds†	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
Lesson 13	* Reading Assessment *		Stomp and Spell: One- Syllable Short Vowel VC and CVC Words	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 14	Reading Assessment *		Stomp and Spell: One-Syllable Short Vowel CVC Words	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Pausing Point	Review: Oral Blending and Sound Spelling		Chaining: One-Syllable Short Vowel Sounds	Review: Handwriting—Letters and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)

Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker () appears on a blank line.

† Chaining appears in both columns as both Chaining for Reading and Chaining for Spelling are practiced in this lesson.

Unit 4 (15–18 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Sound /n/ Spelled 'n' Chaining: One-Syllable Short Vowel Words			Handwriting 'n': Letter and Words
Lesson 2	Sound /h/ Spelled 'h'* Chaining: One-Syllable Short Vowel Words			Handwriting 'h': Letter and Words
Lesson 3	Sound /s/ Spelled 's' Chaining: One-Syllable Short Vowel Words			Handwriting 's': Letter and Words
Lesson 4	Sound /f/ Spelled 'f' Chaining: One-Syllable Short Vowel Words			Handwriting 'f': Letter and Words*
Lesson 5	Practice Reading Words		Chaining: One-Syllable Short Vowel Words	
Lesson 6	Sound /v/ Spelled 'v'* Chaining: One-Syllable Short Vowel Words			Handwriting 'v': Letter and Words*
Lesson 7	Sound /z/ Spelled 'z'* Chaining: One-Syllable Short Vowel Words		Dictation: Sounds	Handwriting 'z', 'c', 'a', 'd', 'g': Letters
Lesson 8	Sound /p/ Spelled 'p'* Chaining: One-Syllable Short Vowel Words			Handwriting 'p': Letter and Words
Lesson 9	Sound /e/ Spelled 'e' Chaining: One-Syllable Short Vowel Words			Handwriting 'e': Letter and Words
Lesson 10	*	Introduction to Phrases	Chaining: One-Syllable Short Vowel Words Dictation: Sounds	
Lesson 11	Practice Reading Phrases Reading Assessment *		Chaining: One-Syllable Short Vowel Words Dictation: Sounds	Review: Handwriting 'm', 'n', 'h', 's', 'f', 'v', 'z', 'p', 'e'—Letters
Lesson 12	Demonstration Story Practice Reading Words Reading Assessment		Dictation: Sounds	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 13	Demonstration Story Practice Reading Words* Reading Assessment		Dictation: Sounds and Words	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 14	Reading: Wiggle Cards Practice Reading Words Reading Assessment		Dictation: Words	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 15	Practice Reading Words* Reading Assessment			Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
Pausing Point	Review: Segmenting and Sound Spelling Practice Reading Words and Phrases Demonstration Story		Dictation: Sounds and One-Syllable Short Vowel CVC Words	Review: Handwriting—Letters and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)

Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker () appears on a blank line.

Unit 5 (16–19 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Sound /b/ Spelled 'b'* Sound /d/ Spelled 'd'*		Chaining: One-Syllable Short Vowel Words	Handwriting 'b': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
Lesson 2	Sound // Spelled 'l'*			Handwriting 'l': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
Lesson 3	Sound /r/ Spelled 'r'			Handwriting 'r': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 4	Sound /u/ Spelled 'u'* Reading: Wiggle Cards			Handwriting 'u': Letter and Words* Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 5	*		Chaining: One-Syllable Short Vowel Words	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 6	Sound /w/ Spelled 'w'		Chaining: One-Syllable Short Vowel Words	Handwriting 'w': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
Lesson 7	Sound /j/ Spelled 'j'			Handwriting 'j': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
Lesson 8	Sound /y/ Spelled 'y'*			Handwriting 'y': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
Lesson 9	Sound /x/ Spelled 'x' *		Chaining: One-Syllable Short Vowel Words	Handwriting 'x': Letter and Words Phrase Writing: One-Syllable Short Vowel CVC Words (with Cues)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 10	Spelling Alternative for /k/ Spelled 'k' Practice Reading Words		Chaining: One-Syllable Short Vowel Words	Handwriting 'k': Letter and Words Phrase Writing: One- Syllable Short Vowel VC and CVC Words (with Cues) Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
Lesson 11	*		Dictation: Sounds Practice Spelling Words: Stomp and Spell	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
Lesson 12	Reading Assessment *		Chaining: One-Syllable Short Vowel Words	Review: Handwriting 'b', 'l', 'r', 'u', 'w', 'k', 'y', 'x', 'j'—Letters
Lesson 13	Demonstration Story Practice Reading Words Reading Assessment		Chaining: One-Syllable Short Vowel Words	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
Lesson 14	Demonstration Story Practice Reading Phrases Reading Assessment		Chaining: One-Syllable Short Vowel Words	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)*
Lesson 15	Demonstration Story Reading Assessment			Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
Lesson 16	Demonstration Story Practice Reading Phrases* Reading Assessment		Dictation: Sounds Practice Spelling Words: Spelling Hopscotch	
Pausing Point	Review: Sound Spelling		Chaining: One-Syllable Short Vowel Words Review: Dictation— Sounds	Word Writing: One- Syllable Short Vowel CVC Words (with Cues) Review: Handwriting— Letters and Words

Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker () appears on a blank line.

Unit 6 (15–18 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Alphabet/Letter Names Demonstration Story *		Chaining: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs	
Lesson 2	Alphabet/Letter Names Demonstration Story		Chaining Dictation: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs	Word Writing: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs (with Cues)
Lesson 3	Alphabet/Letter Names* Sound /z/ spelled 's' Demonstration Story*		Chaining: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs	Word Writing: One-Syllable Short Vowel VC and CVC Words (with Cues)
Lesson 4	Sounds /s/ and /z/ Partner Reading			Word Writing: One-Syllable Short Vowel Words in which 's' > /s/ or /z/ (with Cues)*
Lesson 5	Alphabet/Letter Names Demonstration Story Small Group Reading *			
Lesson 6	Reading: Wiggle Cards Small Group Reading* *		Chaining: One-Syllable Short Vowel CVC Words	
Lesson 7	Demonstration Story Small Group Reading* *		Dictation: One-Syllable Short Vowel CVC, CCVC, and CVCC Words	
Lesson 8	Rhyming Words Small Group Reading *		Chaining: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs	
Lesson 9	Demonstration Story Partner Reading* *		Dictation: One-Syllable Short Vowel CVC, CVCC, CCVC, and CCVCC Words	
Lesson 10	Demonstration Story Small Group Reading* *		Practice: Tap and Spell	
Lesson 11	Review: Rhyming Words Small Group Reading		Chaining: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs	

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 12	Review: Letter Names, Rhyming Words* Demonstration Story Whole Group Reading*			
Lesson 13	Review: Letter Names* *		Chaining: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs	Word Writing: One- Syllable Short Vowel CVCC and CCVCC Words (with Cues)
Lesson 14	Demonstration Story Small Group Reading *		Dictation: One-Syllable Short Vowel CVC, CCVC, CVCC, and CCVCC Words	
Lesson 15	Assessment: Letter Names, Rhyming Words Small Group Reading Reading Assessment Analysis and Interpretation Assessment			Word Writing: One- Syllable Short Vowel CVCC, CCVC, and CCVCC Words (with Cues)
Pausing Point	Review: Sound Spelling, Letter Names, Rhyming Words* Demonstration Stories Partner Reading*		Chaining: One-Syllable Short Vowel Words with Digraphs Dictation: Words and Phrases	Word Writing: One- Syllable Short Vowel CVCC, CVCCC, and CCVCC Words (with Cues) Review: Handwriting— Letters and Words

Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker () appears on a blank line. Further, in all cases of reading practice, the story is one previously read which parents are encouraged to have their children read aloud to them.

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
	Expose	Introduce	Focus	Focus	Refine	Refine	Refine
IDEAS	<ul style="list-style-type: none"> • Read alouds/Big Books • Picture clues • Ask and answer questions • I Spy—with classroom objects, letters in books, etc. • Talk about pictures that tell stories (wordless picture books) 	<ul style="list-style-type: none"> • Identify details in pictures/objects • Share personal experiences • Genre boxes 	<ul style="list-style-type: none"> • Using an object or picture to write about • Tie in MLK, science topics • Need word/idea lists in room • Use of community circle to share ideas 	<ul style="list-style-type: none"> • Write Traits classroom kit • “Show Versus Tell” lesson • Do oral story telling • Picture book, <u>Amelia’s Notebook</u>, by Marissa Moss • Class scores papers • Model writing • Write descriptive and narrative pieces • Start writer’s notebook • Family Purposes for Writing sheet • Do Writing Territories card 	<ul style="list-style-type: none"> • Write Traits Classroom Kit • Graphing Organizers • Read aloud-highlight detail and imagery • Write Traits workshop binder: “How To” poems • Potato plant transparency 	<ul style="list-style-type: none"> • Write Traits Classroom Kit • Graphic Organizer • Interviews • Observations/notes 	<ul style="list-style-type: none"> • Write Traits Classroom Kit • Resource binder materials
	Expose	Expose/Introduce	Focus	Focus	Focus	Refine	Refine
ORGANIZATION	<ul style="list-style-type: none"> • Tell and retell a story • Read alouds • Predict, visualize • Grouping things logically • “Add-On” stories (<u>Joseph’s Little Overcoat</u>) 	<ul style="list-style-type: none"> • Coordinating text with pictures • Use of conjunctions and “connecting” words (i.e., and, next, etc.) • Compare/Contrast • Which one doesn’t belong • Sentence Strips 	<ul style="list-style-type: none"> • <u>Paragraph Writing</u>, Evan-Moor • Use of graphic organizers • Writing process • Timelines • Cut up story (listen for your part) 	<ul style="list-style-type: none"> • Write Traits classroom kit • Sequence sentence strips from a paragraph • “Implode a Moment” activity • Class scores papers • Model writing • “Get Us Hooked” lesson • Write directions for making peanut butter sandwich • Picture book, <u>Two Bad Ants</u>, by Van Allsburg • Write a persuasive piece (book review) 	<ul style="list-style-type: none"> • Write Traits Classroom Kit • Write Traits workshop binder • Writing leads • Complete short stories • Small and large group editing 	<ul style="list-style-type: none"> • Write Traits Classroom Kit • Wikibooks • Writing Leads • Small and large group editing 	<ul style="list-style-type: none"> • Write Traits Classroom Kit • Video Editing • Wikibooks/Wikipedia
	Expose	Introduce	Focus	Focus	Focus/Refine	Refine	Refine
WORD CHOICE	<ul style="list-style-type: none"> • Read alouds • Create personal and creative narratives • Vocabulary work • Word lists for topics in curriculum/holidays for posting in classroom or writing center 	<ul style="list-style-type: none"> • Word play • Poem reading/writing 	<ul style="list-style-type: none"> • Lists in room (verbs, adjectives) • Word lists for science • Use of targets 	<ul style="list-style-type: none"> • Picture books by Patricia Polacco • Ball game – Throw ball and have to come up with word that matches (i.e., big – huge – enormous) • Write concrete and cinquain poetry • Class scores papers • Model writing 	<ul style="list-style-type: none"> • Personal narratives • Word play • Word pictures 	<ul style="list-style-type: none"> • Personal Narratives • Word play 	<ul style="list-style-type: none"> • Movie reviews • Define terms

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
	Expose	Introduce	Introduce	Focus	Focus	Focus	Focus/Refine
SENTENCE FLUENCY	<ul style="list-style-type: none"> Beginning phonemic awareness (rhyming, syllables, blending segmented sounds) Blending segmented sounds Singing Cutting up simple sentences and putting in order (ex., Dave likes blue.); discussing how they “sound right” 	<ul style="list-style-type: none"> Read alouds Rhythmic music 	<ul style="list-style-type: none"> Build Sentences (<i>I ran. I ran to school. I ran to ____ School.</i>) Reading aloud to a partner Looking for a who and what in the sentences Choral reading Identify examples 	<ul style="list-style-type: none"> Write Traits classroom kit Model writing Class scores papers Introduce poetry of many authors Use choral reading to give students experience of hearing language flow 	<ul style="list-style-type: none"> Write Traits Classroom Kit Student read alouds Word counts Build new sentences 	<ul style="list-style-type: none"> Write Traits Classroom Kit Student read alouds Word counts Revise basals 	<ul style="list-style-type: none"> Write Traits Classroom Kit Expressive Reading Transitions
	Expose	Expose	Expose	Introduce	Introduce	Focus	Focus/Refine
VOICE	<ul style="list-style-type: none"> Illustrations (artistic expression) Facial expressions Act out familiar stories using character voices 	<ul style="list-style-type: none"> Illustrations (artistic expression) Read alouds “Hat Day” 	<ul style="list-style-type: none"> Through Author Studies Greeting Cards Poetry Recognize voice in a variety of picture books throughout the year 	<ul style="list-style-type: none"> Recognize voice in a variety of picture books throughout the year Model writing Class scores papers Orally retell a story from a different perspective 	<ul style="list-style-type: none"> Student read alouds Student dress-up Collecting images of “voice” 	<ul style="list-style-type: none"> Student read alouds Student dress-up days Plays/performance Role play Review ads, pictures, promotional materials 	<ul style="list-style-type: none"> Performances Role play Metaphors
CONVENTIONS	<ul style="list-style-type: none"> Phonics practice Upper and lower case work Games (ex., “Punctuation Bingo”) 	<ul style="list-style-type: none"> DOL Spelling Lists 	<ul style="list-style-type: none"> D.O.L. Spelling Work “Problem of the Day” - math responses 	<ul style="list-style-type: none"> Conventions poster for required conventions for Grade 3 DOL and DOL quizzes Use of editing sheet prior to conference with teacher Class scores papers Picture book, Punctuation Takes a Vacation Use of word bank and “Have a Go” for spelling 	<ul style="list-style-type: none"> D.O.L. Team editing 		

Expose	Be aware of where the Trait appears in classroom instruction. Bring this awareness to students.	Discussion; Model through instructional routines; Read alouds; Big books; Guided Reading; Creative projects
Introduce	Lead instruction that makes the Trait known to students through more formal classroom activities. Begin to regularly define and use the language of the Traits.	Demonstration; Discussion; Model through instructional routines; Guided practice
Focus	Instruction is centered on applying the Trait to writing (and reading). Regularly define and use Traits language.	Concentrated activities; Model and demonstrate through instructional routines; Guided practice; Independent practice; Peer review of student work
Refine	Students compose, monitor, revise, and review written work through the Traits framework.	Guided practice; Independent practice; Peer review of student work

	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
20 days	M1: Numbers to 5 (45 days)	M1: Numbers to 10 (43 days)	M1: Sums and Differences to 10 (45 days)	M1: Sums and Differences to 20 (10 days)	M1: Properties of Multiplication and Division and Solving Problems with Units of 2-5 and 10 (25 days)	M1: Place Value, Rounding, and Algorithms for Addition and Subtraction (25 days)	M1: Place Value and Decimal Fractions (20 days)	20 days
20 days				M2: Addition and Subtraction of Length Units (12 days)				
20 days	M2: Two-Dimensional and Three-Dimensional Shapes (15 days)	*M2: 2D and 3D Shapes (12 days)	M2: Introduction to Place Value Through Addition and Subtraction Within 20 (35 days)	M4: Addition and Subtraction Within 200 with Word Problems to 100 (35 days)	M3: Multiplication and Division with Units of 0, 1, 6-9, and Multiples of 10 (25 days)	M3: Multi-Digit Multiplication and Division (43 days)	M2: Multi-Digit Whole Number and Decimal Fraction Operations (35 days)	20 days
20 days	M3: Counting to Answer Questions of How Many (50 days)	M3: Comparison of Length, Weight, Capacity, and Numbers to 10 (38 days)						
20 days			M4: Comparison of Length, Weight, and Capacity (35 days)	M4: Number Pairs, Addition and Subtraction to 10 (47 days)	M4: Place Value, Comparison, Addition and Subtraction to 40 (35 days)	M5: Addition and Subtraction Within 1000 with Word Problems to 100 (24 days)	M5: Fractions as Numbers on the Number Line (35 days)	M5: Fraction Equivalence, Ordering, and Operations (45 days)
20 days	M5: Numerals to 5, Addition and Subtraction Stories, Counting to 20 (35 days)	M5: Numbers 10-20 and Counting to 100 (30 days)				M6: Place Value, Comparison, Addition and Subtraction to 100 (35 days)		
20 days			M6: Analyzing, Comparing, and Composing Shapes (10 days)	M6: Analyzing, Comparing, and Composing Shapes (10 days)	M6: Place Value, Comparison, Addition and Subtraction to 100 (35 days)		M7: Problem Solving with Length, Money, and Data (30 days)	M7: Geometry and Measurement Word Problems (40 days)
20 days	M6: Analyzing, Comparing, and Composing Shapes (10 days)	M6: Analyzing, Comparing, and Composing Shapes (10 days)				M6: Place Value, Comparison, Addition and Subtraction to 100 (35 days)	M8: Time, Shapes, and Fractions as Equal Parts of Shapes (20 days)	

Approx. test date for grades 3-5

*Please refer to grade-level descriptions to identify partially labeled modules and the standards corresponding to all modules.

Key:	Geometry	Number	Number and Geometry, Measurement	Fractions
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FOSS Kit Scope and Sequence

GRADE	PHYSICAL SCIENCE	EARTH SCIENCE	LIFE SCIENCE	SCIENTIFIC REASONING & TECHNOLOGY
5-6	Levers and Pulleys Mixtures and Solutions	Solar Energy Landforms Water Planet*	Food and Nutrition Environments Living Systems*	Models and Designs Variables
3-4	Magnetism and Electricity Physics of Sound Matter and Energy*	Water Earth Materials Sun, Moon, and Stars*	Human Body Structures of Life	Ideas and Inventions Measurement
1-2	Solids and Liquids Balance and Motion	Air and Weather Pebbles, Sand, and Silt	New Plants Insects Insects and Plants* Plants and Animals*	
K	Wood and Paper Fabric		Trees Animals Two by Two	



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Attachment 9

Exit Standards

GRADE 8

READING: *Literature*

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

Learning Outcome

- 8.RL.1** Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

Key Ideas and Textual Support

- 8.RL.2.1** Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.
- 8.RL.2.2** Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.
- 8.RL.2.3** Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.
- 8.RL.2.4** *Students are expected to build upon and continue applying concepts learned previously.*

Structural Elements and Organization

- 8.RL.3.1** Compare and contrast the structure of two or more related works of literature (e.g., *similar topic or theme*), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.
- 8.RL.3.2** Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.

Synthesis and Connection of Ideas

- 8.RL.4.1** Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- 8.RL.4.2** Analyze how works of literature draw on and transform earlier texts.

READING: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

Learning Outcome

- 8.RN.1** Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

Key Ideas and Textual Support

- 8.RN.2.1** Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.
- 8.RN.2.2** Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.
- 8.RN.2.3** Analyze how a text makes connections and distinctions among individuals, events, and ideas.

Structural Elements and Organization

- 8.RN.3.1** *Students are expected to build upon and continue applying concepts learned previously.*
- 8.RN.3.2** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- 8.RN.3.3** Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Synthesis and Connection of Ideas

- 8.RN.4.1** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- 8.RN.4.2** Evaluate the advantages and disadvantages of using different mediums (e.g., *print or digital text, video, multimedia*) to present a particular topic or idea.

- 8.RN.4.3** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

READING: Vocabulary

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

Learning Outcome

- 8.RV.1** Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Vocabulary Building

- 8.RV.2.1** Use context to determine or clarify the meaning of words and phrases.
- 8.RV.2.2** *Students are expected to build upon and continue applying concepts learned previously.*
- 8.RV.2.3** Distinguish among the connotations of words with similar denotations.
- 8.RV.2.4** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
- 8.RV.2.5** Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.

Vocabulary in Literature and Nonfiction Texts

- 8.RV.3.1** Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- 8.RV.3.2** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- 8.RV.3.3** Interpret figures of speech (e.g., *verbal irony, puns*) in context.

WRITING

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Learning Outcome

- 8.W.1** Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

Handwriting

- 8.W.2** Students are expected to build upon and continue applying concepts learned previously.

Writing Genres: Argumentative, Informative, and Narrative

- 8.W.3.1** Write **arguments** in a variety of forms that –
- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - Establish and maintain a consistent style and tone appropriate to purpose and audience.
 - Provide a concluding statement or section that follows from and supports the argument presented.

- 8.W.3.2** Write **informative** compositions in a variety of forms that –
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., *headings*), graphics (e.g., *charts, tables*), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
 - Establish and maintain a style appropriate to the purpose and audience.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.

- 8.W.3.3** Write **narrative** compositions in a variety of forms that –
- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
 - Organize an event sequence (e.g., *conflict, climax, resolution*) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - Provide an ending that follows from and reflects on the narrated experiences or events.

The Writing Process

- 8.W.4** Apply the **writing process** to –
- Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.
 - Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.

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

- 8.W.5** Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.
- Formulate a research question.
 - Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
 - Assess the credibility and accuracy of each source.
 - Quote or paraphrase the information and conclusions of others.
 - Avoid plagiarism and follow a standard format for citation.
 - Present information, choosing from a variety of formats.

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

- 8.W.6.1** Demonstrate command of English grammar and usage, focusing on:
- 8.W.6.1a** **Pronouns** –
Students are expected to build upon and continue applying conventions learned previously.
- 8.W.6.1b** **Verbs** –
Explaining the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice.
- 8.W.6.1c** **Adjectives and Adverbs** –
Students are expected to build upon and continue applying conventions learned previously.
- 8.W.6.1d** **Phrases and Clauses** –
Students are expected to build upon and continue applying conventions learned previously.

- 8.W.6.1e Usage –**
Students are expected to build upon and continue applying conventions learned previously.
- 8.W.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:**
- 8.W.6.2a Capitalization –**
Students are expected to build upon and continue applying conventions learned previously.
- 8.W.6.2b Punctuation –**
Using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.
- 8.W.6.2c Spelling –**
Students are expected to build upon and continue applying conventions learned previously.

SPEAKING AND LISTENING

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

Learning Outcome

- 8.SL.1** Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

Discussion and Collaboration

- 8.SL.2.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.
- 8.SL.2.2** Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.
- 8.SL.2.3** Follow rules for considerate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 8.SL.2.4** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- 8.SL.2.5** Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.

Comprehension

- 8.SL.3.1** Analyze the purpose of information presented in diverse media and formats (e.g., *visually, quantitatively, orally*) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- 8.SL.3.2** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

- 8.SL.4.1** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- 8.SL.4.2** Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.
- 8.SL.4.3** *Students are expected to build upon and continue applying concepts learned previously.*

MEDIA LITERACY

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

Learning Outcome

- 8.ML.1** Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.

Media Literacy

- 8.ML.2.1** Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print and mass media, and identify false or misleading information.
- 8.ML.2.2** Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.

MATHEMATICS: GRADE 8

The Mathematics standards for grade 8 are supplemented by the Process Standards for Mathematics.

The Mathematics standards for grade 8 are made up of 5 strands: Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis, Statistics, and Probability. The skills listed in each strand indicate what students in grade 8 should know and be able to do in Mathematics.

NUMBER SENSE

GRADE 8
8.NS.1: Give examples of rational and irrational numbers and explain the difference between them. Understand that every number has a decimal expansion; for rational numbers, show that the decimal expansion terminates or repeats, and convert a decimal expansion that repeats into a rational number.
8.NS.2: Use rational approximations of irrational numbers to compare the size of irrational numbers, plot them approximately on a number line, and estimate the value of expressions involving irrational numbers.
8.NS.3: Given a numeric expression with common rational number bases and integer exponents, apply the properties of exponents to generate equivalent expressions.
8.NS.4: Use square root symbols to represent solutions to equations of the form $x^2 = p$, where p is a positive rational number.

COMPUTATION

GRADE 8
8.C.1: Solve real-world problems with rational numbers by using multiple operations.
8.C.2: Solve real-world and other mathematical problems involving numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Interpret scientific notation that has been generated by technology, such as a scientific calculator, graphing calculator, or excel spreadsheet.

ALGEBRA AND FUNCTIONS

GRADE 8

8.AF.1: Solve linear equations with rational number coefficients fluently, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. Represent real-world problems using linear equations and inequalities in one variable and solve such problems.

8.AF.2: Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by transforming a given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).

8.AF.3: Understand that a function assigns to each x -value (independent variable) exactly one y -value (dependent variable), and that the graph of a function is the set of ordered pairs (x,y) .

8.AF.4: Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear, has a maximum or minimum value). Sketch a graph that exhibits the qualitative features of a function that has been verbally described.

8.AF.5: Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. Describe similarities and differences between linear and nonlinear functions from tables, graphs, verbal descriptions, and equations.

8.AF.6: Construct a function to model a linear relationship between two quantities given a verbal description, table of values, or graph. Recognize in $y = mx + b$ that m is the slope (rate of change) and b is the y -intercept of the graph, and describe the meaning of each in the context of a problem.

8.AF.7: Compare properties of two linear functions given in different forms, such as a table of values, equation, verbal description, and graph (e.g., compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed).

8.AF.8: Understand that solutions to a system of two linear equations correspond to points of intersection of their graphs because points of intersection satisfy both equations simultaneously. Approximate the solution of a system of equations by graphing and interpreting the reasonableness of the approximation.

GEOMETRY AND MEASUREMENT

GRADE 8

8.GM.1: Identify, define and describe attributes of three-dimensional geometric objects (right rectangular prisms, cylinders, cones, spheres, and pyramids). Explore the effects of slicing these objects using appropriate technology and describe the two-dimensional figure that results.

8.GM.2: Solve real-world and other mathematical problems involving volume of cones, spheres, and pyramids and surface area of spheres.

8.GM.3: Verify experimentally the properties of rotations, reflections, and translations, including: lines are mapped to lines, and line segments to line segments of the same length; angles are mapped to angles of the same measure; and parallel lines are mapped to parallel lines.

8.GM.4: Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations. Describe a sequence that exhibits the congruence between two given congruent figures.

8.GM.5: Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations. Describe a sequence that exhibits the similarity between two given similar figures.

8.GM.6: Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.

8.GM.7: Use inductive reasoning to explain the Pythagorean relationship.

8.GM.8: Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and other mathematical problems in two dimensions.

8.GM.9: Apply the Pythagorean Theorem to find the distance between two points in a coordinate plane.

DATA ANALYSIS, STATISTICS, AND PROBABILITY

GRADE 8

8.DSP.1: Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantitative variables. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

8.DSP.2: Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and describe the model fit by judging the closeness of the data points to the line.

8.DSP.3: Write and use equations that model linear relationships to make predictions, including interpolation and extrapolation, in real-world situations involving bivariate measurement data; interpret the slope and y-intercept.

8.DSP.4: Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. Understand and use appropriate terminology to describe independent, dependent, complementary, and mutually exclusive events.

8.DSP.5: Represent sample spaces and find probabilities of compound events (independent and dependent) using methods, such as organized lists, tables, and tree diagrams.

8.DSP.6: For events with a large number of outcomes, understand the use of the multiplication counting principle. Develop the multiplication counting principle and apply it to situations with a large number of outcomes.

Standard 1 History

Historical Knowledge

The American Revolution and Founding of the United States: 1754 to 1801

- 8.1.1 Identify the major Native American Indian groups of eastern North America and describe early conflict and cooperation between European settlers and these Native American groups.
- 8.1.2 Compare and contrast reasons for British, French, Spanish and Dutch colonization in the New World.
- 8.1.3 Explain the conditions, causes, consequences and significance of Britain's struggle to maintain control of colonies during the French and Indian War (1754–1763).
- 8.1.4 Identify and explain the reasons and actions for the resistance and rebellion against British imperial rule by the thirteen colonies in North America (1761–1775).
- 8.1.5 Analyze the causes and effects of the Revolutionary War (1775–1783), including the ideas from the Declaration of Independence, the enactment of the Articles of Confederation and the Treaty of Paris (1783).
- 8.1.6 Identify and give the significance of major events in the creation of the Constitution such as: the enactment of state constitutions, the Constitutional conventions, the willingness to compromise, and the Federalist- anti Federalist debates regarding the vote to ratify the Constitution.
- 8.1.7 Identify and explain the steps taken during the Washington Administration and the First and Second Congresses of the United States to establish a stable and lasting national government.
- 8.1.8 Compare and contrast the views of Thomas Jefferson and Alexander Hamilton and explain how their differences gave rise to the development of political parties.
- 8.1.9 Identify the events leading up to the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican Party led by Thomas Jefferson (1801); Evaluate the significance of these events
- 8.1.10 Analyze the influence of important individuals on social and political developments of the time (1775 – 1800) such as the Independence movement and the framing of the Constitution.
- 8.1.11 Compare and contrast the ways of life in the northern and southern states, including the growth of towns and cities and the growth of industry in the North and the growing dependence on slavery and the production of cotton in the South

National Expansion and Reform: 1801 to 1861

- 8.1.12 Interpret how the events surrounding the Louisiana Purchase (1803) and Lewis and Clark expedition (1803-1806) allowed for America's initial push towards westward expansion.
- 8.1.13 Explain the main issues, consequences, and landmark decisions of the Marshall Court.
- 8.1.14 Analyze the causes and consequences of the War of 1812.
- 8.1.15 Define nationalism and understand the direction nationalism gave to domestic and foreign policy and to the development of an industrial economy during this period.
- 8.1.16 Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties and constitutional government; analyze Jackson's actions as President such as the destruction of the National Bank, the nullification crisis, and Jackson's Indian policy.
- 8.1.17 Explain relationships and conflict between settlers and Native Americans on the frontier.
- 8.1.18 Describe the causes, courses, challenges, compromises, and consequences associated with westward expansion, including the concept of Manifest Destiny.
- 8.1.19 Analyze the causes and effects of the Mexican War (1846-1848).
- 8.1.20 Give examples of how immigration affected American culture in the decades before and the Civil War, including growth of industrial sites in the North; religious differences; tensions between middle-class and working-class people, particularly in the Northeast; and intensification of cultural differences between the North and the South.
- 8.1.21 Give examples of the changing role of women, minorities, and immigrants in the northern, southern and western parts of the United States in the mid-nineteenth century, and examine possible causes for these changes.
- 8.1.22 Describe the abolitionist movement and identify figures and organizations involved in the debate over slavery, including leaders of the Underground Railroad
- 8.1.23 Analyze the influence of early individual social reformers and movements such as the abolitionist, feminist and social reform movements.

The Civil War and Reconstruction Period: 1850 to 1877

- 8.1.24 Analyze the causes and effects of events leading to the Civil War, and evaluate the impact issues such as states' rights and slavery had in developing America's sectional conflict.
- 8.1.25 Identify the factors and individuals which influenced the outcome of the Civil War and explain the significance of each.
- 8.1.26 Compare and contrast the three plans for Reconstruction and evaluate the merits of each.
- 8.1.27 Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson's impeachment, the Black Codes, and the Compromise of 1877. (Government, Economics)

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research, and Issues-Analysis and Decision-Making

- 8.1.28 Recognize historical perspective and evaluate alternative courses of action by describing the historical context in which events unfolded.

- 8.1.29 Differentiate between facts and historical interpretations of events, recognizing that the historian's narrative reflects his or her judgment about the significance of particular facts.
- 8.1.30 Using primary and secondary sources, analyze an issue confronting the United States from colonial times through the Reconstruction period.
- 8.1.31 Compare and contrast examples of art, music, literature, and other forms of expression; explain how these reflect American culture during this time period.

Standard 2 Civics and Government

Foundations of Government

- 8.2.1 Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty and property; and freedom of conscience.
- 8.2.2 Explain the concept of a separation of powers and how and why these powers are distributed, shared and limited in the constitutional government of the United States.
- 8.2.3 Examine ways that the national government affects the everyday lives of people of the United States.

Functions of Government

- 8.2.4 Compare and contrast the delegated, reserved, and concurrent powers (division of power or federal system) contained in the United States Constitution.
- 8.2.5 Compare and contrast the different functions of national and state government within the federal system by analyzing the United States Constitution and the Indiana Constitution.

Roles of Citizens

- 8.2.6 Recognize and explain the relationship between the rights and responsibilities of citizenship in the United States.
- 8.2.7 Explain the importance of responsible participation by citizens in voluntary civil organizations to bring about social reform.
- 8.2.8 Explain ways that citizens can participate in the election process (political parties, campaigns and elections) at the national, state, and local levels.
- 8.2.9 Explain how citizens can monitor and influence the development and implementation of public policies at local, state and national levels of government.
- 8.2.10 Research and defend positions on issues in which fundamental values and principles related to the United States Constitution are in conflict such as: 1st and 2nd Amendment rights, the right to privacy, and the rights of the individual.

Standard 3 Geography

The World in Spatial Terms

- 8.3.1 Read maps to interpret symbols and determine the land forms and human features that represent physical and cultural characteristics of regions in the United States.

Places and Regions

- 8.3.2 Read and interpret maps that portray the physical growth and development of the United States from colonization through Reconstruction (1877).

Physical Systems

- 8.3.3 Identify and locate the major climate regions in the United States and describe the characteristics of these regions.
- 8.3.4 Identify the major mountain ranges and river systems of the United States and explain the importance of these physical features in the development of America.

Human Systems

- 8.3.5 Identify the agricultural regions of the United States and be able to give explanations for how the land was used and developed during the growth of the United States.
- 8.3.6 Using maps identify changes influenced by growth, economic development and human migration in the United States.
- 8.3.7 Using primary and secondary sources, identify ways people modified the physical environment as the United States developed and describe the impacts that resulted.
- 8.3.8 Analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States.
- 8.3.9 Identify and interpret maps, graphs and charts showing the distribution of natural resources such as forests, water sources and wildlife in the United States at the beginning of the nineteenth century and give examples of how people exploited these resources as the country became more industrialized and people moved westward.

Standard 4 Economics

- 8.4.1 Identify economic factors contributing to European exploration and colonization in North America, the American Revolution and the drafting of the Constitution of the United States.
- 8.4.2 Identify and explain the four types of economic systems (traditional, command, market, and mixed); evaluate how the characteristics of a market economy have affected the economic and labor development of the United States.
- * **traditional economy:** an economy in which resources are allocated based on custom and tradition
 - * **command economy:** an economy in which resources are allocated by the government or other central authority
 - * **market economy:** an economy in which resources are allocated by decisions of individuals and businesses
 - * **mixed economy:** an economic system combining private and public enterprise
- 8.4.3 Explain how federal, state, and local governments are involved in the economy of the United States.
- 8.4.4 Analyze contributions of entrepreneurs and inventors in the development of the United States economy to 1877.
- 8.4.5 Relate how new technology and inventions brought about changes in labor productivity in the United States in the eighteenth and nineteenth centuries.
- 8.4.6 Trace the development of different kinds of money used in the United States.
- 8.4.7 Trace the development of the banking system in the United States.
- 8.4.8 Explain and evaluate examples of domestic and international interdependence throughout United States history.
- 8.4.9 Examine the importance of borrowing and lending (the use of credit) in the United States economy and list the advantages and disadvantages of using credit.
- 8.4.10 Compare and contrast job skills needed in different time periods in United States history.

Range of Reading and Level of Text Complexity

6-8.RS.10 By the end of grade 8 read and comprehend science texts in the grades 6-8 text complexity band independently and proficiently.

Content Standards

Standard 1: Physical Science

Core Standard

Describe how atomic structures determine chemical properties and how atoms and molecules interact.

- 8.1.1 Explain that all matter is composed of particular arrangements of atoms and that there are approximately one hundred types of atoms (i.e., elements).
- 8.1.2 Understand that elements are organized on the periodic table based on atomic number.
- 8.1.3 Explain how the arrangement of atoms and molecules determines chemical properties of substances.
- 8.1.4 Describe the structure of atoms and relate the arrangement of electrons to how atoms interact with other atoms.
- 8.1.5 Explain that atoms join together to form molecules and compounds and illustrate with diagrams the relationship between atoms and compounds and between atoms and molecules.
- 8.1.6 Explain that elements and compounds have characteristic properties such as density, boiling points and melting points that remain unchanged regardless of sample size.
- 8.1.7 Explain that chemical changes occur when substances react and form one or more different products, whose physical and chemical properties are different from those of the reactants.
- 8.1.8 Demonstrate that in a chemical change the total numbers of each kind of atom in the product are the same as in the reactants and that the total mass of the reacting system is conserved.

Standard 2: Earth and Space Systems

Core Standard

Explain how the sun's energy heats the air, land and water and drives the processes that result in wind, ocean currents and the water cycle. (8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5)

Core Standard

Describe how human activities have changed the land, water, and atmosphere. (8.2.6, 8.2.7)

- 8.2.1 Recognize and demonstrate how the sun's energy drives convection in the atmosphere and in bodies of water, which results in ocean currents and weather patterns.
- 8.2.2 Describe and model how water moves through the earth's crust, atmosphere and oceans in a cyclic way as a liquid vapor and solid.
- 8.2.3 Describe the characteristics of ocean currents and identify their effects on weather patterns.
- 8.2.4 Describe the physical and chemical composition of the atmosphere at different elevations.
- 8.2.5 Describe the conditions that cause Indiana weather and weather-related events such as tornadoes, lake effect snow, blizzards, thunderstorms and flooding.
- 8.2.6 Identify, explain and discuss some effects human activities (e.g., air, soil, light, noise and water pollution) have on the biosphere.
- 8.2.7 Recognize that some of Earth's resources are finite and describe how recycling, reducing consumption and the development of alternatives can reduce the rate of their depletion.
- 8.2.8 Explain that human activities, beginning with the earliest herding and agricultural activities, have drastically changed the environment and have affected the capacity of the environment to support native species. Explain current efforts to reduce and eliminate these impacts and encourage sustainability.

Standard 3: Life Science

Core Standard

Understand the predictability of characteristics being passed from parents to offspring. (8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.3.5, 8.3.6, 8.3.7)

Core Standard

Explain how a particular environment selects for traits that increase the likelihood of survival and reproduction by individuals bearing those traits. (8.3.8, 8.3.9, 8.3.10)

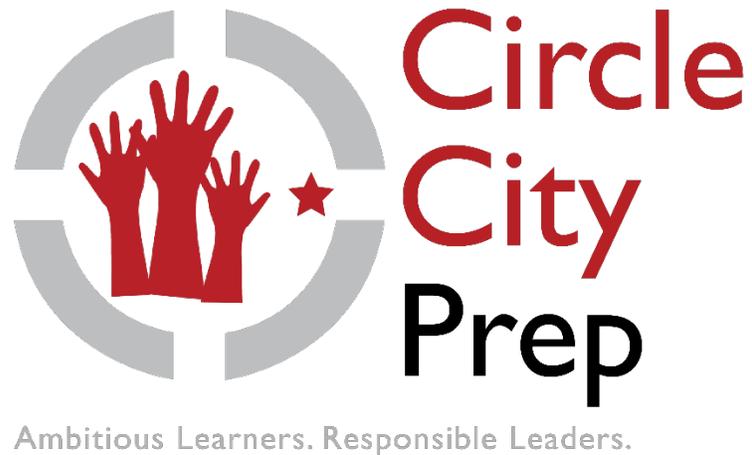
- 8.3.1 Explain that reproduction is essential for the continuation of every species and is the mechanism by which all organisms transmit genetic information.
- 8.3.2 Compare and contrast the transmission of genetic information in sexual and asexual reproduction.
- 8.3.3 Explain that genetic information is transmitted from parents to offspring mostly by chromosomes.
- 8.3.4 Understand the relationship between deoxyribonucleic acid (DNA), genes and chromosomes.
- 8.3.5 Identify and describe the difference between inherited traits and the physical and behavioral traits that are acquired or learned.
- 8.3.6 Observe anatomical structures of a variety of organisms and describe their similarities and differences. Use the data collected to organize the organisms into groups and predict their relatedness.
- 8.3.7 Recognize and explain that small genetic differences between parents and offspring can accumulate in successive generations so that descendants may be different from their ancestors.
- 8.3.8 Examine traits of individuals within a population of organisms that may give them an advantage in survival and reproduction in given environments or when the environments change.
- 8.3.9 Describe the effect of environmental changes on populations of organisms when their adaptive characteristics put them at a disadvantage for survival. Describe how extinction of a species can ultimately result from a disadvantage.
- 8.3.10 Recognize and describe how new varieties of organisms have come about from selective breeding.

Standard 4
Science, Technology and Engineering

Core Standard

Identify the appropriate materials to be used to solve a problem based on their specific properties and characteristics.

- 8.4.1 Understand how the strength of attractive forces among particles in a material helps to explain many physical properties of the material, such as why different materials exist as gases, liquids or solids at a given temperature.
- 8.4.2 Rank the strength of attractions among the particles of room-temperature materials.
- 8.4.3 Investigate the properties (i.e., mechanical, chemical, electrical, thermal, magnetic and optical) of natural and engineered materials.



Attachment 10

School Calendar and Schedule



Attachment 10: Provide the school’s calendar for the first year of operation, as well as the weekly schedule of classes. Provide an overview of academic and non-academic programs, as well as the total number of instructional days in an academic year. Note the length of the school day, including start and dismissal times. Detail the number of instructional hours/minutes in the day for core subjects such as language arts, mathematics, science, and social studies. *Note: Limit to attachment is ten (10) pages.*

Schedules. Our daily, weekly, and yearly schedules balance the demands of a college preparatory curriculum, the needs of students on the Far Eastside, and best practices from high performing schools across the country. Taking into account these factors, we have created a calendar that allows sufficient time and structure to prepare students for selective enrollment high schools across Indiana and ultimately put them on a path to access and graduate from a four-year college or university of their choice.

Yearly Calendar. We will operate on a trimester schedule and provide 186 days of instruction including one week of student orientation. Because time is our most significant resource to ensure our students are at or above grade-level by third grade, we will offer a daily extended schedule, as well as a yearly extended schedule to increase instructional time around foundational skills (reading, writing, and math) but not sacrifice critical components of our model such as enrichment, science, and social studies, and character development. Students in the Lower Academy (K-2) and Intermediate Academy (3-5) will attend school from 7:45am to 4:00pm, and students in the Upper Academy (6-8) will attend school from 8:00am to 4:20pm. On Fridays, all three academies will provide instruction until 2:00pm, with staff engaging in targeted and responsive professional development from 2:15pm to 4:00pm.

Figure 10.1 provides time comparison of Circle City Prep’s school days and instructional hours to those of Indianapolis Public School district schools, the district in which we anticipate most of our students to reside, and the national average. Annually, Circle City Prep offers 39 more days of learning time than IPS schools, resulting in an additional two (2)years of instruction for students enrolled with us in K-8.

Figure 10.1: Annual and Daily Time Comparison (K-8)			
	Instructional Days	Avg. Daily Hours	Total Annual Hours
National Average ¹	180	6.7	1206
IPS, as of 2015-2014	180	7	1260
Circle City Prep	186	8.25	1534.5
Differences w/ National Average	+6 days	+1.55	+328.5
Differences w/ IPS	+6 days	+1.25	+274.5 ²

To see our annual calendar as well as a narrative, see **Figure 10.2**.

The school calendar includes the following key elements to implement and maintain an achievement-oriented culture to support Circle City Prep’s ambitious college preparatory mission for every student.

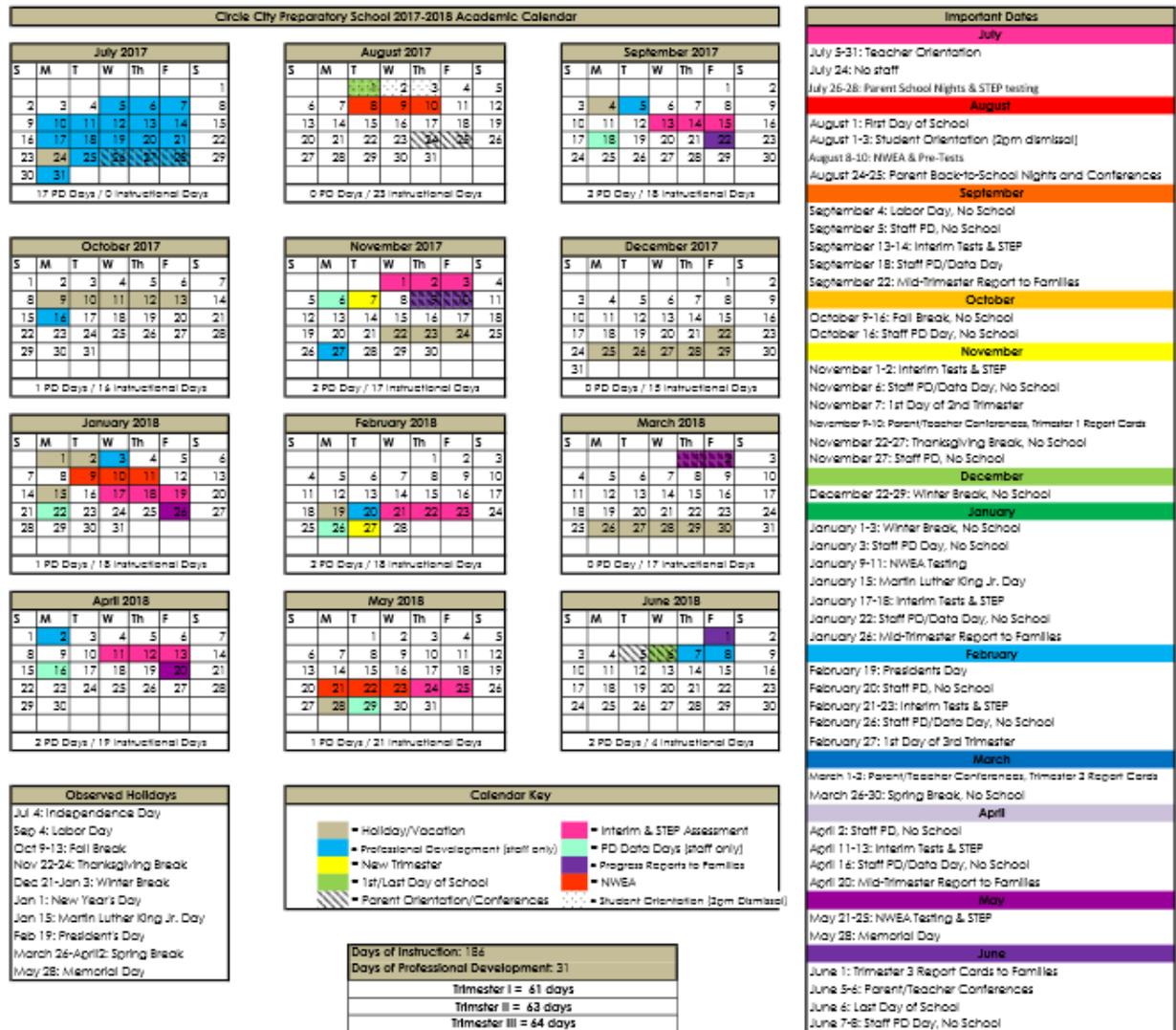
- **Extended Day and Year.** We provide an extended school year of 186 days (for more detail, see below in 2017-18 Sample School Calendar) and an extended school day of 8 hours and 15 minutes. Monday through Thursday students received 415 minutes of instruction and 325 minutes of instruction on Friday due to our abbreviated schedule.
- **Six-week Diagnostic, Interim, and Final Assessments.** We have strategically scheduled assessment blocks at approximately every six weeks to administer the STEP reading assessment and our internal interim assessments. We also have blocks at the early in the academic year, as well as in the middle and end to administer the NWEA assessment.

¹ https://nces.ed.gov/programs/digest/d11/tables/dt11_176.asp.

² This calculates to approximately 39 additional instructional days a year.



Figure 10.2: Sample 2017-2018 School Calendar



- **Parent Conferences and Trimester System.** At the start of the year, Circle City Prep will host a Back-to-School Night where parents can meet their child’s teacher, see their classroom, and ask questions that have come up in the course of the first two weeks of school. At the end of each grading period, approximately every 12 weeks, Circle City Prep will host Parent Teacher Conferences where parents, joined by their child, can pick up their child’s report card and check in on their academic success.³
- **Professional Development.** In conjunction with our weekly 90 minutes of professional development each Friday, staff will receive approximately one full day monthly to engage in data-driven professional development following the administration of interim and STEP assessments. Over the course of the year, staff receive 31 days of professional development.

Sample K-8 Daily Schedules. Circle City Prep provides an intentional scaffolded yet streamlined Kindergarten through 8th grade education. The daily calendar provides us with a flexible yet consistent

³ Parents will also receive weekly reports on students’ academic and behavior progress as well as receive bi-weekly phone calls from their child’s teacher. Parent-Teacher Conferences are a more formalized check point where parents sign up for time slots to talk directly with their child’s teachers.



school day, innovative in its ability to identify, group, and remediate students needing extra support. Our doors open for breakfast at 7:30am, students arrive by 7:45am, and the day ends at 4pm; Fridays we operate until 2:00pm.⁴

Lower Academy: Our commitment in the Lower Academy (K-2) is to ensure 100% of our students are reading at or above grade-level by the end of third grade. The daily schedule maximizes student learning and teacher collaboration during highlighted blocks; two fully certified teachers during all literacy instruction in grades K-4 support our college preparatory mission. Students in K-4 have an A schedule or a B schedule.

This complimentary schedule allows 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 seven (7) students each while the other groups either work on an individualized computer-based literacy station or on independent practice. The Co-Teacher teaches literacy instruction – specifically phonemics, phonics, sight words and fluency – twice daily and is also leading two 50-minute enrichment classes. This structure leverages human resources in the building, provides diverse enrichment options for students, and is financially sound.

The schedule provides opportunity for movement breaks and class mediation twice daily - opportunity for staff to insert joyful cheers, breaks, structured games, and rest as needed during our extended day.

Our daily schedule reserves 25 minutes daily for Choice and Tutoring, allowing students to receive small group remediation adaptive to recent mastery metrics while other students self-select into extension activities in the classroom (continued work on adaptive computer program, silent independent reading, letter writing, brain games, etc.). **Figure 10.3** is a sample schedule for our two Kindergarten classes (which would also apply to First Grade) in 2017.

Figure 10.3: Sample K Schedule (M, T, W, Th)

Indiana University (K)		DePauw University (K)	
7:30	Arrival, Breakfast, Morning Routines ⁵	7:30	Arrival, Breakfast, Morning Routines
8:00	Morning Motivation	8:00	Morning Motivation
8:10	Read Aloud	8:10	Calendar Math
8:40	Literacy Rotation 1	8:25	Problem Solving
9:10	Literacy Rotation 2	9:00	Math Computation and Skill
9:40	Snack, Movement, Calm Classroom	9:45	Math Small Group
9:55	Literacy Rotation 3	10:00	Snack, Movement, Calm Classroom
10:25	Literacy Rotation 4 ⁶	10:15	Writing
11:00	Enrichment	10:45	Science/Social Studies (non-fiction)
11:50	Lunch and Conversation	11:15	Choice Time and Tutoring
12:10	Writing	11:40	Community (Closing) ⁷ Circle
12:40	Calendar Math	11:50	Lunch and Conversation
12:55	Problem Solving	12:10	Read Aloud

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 2:00pm on Fridays, we will work closely with neighborhood and community partners as well as local non-profits providing extension opportunities (such as coding, dance, the arts) to ensure all our students have a safe and productive environment following our dismissal.

⁵ Arrival after 7:45am is considered tardy.

⁶ Please note the additional 5 minutes in this rotation allows the Enrichment teacher to set up and IU to take a bathroom break.

⁷ This Closing Circle occurs midday due to DePauw ending their day in Enrichment. There is an additional five minutes to allow a bathroom break prior to Lunch and Conversation.



1:30	Snack, Movement, Calm Classroom	12:40	Literacy Rotation 1
1:45	Math Computation and Skill	1:10	Literacy Rotation 2
2:30	Math Small Group	1:40	Snack, Movement, Calm Classroom
2:45	Science/Social Studies (non-fiction)	1:55	Literacy Rotation 3
3:15	Choice Time and Tutoring	2:25	Literacy Rotation 4
3:40	Closing Circle	2:55	Enrichment
3:45	Dismissal	3:45	Dismissal
Sample K Schedule Friday			
Indiana University (K)		DePauw University (K)	
7:30	Arrival, Breakfast, Morning Routines	7:30	Arrival, Breakfast, Morning Routines
8:00	Morning Motivation	8:00	Morning Motivation
8:10	Read Aloud	8:10	Calendar Math
8:40	Literacy Rotation 1	8:25	Math Computation and Skill
9:10	Literacy Rotation 2	9:25	Snack, Movement, Calm Classroom
9:40	Snack, Movement, Calm Classroom	9:40	Read Aloud
9:55	Literacy Rotation 3	10:10	Writing
10:25	Literacy Rotation 4	10:40	Lunch and Conversation
11:00	Writing	11:15	Literacy Rotation 1
11:30	Lunch and Conversation	11:45	Literacy Rotation 2
12:05	Calendar Math	12:15	Movement, Calm Classroom
12:20	Math Computation and Skill	12:25	Literacy Rotation 3
1:20	Movement, Calm Classroom	12:55	Literacy Rotation 4
1:30	School-wide Community Meeting	1:30	School-wide Community Meeting
2:00	Dismissal	2:00	Dismissal
Average Literacy Instruction per Day		Average Math Instruction per Day	
204 minutes		103 minutes	
		Average Science / Social Studies per Day	
		30 minutes	

Figure 10.4 provides a sample Intermediate Academy Schedule and **Figure 10.5** shows a sample Upper Academy Schedule. We make thoughtful shifts in our daily schedule to provide in-depth study of diverse topics and content while maintaining a commitment to literacy and math. Most notably, we intentionally bring in increased time with informational next, sustained silent reading and Latin Foundations course in our Intermediate Academy. In our Upper Academy, students engage with daily science and social studies, whole Academy differentiated book clubs, and an elective Speech or Technology course each semester.

Figure 10.4: Sample Student Schedule Grades 3-5 (M, T, W, Th)		
Time	Min	Class
7:30-8:00	30	Breakfast/Homework Collection (7:45am)
8:00-8:20	20	Intermediate School Community Circle (Character and Vocabulary)
8:20-8:30	10	Class Transition and Drop Everything and Read (DEAR)
8:30-9:00	30	Guided Reading: Informational
9:00-9:30	30	Guided Reading: Narrative
9:30-10:00	30	Blended Learning / Ind. Practice
10:00-10:30	30	Word Study and Vocabulary
10:30-10:40	10	Snack, Physical Break, Calm Classroom
10:40-11:10	30	Writing and Grammar workshop



11:10-11:50	40	Social Studies/Science
11:50-12:20	30	Lunch
12:20-12:50	30	Problem Solving/CGI
12:50-1:30	40	Math Computation/Skills
1:30-1:50	30	Math Differentiated Support/Tutoring/Blended Learning
2:00-2:50	50	Enrichment (Art, Music, PE) (Character component)
2:50-3:10	20	Recess
3:10-3:40	30	Latin Foundations
3:40-4:00	20	DEAR and Tutoring

Sample Student Schedule Grades 3-5 Friday

Time	Min	Class
7:30-8:00	30	Breakfast/Homework Collection
8:00-8:10	10	Morning Motivation (Character and Vocabulary)
8:10-8:40	30	Guided Reading: Informational
8:40-9:10	30	Guided Reading: Narrative
9:10-9:40	30	Blended Learning / Ind. Practice
9:40-10:10	30	Word Study and Vocabulary
10:10-10:20	10	Snack Break
10:20-11:20	60	Math Skills and Computation
11:20-11:50	30	Lunch/Recess
11:50-12:10	20	Math Tutoring/Ind. Practice/Blended Learning
12:10-12:50	40	Writing
12:50-1:30	40	Science/Social Studies (4 th : Science, 5 th : Social Studies)
1:30-2:00	30	School Community Circle
Avg. Literacy Instruction per Day		Avg. Math Instruction per Day
176 minutes		96 minutes
		Avg. Science / Social Studies Instruction per Day
		70 minutes

Figure 10.5: Sample Student Schedule Grades 6-8 (M, T, W, Th)

Time	Min	Class
7:30-7:45	15	Breakfast
7:45-8:00	15	Community Meeting
8:00-9:40	100	Humanities (Reading/Writing)
9:40-11:20	100	Math (Problem Solving, Computation)
11:20-12:10	50	Language/Speech (1 semester); Technology (1 semester)
12:10-12:40	30	Lunch/Recess
12:40-1:30	50	Science
1:30-2:20	50	Enrichment (Performing Arts or PE & Tutoring) (Character Education)
2:20-3:10	50	Social Studies
3:10-4:00	50	Book Club, Dismissal
4:10-5:00	50	Homework Detention

Sample Student Schedule Grades 6-8 Friday

Time	Min	Class
7:30-7:45	15	Breakfast
7:45-9:15	90	Humanities
9:15-10:45	90	Math



10:45-11:40	55	Book Clubs		
11:40-12:10	30	Lunch/Recess		
12:10-1:00	50	Science/Social Studies		
1:00-2:00	60	Community Celebration, Dismissal		
2:00-2:30	30	Homework Detention		
Avg. Literacy Instruction per Day		Avg. Math Instruction per Day	Avg. Science Instruction per Day	Avg. Social Studies Instruction per Day
170 minutes		92 minutes	50 minutes	50 minutes

Overview of Academic and Non-Academic Programs.

Literacy program in Circle City Lower Academy (K-2). Our goal is to ensure that all students have the literacy foundation to read and write at or above grade level when they enter third grade. As such, literacy instruction represents 210 minutes of our instructional day Monday – Thursday and 180 minutes on Friday in the Lower Academy (K-2) leveraging multiple structures: Read Aloud, Phonics, Blended Learning, Word Study, Guided Reading, Discourse and Writing (outlined in **6** below).

Literacy Program in Circle City Intermediate Academy (3-5). In our Intermediate Academy we focus on moving students through the critical phase of “learning to read” to “reading to learn.”⁸ A smooth transition to the reading to learn phase is critical for our students’ long term success, so we move away from direct phonics instruction (unless individually needed) to literature circles spending more time in text. **Figure 10.7** provides an explanation of the Circle City Prep Intermediate Literacy block including how students will spend an average of 176 minutes per day each week on literacy skills.

Literacy Program in Circle City Upper Academy (6-8). The primary focus on ELA instruction in grades 6-8 at Circle City Prep is to prepare all students for success within an academically rigorous, college preparatory high school, so that all students will be on a path to high school success and on the road to the college or a university of their choice. We will implement school wide Book Clubs, robust Writing Development, and Speech and Language courses as electives. **Figure 10.8** provides an outline of our Upper Academy curricular materials.

Mathematics Program. In the 21st century, the ten college majors that lead to the highest salaries all require a mathematics background.⁹ Circle City Prep employs research-based curricula such as *Engage NY*; we provide 110 minutes of daily math instruction in K-2 and 100 minutes in grades 3-8. All instruction is aligned with Indiana Academic Standards and are supplement by Common Core State Standards (CCSS), and all assessments are standards-driven. In all grades, math instruction is provided in two daily classes: Foundations (number sense and computation) and Problem Solving (application). Students master middle school math and Algebra I by the end of Grade 8, a critical milestone pursuant to success in advanced mathematics (Algebra II, Geometry, Trigonometry/Pre-Calculus, and Calculus). In Grade 6, *enVisions Math* becomes the primary curriculum and is supplemented by *Connected Math* so that students can spend the seventh and eighth grade math years engaged in Pre-algebra and Algebra I. Through this dual approach, and as outlined in **Figure 10.9**, our students will develop exceptionally strong foundations in both procedural computation and conceptual understanding.¹⁰

⁸ Chall, J.S. and V.A. Jacobs. “Poor Children’s Fourth-Grade Slump.” *American Educator*. Spring, 2003.

⁹ <http://www.payscale.com/college-salary-report/majors-that-pay-you-back>.

¹⁰ High performing charter schools such as Roxbury Prep, North Star Academy, and Brooke, studied as part of the Building Excellent Schools Fellowship, all use this math curriculum approach.



Science. We implement rigorous, standards-based science curriculum that maximizes student understanding and engagement with the world in which they live. In our Lower Academy Science Instruction takes place on a rotating basis with Social Studies unit by unit. Each unit lasts three weeks and is connected to the scope and sequence for informational writing and comprehension strategies for nonfiction texts. In these grades, we will primarily use Core Knowledge curricular materials. Starting in third grade, teachers draw upon the research-based Full Options Science Systems (FOSS) as a foundational hands-on program for science. Students develop and master scientific knowledge and skills through the study of multiple scientific fields, apply the scientific method, conduct experiments, and present findings. We integrate nonfiction reading and writing skills into our science courses for additional practice.

Social Studies. In our Lower Academy, Social Studies instruction takes place on a rotating basis with Science unit by unit. Each unit lasts three weeks and is connected to the scope and sequence for informational writing and comprehension strategies for nonfiction texts. We strategically draw from the Core Knowledge Sequence, rather than a particular text. Core Knowledge outlines knowledge a student should know at specific points within their academic development. Grade-by-grade sequencing of topics gives teachers assurance that children come prepared with a shared core knowledge and skills, and because children learn more effectively when instruction follows the basic psychological principle that we learn new knowledge by building what we already know.¹¹ Scott Foresman motivates students to become active, informed citizens in alignment with state standards and provides teachers with the flexibility to design engaging lessons, even as it provides the infrastructure to provide the content and skill development elementary students require. For texts, we supplement the Scott Foresman curriculum as needed. All curriculum provides content aligned with IN state standards and resources for all learners.

Additional Programs

- **Morning Motivation.** Teachers share a personalized letter to class focused on a core value and how students can practice that core value that day. Teachers can also choose to use this time to have students greet one another, share personal goals for the day, and talk about the culture of their classroom. Students will end this time chanting their college cheer.
- **Movement and Calm Classroom.** These scheduled movements allow students to take a break from academic content, get up and moving (either dancing, conversation, small group games). Each one of these blocks ends with a Calm Classroom that allows students to practice self-regulation and begin refocusing on instruction.
- **Choice time and Tutoring.** This time is reserved for small group or individual remediation and enrichment on previously taught concepts. Students not engaged in direct work with a teacher are engaged in choice activities that align to specific skills they are practicing (for example, handwriting, math speed drills, independent reading, etc.).
- **Closing Circle.** Closing Circles happen daily within each classroom and afford teachers and students time to reflect on the day, talk through any potential issues/conflicts that arise, and set goals for their time outside of Circle City Prep that evening.
- **Enrichment.** Enrichment is an opportunity for our students to engage in activities such as art, music, PE, and technology each day.
- **Community Meetings.** Whole school Community Meetings occur on Friday and affords our community to come together, celebrate class-level achievement and have guest speakers from the community come in to share about their career and answer questions. This time will also be used for performances by groups both in our school community and out.

¹¹ <http://www.coreknowledge.org/about-the-curriculum>.



Figure 10.6: Proposed Literacy and Language Program and Curricular Materials, Grades K - 2

Component		Group Size	Curriculum and Explanation	Foundational Reading Skills
Read Aloud		Whole class	Read aloud lessons will be teacher-created lesson, using at or above grade-level text focused on academic skill reinforcement (ex. Main idea, text connections, etc.). When selecting books, teachers will evaluate based on: language, content, culturally diversity and responsive content.	Print concepts, vocabulary, fluency, comprehension
2 Hour Literacy Rotation	Phonics / Phonemic Awareness / Fluency	Small group	Reading Mastery will be our core curriculum for phonics and phonemic awareness but will be supplemented by the teacher with skill practice aligned to student needs. This could look like frequent practice of sight words with flash cards or routinized segmentation practice depending on the needs of students in the small group.	Phonemic awareness, phonics
	Blended Learning	1:1 student : computer	Leveraging computer-based adaptive literacy programming such as Lexia to provide differentiated, standards-aligned scaffolded practice.	Comprehension
	Word Study	Small group	Students study word relationships, including rhyming patterns. Students also learn to read and write the sight words, based upon the Dolche sight words. ¹²	Phonics, vocabulary
	Guided Reading	Small group	Based upon the Fountas and Pinnell guided reading structure, students are homogenously grouped based on reading level, and instruction is adaptive to specific student areas of growth. The reading groups are fluid and may adjust every 6-8 weeks depending on their STEP or interim reading assessment. Guided reading lessons are teacher-created and responsive to students' areas of growth and strengths in their foundational reading skills. Each week students will have direct reading comprehension lessons in their group as well as guided reading lessons.	Print concepts, vocabulary, fluency, comprehension, and speaking & listening
Vocabulary		Whole class and small group	We weave vocabulary acquisition throughout our day in a variety of ways: words of the day, pushing in Tier 2 language in class discussion and conversationally with students, word walls, and use of positive praise when students leverage this language independently. Our teachers intentionally use Tier 2 vocabulary throughout the school day and support students in using this level of language.	Vocabulary
Writing		Whole class and small group	Students receive explicit writing instruction each day. Teachers focus on handwriting and writing skills and transition into informational and narrative writing using the 6+1 Traits framework.	Print concepts, phonics
Discussion		Whole class and small group	As a school that works to enable all students to be self-advocates on a path to college, listening and speaking skills must be part of our curriculum framework. "To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations." ¹³ Accordingly, Circle City Prep will adopt North Star's Habit of Discussion framework to sequentially teach and support developing students conversationally. See Appendix B-5 for outline.	Comprehension, speaking & listening

¹² <http://www.dolchsightwords.org/>.

¹³ National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010). Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Speaking & Listening: Introduction. Washington, DC: Authors.



Informational Text	Whole class and small group	Informational text will be strategically woven in to the Read Aloud and guided reading structures (outlined above). We also use the Core Knowledge Curriculum during Science and Social Studies blocks to bring in Informational Text (focusing on vocabulary, content, non-fiction literacy skills).	Vocabulary, comprehension
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Figure 10.7: Proposed Literacy and Language Program and Curricular Materials, Grades 3 - 5

Component	Group Size	Curriculum and Explanation	
2 Hour Literacy Rotation	Literature Circles	Small group	Students are given daily opportunity to read on-level fiction and non-fiction books for 30-45 minutes with peers. Our Lit Circles replace our computer-based reinforcement block in grades K-2. Students will read and discuss in small groups..
	Vocabulary & Word Study	Small group, independently	See above for explanation. In grades 3-5, we replace explicit phonics instruction with the word study. Using research-based programs such as Words Their Way, our students apply their phonics foundations to understand word parts, spelling patterns and language constructions such as Greek and Latin roots. ¹⁴
	Guided Reading	Small group	In guided reading in grades 3-5, students will have two guided reading group lessons daily during their literacy rotation. One teacher will focus on information (non-fiction) texts teaching and developing non-fiction reading skills and strategies. The second teacher will focus on narrative (fiction) texts. Similar to K-2 guided reading groups, these small groups are fluid based on STEP and interim assessment results every 6-8 weeks.
Writing & Grammar	Whole group, 1:1	In grades 3-5, students focus on learning the components of the three main genres of writing, from narrative to persuasive to informative. More focus is paid to formal grammar and spelling through daily oral language corrections, direct instruction and peer editing. We teach students the formal writing process, model good writing, lead students through analysis of quality writing, and evaluate their own writing and the writing of their peers. Across subjects (Math, Social Studies, and Science) students will increasingly be incorporating writing.	
Discussion	Whole, small group	See explanation above.	
Ind. Reading	Independently	Starting in 3 rd grade, students will have 20 uninterrupted minutes to free read independently. ¹⁵	

Figure 10.8: Proposed Literacy and Language Program and Curricular Materials, Grades 6 - 8

Component	Group Size	Curriculum and Explanation
Book clubs	Small groups	Students participate in teacher-facilitated, student-driven book clubs for at least 45 minutes per day. We use the <i>Junior Great Books</i> series, and other seminal young adult novels, such as <i>A Wrinkle in Time</i> and <i>Dragonwings</i> . ¹⁶
Literature	Whole and small group	Reading groups become seminar discussions and increasingly novel driven. Students read a variety of genres to prepare for high school level textual analysis. Explicit skills necessary for textual analysis are taught and classes are led through complex, grade-level texts. Writing assignments are based on texts read in class to build critical analysis skills.

¹⁴ Bear, Donald. et.al. (2012). *Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction*. New Jersey: Pearson.

¹⁵ http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol3/SLMR_IndependentReading_V3.pdf.

¹⁶ http://www.corestandards.org/assets/Appendix_B.pdf.



Writing & Grammar	Whole and small group	Writing moves from five paragraph essays in sixth grade, to longer, more complex essays in eighth grade. Students write in a variety of genres including expository, persuasive, comparing and contrasting, and narrative. Grammar, spelling and punctuation are part of the writing block, and students are taught to work independently through the writing process. Students are taught to analyze writing using the Circle City Prep writing rubric, which is aligned to high school writing standards. All courses have extensive writing components.
Language / Speech	Whole group	8th grade thesis (described below). 6th : Word study and sentence mapping (semester) 7th : Habits of rhetoric/speech (semester) 8th : Debate (semester)
Culminating Thesis	Independent w/ advisor	In the 2 nd semester of 8 th grade, students engage in a culminating thesis project where, with direct supervision and support of a 1:1 advisor, they self-select a topic study, create a project map for the semester and research. The project results in a paper product and is defended orally in front of a panel of teachers, community leaders, and peers.

Figure 10.9: Description of Dual Mathematics Curriculum

Calendar Math. Students begin math instruction every day in K-2 with Everyday Counts Calendar Math, which provides lessons and activities to preview, review, practices and discuss critical math concepts and skills focused on place value, time, money, mental math, geometry, estimation, pattern graphing, statistics and algebra. The program improves students’ oral fluency, mental math skills, and is an opportunity for cooperative, whole-class, discussion-based learning. It is research-based, and used in high performing charter schools across the country.¹⁷

Math Computation. Students learn the basic components of math computation in a tightly spiraled directly taught curriculum that emphasizes learning clear steps, quality practice, and automaticity. Teachers use tightly spiraled curriculum such as Saxon Math to build their courses. Examples including memorizing basic addition, subtraction, division and multiplication math facts, and learning long division, conversion of fractions, etc.

Math Workshop. Math workshop combines small group practice, whole group discussion, individual practice, and engages students using math games and manipulatives. Each curriculum unit of *Engage NY* provides an intense study of either specific or a thematically linked set of mathematical concepts and skills. The concepts and skills are organized into the same strand as the Indiana Academic Standards and strands are taught either in isolation or two at a time. Each successive unit builds on the previous unit, so students can make connections across strands each year and across grades, remembering prior instruction in a specific strand. Throughout the *Engage NY* block, teachers are able to differentiate, indicating on their lesson plans how they will pair or group students and which groups they will work with during what times. This planning by the teacher leads to high levels of differentiated support both by student and by skill. Ultimately, all Circle City Prep students will succeed in math because of an approach that combines foundational concepts and skills with advanced strategy.

Math Concepts and Problem Solving. Students work on conceptual understanding as well as intellectual endurance through our problem solving block. This time block begins with students completing a logic problem in the following way: (1) Repeat the problem. Using high-frequency chants, students repeat teacher’s word problem from the beginning making sure they have every detail correct. (2) See the problem. Selected by the teacher, students come to the front of the room and act the problem out (i.e. pretend to be the two slices of pizza that Jerome has and the extra slice he gives away). (3) Draw the problem. Using prior information, students draw the problem in their math journals. (4) Solve the problem. Using strategic checks for understanding, the teacher will either select an individual student or ask the whole class to solve the problem (i.e. how many slices of pizza did the teacher give Jerome?).¹⁸

Blended Learning. Leveraging computer-based adaptive math programming such as STmath to provide differentiated, standards-aligned scaffolded practice.

¹⁷ Schools using the program include North Star in Newark, BES school Nashville Classical in Nashville, TN, and Brooke Charter Schools in Boston, MA.

¹⁸ Strategy-based problem solving is especially effective for children with exceptionalities Montague, M., Warger, C.L., & Morgan, H. (2000). Solve It! Strategy instruction to improve mathematical problem solving. *Learning Disabilities Research and Practice*, 15, 110-116.



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Ambitious Learners. Responsible Leaders.

Attachment II

Enrollment Policy



Attachment 11: Provide 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

Circle City Prep will open August 1, 2017 with 56 Kindergarten and 56 First Grade students. Each year, we will be adding one grade level until the school reaches full enrollment in 2024 with our inaugural eighth grade class. This enrollment strategy allows Circle City Prep to maintain a small school atmosphere, support by our three academies, and provide supports for all learners. The slow growth model, based upon the best practices of high performing charter schools nationally, allows us to build a strong academic culture and ensure the strongest, most transformational teachers are leading our students.

As outlined **Figure 11.1**, upon reaching K-8 capacity the maximum school wide enrollment will be 504 students. While we anticipate a 7-10% attrition, Circle City Prep will back-fill students who do not remain enrolled through our entire eighth grade in compliance with Indiana State Law.

Figure 11.1: Student Enrollment Chart

Academy		2016	2017	2018	2019	2020	2021	2022	2023	2024
Lower	K	Planning Year	56	56	56	56	56	56	56	56
	1		56	56	56	56	56	56	56	56
	2			56	56	56	56	56	56	56
Intermediate	3				56	56	56	56	56	56
	4					56	56	56	56	56
	5						56	56	56	56
Upper	6							56	56	56
	7								56	56
	8								56	
	Total	0	112	168	224	280	336	392	448	504

Admission Requirements

Circle City Prep will establish admission policies in full compliance with Indiana Code 20-24-5-4 and will not limit student admission in any manner that a tradition public school is permitted to establish. We are an open-enrollment, tuition-free K-8 school open to all applicants in Indiana, and will enroll any eligible student who submits a timely application for enrollment who is age-appropriate for the grade levels served. In the case of the number of applicants exceeding the availability of seats, we will adhere to our lottery policies.

Non-Discrimination Policy. Circle City Preparatory 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: Megan Murphy (or her designee), Circle City Preparatory Academy Chief Executive (Head of School).



Timeline and Procedures

Intent to Enroll Forms. Intent to Enroll forms will be accessible starting immediately after authorization electronically and in hard copy disbursed during canvassing, tabling or community outreach events. Completed Intent to Enroll forms will be date and time stamped and filed chronologically. This system will be managed by the Head of School until the School Operations Manager is hired in February.

Enrollment Open. Our enrollment opens each year for the following fall on the first business day of October at 8:00am. In 2016, that will be October 3. Our application will be available both online and available in hard copy at canvassing and tabling recruitment events.

Enrollment Close. Our enrollment closes each year on the last Friday on March at 5:00pm. In 2017, that will be on Friday, March 31. Application must be received by that time to be entered into our lottery. All accepted thereafter will be placed at the end of our waitlist.

Lottery Dates and Procedures.

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 widely publicized through a wide-scale press release to local media outlets.

The enrollment lottery will be held public at our facility, if possible, or another advertised public space. The location will be fully accessible to the public. Names in the lottery will be drawn by a disinterested third party, and a family is not required to attend to earn a seat in the lottery.

This process will be managed through an Excel spreadsheet to track submission, lottery results, notification, parent decision, and completion of the enrollment packet, overseen by the Head of School during the planning year and the School Operations Manager in Year 1 and beyond.

Priority Enrollment. Siblings are defined as children whose primary guardian(s) are also the primary guardian(s) of other children already enrolled in the program. This is defined as guardian(s) who have custody of children at least 50% of the time and include half-siblings, adopted siblings, or other family members such as cousins, nieces, or nephews being cared for as primary dependents. If a child is drawn for an enrollment spot at Circle City Prep, their sibling will be automatically granted enrollment if there is a space available in their grade level. Siblings of currently enrolled students will be exempt from future lotteries and will be automatically granted space if the space at their grade level is available.

Additional Enrollment Policies and Procedures

Wait Lists. On the business day following the lottery, we will begin contacting waitlist families and will notify all families of their acceptance or wait list position no later than five business days after the lottery. Families will then have a period of ten business days from notification to confirm in writing their intent to enroll their student in Circle City Prep and submit an enrollment packet including a birth certificate, proof of address, and immunization records. During this period we will offer two opportunities for families to complete necessary paperwork and meet the Circle City Prep staff at our facility or a convenient public space. Any family who does not notify Circle City Prep of their intent to enroll within this time frame will lose their available seat and their position will be offered to the next student on the wait list. Families offered a seat from a waitlist will have 10 business days to confirm intent to enroll and submit required paperwork before their seat is relinquished and given to the next family on the wait list.

Yearly Affirmation of Reenrollment (withdrawals and re-enrollment). Beginning with mid-year survey of parents, we will begin to collect data regarding reenrollment for the next school year, as well as estimate



potential spots for siblings. Based on these estimations, we will coordinate our efforts for enrollment of the Kindergarten class, as well as backfilling of open spots in other grade levels. In May of each year, families will complete their final satisfaction surveys and request to remain enrolled for the following school year. Spots that are refused will be offered to the next family on the waitlist, and if the family that refuses their spot later changes their mind, they will be placed on the waitlist for the next year without priority status.

Student Transfers. Families expressing interest in enrolling their student in Circle City 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.



Ambitious Learners. Responsible Leaders.

Attachment 12

Discipline Policy



Attachment 12: Provide 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 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 facing expulsion.
- e. How parents will be informed of the school's discipline policy.

Note: Limit to attachment is ten (10) pages.

Student Discipline Policy

Our discipline policy is built on the belief that a structured, consistent and predictable environment frees mental space for children and allows our students to use their “intellectual bandwidth” on learning, growing and getting on the path college.¹ We are passionate about building a structured and warm culture. High behavioral expectations are paramount and unwavering at Circle City Prep but so is the joy of learning and the dignity of all children in our building.

We spend significant time in our 18 days of summer professional development building teachers' skill around “positive framing” and the use of *Teach Like a Champion* teaching taxonomies. We have committed our first week with students to Student Orientation, where behavior expectations are taught, modeled, and practiced by all students to build muscle memory and understanding prior to engaging with academic content. This type of front-loading and explicit teaching of expectations sets all students up to be successful at Circle City Prep.

Secondly, a culture of mutual respect and strong relationships between all members of the Circle City Prep community is critical (including, students, staff, and parents). We build relationships between adults and children through strength-based coaching practices with individual students, frequent lightning-quick check-ins, and finding ample opportunities to recognize students doing the right thing and reinforcing those positive choices. It is our responsibility as educators to know all of our students individually, including knowing their passions, motivations, and what makes them unique.

Finally, when necessary, our discipline system is adaptive. For example, our discipline system changes with the evolving needs and developmental stages of our students. The Kindergarten discipline system looks and feels different from that of our sixth grade. We also ensure we are responsive to students with special needs. We anticipate that despite our structured, consistent culture, some students may need special behavioral plans. Our Head of School or Dean of Culture starting in Y2 will create scaffolded behavioral plans in collaboration with teachers and parent(s)/guardian(s) to set individual students, who may be struggling, up for success.

Behavior Management Cycle. Executing a detailed cultural plan requires positively motivated students. Circle City Prep expects to systematically implement elements of *The Behavior Management Cycle* developed by Lee Canter. The Canter model is a tool to help teachers consistently and positively

¹ Mullainathan, Sendhil, and Eldar Shafir. *Scarcity*. New York: Henry Holt and, LLC, 2013. Print.



motivate all students to follow directions. The sequence is divided into three steps:

1. Teachers clearly communicate the explicit directions they need the students to follow.
2. Teachers use Behavioral Narration of positive support to students complying with directions.
3. Teachers take corrective action with students still not complying with teacher given directions.

Lead Founder and proposed Head of School Megan Murphy has attended Professional Development on using the Behavior Management Cycle and implementing Real-Time Coaching and has coached teachers on around successful implementation of The Behavior Management Cycle as a coach with Teach For America for a number of years.

School Rules and Code of Conduct. We believe that a common system of rules and consequences consistently and fairly enforced by all staff maximizes student time on task and academic achievement. This system is adopted from the school-wide discipline plan at BES schools Nashville Classical in Nashville, TN, Great Lakes Academy in Chicago, IL, and Excel Academy Charter Schools in Boston, MA.

School-wide Behavior Expectations

- Be Determined – Focus on your goals and what you need to do to get there.
- Be Responsible – Take ownership of your actions, your education and your school.
- Show Integrity – Respect yourself, others, and school property.
- Use your Voice – Advocate for yourself and other’s appropriately.
- Be Enthusiastic – Joyfully engage in school.

Lower Academy (Kindergarten – 2nd Grade)

Behavior Management Procedure. In our Lower Academy, we leverage a physical clip chart to allow students to not only hear redirections/consequences but also to visually track their behavior. Our behavior system is color based (Gold – exemplary model of DRIVE core values; Green – good day; Yellow – some redirection needed, okay day; Orange – student struggled to follow directions; Red – unacceptable, student required conferencing on behavior). In our Lower Academy, all students start the day on “Green” and the behavior tracker resets following lunch for a “fresh start” every afternoon. Through the instructional day, teachers use their professional discretion to decide when a student’s clip is able to move back up the clip chart, particularly when students show the ability to “bounce back.” This clip chart follows students throughout their day (during transitions, in Enrichment class) and is used by all teachers and adults in the building.

DRIVE Reports. DRIVE reports placed in the front of students’ Take Home Binders are sent home daily, identifying each student’s color for the morning and the afternoon as well as any additional notes from the teacher concerning the student’s behavior. Parents sign these reports daily and are able to write messages back to their child’s teacher if needed.

Reinforced Positive Behaviors. Building a positive joyful culture in which students learn the habits of character for success, we reinforce positive behaviors through positive narration, public praise and recognition, and formalized “awards” during weekly community meetings. Each week, a student is named Scholar of the Week for showing strong DRIVE as well as academic excellence. College homerooms are publicly praised for reaching goals as a team such as best attendance and strongest completion rates on our adaptive computer programs. Examples of reinforced positive behaviors for K-8 students at Circle City Prep are found in **Figure 12.1**.



Figure 12.1: DRIVE Values Examples²

Action	Value	Academy
I keep working hard even when the problem is difficult.	Determination	All
I am really struggling in math but I must pass Algebra. I'm going to stay for tutoring after school each week until I get my grade up.	Determination	Upper
I show that I control my moods even when things are challenging.	Determination	Lower
Every day I come to school wanting to do better than I did the day before.	Determination	All
I ask my friends to help me.	Resourceful	Lower
I don't remember how to do this homework problem so I'm going to call my teacher to see if she can help.	Resourceful	All
I struggling with a relationship with my friend. I bet Mr. Banks our technology teacher has some advice. I'm going to talk to him.	Resourceful	Upper
I use our classroom library to answer questions for things I'm wondering.	Resourceful	Intermediate
I make good choices even when my teacher isn't watching.	Integrity	All
My friends are making fun of another student. I talk to them about how we should treat each other and ask them to think of other's feelings.	Integrity	Intermediate
I pick up trash in our classroom even if it isn't mine.	Integrity	All
As a leader, I believe I always represent myself, my family and my school.	Integrity	Upper
I talk things out with my classmates if there is a conflict.	Voice	All
I respectfully tell my teacher if I think something isn't fair.	Voice	All
I listen to my peers in class, build off their answers, and add to the conversation with my own thoughts.	Voice	All
I believe I have power to change the world around me.	Voice	Upper
I am "crisp" with my movements and "zesty" with my actions.	Enthusiasm	All
I give my classmates silent support when they are thinking of answers.	Enthusiasm	All
I celebrate my classmates with cheers when they are working hard.	Enthusiasm	Lower

Incentives. Behaviorally, students are able to move up the behavior clip chart for positive behavior that exemplifies our DRIVE core values, similar to being "clipped down" for behavior not in line with our school values. We incentive being on "Green" or "Gold" at the end of the day more than one day in a week as follows:

- 2 days in a week = Sticker on Friday
- 3 days in a week = Community celebration and a sticker on Friday
- 4 days in a week = Opportunity to pull from the Treasure Chest (box of small prizes), community celebration and a sticker on Friday
- 5 days in a week = Special snack (healthy), opportunity to pull from the Treasure Chest, community celebration and a sticker on Friday

Students who end the day on Green or better 4-5 days out of every week have the opportunity to be named the Student of the Week from their class. Students of the Week receive a certificate to take home and their picture is hung outside their classroom in celebration the next week.

Academically, students showing exceptional determination, responsibility, or enthusiasm either in class or in their studies may be named their room's math magician (who has the opportunity to wear a magicians top hat and cape for the day), DRIVEN Superhero (who has the opportunity to wear a mask and cape for the day), and a Robust Reader (who has the opportunity to wear costume glasses for the day).

²Examples are informed by Brooke Charter Schools' Character Education Standards and Nashville Classical's Character Program.



We encourage and incentivize academic effort, rather than mastery, to support a culture where students equate hard work to success rather than to innate ability.³

Infractions and Consequences. Students need to know beforehand what will happen if they do not follow an expectation. The consequences are posted on a chart in every classroom and are explicitly taught to students. There is a color that corresponds with each consequence so students can see at all times what their behavior is.

“Green” means that the student consistently exemplified DRIVE values during the instructional day. “Green” is the daily starting point for all students. “Gold” behavior means a student has gone above and beyond that day. This is what we expect of all our students. If a student makes a choice that is not aligned with the school’s expectations, the teacher will move the student’s clip down on the color chart. The chart below provides a description of how the color chart system will be implemented in every K-2 classroom.

Level	Action/Consequence	Color	Description
1	Exemplary behavior	Gold	Student shows exemplary DRIVE core values in their actions, language and/or behaviors.
1	Good behavior	Green	The student consistently showed DRIVE values during the instructional day.
2	First Warning	Yellow	Teacher has given an official warning to student as a reminder that he/she is not meeting the expectations of the classroom. Consequently the student’s clip is moved to yellow of the clip chart.
3	Cool down in classroom	Orange	Student has had two warnings and needs to be away from teammates in order to reset or cool down in the classroom. Classroom cool downs should not take more than five (5) minutes. When students are cooling down, they will sit in a designated seat and are expected to keep their bottoms in the chair, lace their fingers, and sit silently until their teacher calls them back to rejoin the team.
4	Conference and call home	Red	Student has not shown appropriate behavior and has failed to get “back on track” independently. Student automatically moves to red if he or she display a severe misbehavior (this would include any instance of physical aggression such as hitting, splitting, etc.). Student will be required to conference with either the Head of School or the Dean of Culture. These conferences are quick and direct and followed by an immediate call home. This may result in future loss of privileges (community celebrations, enrichment time, etc.).
5	Student is sent home		The student has been removed from class at least two times and his/her behavior continues to be a significant disruption to the learning environment. The Head of School or Dean of Culture will reach out to a family member so that the student can be picked up from school immediately.

Intermediate Academy (3rd – 5th Grade)

³ Dweck, Carol S. *Mindset*. London: Robinson, 2012. Print.



Behavior Management Procedure. In the Intermediate Academy, the main differences in the use of the color chart are twofold: (1) The chart resets every morning (students start on Green) but does not reset at after lunch. We expect our Intermediate students to have increased stamina at this point and require fewer redirections to stay on task. (2) The visual tracker transitions from a behavior stick to the board in the front of the classroom. Teachers may have students move their own color to build ownership over behavior.

DRIVE Reports. Through behavior reports compiled and produced through the Dean's List program, parents receive weekly reports concerning their students' behaviors. These reports also include tracking of student attendance and tardiness as well as current grades in courses. Parents receive these reports Friday afternoons and return to Circle City Prep Monday mornings via their student's Take Home Binder.

Reinforced Positive Behaviors. See **Figure 12.1** for examples.

Incentives. In addition to incentives outlined in our Lower Academy, we increase opportunities for student leadership and self-determination. Examples of such opportunities include earning the privilege to mentor or read to a buddy in the Lower Academy.

Infractions and Consequences. Similar to the Lower Academy, if a student commits a minor offense, they will receive a warning, and have their color changed once. Multiple minor offenses that lead to color change to red lead to a serious infraction. Some examples of minor offenses include:

- Failure to comply with school behavior expectations
- Failure to follow directions
- Being in unauthorized area/not having hall pass
- Having unauthorized food, gun, etc.
- Refusal to complete academic work

Upper Academy (6th – 8th Grade)⁴

Behavior Management Procedure. In the Upper Academy, Circle City Prep moves to a merit/demerit paycheck-based behavior system. In order to help students abide by the DRIVE core values, each student starting in grade 6 will have a DRIVING Record. Merits and Demerits are tracked on a teacher clip board in every class and entered by a member of our operations team to the Dean's List at the end of the day, but there is no visual tracking for students.

DRIVING Record. The DRIVING record is a cumulative paycheck through which students gain and earn points on. Those points are totaled at the end of every week for parents to review and sign. Additionally, students are expected to complete a weekly reflection form on their merit/demerit paycheck.

Reinforced Positive Behaviors. Students may receive "merits," positive points, on their DRIVING Records when exceeding expectations. Such behavior include, but are not limited to, picking up trash without being asked (Integrity), actively participating in classroom community (Enthusiasm), or working hard even when they are struggling (Determination).

⁴ Our merit/demerit system is an iteration of the discipline system at Excel Academy Charter Schools in Boston, MA. We greatly appreciate the work by high-performing schools before us to allowing us to adopt and adapt them at Circle City Prep.



Incentives. Merits will be considered for school-wide benefits, such as school-wide auctions, school store purchases, etc. Points are also averaged over time, and those averages are considered when determining whether a student can attend field trips or other outside school events.

License to DRIVE: In our Upper Academy, we intentionally create space and opportunity for increased student ownership and choice as it relates to their schedules and responsibilities. These freedoms, however, must be earned over time by showing our DRIVE core values. As such, points on student's DRIVING records are cumulative over time. At various markers, students are awarded specific privileges (denoted by markers on their student ideas carried on their person at all times, similar to a Driver's License). For example, after 1000 points, students are able to wear a college t-shirt on Friday, rather than their uniform top. After 2000 points, students are able to freely access the student lounge, a room with comfortable chairs and couches, during their lunch break. If the student abuses this freedom, their privilege is taken away, they have a coaching conversation with their advisor to create a plan on how to earn back this marker on their License to DRIVE.

Infractions and Consequences. A student can be assigned a demerit for a rule infraction. Any student earning more than 2 demerits in the course of a class will be sent to the Head of School or the Dean of Culture. Additionally, any double-demerits awarded for gross indiscretions, such as gross disrespect to staff or other students, results in the student being sent to the Head of School immediately.

At any point of the week that the student's DRIVING Record dips below 50 points, he or she loses lunch privileges, and may not eat with their peers. The student also earns Friday detention if the paycheck dips below a 75-point average by Friday. Detentions are served from 2:00-4:00pm on Fridays; parents will be notified prior to the day of the detention, or by 12:00pm on Fridays.

Suspension and Expulsion.

Suspension. To create and maintain a safe, supportive, fair, and consistent school community and culture, Circle City Prep will suspend students from school when there are serious breaches in discipline policies. The Head of School or the Dean of Culture approves suspensions for one to three days. The Head of School must decide suspension of a greater length after discussion with the school's staff. The Board of Directors will be notified of all suspensions longer than three days. In all cases, parents or guardians will be informed of a suspension and will be required to attend a conference to address the behavioral concern before the student can return to school.

Causes for student suspension include, but are not limited to:

- Fighting, hitting, or physical aggression toward another student
- Bullying another student
- Physical aggression towards a teacher, staff member, or other adult at school
- Inappropriately touching other students after a warning from an adult (private areas etc.)
- Taking or attempting to take money or property from another student or adult
- Constant disruptive behavior or continued and willful disobedience
- Excessive disrespect
- Habitually coming to school unprepared
- Harassment or violent threats
- Open defiance of authority
- Willfully causing or attempting to cause defacement or substantial damage to school property



- Failure of the parent to attend a mandatory parent conference
- Other misbehaviors identified at the discretion of the school and leadership

Expulsions. Expulsion will only take place after the student and the student’s parents are given notice of their right to appear at an expulsion meeting either in person or through certified mail. Indiana law (Indiana Code – Section 20-33-8-19) provides the Head of School with the authority to expel students without Board involvement for the following behaviors (Indiana Code – Section 20-33-8-14): student misconduct and substantial disobedience. Specifically, we consider the following offenses to warrant consideration for expulsion: 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; and Possession, use, or distribution of illegal or unauthorized prescription drugs.

Discipline and Special Education Students

All students are expected to meet the requirements for behavior as set forth in this handbook. In addition to those due process protections afforded to all students, the Individuals with Disabilities Education Act and related regulations require that additional provisions be made for students who have been found eligible for special education services or who the school knows or has reason to know might be eligible for such services. Students who have been found to have a disability that impacts upon a major life activity, as defined under section 504 of the Rehabilitation Act, are, generally, also entitled to increased procedural protections prior to imposing discipline that will result in the student’s removal for more than ten (10) consecutive school days or where there is a pattern of short term removals exceeding ten (10) school days in a given year. The following additional requirements apply to the discipline of students with disabilities.

1. The IEP of every student eligible for special education or related services shall indicate whether the student can be expected to meet the regular discipline code of the school or whether the code should be modified to address the student’s individual needs.
2. Students with disabilities may be excluded from their programs for up to ten (10) school days to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from his/her program for more than ten (10) school days in a given school year or subjected to a pattern of removal constituting a “change of placement,” building administrators, the parent(s)/guardian(s) and relevant members of the student’s IEP or 504 Team will meet to determine the relationship between the student’s disability and behavior (Manifestation Determination Review). In most instances, during disciplinary suspensions exceeding ten (10) school days in a single school year, the student shall have the right to the received services identified as necessary by the Team to provide him/her with a free appropriate public education during the period of suspension.
3. If the Leadership Team, the parent(s)/guardian(s), and relevant members of the student’s IEP or 504 Team determine that the student’s conduct was not a manifestation of the student’s disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students but will continue to provide a free appropriate public education to those students with IEPs. The student’s IEP or 504 Team will identify the services necessary to provide a free appropriate public education during the period of suspension.
4. If the Leadership Team, the parent(s)/guardian(s) and relevant members of the student’s IEP or 504 Team determine that the conduct giving rise to the disciplinary action was a manifestation of the student’s disability, the student will not be subjected to further removal or suspension from the student’s current educational program based on that conduct. Also, the IEP or 504 Team will review any existing Behavior Intervention Plan or, where appropriate, conduct a Functional Behavioral Assessment, and develop a Behavior Intervention Plan.



5. Under certain special circumstances as defined by federal law, school personnel may place the student in an interim alternative setting for 45 school days, without regard to the manifestation determination. These special circumstances include incidents where the student possesses, uses, sells or solicits illegal drugs, carries or possesses a weapon, or inflicts serious bodily injury while on school premises or at a school function. Otherwise, if the student's continuation in the current placement is substantially likely to cause injury to himself/herself or others the school may request an expedited hearing for an order to place a student in an alternative setting for a period not to exceed 45 days. The school also has the right to seek a court injunction.

Students with Disabilities under Section 504. Students who are not eligible for services under the IDEA, but who have disabilities within the meaning of Section 504 of the Rehabilitation Act are entitled to certain procedural protections associated with Section 504.

Appealing an Expulsion

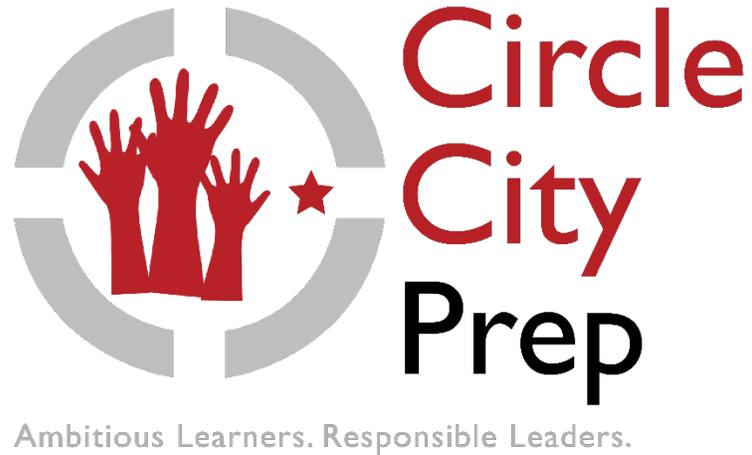
In accordance with Indiana law (Indiana Code – Section 20-33-8-19) once the student and the student's parent(s)/guardian(s) are given notice of expulsion, the parent(s)/guardian(s) may make a written appeal to the Board of Directors within ten (10) days. Such appeal will be heard at the discretion of the Chair of the Board by either the full Board or a Board sub-committee (two or more directors designated by the Chair); in such cases, the guardians will be again notified in writing of the date, time, and place of the meeting that will discuss the appeal. They will be provided an opportunity to speak, should they choose.

The school will record (by tape or other appropriate means) the expulsion hearing and a copy of the hearing will be made available to the student upon request. Notices and proceedings will be translated into the student's/parent's primary language if necessary for their understand of the proceedings. A student or a student's parent who fail to appear at an expulsion meeting after receiving notice of this right forfeits all rights to contest and appeal the expulsion.

The action of the School Governing Board of Directors within the appeals process is final. School expulsion is for maximum of one year.

Parent Notification of Discipline Policies

Upon enrollment, the Head of School and/or other members of the Leadership Team will conduct a Home Visit for each student. These Home Visits affords us the opportunity to begin to build relationships with parents and families and align around the culture and expectations of our school prior to the first day of school. During Home Visits, parent(s)/guardian(s) will receive our Student and Family Handbook which will include school policies and procedures, student code of conduct, and general information. After reviewing the Handbook, where we highlight our discipline policy, parents are asked to sign an "Acknowledgement of Receipt" noting that they have received a copy of the Student and Family Handbook and have familiarized themselves with its contents. We also will hold Annual Family Orientations each year prior to the start of school. Included in the Family Orientation is dissemination of the Student and Family Handbook and all families sign that they have received the Handbook.



Attachment 13

Evidence of Support



Letters of Support for Circle City Prep¹

1. Miriam Acevedo Davis, *President & CEO, La Plaza*
2. Lade Akande, *Director of College Counseling, University High School*
3. Larry Baker, *Education Specialist, Fathers and Families Center*
4. Scott Bess, *President and Chief Officer, Goodwill Education Initiatives, Inc.*
5. Marcie Brown Carter, *Director, Network for Quality Education*
6. Dr. Mark Forner, *Principal, Indianapolis Metropolitan High School*
7. Matthew Caito, *Chief Administrative Officer/EVP, Caito Food Services, Inc.*
8. Charlie Friedman, *Founder and Executive Director, Nashville Classical Charter School*
9. Mike Halstead, *President, HALSTEAD architects*
10. Robert Kizer, *President and CEO, Starfish Initiative*
11. Kyle Lanham, *Vice President and Chief Advancement Officer, Goodwill Industries Foundation*
12. Sargent Brad Millikan, *East District Supervisor, Indianapolis Metropolitan Police Department*
13. Katherine Myers, *Executive Director & Principal, Great Lakes Academy*
14. Patrick O'Donnell, *Vice President of National Development, Teach For America*
15. Anna Rost Watson, *Regional Director, American Honors*
16. Rebecca Thompson Boyle, *Executive Director, Teach For America - Indianapolis*
17. Dennis Trinkle, *CEO, College Mentors for Kids, Inc.*
18. Greg VanSlambrook, *Principal, Brebeuf Jesuit High School*
19. Susan Walsh, *Senior Director, Building Excellent Schools*
20. Stephanie Zircher, *Director of Strategic Initiatives, Nextech*

¹ Over 175 Signatures of Support are available upon request.



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February 23, 2016

Mr. Ahmed Young
Office of Education Innovation
City of Indianapolis, Office of the Mayor
2501 City-County Building
200 E. Washington Street
Indianapolis, IN 46204

Dear Mr. Young,

It is with great enthusiasm that I write this letter to support Megan Murphy's charter application for the Circle City Prep school. As an organization committed to strengthening Latino families in Indianapolis, we are writing to support the proposal to develop Circle City Prep on the Far Eastside of Indianapolis.

The city of Indianapolis and in particular the Far Eastside would greatly benefit from a charter school that focuses on a rigorous academic program, high behavioral and academic standards, and character development. Circle City Prep's mission is to prepare students to be on a path to college and a life of opportunity; a path too frequently closed off to Latino and immigrant families in Indianapolis. Through our work with families on the Far Eastside, we know parents are eager to have a high performing K-8 option where their children are both expected and supported to achieve.

I first worked with Megan Murphy, Lead Founder and proposed Head of School, through her work with Teach For America where she supported and developed educators across our city serving low-income communities. I was, and continue to be very impressed with her commitment and drive to build a school where all families are welcome and feel a part of the school community. The academic design of Circle City Prep is based on research-based best practices from the highest performing charter schools in the nation and is focused on addressing the local needs of our students and to prepare them to achieve at high academic standards.

La Plaza strongly supports Circle City Prep's application and hope that you will authorize them to move forward to establish their school so that the Far Eastside's most undeserved children can benefit from the excellent education. We look forward to working with Circle City Prep in the future around enrollment, community outreach, and opportunities for their students and families.

Sincerely,

Miriam Acevedo Davis
President & CEO

UNIVERSITY HIGH SCHOOL

O F I N D I A N A

March 4, 2016

Director of College Counseling
University High School of Indiana
2825 West 116th Street, Carmel, IN 46032

Dear Indiana Charter School Board,

My name is Lade Akande and I currently serve as Director of College Counseling at University High School of Indiana, a private, college-preparatory high school located in Carmel, Indiana. At University, all courses are taught at the honors level and include alternative learning experiences during our January Term and a year-long commitment to student-led service opportunities during our Year of Service student philanthropy program. We have achieved a 100% college acceptance rate for the entire fifteen years of our school's existence, and that is accomplished through a combination of excellent teachers, dedicated mentors, a well-rounded and diverse staff and established community partnerships.

Prior to my role at University High School, I served as the College Success Coordinator for the Center for Leadership Development (CLD), a nonprofit, community-based organization that fosters the advancement of African American youth to become future business and community leaders in Central Indiana. In its forty-eight years of existence, CLD has provided college and career access to more than 40,000 Indianapolis students from over 270 different high schools, providing up to 40 scholarships per year to students who have completed flagship programs of the organization and display five character traits for success: character development, educational excellence, leadership effectiveness, career achievement, and community service. Besides strong academic and extracurricular profiles, CLD and their college partners understand that these character traits are ultimately what build the resiliency needed to not only be accepted to college, but to graduate on-time. My role as College Success Coordinator was to work with CLD college freshman to ensure successful matriculation and on-time graduation.

I began my career in education as an Admission Counselor for Butler University, where I recruited mostly in Indianapolis Public Schools. Having worked closely with almost every public high school in Indianapolis, and now through my experience working for a reputable private high school, I have been able to witness first-hand the challenges that under-resourced schools face when it comes to college advising, as well as how successful this process can be for students who attend a school where college readiness and acceptance is placed at the forefront of their mission. That is why when Megan Murphy shared with me the mission for Circle City Preparatory Charter School, I was in full support of her vision and effort to create an institution that begins the college counseling process in elementary school, which is especially crucial for students who may come from backgrounds that lack higher education attainment.

UNIVERSITY HIGH SCHOOL

O F I N D I A N A

Being a college advising and access professional of seven years, I fully support the efforts of Megan Murphy and the founding board of Circle City Prep in establishing a charter school in Indianapolis. Megan brings with her extensive experience in many aspects of education, including teaching, coaching, management, and leadership, all of which qualify her to work collaboratively with educators to ensure that all aspects of the school community are being considered, nurtured, and most importantly, that students are being set up for success.

The school model for Circle City Prep includes the key factors that contribute not only to college acceptance, but also for college graduation. Literacy instruction, small student-to-teacher ratios, cognitively guided math instruction, professional development for teachers, and an extended school day will have direct impact on students who are determined to set a strong foundation for a successful secondary and postsecondary experience. The particular focus on blending classroom subjects for an integrated learning experience shows clear insight as to the comprehensive learning approach that must be established early so that students are prepared to think critically, write effectively, and use analytical reasoning and problem solving skills, which will better equip students to be successful in the classroom and in standardized testing required for college admission and scholarships.

Trends in education have shown that many students get into college, but few actually end up graduating on-time. Besides building a strong academic profile, Circle City Prep will take a holistic approach on building character, teaching lessons in resiliency, emphasizing commitment to service, and engaging the school and local community to best position students to become well-rounded, self-sufficient, empathic human beings.

Indianapolis has a history of failing high schools, which is why the charter school movement is a great option for families who are looking to take a more active role in their child's education. Being located on the far-east side of Indianapolis, Circle City Preparatory Charter School will give families the option and opportunity to begin the college process as early as kindergarten, best positioning the students and their families to enter the college admission process feeling fully and holistically prepared.

In closing, I enthusiastically support the efforts of Megan Murphy and her Board of Directors in the establishment of Circle City Preparatory Charter School and believe that the school's mission of excellence in academic instruction and career development will empower students to become lifelong learners and leaders in their immediate communities. I am happy to discuss any other information that may be needed and can be contacted by email at lakande@universityhighschool.org or by phone at 317.409.1116.

Sincerely,



Lade Akande

Director of College Counseling

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Mission: *To build a noble legacy of fatherhood – improving the life chances of children by assisting young fathers in achieving self-sufficiency and in strengthening parental involvement.*



March 4, 2016

Education Specialist
Fathers & Families Center
2835 North Illinois Street 46208

Dear Indiana Charter School Board,

This letter is in support of Circle City Prep, as they seek to operate under charter guidelines to serve families in the Far Eastside of Indianapolis. I represent a family social service agency dedicated to the life outcomes of children. Fathers & Families Center strives to empower families; and specifically young men as fathers, to step up to build a noble legacy of parenthood. Circle City Prep has aligned their focus within the operating radius of our eastside office near 38th & Mithoeffer Road. The agency has high regard for the opportunities that can arise from quality educational structures that Circle City Prep would provide.

My personal commitment as a secondary educator and adult educator resonates with the Circle City Prep charge to promote high quality education for all students. I am personally intrigued and motivated to support the mission of Circle City Prep as they look to initiate their enrollment in the very critical confines of the Far Eastside. The families we serve need the direction of a rigorous, college preparatory program geared toward early access to literature and reasoning skills. The aim of Circle City Prep will approach these areas of academic content and address the needs of the community through their assertive partnerships approach.

As an education community member of Indianapolis, I support the efforts of Megan Murphy and the founding board of Circle City Prep in establishing this charter school for Indianapolis. Megan Murphy, the proposed school leader, brings with her extensive educational experience and leadership necessary for the successful implementation of a charter school, having experience as a teacher, grade-team lead, instructional coach, and school leadership, having most recently worked as the Director of Teacher Leadership Development at Teach For America Indianapolis. She is a proponent for blended learning in literacy and math, cognitively guided math instruction, and rigorous teacher development

There is a definite need for more high-quality charter schools in Indianapolis on the Far Eastside. Circle City Prep stands out as being poised for the unique challenge with solid leadership and a supportive group of board members devoted to the prosperity of families.

Yours truly,

Larry J. Baker

A handwritten signature in cursive script that reads "Larry Baker".

Education Specialist



**Goodwill
Education Initiatives, Inc.**

February 26, 2016

Dear Members of the Indiana Charter School Board,

Goodwill Education Initiatives, Inc. (GEI) is pleased to provide a letter of support for Circle City Preparatory Charter School to establish a new K-8 charter school on the east side of Indianapolis.

GEI is the largest charter school operator in Indiana and operates twelve (12) charter schools in Central Indiana which support the mission of Goodwill Industries of Central Indiana, Inc. to improve the education, skills, employability, and economic self-sufficiency of adults and the future employability of young people.

We strongly support Circle City Prep's commitment and belief that every child can and will succeed when given a rigorous, college preparatory education regardless of their socioeconomic background, race, zip code, or home life. We agree that the path to college and a life of opportunity begins with education. Through Goodwill's charter schools, retail operations, and numerous mission initiatives, we understand that the east side of Indianapolis is in an area of prominent need for high quality education options. We also know that education is a key component to breaking the cycle of poverty and creating a path towards lifelong success.

At GEI, through INIschools, we plan to offer Circle City Prep to leverage our administrative capacity. This includes access to top-level bookkeeping and accounting services, state reporting and compliance, and special education services. Through this capacity, we look forward to working with Megan Murphy and Circle City Prep as it works to improve the educational landscape for all students across the city.

Sincerely,

Scott Bess

President and Chief Operating Officer, Goodwill Education Initiatives, Inc.
Senior Vice President, Mission and Education Initiatives, Goodwill Industries of Central Indiana, Inc.



February 19, 2016

Mr. Karega Rausch, Chairman
Indiana Charter School Board
143 West Market Street, Suite 300
Indianapolis, IN 46204

Dear Indiana Charter School Board,

I write to you on behalf of the Network for Quality Education (NQE), Indiana's new charter school association. NQE exists to support member schools in their quest to better serve their students and families and to reach ever higher in academic and operational quality. I can endorse Megan Murphy's commitment to operating a school that will seek to provide the highest-quality education for all students.

NQE seeks to assist members through communications, educational programming, and services that will ensure charter school leaders can better focus on their academic missions and achieve greater academic outcomes for their students. As an organization supporting the growth of new high-quality schools across Indiana, NQE supports the efforts of Megan Murphy and the founding board of Circle City Prep in establishing a charter school in Indianapolis.

Megan Murphy, the proposed school leader, brings with her extensive educational experience and leadership necessary for the successful implementation of a charter school, having experience as a teacher, grade-team lead, instructional coach, and school leadership, having most recently worked as the Director of Teacher Leadership Development at Teach For America Indianapolis.

Ms. Murphy has taken a serious approach to getting to know the community in which she intends to locate her school, which can be an underappreciated component that supports a school's success. She has also participated in NQE's school support offerings, demonstrating an eagerness to learn about service options that could benefit her school, as well as to take part in educational opportunities to enhance her own readiness to lead a school, and in which to get to know her charter school colleagues.

Indiana's students are ever in need of more high-quality educational options, and Ms. Murphy has demonstrated that she takes the responsibility to open the highest quality school very seriously. I hope the board gives the school's application a favorable review.

Sincerely,

A handwritten signature in black ink that reads "Marcie A. Brown Carter". The signature is written in a cursive style.

Marcie A. Brown Carter
Director,
Network for Quality Education

March 7, 2016

Dr. Mark Forner

Principal

Indianapolis Metropolitan High School

1635 W. Michigan Street, Indianapolis IN, 46222

Dear Indiana Charter School Board,

As Principal of Indianapolis Metropolitan High School, I support the efforts of Megan Murphy and the founding board of Circle City Prep in establishing a charter school in Indianapolis. There are students in Indianapolis today who still do not have access to a highly effective school in their neighborhood. It is imperative every student in our city have this opportunity. Only when this is accomplished, will all students in Indianapolis have the same opportunities at future success. I believe Circle City Prep can help accomplish this imperative.

Megan Murphy, the proposed school leader, brings with her extensive educational experience and leadership necessary for the successful implementation of a charter school, having experience as a teacher, grade-team lead, instructional coach, and school leadership, having most recently worked as the Director of Teacher Leadership Development at Teach For America Indianapolis.

As Principal of Indianapolis Metropolitan High School, we strive to prepare our students for what comes next by helping each of our students meet their potential. Too often, students enter our school as freshmen, or an upperclassman, already well behind many of their peers in Indianapolis and the surrounding communities. Many of these gaps are due to a weak foundation in literacy. Some students are reading more than three grade levels behind their peers and national benchmarks. This presents a significant challenge for the students to be able to read, comprehend, and analyze grade level and college level texts, which is a requirement for graduation qualifying examinations like ISTEP and English 10 ECA. Students with literacy gaps also struggle with college entrance assessments like the ACT and SAT. It is for these reasons why we are particularly excited about Circle City Prep's commitment to a focus on literacy and college beginning in kindergarten. When Circle City Prep grows to the point of graduating 8th graders, we will be excited to help those students continue to chase their college dreams and ultimately success in the real world.

I strongly support Circle City Prep's application and hope that their school will be authorized to move forward to provide students more students in Indianapolis, specifically the far eastside community, with the opportunity to attain an excellent education.

Sincerely,



Dr. Mark Forner

Principal

Indianapolis Metropolitan High School



WWW.CAITOFOODS.COM

March 11, 2016

Indiana Charter School Board
143 West Market Street, Suite 300
Indianapolis IN 46204

Dear Indiana Charter School Board Members,

I am writing this letter in support of the proposed **Circle City Preparatory Charter School** that is under consideration for the Far Eastside of Indianapolis.

As a major private employer in Indianapolis, I can personally attest to the need for a sustained commitment to high-quality education throughout Central Indiana, and in particular, in the eastern suburbs of Indianapolis. Unfortunately, many of the families in this area deal with systematic and multi-generation poverty that will continue unless they and their children are able to benefit from more engaging educational opportunities that stress personal development and responsibility.

I have met with **Megan Murphy** (Lead Founder of Circle City Preparatory Charter School) and am impressed by her passion and commitment to fostering college-track education in this area. She knows this area well and has a comprehensive plan to make a *real* difference locally by challenging students to develop superior skills in literacy, mathematics, and science. I am also impressed with her plans to develop the teachers by focusing on their continued personal and professional development.

Please accept and consider this letter of support. Our community and our children need more opportunities like this.

Sincere regards,

A handwritten signature in blue ink, appearing to read "Matthew Caito".

Matthew Caito
Caito Foods Service, Inc.
caitoma@caitofoods.com

CORPORATE HEADQUARTERS
3120 North Post Road
Indianapolis, IN 46226
317-897-2009

INDIANA DISTRIBUTION CENTER
8735 East 33rd Street
Indianapolis, IN 46226
317-897-2009

OHIO DISTRIBUTION CENTER
500 Enterprise Drive
Newcomerstown, OH 43832
740-492-0595

FLORIDA DISTRIBUTION CENTER
5300 Great Oak Drive
Lakeland, FL 33815
317-897-2009



Dear Indiana Charter School Board,

I am writing this letter in support of Circle City Prep, a proposed K-8 college preparatory school for the students and families of the Far Eastside of Indianapolis.

As current Head of School of Nashville Classical Charter School in Nashville, TN and a former Building Excellent School Fellow, I can attest to the power and opportunity a strong, college prep elementary experience can afford students. In our 3rd year, now educating 232 Kindergarten through grade 2 students, we are seeing what is possible when students are given the extended time and targeted instruction in the foundations of math and literacy, similar to the program Circle City Prep is proposing to open. At the end of our 2nd year, our kindergarten scholars achieved scores in the 92nd National Percentile. Our school serves a population that is more than 75% minority and more than 70% low-income. Every day, our students prove what is possible.

I first met Megan Murphy, proposed Head of School, in 2013. Ms. Murphy, having taken a personal day from work, drove to Nashville from Indianapolis to learn more about our school and our academic program and take back our best practices to her work in Indianapolis. At that point, I knew Ms. Murphy was committed to more than her own professional growth. She wanted to bring academic excellence to her hometown.

Since that point and due to her participation in the Building Excellent Schools Fellowship, Ms. Murphy has visited our school 4 separate times. She has observed teachers, shadowed our Dean, and participated in our Family Math nights. We are excited to continue to support and development Ms. Murphy and the Circle City Prep team in the coming years as partners in this work.

Again, I support Circle City Prep as a new educational option in Indianapolis. It is my hope and desire that the school should be granted a charter and have the opportunity to welcome their first class of Kindergarten and 1st grade students in the fall of 2017.

Sincerely,

A handwritten signature in black ink that reads "Ch. M. Fridman". The signature is written in a cursive, flowing style.

HALSTEADarchitects

ARCHITECTURE

HALSTEAD ARCHITECTS
INDIANAPOLIS

HALSTEAD ARCHITECTS
MARION

PLANNING

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TEL: 317.684.1431 FAX: 317.684.1433

207 SOUTH WASHINGTON STREET | MARION, INDIANA 46203
TEL: 765.662.9372 FAX: 765.662.9376

INTERIORS

PRESERVATION

NET: www.halstead-architects.com

NET: www.halstead-architects.com

February 25, 2016
Michael W. Halstead, President
Halstead Architects
1139 Shelby Street
Indianapolis, Indiana 46203

Dear Indiana Charter School Board,

I am an architect in Indianapolis and our firm has specialized in working for community-based not-for-profits for nearly 23 years. During that time we have worked on several charter school projects including the Indianapolis Lighthouse Charter Schools and the ACE Preparatory Academy which opens this summer. I am a product of public schools in Indiana, Bloomington North High School and Ball State University, and I believe that quality education for all students is a fundamental right and is the basis for my success.

As a business and community leader of Indianapolis, I support the efforts of Megan Murphy and the founding board of Circle City Prep in establishing a charter school in Indianapolis. Megan Murphy, the proposed school leader, brings with her the extensive educational experience and leadership necessary for the successful implementation of a charter school, having experience as a teacher, grade-team lead, instructional coach, and school leadership, having most recently worked as the Director of Teacher Leadership Development at Teach For America Indianapolis. Her vast experience is vital to the implementation of daily literacy instruction, two teachers per classroom, blended learning in literacy and math, an extended school day and year. With rigorous teacher development and 34 dedicated professional development days per year the classroom will become a communal learning environment.

There can be no question that quality education, and quality charter schools, is a necessity in Indianapolis and I wish to reaffirm my support for Circle City Prep.

Sincerely,



Michael W. Halstead, President
HALSTEAD architects



March 7, 2016

Dear Indiana Charter School Board,

As President of Starfish Initiative, I support the efforts of Megan Murphy and the founding board of Circle City Prep in establishing a charter school in Indianapolis. There are students in Indianapolis today who still do not have access to a highly effective school in their neighborhood. It is imperative every student in our city have this opportunity. Only when this is accomplished, will all students in Indianapolis have the same opportunities at future success. I believe Circle City Prep can help accomplish this imperative.

Megan Murphy, the proposed school leader, brings with her extensive educational experience and leadership necessary for the successful implementation of a charter school, having experience as a teacher, grade-team lead, instructional coach, and school leadership, having most recently worked as the Director of Teacher Leadership Development at Teach for America Indianapolis.

At Starfish Initiative, we inspire, encourage, and prepare promising, economically disadvantaged students for college and career success. We do this through creating a unique and extensive mentoring partnership between incoming high school freshmen and successful adults who can help show the students the path to college and career success. Through our work, we have seen students with a strong educational foundation established by their elementary and middle school be more successful in persisting through high school, into college, and ultimately to college graduation and a successful career. We believe in the commitment Circle City Prep is making towards literacy. Being able to read, comprehend, analyze, and respond intelligently and appropriately is essential in the 21st century economy. We look forward to having applicants from Circle City Prep to our mentoring program very soon!

I strongly support Circle City Prep's application and hope that their school will be authorized to move forward to provide students more students in Indianapolis, specifically the far eastside community, with the opportunity to attain an excellent education.

Sincerely,

Robert Kizer
President and CEO
Starfish Initiative
6958 Hillside Court
Indianapolis, IN 46250



**Goodwill Industries
Foundation of Central
Indiana, Inc.**

1635 West Michigan Street
Indianapolis, Indiana 46222-3852
Phone: (317) 524-4313
Fax: (317) 524-GIFT (4438)
www.goodwillindy.org/foundation

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March 14, 2016

Indiana Charter School Board
143 West Market Street, Suite 300,
Indianapolis, IN 46204

Dear Sirs and Mesdames:

I am the Vice President of Community Engagement and Chief Advancement Officer at Goodwill Industries of Central Indiana. As the operator of several charter schools, we believe that first-class education should be available to all students in the State of Indiana, and that charter schools are an excellent way to deliver that education.

I support, personally and financially, the efforts of Megan Murphy and the founding board of Circle City Prep in establishing a charter school in Indianapolis. Megan, the proposed school leader, is an outstanding young woman who brings with her extensive educational experience and leadership necessary for the successful implementation of a charter school. She has been a teacher, grade-team lead, instructional coach, and played a significant role in school leadership, having most recently worked as the Director of Teacher Leadership Development at Teach For America Indianapolis.

I believe Circle City Prep's school model can be particularly effective for students in the far east side. I'm particularly enthusiastic about the school's model:

- 240 minutes of literacy instruction daily (120 in traditional schools)
- Two teachers per classroom during literacy block (1 in traditional schools)
- Blended learning in literacy and math
- Cognitively guided math instruction
- Rigorous teacher development with 34 dedicated PD days per year (9-11 in traditional schools)
- Extended day and school year

Indiana should be proud of its progressive record in granting and sustaining charter schools. I am confident that in a few short years, Megan will make Circle City Prep a jewel in the crown of our city's charter school system.

I hope you will give Circle City Prep's application every consideration.

Very truly yours,

Kyle E. Lanham,
Vice President and Chief Advancement Officer

KEL/bhh

Troy Riggs, Chief of Police
50 North Alabama Street
Indianapolis, IN 46204



Indianapolis Metropolitan
Police Department
City of Indianapolis

February 21, 2016

Sgt. Brad Millikan

IMPD East District

201 N. Shadeland Ave.

Dear Indiana Charter School Board,

I am an Indianapolis Metropolitan Police Department operations supervisor, assigned to East District, middle shift.

During the course of my daily activities I see, firsthand, the importance of quality education and the negative effects due to the lack thereof. I believe that criminal activity directly correlates with a subpar education.

As an eighteen year police veteran in the community, I support the efforts of Megan Murphy and the founding board of Circle City Prep in establishing a charter school in Indianapolis.

I have recently met with Ms. Murphy and spoke discussed her vision for the implementation of a charter school. Her passion for education, coupled with her extensive experience, is inspiring and ensures that the opportunity for the school's success is very promising.

The school's model has identified several possible deficiencies in education today and will address them with added literacy instruction, a lower student to teacher ratio, teacher development and an extended school year.

As a public safety official, I have a personal stake in the benefits of additional high-quality charter schools on the far eastside of Indianapolis. I am certain that Megan Murphy and Circle City Prep will not only provide this type of education, but it will help lower the crime and

Troy Riggs, Chief of Police
50 North Alabama Street
Indianapolis, IN 46204



Indianapolis Metropolitan
Police Department
City of Indianapolis

poverty rates in the city as well as increase the quality of life for citizens in the area, not only those fortunate enough to attend the school.

Respectfully,

A handwritten signature in cursive script that reads "Sgt. Brad Millikan".

Sgt. Brad Millikan

East District Supervisor



GREAT LAKES ACADEMY
CHARTER SCHOOL

February 23, 2016

Dear Indiana Charter School Board,

I am writing this letter in support of Circle City Prep, a proposed K-8 charter school for Indianapolis, IN. I had the pleasure of working with Lead Founder, Megan Murphy, during her Leadership Residency through BES here at Great Lakes Academy (a charter school located on the Southeast side of Chicago, IL).

Great Lakes Academy is a second year charter school in Chicago which oversaw exceptionally student growth in its first year. While approximately 10% of its entering kindergarten class was performing on grade level in math and reading, over 85% of students were performing on grade level in math and reading by the end of its first year.

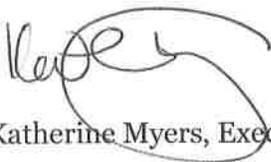
Providing students with more time in the classroom, using data to drive instruction, supporting and developing teachers every day, focusing on literacy and math foundations, and building a fiercely positive culture are just a few of Circle City Prep's features that will build a foundation of success with its students. I was impressed by Megan's commitment and passion to the mission and vision of Circle City Prep and building a school that redefined academic excellence in Indianapolis.

But more important than any of the individual aspects of Circle City Prep's design, the leadership of Circle City Prep has a clear focus on ensuring all children receive a rigorous college-prep education that prepares them for academic success starting at a very young age.

Ms. Murphy is an experienced educator, with experience as a teacher, curriculum developer, and teacher coach, and her abilities were a true asset to Great Lakes Academy during her month here. I have no doubt based on my time working with Ms. Murphy that she will be a relentless, high quality leader capable of leading her school, staff, and students to high levels of success.

It is a privilege to support Circle City Prep's application to the Indiana Charter School Board.

Sincerely,



Katherine Myers, Executive Director & Principal

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

March 9, 2016

Dear Indiana Charter School Board,

As the former Executive Director of Teach For America – Indianapolis, I have had the privilege of working with numerous school leaders and advocates for education reform across the city, both charter and traditional district. I am thrilled to convey my support for Circle City Prep and Lead Founder, Megan Murphy.

In my role as Executive Director, I led the expansion of Teach For America’s organization in Indianapolis. During that time, my team grew our network from 250 to 500 corps members and alumni, tripled the diversity of our teaching corps from 12% to 35% people of color, and increased the number of alumni school leaders from 3 to 25 in just three years. To fuel this expansion, we built strong relationships with the philanthropic community in Indianapolis and raised \$14.5M in private and public funding over three years.

Indianapolis has made incredible strides in education; however, one thing remains true – students in Indianapolis deserve transformational public educational opportunities and there is a lot more work to be done. Ms. Murphy, who I had the opportunity to hire and work closely with in my last year with Teach For America – Indianapolis and who remains a close professional colleague in this work, brings much needed knowledge and skill to the Head of School position and an unfaltering passion for her hometown of Indianapolis, Indiana.

Ms. Murphy is a passionate and skilled coach of teachers, evidenced through her incredible work directly coaching over 40 teachers in both traditional district and charter schools in Center Township. With her support, 10 percent of her teachers were named Teachers of the Year at their schools with one educator advancing to the final round of selection for Indianapolis Public School district, the state’s largest public school district. As lifelong educators in low income communities, a number of her teachers have taken on Master Teacher and coaching roles across public schools in Indianapolis. Most recently, three of Ms. Murphy’s former teachers were accepted to the Summer Principal’s Academy at Columbia University. It is clear: Ms. Murphy knows how to support and develop great teachers and to nurture their leadership in service of students who need them the most.

It is my honor to serve on Circle City Prep’s Professional Advisory Council where I will advise Ms. Murphy, and the Board of Directors if requested, around development strategy. I am also thrilled to leverage my personal and professional networks in Indianapolis to support the success of Circle City Prep.

In conclusion, Circle City Prep, a school that is designed at every level to ensure students are on a path to college and life of opportunity, is a much needed option in the city. It brings me great pleasure to ask you to authorize this school.

Sincerely,



Patrick O'Donnell
VP, National Development
Teach For America



AN AMERICORPS PROGRAM

AmericanHonors

March 7, 2016

Dear Indiana Charter School Board,

My name is Anna Watson and I serve as a Regional Director for the American Honors program here in Indiana. I work to help high potential community college students find an alternative, supportive and affordable pathway to their best fit four-year college or university. To do this, we provide best-in-class advising, rigorous courses, community resources along with a collaborative cohort focused on achievement through transfer advising and opportunities.

As a long-time education professional committed to the Hoosier state and my students' post-secondary success, I know it is critically important to invest in high-quality K-12 education for all students. Our students must be able to compete on a national scale as they apply for and work towards, first, their bachelor's degrees and, second, their professional goals. I review hundreds of applications each year from Indiana students and I see far too many bright Indiana students require significant remediation before beginning 100-level college courses.

Given this, I wholeheartedly support the development of Circle City Prep in Indianapolis. I have worked directly with Megan Murphy, the proposed school leader, for several years and can personally attest to her extensive educational experience and leadership skills. She has experience as a teacher, grade-team lead, instructional coach, and school leader, having most recently worked as the Director of Teacher Leadership Development at Teach For America Indianapolis.

In addition to my strong belief in Megan as a leader, the model that Circle City Prep (CCP) proposes includes several aspects that will lead to long-term preparation of Indiana students. In addition to extending the school day and year, CCP will offer twice as much time spent on literacy instruction daily. The school will also blend literacy and math and use cognitively guided math instruction. Finally, the school will focus deeply on the preparation of teachers with 34 dedicated professional development days per year (more than three times as much as traditional schools).

The far eastside of Indianapolis needs a high-quality charter school and Megan is the leader to make this happen. She has the commitment, wisdom and professional experience to put her students first and develop a program that will make their dreams a reality.

All the best,



Anna Rost Watson
Regional Director, American Honors

One day, all children in this nation will have the opportunity to attain an excellent education.



February 22, 2016

Dear Indiana Charter School Board,

As the Executive Director of Teach For America – Indianapolis, I support the efforts of Megan Murphy and the founding board of Circle City Prep in establishing a charter school in Indianapolis. There are students in Indianapolis today who still do not have access to a high quality school in their neighborhood. It is imperative that every student in our city have this opportunity. Only when this is accomplished, will all students in Indianapolis have the same opportunities for future success. I believe Circle City Prep can help accomplish this imperative.

Megan Murphy, the proposed school leader, brings with her the experience and leadership necessary for the successful implementation of a charter school. She has experience as a teacher, grade-team lead, instructional coach, and school leader and most recently worked as the Director of Teacher Leadership Development at Teach For America – Indianapolis.

In my role as Executive Director, I lead Teach For America's local efforts to recruit, select, train, professionally develop, and support highly qualified teachers and leaders in public schools throughout our city's lowest-income communities. Many of our most successful teachers are able to provide students with an excellent education because they receive remarkable support from school leadership. I am impressed with Circle City Prep's commitment to rigorous teacher development given they intend to offer thirty-four dedicated professional development days per year. Compared to only a handful of full development days offered by most schools, I am confident Megan and her team will provide some of the best teacher support in the city.

I strongly support Circle City Prep's application and hope that their school will be authorized to move forward to provide more students in Indianapolis, specifically the far eastside community, with the opportunity to attain an excellent education.

Sincerely,

A handwritten signature in black ink that reads "Rebecca Thompson Boyle". The signature is written in a cursive style.

Rebecca Thompson Boyle
Executive Director
Teach For America - Indianapolis



AN AMERICORPS PROGRAM



February 25, 2016

Dear Indiana Charter School Board:

College Mentors for Kids is an organization committed to connecting college students with the most to give to kids who need it the most. We pair over 2,000 first- through sixth-grade children with 2,300 local college student mentors who help their “little buddies” understand the importance of education, show them the benefits of cultural understanding, and teach them ways to give back to their community. It is my pleasure for College Mentors for Kids to give unwavering support for the approval of Circle City Prep led by founder Megan Murphy.

I had the opportunity to meet with Ms. Murphy as she was engaged in community outreach in the fall of 2015 and was excited by her passion and drive for this work, as well as her deep commitment to the mission of Circle City Prep. We spoke about Circle City Prep and about the strong opportunities a college prep education would provide students on the Far Eastside of Indianapolis. Ensuring students are afforded access to both academically rigorous and culturally rich experiences, Circle City Prep’s mission and vision align with the work of College Mentors for Kids.

The Far Eastside of Indianapolis has a unmet need for a high-expectations, college prep school. Circle City Prep will partner with parents, the community and local nonprofits to build a school that supports families to accomplish their dream for their children; providing them with a high quality education, leading to success in college and a life of opportunity. I believe in the leadership of proposed Head of School Megan Murphy, with her professional experience both teaching and leading in urban schools as well as her Fellowship with Building Excellent Schools.

It is with great enthusiasm that College Mentors for Kids supports the approval of Circle City Prep a college-prep, K-8 school for the Far Eastside of Indianapolis.

Sincerely,

For the kids,

A handwritten signature in black ink that reads "Dennis A. Trinkle". The signature is written in a cursive style.

Dr. Dennis A. Trinkle
CEO, College Mentors for Kids, Inc.

BREBEUF JESUIT

March 2, 2016

Dear Indiana Charter School Board,

This letter is to support the establishment of Circle City Prep as a charter school in Indianapolis. I serve as the Principal of Brebeuf Jesuit Preparatory School, a Catholic and Jesuit school which serves almost 800 students on the north side of Indianapolis.

I have met with Megan Murphy, the proposed school leader for Circle City Prep, who is also an Indianapolis native and an alumna of Brebeuf Jesuit. I have followed her efforts to establish a charter school on the far eastside, and I have been impressed with the quality of the preparation that she and the founding board have brought to the table thus far. Her educational and leadership experience, and the support of the Building Excellent Schools organization, provide an excellent foundation for Circle City Prep to have a great launch toward meeting its ambitious goals for its students.

As an educator and as someone who cares deeply about our city, I have followed closely the charter school movement over the past decade. I find it very encouraging that Indianapolis is a national leader in the development and support of a wide variety of high-quality options for all children. I have read a lot about successful charter schools and have had the opportunity to visit a number of them over the years. I think that the school model for Circle City Prep incorporates many of the lessons that we all have learned in recent years about what works in this context: focus on early literacy, extended day and school year, excellent professional resources, continuous professional development, community engagement, character development, and a relentless and positive focus on the great potential in every student.

As we all know, children on the far eastside of Indianapolis need and deserve more high-quality educational options. I am very hopeful that Circle City Prep will be able to provide that for our children and our city, and I urge you to give them that opportunity by approving their establishment as a charter school.

Thank you,



Greg VanSlambrook

Principal

317 524-7080

gvanslambrook@brebeuf.org

Brebeuf Jesuit Preparatory School

2801 WEST 86th STREET • INDIANAPOLIS, INDIANA • 46268 PHONE 317.524.7050 FAX 317.524.7142 • WWW.BREBEUF.ORG



March 11, 2016

RE: Megan Murphy and Circle City Preparatory Charter School

To Whom It May Concern:

Building Excellent Schools (“BES”) is proud to support the charter application for Circle City Preparatory Charter School (“Circle City Prep”) and the committed leadership of Megan Murphy as Lead Founder and proposed Head of School.

Building Excellent Schools is a highly selective, nationally recognized non-profit whose flagship program, the BES Fellowship, prepares high capacity individuals for urban charter school leadership. We are absolutely confident that Megan has both the capacity and the competencies that are indispensable to the creation and leadership of a high achieving K-8 charter school.

Megan came to the BES Fellowship with strong experience as an elementary school teacher and as a well-respected teacher coach. With BES, she has developed into a school leader that has the professional experiences, unabashed determination, and clear vision that will allow her to be an outstanding school leader. In her visits to and study of high-performing charter schools across the country, her methodical, detail-oriented nature is clear, as is her consistent insights as she breaks down how and why these high achieving schools function at the levels that they do. Further, Megan continues to strengthen her school leadership through the successful completion of extended leadership residences, at both Great Lakes Academy Charter School, a BES school that after one year of operation has been recognized out of 75 schools as number one in math growth for students, and at Nashville Classical Charter School, a BES school that after two years has put nearly 90% of students in the upper quartile of academic performance on nationally normed assessments. These BES schools and their founding leadership, along with others across the BES network, will provide continuing resources to Megan and the Circle City Prep team.

Megan will also benefit from the depth of support which BES provides its BES Fellows. Through our Follow-on Support program, BES will coach and mentor the leadership team at Circle City Prep as under Megan’s leadership it operationalizes the lessons of the BES Fellowship – lessons in leadership, culture, operations, and academic rigor, all through high-touch coaching from BES Director of Leadership Development.

We are honored to work with Megan and have strong confidence that her school leadership and the well-researched components of the public charter school design for Circle City Prep will lead to strong student achievement for the children of Indianapolis.

Respectfully,

Susan L. Walsh

Susan L. Walsh
Building Excellent Schools, Senior Director

March 12, 2016

To Indiana Charter School Board:

Nextech, a non-profit organization dedicated to narrowing the gap in computer related employment, is pleased to announce its support for the development of Circle City Preparatory Charter School. Founded in 2015 with the goal of transforming K-12 students from technology consumers to technology pioneers, Nextech is dedicated to supporting all educational institutions, including high quality charter schools. We believe that charter schools are an excellent mechanism for improving access to technology opportunities by providing flexibility, focusing on student and educator adoption, facilitating creativity, and sharing best practices with other Indiana Schools.

Nextech's (formerly the ExactTarget Foundation) is passionate about developing the next generation of technology pioneers. We are excited about the opportunity to work with the board, founder and the staff of Circle City Preparatory Charter School in order to impact the future of Indiana learners bound for college.

We believe that Circle City Prep will provide additional school choice to the Far Eastside of Indianapolis that focuses on an education for leaders on the path to college. Our early conversations and partnership leaves us excited about continuing the positive impact and adding value to the other Indiana schools that we work with. We look forward to extending these efforts with the board, faculty, teachers and parents of Circle City Prep as they create a charter school that will benefit the students of CCP to become ambitious, powerful learners.

Sincerely,

Stephanie Zircher
Director of Strategic Initiatives
Stephanie@nextech.org



Ambitious Learners. Responsible Leaders.

Attachment 14

Organizational Charts



Attachment 14: Provide an organizational chart for the proposed school at Year 1 and at Full Capacity. The chart should identify all administrative, operational, instructional, and non-instructional personnel, as well as any paraprofessionals or specialty teachers. *Note: Limit attachment to five (5) pages.*

Organizational Structure

Circle City Prep’s organizational structure both mirrors high performing urban charter schools and uniquely leverages human capital to fit the needs of the school while remaining financial sound. Our slow growth model ensures we not only find the strongest, most committed founding team, but we are able to develop their talent and build our leadership pipeline year over year. Our organizational structure, while based on replication of high-performing urban schools across our country, is responsive to the unique needs of our student population and enrollment and will adapt over time as needed. Similarly, if we see a shift in per-pupil funding, our organizational structure would shift as needed with approval from the Board of Directors. **Figure 14.1** outlines our staffing plan through initial authorization, K-5 enrollment. **Figure 14.2** provides an organizational chart for Y1 and **Figure 14.3** shows an organizational chart for Y8 when Circle City Prep is at full capacity.

Figure 14.1: Y1 – Y5 Staffing Plan					
	Y1 (K-1)	Y2 (K-2)	Y3 (K-3)	Y4 (K-4)	Y5 (K-5)
Enrollment	112	168	224	280	336
Head of School	1	1	1	1	1
Lower Academy Principal				1	1
School Operations Manager	1	1	1	1	1
Dean of Curriculum and Instruction			1	1	1
Dean of Culture		1	1	1	1
Manager of Technology				1	1
Office Manager	1	1	1	1	1
Coordinator of Student Supports	1	1	1	1	1
Lead Teacher	4	6	8	10	12
Co-Teacher	2	3	4	5	6
Speech/Enrichment Teacher					1
Enrichment Teacher		1	2	2	2
Special Educator			1	1	2
Social Worker				1	1
Operations Associate					1
Total	10	15	21	27	33



Figure 14.2: Operational Year 1 (2017 - 2018, K-1, 112 students, 10 FTE)

Year 1 will have 1 Head of School, 1 School Operations Manager, 1 Office Manager, 1 Coordinator of Student Supports, 4 Lead Teachers, and 2 Co-Teachers.

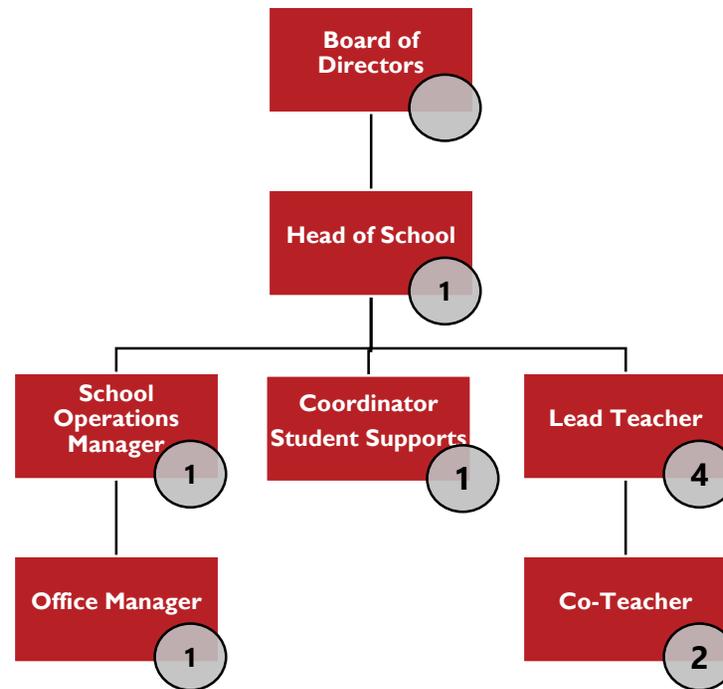
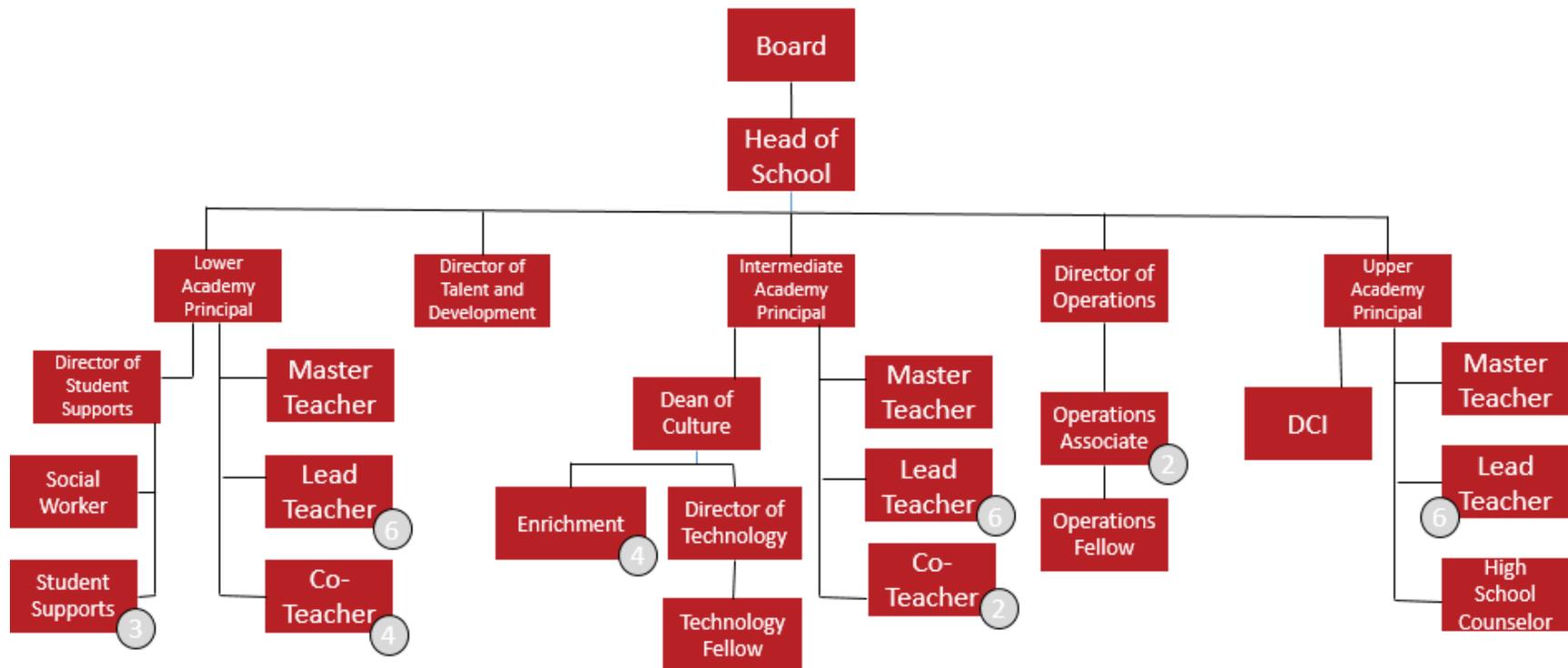




Figure 14.3: Operational Year 8 (2024 – 2025, 504 students, 48 FTE, 2 Fellows)

Year 8, at full capacity, we will have 1 Head of School, 3 Principals (one over each academy), 1 Dean of Curriculum and Instruction, 3 Master Teachers (one in each academy), 16 Teachers, 6 Co-Teachers (two in K, one at each grade-level 1-4), 1 Dean of Students, 1 High School Counselor, 1 Director of Technology, 4 Enrichment Teachers, 1 Technology Fellow, 1 Director of Student Supports, 3 Student Supports Teachers, 1 Social Worker, 1 Director of Talent and Development, 1 Director of Operations, 2 Operations Associates, and 1 Operations Fellow.¹



¹ While the Student Supports team reports to the Lower Academy Principal, the School Culture team reports to the Intermediate Academy Principal, and the DCI reports to the Upper Academy Principal, these three roles will work across the academic leadership team. All members of the Academic Leadership Team will play a role in their evaluations with the direct manager (outlined above) taking the lead.



Ambitious Learners. Responsible Leaders.

Attachment 15

Start-Up Plan



Attachment 15: Provide a detailed start-up plan for the period leading up to the school’s first day of student attendance.

Note: Limit attachment to ten (10 pages).

First Day of School. On August 1, 2017, Circle City Prep will open with 56 Kindergarten and 56 first grade students.

Key	Roles	Ownership Level
	HOS = Head of School SOM = School Operations Manager CSSS = Charter School Support Services BES = Building Excellent Schools	P = Primary S = Secondary C = Consultant

* Darker color notes tasks started prior to 6/2016

Task / Planning / Timeline	HOS	SOM	Board	Back Off.	Consultant	CSSS	BES	6 / 2016	7 / 2016	8 / 2016	9 / 2016	10 / 2016	11 / 2016	12 / 2016	1 / 2017	2 / 2017	3 / 2017	4 / 2017	5 / 2017	6 / 2017	7 / 2017	8 / 2017
Student Recruitment & Admissions																						
Draft recruitment plan	P						C															
Design marketing materials (flyers/door signs/etc.)	P																					
Design and launch website	S				P																	
Post flyers and leaflets in community	P		S																			
Post flyer on website	P				S																	
Identify community orgs to help w/ awareness	P		S																			
Work with community orgs to generate awareness	P		S																			
Broaden recruitment efforts (advertisements, etc.)	P				S																	
Claim all social media accounts on behalf of CCP	P																					
Develop communications calendar	P				C																	
Enrollment Form																						
Design student enrollment form	P						C															
Make enrollment form available	P																					
Post enrollment form on website and link to forms via social media	P																					
Information Sessions and Canvassing																						
Mobilize volunteers for canvassing	P		S																			
Hold monthly Sneakers in the Streets events	P		S																			
Secure locations for information sessions	P																					
Secure translator for specific info sessions	P																					
Host information sessions	P		S																			
Publicity Campaign																						
Write English press release	P				S																	



Task / Planning / Timeline	HOS	SOM	Board	Back Off.	Consultant	CSSS	BES	6 / 2016	7 / 2016	8 / 2016	9 / 2016	10 / 2016	11 / 2016	12 / 2016	1 / 2017	2 / 2017	3 / 2017	4 / 2017	5 / 2017	6 / 2017	7 / 2017	8 / 2017	
Secure translation of press release	S				P																		
Distribute press releases	P				S																		
Admissions Lottery and Enrollment																							
Distribute and collect intent to enroll forms	P		S																				
Distribute and collect enrollment forms	P		S																				
Secure translator for lottery	P																						
Secure lottery announcer	P																						
Secure lottery location	P																						
Establish lottery protocol	S		P																				
Highlight lottery date on website	P																						
Post lottery date in local papers	P																						
Practice lottery protocol	P																						
Conduct admissions lottery	P		S																				
Notify families of status	P	S																					
Establish wait list and re-lottery process	P	S																					
Post notification of lottery	P	S																					
Confirm acceptances via home visits	P	S																					
Request student records	S	P																					
Receive student records	S	P																					
Facilities																							
Toured six facilities in target community	P					P																	
Ongoing facility tours	P					P																	
Form Facility Committee on Board	S		P																				
Architect selection process	S		P			P																	
Site schematic design and scope of work	P		S			P																	
Preliminary cost estimates	P				S	P																	
General contractor preliminary interviews	P		S			P																	
Select top two sites	S		P			P																	
Letters of Intent of top two options	S		P		P	P																	
General Contractor RFP and selection	S		P		P	P																	
Negotiate lease/purchase terms on top site	P		P			P																	
Begin loan conversations with lenders	P		S			P																	
Construction documents submitted for permitting	S				P																		
Project goes out for bid	P					P																	
Execute lease	P					P																	



Task / Planning / Timeline	HOS	SOM	Board	Back Off.	Consultant	CSSS	BES	6 / 2016	7 / 2016	8 / 2016	9 / 2016	10 / 2016	11 / 2016	12 / 2016	1 / 2017	2 / 2017	3 / 2017	4 / 2017	5 / 2017	6 / 2017	7 / 2017	8 / 2017	
Close loan with project lender (if necessary)	P					P																	
Project construction on tenant and site improve.	S				P	S																	
FFE selection and procurement	P	S				P																	
Obtain Certificate of Occupancy	P	S																					
Obtain property insurance	P					S																	
Staff and furniture move-in	P	S																					
Governance																							
Move from Founding to Governing Board	P		P																				
Ratify By-Laws, COI, and Code of Ethics	S		P				C																
Define role of Board members	S		P				C																
Define relationship of Board and HOS	S		P				C																
Define communication methods	S		P				C																
Define decision-making processes	S		P				C																
Draft polices	S		P				C																
Arrange Board liability insurance	S		P																				
Develop Board calendar	S		P																				
Apply for 501 c3	P		S																				
Board Structure																							
Create job description for full board and adopt	S		P				C																
Create job description for each of the officers, adopt and elect officers	S		P				C																
Create job description for each committee chair and each committee. Adopt as policy	S		P				C																
Complete Board member background checks and submit to ICSB	S		P																				
Finalize and approve standards of conduct for Board members	S		P				C																
Finalize and approve Board member handbook	S		P				C																
Board Meetings																							
Set day and time for board meetings. Follow postings for Open Meeting Law	S		P																				
Develop agenda format	S		P				C																
Develop consistent format for board meeting packets (released to full board a week in advance)	S		P				C																
Develop checklist that Board members could use to evaluate each board meeting and use tool	S		P				C																
Approve formal meeting minutes	S		P																				



Task / Planning / Timeline	HOS	SOM	Board	Back Off.	Consultant	CSSS	BES	6 / 2016	7 / 2016	8 / 2016	9 / 2016	10 / 2016	11 / 2016	12 / 2016	1 / 2017	2 / 2017	3 / 2017	4 / 2017	5 / 2017	6 / 2017	7 / 2017	8 / 2017	
Create mechanism to track attendance at board and committee meetings	S		P				C																
Develop board calendar and start to list critical tasks that need to happen at each board meeting	S		P				C																
Finalize mechanism for keeping hard copies of official policies	S		P				C																
Finalize comprehensive list of all policies needed prior to first day of school	S		P				C																
School Leader																							
Create a job description of HOS	S		P				C																
Determine performance measures for HOS	S		P				C																
Create a clear process for evaluating HOS	S		P				C																
Set a salary range based on industry standards	S		P				C																
Hire Head of School			P																				
Board Development																							
Create a board development plan to include orientation of new members, retreats, workshops	S		P				C																
Host Governing Board Retreat	P		S				C																
Fund Development/Fundraising																							
Identify, cultivate and solicit potential individual donors	P		P																				
Write Federal PCSP Grant	P																						
Design fundraising strategy																							
Approve board fundraising strategy	S		P																				
Apply for additional start-up grants	P		S																				
First and second round Erate application	P		S																				
Plan and host series of events for securing donations	S		P																				
Administrative																							
Data Management																							
Create filing system	P																						
Develop database for student reporting (e.g., weekly behavior reports)	P																						
Develop student attendance reporting system	P																						
Procurement																							
Purchase supplies and materials for program	P						C																
Secure janitorial services	P																						



Task / Planning / Timeline	HOS	SOM	Board	Back Off.	Consultants	CSSS	BES	6 / 2016	7 / 2016	8 / 2016	9 / 2016	10 / 2016	11 / 2016	12 / 2016	1 / 2017	2 / 2017	3 / 2017	4 / 2017	5 / 2017	6 / 2017	7 / 2017	8 / 2017
Family Outreach																						
Write family letter re: Parent Orientation	P																					
Mail family letter re: Parent Orientation	P	S																				
Call/visit all families re: Parent Orientation	P																					
Prepare pre-opening Parent Orientation protocol and materials	P	S					C															
Hold pre-opening Parent Orientation	P	S																				
Curriculum, Teaching and Learning																						
Curriculum Development																						
Determine instructional vision for the school	P																					
Site visits and analysis of “best practice” charter and public school models	P						C															
Attend national and local educational conferences	P																					
Create plan to ensure instructional program aligns with mission/values	P																					
Identify preliminary models for core subjects	P					C																
Finalize all instructional staff job descriptions	P																					
Create and finalize curriculum plans and timelines	P																					
Create benchmarks aligned with state standards and curriculum frameworks	P					C																
Create scope and sequence for each subject	P					C																
Create and finalized Unit 1 plans for all core content	P																					
Procurement																						
Purchase materials and textbooks	S	P																				
Contract with NWEA MAP, STEP	P																					
Purchase standardized testing materials	S	P																				
Assessment																						
Define assessment strategy and timeline	P																					
Create diagnostic assessment and tools for data analysis	P																					
Conduct diagnostic testing for all students	P																					
Enter data from baseline tests	P																					
Create interim assessments – math and reading	P					C																
Create interim assessments – science, social studies, and writing	P					C																



Task / Planning / Timeline	HOS	SOM	Board	Back Off.	Consultant	CSSS	BES	6 / 2016	7 / 2016	8 / 2016	9 / 2016	10 / 2016	11 / 2016	12 / 2016	1 / 2017	2 / 2017	3 / 2017	4 / 2017	5 / 2017	6 / 2017	7 / 2017	8 / 2017
Instructional Program																						
Finalize student handbook	P																					
Approve student handbook	S		P																			
Finalize school calendar	P																					
Develop class configuration	P																					
Organize "Tutoring and Choice" time	P																					
Special Education (supported by CSS and INI)																						
Recruit and hire Coordinator of Student Supports	P			C																		
Identify and secure specific texts and materials	P			C																		
Consult with SPED admin at INISchools	P			C																		
Identify special education student population	P			C																		
Acquire student records – IEP	P			C																		
Develop IEPs – if needed (update and review)	P			C																		
Define service requirements for all SPED students	P			C																		
School Culture and Climate																						
Determine school wide behavioral expectations	P	S					C															
Determine expectations for whole school routines	P	S					C															
Finalize daily schedule	P						C															
Finalize discipline policy	P						C															
Develop special rituals/routines	P						C															
Create staff cultural binders defining all routines and systems	P						C															
Create student culture orientation	P						C															
Develop community meeting curricula	P						C															
After School Program																						
Contact after school partners	P	S																				
Apply for after school grants	P	S																				
Financial Management																						
Codify the fiscal controls and financial policies the school will employ to track daily operational finances		P																				
Identify check signers	S	P		C																		
Identify check writers	S	P		C																		
Define signature policies	S	P		C																		
Develop financial reporting templates (budget vs. actual) and policy	S	P		C																		



Task / Planning / Timeline	HOS	SOM	Board	Back Off.	Consultant	CSSS	BES	6 / 2016	7 / 2016	8 / 2016	9 / 2016	10 / 2016	11 / 2016	12 / 2016	1 / 2017	2 / 2017	3 / 2017	4 / 2017	5 / 2017	6 / 2017	7 / 2017	8 / 2017	
Design process forms (purchase orders, expense forms) & policy	S	P		C																			
Appoint Treasurer	S	P																					
Develop segregation of funds policy (public/private)	S	P		C																			
Establish payroll	S	P		C																			
Develop schedule of Board financial reviews	S	P		C																			
Approve fiscal policy manual	S	P		C																			
Bid and hire back office service provider	S		P																				
Develop chart of accounts to track income, expenses, assets, liabilities, cash flows	S		S	P																			
Set up bank accounts	P		S	C																			
Define investment/savings strategy (where will excess funds be place)	P		S	C																			
Finalize cash flow plan	P		S	C																			
Personnel																							
Develop org chart and job descriptions	P																						
Develop staff handbook	P		S																				
Put together a literature packet on the school with information on: 1. Teaching calendar; 2. Professional development opportunities; 3. School mission	P						C																
Design the interview process (look at models)	P						C																
Finalize compensation and benefits packages	P		S																				
Design a filing/documentation process.	P																						
Identify potential recruitment opportunities	P						C																
Advertise/spread job descriptions through local and online channels	P																						
Recruit and hire School Operations Manager	P						C																
Recruit and hire Coordinator of Student Supports	P						C																
Recruit and hire Office Manager	P						C																
Recruit and hire Teachers	P						C																
Perform background checks on employees	P																						
Define policies and procedures for evaluation of staff	P						C																
Negotiate and sign agreements for contracted services	P		S																				



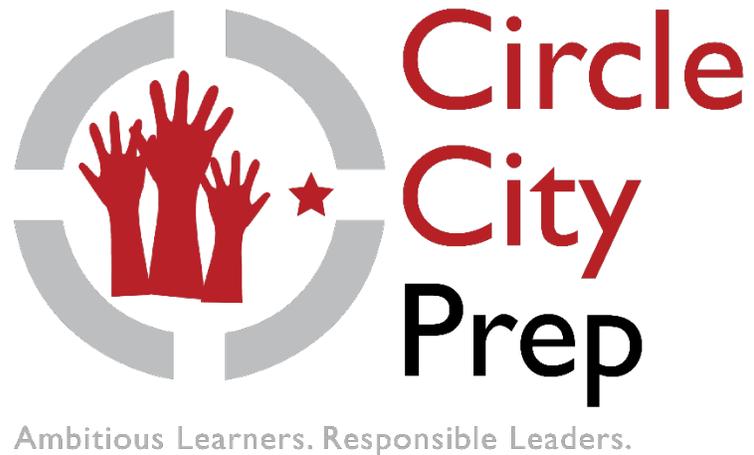
Task / Planning / Timeline	HOS	SOM	Board	Back Off.	Consultant	CSSS	BES	6 / 2016	7 / 2016	8 / 2016	9 / 2016	10 / 2016	11 / 2016	12 / 2016	1 / 2017	2 / 2017	3 / 2017	4 / 2017	5 / 2017	6 / 2017	7 / 2017	8 / 2017	
Create various "form letters" including: 1. Postcard saying we received application; 2. Decline letter; 3. Memo of understanding (contract) about work agreement; 4.	P						C																
Salary/benefits information sheet	P																						
Approve staff handbook																							
Have new staff fill out Employee Information forms (ie. emergency contact)	S	P																					
Fill out forms to enroll teachers in TRF/ PERF	S	P																					
Plan and hold staff orientation	P	S					C																
Food Service																							
Issue RFP	P																						
Define requirement (# of students – any religious/individual requirements)	S	P																					
Identify FRL – contact DOE/LEA	S	P																					
Determine food service arrangement	P	S																					
Select vendor and draft contract	P																						
Develop food service policies	P	S																					
Sign contract	P																						
Apply for grants for fresh produce program	P	S																					
Health and Safety																							
Complete all state reporting requirements	P																						
Identify doctor/nurse resources	P																						
Identify first aid resources	P																						
Develop a system for record-keeping	S	P																					
Develop policy for non-compliance by parents	P																						
Acquire medical forms - from parents (included in application)	P																						
Check for completeness	S	P																					
Staff first aid training	S	P																					
Create and distribute health and safety handbook	P																						
Purchase first aid resources	P																						
Contact police and fire departments	S	P																					
Undergo fire inspection	P																						
Undergo building inspection	P						C																
Contact Board of Health	P																						
Develop fire drill policy, schedule, route	P																						



Task / Planning / Timeline	HOS	SOM	Board	Back Off.	Consultant	CSSS	BES	6 / 2016	7 / 2016	8 / 2016	9 / 2016	10 / 2016	11 / 2016	12 / 2016	1 / 2017	2 / 2017	3 / 2017	4 / 2017	5 / 2017	6 / 2017	7 / 2017	8 / 2017
Community Partnerships																						
Identify and meet with community partnership opportunities	P		S																			
Develop partnerships of after school opportunities on Friday's abbreviated schedule	P																					
Develop partnerships for before/after school care options for families	P																					
Devise performance measures for each strategic alliance	P		s																			
Parents and Community																						
Parent/Student Handbook(s)																						
Contract for translation (Spanish)	P																					
Secure a printer	P																					
Submit edited copy to printer	P																					
Distribute final copies to parent	P																					
Communication																						
Design school logo	P				C																	
Create branding guidelines	P				C																	
Create or identify a pro-bono graphic designer to create website	P																					
Set up nonprofit mailing status with Post Office	P																					
Develop filing system to store student academic, disciplinary, and health records	P	S																				
Define how information will flow within school	S	P																				
Define procedure for visitors entering building	S	P																				
Develop forms necessary to track and monitor visitors	S	P																				
Define how staff will communicate (email, walkie talkie, phones)	P	S																				
Set up phone systems and answering services	P																					
Purchasing																						
Create a comprehensive list of all items that need to be purchased through Dec. of Y1	P																					
Purchase classroom equipment and furniture	P					C																
Purchase office equipment and furniture	P					C																
Purchase postage meter	P	S																				
Purchase restroom supplies	P	S																				



Task / Planning / Timeline	HOS	SOM	Board	Back Off.	Consultant	CSSS	BES	6 / 2016	7 / 2016	8 / 2016	9 / 2016	10 / 2016	11 / 2016	12 / 2016	1 / 2017	2 / 2017	3 / 2017	4 / 2017	5 / 2017	6 / 2017	7 / 2017	8 / 2017	
Purchase cleaning products	P	S																					
Purchase classroom library materials	P	S																					
Purchase performing arts materials	P	S																					
Purchase PE equipment	P	S																					
Purchase medical supplies	P	S																					
Purchase classroom technology	P	S																					
Purchase office supplies	P	S																					
Purchase PA/communication system	P	S																					
Contract Personnel																							
Hire janitorial services	P																						
Line up electrician, plumber, & handyman	P																						
Technology																							
Select provider for internet access (DSL, cable)	P																						
Set up intranet (so all computers are linked)	P																						
Select cloud based storage program	P																						
Write tech plan	P				C																		
Select staff computers	P				C																		
Uniforms																							
Contract student uniforms	P																						
Notify enrolled families of uniform availability	P	S																					
Set uniform policy	P						C																



Attachment 16

Insurance Coverage



January 25, 2016

RE: Circle City Preparatory

To Whom It May Concern:

We are pleased to be selected to provide insurance services for Circle City Preparatory Academy.

Gregory & Appel has been a longtime supporter of educational efforts in Indiana, and our education division has been very successful in working with both private and public educational institutions through Indiana.

We 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, Hanover Insurance, Travelers Insurance and Liberty Mutual, among our many carrier partners.

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 Circle City Preparatory, the following coverages can be secured to meet all requirements of the ICSB and/or additional insureds as appropriate:

- **Workers' Compensation Liability:** Workers' compensation for all employees as required by Indiana law (see IC § 22-3).
- **Commercial General Liability:** Commercial general liability in an occurrence form, with limits of not less than \$1,000,000 per occurrence and \$2,000,000 aggregate for bodily injury, personal injury and property damage liability coverage. Liability coverage shall include the following: all premises and operations, products/completed operations, independent contractors, separation of insureds, defense and contractual liability. Such comprehensive general liability insurance must expressly cover sexual abuse/molestation liability, and medical payments of \$5,000. The ICSB and the IDOE must each be named as an Additional Insured on a primary, non-contributory basis for any liability arising directly or indirectly from all school business, including school-sanctioned functions that may take place outside of normal school hours. As noted above, a copy of the endorsement reflecting these additions must be submitted to the ICSB.
- **Educators' Legal Liability (including Directors' and Officers' and Employment Practices Liability):** Liability insurance covering the school and its directors and officers from liability claims arising from wrongful acts, errors or omissions with regard to the conduct of their duties related to operation and management of the school with limits of not less than \$1,000,000 per occurrence and \$2,000,000 aggregate.
- **Automobile Liability:** Required when any motor vehicle (whether owned, non-owned or hired) is used in connection with all school business, including school-sanctioned functions that may take place outside of ICSB Insurance Requirements Page 2 normal school hours, with limits of not less than \$1,000,000 per occurrence for bodily injury and property damage. NOTE: such liability insurance

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provides coverage for the school only. The ICSB strongly encourages schools to establish a policy whereby any school employee who drives a personally-owned vehicle for school-related business (including field trips or conferences) must have personal auto coverage of at least \$100,000, and that all such employees must provide certificates of insurance to keep on file at the school.

- **Umbrella/Excess Liability:** Umbrella or Excess Liability Insurance with limits of not less than \$4,000,000 to provide additional limits for underlying general, automobile, employers' and educators' legal liability.
- **Property Insurance:** Property insurance from an A-rated insurance carrier for full Replacement Cost of property, whether by lease or other agreement, from physical loss or damage. Such insurance shall cover boiler and machinery exposures and business interruption/ extra expense losses. If the charter school is leasing its property, the ICSB will accept insurance in the name of either the school or the property owner.
- **Student Accident Coverage:** All Indiana High School Athletic Association (IHSAA) schools must include coverage for athletic participation.
- **Employee Dishonesty Liability:** Employee Dishonesty liability insurance in the amount of at least \$250,000 for all school employees. Note that the state of Indiana has specific fidelity bond requirements for certain school employees.
- **Cyber Liability:** Schools may wish to obtain cyber liability insurance, depending upon the school model.
- **Foreign Travel/Field Trip Liability:** Schools may wish to obtain liability insurance covering field trips and/or foreign travel, depending upon the school model. Additional Requirements For Schools

In addition, we are aware that contracting with an Educational Management Organization Charter schools authorized by the ICSB that enter into a management agreement with an Educational Management Organization ("EMO") must factor in these additional requirements:

- The service agreement between the charter school and the EMO must require the school to be named as an Additional Insured on the EMO's liability policies.
- The EMO must obtain liability insurance coverage from an A-rated carrier naming the ICSB and the IDOE as Additional Insured on a primary, non-contributory basis. As noted above, a copy of the endorsement reflecting these additions must be submitted to the ICSB.
- Workers' compensation insurance that complies with state law must be carried by whichever entity employs the school's staff. If both the school and the EMO employ staff, then each entity must carry the appropriate insurance coverage for their respective employees. If the school does not employ any of the staff or administration and does not carry workers' compensation insurance, then the service agreement between the charter school and the EMO must include a provision to indemnify the school against any liability for workers' compensation claims.

Based on the initial estimates, and the programming required, it would be our counsel that the following estimates could be used for budgeting purposes



Year One Projection (Fall 2017)

Coverage	Premium
Workers Compensation/Employer's Liability	\$ 1,738
Commercial General Liability	\$ 1,680
Educators Legal Liability	\$ 1,120
Automobile Liability (Hired Non Owned)	\$ 500
Umbrella Liability/Follow Form	\$ 3,500
Property Insurance	\$ 3,500
Employee Dishonesty Liability	\$ 750
Cyber Liability	\$ 1,500
Directors and Officers Liability	\$ 4,000
*Law Enforcement Professional	\$ 750
*Foreign Travel Liability	\$ 1,000
Total Cost	\$ 20,038

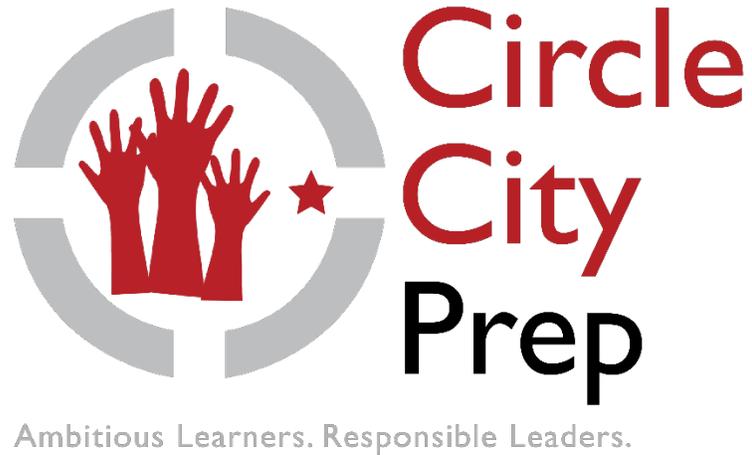
Estimates based on the following:

- 112 Students
- 10 Staff
- No busing, no autos owned or leased by CCP
- Also included optional estimates for Foreign Travel and Law Enforcement Professional, should they be needed.
- Property is estimated at \$50,000 contents, and the requirement to ensure a building valued at \$1,000,000.

Please note that market conditions change rapidly, and projecting insurance costs for the fall of 2017 comes with a high degree of variability.

Sincerely,

Tyson R Vaughn
Commercial Producer



Attachment 17

Budget and Staffing Workbook

School Name: Circle City Preparatory Charter School						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUE						
State Revenue						
Basic Grant		\$ 772,800	\$ 1,159,200	\$ 1,545,600	\$ 1,932,000	\$ 2,318,400
State Matching Funds for School Lunch Program		\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development		\$ -	\$ -	\$ -	\$ -	\$ -
Technology Grants		\$ -	\$ -	\$ -	\$ -	\$ -
Remediation Program		\$ -	\$ -	\$ -	\$ -	\$ -
Gifted and Talented Program		\$ -	\$ -	\$ -	\$ -	\$ -
Textbook Reimbursement		\$ 6,930	\$ 10,349	\$ 13,798	\$ 17,248	\$ 20,713
Summer School		\$ -	\$ -	\$ -	\$ -	\$ -
Charter and Innovation Network School Grant Program		\$ 56,000	\$ 84,000	\$ 112,000	\$ 140,000	\$ 168,000
Charter and Innovation Network School Advance Program		\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue (Early Literacy Intervention Grant)		\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Other State Revenue (State Special Education)		\$ 14,710	\$ 25,742	\$ 41,677	\$ 51,484	\$ 62,516
Federal Revenue						
Public Charter School Program (PCSP) Grant	\$ -	\$ -	\$ -			
Public Law 101-476 (IDEA)		\$ 20,000	\$ 25,500	\$ 31,000	\$ 36,500	\$ 42,000
Title I		\$ 67,500	\$ 101,250	\$ 135,000	\$ 168,000	\$ 201,750
Title II		\$ 3,600	\$ 5,400	\$ 7,200	\$ 8,960	\$ 10,760
Federal Lunch Program		\$ 49,550	\$ 74,828	\$ 99,770	\$ 124,159	\$ 149,101
Federal Breakfast Reimbursement		\$ 32,308	\$ 48,462	\$ 64,616	\$ 82,495	\$ 96,566
Other Revenue Federal sources (E rate)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenues						
Committed Philanthropic Donations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Before and After Care Fees		\$ -	\$ -	\$ -	\$ -	\$ -
Interest Income		\$ -	\$ -	\$ -	\$ -	\$ -
Other (Fundraising)	\$ -	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
Other (Walton grant)	\$ 159,000	\$ 166,000	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenue	\$ 159,000	\$ 1,229,398	\$ 1,574,731	\$ 2,090,662	\$ 2,600,845	\$ 3,109,806
EXPENDITURES						
Personnel Expenses						
Wages, Benefits and Payroll Taxes	\$ 105,085	\$ 514,117	\$ 771,106	\$ 1,109,959	\$ 1,464,871	\$ 1,810,157
Substitute Teachers		\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development	\$ 1,000	\$ 5,000	\$ 7,500	\$ 15,750	\$ 20,250	\$ 24,750
Bonuses		\$ -	\$ -	\$ -	\$ -	\$ -
Other (teacher recruitment)	\$ 6,000	\$ 4,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Other (payroll taxes and benefits on staff bonuses)	\$ 3,200	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Personnel Expenses	\$ 115,285	\$ 523,117	\$ 783,606	\$ 1,130,709	\$ 1,490,121	\$ 1,839,907

Instructional Supplies and Resources							
Textbooks	\$ -	\$ 11,760	\$ 18,480	\$ 24,640	\$ 33,600	\$ 44,800	
Library, periodicals, etc	\$ -	\$ 3,920	\$ 3,640	\$ 4,480	\$ 5,320	\$ 6,160	
Technology	\$ -	\$ 4,000	\$ 2,540	\$ 2,140	\$ 2,140	\$ 2,140	
Assessment materials	\$ -	\$ 8,467	\$ 12,701	\$ 16,934	\$ 21,168	\$ 25,402	
Computers	\$ -	\$ 9,600	\$ 4,800	\$ 4,800	\$ 14,400	\$ 11,200	
Software	\$ -	\$ 8,720	\$ 10,080	\$ 13,440	\$ 16,800	\$ 20,160	
Other classroom supplies	\$ -	\$ 7,300	\$ 6,100	\$ 7,800	\$ 10,000	\$ 12,200	
Field trips, other unclassified items	\$ -	\$ 4,480	\$ 6,720	\$ 13,440	\$ 16,800	\$ 20,160	
Co-curricular & Athletics	\$ -	\$ -	\$ -	\$ 2,240	\$ 2,800	\$ 3,360	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Instructional Supplies and Resources	\$ -	\$ 58,247	\$ 65,061	\$ 89,914	\$ 123,028	\$ 145,582	
Support Supplies and Resources							
Administrative Computers	\$ 1,000	\$ 4,500	\$ 3,750	\$ 4,500	\$ 7,000	\$ 8,250	
Administrative Software	\$ -	\$ 600	\$ 900	\$ 1,260	\$ 1,620	\$ 1,980	
Administration Dues, fees, misc expenses	\$ -	\$ 1,500	\$ 1,500	\$ 2,000	\$ 2,000	\$ 2,000	
Office supplies	\$ 400	\$ 6,000	\$ 7,700	\$ 9,900	\$ 12,100	\$ 14,300	
Other (copier lease)	\$ -	\$ 9,600	\$ 12,000	\$ 18,000	\$ 18,000	\$ 18,000	
Other (faculty/parent meetings)	\$ -	\$ 1,200	\$ 1,500	\$ 2,000	\$ 2,500	\$ 3,000	
Other (first aid/health supplies)	\$ -	\$ 1,000	\$ 500	\$ 500	\$ 500	\$ 500	
Other (gifts & awards)	\$ -	\$ 2,120	\$ 3,180	\$ 4,340	\$ 5,500	\$ 6,660	
Other (website design and maintenance)	\$ 3,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	
Total Support Supplies and Resources	\$ 4,400	\$ 27,520	\$ 32,030	\$ 43,500	\$ 50,220	\$ 55,690	
Board Expenses							
Charter Board Services, including Board Training, retreats	\$ -	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	
Charter Board Supplies & Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Charter Board Dues, fees, etc	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (copies)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (D&O Insurance)	\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Board Expenses	\$ 2,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	
Professional Purchased or Contracted Services							
Legal Services	\$ -	\$ 5,000	\$ 5,000	\$ 10,000	\$ 10,000	\$ 15,000	
Audit Services (compliant with SBOA requirements)	\$ 1,800	\$ -	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	
Payroll Services	\$ 700	\$ 2,000	\$ 3,000	\$ 4,200	\$ 5,400	\$ 6,600	
Accounting Services	\$ 5,200	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	
Printing/Newsletter/Annual Report Services	\$ 1,500	\$ 3,360	\$ 5,040	\$ 6,720	\$ 8,400	\$ 10,080	
Consultants	\$ -	\$ 5,000	\$ 5,000	\$ 10,000	\$ 10,000	\$ 10,000	
Internet Services	\$ -	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	
Telephone/Telecommunication Services	\$ -	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	

Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ -	\$ 20,038	\$ 20,038	\$ 20,038	\$ 20,038	\$ 20,038
Travel	\$ -	\$ 1,500	\$ 2,250	\$ 3,150	\$ 4,050	\$ 4,950
Postage	\$ 1,300	\$ 1,120	\$ 1,680	\$ 2,240	\$ 2,800	\$ 3,360
Special Education Services	\$ -	\$ 5,000	\$ 10,000	\$ 15,000	\$ 20,000	\$ 25,000
Student Information Services	\$ -	\$ 16,000	\$ 6,650	\$ 6,000	\$ 6,000	\$ 6,000
Food service	\$ -	\$ 85,952	\$ 129,455	\$ 172,606	\$ 216,986	\$ 257,950
Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Nursing Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (student uniforms)	\$ 500	\$ 600	\$ 600	\$ 600	\$ 600	\$ 600
Other (bank charges)		\$ 125	\$ 125	\$ 125	\$ 125	\$ 125
Other (student recruitment)	\$ 12,000	\$ 10,000	\$ 8,000	\$ 8,000	\$ 4,000	\$ 8,000
Other (SPED administration)	\$ 5,000	\$ 10,000	\$ 20,000	\$ 20,000	\$ 25,000	\$ 25,000
Other (performance analysis/compliance)	\$ 2,500	\$ 12,500	\$ 17,500	\$ 18,025	\$ 18,000	\$ 18,000
Total Professional Purchased or Contracted Services	\$ 30,500	\$ 220,695	\$ 291,838	\$ 354,204	\$ 408,899	\$ 468,203
Facilities						
Rent, mortgage, or other facility cost	\$ -	\$ 175,000	\$ 185,000	\$ 200,000	\$ 225,000	\$ 250,000
Furniture & Equipment	\$ -	\$ 90,280	\$ 29,040	\$ 29,040	\$ 29,040	\$ 30,160
Gas/electric	\$ -	\$ 30,000	\$ 35,000	\$ 40,000	\$ 45,000	\$ 50,000
Water/ Sewer	\$ -	\$ 2,400	\$ 2,640	\$ 2,640	\$ 2,640	\$ 2,640
Grounds Keeping	\$ -	\$ 2,000	\$ 2,670	\$ 2,670	\$ 2,670	\$ 2,670
Maintenance Services	\$ -	\$ 15,000	\$ 17,000	\$ 25,000	\$ 30,000	\$ 35,000
Custodial	\$ -	\$ 25,000	\$ 32,000	\$ 38,000	\$ 45,000	\$ 50,000
Waste disposal	\$ -	\$ 2,200	\$ 2,750	\$ 3,600	\$ 3,859	\$ 4,400
Debt Service for Facilities (Interest Only)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (security system/alarm)	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Facilities	\$ -	\$ 346,880	\$ 311,100	\$ 345,950	\$ 388,209	\$ 429,870
Other						
Contingency	\$ -	\$ 24,588	\$ 31,495	\$ 62,720	\$ 52,017	\$ 93,294
Indiana Charter School Board Administrative Fee	\$ -	\$ 7,728	\$ 11,592	\$ 15,456	\$ 19,320	\$ 23,184
CMO/EMO Fee	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Charter and Innovation Network School Advance Program Interest Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Escrow account for closure	\$ -	\$ -	\$ 10,000	\$ 10,000	\$ 10,000	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other	\$ -	\$ 32,316	\$ 53,087	\$ 88,176	\$ 81,337	\$ 116,478
Total Expenditures	\$ 152,185	\$ 1,209,775	\$ 1,537,721	\$ 2,053,454	\$ 2,542,814	\$ 3,056,730
Carryover/Deficit	\$ 6,815	\$ 19,624	\$ 37,010	\$ 37,209	\$ 58,031	\$ 53,075
Cumulative Carryover/(Deficit)	\$ 6,815	\$ 26,438	\$ 63,448	\$ 100,657	\$ 158,687	\$ 211,763

	Jun-15	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	TOTAL 2016
Maintenance Services	-	-	-	-	-	-	-	-
Custodial	-	-	-	-	-	-	-	-
Waste disposal	-	-	-	-	-	-	-	-
Debt Service for Facilities (Interest Only)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Total Facilities	-	-	-	-	-	-	-	-
Other								
Contingency	-	-	-	-	-	-	-	-
Indiana Charter School Board Administrative Fee (0% in Year 0)	-	-	-	-	-	-	-	-
CMO/EMO Fee	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Total Other	-	-	-	-	-	-	-	-
Total Expenditures	\$ -	\$ 3,000	\$ 2,300	\$ 6,789	\$ 8,489	\$ 9,889	\$ 18,089	\$ 48,557
Net Income (Pre-Cash Flow Adjustments)	\$ 159,000	\$ (3,000)	\$ (2,300)	\$ (6,789)	\$ (8,489)	\$ (9,889)	\$ (18,089)	\$ 110,443
CASH FLOW ADJUSTMENTS								
OPERATING ACTIVITIES								
Example - Add Back Depreciation	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES								
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES								
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-
NET INCOME	\$ 159,000.00	\$ (3,000.00)	\$ (2,300.00)	\$ (6,789.17)	\$ (8,489.17)	\$ (9,889.17)	\$ (18,089.17)	\$ 110,443.32
Beginning Cash Balance	-	159,000.00	156,000.00	153,700.00	146,910.83	138,421.66	128,532.49	-
ENDING CASH BALANCE	\$ 159,000.00	\$ 156,000.00	\$ 153,700.00	\$ 146,910.83	\$ 138,421.66	\$ 128,532.49	\$ 110,443.32	\$ 110,443.32

School Name: Circle City Preparatory Charter School

Expected New School Annual Operating Budget and Cash Flow Projections -- YEAR 0 -- Pre-Opening Period							
	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	TOTAL FIRST HALF 2017
REVENUE							
Federal Revenue							
Public Charter School Program (PCSP) Grant (NOTE: this is a competitive grant. Funding is not guaranteed.)	-	-	-	-	-	-	-
Other Revenue Federal sources (please describe)	-	-	-	-	-	-	-
Other Revenue Federal sources (please describe)	-	-	-	-	-	-	-
Other Revenues							
Committed Philanthropic Donations	-	-	-	-	-	-	-
Other (development)	-	-	-	-	-	-	-
Other (Walton Grant)	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-
Total Revenue	-	-	-	-	-	-	-
EXPENDITURES							
Personnel Expenses							
Wages, Benefits and Payroll Taxes (TOTAL must match "Staffing Year 0")	7,949.17	7,949.17	15,547.59	15,547.59	14,347.59	14,347.59	75,688.71
Professional Development			1,000.00				1,000.00
Other (Staff Recruitment)	1,000.00	1,000.00	1,000.00				3,000.00
Other (Curricular Review Team)	400.00	400.00	400.00	400.00	400.00	400.00	2,400.00
Other (please describe)	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-
Total Personnel Expenses	9,349.17	9,349.17	17,947.59	15,947.59	14,747.59	14,747.59	82,088.71
Instructional Supplies and Resources							
Textbooks	-	-	-	-	-	-	-
Library, periodicals, etc	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-
Assessment materials	-	-	-	-	-	-	-
Computers	-	-	-	-	-	-	-
Software	-	-	-	-	-	-	-
Other classroom supplies	-	-	-	-	-	-	-
Field trips, other unclassified items	-	-	-	-	-	-	-
Co-curricular & Athletics	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-
Total Instructional Supplies and Resources	-	-	-	-	-	-	-

	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	TOTAL FIRST HALF 2017
Support Supplies and Resources							
Administrative Computers	-	-	-	500.00	500.00		1,000.00
Administrative Software	-	-	-	-	-		-
Administration Dues, fees, misc expenses	-	-	-	-	-	-	-
Office supplies	-	-	100.00	100.00	100.00	100.00	400.00
Other (copier lease)	-	-	-	-	-	-	-
Other (faculty/parent meetings)	-	-	-	-	-	-	-
Other (first aid supplies)	-	-	-	-	-	-	-
Other (gifts and awards)	-	-	-	-	-	-	-
Other (website design and maintenance)	-	-	-	-	-	-	-
Total Support Supplies and Resources	-	-	100.00	600.00	600.00	100.00	1,400.00
Board Expenses							
Charter Board Services, including Board Training, retreats	-	-	-	-	-	-	-
Charter Board Supplies & Equipment							-
Charter Board Dues, fees, etc	-	-	-	-	-	-	-
Other (copies)		-	-	-	-	-	-
Other (D&O Insurance)	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-
Total Board Expenses	-	-	-	-	-	-	-
Professional Purchased or Contracted Services							
Legal Services	-	-	-	-	-	-	-
Audit Services (compliant with SBOA requirements)	-	-	-	-	-	-	-
Payroll Services	40.00	40.00	40.00	40.00	40.00	40.00	240.00
Accounting Services	-	-	-	-	-	-	-
Printing/Newsletter/Annual Report Services					500.00	500.00	1,000.00
Consultants	-	-	-	-	-	-	-
Internet Services	-	-	-	-	-	-	-
Telephone/Telecommunication Services	-	-	-	-	-	-	-
Total Insurance Costs (per ICSB requirements detailed in charter school application)	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Postage	200.00	200.00	200.00	100.00	100.00	100.00	900.00
Special Education Services	-	-	-	-	-	-	-
Student Information Services	-	-	-	-	-	-	-
Food service	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-
Nursing Services	-	-	-	-	-	-	-
Other (student recruitment)	4,000.00	3,000.00	1,000.00	1,000.00	500.00	500.00	10,000.00
Other (SPED administration)	-	-	-	-	5,000.00	-	5,000.00
Other (performance analysis/compliance)	-	-	-	-	2,500.00	-	2,500.00
Other (student uniforms)	-	-	-	-	-	500.00	500.00

	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	TOTAL FIRST HALF 2017
Total Professional Purchased or Contracted Services	4,240.00	3,240.00	1,240.00	1,140.00	8,640.00	1,640.00	20,140.00
Facilities							
Rent, mortgage, or other facility cost							-
Furniture & Equipment	-	-	-	-	-	-	-
Gas/electric	-	-	-	-	-	-	-
Water/ Sewer	-	-	-	-	-	-	-
Grounds Keeping	-	-	-	-	-	-	-
Maintenance Services	-	-	-	-	-	-	-
Custodial	-	-	-	-	-	-	-
Waste disposal	-	-	-	-	-	-	-
Debt Service for Facilities (Interest Only)	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-
Total Facilities	-	-	-	-	-	-	-
Other							
Contingency	-	-	-	-	-	-	-
Indiana Charter School Board Administrative Fee (0% in Year 0)	-	-	-	-	-	-	-
CMO/EMO Fee	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-
Total Other	-	-	-	-	-	-	-
Total Expenditures	\$ 13,589	\$ 12,589	\$ 19,288	\$ 17,688	\$ 23,988	\$ 16,488	\$ 103,629
Net Income (Pre-Cash Flow Adjustments)	\$ (13,589)	\$ (12,589)	\$ (19,288)	\$ (17,688)	\$ (23,988)	\$ (16,488)	\$ (103,629)
CASH FLOW ADJUSTMENTS							
OPERATING ACTIVITIES							
Example - Add Back Depreciation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES							
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-
FINANCING ACTIVITIES							
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-

	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	TOTAL FIRST HALF 2017
Total Financing Activities	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-
NET INCOME	\$ (13,589.17)	\$ (12,589.17)	\$ (19,287.59)	\$ (17,687.59)	\$ (23,987.59)	\$ (16,487.59)	\$ (103,628.71)
Beginning Cash Balance	110,443.32	96,854.15	84,264.97	64,977.38	47,289.79	23,302.20	110,443.32
ENDING CASH BALANCE	\$ 96,854.15	\$ 84,264.97	\$ 64,977.38	\$ 47,289.79	\$ 23,302.20	\$ 6,814.61	\$ 6,814.61

School Name: Circle City Preparatory Charter School

Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 772,800	Assumes \$6900 x per student
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement	\$ 6,930	Assumes \$77 x FRL
Summer School		
Charter and Innovation Network School Grant Program	\$ 56,000	
Charter and Innovation Network School Advance Program		Note: Please review IC 20-49-9 for information.
Other State Revenue (Early Literacy Intervention Grant)	\$ 10,000	Assumes applicant receives \$10,000 from DOE assuming proposal meets requirements
Other State Revenue (State Special Education)	\$ 14,710	Assumes estimate based on 10% = 10 students. 6 x \$533 (speech only) and 4 x \$2265
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ -	
Public Law 101-476 (IDEA)	\$ 20,000	INISchool guidance
Title I	\$ 67,500	Assumes \$750 per FRL
Title II	\$ 3,600	Assumes \$40 per FRL
Federal Lunch Program	\$ 49,550	Assumes Lunch = \$2.98 x 186 days x FRL
Federal Breakfast Reimbursement	\$ 32,308	Assumes Breakfast = \$1.93 x 186 days x FRL
Other Revenue Federal sources (E rate)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (fundraising)	\$ 30,000	See Board Letter of Commitment in Attachment 18
Other (Walton Family Foundation)	\$ 166,000	
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 1,229,398	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 514,117	Use staffing workbook
Substitute Teachers		
Professional Development	\$ 5,000	Assumes \$500 per FTE
Bonuses		TBD based on bottomline surplus
Other (Teacher Recruitment for Y2)	\$ 4,000	Assumes \$500 x (new staff + 50% staff turnover)
Other (Payroll Taxes and Benefits on Staff Bonuses)	\$ -	Assumes 12.15% for social security, medicare, unemployment and workers comp on 1500 bonus
Other (payroll taxes and benefits on staff bonuses)	\$ -	Assumes 12.15% for social security, medicare, unemployment and workers comp on 1500 bonus
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 523,117	
Instructional Supplies and Resources		
Textbooks	\$ 11,760	Assumes \$100 per student (used +5% of enrollment for loss)
Library, periodicals, etc	\$ 3,920	Assumes \$35 per student for classroom library
Technology	\$ 4,000	Assumes 1 document camera per classroom (at 300) and 1 projector (at 700)

Questions

enrollment = 70% IPS (7134), 20% Waren(7101), 10% Lawrence (6625)

Assessment materials	\$ 8,467	Assumes \$72 per student (used +5% of enrollment to account for loss) (STEP/NWEA/RAZ)
Computers	\$ 9,600	Assumes 8 per classroom x \$300
Software	\$ 8,720	Assumes \$60 per student + \$2K start-up fee (Lexia and STMath)
Other classroom supplies	\$ 7,300	Assumes \$600xclassroom + \$2500 building décor
Field trips, other unclassified items	\$ 4,480	Assumes \$40 per student
Co-curricular & Athletics		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 58,247	
Support Supplies and Resources		
Administrative Computers	\$ 4,500	Assumes new staff computers x \$750
Administrative Software	\$ 600	Assumes \$5 per month per computer (office365)
Administration Dues, fees, misc expenses	\$ 1,500	Assumes costs based on similar schools
Office supplies	\$ 6,000	Assumes \$500 per month
Other (copier lease)	\$ 9,600	Assumes 2 machine at \$400 per month
Other (faculty/parent meetings)	\$ 1,200	Assumes \$100 a month for events
Other (first aid/health supplies)	\$ 1,000	Assumes start-up costs for medical kits
Other (gifts & awards)	\$ 2,120	Assumes \$10 per student + \$100 FTE
Other (website)	\$ 1,000	
Total Support Supplies and Resources	\$ 27,520	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 1,000	Board retreat
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (copies)		
Other (D&O Insurance)		Included in insurance quote (line 99)
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Board Expenses	\$ 1,000	
Professional Purchased or Contracted Services		
Legal Services	\$ 5,000	Assumes costs based on similar schools
Audit Services (compliant with SBOA requirements)		audit for Y1 hits in Y2
Payroll Services	\$ 2,000	Assumes \$200 per employee
Accounting Services	\$ 30,000	
Printing/Newsletter/Annual Report Services	\$ 3,360	Assumes \$30 per student
Consultants (BES)	\$ 5,000	Assumes cost based on similar schools
Internet Services	\$ 10,000	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)	\$ 20,038	Assumes quote from Gregory and Appel - see attachment X
Travel	\$ 1,500	Assumes \$150 per FTE for travel to visit high performing schools and to trainings
Postage	\$ 1,120	Assumes \$10 per student
Special Education Services	\$ 5,000	Assumes additional needs per contracted services
Student Information Services	\$ 16,000	12K for Power School + 4K for Dean's List
Food service	\$ 85,951.53	Assumes zero net from revenue +5% for labor
Transportation	\$ -	
Nursing Services	\$ -	
Other (student uniform)	\$ 600	Extra uniforms at school
Other (bank charges)	\$ 125	Assumes local costs

Other (student recruitment)	\$ 10,000	Based on similar schools
Other (SPED administration)	\$ 10,000	Assumes costs as quoted from INIschools
Other (performance analysis/compliance)	\$ 12,500	Assumes costs quoted from INIschools
Total Professional Purchased or Contracted Services	\$ 220,695	
Facilities		
Rent, mortgage, or other facility cost	\$ 175,000	Estimation based CSSS recommendation
Furniture & Equipment	\$ 90,280	\$25K office start-up, \$30K classroom start up + \$315 per student
Gas/electric	\$ 30,000	
Water/ Sewer	\$ 2,400	
Grounds Keeping	\$ 2,000	
Maintenance Services	\$ 15,000	
Custodial	\$ 25,000	
Waste disposal	\$ 2,200	Assumes \$200 per month (11 months)
Debt Service for Facilities (Interest Only)		
Other (security system/alarm)	\$ 5,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	\$ 346,880	
Other		
Contingency	\$ 24,588	Assumes 2% of revenue
Indiana Charter School Board Administrative Fee	\$ 7,728	Assume 1% 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.
Charter and Innovation Network School Advance Program Interest Costs	\$ -	
Escrow account for dissillusionment / closure	\$ -	Schools are required to maintain an account in reserve to cover expenses for school closing. \$10,000 should be placed in reserve starting in year 2 with a balance of \$30,000 by year 4.
Other (please describe)		
Other (please describe)		
Total Other	\$ 32,316	
Total Expenditures	\$ 1,209,775	
Carryover/Deficit	\$ 19,624	

Cumulative Carryover/(Deficit)

School Name: Circle City Preparatory Charter School

Expected New School Annual Operating Budget -- YEAR 2 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,159,200	Assumes \$6900 x students
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement	\$ 10,349	Assumes \$77 x FRL
Summer School		
Charter and Innovation Network School Grant Program	\$ 84,000	Under the FY16/17 appropriation, all charters in their first two years are automatically awarded \$500 / student for capital and transportation costs. Please review IC 20-24-13 for criteria for schools in subsequent years.
Charter and Innovation Network School Advance Program		Note: Please review IC 20-49-9 for information.
Other State Revenue (Early Literacy Intervention Grant)	\$ 10,000	Assumes applicant receives \$10,000 from DOE assuming proposal meets requirements
Other State Revenue (State Special Education)	\$ 25,742	Assumes estimate based on 15% SPED = : 60% x \$533 (speech only) and 40% x \$2265
Federal Revenue		
Public Charter School Program (PCSP) Grant		
Public Law 101-476 (IDEA)	\$ 25,500	INISchools Recommendation
Title I	\$ 101,250	Assumes \$750 per FRL
Title II	\$ 5,400	Assumes \$40 per FRL, based on historical rates
Federal Lunch Program	\$ 74,828	Assumes \$2.98 x 186 days x FRL
Federal Breakfast Reimbursement	\$ 48,462	Assumes \$1.93 x 186 days x FRL
Other Revenue Federal sources (E rate)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (Fundraising)	\$ 30,000	See Board Letter of Commitment in Attachment 18
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 1,574,731	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 771,106	Use staffing workbook
Substitute Teachers	\$ -	
Professional Development	\$ 7,500	Assumes \$500 x FTE
Bonuses		TBD based on bottomline surplus
Other (teacher recruitment for Y3)	\$ 5,000	Assumes \$500 x 10 (7 new staff + 3 additional (allows for turnover))
Other (payroll taxes and benefits on staff bonuses)	\$ -	Assumes 12.15% for social security, medicare, unemployment and workers comp on 1500 bonus
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 783,606	
Instructional Supplies and Resources		
Textbooks	\$ 18,480	Assumes \$100 per student (used +5% of enrollment for loss)
Library, periodicals, etc	\$ 3,640	Assumes \$35 per new student for classroom library + \$15 per returning student

Technology	\$	2,540	Assumes 1 document camera per new classroom \$300 + 1 projector at \$700 per new classroom + 1 camcorder for each grade-level at \$140 each
Assessment materials	\$	12,701	Assumes \$72 per student (used +5% of enrollment to account for loss)
Computers	\$	4,800	Assumes 8 per 2 new classrooms x \$300
Software	\$	10,080	Assumes \$60 per student (iReady and STMath)
Other classroom supplies	\$	6,100	Assumes \$600xclassroom + \$2500 building décor
Field trips, other unclassified items	\$	6,720	Assumes \$40 per student
Co-curricular & Athletics			
Other (please describe)			
Total Instructional Supplies and Resources	\$	65,061	
Support Supplies and Resources			
Administrative Computers	\$	3,750	Assumes purchase of new staff computers at \$750
Administrative Software	\$	900	Assumes \$5 per month per computer (office365)
Administration Dues, fees, misc expenses	\$	1,500	Assumes costs based on similar schools
Office supplies	\$	7,700	Assumes \$700 per month
Other (copier lease)	\$	12,000	Assumes 2 machine at \$500 per month
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)	\$	3,180	Assumes \$10 per student + \$100 per FTE
Other (website)	\$	1,000	
Total Support Supplies and Resources	\$	32,030	
Board Expenses			
Charter Board Services, including Board Training, retreats	\$	1,000	Assumes costs based on similar schools
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc			
Other (copies)			
Other (D&O Insurance)			Included in insurance quote (line 99)
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Board Expenses	\$	1,000	
Professional Purchased or Contracted Services			
Legal Services	\$	5,000	Assumes costs based on similar schools
Audit Services (compliant with SBOA requirements)	\$	15,000	INISchools quote
Payroll Services	\$	3,000	Assumes \$200 per employee
Accounting Services	\$	30,000	
Printing/Newsletter/Annual Report Services	\$	5,040	Assumes \$30 per student
Consultants (BES)	\$	5,000	Assumes cost based on similar schools
Internet Services	\$	10,000	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)	\$	20,038	Assumes quote from Gregory and Appel - see attachment X
Travel	\$	2,250	Assumes \$150 per FTE travel to study high quality schools and other PD needs
Postage	\$	1,680	Assumes \$10 per student
Special Education Services	\$	10,000	Assumes additional needs per contracted services
Student Information Services	\$	6,650	\$2,605 for Power School + 4K for Dean's List
Food service	\$	129,454.61	Assumes zero net from revenue +5% for labor
Transportation	\$	-	
Nursing Services	\$	-	
Other (student uniforms)	\$	600	Extra uniforms at school
Other (bank charges)	\$	125	Assumes local costs
Other (student recruitment)	\$	8,000	
Other (SPED administration)	\$	20,000	Assumes costs quoted by INISchools
Other (performance analysis/compliance)	\$	17,500	Assumes costs as quoted by INISchools

Total Professional Purchased or Contracted Services	\$	291,838	
Facilities			
Rent, mortgage, or other facility cost	\$	185,000	
Furniture & Equipment	\$	29,040	\$10K for office and \$340 per new student
Gas/electric	\$	35,000	Assumes costs based on similar schools
Water/ Sewer	\$	2,640	Assumes costs based on similar schools
Grounds Keeping	\$	2,670	Assumes costs based on similar schools
Maintenance Services	\$	17,000	Assumes costs based on similar schools
Custodial	\$	32,000	Assumes costs based on similar schools
Waste disposal	\$	2,750	Assumes \$250 per month (11 months)
Debt Service for Facilities (Interest Only)			
Other (security system/alarm)	\$	5,000	Assumes costs based on similar schools
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Facilities	\$	311,100	
Other			
Contingency	\$	31,495	Assumes 2% of revenue
Indiana Charter School Board Administrative Fee	\$	11,592	Assume 1% of Basic Grant (Row 6).
CMO/EMO Fee			
Charter and Innovation Network School Advance Program Interest Costs			
Escrow account for dissillusionment / closure	\$	10,000	Schools are required to maintain an account in reserve to cover expenses for school closing. \$10,000 should be placed in reserve starting in year 2 with a balance of \$30,000 by year 4.
Other (please describe)			
Other (please describe)			
Total Other	\$	53,087	
Total Expenditures	\$	1,537,721	
Carryover/Deficit	\$	37,010	

Cumulative Carryover/(Deficit)

School Name: Circle City Preparatory Charter School

Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,545,600	Assumes \$6900 x students
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement	\$ 13,798	Assumes \$77 x FRL
Summer School		
Charter and Innovation Network School Grant Program	\$ 112,000	
Charter and Innovation Network School Advance Program		Note: Please review IC 20-49-9 for information.
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)	\$ 41,677	Assumes estimate based on 15% SPED = 60% x \$533 (speech only and 40% x 2265
Federal Revenue		
Public Law 101-476 (IDEA)	\$ 31,000	INISchools Recommendation
Title I	\$ 135,000	Assumes \$750 per FRL
Title II	\$ 7,200	Assumes \$40 per FRL
Federal Lunch Program	\$ 99,770	Assumes \$2.98 x 186 days x FRL
Federal Breakfast Reimbursement	\$ 64,616	Assumes \$1.93 x 186 days x FRL
Other Revenue Federal sources (E rate)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (board development)	\$ 30,000	See Board Letter of Commitment in Attachment 18
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 2,090,662	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,109,959	Use staffing workbook
Substitute Teachers		
Professional Development	\$ 15,750	Assumes \$750 x FTE
Bonuses		TBD based on bottomline surplus
Other (Teacher Recruitment for Y4)	\$ 5,000	Assumes \$500 x 10 (6 new staff + 4 additional (allows for turnover))
Other (payroll taxes and benefits on staff bonuses)	\$ -	Assumes 12.15% for social security, medicare, unemployment and workers comp on 1500 bonus
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 1,130,709	
Instructional Supplies and Resources		
Textbooks	\$ 24,640	Assumes \$100 per student (used +5% of enrollment for loss)
Library, periodicals, etc	\$ 4,480	Assumes \$35 per new student for classroom library + \$15 per returning student
Technology	\$ 2,140	Assumes project (\$700) + doc camera (\$300) per new classroom + 1 \$140 cam corder for grade-level
Assessment materials	\$ 16,934	Assumes \$72 per student (used +5% of enrollment to account for loss)
Computers	\$ 4,800	Assumes 8 per classroom x 2 new classrooms x \$300
Software	\$ 13,440	Assumes \$60 per student

increases by \$250 this year

Other classroom supplies	\$ 7,800	Assumes \$600xclassroom + \$3000 building décor
Field trips, other unclassified items	\$ 13,440	Assumes \$60 per student
Co-curricular & Athletics	\$ 2,240	Assumes \$10 per student
Other (please describe)		
Total Instructional Supplies and Resources	\$ 89,914	
Support Supplies and Resources		
Administrative Computers	\$ 4,500	Assumes purchase of new staff computers at \$750
Administrative Software	\$ 1,260	Assumes \$5 per month per computer (office365)
Administration Dues, fees, misc expenses	\$ 2,000	Assumes costs based on similar schools
Office supplies	\$ 9,900	Assumes \$900 per month
Other (copier lease)	\$ 18,000	Assumes 3 machine at \$500 per month
Other (faculty/parent meetings)	\$ 2,000	Assumes costs based on similar schools
Other (First Aid/Health Supplies)	\$ 500	Assumes costs based on similar schools
Other (gift & awards)	\$ 4,340	Assumes \$10 per student + \$100 per FTE
Other (website)	\$ 1,000	
Total Support Supplies and Resources	\$ 43,500	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 1,000	Assumes costs based on similar schools
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (copies)		
Other (D&O Insurance)		Included in insurance quote (line 99)
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Board Expenses	\$ 1,000	
Professional Purchased or Contracted Services		
Legal Services	\$ 10,000	Assumes historical costs per similar schools
Audit Services (compliant with SBOA requirements)	\$ 15,000	INISchools quote
Payroll Services	\$ 4,200	Assumes \$200 per employee
Accounting Services	\$ 30,000	
Printing/Newsletter/Annual Report Services	\$ 6,720	Assumes \$30 per student
Consultants (BES)	\$ 10,000	Assumes historical costs per similar schools
Internet Services	\$ 10,000	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)	\$ 20,038	Assumes quote from Gregory and Appel - see attachment X
Travel	\$ 3,150	Assumes \$150 per FTE for costs for travel to study high performing school and other
Postage	\$ 2,240	Assumes \$10 per student
Special Education Services	\$ 15,000	Assumes contracted services
Student Information Services	\$ 6,000	Based on quotes via PowerSchool and Dean's List
Food service	\$ 172,606.14	Assumes zero net from revenue +5% for labor
Transportation		
Nursing Services	\$ -	
Other (student uniforms)	\$ 600	Extra uniforms at school
Other (bank chargers)	\$ 125	Assumes cost based on similar schools
Other (student recruitment)	\$ 8,000	
Other (SPED administration)	\$ 20,000	Assumes costs as quoted by INISchools
Other (performance analysis/compliance)	\$ 18,025	Assumes costs as quoted by INISchools
Total Professional Purchased or Contracted Services	\$ 354,204	
Facilities		
Rent, mortgage, or other facility cost	\$ 200,000	
Furniture & Equipment	\$ 29,040	\$10K for office and \$340 per new student
Gas/electric	\$ 40,000	Assumes costs based on historical data from similar schools

Water/ Sewer	\$ 2,640	Assumes costs based on historical data from similar schools
Grounds Keeping	\$ 2,670	Assumes costs based on historical data from similar schools
Maintenance Services	\$ 25,000	Assumes costs based on historical data from similar schools
Custodial	\$ 38,000	Assumes costs based on historical data from similar schools
Waste disposal	\$ 3,600	Assumes \$300 per month (11 months)
Debt Service for Facilities (Interest Only)		
Other (security system/alarm)	\$ 5,000	Assumes costs based on similar schools
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	\$ 345,950	
Other		
Contingency	\$ 62,720	Assumes 3% of revenue
Indiana Charter School Board Administrative Fee	\$ 15,456	Assume 1% of Basic Grant (Row 6).
CMO/EMO Fee		
Charter and Innovation Network School Advance Program		
Interest Costs		
Escrow account for disillusionment / closure	\$ 10,000	Schools are required to maintain an account in reserve to cover expenses for school closing. \$10,000 should be placed in reserve starting in year 2 with a balance of \$30,000 by year 4.
Other (please describe)		
Other (please describe)		
Total Other	\$ 88,176	
Total Expenditures	\$ 2,053,454	
Carryover/Deficit	\$ 37,209	

Cumulative Carryover/(Deficit)

School Name: Circle City Preparatory Charter School

Expected New School Annual Operating Budget -- YEAR 4 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,932,000	Assumes \$6900 x students
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement	\$ 17,248	Assumes \$77 x FRL
Summer School		
Charter and Innovation Network School Grant Program	\$ 140,000	Assues \$500 x students
Charter and Innovation Network School Advance Program		Note: Please review IC 20-49-9 for information.
Other State Revenue (please describe)	\$ 10,000	Assumes applicants receive \$10,000 from DOE assuming proposal meets requirements.
Other State Revenue (please describe)	\$ 51,484	Assumes estimate based on 15% SPED = 60% x \$533 (speech only and 40% x 2265
Federal Revenue		
Public Law 101-476 (IDEA)	\$ 36,500	INISchools Recommendation
Title I	\$ 168,000	Assumes \$750 per FRL
Title II	\$ 8,960	Assumes \$40 per FRL
Federal Lunch Program	\$ 124,159	Assumes \$2.98 x 186 days x FRL
Federal Breakfast Reimbursement	\$ 82,495	Assumes \$1.93 x 186 days x FRL
Other Revenue Federal sources (eRate)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (board development)	\$ 30,000	See Board Letter of Commitment in Attachment 18
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 2,600,845	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,464,871	Use staffing workbook
Substitute Teachers		
Professional Development	\$ 20,250	Assumes \$750 x FTE
Bonuses		TBD based on bottomline surplus
Other (teacher recruitment for Y5)	\$ 5,000	Assumes \$500 x 10 (6 new staff + 4 additional (allows for turnover))
Other (payroll taxes and benefits on staff bonuses)	\$ -	Assumes 12.15% for social security, medicare, unemployment and workers comp on 1500 bonus
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 1,490,121	
Instructional Supplies and Resources		
Textbooks	\$ 33,600	Assumes \$200 per 4th grade student + Assumes \$100 per K-3 student
Library, periodicals, etc	\$ 5,320	Assumes \$35 per new student for classroom library + \$15 per returning student
Technology	\$ 2,140	Assumes project (\$700) + doc camera (\$300) per new classroom + 1 \$140 cam corder for grade-level
Assessment materials	\$ 21,168	Assumes \$72 per student (used +5% of enrollment to account for loss)
Computers	\$ 14,400	Assumes 8 per classroom x 2 classrooms x \$300 + Replacement for K/1 computers (8 x 2 classrooms x \$300)
Software	\$ 16,800	Assumes \$60 per student
Other classroom supplies	\$ 10,000	Assumes \$600xclassroom + \$4000 building décor
Field trips, other unclassified items	\$ 16,800	Assumes \$60 per student
Co-curricular & Athletics	\$ 2,800	Assumes \$10 per student
Other (please describe)		

add full cost of laptops

Other (please describe)		
Total Instructional Supplies and Resources	\$ 123,028	
Support Supplies and Resources		
Administrative Computers	\$ 7,000	Assumes purchase of new staff computers at \$750 + 5 replacements at \$750
Administrative Software	\$ 1,620	Assumes \$5 per month per computer (office365)
Administration Dues, fees, misc expenses	\$ 2,000	Assumes costs based on similar schools
Office supplies	\$ 12,100	Assumes \$1100 per month
Other (copier lease)	\$ 18,000	Assumes 3 machine at \$500 per month
Other (faculty/parent meetings)	\$ 2,500	Assumes costs based on similar schools
Other (first aid/health supplies)	\$ 500	Assumes costs based on similar schools
Other (gifts & awards)	\$ 5,500	Assumes \$10 per student + \$100 per FTE
Other (website)	\$ 1,000	
Total Support Supplies and Resources	\$ 50,220	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 1,000	Assumes costs based on similar schools
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (copies)		
Other (D&O Insurance)		Included in insurance quote (line 99)
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Board Expenses	\$ 1,000	
Professional Purchased or Contracted Services		
Legal Services	\$ 10,000	Assumes historical costs per similar schools
Audit Services (compliant with SBOA requirements)	\$ 15,000	INISchools quote
Payroll Services	\$ 5,400	Assumes \$200 per employee
Accounting Services	\$ 30,000	
Printing/Newsletter/Annual Report Services	\$ 8,400	Assumes \$30 per student
Consultants (BES)	\$ 10,000	Assumes historical costs per similar schools
Internet Services	\$ 10,000	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)	\$ 20,038	Assumes quote from Gregory and Appel - see attachment X
Travel	\$ 4,050	Assumes \$150 per FTE for costs for travel to study high performing school and other PD
Postage	\$ 2,800	Assumes \$10 per student
Special Education Services	\$ 20,000	Assumes contracted services
Student Information Services	\$ 6,000	Based on quotes via PowerSchool and Dean's List
Food service	\$ 216,986	Assumes zero net revenue +5% for labor
Transportation		
Nursing Services	\$ -	
Other (student uniforms)	\$ 600	Extra uniforms at school
Other (bank chargers)	\$ 125	Assumes cost based on similar schools
Other (student recruitment)	\$ 4,000	
Other (SPED administration)	\$ 25,000	Assumes costs by INISchools
Other (performance analysis/compliance)	\$ 18,000	Assumes costs by INISchools
Total Professional Purchased or Contracted Services	\$ 408,899	
Facilities		
Rent, mortgage, or other facility cost	\$ 225,000	
Furniture & Equipment	\$ 29,040	\$10K for office/replacement and \$340 per new student
Gas/electric	\$ 45,000	Assumes costs based on historical data from similar schools
Water/ Sewer	\$ 2,640	Assumes costs based on historical data from similar schools
Grounds Keeping	\$ 2,670	Assumes costs based on historical data from similar schools
Maintenance Services	\$ 30,000	Assumes costs based on historical data from similar schools
Custodial	\$ 45,000	Assumes costs based on historical data from similar schools
Waste disposal	\$ 3,859	Assumes \$350 per month (11 months)

Debt Service for Facilities (Interest Only)		
Other (security system/alarm)	\$ 5,000	Assumes costs based on similar schools
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	\$ 388,209	
Other		
Contingency	\$ 52,017	Assumes 2% of revenue
Indiana Charter School Board Administrative Fee	\$ 19,320	Assume 1% of Basic Grant (Row 6).
CMO/EMO Fee		
Charter and Innovation Network School Advance Program		
Interest Costs		
Escrow account for dissillusionment / closure	\$ 10,000	Schools are required to maintain an account in reserve to cover expenses for school closing. \$10,000 should be placed in reserve starting in year 2 with a balance of \$30,000 by year 4.
Other (please describe)		
Other (please describe)		
Total Other	\$ 81,337	
Total Expenditures	\$ 2,542,814	
Carryover/Deficit	\$ 58,031	

Cumulative Carryover/(Deficit)

School Name: Circle City Preparatory Charter School

Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 2,318,400	Assumes \$6900 x students
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement	\$ 20,713	Assumes \$77 x FRL
Summer School		
Charter and Innovation Network School Grant Program	\$ 168,000	Assues \$500 x students
Charter and Innovation Network School Advance Program		
Other State Revenue (please describe)	\$ 10,000	Assumes applicants receive \$10,000 from DOE assuming proposal meets requirements.
Other State Revenue (please describe)	\$ 62,516	Assumes estimate based on 15% SPED = 60% x \$533 (speech only and 40% x 2265
Federal Revenue		
Public Law 101-476 (IDEA)	\$ 42,000	INISchools Recommendation
Title I	\$ 201,750	Assumes \$750 per FRL
Title II	\$ 10,760	Assumes \$40 per FRL
Federal Lunch Program	\$ 149,101	Assumes \$2.98 x 186 days x FRL
Federal Breakfast Reimbursement	\$ 96,566	Assumes \$1.93 x 186 days x FRL
Other Revenue Federal sources (Erate)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (board development)	\$ 30,000	See Board Letter of Commitment in Attachment 18
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 3,109,806	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,810,157	Use staffing workbook
Substitute Teachers		
Professional Development	\$ 24,750	Assumes \$750 x FTE
Bonuses		TBD based on bottomline surplus
Other (teacher recruitment for Y5)	\$ 5,000	Assumes \$500 x 10 (6 new staff + 4 additional (allows for turnover))
Other (payroll taxes and benefits on staff bonuses)	\$ -	Assumes 12.15% for social security, medicare, unemployment and workers comp on 1500 bonus
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 1,839,907	
Instructional Supplies and Resources		
Textbooks	\$ 44,800	Assumes \$200 per 4/5th grade student + Assumes \$100 per K-3 student
Library, periodicals, etc	\$ 6,160	Assumes \$35 per new student for classroom library + \$15 per returning student

Technology	\$ 2,140	Assumes project (\$700) + doc camera (\$300) per new classroom + 1 \$140 cam corder for grade-level
Assessment materials	\$ 25,402	Assumes \$72 per student (used +5% of enrollment to account for loss)
Computers	\$ 11,200	Assumes 8 per classroom x 2 classrooms x \$300 + Replacement for 2nd grade computers (8 x 2 classrooms x \$300)
Software	\$ 20,160	Assumes \$60 per student
Other classroom supplies	\$ 12,200	Assumes \$60xclassroom + \$5000 building décor
Field trips, other unclassified items	\$ 20,160	Assumes \$60 per student
Co-curricular & Athletics	\$ 3,360	Assumes \$10 per student
Other (please describe)		
Total Instructional Supplies and Resources	\$ 145,582	
Support Supplies and Resources		
Administrative Computers	\$ 8,250	Assumes purchase of new staff computers at \$750+ 5 replacements at \$750
Administrative Software	\$ 1,980	Assumes \$5 per month per computer (office365)
Administration Dues, fees, misc expenses	\$ 2,000	Assumes costs based on similar schools
Office supplies	\$ 14,300	Assumes \$1300 per month
Other (copier lease)	\$ 18,000	Assumes 3 machine at \$500 per month
Other (faculty/parent meetings)	\$ 3,000	Assumes costs based on similar schools
Other (first aid/health supplies)	\$ 500	Assumes costs based on similar schools
Other (gifts & awards)	\$ 6,660	Assumes \$10 per student + \$100 per FTE
Other (website)	\$ 1,000	
Total Support Supplies and Resources	\$ 55,690	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 1,000	Assumes costs based on similar schools
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (copies)		
Other (D&O Insurance)		Included in insurance quote (line 99)
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Board Expenses	\$ 1,000	
Professional Purchased or Contracted Services		
Legal Services	\$ 15,000	Assumes historical costs per similar schools
Audit Services (compliant with SBOA requirements)	\$ 15,000	INISchools quote
Payroll Services	\$ 6,600	Assumes \$200 per employee
Accounting Services	\$ 30,000	
Printing/Newsletter/Annual Report Services	\$ 10,080	Assumes \$30 per student
Consultants (BES)	\$ 10,000	Assumes historical costs per similar schools
Internet Services	\$ 10,000	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)	\$ 20,038	Assumes quote from Gregory and Appel - see attachment X
Travel	\$ 4,950	Assumes \$150 per FTE for costs for travel to study high performing school and other PD
Postage	\$ 3,360	Assumes \$10 per student
Special Education Services	\$ 25,000	Assumes contracted services

Student Information Services	\$ 6,000	Based on quotes via PowerSchool and Dean's List
Food service	\$ 257,950	Assumes zero net revenue +5% for labor
Transportation		
Nursing Services	\$ -	
Other (student uniforms)	\$ 600	Extra uniforms at school
Other (bank chargers)	\$ 125	Assumes cost based on similar schools
Other (student recruitment)	\$ 8,000	
Other (SPED administration)	\$ 25,000	Assumes costs by INISchools
Other (performance analysis/compliance)	\$ 18,000	Assumes costs by INISchools
Total Professional Purchased or Contracted Services	\$ 468,203	
Facilities		
Rent, mortgage, or other facility cost	\$ 250,000	
Furniture & Equipment	\$ 30,160	\$10K for office/replacement and \$360 per new student
Gas/electric	\$ 50,000	Assumes costs based on historical data from similar schools
Water/ Sewer	\$ 2,640	Assumes costs based on historical data from similar schools
Grounds Keeping	\$ 2,670	Assumes costs based on historical data from similar schools
Maintenance Services	\$ 35,000	Assumes costs based on historical data from similar schools
Custodial	\$ 50,000	Assumes costs based on historical data from similar schools
Waste disposal	\$ 4,400	Assumes \$400 month (11 months)
Debt Service for Facilities (Interest Only)		
Other (security system/alarm)	\$ 5,000	Assumes costs based on similar schools
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	\$ 429,870	
Other		
Contingency	\$ 93,294	Assumes 3% of revenue
Indiana Charter School Board Administrative Fee	\$ 23,184	Assume 1% of Basic Grant (Row 6).
CMO/EMO Fee		
Charter and Innovation Network School Advance Program Interest Costs		
Escrow account for dissillusionment / closure		Schools are required to maintain an account in reserve to cover expenses for school closing. \$10,000 should be placed in reserve starting in year 2 with a balance of \$30,000 by year 4.
Other (please describe)		
Other (please describe)		
Total Other	\$ 116,478	
Total Expenditures	\$ 3,056,730	
Carryover/Deficit	\$ 53,075	

Cumulative Carryover/(Deficit)



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Ambitious Learners. Responsible Leaders.

Attachment 18

Budget Narrative



Attachment 18: Provide 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: (a) start-up costs, (b) any special education costs incurred, (c) any transportation costs necessary to ensure the school will be accessible for all enrolled students, and (d) required retirement plan contributions.

Note: Limit attachment to five (5) pages.

Annual Budget

Budget Mirrors Academic Design. Circle City Prep's academic design matches our budget estimates and budget narrative. Each element of our design is included in the budget document and narrative including: recruitment and development of transformational teachers; a back-office provider in accounting and finance, special education support, and federal and state compliance; use of NWEA and STEP assessments; our Enrichment, Extension, and Excursion Programs; computers in every classroom; BES on-going support in Y1 and Y2; hourly salaries for contracted special education providers.

Committed to Fiduciary Responsibility. Circle City Prep's budgeted revenue and expenditure projections are based on information provided by both local and national urban charter schools as well as school finance experts. Circle City Prep is committed to being lawful and diligent stewards of public revenue through extensive oversight from our Finance Committee, Board of Directors, and the Indiana Charter School Board, including the administration of annual external audits. Circle City Prep intends to use a third party back-office provider to manage the financial and accounting systems and reporting for the school and have consulted with two potential providers at the point of charter submission.

Build Up Cash Reserve. Circle City Prep knows that cash management is critical to the ongoing success of charter schools. With potential unforeseen expenses and cash flow fluctuations Circle City Prep believes that it is financially responsible to build a healthy cash reserve over time. Included in each year presented is a budgetary line item named expenditure contingency of up to 3% of revenue. This annual set aside functions as an accumulated cash reserve. By year three of operations Circle City Prep shows over 30 days cash on hand and 45 days cash on hand by the end of year four. We have, however, budgeted revenue conservatively and anticipate more revenue and cash than is shown in our budget resulting in an increased cash balance.

Line of Credit. Circle City Prep will also seek to put into place a working capital line of credit as it becomes more established. This line of credit will be there only to fund short-term timing differences in guaranteed revenue or to fund accelerated expenditures typical within the early months of a growing school.

Include Quotes When Possible. To the extent viable based on our timeline, we have secured quotes for services, including facility estimates, curriculum, technology, and back-office providers. In circumstances where unavailable, we have utilized information provided by other local and national charter schools and industry standards.

Budget Assumptions

Revenue



Per-pupil revenue projections. We have conservatively projected per-pupil funding at \$6900 per student. To remain as conservative as possible, we have assumed that these rates stay flat, and allocate 0 percent inflation over the next five years. Due to our proposed location's proximity to both Lawrence Township and Warren Township, we estimated 70% of the student body residing in IPS (\$7134), 20% coming from Warren Township (\$6625), and 10% from Lawrence Township (\$7101).

Charter and Innovation Network School Grant Program. Under the FY16/17 appropriation following IC 20-24-13 all charters in their first two years are automatically awarded \$500 per student for capitol and transportation costs.

Variable income. Circle City Prep has only budgeted using secured grants or development money in order to remain conservative.

- **Grants.** In Y0, we will receive \$325,000 from the Walton Family Foundation, shown in our budget in Y0 as \$159,000 and Y1 as \$166,000 (see BES' letter regarding the WFFF partnership/grant funding in **Attachment 18**). We have included in our budget funding from the State through their Early Literacy Intervention Grant of \$10,000. While we will actively purpose grant opportunities post-authorization, we have built a budget only on secured founding.
- **Fundraising.** Our budget is conservatively projected and does not include any fundraising revenues aside from \$30,000 of which our Board of Directors has committed to donating or raising each year. (See **Attachment 18** for Board Letter of Commitment.) Any additional fundraising would support the growth of the school's leadership team and adding additional extension or excursion activities (such as grade-level tours of universities).
- **Public Charter School Program Grant (PCSP).** While we intend to apply for this funding through the Federal government, we have not included funding from this program in our annual budget due to the increased competitive nature of the grant.

Student Enrollment. We have based all student enrollment numbers on our school design, which is a slow growth model based on the best practices of high performing charter schools nationally, starting with 56 Kindergarten and 56 First Grade students in Y1 and growing one grade level of 56 students per year until full capacity in 2024 with 504 students. In compliance with Indiana State Law, we will backfill students through the Eighth Grade. Our special education projection grows from 10% in Y1 (anticipating a smaller special education population due this being the first formalized education experience for most of our Kindergarten and First Grade students) to 15% in Y3 (the average special education population in surrounding neighborhood schools). Our English Language Learner projections are currently at 16% but we recognize these percentages fluctuate drastically between schools on the Far Eastside. Our Free or Reduced Lunch projection is 80%.

Expenditures

Personnel Expenses

Staffing Levels. *Estimate Teacher Salaries Conservatively.* As transformational teachers and staff are critical to the success of our students, personal expenses represent 50-60% of Circle City Prep's annual budget in Y1 – Y5. All contracts at Circle City Prep are at-will contracts. As such, salaries will not be directly proportional to experience or degree. However, in every case, we have increased salaries by 2% each year to reflect cost-of-living increases. *Staff the School Strategically.* In Y1 our small school size means the school is unable to have both co-teachers and enrichment teachers. We have strategically staffed Y1 with two Co-Teachers (one in Kindergarten, one in First Grade) that allows Co-Teachers to



both push into two literacy blocks and lead two enrichment courses. This allows our students to have two types of enrichment options in Y1. Our staggered, slow-growth enrollment plan provides a strategic pipeline to grow teachers from Co-Teachers to Lead Teachers or a Dean to a Principal, minimizing future staff recruitment costs. See **Figure 18.1** for our staffing plan from start-up through Year 5.

Figure 18.1: Y1 – Y5 Staffing Plan

	Y1 (K-1)	Y2 (K-2)	Y3 (K-3)	Y4 (K-4)	Y5 (K-5)
Enrollment	112	168	224	280	336
Head of School	1	1	1	1	1
Lower Academy Principal				1	1
School Operations Manager	1	1	1	1	1
Dean of Curriculum and Instruction			1	1	1
Dean of Culture		1	1	1	1
Manager of Technology				1	1
Office Manager	1	1	1	1	1
Coordinator of Student Supports	1	1	1	1	1
Lead Teacher	4	6	8	10	12
Co-Teacher	2	3	4	5	6
Speech/Enrichment Teacher					1
Enrichment Teacher		1	2	2	2
Special Educator			1	1	2
Social Worker				1	1
Operations Associate					1
Total	10	15	21	27	33

Substitute Teachers. We do not account for substitute teachers in our budget and plan to use internal staff in the building to cover any absences.

Teacher Recruitment. Due to Circle City Prep’s strong emphasis on ensuring high-quality administrators, teachers, and staff members, the school has budgeted \$500 per new FTE per year in recruitment costs, including the cost of marketing and interviews. Anticipating staff turnover, we budget an additional \$1500. Recognizing the additional lift required to recruit staff for Y1, we have allocated \$6,000 to identify and hire our initial 9 Y1 FTEs.

Bonuses. Bonuses will be partly contingent on the organization capacity to pay if the bottom line surplus can absorb this cost. If it can, we look provide \$1,500 bonuses to be allocated based on school-wide academic performance and individual teacher evaluations.

Professional Development. Quality professional development is essential to developing and maintaining a high caliber team of administrators, teachers, and staff. The school has allocated \$500 per FTE per year, which includes travel and professional fees.

Instructional Supplies and Resources

Textbooks. In alignment to our curricular needs, student textbook costs including textbooks, student workbooks and teachers guides as assumed at \$100 per student per year plus 5% of enrollment to budget for student attrition.

Library. Circle City Prep will build its library over a period of time. The school will seek in-kind donations as well as purchase books annually for its library. The school has budgeted \$35 per student per year to cover expenses related to the purchase of books for the library. Given that the school may not have



physical space for a library room, each classroom will have a take-home section of books for this purpose. These books are separate from the books purchased from the American Reading Company, which will be only used for in-classroom reading.

Technology Costs. Technology used for classroom instruction has been included in Circle City Prep's general operating expenditures. We assume 8 computers (including accessories) per classroom, a document camera and projector per classroom resulting in \$5,800 budgeted per classroom for technology needs.

- **Software:** In the software line item we budget for both the Lexia and STMath program which will be used daily in our literacy rotation and our math small group time. We have budgeted at \$60 per student plus \$2,000 for start-up fees.

Facility Expenses. Circle City Prep is currently researching potential facility options within our prospective community and targeted zip codes of 46226 and 46235. To locate a facility that meets our programmatic needs, we are working with Charter School Support Services, a partnership provided by Building Excellent Schools. Thus far in our facility acquisition work, we have two potential sites - TC Steele Property and 4002 N. Franklin Road Property. Each property is a unique opportunity and would lead to different lease rates and financial obligations.

Field trips. Circle City Prep believes it is essential for students to have educational experiences outside of the classroom (cultural, arts, college visits, etc.). Circle City Prep will likely schedule one local trip per grade bi-monthly and has budgeted \$40 per student Y1, increasing to \$60 per student starting in Y3 for these trips.

Support Supplies and Resources

Administrative Computers. Each Circle City Prep administrator, teacher, and staff member will be provided with a laptop at an average cost of \$750 per computer. The school assumes it will need to replace laptops every four years to keep pace with technological upgrades. The school may receive in-kind donations or computers at a significantly lower price, which would have a favorable impact on the budget.

- **Administrative Software.** All Circle City Prep administrative computers will operate on Office365 and the school has budgeted \$5 per month per computer.

Faculty/Parent Meetings. Includes costs for faculty working meetings as well as parent meetings. This line item is based on historical costs (assumes a cost of \$1200 in Y1, jumping to \$1500 in Y2, increasing by an additional \$500 yearly through Y5).

Website. As marketing tool, enrollment opportunity, and method to connect with the broader community, we will create and maintain a professional website. We have allocated \$3000 in Y0 for design and \$1000 each year moving forward for maintenance and security.

Start-up costs

Special Education. Circle City Prep has budgeted revenue based on the percentage of students qualifying for IDEA funds (based on historical amounts) and has estimated State Special Education revenue on projected categorical disabilities for the students we anticipate enrolling. We anticipate meeting the needs of all our students with our full-time Coordinator of Students Supports working in partnership with INISchools. If a student requires accommodations not currently allocated, we will adjust our budget as needed to ensure all students are able to receive the services needed to succeed and thrive in our school.

Transportation. Circle City Prep does not provide transportation. Should providing transportation become necessary to reach enrollment or demanded by our families, our Board will identify anticipated costs and



adjust our budget and increase fund development work to afford transportation. We will contract out transportation services using “Field Trip” funds for off-site excursions when needed.

Retirement Plan Costs. Circle City Prep plans to offer enrollment in TRF/PERF and budgeted to match 7.5% at each salary.

Contingency Plan

Reserve Funds. Circle City Prep will ensure that the budget is balanced every year and has included a 2% contingency fund starting in Y1, increasing to 3% in Y5 moving forward. In addition, our proposed budget also ensure we are ending each year with a surplus to ensure that by the end of Y3, we have at least 30 days of operating costs (\$169,185) in general fund.

Plans for Cash Flow Shortfalls. Circle City Prep understands the importance of a line of credit can provide with regards to a steady cash flow during the lean start-up years of a new organization. To that end, we are researching banks that might provide this type of credit. We will also negotiate with the landlord as we secure facilities to structure lease payments to begin in September, rather than July, to support school’s cash flow.

Flexible Staffing Plans. We address the risk of under-enrollment through a flexible staffing plan. Should we predict enrollment at 25% below our target, we would shift our staffing in the following manner: Year 1: Head of School, 2 Kindergarten Teachers, 2 Grade 1 Teachers, 1 Special Education Teacher/Literacy Teacher, 1 Literacy Teacher/School Operations Manager. In Year 2, we would continue to add teachers at the same rate, transitioning the School Operations Manager to a FTE. We would not bring on a Dean of Culture until Y3 and a Dean of Curriculum and Instruction unit Y4. We would rely more heavily on part-time, hourly employees to provide additional support to the office and enrichment programs. Adjusting costs for fewer students, we anticipate decreasing the number of classroom computers, classroom supplies and start-up costs, decreased accounting needs and would find a more financially conservative SIS.



March 8, 2016

Indiana Charter School Board

RE: Commitment of Start-Up Funds for Circle City College Preparatory Charter School

To Whom It May Concern:

In recognition of Megan Murphy's status as Fellow with Building Excellent Schools, we are pleased to inform you that the Walton Family Foundation, in partnership with Building Excellent Schools, will make available \$325,000 in start-up funds to Circle City College Preparatory Charter School.

The grant is given in support of the start-up needs of Circle City Preparatory Charter School and is contingent and available upon authorization of Circle City Preparatory Charter School.

Sincerely,

Susan L. Walsh

Susan L. Walsh
Senior Director, Fellowship and Leadership Development
Building Excellent Schools



Circle City Prep

March 11, 2016

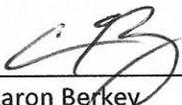
Indiana Charter School Board
143 West Market Street
Suite 300
Indianapolis, IN 46204

Dear Members of the Indiana Charter School Board,

This letter serves the purpose of articulating our financial commitment to Circle City Prep during year one of operations should our charter application be approved. Collectively, the Board is excited to donate or raise \$30,000 in financial contribution towards the school's general fund.

We believe in the mission of our proposed school and are enthusiastic about the opportunity to join schools in the ICSB's portfolio in an effort to provide quality educational opportunities for all students in Indiana, specifically Indianapolis.

Sincerely,



Aaron Berkey



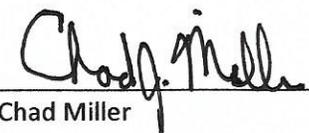
Jennifer Bartenbach



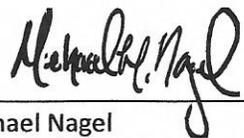
Richard Brown



Sharnell Johnson



Chad Miller



Michael Nagel



Doris Tolliver



Ambitious Learners. Responsible Leaders.

Attachment 19:

Existing Non-Profit Entity Financials

Attachment 20:

Experienced Board Member Performance Summary

Attachment 21:

Experienced Board Member Indiana Portfolio Financials

Attachment 22:

Experienced Board Member Operator Financials

Attachment 23:

Experienced Board Member Litigation Documentation

(Not Applicable)