

Exhibit B

Proposal Overview

The applicant group's **designated representative** 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: Vanguard Collegiate of Indianapolis

Proposed Charter School location:* Indianapolis, Indiana 46208

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

School district of proposed location: Indianapolis Public Schools

Legal name of group applying for Charter: Vanguard Collegiate of Indianapolis, Inc.

Designated representative: Robert L. Marshall Jr.

Contact Information (Phone & Email): (317) 513-2128 rmarshall@buildingexcellentschools.org

Planned opening year for the school: Fall 2018

Model or focus of proposed school: Vanguard Collegiate of Indianapolis is a college preparatory charter school for the Near Northwest side of Indianapolis.
(e.g., arts, college prep, dual-language, etc.)

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	5-6	120
Year 2	5-7	240
Year 3	5-8	360
Year 4	5-8	420
Year 5	5-8	480
At Capacity	5-8	480

Target student population (if any): _____

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):

Planned submission date(s):

Please list the number of previous submissions (including withdrawn submissions) for request to authorize any charter school(s) over the past five years, as required under IC § 20-24-3-4.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

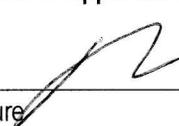
Number of Previous Submissions:

Authorizer(s):

Submission date(s):

Signature of Applicant's Designated Representative

Signature



3/24/17

Date



VANGUARD COLLEGIATE
OF INDIANAPOLIS

Vanguard Collegiate of Indianapolis Charter School
A proposed 5-8 school for Indianapolis' Near Northwest side

Respectfully submitted by Robert Marshall
on behalf of the Founding Team

March 27, 2017

TABLE OF CONTENTS

Executive Summary	1
Section I: Evidence of Capacity	
1. Founding Team Members.....	5
2. Qualifications of Applicant Group.....	8
3. Founding Team Resumes.....	8
4. Governance Structure.....	8
5. Advisory Bodies.....	10
6. Complaint Response.....	10
7. Proposed Head of School.....	11
8. Planning Year Leadership Team and Compensation	11
9. School Administrative Team.....	12
10. Educational Services.....	13
11. Decision Making Authority.....	13
Section II: Educational Plan	
Innovation.....	13
Curriculum and Instructional Design.....	15
Pupil Performance Standards.....	21
Supplemental Programming.....	26
Special Populations and At-Risk Students.....	28
Student Recruitment and Enrollment	32
Student Discipline.....	33
Parents and Community.....	34
Performance Management.....	37
Section III: Implementation Plan	
Legal Status and Governing Documents.....	39
Human Capital.....	39
Start-Up and Operations.....	44
Facility Plan.....	44
Budget and Finance.....	47
Attachments	
Exhibit A – Application Checklist	
Attachment 1 – Applicant Group Resumes	
Attachment 2 – Exhibit C – Board Member Information	
Attachment 3 – Exhibit D – Decision Making Authority	
Attachment 4 – Course Scope and Sequence	
Attachment 5 – Academic and Exit Standards	
Attachment 6 – School Calendar and Schedule	
Attachment 7 – Enrollment Policy	
Attachment 8 – Student Discipline Policy	
Attachment 9 – Evidence of Support from Community Partners	
Attachment 10 – Governance Documents	
Attachment 11 – Exhibit E - Statement of Assurances	
Attachment 12 – Organizational Chart	
Attachment 13 – Start-up Plan	
Attachment 14 – Insurance Coverage	
Attachment 15 – Budget and Staffing Workbook	
Attachment 16 – Budget Narrative	
Attachment 17 – Not Applicable	

EXECUTIVE SUMMARY

Mission and Vision

Unapologetically focused on the success of students in our community, Vanguard Collegiate of Indianapolis sets the bar high, academically and behaviorally, instilling in every 5th through 8th grade scholar the desire to dream big, the discipline to work hard, and the ability to think critically to achieve school and life success.

Through rigorous curriculum, meaningful and quality instruction, and character development, Vanguard Collegiate of Indianapolis (“Vanguard Collegiate”) provides an academically challenging, data-driven curriculum and a structured, goal-oriented school community for 5th through 8th grade students. The Board, school leadership, and staff are dedicated to ensuring the highest academic achievement results for scholars, with a prioritized focus on literacy and math so that they are set up for success, regardless of the academic gaps with which they arrive. We ensure scholars are equipped for post-secondary education and subsequent life success regardless of race, socio-economic status, family educational attainment level, or zip code.

Vanguard Collegiate exists to educate Central Indiana students, more specifically in the Near Northwest side of Indianapolis. Using curriculum that is aligned with national and state standards and frequent rigorous assessments that drive our professional development, instruction, and supports, our scholars’ level of mastery will consistently exceed state assessment averages and be on par with or exceed those from the best schools in Indiana. Scholars will receive intervention and college preparatory advisory supports to ensure they are on a high school and college success trajectory. We will hire, train, and retain highly effective instructors committed to growing scholars’ academic endurance, work ethic, and discipline, and deliver results. Vanguard Collegiate will equip scholars with critical thinking skills, integrity, and sense of social and personal responsibility, seizing the educational opportunities afforded them, thus, bringing their dreams and those of their families, to fruition. Every day, our core values drive the culture of the school: Dream, Responsibility, Discipline, Hard Work, Growth, Carpe Omnia, Critical Thinking, Mastery, Endurance, Integrity.

Educational Need and Target Population

Vanguard Colligate of Indianapolis (“Vanguard Collegiate”) is unapologetically focused on the success of 5th through 8th grade students in Indianapolis, more specifically those residing within the 46208 and 46222 zip codes. Although school options for families have grown within Indianapolis, there are still challenges concerning quality education access for all students and student academic performance gaps, particularly for African American, Latino, and impoverished communities within these zip codes.

In zip code 46208, 30% of the population have a bachelor’s degree or higher, while 57% have a high school diploma, and 13% did not earn a high school diploma. Here, the unemployment rate is 16%. The average household income is \$50,000. Demographically, the community is comprised of 23,000 residents: 50% Black, 40% White, and 10% Latino. As of 2014, there were 1,335 students ages 5-9 and 964 ages 10-14 within this zip code. Of the six schools in 46208, there are two charter schools. In 2015, all the schools earned failing grades on the ISTEP exam, with a 52% passage rate being the highest. Only one school earned higher than a “B” from the Indiana State Department of Education (George W. Carver IPS #87). Due to Fall Creek Academy closing, IPS proposed change to eliminate joint high schools and middle schools, and George W. Carver School’s entry grade being K-1 (as it a Montessori school), there are no true middle schools remaining to serve the students of 46208. To get different results, you need to be a different school.

In zip code 46222, 10% of the population have a bachelor’s degree or higher, while 63% have a high school diploma, and 27% did not earn a high school diploma. Here, the unemployment rate is 17%. The average household income is \$25,000. Demographically, the community is comprised of 34,000 residents: 40% Black, 35% White, and 23% Latino. As of 2014, there were 2,928 students ages 5-9 and 1,988 ages 10-14 within this zip code. Of the eight schools in 46222, there are three charter schools. In 2015, all the schools earned failing grades on the ISTEP exam, with a 52% passage rate being the highest. Two schools earned

an “A” from the Indiana State Department of Education (Cold Spring School and Ernie Pyle School IPS #90). Although there are three K-8 schools here, there are no stand-alone middle schools in 46222.

Although Indiana has made progress in resolving its challenges with quality education access, student academic performance gaps, diversity, and high crime, currently, there are no college preparatory middle school options for the students in zip codes 46208 and 46222, nor are there any Indiana Department of Education A-rated middle school options for students residing here. As new school options emerge, so too do opportunities to make strong choices to positively impact some of our most vulnerable students’ academic trajectory.

Through rigorous curriculum, meaningful and quality instruction, and character development, Vanguard Collegiate of Indianapolis will provide an academically challenging, data-driven, structured, and goal-oriented school community for 5th through 8th grade students that will ensure the highest academic achievement results – particularly in reading and math - and will ensure that our scholars are equipped for post-secondary education and subsequent life success. This success will not be determined for them based on their race, socio-economic status, family educational attainment level, or zip code, but rather on the high-quality education that they will receive in the critical middle school years.

Community Engagement

Vanguard Collegiate proposes to be a school that does something special with a community and not something to a community. We have engaged with a variety of community stakeholders including neighborhood association leadership, elected officials representing the Westside communities, churches, and community members. In addition, we have engaged parents with students currently within the age range of the students we seek to educate and parents of potential students. From these conversations, we have identified three core needs of the community that have impacted the school design.

Academic Improvement. Parents are genuinely excited about the idea of a college preparatory education for their students. For some, college did not seem to be a reality for their student until we explained the development of a college success plan for all students and how their education now impacts their trajectory later. **Character Development.** We have sharpened our vision for character development, and incorporated community input into the selection of our core values. **Safety.** Our culture of success establishes structures that ensure all students are safe, learning time is sacred, and anticipates/prepares for the most challenging situations and conditions.

Vanguard Collegiate is deeply committed to instilling the importance of giving back to the community in our scholars. Vanguard Collegiate scholars will be required to complete a community health and impact project in neighborhoods (C.H.I.P. I.N.) as their capstone and as a graduation requirement. In their 8th grade year, students are responsible for successfully implementing their project, carefully managing the progress of their plans/timelines, and adjusting as needed. At the end of their project, scholars must complete an evaluation of their project that will highlight success, lessons learned, and demonstrate the need met.

We believe firmly in both our commitment to the community as well as to the families of our students. “A successful school is marked by parents committed to academic excellence. A lack of parental involvement, however, is no excuse for a school’s poor performance.”¹ We will engage families proactively and we will always set the bar high, even when families may struggle to be involved. Vanguard Collegiate of Indianapolis sees every student’s education as a partnership between the school, students, and their respective families. Students with both parents and a school community that have high expectations for their academic performance generally exceed expectations.² The cornerstone of our partnership with families is clear and consistent and communication. This partnership begins with annual home visits

¹ Carter, Samuel Casey. “No Excuses: 21 Lessons from High Performing, High Poverty Schools. Heritage Foundation. 2000.

² Benner, A. & Mistry, R. “*Congruence of Mother and Teacher Educational Expectations and Low-income Youth’s Academic Competence.*” Journal of Educational Psychology. Volume 99, no. 1. 2007.

conducted by school staff, annual family orientations, and regular academic reports, and extends to student and family school events offered throughout the school year.

Education Plan/School Design

We reach our ambitious mission through (1) Rigorous Curriculum, (2) Student Supports, (3) Culture of High Expectations, and (4) Core Values.

“Creating an environment in which you can’t imagine students not trying their best, in which semi-correct answers will be teased out until they are fully correct, in which correct answers will be met with rigorous follow ups, and in which content and format will be held to unapologetically high standards creates a powerful ethos in champion classrooms.”³ We believe unequivocally that all children can achieve academically at high levels regardless of their race, socio-economic status, family educational attainment level, or zip code. Closing Indiana’s college completion gap (27% on-time completion for all students, and 11% for Black students⁴) begins before students enroll in post-secondary education, and includes prioritized attention in the middle school grades. Per the National Assessment of Educational Progress report, a study conducted between 2003 and 2009 shows that “goal setting and accountability, curriculum and instruction, teaching quality, and use of data assessments”⁵ are among the shared traits of high performing districts. To ensure students are on this path to college completion, Vanguard Collegiate focuses first on academics and high-quality instruction, starting in grade five.

Rigorous Curriculum

Vanguard Collegiate will have a college preparatory curriculum in all grades and all content areas that is aligned with the Indiana State Standards and ensures implementation of College and Career Ready standards and skills. From these standards, Vanguard Collegiate will create our own end-of-course assessments and backwards plan courses to the level of rigor expected on college ready assessments. Daily lessons, homework, quizzes, and unit assessments will all drive towards these end-of-course assessments, and set students up for success through a carefully scaffolded course of study.

Teachers will be supported in holding students to a high bar for their responses, both written and verbal, and will be trained to use targeted questioning techniques to push students to higher order thinking and critical analysis. Students will be required to explain their thinking in both written and verbal responses and to robustly support their claims with evidence. In Literacy, students will read and analyze grade level and above grade level texts. They will engage in both written responses and verbal discussions to proficiently analyze these texts, both as a class and independently. Students will be expected to read a wide variety of literature, ranging in complexity and genre. In mathematics, students will develop grade level mastery in number sense, computation, algebra, geometry, measurement, data analysis, and statistics. In 8th grade, all students will take Algebra 1, setting them on the path to a high school course of study in math that will lead to college readiness. As students move from 5th grade through 8th grade, they will complete an annual capstone project that culminates with their 8th grade service project that includes a written proposal and report on the execution of the proposal. The goal of each annual project is for students to demonstrate their academic skills coupled with our core values.

Student Supports

At Vanguard Collegiate, we recognize that students will enter school with a wide range of academic abilities. To that end, we will ensure students receive the necessary supports to reach our rigorous goals through detailed analysis of our assessment data and clear action plans informed by that analysis. To supplement classroom instruction, Vanguard Collegiate incorporates an hour of literacy support and an hour of math support daily, as both a reading and a math Power Hour. During each Power Hour, students are placed in small groups based on skill, and we use a station rotation model where some groups receive

³ Lemov, Doug. *Teach Like a Champion 2.0*. Jossey-Bass, 2015.

⁴ Indiana Commission for Higher Education. “*Reaching higher, Delivering Value*.” 2016.

⁵ Casserly, Michael. “Pieces of the Puzzle: Factors in Improving Achievement of Urban School Districts.” American Enterprise Institute for Public Policy, Volume 4, 2012, 5.

instruction directly from teachers, while others work independently on their own level and at their own pace using research-based blended learning platforms. We will also use a Response to Intervention (RTI) model to identify individual student needs, including but not limited to, English Language Learners and Special Education students, and we will provide the necessary services specified in the Every Student Succeeds Act of 2015.⁶ Our extended school day allows for extended time for both literacy and math, as well as a daily tutoring period – all critical to our students’ success and changing academic outcomes in our community that remain chronically low.

Outside of the classroom, we also recognize that our students will have other needs, as research demonstrates for students coming from low-income backgrounds. The school community will partner with outside service providers to create supports for students and families. We plan to partner with A&c to support with student mental health services as well as other local organizations. All partnerships will be strategically developed to ensure every student can meet and/or exceed the school’s academic expectations.

Culture of High Expectations

A school grounded in a culture of respect, structure, and high academic and behavior expectations sets students on a path to high school, college, and life success. Vanguard Collegiate will provide an environment that is structured and supportive where students and staff alike are respected. Behavior expectations will be communicated clearly and enforced consistently, to maximize instructional time. Teachers and administrators will “sweat the small stuff” because the details are in the small stuff and excellence - the bar to which all Vanguard Collegiate students aspire - is in the details.

In *Nothing’s Impossible*, nationally recognized educational leader Dr. Lorraine Monroe writes that order and stability facilitate learning by reducing the amount of teaching time misplaced to non-academic matters.⁷ Vanguard Collegiate will provide a highly structured, disciplined, and supportive learning community coupled with high quality instruction delivered by mission driven and well trained educators to give our students the best opportunity to achieve the highest academic results.

Core Values

Our values of Dream, Responsibility, Discipline, Hard Work, Growth, Carpe Omnia, Critical Thinking, Mastery, Endurance, Integrity will guide students and staff in all aspects of school life. Beginning with morning motivation, our core values are reinforced throughout the school day and year. These values will be connected to all community/academic infractions, rewards, consequences, awards, and restitutions and will be modeled by our staff. Each month, we will focus on one value and that value will drive school wide activities.

Our students will also be required to complete individual success plans for middle school, high school, and college. The success plan is a living document that includes: any certifications and/or awards a student has earned; a map of the classes they need to take each year in high school to graduate on time with an honors diploma; a chart of supplemental programs they should participate in based upon both their gaps and interests; and basic information (location, enrollment requirements, student populations, etc.) of the student’s top five college choices. The plan will be developed in students’ 8th grade year in partnership with their teachers and the Dean of Students. Vanguard Collegiate students will be poised to compete academically for excellence against the top schools in Indiana and nationally.

Vision for Growth

Vanguard Collegiate will open in the fall of 2018 with 60 5th and 60 6th grade students and will add one grade level at a time, until the school has reached full enrollment with 480 students in 2022. Using a slow growth model allows the school to strategically bring students into the culture, processes and procedures, and academic rigor necessary for their academic and behavioral success and to develop the strong

⁶ <https://www.congress.gov/bill/114th-congress/senate-bill/1177/text>.

⁷ Monroe, Lorraine. *Nothing’s Impossible*. NY: Public Affairs, 1997.

professional development program necessary for our teachers' success across grades and content areas. Beginning in 2018, Vanguard Collegiate will enroll 60 students in each of two grades in our first year of operation to ensure we hit full enrollment, and we will then expand the size of our fifth grade, and thus all future grades as they grow out, to 120 students per grade each year thereafter.

Governance and Leadership

Vanguard Collegiate's Founding Team consists of a group of high-capacity, proven community leaders and the Lead Founder, Robert Marshall, a Building Excellent Schools Fellow—all of whom are dedicated to the mission of Vanguard Collegiate and to development of a school that will provide a quality option that middle school students in Indianapolis need to be prepared for high school and college success. Working with the understanding and firm belief that all students can learn and succeed regardless of their socioeconomic status, home situation, or community challenges, the Founding Team has devoted its time, talent, and expertise to provide a traditional college preparatory academic experience to students of the Near Northwest side of Indianapolis. The Board of Directors is comprised of members who work in and/or have experience and expertise in Education, Finance and Accounting, Law, Governance, Facilities and Real Estate, Community Outreach, Strategic Planning, Technology, Executive Leadership, and Marketing and Communications.

Members of the Founding Team

- **Asia Bartee**, HR Manager, Johnson Controls
- **Molly Chamberlin**, Vice President, Thomas P. Miller & Associates
- **Mark Johnson**, Pastor, Mt. Carmel Baptist Church
- **Sibeko Jywanza**, Director, Marion County Youth Advocate Program
- **Dan Levine**, IT Vendor Manager, Herff Jones
- **Robert Marshall**, Lead Founder and proposed Head of School, Building Excellent Schools Fellow
- **Damon Martin**, Director of Talent Management Strategy, One America
- **Juan Pablo Roman-Lagunas**, Partner, Roman-Lagunas & Wheeler, LLC

The Board of Directors of Vanguard Collegiate will serve as the school's governing body, overseeing fulfillment of the school's mission and its promises to the authorizer and to our community in general, and to our students and their families specifically. The Head of School—to be hired by, report to, and be evaluated by the Board—will manage the daily operations of the school. The Board will elect a Chair, Vice-Chair, Treasurer, and Secretary. The creation and diligence of standing board committees including Governance, Finance, Academic Achievement, and Development will ensure that the Board is strategically structured to oversee, support, and hold accountable the work of the school and that the Board is best positioned to make informed decisions. Board training is facilitated by the Chair of the Board, Head of School, Building Excellent Schools, and outside partners. In addition, the Board will participate in an annual retreat to reflect and plan for the coming year.

SECTION 1: EVIDENCE OF CAPACITY

1. Founding Team Members

The Founding Team includes eight stakeholders who are committed to and united by the mission of Vanguard Collegiate of Indianapolis ("Vanguard Collegiate"). Of these eight members, seven intend to serve on the Governing Board and one member whom we intend to name as our founding Head of School. All Founding Team members have reviewed, contributed to, and supported all components of the charter application and school design.

Founding Board Member Asia Bartee is HR Business Partner of Johnson Controls, Inc. With over 10 years of HR experience, Ms. Bartee has experience dealing with labor and employment law compliance, labor and employee relations, HR strategic planning, and executive professional and leadership development. In addition, Ms. Bartee has diligently served the Indianapolis community by serving as the Operations Director and Board Liaison for Bloom Project, Inc., a local nonprofit organization that provides

academic and collegiate opportunities for today's youth. Through this program, Ms. Bartee has created and managed programs and events that support academic excellence for over 200 youth annually in the Indianapolis and Ft. Wayne communities. Ms. Bartee holds a B.S. in Human Resources and M.B.A. in Human Resource Management. Ms. Bartee's key contributions to the Board will be in the areas of human resources and community engagement.

Founding Board Member Molly Chamberlin is Vice President at Thomas P. Miller and Associates, an international consulting firm in Indianapolis. Ms. Chamberlin has an extensive background in evaluation, research, and policy, in the areas of K-12 and higher education. In her current role, she is responsible for overseeing a team of consultants who provide support for state government entities, institutions of higher education, non-profit organizations, and private businesses in research, evaluation, and economic development. She has served as Chief Assessment and Accountability Officer for the State of Indiana, where she was responsible for promoting alignment across K-12, higher education, and workforce with regards to accountability, assessment, and data. Ms. Chamberlin has worked with research and program evaluation in a variety of capacities, including federal and state programs and for-profit and non-profit organizations. Chamberlin holds a B.A. in Liberal Arts from Middlebury College and a Ph.D. in Educational Psychology from Indiana University, Bloomington. Ms. Chamberlin's key contributions to the Board will be in the areas of school leadership, administration, curriculum, instruction, and assessment, and performance management.

Founding Board Member Mark Johnson is the Associate Pastor of Mt. Carmel Church in Indianapolis. In this role, Dr. Johnson develops programming for the young adult population and serves as the community engagement liaison. Previously, Dr. Johnson taught communications at Coppin State University. Dr. Johnson holds a B.A. in Philosophy and Rhetoric from Morgan State University, M.Div. from Howard University, and Ph.D. from United Theological Seminary. Dr. Johnson's key contributions to the Board will be in the areas of leadership, parent and community engagement, and curriculum, instruction, and assessment.

Founding Board Member Sibeko Jywanza is the Program Director for the Marion County Youth Advocate Program (YAP). Mr. Jywanza provides direct service to and advocates for young men and women in jeopardy of being placed in the Department of Corrections or residential facilities by developing an action plan that allows them to be released to a parent or guardian with community support. He is passionate about serving the Indianapolis community, demonstrated by his servant leadership to numerous groups including the Indianapolis Kwanzaa Committee and the Indianapolis Urban League's The Exchange Young Professional group. Mr. Jywanza earned a B.S. in Business Administration from Florida A & M University School of Business and Industry (SBI). Mr. Jywanza is a resident of the target area of Vanguard Collegiate, zip code 46222. His key contributions to the Board will be in the areas of marketing, parent advocacy and engagement, and community engagement.

Founding Board Member Dan Levine is a seasoned executive that worked for companies including Office Depot, Thomson, Cummins, and Finishmaster. With over 25 years in the purchasing industry, Mr. Levine has extensive background in both strategic and tactical planning, project management, and budgeting. Mr. Levine's experience spans retail, manufacturing, construction, real estate, human resources, and IT. Mr. Levine is also active in the community, and currently serves on the Board of Lilly Boys and Girls Club of Indianapolis and the Indiana Addictions Issues Coalition. Previously, he was on the Board of the Institute of Supply Management of Indiana. Mr. Levine has a B.A. in Human Resource Management from Palm Beach Atlantic University. He will bring his expertise in human resources and board governance to the Board of Directors.

Proposed Head of School Robert Marshall is a Building Excellent Schools (BES) Fellow. Mr. Marshall brings a breadth of human services and program management experience to the Fellowship as he sets out to found and lead Vanguard Collegiate. A native to Indianapolis, Mr. Marshall is committed to ensuring high quality public education options for minority and under-served youth in his city. After completing his

undergraduate degree, he began a career in program management largely focused in youth development. With a deep concern for the achievement gap experienced by so many of our children, he has approached every challenge with the goal of leveling the playing field. Having held leadership positions in organizations such as 100 Black Men of Indianapolis and the Boys and Girls Club of Indianapolis, Mr. Marshall has been an integral part of large fundraising initiatives, strategic plan development, and volunteer management. Most recently, he worked as the Senior Director of Programs at the Center for Leadership Development, and managed programs supporting the advancement of minority youth in Central Indiana as future professional business and community leader. As a Fellow with Building Excellent Schools, Mr. Marshall has studied and analyzed best practices of over 40 high performing urban charter schools and has received extensive development in the areas of organizational development, instructional design, charter accountability, and leadership. Mr. Marshall received his B.A. in Political Science and Law from Morehouse College.

Founding Board Member Damon Martin is the Director of Talent Management Strategy at OneAmerica and is responsible for transforming the organization’s ability to attract and retain in-demand talent to the OneAmerica organization, through transforming, people, processes, and technology. Prior to joining OneAmerica, Mr. Martin spent nine years with Indiana University Health and held several other leader roles within financial services organizations including banking, brokerage, and financial sales. He supports the community in a number of ways, including as a past Vice President of Circle City Frontiers, a Board Officer for EmployIndy, and as a member of the Hispanic Business Council. Mr. Martin holds a B.S. in Communications and minor in Economics from Indiana University-Indianapolis and M.B.A. from Indiana Wesleyan University. He also holds a Green Belt certification, an industry recognized certification for professionals who are well versed in Lean Six Sigma Methodology. Mr. Martin’s key contributions to the Board will be in the areas of leadership, financial and business management, and nonprofit governance.

Founding Board Member Juan Pablo (“JP”) Roman-Lagunas is owner/operator of Roman-Lagunas & Wheeler, LLC, a multifaceted, multi-lawyer, full-service law firm that represents businesses and individuals in a variety of disciplines. He is active in advocacy for the underprivileged, and dedicates an average of 75 hours annually to pro-bono work, as well as representing individuals as conflict counsel for the Marion County Public Defender Agency. He is admitted to practice before the Indiana Bar and the United States District Courts for both the Northern and Southern Districts of Indiana. Mr. Roman-Lagunas earned a B.A. in International Relations, Spanish, and Communications from Purdue University and a J.D. from Valparaiso University. Mr. Roman-Lagunas’ key contributions to the Board will be in fund development along with legal and regulatory compliance.

Board member resumes can be found in **Attachment 1**. Board member bios and Board Member Information Sheets can be found in **Attachment 2**.

Development and Planning Partners. Vanguard Collegiate has worked closely with a number of organizations who are leaders in their respective fields, and who all have provided knowledge and expertise to support in the planning process.

Building Excellent Schools. Robert Marshall, lead founder and proposed Head of School, is a Fellow with the national non-profit Building Excellent Schools. 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 Vanguard Collegiate for the planning year and minimally the first two years of school operation.

EdTec. EdTec was founded as a social venture in 2001 to develop, support, and advance quality charter schools by delivering high-value support services and expertise. EdTec currently works with over 300



charter schools, offering support in charter school development, finance, operations, governance, and software. Back-office clients receive a CFO-level resource to advise school leadership and specialists in Payroll, Accounts Payable, Accounting, and Data, and EdTec offers a wide range of financial services, including but not limited to, building annual projected budgets, managing monthly financial statements, managing payroll, identifying grant and funding opportunities beyond federal and state dollars, and providing other fiduciary services.

IFF. Founded in 1988, IFF provides long-term financing for nonprofits’ capital projects, real estate consulting and development, research and public policy, and community development. In 2015, IFF helped create over 3,200 student slots, developed 1.5 million square feet of real estate, and created or maintained 3,700 jobs. To establish a location for Vanguard Collegiate, IFF will conduct a space planning needs assessment; demographic, market, and feasibility analysis; and a school site search and due diligence.

1. Qualifications of the Applicant Group

The Founding Team of Vanguard Collegiate brings a wealth of knowledge and expertise in Education, School Leadership, Governance, Human Resources, Finance, Fundraising, Law, Community Development, Marketing, Information Technology, and Management. Upon authorization, the group will transition to the Governing Board apart from Robert Marshall who will be hired as Head of School. **Figure 1** displays the expertise of the Founding Team.

Figure 1: Founding Team Expertise

Founding Team		
Team Member	Role	Expertise
Asia Barteo	Human Resources Manager, Johnson Controls	Community engagement, human resources
Molly Chamberlin	Vice President, Thomas P. Miller & Associates	Curriculum, instruction, and assessment; school leadership and administration, and performance management
Mark Johnson	Pastor, Mt. Carmel	Parent and community engagement; curriculum, instruction, and assessment.
Sibeko Jywanza	Program Director, Marion County Youth Advocate Program	Parent and community engagement
Dan Levine	IT Vendor Manager, Herff Jones	Financial and business, facilities, governance
Robert Marshall	Fellow, Building Excellent Schools Lead Founder and Proposed Head of School	School leadership and administration, performance management, human resources, community engagement
Damon Martin	Director of Talent Management Strategy, One America	Financial and business, governance
Juan Pablo Roman-Lagunas	Partner, Roman-Lagunas & Wheeler, LLC	Legal and regulatory compliance

3. Founding Team Resumes. Please see **Attachment 1.**

4. Governance Structure

The founding team at Vanguard Collegiate has come together with a deep commitment to the school’s mission and vision, and upon authorization, will govern the school to ensure management is able to execute on the mission and vision set forth in this charter. Starting in October of 2016, Mr. Marshall began to assemble the Founding Team. Since December of 2016, the group has met monthly, engaged in extensive community outreach, and contributed to and reviewed the charter application. Vanguard Collegiate will be governed by a Board of Directors that will maintain active and effective governance to the school. The Board will ensure the school is held accountable to its mission including faithfulness to the charter, academic success, organizational health, financial viability, and regulatory compliance. The Board will set

and approve policies including fiscal, personnel, and school policies that will, in turn, be executed and upheld by management.

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 county where current students at the charter school reside. The Board will maintain an odd number of members for voting purposes. The Board of Directors shall hold regular meetings including a standard monthly meeting, an annual meeting, special meeting(s), and as necessary emergency meeting(s).

The school will 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, about all regular or special meetings of the Board of Directors. Written notice of the date, time, and place of each special meeting of the Board of Directors will be communicated, delivered, mailed, and/or posted online so that the public is notified at least forty-eight (48) hours before the date of the meeting and complies with the Indiana Open Door Law.

In accordance with its bylaws, the Board will elect officers to serve in the following capacities:

The **Chair** presides over all meetings of the Board of Directors and is responsible for implementing policies established by the Board of Directors. He/she will develop Board agendas, disseminate information to Board members, review and set organizational priorities all in conjunction with the Head of School, other officers, and Committee chairs. The Chair also appoints Committee chairs and is responsible for the execution of the Board’s governing processes.

The **Vice Chair** assists the Chair and presides in place of the Chair at meetings in his/her absence, assuming the duties of the Chair. The Vice Chair performs other duties as the Board of Directors or the Chair prescribes. The Vice Chair serves as an ex officio member of standing Committees, supporting and pushing Committee Chairs as necessary to drive organizational priorities and ensure governance concerns are addressed.

The **Secretary** is the custodian of all papers, books, and records of the Corporation other than books of account and financial records. The Secretary prepares and maintains a record of the minutes of all meetings of the Board of Directors. The Secretary maintains both a hard and electronic copy of the most recent Board bylaws. The Secretary sends meeting notices and any other correspondence on behalf of the school’s Board per Indiana Public Access Law.

The **Treasurer** prepares and maintains correct and complete records of account of the school. All notes, securities, and other assets coming into the possession of the school are received, accounted for, and placed in safekeeping as the Treasurer may from time to time prescribe. The Treasurer maintains 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. He/she is a designated cosigner of any checks exceeding \$10,000.00 from the school. The Treasurer serves as the Finance Committee Chair, reviewing monthly financial statements, ensuring timely and accurate preparation of financial reports, and reporting all financials to the full Board. With the Finance Committee and on behalf of the Board, the Treasurer oversees an annual external financial audit to confirm compliance with local, state, federal, and other statutory reporting requirements and presents all findings to the Board.

The Board will have standing committees comprised of Board members working to ensure the effective oversight of the school. Each committee is expected to report to the entire body at the Board’s monthly meetings. These committees are as follows:

Led by the Chair, the **Governance Committee** oversees school and Board compliance with bylaws and other applicable legal regulations. This committee is also responsible for the development of a healthy Board, including but not limited to, membership and training. The Board will seek to build and maintain

members with as many areas of expertise as possible to support the varied areas of need required to govern effectively.

Led by the Treasurer, the **Finance Committee** has financial oversight responsibility for the school and the public dollars entrusted to it.

Working alongside the Head of School, the **Academic Achievement Committee** is focused on the academic outcomes for our students. The committee will analyze academic performance data in comparison to local and national outcomes of similar schools and communities, as well as against the academic accountability goals established in the charter application.

Working with the Head of School and Governance Committee, the **Development Committee** will seek financial resources to support the school's mission, enrichment programs, long-range goals, and scholarship support for students upon promotion from 8th grade. The committee is responsible for creating and implementing a plan to secure private, corporate, and foundation funds.

Once authorized, a **Facilities Committee** will be created to lead the process of identifying and procuring a facility and any supplemental work necessary for the inhabitation of said facility. This committee will stand until Vanguard Collegiate moves into a space and may be reconvened should another space become necessary.

The Head of School will be responsible for the day to day management of the school, including hiring, developing, and managing staff, overseeing the academic program, and managing school funds. The Head of School is hired and annually evaluated by the Board of Directors. The Board will continue to receive Board Governance training from Building Excellent Schools and will participate in any state mandated board trainings. To date, all board members have received training and engaged in discussion around *Charter School Board University*⁸, with focus on the differences between governance and management and the processes for ensuring accountability.

5. Advisory Bodies

Vanguard Collegiate sees every student's education as a partnership between the school, students, and their respective families. Students with both parents and a school community that have high expectations for their academic performance generally exceed expectations.⁹ The cornerstone of our partnership with families is clear and consistent communication. To that end, we will recruit and build a **Parent Advisory Committee** comprised of parents of enrolled students to provide input on behalf of our parents and support the school in the execution of its mission. Their contribution to our school community may include, but not be limited to, volunteering within the school, organizing/promoting/implementing family events at the school, completing and helping collect annual **Parent Satisfaction Surveys**, and meeting monthly. The Parent Advisory Committee will work directly with key school staff member such as the Head of School and Outreach Coordinator. However, the Committee will not be responsible for creation or implementation of school policies.

6. Complaint Process

Vanguard Collegiate values respectful, responsible, ethical and professional interactions with all our families. It is the goal of the school and our governing Board that all staff and parent concerns, challenges, complaints and/or grievances are resolved at the school level in a fair and amicable manner. However, should a parent find the school's administration unable to resolve or address their concern, per our Student and Family Handbook presented to families at Parent Orientation, or should the matter involve ethical, safety, or legal concerns, formal complaints may be brought before the Board following our **Complaint**

⁸ Carpenter, B. L. (2007). *Charter School Board University: An introduction to effective charter school governance*. Mt. Pleasant, MI: National Charter Schools Institute.

⁹ Benner, A. & Mistry, R. "Congruence of Mother and Teacher Educational Expectations and Low-income Youth's Academic Competence." *Journal of Educational Psychology*. Volume 99, no. 1. 2007.

Procedure. The Board is legally responsible for following the formal Complaint Procedure when responding to formal complaints. The following outlines Vanguard Collegiate’s Grievance Process:

Step 1: Informal Process. A parent with a concern should seek to resolve the matter at the level where it has occurred. Parents may discuss their concerns with a teacher first and as soon as possible. If the concern is not resolved, then they should discuss the concern with a member of the school’s administrative team (Head of School or a Dean of Students/Academics) within ten (10) days after the discussion with the teacher. If the concern is not resolved after talking with the Head of School or other administrative team member, then parents should follow the formal process to submit a written complaint. There is a one (1) year statute of limitations for filing a formal complaint/grievance from the time of the incident. **Step 2: Formal Complaint/Grievance.** If no agreement is reached in Step 1, a parent may file a formal complaint, which should be submitted within ten (10) days after the meeting with the Head of School. Written confirmation of receipt for all formal written complaints will be sent within 48 hours. At such time a meeting date/time will be established to allow parents to present their grievance. **Step 3: Formal External Process.** When a parent’s complaint/grievance has not been resolved within the school, the next step is to contact the school Board of Directors. All grievances will be dealt with by the Board on an as-needed basis. Formal responses submitted to the Board shall receive confirmation of receipt within one (1) business week. Prior to the next Board meeting from the date of receipt, barring the complaint is submitted the week prior to the Board meeting, the Board shall render a determination in writing if appropriate or required. 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.

At each step of the process, every effort will be made to address each matter to the satisfaction of the individual or group presenting the grievance.

7. Proposed Head of School

Robert Marshall is a Building Excellent Schools (BES) Fellow. An accomplished leadership professional, Mr. Marshall brings a breadth of human services and program management experience to the role of Head of School. Mr. Marshall has leveraged his experience as a Fellow with BES to build knowledge and skills based on best practices of the highest performing charter schools nationally, including visiting and analyzing more than 40 high performing charter schools across the nation; receiving training from content experts in curriculum, instruction, school culture development, school culture implementation, school culture evaluation, and organizational leadership; and completion of a Leadership Residency at Freedom Preparatory Academy in Memphis, Tennessee – a Tennessee Department of Education Level 5 school where he received training and practice in areas including but not limited to teacher and school leader coaching, professional development, curriculum design, and financial management. The Head of School will be hired by, report to, and be evaluated by the Board.

In addition to the number of skills Mr. Marshall brings to this work, his national support from Building Excellent Schools will continue minimally through Vanguard Collegiate’s second year of operation. Luke Van de Walle, Director of Leadership Development with Building Excellent Schools, and a resident of Indianapolis, will provide direct coaching and support to Mr. Marshall. Mr. Van de Walle was the founding Head of School at KIPP Delta College Prep, as well as the Chief Academic Officer for KIPP Delta, and brings a wealth of knowledge and expertise in successful school start-up to his role as coach.

8. Planning Year Leadership Team and Compensation

At Vanguard Collegiate, our organizational chart is plotted to ensure we are providing high-quality, rigorous instruction, as well as, develop, from Day 1, a school grounded in a culture of respect, structure, high academic and behavior expectations, discipline, and support which sets students on a path for high school, college, and life success.

Upon authorization, the Board intends to set compensation for and hire Robert Marshall as the Head of School. The Head of School will report directly to the Board, who will evaluate the Head of School on an annual basis. Upon authorization and school opening, Vanguard Collegiate will receive a \$325,000 grant



from the Walton Family Foundation (WFF). This grant will be received in one sum, but will be distributed over the planning year and first year of school operation, with \$275,000 in the planning year, and the remaining \$50,000 in the first year of operation. Mr. Marshall’s pay will begin in September 2017 following the last receipt of his stipend from Building Excellent Schools in August, and will come directly from the Walton Family Foundation Grant. A letter of commitment of these funds can be found in **Attachment 16**.

Additionally, Vanguard Collegiate will hire a Parent Liaison in September of 2017, and a Dean of Curriculum and Instruction in January of 2018 to ensure the school’s ability to reach enrollment targets and plan high-quality, rigorous curriculum and assessments. As outlined in our budget, all salaries for staff leading development of the school during the planning year will be supported by the WFF grant.

9. School Administrative Team

The Head of School will be supported in Year 1 of operation by an administrative team comprised of a Director of Curriculum and Instruction (DCI), an Office Manager, and a Parent Liaison. The DCI’s primary focus is creation and implementation of the school’s academic program. The Head of School will assume operational responsibilities including but not limited to finances, scheduling, project management, vendor management, and supervision. We will hire a Director of Operations in Year 3 to support with these operational responsibilities. The school leadership will support a team consisting of teachers, office staff, and support staff. All leadership team members will be committed to mission and vision, invested in growth-mindset, experienced working with children, and skilled critical thinkers. **Figure 2** outlines the school leadership team roles and responsibilities.

Figure 2: School Leadership Team

Year	Role Added	Responsibilities
2017-2018	Head of School	Ensure academic achievement, strong school culture, fiscal well-being, and sound operational systems. Report directly to the Board and manage the school leadership team (and teachers, as needed)
2017-2018	Lower Academy DCI	Lead curriculum and assessment development, oversee teacher development, support and oversee teachers
2019-2020	Dean of Culture	Oversee positive school culture, safe school environment, character education, and manage discipline issues
2019-2020	Director of Operations	Oversee school operations including facilities, scheduling, vendor relationships, and school finances.
2020-2021	Upper Academy DCI	Lead curriculum and assessment development, oversee teacher development, support and oversee teachers

The process for recruitment of leadership team members and teaching staff begins in the fall of 2017, as recruitment of quality staff is essential to the success of Vanguard Collegiate. We will build relationships with Indianapolis Teach For America, the schools of education at Indiana University Purdue University Indianapolis and the University of Indianapolis, and the Indiana Professional Educators. In addition, we will recruit teachers from Historically Black Colleges and Universities. Vanguard Collegiate’s Board and Head of School will also pursue candidates that are non-traditional into the work, coming from corporate positions into the teaching profession.

The recruitment process will begin with announcing available roles and job descriptions for those roles through local and national recruitment platforms. Additionally, we will actively seek out recruitment opportunities and participate in the recruitment opportunities displayed in **Figure 3**.

Figure 3: Recruitment Activity and Timeline

Activity	Description	Timeline
Job Postings	Teach For America Jobs Board, Idealist, JAG Jobs, HBCU Career Center, Leadership for Educational Equity, Teach Plus, University of Indianapolis’ Professional Edge Center	Fall 2017

Career Fairs	Attend several career fairs across a variety of organizations and states including college and university fairs, Chamber of Commerce, and the Indianapolis Urban League	Fall 2017
Strategic Partnerships	Stand for Children, the Network for Quality Education, and the Indianapolis Urban League, The Center for Leadership Development	Ongoing

Once recruited, candidates complete a rigorous hiring process, see **Section III: Human Capital**.

10. Educational Service. Vanguard Collegiate plans to work with external educational services as needed. Those currently identified are Building Excellent Schools, EdTec, The Indiana Network of Independent Schools (INISchools), and IFF.

11. Decision Making Authority. Please see **Attachment 3 (Exhibit D)**.

SECTION 2: SCHOOL DESIGN

EDUCATION PLAN

Innovation

Innovation at Vanguard Collegiate exists to propel high academic achievement to in turn ensure our students' preparation for college and life success. To reach our ambitious mission and accountability goals outlined in this charter petition, we propose a school model that will accelerate student success through using innovative approaches, not available to families and students in traditional school models within our target community. These innovative approaches have been selected as they will best ensure that all students are on the path to college graduation and have the disciplined work ethic to thrive within and successfully complete college.

1, 2) Innovative Model Elements and Efficacy. Vanguard Collegiate's model differs from a traditional school model as it: (a) includes an extended school day and year; (b) incorporates a blended learning approach to support scholar learning; (c) intentionally develops character; (d) provides a service learning focused curriculum and Capstone Project for all students; and (e) requires a college preparedness plan for every student; and (f) engages families and the community through service.

Extended School Day and Year. The Vanguard Collegiate calendar consists of 185 days of 8.5-hour school days (8:00 am – 4:30 pm) Monday through Thursday and a 6-hour day each Friday (8:00am-2:00pm) that provided rigorous, college preparatory curriculum coupled with multiple layers of student supports. Research demonstrates that an extended school day and year can increase student achievement in mathematics and literacy, improve literacy outcomes for students performing below standards, and improve social-emotional skills of students with attention deficit/hyperactivity disorder.¹⁰ Our expected student population will come from Indianapolis Public Schools with an average ISTEP passing rate of 25.3% (2016), and we will use extended time as one key element to propel student success.¹¹

Intentional Character Development. Vanguard Collegiate has 10 Core Values which will drive our intentional character development program. Dream, Responsibility, Discipline, Hard Work, Growth, Carpe Omnia, Critical Thinking, Mastery, Endurance, Integrity. **Dream.** All students are encouraged to set vivid, high expectations for themselves, to pursue them unapologetically, and achieve them. **Responsibility.** Students will take ownership of their actions and of their community. Students will recognize the opportunities afforded come in exchange for their service to their community. **Discipline.** Students will

¹⁰ Kidron, Yael, and Jim Lindsay, "The Effects of Increased Learning Time on Student Academic and Nonacademic Outcomes: Findings from a meta-analytic review." Institute of Education Sciences, U.S. Department of Education, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Appalachia. July 2014. https://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL_2014015.pdf.

¹¹ McCoy, Dylan Peers. "IPS Test Scores Drop At Top Schools, First 'Innovation' School." 17 November 2016. <http://www.wfyi.org/news/articles/ips-test-scores-drop-at-top-schools-first-innovation-school>.

establish academic and life goals, as well as, commit to the plan, habits, actions, and thoughts essential to achieve those goals with fidelity. **Hard Work.** Students will invest sweat equity in their future. **Growth.** All students are capable of learning. They will establish learning as a goal and seek knowledge the same way their lungs seek air. Students will relentlessly pursue improvement. **Carpe Omnia.** When opportunity presents itself, students will be equipped to make the most of them using all tools at their disposal. **Critical Thinking.** All students will be able to effectively question, infer, articulate a stance, and solve problems. **Mastery.** It takes 10,000 hours of time on task to master a discipline. Students will practice, study, and work with academic excellence as their objective. **Endurance.** Students will spend time on task and build their academic stamina in and out of the classroom. They will actively seek challenging material as their endurance increases. **Integrity.** Students will do the right thing even when it is hard. Furthermore, Vanguard Collegiate students will learn to challenge, research, and ultimately think for themselves. Informed by these values, we will provide a highly structured school culture with supports, routines, high expectations, and joy that lead to student achievement. We know that intentional character development supports growth of necessary skills for college success, including critical thinking and discipline.¹² Students that participate in a school-based, academic-related character development programs have decreased substance use, violence, and sexual activity.¹³ Our core values are taught and celebrated school-wide and are central to our discipline system, as rewards and consequences are directly connected to these values.

Blended Learning: Power Hour Courses. To meet the needs of all students, instruction will be differentiated. At Vanguard Collegiate, one approach to differentiated instruction will be the strategic use of blended learning with a one-to-one laptop to student ratio. Every student will have the opportunity to access high-quality computer-based learning programs that allow students to access content on their level, go at their own pace, and receive rapid feedback on practice, all proven effective in closing learning gaps for students performing below grade level in reading and math. The strategic use of blended learning as a tool to accelerate the efficiency and effectiveness of instruction will also aid students in gaining independence in learning, another critical element for students matriculating into high school.

Service Learning. With a firm believe that student ownership and responsibility are important factors in college success, Vanguard Collegiate provides service learning opportunities to each student. Service learning increases student attendance, decreases the probability that students will engage in “risky” behaviors, builds their social responsibility and citizenship skills, and helps them acquire and apply academic skills and knowledge.¹⁴ Vanguard Collegiate is committed to developing students of high character that will positively impact the success of their local community and our city. Through a **Capstone Project**, all students will learn to change their community through policy, advocacy, and community development. This required service learning and out-of-school leadership opportunity will build students’ knowledge, skills, and character, all of which have been shown to positively impact students’ academic performance. Students learn real world skills and have opportunity for practical application of our values in the surrounding community, all while tackling some important social issues of our time.

Academic Success Plan: College Preparedness. Each 8th grade student will build an academic success plan in preparation for high school that models key aspects of college applications. With the guidance of staff and the input of families, students will build a portfolio complete with assessment results, transcript of extra-curricular activities, community volunteer and leadership experience, letters of recommendation, and an academic transcript the shows mastery in core academic areas. The **Academic Success Plan** will also map out each student’s course schedule through high school, external development opportunities, and both college and career choices. We will measure student progress towards college readiness with

¹² Garcia, Emma. “The Need to Address Noncognitive Skills in the Education Policy Agenda Report.” Economic Policy Institute. December 2, 2014. <http://www.epi.org/publication/the-need-to-address-noncognitive-skills-in-the-education-policy-agenda/>.

¹³ Acocck, Alan C., et al. “ Preventing Negative Behaviors Among Elementary-School Students Through Enhancing Students’ Social-Emotional and Character Development.” *American Journal of Health Promotion*. Vol. 28 Issue 1, p50-58. 9p. Sep/Oct2013.

¹⁴ Bilig, Shelley H. *Research on K-12 School-Based Service-Learning: The Evidence Builds*. v81 n9 p658-64. Phi Delta Kappan. May 2000.

individualized academic goals for every student that include but are not limited to grades, interim assessment results, and Indiana Career Explorer assessment results.

Family and Community Engagement: Strategic Partnerships, Family Outreach. As part of students' **Capstone Project**, community organizations are invited into the school to pitch need(s) to student groups. We will target partner organizations such as Christamore House, Mary Riggs Center, Hawthorne Community Center, Families in Transition, Christamore Court Apartments, and the Haughville Neighborhood Association. This community engagement instills a value of working with the community, as opposed to doing something to a community. It empowers students from the surrounding area to make a specific, positive, observable, and sustainable change in their community.

3) Accountability Standards

Vanguard Collegiate's research-based innovative school model components are implemented to accelerate student learning and ultimately to ensure students are on the path to college graduation and career success. As a charter school, the ICSB will be able to hold Vanguard Collegiate to the same high accountability standards as all authorized schools.

Curriculum and Instructional Design

1) Instructional Design Framework

Vanguard Collegiate of Indianapolis is committed to educating the students of Indianapolis' on the Near Northwest side, equipping them with the critical thinking skills, integrity, and sense of social and personal responsibility necessary for seizing the educational opportunities afforded them, and ensuring they are on a pathway for high school, college, and career success and thus, bringing their dreams to fruition. Through high quality instruction of rigorous college preparatory curriculum, strategic development of exceptional teachers, maximizing instructional time, and supporting all students, Vanguard Collegiate will have students with academic achievement results that rival those of the best schools locally and nationally.

Vanguard Collegiate will operate a classroom-based 5th through 8th grade school model. We will set the bar high – with all students completing 8th grade Algebra and Socratic seminars that require strong academic foundations built in the early middle school grades. We believe that strong foundations in literacy and mathematics are critical for student success. In literacy, students will read and analyze grade level and above grade level texts that vary in complexity and genre. They will engage in both written responses and verbal discussions to proficiently analyze and use the texts independently. In mathematics, students will display grade level mastery in number sense, computation, algebra, functions, geometry, measurement, data analysis, and statistics.

At Vanguard Collegiate we anticipate 70% ¹⁵of incoming students will be behind academically based on the most recently available data. To reach our ambitious mission and place students on the path to college success, we must ensure we can both catch students up to grade level academically, as well as accelerate their learning. We dedicate 160 minutes to literacy instruction and reading and 100 minutes to mathematics instruction daily to ensure all students are on grade level by the end of 6th grade, and at or above grade level in 8th grade¹⁶.

The Indiana Academic Standards (IAS) provide a cohesive framework to help educators, parents, students, and community members understand what scholars should understand and can do at each grade level to be college and career ready.¹⁷ Vanguard Collegiate adopts a backward design process, both in our strategic and instructional planning. Together, the Head of School and Dean of Curriculum and Instruction are

¹⁵ <http://www.doe.in.gov/accountability/find-school-and-corporation-data-reports>

¹⁶ Vanguard Collegiate supports all scholars to reach grade level mastery by the end of their second year of enrollment. For our inaugural class of 6th grade students, we anticipate they reach this goal by the end of their 7th grade year. For all other grades, we anticipate reaching this goal by the end of 6th grade.

¹⁷ <http://www.rbbccsc.k12.in.us/2016-07-03-17-46-36/academic-standards>.

responsible for the selection, purchase, development, implementation, and evaluation of the curriculum, ensuring alignment with state and national standards, as well as, alignment with college readiness benchmarks.¹⁸ They will determine the scope and sequence of standards and skills and develop the unit and interim assessments for each grade level and subject area. The end of course assessments and college preparatory curriculum content will also be aligned to the rigor of the Indiana state assessments.¹⁹ From unit plans and assessments to the daily lessons and objectives, all curriculum and content instruction at Vanguard Collegiate will drive towards college readiness, as evidenced on end of course assessments.

Each content area is **vertically aligned** from fifth through eighth grade, ensuring that skills and content build from grade level to grade level and that when a student masters all IAS for one grade level, he/she is prepared to enter the subsequent grade level. To create a cohesive learning experience, Vanguard Collegiate of Indianapolis’ curriculum is also **horizontally aligned**, ensuring skills and processes apply across subject areas as relevant. Aligned skills and processes support student academic success long-term, as they internalize reading, writing, and math processes and apply these to other content areas.

To ensure that our curriculum meets a rigorous and objective bar consistently, we will teach to all demands of the Indiana Academic Standards (IAS), which include English Language Arts, Mathematics, Science & Computer Science, and Social Studies. For academic co-curricular classes, we will teach other classes identified by the Indiana State Department of Education including Fine Arts and Information Technology. A map of courses from 5th through 8th grade can be found in **Figure 4**.

Figure 4: Courses by Subject and Grade Level

Subject	Grade 5	Grade 6	Grade 7	Grade 8
Mathematics	Math 5	Math 6	Pre-Algebra	Algebra I
Reading	Literature 5	Literature 6	Literature 7	Literature 8
Writing	Writing 5	Writing 6	Writing 7	Writing 8
Social Studies	US History	Western World History	World History	US Government
Science	Physical Science	Earth and Space Science	Life Science	Engineering
Co-Curricular	Critical Thinking 1	Critical Thinking 2	Critical Thinking 3	Service Learning
	Art	Art	Art	Art
	Coding	Coding	Coding	Coding
	Physical Education	Physical Education	Physical Education	Physical Education

Literacy. A student’s ability to read on grade level is critical for their success in high school and college, as those who are not reading on grade level by the end of 3rd grade are significantly less likely to graduate from high school. Based on student performance data on the Near Northwest side of Indianapolis, we anticipate 65% of incoming students unable to read on grade level, and thus are at great risk of not completing high school and not being college bound.²⁰ To catch students up and ensure they are able to perform on or above grade level before the completion of middle school, Vanguard Collegiate has dedicated 160 minutes to literacy instruction daily, including a 50-minute literacy class, a 50-minute writing class, and a 60-minute Reading Power Hour. This 160 minutes of targeted ELA instruction will ensure all students at Vanguard Collegiate are able to read on grade level by then end of 6th grade. Reading instruction concentrates on reading comprehension and text-based analysis of a variety of genres and texts, ranging in level and complexity. In Writing, students focus on grammar and mechanics, the writing process, and

¹⁸ To be completed with the support of Building Excellent Schools and with resources from high performing schools within the BES network.

¹⁹ Wiggins, Grant, and Jay McTighe., *Understanding by Design, Expanded 2nd Edition* (Page 17). Association for Supervision & Curriculum Development.

²⁰ <http://www.doe.in.gov/accountability/find-school-and-corporation-data-reports>

development of essays over time. Students will write in a variety of genres, including essays and narrative pieces. Based on the work of such BES schools as Cornerstone Academy in San Jose, CA²¹, during Reading Power Hour, students work in small groups for two 30-minute blocks daily. Those include teacher led Guided Reading, as well as Vocabulary, Independent Reading, and targeted skill practice using blended learning programs.

Mathematics. Vanguard Collegiate will develop students as mathematical thinkers, allowing them to be competent users of mathematics concepts and mathematical applications. Vanguard Collegiate scholars will master mathematical concepts and analytical skills, quantitative and abstract reasoning, and the use of mathematics as a computational and analytical tool. Upon entering 5th grade, more than 67% of scholars will be below grade level in mathematics.²² We will leverage our Math Power Hour to support students with important skill and content practice, small group instruction, and remediation. Students will all be prepared for the rigors of Algebra 1 in 8th grade, ensuring they enter high school on track to enter a course of math study that will culminate with Calculus in the senior year.

Social Studies. As we deeply believe in service learning, we view Social Studies as a way for students to connect current events to history and thereby to broaden students' understanding of the challenges currently facing society, both locally and globally. Courses will have three primary foci: (1) Analysis of complex primary and secondary documents, (2) Document Based Question (DBQ) writing, and (3) Oral language development. Students will be given both primary and secondary sources with a historical question in mind. They will spend Monday reviewing the material as a class, Tuesday discussing in groups, and Wednesday engaging in a Socratic Seminar. The week culminates in students writing a historical essay aligned to the DBQ and thorough discussion of the documents. In addition to DBQs, teachers will also use the History Alive curriculum and create unit and interim assessments. Social Studies will push critical thinking and application of reading, writing, and discussion skills.

Science. Inquiry-based learning which pushes students to think critically by analyzing information to draw conclusions has been proven effective as it “increased the achievement scores of African American students [and] narrowed the achievement gap between male and female students.”²³ At Vanguard Collegiate this belief is reflected in our science curriculum, as we use an inquiry-based instruction approach to science instruction. We will internally create our science curriculum in alignment with the Indiana Academic Standards, and use Full Optics Science Systems (FOSS) kits to supplement our inquiry based approach. Students will utilize the Scientific Process to plan, create, and execute various science experiments to test hypothesis. Students will then write up a full scientific laboratory report explaining and analyzing their findings and the implications aligned to their hypothesis. Through this hands-on experience, students will internalize the ideas that are fundamental to a scientific understanding of the world.

Co-Curriculars. We believe that students thrive in an environment where they are exposed to a variety of courses. To that end, we offer physical education once per week throughout the year, and one additional co-curricular per trimester three times per week and include one trimester each of Coding, Fine Arts, and a grade level specific course. We believe that students can become catalyst for positive change in their community if equipped with an understanding of civic responsibility. In 5th grade Critical Thinking 1, students will develop deductive reasoning skills and build their knowledge and skills in deductive inference (including traditional syllogisms), fallacies, and the art of definition. In 6th grade Critical Thinking 2, students will learn the development of politics and political thought in ancient Greece and its evolution through Rome by studying and reading from Plato, Aristotle, and Augustine. In 7th grade Critical Thinking 3, students will understand the development of the idea of class and of rationalized authority as they affect current political challenges. Through 8th grade Service Learning, students develop an understanding of civic responsibility, the basics of asset-based community development and complete their Capstone Project.

²¹ For more detail, please see www.sjcornerstoneacademysj.org.

²² <http://www.doe.in.gov/accountability/find-school-and-corporation-data-reports>

²³ Kahle, J. B., J. Meece, and K. Scantlebury. 2000. “Urban African-American middle school science students: Does standards-based teaching make a difference?” *Journal of Research in Science Teaching*. 37 (9):1019-1041.

Curricular Design. Vanguard Collegiate will implement high quality, research-based curriculum as available and as aligned to both state and national standards, and supplement this curriculum with an internally created scope and sequence, interim and unit assessments, and end of year assessment. The identified curricular resources that will be used to develop Vanguard Collegiate’s curriculum include:

- **Achieve3000** will be used as a core component of ELA curriculum to support instruction.²⁴ During our intervention block, Power Hour, students reading at or below grade level will use this online differentiated instruction literacy solution to receive grade-appropriate intervention matched to their individual Lexile level. Because the software is adaptive, the rigor increases as students’ abilities grow, as measured by regular assessments on standards aligned skills and comprehension.
- **College Preparatory Mathematics (CPM)** offers a complete mathematics program for grades 6 through 12 and is designed to engage all students in learning mathematics through problem solving, reasoning, and communication. We will use CPM to balance procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (transference and extension).²⁵
- **Freedom Preparatory Academy**, a high achieving BES school in Tennessee, has developed curriculum driven by clear performance standards for what students should know and can do.²⁶ For each grade level, standards are based on national and state curriculum frameworks. As part of his BES Fellowship, proposed Head of School Robert Marshall, completed a Leadership Residency at Freedom Prep and will continue this professional relationship to benefit our students.²⁷
- **EngageNY** will be used as our primary source to build our Scope and Sequence for ELA and Math. The Head of School and Dean of Curriculum and Instruction will create a sequence that aligns EngageNY with the Indiana Academic Standards and use that scope and sequence to build interim and end of year assessments. EngageNY drives towards college and career ready benchmarks.²⁸

We will use multiple resources to build our curriculum, including purchasing curriculum, using open source materials, and leveraging partnerships and collaboration with schools within the Building Excellent Schools Network. Additionally, Vanguard Collegiate will use supplemental resources, including during our Power Hour (Math and Reading) daily courses where blended learning will support student growth, requiring students to access and use technology. **Figure 5** displays academic resources Vanguard Collegiate will utilize to create rigorous, standards-aligned curriculum. The exact programs and materials used as supplemental curriculum will be finalized during the 2017-2018 planning year.

Figure 5: Curricular Resources

Resources	Subject(s)			
	English	Math	Science	Social Studies
Core Curriculum				
Achieve 3000	X		X	X
Freedom Preparatory Academy	X	X	X	X
College Preparatory Mathematics		X		
EngageNY	X	X		
Supplemental Curriculum				
Accelerated Reader	X			
Compass Learning/Odyssey	X	X	X	X
Edmodo	X	X	X	X

²⁴ <http://www.achieve3000.com/about-us/>.

²⁵ <http://cpm.org/cc-program-description>.

²⁶ Vanguard Collegiate will have access to curriculum and assessments developed and implemented at Freedom Prep– a Tennessee Reward School (top five percent of schools in the state for performance and the top five percent of schools in the state for year over-year growth)

²⁷ https://www.tn.gov/assets/entities/education/attachments/chtr_sch_annual_report.pdf.

²⁸ <https://www.engageny.org/about>.

FOSS Science Curriculum			X	
Fountas and Pinnell	X			
Google Applications	X	X	X	X
Khan Academy		X		
Mathalicious		X		
Plato	X	X	X	X
Zeal		X		

During the school’s inaugural year (2018-2019), it is the priority of the leadership of Vanguard Collegiate to establish a strong culture of achievement on which we can build a foundation of high student academic achievement. In addition to receiving intentional, consistent coaching and support from the DCI and Head of School, teachers will also receive exemplar assessments, unit plans, and lesson plans, ensuring the high bar of expectations for rigorous curricular planning is clear. A well-planned curriculum itself, however, does not ensure strong academic results for students. Vanguard Collegiate will hire and train top-talent to ensure their effectiveness in the classroom. During Vanguard Collegiate’s three-week **Summer Professional Development**, teachers will focus on improving their instructional skills through extensive practice-based professional development, as professional development has been found to increase student achievement.²⁹ Teachers will practice their lessons and receive feedback with the goal of delivering excellent instruction to students from the first day of school. **Figure 6** outlines the instructional plan for the 2018-2019 school year.

Figure 6: Instructional Planning for 2018-2019

Curricular Document	Trimester 1	Trimester 2	Trimester 3
Scope and Sequence	Developed by the Dean of Curriculum and Instruction, overseen by Head of School		
Interim Assessments	Developed by the Dean of Curriculum and Instruction, overseen by Head of School		
Unit Assessments	Exemplars provided for the first three (3) units of the year	Teacher created, with support from school leadership.	
Unit Plans	Exemplars provided for the first three (3) units of the year	Teacher created, with support from school leadership.	
Lesson Plans	Exemplars provided to teachers for the first three units of study; teachers are responsible for intellectual preparation and practicing lessons	Created by teachers, in collaboration with school leadership	Created by teachers, with feedback from school leadership

In subsequent school years, all teachers will receive exemplary assessments, unit plans, and lesson plans for the first unit of the school year to continually set a high bar for quality and rigor. New teachers will receive additional support later into the school year until they are gradually prepared to independently create lesson plans.

2) Instructional Strategies

An effective teacher is a key school-based lever that drives student achievement.³⁰ Thus, Vanguard Collegiate will provide professional development that allows every teacher to become their most effective selves individually and collectively. As effective instructional practices are paramount to student success, we intend to use the following instructional strategies:

²⁹ Yoon, Kwang Suk, et al. "Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement." *Issues & Answers*. 30 Sept. 2007.

³⁰ Stronge, James H., and Tucker, Pamela D. *Linking Teacher Evaluation and Student Learning*. ASCD. 2000.

Extended Time. Vanguard Collegiate provides 185 days of instruction, from 8:00am to 4:30pm Monday through Thursday with a 2:00 dismissal each Friday to allow for weekly 2-hour staff professional development. This extended time allows for extended literacy and math instruction, including both a Reading and Math Power Hour block that is used to provide support and small group instruction.

Focus on Literacy and Math. Daily, we offer 160 minutes of ELA and 110 minutes of math instruction daily. This time is critical as our anticipated student population will be entering Vanguard Collegiate behind in both reading and mathematics based on most recently available data.

Small Group Instruction. At Vanguard Collegiate, student supports means providing daily, targeted small group and individual remediation. This evidence-based method promotes student development and proficiency. Small instruction occurs at minimum once daily on both ELA and math, Monday through Thursday through our intervention block, Power Hour, and afternoon tutoring.

Blended Learning. Power Hour is a daily individualized intervention in a blended learning environment for all students to accelerate learning on their own level, whether to bring them up to grade level standards and skills or to push them ahead. The blended learning model has proven effective at high performing schools, including BES school Cornerstone Academy in San Jose, CA, as it allows for students to work both at their own skill level and pace.

Socratic Seminar. The Socratic seminar is discussion-based instruction by which students, within the context of the discussion, actively listen, think critically, and articulate their own thoughts and their responses to the thoughts of others. Socratic Seminar discussion will take place across content areas, but will be prioritized in ELA and Social Studies.³¹

Habits of Discussion. Discussion skills are critical for student success in high school, college, and beyond. Habits of discussion skills will be scaffolded from 5th through 8th grade, building in complexity as students move from grade level to grade level. Habits of discussion builds skills in development of ideas, agreement and disagreement, active listening, and supporting ideas with evidence and reasoning.³²

Taxonomy Training Techniques. To best support teachers as they develop, Vanguard Collegiate of Indianapolis will leverage taxonomy techniques outlined in Lemov’s *Teach Like a Champion 2.0*. These proven-effective strategies will allow for our staff to have a common language around best classroom teaching practices, as well as, allow for strong, whole-group practice-based professional development. **Figure 7** displays the four (4) skills teacher development will focus on first.

Figure 7: Fundamental Core Instructional Techniques

Skill	Description
100%	Method in which teacher expects 100% of students to respond to or comply with a question or direction 100% of the time.
Positive Framing	Staff will deliver feedback in a manner that is productive, motivating, and caring and assumes the best for students.
Strong Voice	Teachers use a clear and firm tone, square up to the student or group, and use few words to give directions or set expectations with students.
What to Do	Giving directions in clear, concrete steps, focusing on what students should do. For example, “Eyes on me, pencils down,” instead of “Don’t look around, stop writing.” ³³

3. Scope and Sequence

³¹ <http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html>

³² Lemov, Doug, 1967-. *Teach Like a Champion 2.0 : 62 Techniques That Put Students on the Path to College*. San Francisco :Jossey-Bass, 2015.

³³ Lemov, Doug, 1967-. *Teach Like a Champion 2.0 : 62 Techniques That Put Students on the Path to College*. San Francisco :Jossey-Bass, 2015.

Attachment 4 includes our Core Curriculum Scope and Sequence overview and the timeline for creation of curricular development during the school’s pre-opening year.

4. Blended Learning. Not applicable.

Pupil Performance Standards

1. Exit Standards. Please see **Attachment 5** for the exit standards of Vanguard Collegiate of Indianapolis.

2. Promotion Policies and Standards.

Students at Vanguard Collegiate earn promotion to each grade based on their (1) academic achievement in core content areas and (2) attendance.

Academic Achievement. To earn grade-level promotion, students of Vanguard Collegiate must earn a 70% or above as final grades in ELA, Math, Science, and Social Studies. Final grades are composed of scores on homework, class work, quizzes, exams, and final exams. Students who do not earn a 70% in all classes may be considered for retention. Any student who earns below a 70% in one or two class may be eligible for summer school. Any student who earns below a 70% in more than two more classes will be retained.

Attendance. To reach our ambitious mission, it is critical for students to be in school every day ready to learn. Any student who is absent 15 or more school days may be considered for retention. We adhere to all regulations regarding student extended illness during which we can provide school support and tutoring as required. Students attendance averages would not be impacted who are ill for an extended amount of time. Families will receive frequent communication regarding their child’s attendance, ensuring students are at school and are on-time.

Promotion Policies will be shared annually with families prior to the start of the school year through both in-home orientation conferences (new students) and at all school orientations (all students). During the school year, Vanguard Collegiate will host **Trimester Conferences** to deliver report cards and provide notice and discussion of student progress. In January, families of students identified as at risk of not meeting promotion benchmarks and potentially retained in the same grade next year will be notified. In February, written notice will be sent to students and families who may be in danger of not meeting the benchmarks for their grade level. At the 2nd Trimester Conferences, families and students will be notified of their progress and expected promotion decision. In May, promotion decisions will be communicated to families. In June, identified students will attend **Summer Academy**. In July, any remaining promotional decisions will be made and families notified.

School Calendar and Schedule. **Attachment 6** includes the Annual Calendar and Weekly Schedule.

School Culture. A positive school culture directly impacts student achievement. Students thrive in structured, predictable learning environments in which they are challenged, supported, and invested. Dr. Lorraine Monroe writes in *Nothing’s Impossible* that “[s]o many children today—and not just poor children—come from chaotic and unpredictable homes. Order in school gives them the stability and structure they need.”³⁴ At Vanguard Collegiate, we firmly believed that structure builds a safe learning environment, and our teachers are trained to lead structured and joyful classrooms. The pillars of school culture and foundation upon which the systems, routines, and procedures at Vanguard Collegiate are built are: (1) high expectations (2) accountability (3) supportive community and (4) joy. Beginning with the individual family meetings conducted by school leadership prior to the start of the school year and extending beyond a student’s scholastic career with our school, student will learn and embody our core values: Dream, Responsibility, Discipline, Hard Work, Growth, Carpe Omnia, Critical Thinking, Mastery, Endurance, Integrity.

Vanguard Collegiate has ten (10) core values that will significantly and positively impact student academic

³⁴ “A is for Audacity: Lessons in Leadership from Lorraine Monroe.” *Educational Leadership*. <http://www.ascd.org/publications/educational-leadership/apr04/vol61/num07/A-Is-for-Audacity@-Lessons-in-Leadership-from-Lorraine-Monroe.aspx>.

performance and reduce disciplinary challenges.³⁵ These values will be in the hallways, every classroom, and part of the school’s common language. In addition to our values being directly correlated to our discipline system and infused in our curriculum, each month focuses on one core value. The monthly designation is based upon (1) identifying common challenges faced during a period of the school year and (2) connecting each value to those challenges. **Figure 8** outlines our core values within our academic year.

Figure 8: Core Values Description

Value	Month	Description
Dream	August	All students are encouraged to set vivid, high expectations for themselves, pursue and achieve them unapologetically.
Responsibility	September	Students will take ownership of their actions and community. Students will recognize the opportunities afforded come in exchange for their service to their community.
Discipline	October	Students will establish academic and life goals, as well as, commit to the plan, habits, actions, and thoughts essential to achieve those goals with fidelity.
Hard Work	November	Students will invest sweat equity in their future.
Growth	December	All students are capable of learning. They establish learning as a goal and seek knowledge and continual improvement.
Carpe Omnia	January	When opportunity presents itself, students will be equipped to make the most of them using all tools at their disposal.
Critical Thinking	February	Students will be able to effectively question, infer, articulate a stance, and solve problems, learn to challenge, research, and ultimately think for themselves.
Mastery	March	It takes 10,000 hours of time on task to master a discipline. Students will practice, study, and work with academic excellence as their objective.
Endurance	April	Students will spend time on task and build their academic stamina in and out of the classroom. They will actively seek challenging material as their endurance increases.
Integrity	May	Students will do the right thing even when it is difficult.

Ensuring that students, staff, leadership, and families understand our school culture prior to the first day of school is important in upholding our culture and setting up every student for academic and behavioral success. All members of our community are exposed to our culture including the core values before the academic year begins. Every new family will have an in-home conference to review and sign both our family contract(s) and student code of conduct. These meetings will be used to establish the foundation necessary for a strong school and family partnership, explain school policies clearly, and hear families’ hopes and dreams for their children. Staff members will spend one-third of Summer Professional Development internalizing our values, understanding how they impact our culture and academics, and practice techniques, systems, rituals and routines centered around the values. In the first week of school, students will be explicitly taught and oriented to the culture, systems, and routines of Vanguard Collegiate. After the first week, these systems will be continuously reinforced and closely monitored by staff—both in classrooms as well as throughout our space, as to protect the integrity of instructional time. At each weekly community meeting, students will recite the school values and be recognized as individuals and classrooms for their ability to practically apply them.

³⁵ https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Lessons_in_Character_090806.pdf.

Typical Student Day

Arrival and Advisory. At 7:30am, Andre arrives to school on a city bus. As Andre approaches the building, he sees the Head of School waiting for him. “Good Morning, Andre!” says the Mr. Marshall enthusiastically. “Good Morning, Mr. Marshall,” Andre responds. The two shake hands. Andre is prompted to show his belt and proper uniform shirt, as Mr. Marshall checks students uniforms - a symbol of readiness for the day. “Thank you, sir. Make it a great day. Learn. Laugh. Remember why you’re here,” says the Mr. Marshall, to which Andre responds, “College and beyond. Thank you.” Andre proceeds into the building. As he walks from the main entrance to his classroom, Andre passes and is greeted by three staff members with a warm smile and a “Good Morning.” Andre is also greeted at the door to his classroom by one of his advisory teachers prior to crossing the threshold of the classroom. “Good morning, Andre. Are we ready to make it a great day?” asks the teacher. “I am,” answers Andre. Andre enters the room and immediately puts his coat and book bag away. Next, he submits his homework to the other advisory teacher. Andre grabs breakfast and heads to his seat where he looks up and sees the “Do Now” on the board. It is a reflection writing assignment about the previous day’s advisory discussion about the school value Endurance. Andre begins working. At 7:48am, he hears a clapping chant led by the advisory teacher that signals the end of the “Do Now” breakfast. Andre’s class immediately comes to attention and sits in STAR (sit up straight, track the speaker, ask/answer questions, and respect), ready for Morning Motivation. Andre’s class engages in a 10-minute discussion about their writing assignment. Although he is a reluctant participant, he always enjoys the lively conversation and learns new things from Morning Motivation each morning. At 7:58am, Andre’s teacher praises the classroom for their demonstration of Endurance because she appreciates them working diligently for an extended period of time and explains how this value will help them on their way to college. Then she gives them one minute to prepare their respective spaces for the start of Reading.

Reading. Andre and his classmates quietly organize their space including putting their class novel in the left corner of their desks as they have been taught. Immediately at 8:00am, class begins with the “Read Baby Read” chant. The posted daily schedule illustrates the daily breakdown of the 50-minutes of Reading instruction that Andre receives. As Mr. Browner, the 5th grade Reading teacher, enters the room, the advisory teachers transition to their next class. During reading class today, they are analyzing character traits and character motivations in *Esperanza Rising*. At the end of the lesson, Mr. Browner assigns their new groups for the next eight weeks of **Reading Power Hour**, into which they immediately transition. Today, Andre is working with Mr. Browner on reading comprehension, and then independently on Achieve 3000. Following Power Hour is morning break at 9:50am, and Andre is excited because he remembered to bring a snack today.

Social Studies. Following Morning Break at promptly 10:00am, Andre’s begins Social Studies. He and his classmates stand behind their desks and wait for Ms. Cooper to transition into the classroom as Mr. Browner transitions out of the room. After settling swiftly, Ms. Cooper says to the class, “I am prepared and ready to teach.” The class replies in unison, “We are prepared and ready to learn.” All students are seated. Ms. Cooper asks Andre to read the objective. “Students will be able to explain how the three branches of the United States Government allow for checks and balances,” shares Andre. He smiles with excitement because Social Studies is his favorite subject. As the lesson begins, Ms. Cooper recognizes that not every student is fully engaged. She states, “Class, I am about to cold call.” The students chant “Brrrrr!” while rubbing their shoulders as the movement and sound joyfully insinuates that they are cold. Andre’s best friend, James, is called. Andre knows James struggles with Social Studies, so he wiggles his fingers towards James to show silent support, and James’ answer is close, but he has to repeat the answer using the academic vocabulary learned in class. When he successfully answers, Ms. Cooper says, “You got it,” and then asks the class to give James two snaps and a “Good job.” The class complies and James feels accomplished, as he met academic adversity and demonstrated Endurance. When Social Studies ends, students complete an exit ticket, used to ensure students have mastered the lesson. Ms. Cooper ends class by thanking students, “Thank you for learning,” to which the class responds, “Thank you for teaching.”

Science. Science class starts promptly at 10:50am. Mr. Golden leads the class in its opening ritual, has two students read the objective, and has the class begin the Do Now. Andre is struggling with the Do Now, and as Mr. Golden circulates the class, he notices Andre’s perplexed look. He realizes that Andre has confused



the mass and volume in the question, and Mr. Golden leans in and asks a series of three questions that help Andre call upon prior knowledge to find the correct answer. Andre writes a reminder note to himself with the formulas for mass and volume in the corner of his daily packet. As class progresses, he refers to it less and less. At the end of class, he does not need it to answer a question asked by Mr. Golden of the class. He smiles and feels a sense of pride. Class comes to an end. **Lunch.** Students silently transition to lunch in the cafeteria where they sat in assigned seats and wait patiently for their turn to go through the serving line. After each student is served, the Head of School and supporting, non-teaching staff, supervise lunch period where they engage tables of students in “library level” discussions about books they are reading. As students finish eating, they are dismissed outside, where the school’s Dean of Curriculum and Instruction (DCI) is waiting. Staff members transition outside with students as more classrooms are dismissed. Andre and his classmates spent the first week of school “practicing recess” and learning about the rules and expected behaviors of this time. All scholars are having fun with their free time, and there is also a clear sense of organization and shared expectations. At the end, the Head of School praises Andre for putting back athletic equipment that was not his own. “That’s RESPONSIBILITY,” he says. “We take care of our community because our community takes care of us. You remembered that true community requires service.” Every class transitions back to their respective room to resume instruction. **Math Power Hour.** Following lunch, Andre has his Math Power Hour, which Andre loves. Today, he is working on Zeal and will be excited to speak to his tutor, who always provides strong strategies for how to solve problems. Andre works silently and diligently. So much so, that he is rewarded for his Hard Work. **Writing.** Mrs. Edwards puts a slide on the board with today’s writing prompt: “In a short essay, students are to insert themselves into the plot. Using first person point of view, describe the conflict of the story, your feelings towards it, and predict any potential solutions.” Andre was so engaged in his writing that he was startled when Mrs. Edwards announced it was time to complete the exit tickets and transition to Afternoon Break. Andre could not wait for Afternoon Break to converse with his peers about what he wrote. During the bathroom break (2:00pm), Mrs. Edwards walks students to bathrooms where they complete their bathroom break. Because students are so engaged in class and enjoying the book, she allows them to read more as they wait in line for the bathroom. Upon returning to class, students eat their snacks and, as Andre desired, continue conversing about their reading. **Math.** Andre’s next class is math at 2:10pm. He and his classmates stand behind their desks and wait for Ms. Cooper to transition out of the classroom as Mr. Carr transitions into the room. After settling swiftly, Andrew completes his Do Now rapidly the first time through, but knows he needs to go back and check his work. As the lesson ends, Mr. Carr asked the students, “Please prepare to end the day strong. We have two more classes that will require you to exercise your biggest muscle—the brain.” Andre knows immediately he is talking about Critical Thinking. As Ms. Cooper enters at 2:58pm for a 3:00pm sharp start, Mr. Carr completes his transition ritual. Ms. Cooper, who also teaches 5th grade **Critical Thinking** and explains that today, the class will begin basic logic games and passes out a work sheet. Andre looks at the sheet and was immediately confused. The sheet had fruit in an equation! It said, “If (picture of a red apple) = (picture of a green apple)” on one line. The very next line said “Then, (picture of a green apple) = (picture of a red apple).” Then Ms. Cooper asked students to vote with their feet—to the right if they agreed with the statement, to the left if they disagreed, and in the middle if they were uncertain. Andre loved when he could move around in class. Ms. Cooper instructed the class that this type of activity takes a high level of maturity. She also said, “We will respect each other’s personal space and opinions at all times during this activity.” As the activity unfolds, Andre learns the flaw in the logic from the equation on the sheet. She asks, “Now that I have explained this, does anyone want to change their vote?” Several students change. Ms. Cooper continues to lead the lesson about the valid argument forms Modus Ponens and Modus Tollens. Andre thinks to himself, “I cannot wait to use this at home with my big brother! He always wants to argue and never makes any sense.” Following Critical Thinking, Andre and his classmates end the day with 40 minutes of tutoring. Yesterday, Andre worked with Mr. Browner to review the main idea skills they had learned in class. Today, he scored a 100% on his Reading exit ticket, so he will spend 20 minutes on his homework and 20 minutes on Achieve3000, finishing where he left off during Reading Power Hour. At the end of tutoring, it is time for dismissal—trash pick-up, chairs pushed in, cleaning their respective space. Mr. Browner quietly inspects the room. Once jobs are complete, all students are seated.

Mr. Browner dismisses students in pairs to get their belongings. Once everyone has their items, and it is 4:30pm and when given teacher direction, the class lines up and transitions to the gym. In the gym, students are lined up in sections based upon their respective modes of transportation. Andre takes the city bus and sits on the East side of the gym. His friend James is a walker and sits on the North side of the gym. As Andre is called to be dismissed, he waves to James and exits the gym. Along his way to the bus stop, there are three staff members that wish him a good and productive evening.

Typical Teacher Day

Figure 9: Sample Teacher Day

5 th Grade English Language Arts		
Time	Task	Description
7:00	Arrival	Arrive at school, review intellectual preparation for the morning reading lesson, check on progress with Achieve 3000 for 4 students.
7:15	Staff Morning Huddle	Participate in morning huddle, including practice of a taxonomy and shout-outs for teammates for demonstrating core values
7:30	Student Arrival	Welcome students with a bright smile, handshake, and greeting at the threshold of the classroom.
7:50	Morning Motivation	Lead students in morning greeting, recitation of school values, daily news reflection, and positive affirmations
8:00	Reading	Teach first lesson of the day. Students will determine meaning, both literal and figurative from “I Too” by Langston Hughes (Morehouse)
8:50	Reading Power Hour	Teach guided reading to a group of 6 students, actively monitor other small groups ensuring students are on-task.
9:50	Morning Break	Lead students through transition from the classroom to the bathroom. Sends students into the bathroom three (3) at a time while monitoring student behavior in line and in the bathroom. Once everyone has used the bathroom, teacher leads students back to the classroom
10:00	Writing	Provide feedback for the class on the two most common errors on their creative writing drafts, circulate during writing time to conference briefly with students. (Indiana)
10:50	Reading	Students will determine meaning, both literal and figurative from “I Too” by Langston Hughes (Indiana)
11:40	Lunch	Lead students to the cafeteria for lunch, pick students up at the end of lunch to bring back to class.
12:10	Reading Power Hour	Teach guided reading to a group of 6 students, actively monitor other small groups ensuring students are on-task.
1:10	Writing	Provide feedback for the class on the two most common errors on their creative writing drafts, circulate during writing time to conference briefly with students. (Morehouse)
2:00	Break	Lead students through transition routine
2:10	Prep Period	Meeting with then DCI to review feedback from the previous day’s observation.
3:00	Prep	Teacher prepares for tutoring and any prepares for tomorrow’s lesson.
3:50	Tutoring	Lead homework help for students based upon Exit Ticket results
4:30	Dismissal	Monitor student pack-up, cover assigned post in hallway to ensure smooth transition.

Supplemental Programming

1. Summer Academy

Summer Academy will be offered for two weeks each summer to support students in mastering skills not mastered during the standard school year. It is only for students that did not pass one or two of their core classes with a 70% or better or who did not pass the ISTEP+. It will operate 8:00am to 1:30pm. Lunch will be provided through partnership with local food rescue not-for-profit, Second Helpings. Successful completion of Summer Academy is determined by (1) attendance – 80% attendance rate; and (2) earning a 70%+ on a final assessment. The Board of Directors will solicit funds as part of our fund development strategy to underwrite the costs of Summer Academy (i.e. – teacher stipends, materials, etc.). In an absolute emergency, the Board will decide to draw from our contingency funds. Summer School dates are contingent upon when ISTEP+ scores are released. Based upon experiences of similar schools within the BES network, we expect that up to 20% of our students may need Summer Academy.

2. Extra and Co-Curricular Activities/Programming

Daily, Vanguard Collegiate will offer co-curricular opportunities for its students. In addition, we will provide field lessons outside of our school to enhance and supplement their classroom academic experience. Co-Curriculars will occur Monday through Thursday, for 50 minutes each day and will include coding, fine arts, physical education, and Critical Thinking. Classes will be led by Co-Curricular teachers, as hired. In year 1 of operation, content teachers will be assigned Co-Curricular courses. As our school grows to scale, we anticipate offering after school enrichment programs (4:30-5:30) led by teachers and external volunteers. These programs will be an option for students, but not a requirement. Although no formal partnerships exist at this point, we will pursue relationships with the organizations in **Figure 10**.

Figure 10: Potential Co-Curricular and After-School Partners

Alignment to Program	Partner	Activity Description	Grade Level(s)
Critical Thinking	Indy's Inner City Chess	Competitive chess and strategy	5-8
Character Development	The Bloom Project	Mentoring for at-risk males from business and community leaders	5-8
College for All Students	Indy Achievers	Fall/Spring HBCU college tours	8
Science/Math	IUPUI School of Informatics	Computing and coding	7-8
Social Studies	The Indianapolis Urban League	Asset based community development and advocacy training	6-8
Art	Art with the Heart	Hands-on visual arts experiences that educate and inspire at-risk children	5-8
Dance	DJ Center for Youth	Hip-hop and Salsa dance classes	5-8
Character Development	Girls, Inc.	Building strong, healthy relationships takes practice and skills	5
Math	Indy Algebra Project	Mathematics literacy instruction to youth	5-8
ELA	Indianapolis Public Library	Celebrate our local international community and experience the joy of reading	5-8

In alignment with the Indiana Academic Standards, we will offer four (4) to six (6) annual field lessons. It is goal of the Board to develop resources to underwrite all costs to students and families. **Figure 11** displays the potential lessons and their academic alignment:

Figure 11: Potential Field Lessons

Academic Alignment	Location	Grade Level(s)
--------------------	----------	----------------

Science	Nina Mason Pulliam EcoLab at Marian University	5-8
Social Studies	Cincinnati Underground Railroad Museum	5-8
Science	Wonder Lab (Bloomington)	5
Social Studies	Indiana State House/General Assembly	7-8
ELA	Central Library	5-8
Science	Eagle Creek Ornithology Center and Earth Discovery Center	6
Fine Arts	Center for Performing Arts – Carmel, IN	5-8

3. Student Mental, Emotional, Social Development & Health

Vanguard Collegiate will create and maintain a culture of support for all students. We will partner with Indiana’s largest mental health care service provider, Adult&child (A&c), to support the learning process and enhance student behavior within the school environment. Our goals for this partnership are to dramatically improve early intervention and access to mental health services among students in need. We will determine exact services that are in alignment with needs of student at Vanguard Collegiate, and A&c will work together with teachers, our Student Support Coordinator, the Dean of Culture, and the Head of School to ensure our students’ health.

4. Student-focused Activities

Vanguard Collegiate believes that character education and service learning are integral components of students’ success in high school, college, and subsequent life. Character education is a learning process that enables students and adults in a school community to understand, care about and act on core ethical values. Upon such core values, we form the attitudes and actions that are the hallmark of safe, healthy and informed communities that serve as the foundation of our society.³⁶ This is accomplished at Vanguard Collegiate in the way we implement our core values, conduct Morning Motivation, execute weekly Community Circle(s), and displayed and measured by our students’ Capstone Project—C.H.I.P. I.N. (Community Health and Impact Project In Neighborhoods).

Weekly Community Circle. Once weekly, the entire school body (students and adults) will gather in a common space to participate in our Community Circle. Community Circle is an important ritual at Vanguard Collegiate as it will be used to interact positively and collectively as a school body, recognize and celebrate academic and behavioral success and communicate clear directions to resolve school community challenges. During Community Circle adults model desired student behaviors, reinforce the school’s core values, teach/promote leadership (student led portions), highlight Black and Latino history (adult led portions), and support with socialization skills (large and small group activities).

Capstone Project. Vanguard Collegiate scholars will be required to complete a community health and impact project in neighborhoods (CHIP IN) as their capstone. Projects must meet a need in the community and be driven by the scholar(s). The project will begin in 5th grade with students learning the basics of project management from a community partner. In 6th grade, students will learn the basic of asset-based community development. They will research the assets, needs, strengths, weaknesses, opportunities and threats of their target neighborhood(s). In grade 7, scholars will participate in a pitch fest where neighborhood organizations pitch their needs to the 7th grade class. A formal selection process will be implemented that includes, but not limited, to student’s interest and capacity to complete the project; 7th grade also marks the beginning of the planning and proposal phases. The scope of the project, outline of work to be performed, and projected timeline must be submitted in writing. Students will work in small groups to complete the project beginning in 8th grade. The expectation is for scholars to carefully manage the progress of their plans/timelines and adjust as needed. At the end of their project, scholars must complete an evaluation of their project that will highlight success, lessons learned, and demonstrate the need met. **Figure 12** outlines the Scope and Sequence of CHIP IN that includes a series of electives in political theory, philosophy, civics, and critical thinking:

³⁶ <https://www2.ed.gov/admins/lead/character/brochure.html>.

Figure 12: CHIP IN Scope and Sequence with Related Coursework

Grade	Co-Curricular	Experiential Learning
5	Critical Thinking	Basics of project management from Cummins or Thomas P. Miller & Associates; Learning advocacy from Urban League
6	Critical Thinking 2	Basics of Asset-based Community Development; Learn policy from School for Public and Environmental Affairs at IUPUI
7	Critical Thinking 3	Page at the Indiana Senate; Learn grassroots impact from UWCI; Community Needs Pitch; Project design, budget/proposal development, approval
8	Service Learning	Project implementation/completion; Project reflection/evaluation

Our Critical Thinking curriculum will introduce students to ancient and modern political theory, government/policy, economics, logic, rhetoric, speech and debate, and Latin. The course will be designed to be cross-curricular and support in development of reading, writing, and critical thinking skills.

Special Populations and At-Risk Students

1. Commitment to Reaching All Learners

Vanguard Collegiate is committed to serving all learners. We recognized that all students who come through our doors will have unique and individual needs and we are committed to ensuring that we meet the needs of all learners including students with IEPs, English Language Learners, students who are intellectually gifted, students with section 504 plans, and students who are at risk. The robust supports we offer to students including small group instruction, blended learning, tutoring, and differentiated instruction will support in bringing our mission to fruition, where all students are equipped with the knowledge and skills for success in high school and college.

Vanguard Collegiate will maintain compliance with the federal Individuals with Disabilities Education Act and Indiana regulations by monitoring our special education program with fidelity. As necessary, provisions will be made ensure each student receives the Free and Appropriate Public Education they deserve – in compliance with all 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.

2. Special Education

Identifying Special Education Students

Vanguard Collegiate of Indianapolis is committed to providing the highest quality college preparatory education and necessary supports for its scholars to be academically and behaviorally successful. We will ensure that all eligible students with are provided a free and appropriate public education in the least restrictive environment.³⁷

Upon enrollment, we will meet with each individual family, during which we will ask families to identify if their child has an existing IEP or has previously received special education services. We will work with families to secure necessary documentation to ensure students receive required accommodations and modifications as quickly as possible following enrollment. Our Head of School and Student Supports Coordinator will oversee this process and work alongside general education teachers to ensure all students' needs are met. The Student Supports Coordinator is a trained and certified special educator and ESL instructor. As a data-driven school, instructional practices integrate frequent, strategic academic monitoring of all students through nationally-normed assessments and our interim assessments. If assessments

³⁷ <http://www.doe.in.gov/specialed?page=1>.

demonstrate a student is struggling academically, or we observe a student who is struggling behaviorally, we will act to meet the needs of that student using the Response to Intervention (RTI) approach.

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.³⁸

If the intervention plan is unsuccessful, not resulting in academic or behavioral improvement, we will meet with the child's parent(s)/guardian(s) and discuss potential next steps, including whether evaluation for special education eligibility and related services is needed, at which point written notice is provided to the student's parent(s)/guardian(s). The school will conduct testing, by an appropriately licensed staff member or external special education consultant. Once testing has been conducted and results are received, an eligibility meeting will be reconvened with the parent(s)/guardian(s), the Student Supports Coordinator, student's teacher, the Head of School, and other appropriate staff. A decision will be made as to the student's eligibility for special education services. If the student is eligible, an Individual Education Plan (IEP) will be developed. Each IEP will be reviewed at least once in each school year and each student will be re-evaluated at least every three years. We remain highly attentive to student growth so that we are ensuring that our support and instruction is appropriate to ensure student academic progress. We will evaluate any student for a disability when a legal guardian so requests.

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

Evidence Based Instructional Programs. We implement an inclusive, heterogeneous educational model serving all students. Our approach to reaching all learners is based on the successful models of high-performing charter schools serving similar populations. We will ensure a full inclusion approach whenever possible in order to ensure each child is placed in the Least Restrictive Environment (LRE) by maximizing accommodations and minimizing modifications. Additionally, our small group instruction and blended learning programs will be tailored to meet the needs of students, and have been proven effective in like-minded and designed schools.

Evaluation and Progress Monitoring. We look to assessments of students with disabilities receiving special education services, including improvements in performance on NWEA Map, ISTEP, interims, and teacher-created assessments to determine our program's effectiveness in improving students' academic performance and success in a college preparatory middle and high school. We disaggregate assessment results between students with disabilities and those without disabilities to continuously monitor and improve our special education program. The Head of School, Dean of Curriculum and Instruction, and Students Supports Coordinator will support teachers to analyze data effectively by subgroup and provide

³⁸ <http://www.rtinetwork.org/learn/what/whatisrti>.

strategies to best differentiate instruction. The leadership team will also monitor our program and make adjustments to support all our students on a path to college.

Qualified Staffing. Vanguard Collegiate will employ one certified and Highly Qualified Students Supports Coordinator in our first year of operation, and will have two in our second year of operation, and three at capacity. At all times, we consider the needs of our students with special needs when staffing these roles and additional positions school-wide, and adjust our staffing plan per those needs. All staff hired to teach or supervise Special Education programming are required to be Highly Qualified and hold a license (or emergency certification) to teach Special Education in Indiana, and additional certifications or requirements per the state or Authorizer. In addition to our appropriately licensed and credentialed Special Education Teachers, the staff of Vanguard Collegiate will be trained by certified specialist at both INSOURCE and through other recommended institutions in practices and approaches to supporting special education students.

As students matriculate through Vanguard Collegiate, it is the school's goal to assist them in building transitional skills. This development will be directly outlined, monitored, sustained, and evaluated through a transitional IEP, written during a student's 8th grade year. As Vanguard Collegiate is a college preparatory school, the goal for all students including those with IEPs is to become college ready. Thus, each transitional IEP will contain goals that move students towards secondary and post-secondary success, course work that is rigorous in its preparation for students to perform well at each level, and connects students will outside resources to assist in their development.

3. English Language Learners. Vanguard Collegiate of Indianapolis is fully committed to implementing an ELL program that complies with Title I and III, as well as, provides our ELL students with the instruction necessary for them to acquire and master English academic language skills. Our anticipated ELL population based on local school data is 10%.³⁹ English Language Learners will be held to the same academic and behavioral expectations and have access to the same academic programs, opportunities, and services as all Vanguard Collegiate scholars. ELL scholars' needs will be met by using the Sheltered English Immersion Model (SEI). SEI is an approach to teaching academic content in English to ELLs in the same classrooms as native English-speaking students with supports from all core academic teachers, and staff appropriately certified and licensed to support ELLs, and school leadership.⁴⁰ In accordance with the Indiana Department of Education, to ensure that our program is serving ELLs effectively, Vanguard Collegiate will:

- Identify students as potential ELLs;
- Assess students' need for EL services;
- Develop a program which, in the view of experts in the field, has a reasonable chance for success;
- Ensure that necessary staff, curricular materials, and facilities are in place and used properly;
- Develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students; and
- Assess the success of the program and modify it where needed.⁴¹

Identifying English Language Learners. Vanguard Collegiate will administer the required Home Language Survey to first time enrollees, which will be administered only once in any student's educational career. The survey results will be kept in the students' files, regardless of the languages recorded. If a student indicates a language other than English on their HLS, then an English language proficiency test will be administered. This assessment occurs during an August-September assessment window and again January-February. We will use the WIDA-ACCESS Placement Test (W-APT), which assesses the four language domains of Listening, Speaking, Reading, and Writing. Based on the results, as well as observation using the WIDA Can Do Descriptors, the teacher determines the status of the student. If a

³⁹ Per research conducted by EdTec on behalf of Vanguard Collegiate.

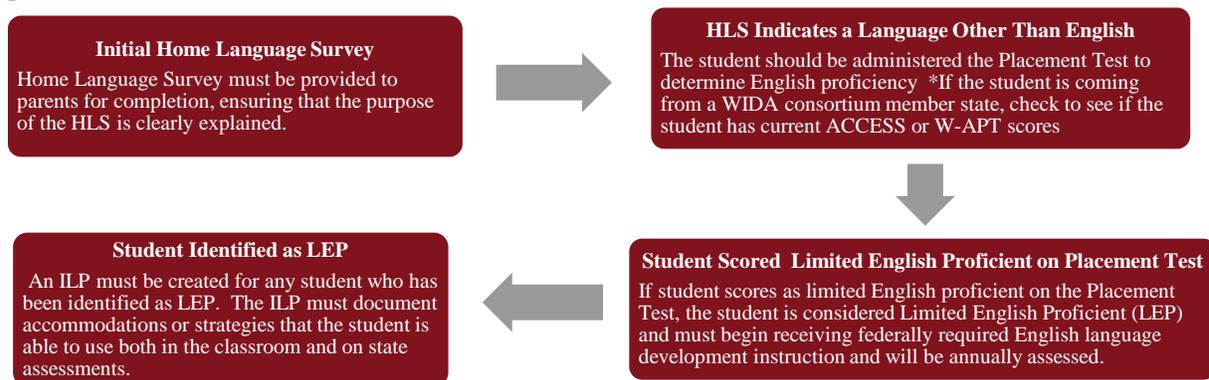
⁴⁰ <http://www.mass.gov/edu/government/departments-and-boards/ese/programs/educator-effectiveness/licensure/endorsements/sheltered-english-immersion-endorsements-sei.html>.

⁴¹ <http://www.doe.in.gov/sites/default/files/elme/2016-2017-el-guidebook.pdf>.

student is identified as ELL they are provided Sheltered English Immersion (SEI) instruction and developmentally appropriate instruction aligned to WIDA English language development (ELD) Standards Framework.

Vanguard Collegiate will develop an Individual Learning Plan (ILP) for students who score less than proficient in English language on the assessment. Additionally, we will require a meeting between each family and the Head of School and the designated student supports staff of Vanguard Collegiate. The meeting’s purpose is to deliver in writing and review, in the parent’s preferred language, the child’s assessment results, an explanation of their child’s designation, a description of the program placement and method of instruction, a plan to meet the child’s educational needs, requirements for exiting the program, and the parents’ right to waive ELL services. **Figure 13** outlines the process Vanguard Collegiate will adhere to identify students as ELL.

Figure 13: State of Indiana ELL Identification Process⁴²



Serving Students. The ILP is a locally-developed form that is recommended to be created by the student’s classroom teacher(s) in conjunction with the school’s Student Supports Coordinator or another designee.⁴³ Vanguard Collegiate will have one dual-certified, High Qualified Student Supports Coordinator who works with both our Special Education and ELL population. All qualified staff members that work with an ELL student will have a copy of the ILP and will implement it daily in the classroom. ELL students will also take an annual English language proficiency assessment levels over time, with sub-group levels in Listening, Speaking, Reading and Writing. Our dual certified Student Supports Coordinator teacher will assist classroom teachers in integrating the WIDA English Language Proficiency Standards into the content area instruction and to identify strategies to support students at all levels of English development including but not limited to (1) considering the student’s proficiency levels for each domain (listening, speaking, reading, and writing), interpreting data, and using it to drive instruction and (2) tracking students growth and ensure they receive accommodations on state assessments.⁴⁴

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

Assessing and Monitoring Progress. Students identified as ELL are assessed annually to determine improvement in English language proficiency (ELP). As a member of the World Class Instruction Design

⁴² <http://www.doe.in.gov/sites/default/files/elme/2016-2017-el-guidebook.pdf>.

⁴³ Ibid.

⁴⁴ Ibid.

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

Qualified Staffing. The Student Supports Coordinator in charge of the ELL program will be an experienced teacher and will meet Highly Qualified requirements. This staff member will be responsible for the overall implementation and oversight of the program, and will provide relevant professional development to administrators and staff. The goal is for our ELLs is the same as that for all students: ELLs will be prepared with the linguistic and social skills necessary to excel in college and in life. To meet this goal, each ELL receives the linguistic and academic supports necessary for success. Responsibility for this educational support will be shared by the classroom teacher(s) of which we anticipate at least one per grade level will also have their ESL licensure, the Dean of Curriculum and Instruction, and the appropriate additional staff, as well as, the ELL student and family.

Identifying and Serving Below Grade Level. Student performance on the NWEA MAP, ISTEP, interims assessments, and teacher-created assessments will be analyzed and used to determine which of our students are performing below grade level. We will use our Reading and Math Power Hour to provide small group instruction to identified students in their target areas of need. We will also utilize our end of day tutoring time to support and remediate students who are performing below grade level.

Students' weekly schedules in Power Hour (ELA) are tailored to their specific needs. Time spent with teachers ranges from phonics instruction to Fountas & Pinnell's Leveled Literacy Intervention curriculum (LLI) to Close Reading of text on or above grade level. Additionally, students will work from Achieve3000, a blended learning platform that allows students to work both at their individual skill level and pace. Students' weekly schedules in Math Power Hour are consistent across the week, but the interventions themselves are tailored to their specific learning needs. Each week all students spend 120 minutes on Zeal, 60 minutes on TenMarks, and 60 minutes in teacher-led intervention, split across two 30-minute sessions. If students are not responding to interventions and supports listed, we will proceed with steps outlined in Response to Intervention.

Intellectually Gifted Students. Students scoring in the top 15%, based on NWEA MAP scores and ISTEP are eligible for gifted and talented differentiation. To enhance their abilities, Vanguard Collegiate will provide students with extension course work and projects as relevant, ensure blended learning programs are adequate to accelerate their growth, in both mathematics and English Language Arts, and have students serve as mentors and tutors to students in their own grade, as well as to younger students who struggle academically. Vanguard Collegiate will ensure adequate staffing to meet the needs of our intellectually gifted students and will monitor student progress using the NWEA MAP, ISTEP, and interim assessment data.

Student Recruitment and Enrollment

1) Recruitment Plan

Vanguard Collegiate of Indianapolis is committed to recruiting students in our target 46222 and 46208 zip codes. We will ensure that all recruitment materials are accessible to families, including providing materials in both English and Spanish. The recruitment strategy of Vanguard Collegiate is implemented annually beginning in November of the preceding school year. Our efforts in Year 0 have a significant impact on our ability to start strong in Year 1 and build momentum for the years beyond. Year 0 efforts to recruit double our enrollment goal, totaling 120 5th graders and 120 6th graders begin immediately following authorization. Due to its importance, the school's budget reflects a significant investment in marketing and recruitment (\$16,000 between marketing and recruitment in Year 0).

There are three (3) components of our recruitment strategy: Build Strong Community Partnerships, work with AmeriCorps Public Allies, and utilize Broadcast and Digital Advertisement.

The area of 46222 and 46208 are well-endowed with historical social service, youth development, and community focused organizations. Vanguard Collegiate will pursue relationships with a number of organizations, including, but not limited to Christamore House, The Mary Riggs Center, Haughville Library, Haughville Neighborhood Association, Westside Educational Taskforce, Near West Community Development Corporation, and Indiana University Purdue University.

Vanguard Collegiate plans to host an AmeriCorps member from Public Allies Indianapolis, a nationally recognized Public Allies AmeriCorps Apprenticeship program that develops young leadership and promotes continuous education in high need urban areas. The Allies will work in collaboration with local organizations to develop and host multiple community informational sessions and community engagement events on behalf of Vanguard Collegiate. Additionally, they will engage both the Board and all staff to participate in a strategically selected number of each organization's respective community outreach events to introduce residents to Vanguard Collegiate. The role will lead all neighborhood canvassing efforts.

Our recruitment strategy includes both broadcast and digital campaigns. Television, social media and internet banner ads are among the top three sources for parents seeking educational options for their children. We will pursue a four-month multi-media advertising campaign with WISH-TV, including monthly appearances in IndyStyle and a Facebook campaign. Additionally, we will receive advertisements on the station's website for all viewers to see. We will also pursue partnerships with both FOX59 and CBS4 to generate awareness. The station regularly provides public service announcement(s) and commercial(s) that will run throughout the year. Additionally, the station routinely visits community events and offers schools and other types of organizations to be highlighted on the Early Morning News and their Community Highlight segment. These services will be provided at no cost.

Enrollment Policy. Vanguard Collegiate will abide by all state and federal non-discrimination laws – admitting students regardless of race, color, national origin, creed, gender, ethnicity, sexual orientation, mental and/or physical disability, age, ancestry, special need, English language proficiency, and/or academic achievement. This is consistent in our enrollment policy, admission requirements, scheduled application period, admission lottery procedures, student waitlists, student withdrawals, student re-enrollment, and student transfers as outlined in **Attachment 7**.

Student Discipline

1) Discipline Philosophy

Vanguard Collegiate will create and maintain a safe, structure, joyous, and academically challenging school environment. Rooted in our school's core values, our discipline policy is consistent, sets clear expectations, fosters community, and protects instructional time. Our policy is in compliance with applicable laws and regulations. It will be implemented with fidelity to ensure the success of our scholars.

In our highly structured school environment, we hold students accountable to our expectations while simultaneously developing an achievement-oriented student community. Teachers plan engaging lessons and use school wide-systems and procedures to maximize instructional time and minimize confusion. Together, our staff place the highest value on student achievement and show students the path to success. We create a community where students learn and engage with difficult material, and where parents are our partners. We communicate frequently with families, reporting successes and challenges. The school staff enlists parents' help in modifying student behavior. We believe in a community where students know what is expected of them, using structure and predictability to allow students to feel comfortable, safe, protected, and included. This sense of community will come from showing and earning respect, and being firm and positive, even when issuing consequences.

Our individual discipline system is based on student choice. Students can choose to follow the rules and abide by our core values, or they can choose to violate the rules, and therefore, receive a consequence. Vanguard Collegiate will implement a “Paycheck” system, modeled after that of BES school Intrepid College Prep in Nashville, TN and Uncommon School Roxbury Prep in Boston, MA. Within the school’s token economy, students can earn “dollars” for demonstrating our core values, and “deductions” for violating the rules. If a student supports another student prepare for an upcoming assessment by studying flashcards during lunch, they would earn a “dollar” for Responsibility. If a student calls out in class without raising his or her hand, they would receive a “deduction.” This system supports scholars to internalize and demonstrate our values by focusing on small behaviors, which decreases the frequency of larger student misbehaviors. Each week, students begin with 50 dollars in their paycheck, and if they earn a minimum of 35 by the end of the week, they will become a VIP member and can earn special rewards and prizes. This system also supports students to understand the basics of a bank system.

2) Discipline Policy. Please see **Attachment 8** for the school’s Discipline Policy.

Parents and Community

1) Schools in the Target Location

In 2014, then Mayor Gregory Ballard and the city of Indianapolis identified six neighborhoods as “hot spots” of violent crime and poverty: zip codes 46201, 46205, 46208, 46218, and 46222. In 2015, these neighborhoods, although only accounting for 4.7% of the population of Indianapolis, accounted for a disproportionate amount of Indianapolis’ criminal homicides. Compared to the rest of Indianapolis, twice the number of residents in focus areas (30%) do not have high school diplomas, and Indianapolis residents have nearly three times the proportion of individuals with at least a college degree compared to those in focus areas (29% and 10%, respectively). Zip codes 46208 and 46222 were identified as two of the highest priority “hot spots” because of their high crime rates and levels of poverty, as well as, low levels of educational attainment. Due to the severity of the needs of these communities as “Hot Spots,” Vanguard Collegiate is focused on zip codes 46208 and 46222.

Of the six schools in 46208, there are two charter schools. All the schools earned failing grades on the ISTEP exam with a 52% passage rate being the highest. Only one school earned higher than a “B” from the Indiana State Department of Education (George W. Carver IPS #87). Due to Fall Creek Academy closing, IPS proposed change to eliminate joint high schools and middle schools, and George W. Carver School’s entry grade being K-1 (a Montessori school), there are no true middle schools remaining to serve the students of 46208. **Figure 14** displays the educational options (traditional and public charter) in the 46208 zip code and their most Indiana Department of Education grade and state assessment scores for the last two years.

Figure 14: 46208 School Options and Performance

Schools of 46208					
Name	Grades Served	School Type	2015 IN DOE Grade	2015 ISTEP Passing Rate (Math & ELA)	2016 ISTEP Passing Rate (Math & ELA)
Elder W. Diggs School #42	K-6	District	F	14.1%	13.2%
Fall Creek Academy/ Tindley Renaissance	K-12	Charter	D	12.3%	44.7%
George W. Carver School #87	K-8	District	B	52.1%	45.3%
George and Veronica Phalen	K-5	Charter	N/A	39.3%	37.9%

Leadership Academy					
James Whitcomb Riley School #43	K-8	District	D	16.2%	2.4%
Shortridge High School	7-12	District	D	20.5%	N/A

In Zip Code 46222, 10% of the population have bachelor’s degree or higher while 63% have a high school diploma and 27% did not earn a high school diploma. Also in this area, there is a 17% unemployment rate. **Figure 15** displays the educational options (traditional public and public charter) in the 46222 zip code and their most Indiana Department of Education grade and state assessment scores for the last two years. Of the eight schools in 46222, there are three charter schools. All the schools earned failing grades on the ISTEP exam with a 52% passage rate being the highest. Two schools earned an “A” from the Indiana State Department of Education (Cold Spring School and Ernie Pyle School IPS #90). Although there are three K-8 schools in the area, there are no stand-alone middle schools serving students in 46222.

Figure 15: 46222 School Options and Performance

Schools of 46222					
Name	Grades Served	Type of School	2015 IN DOE Grade	2015 ISTEP Passing Rate (Math & ELA)	2016 ISTEP Passing Rate (Math & ELA)
Christel House Academy West	K-2	Charter	N/A	N/A	57.1%
Clarence L. Farrington Middle School #61	K-6	District	D	24.7%	15.6%
Cold Spring School	K-6	District	A	29.1%	21.5%
Ernie Pyle School #90	K-6	District	A	51.7%	41.4%
George Washington Community Jr. High School	7-12	District	F	9.3%	1.10%
Indiana Math & Science Academy West	K-8	Charter	C	20.1%	20.9%
Stephen Collins Foster School #67	K-8	District	D	22.3%	21.7%
Vision Academy	K-8	Charter	C	19.8% ⁴⁵	10.1%

Based on the Indianapolis Schools Needs Assessment conducted by IFF for the 2015-16 school year, at least 80% of the estimated enrollment for each site would likely come from the top 20 highest need areas. The Near Westside neighborhood (46222 and 46208), which has thirteen (13) traditional and charter public schools (only two of which are performing at an A or B level) needs a high-quality educational option specifically for middle schools students to close the service gap.⁴⁶

2. Demand to Meet Enrollment Projections. Our work was driven by a desire to not only garner genuine support from the communities we wish to serve, but to holistically understand its needs and incorporate solutions to them in the design of Vanguard Collegiate. Vanguard Collegiate will have sufficient demand because of the college-preparatory model we offer to students and families, including our small group instruction, extended time for literacy and math, and our focus on service. Additionally, community

⁴⁵ The Indiana Department of Education. “Indianapolis Public Schools: 2015 Annual Performance Report.”

⁴⁶ 2017 IFF Demographic and Impact Analysis.

members and families we have met through our comprehensive community engagement work are seeking strong school choice and options in both the 46222 and 46208 neighborhoods.

3. Parent Engagement. Building parent trust in your school is a prerequisite for student achievement.⁴⁷ The families of Vanguard Collegiate of Indianapolis are partners in the academic, behavior, and life success of our students. As a school, Vanguard Collegiate commits to communicating with families clearly and frequently, providing a safe school environment, ensuring structured classroom where students make significant progress in all academic areas but specifically in reading and math. Research from the Southwest Educational Development Laboratory shows that parent involvement results in multiple benefits for students, including better social skills, higher attendance, and increased education rates.⁴⁸ We deeply respect our students’ families as partners and ensure strong communication and consistency in expectations between school and home. Before school begins, we meet with every family individually to explain expectations for students, families, and staff.

As outlined in **Figure 16**, the school will conduct **Home Visits** and **Family Orientations**, send home weekly **Paycheck Reports**, and hold **Trimester Conference Nights** Vanguard Collegiate will also provide a monthly **Newsletter**, host **Family Nights** at the school, communicate regularly through both email and phone, and host coffee with the Head of School. The school will hold an annual **Open House** where Vanguard Collegiate shares academic results with families, both to celebrate student achievement and outline areas of improvement.

Figure 16: Parent Involvement Plan

2018-2019 School Year Parent Involvement			
Connection	Description	Frequency	Staff
Home Visits	New students/families will receive a visit to review them school’s mission, expectations, review the school contract, and a complete a student self-efficacy assessment.	Annually March – July	Head of School
Family Orientation	Orientation will include such topics as school uniform, transportation, homework expectations, the school’s academic program, etc.	July	Head of School DCI
Paychecks	Electronic reporting on scholars’ individual academic progress and behavior	Weekly	Head of School Dean of Students
Trimester Conference Nights	Parents will receive a hard copy report card that details grades and performance and meet with each teacher to discuss student performance	End of Trimester	All Staff
Coffee with the Head of School	All families will be invited to attend Coffee with the Head of School to hear important school updates, ask questions, and provide feedback.	Monthly	Head of School
Family Nights	Family nights support parents in learning techniques to supplement their child’s learning.	4 per year	DCI Teachers
Newsletter	Families will receive a newsletter that includes school updates, upcoming events, awards/ recognition, and academic resources.	Monthly	Head of School Operations
Phone Calls/Emails	Vanguard Collegiate will communicate with parents and families about academic and behavioral achievements, as well as, challenges.	As needed	All Staff

Vanguard Collegiate of Indianapolis parents will demonstrate satisfaction with the academic program and communication. It will be measured by an **Annual Survey** on parental satisfaction with the school’s

⁴⁷ Wherry, John H. *Parent Involvement: 9 Truths You Must Know*. The Parent Institute. 2010.

⁴⁸ <http://www.edutopia.org/pdfs/edutopia-home-to-school-guide.pdf>.

academic program, family communication, and overall satisfaction. Surveys will be given to families at the second trimester conference meetings and results will be used to make improvements to the school. The Head of School will report findings to the Board of Directors.

4. Community Resources. Realizing that (1) educating students is our number one priority and (2) our students come from a wide array of social economic and health backgrounds determined by circumstances beyond their control, Vanguard Collegiate will seek referral relationships with local organizations and businesses that can meet the needs of our families—especially in ways that mitigate barriers to academic success. To that end, we will pursue a partnership with the IUPUI School for Social Work to host student(s) for their practicum to work alongside our staff. One of their tasks will be to create, maintain, and update a resource binder that allows us connect families to services such as, but not limited to, shelters, food pantries, health care providers, clothing assistance, job training, and recidivism. The resource binder will be a living document; thus, as we build new organizational relationships, we will update the resource.

5. Evidence of Demand. Please see **Attachment 9** as evidence of demand from the community, evidence of community engagement, and evidence of support from community partners.

Performance Management

Data driven, high performing schools use rigorous, regular assessments to inform their instructional and student support decisions. Vanguard Collegiate of Indianapolis (Vanguard Collegiate) is committed to providing the best education possible to all our students, as well as, to be transparent in reporting our results to our community and stakeholders alike. In addition to the ICBS evaluation metrics and criteria, Vanguard Collegiate will track progress in the areas outlined in **Figure 17**.

Figure 17: Performance Indicators

Performance Indicators	
Connection	Description
Academic Performance	<p>Goal 1: Students will demonstrate growth in both reading and mathematics.</p> <p>Measure 1: In a cohort analysis of longitudinal growth, students, on average, will have a minimum of five percentiles of growth per year in ELA and Math on the NWEA MAP until the average percentile score reaches 75%.</p>
Attendance	<p>Goal 2: Vanguard Collegiate of Indianapolis will have high rates of daily attendance.</p> <p>Measure 2: School-wide daily attendance average will be 95%.</p>
Family Satisfaction	<p>Goal 3: Parents will demonstrate satisfaction with the academic program and communication.</p> <p>Measure 3: As reported by an annual survey, average parent satisfaction with the school’s academic program and family communication will be 80% or higher.</p>
Staff Satisfaction	<p>GOAL 4: Staff demonstrate satisfaction with the academic program and professional environment at Vanguard Collegiate.</p> <p>Measure 4: As reported by an annual survey, average staff satisfaction with the school’s academic program and professional environment will be 80% or higher.</p>
High School and College Graduation	<p>GOAL 5: Students demonstrate high school and college readiness.</p> <p>Measure 5.01: 90% of students graduate from high school (as defined by the state’s four-year graduation rate).</p> <p>Measure 5.02: 90% of students who attend two years or more will enroll in post-secondary institutions or are employed within five months of graduation (includes military service).</p>

2) Assessments

ISTEP+ and End-Of-Course assessments (ECA). We will compare students' results are compared to those in other schools, districts, and across the state. ISTEP+ and ECA are administered in accordance with timelines and guidelines set by the Indiana Department of Education. We fully administer ISTEP+ assessment including the ELA, Math, Science, and Social Studies tests using the Applied Skills and Multiple Choice assessments for the appropriate students. **Norm-Referenced Assessments.** Vanguard Collegiate will administer the Northwest Evaluation Association Measures of Academic Progress (NWEA-MAP) assessment three times annually. The NWEA-MAP compares test taker's performance against the performance of same-grade peers nationally. Performance is expressed in a student's percentile rank grade-level equivalent. Results will be used to measure the growth of a student, grade level, and the school wide performance over time. Additionally, the results provide school leadership with a tool measure teacher effectiveness against student learning. **Reading Level.** Vanguard Collegiate administer the Fountas and Pinnell reading assessment to measure student reading fluency, accuracy, phonemic awareness, and comprehension. The results will be used to set student goals for growth and supports. The assessments are administered six (6) times per year for all students. Students, parents, and teachers will be aware of students reading level and associated goals. **Interim Assessments.** Vanguard Collegiate's leadership team will design and oversee teacher execution of periodic exams using questions that (1) mirror a standardize tests format and (2) are aligned with the Indiana Academic Standards to measure student mastery of the standards. The assessments will be conducted at the midpoint and end of each trimester primarily in ELA, Math, Social Studies, and Science. Results will be analyzed by teachers with school leaders, including analysis of sub-group populations, resulting in pivots in instruction to ensure student mastery of content standards, as well as the appropriate student supports are in place. Tests will be administered at a minimum of five (5) times per school year. Test revisions, as needed, will be made annually by the Dean of Curriculum and Instruction.

Non-Academic Assessments. Surveys. At Vanguard Collegiate, we not only value our relationships with families but also their input for us as a school. Annually, we will administer a survey on parental satisfaction with the school's academic program and communication with the school. The surveys will be both qualitative and quantitative in design and the results will be used to make overall improvements in our relationships with families. We will also administer a staff survey annually, that allows staff to provide feedback on our academic program as well as their overall professional satisfaction. Results will be used to improve the school program and to ensure strong staff retention.

3) Data Collection and Analysis

Assessment Data. Vanguard Collegiate is committed to utilizing data regularly to inform instruction so that students are able ambitious academic goals.⁴⁹ We analyze data at the yearly, trimester, weekly, and daily levels and have clear systems for flexibly responding to data. At the mid and end-point of each trimester, students take interim assessments that are backwards mapped from our state and end of year assessments. Data from these interim assessments are collected by teachers and school leadership by question, standard alignment, and student response. Following each interim assessment, teachers, with the support of school leadership will deeply analyze data during full day Data Days, during which they analyze student work, discuss trends, set goals, and action plan to ensure all students are on track towards mastery. There are a minimum of 5 data days each school year. Additionally, teachers will collect, analyze, and use data to drive instruction with weekly quizzes and daily exit tickets given in each course. Performance on interim assessments will be discussed by the Board Academic Achievement Committee, and reported to the board monthly. The results from these assessments will be use to inform tutoring groups, and will be discussed with the Dean of Curriculum and Instruction.

Survey Data. Annual survey data will be collected and analyzed by school leadership, and presented to the board on an annual basis.

⁴⁹ Using Student Achievement Data to Support Instructional Decision Making. National Association of Elementary School Principals, 2011.

4) Student Information Systems

Vanguard Collegiate will use PowerSchool as our Student Information System. Teachers will have access to relevant data for their current students; administrators will have to access global school data. Our leadership team will work during our planning year to ensure all necessary training has taken place prior to the arrival of staff and students, so that we can effectively train teachers and staff to input student achievement data. The system was chosen as it can streamline all needed functionalities across the school including attendance, grades and assessments and is able to create progress reports for families.

5) Support and Training

Vanguard Collegiate of Indianapolis will provide data analysis training for all staff members during **Summer Professional Development** prior to school starting and throughout the school year during 5 Data Days and 6 full day professional development days, and a weekly 2-hour Friday Professional Development. Additionally, with the support of the Indiana Youth Institute, we will partner with Transform Consulting Group to train staff on the principles of data analysis. This training will occur once during Summer Professional Development and twice during the school year (once in the Fall and once in the Spring).

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

SECTION 3: IMPLEMENTATION PLAN

Legal Status and Governing Documents

1) Governance Documents. Attachment 10 includes:

- a) 501(c)(3) Determination Letter (Letter 947) from the Internal Revenue Service (“IRS”) or evidence that the applicant has applied for federal tax-exempt status from the IRS acknowledging receipt of the exemption application (IRS Notice 3367).
- b) Articles of Incorporation
- c) Board Bylaws
- d) Code of Ethics policy
- e) Conflict of Interest Policy

2) Bylaws. Including clause pursuant to IC § 20-24-3-3, the Bylaws can be found in **Attachment 10**.

3) Statement of Assurances. Attachment 11 includes the completed Statement of Assurances.

Human Capital

School Staffing Structure. Year 1 and Full Capacity Organization Chart can be found in **Attachment 12**.

School Leadership & Staff Hiring, Management and Evaluation

1. Staff Recruitment and Hiring. Vanguard Collegiate firmly believes that high-quality instruction is key to student academic achievement. To that end, we will recruit, hire, train, and retain top talent.⁵⁰ We will leverage partnerships both locally and nationally to ensure our candidate pool is robust, including Teach For America, Leadership for Educational Equity, Teach Plus, Stand for Children, the Network for Quality Education, and the Indianapolis Urban League. We will build relationships with the Indiana University Purdue University School of Education, University of Indianapolis’ Professional Edge Center, and the Indianapolis Black Alumni Council (support system for recent graduates of Historically Black Colleges and Universities). As an experienced non-profit executive and BES Fellow, proposed Head of School Robert

⁵⁰ *Teachers Matter: Understanding Teachers’ Impact on Student Achievement.* <http://www.rand.org/education/projects/measuring-teacher-effectiveness/teachers-matter.html>.

Marshall is positioned well to access local and larger national networks to identify and recruit mission-aligned high-quality talent.

Immediately upon authorization, teacher recruitment will begin. In the Planning Year, there is \$10,000 budgeted for staff recruitment. This will include funds for electronic job postings through a variety of platforms, participation in recruitment events, covering travel expenses as required for interviews. With a goal of having 100% of our founding staff hired by July 1, 2018, our recruitment and hiring process will begin in the early fall of 2017. In our recruitment and hiring process, the mission of Vanguard Collegiate is front and center, as we seek candidate who believe that all students deserve a quality education, have the capacity to learn, can achieve post-secondary attainment and academic success, and must be held to high expectations that they are supported to reach; and that data drives curricular and instructional decisions.

The formal hiring process, as outlined in **Figure 18**. During the Planning Year, all hiring decisions will be made by the Head of School, with the support of the Dean of Curriculum and Instruction, as hired. Pursuant to federal and state law, Vanguard Collegiate will hire highly qualified candidates for all positions. Qualifications such as academic transcripts, certifications, and national criminal background checks will be verified prior to employment. Criminal background checks will be run on a biennial basis for all employees. All documents verified for employment purposes will remain on file. Per Vanguard Collegiate’s slow-growth student enrollment model, we will grow our staff as enrollment demands.

Figure 18: Hiring Process

Phase	Details
Resume Screen	The School Leadership Team will use a formal rubric to inform the decision on which candidates will move in the process.
Phone Interview	Candidates will participate in a phone interview with the Head of School. In general, and most specifically sought in the interview process, candidates must (1) take feedback well, (2) conduct themselves professionally, (3) be mission aligned, and (4) have content expertise.
In-Person Interview	Candidates are brought into the school for an interview with the School Leadership Team followed immediately by completion of a sample lesson. The DCI will look at classroom management techniques, content knowledge, and standards alignment as the HOS evaluates academics, culture, adult cultural fit, interactions with students, communication skills, aptitude, and growth mindset.
Reference Check	A member of the Leadership Team will contact a minimum of three (3) references submitted by a candidate.
Employment Offer	Candidates receive a formal, written offer of employment contingent upon successful completion of background and credential check.

2. Staffing Plan. Vanguard Collegiate allocates 52% of our Year 1 budget to personnel costs, as we recognize that our mission will be achieved through high-quality teaching. **Attachment 12** outlines all reporting relationships in our staffing model. During year 1 of operation, our Leadership Team consists of the Head of School and Dean of Curriculum and Instruction. Administrative support will be provided by an Office Manager. This lean leadership team allows for investment in our teaching staff, six (6) classroom content teachers and one (1) Student Supports Coordinator, certified in Special Education and ESL.

3. Performance Evaluation Vanguard Collegiate’s core values are principles and expectations that apply to teachers and students alike. We believe performance evaluations are a means to measure impact, professional growth, and hold all parties accountable for their role in fulfilling the promise made to students through our mission.

Head of School Evaluation. As outlined in **Section I**, the Head of School will be evaluated annually by the Board of Directors. Performance indicators for the Head of School evaluation are outlined below.

Figure 19: Head of School Evaluation Criterion

Criterion	Description
Mission and Vision	Decisions made demonstrate commitment to mission; successful implementation of academic program; and execution of the accountability plan
Academic Outcomes	Meeting or exceeding academic goals established in accountability plan
Organizational Health	Financial responsible, effective outreach, overall organizational growth, and successful execution of the organization’s strategic plan
Leadership	Successful recruitment, development, and retention of high quality staff

Staff Evaluation. Performance evaluations will be conducted semi-annually (mid-year and end-of-year) using a standard rubric for Vanguard Collegiate staff to be developed based on best practices of Uncommon Schools (New York) and the Indiana Department of Education’s Rise Rubric. The evaluation is a three (3) part process: (1) staff members will complete and submit a self-evaluation; (2) leadership/supervisors will complete a performance evaluation using the respective employee’s self-evaluation and data gathered throughout the evaluation period such as notes from in-class observations, student performance data, one-on-one meetings, coaching sessions, performance improvement plans, corrective action forms executed, etc.; and (3) an evaluation review meeting. **Figure 20** defines the teacher evaluation criterion as defined by the Indiana Department of Education’s Rise Teacher Evaluation Rubric:

Figure 20: Teacher Evaluation Criterion

Criterion	Description
Absolute Achievement	Aligned with school academic accountability plan
Student Growth	Aligned with school academic accountability plan
Classroom Culture	Establishes a culture of error, adheres to school disciplinary procedures, commands 100% participation, and demands answers using academic language and in complete sentences
Rigorous Content	Aligned with Indiana Academic Standards for grade level and beyond, cognitive load on students, cross-curricular, and pushes students to their intellectual best self
Professionalism	Strong attendance record, arrives on time, follows school policies, and respects students, parents, peers and supervisors
Planning	Uses exit ticket and assessment data to plan, units aligned with Indiana Academic Standards, accounts for student misconceptions, and sets SMART goals for units
Effective Instruction	Develops student understanding and mastery ⁵¹

Prior to the formal evaluations, teachers will be made aware of their opportunities for improvement as part of the evaluation cycle. Each teacher will receive weekly classroom observations followed by a weekly observation debrief and action planning meeting. These meetings will allow staff to measure teacher growth and strategize on ways to best meet student needs and drive outcomes.

4. Unsatisfactory Performance and Turnover. Vanguard Collegiate will evaluate each staff member based upon their performance and own merit. The Evaluation Cycle will be transparent and adhered to with fidelity. All employees will receive frequent feedback on their performance and subsequent coaching. Coaching may include, but not be limited to, one-on-one meetings, video observations with feedback, live-coaching, and practice of skills. When a teacher and/or leader consistently delivers an unsatisfactory work product, they will be placed on a performance improvement plan. The plan isolates behaviors and/or skills needed for desired improvement, sets standards and metrics for improvement in those areas, and establishes a cycle by which progress will be monitored and changes are expected. It may also call for outside

⁵¹ <http://www.doe.in.gov/sites/default/files/evaluations/rise-rubric-2-0-final.pdf>

professional development opportunities. The end goal is for Vanguard Collegiate to provide all employees with all the necessary tools, training, and opportunity to be successful as their success is directly connected to the academic success of our students. However, failure to improve may lead to disciplinary action, up to and including termination. The Head of School will be evaluated annually and formally by the Board of Directors. Like teachers and other leaders within the school, the Head of School will be provided training, coaching, and a performance improvement plan as warranted.

Vacancies and turnover are a fact of any work environment. Our goal is to attain a 15% or less annual turnover rate, which is substantially lower than the national average. The U.S. Bureau of Labor Statistics has found that the U.S. voluntary turnover rate is 23.4% annually.⁵² To address this reality proactively, Vanguard Collegiate has a succession plan that includes training, leadership practice, and opportunities for individuals to furthering their education through IUPUI' School of Education. Additionally, we will use the Gallup 12 Questionnaire on an annual basis to inform and guide the organization's efforts to increase staff engagement. In instances of unexpected turnover, Vanguard Collegiate will use its leadership team to temporarily reinforce staffing needs. During that time, we will engage in a modified and expedited version of our standard hiring system. As a function of Human Resources, we will conduct exit interviews will all staff, using the data gathered to improve systems, practices, structures, and culture. Vanguard Collegiate of Indianapolis strives to be a choice employer among education institutions in our community.

5. Compensation System. Our compensation system is competitive with neighboring school districts. All packages include a 3% match as required by TRF/PERF and \$400 monthly health care coverage. Our school year calendar contains 26 total days of staff professional development. Professional development will be designed to support teachers in building skill, practicing techniques, and leverage their leadership capacity to execute our academic programs with fidelity. Each year, we have allocated \$300 per FTE has been designated in the school budget to provide differentiated development for each staff member. Professional development will be used to improve adult culture and skills to target specific areas of growth necessary for staff to maximize their capacity to ultimately drive student academic performance.

Professional Development

Throughout the 2018-2019 school year, Vanguard Collegiate will provide a total of 26 professional development (PD) days for staff (8:00am – 4:30pm). PD days which include 15 days of **Summer Professional Development** and 11 days throughout the school year dedicated to Data Analysis and Instructional Practices. Additionally, each Friday we hold an abbreviated school day, with student dismissal at 2:00 PM, allowing for 2 hours of **Weekly Professional Development**.

1) Leadership Professional Development

As a BES Fellow, proposed Head of School Robert Marshall has developed a national professional development network, comprised of teacher and leaders that freely contribute to an open source for resources. Mr. Marshall will attend the 2017 summer professional development of a currently operating BES school as his summer Leadership Residency. This will ensure a full and detailed understanding of executing Professional Development prior to the opening of Vanguard Collegiate. Accounted for in the annual budget are travel expenses for members of the School Leadership Team to travel to Memphis to visit Freedom Prep and the Collegiate School of Memphis, both of which have informed the school design of Vanguard Collegiate and both of which have been founded and/or supported through Building Excellent Schools, with both founding leaders and leadership teams trained by Building Excellent Schools. During the planning year, Mr. Marshall will visit other BES schools in Nashville, Chicago, New York, and Milwaukee as we continue to finalize all start-up details for the school. In addition, Mr. Marshall and the Dean of Curriculum and Instruction will attend a minimum of one BES Weekend Warriors Series. In the planning year and first two years of school operation, Vanguard Collegiate will have a dedicated leadership coach from Building Excellent Schools as part of its Follow-On Support program.

⁵² <http://www.gallup.com/businessjournal/106912/turning-around-your-turnover-problem.aspx>

2) Annual Professional Development

Summer Professional Development. Prior to the start of school, for three weeks, teachers and school leaders engage in professional development led by school leadership and external facilitators specifically designed to prepare for success during the 60 days of school. Objectives for the first week of summer PD include building School Culture and living out the school's Mission and Vision. This practice-based training is designed for teachers to internalize school policies, processes, and procedures, including but not limited to, arrival, student discipline, homework, nutrition, transitions, bathroom breaks, dismissal, and overall school culture. Staff will learn the school schedule and calendar. The final two weeks will be focused on preparing for a successful school year by focusing on taxonomy, classroom management, alignment (horizontal/vertical) to Indiana Academic Standards, and internalizing lesson plans. Teachers will receive exemplar assessments, unit plans, and lesson plans for the 2018-2019 school year. Rather than spending time during summer professional development (PD) and in the first weeks of school on instructional planning, teachers will focus on improving their instructional skills with extensive practice-based professional development. Teachers will practice their lessons and receive live-action feedback from both the Dean of Curriculum & Instruction and the Head of School to ensure they are delivering excellent instruction to students. Concrete strategies from Lemov's *Teach Like a Champion 2.0* provide the foundation of our professional development around instructional practice.

Classroom Observations. Teachers receive weekly classroom observations and are provided live coaching in classrooms. For new and/or challenged teachers, school leaders dedicate more time to observation and coaching in their classroom(s) to build towards the individual's mastery of core instructional techniques and fundamental skills. Teachers also engage in a minimum of one coaching conversation with a school leader weekly, which includes activities like reviewing student work and/or analyzing video footage from instruction. Classroom-based feedback is an individualized complement to summer PD and weekly PD sessions.

Weekly PD Sessions. On designated Friday afternoons, student dismissal will occur at 2:00pm, allowing for professional development from 2:30-4:30pm. Based on student performance data and observations of classroom practice, school leadership can provide timely, relevant PD to address gaps or areas of growth. School leadership meets prior to Weekly PD to plan and incorporate identified areas of growth into Friday's whole group sessions. Weekly PD will promote the continuous improvement of the total professional staff of the school system; eliminate deficiencies in the background preparation of teachers and other professional workers in education; keep the professional abreast of new knowledge; release creative activities; and give the much-needed support to the teachers who are entering a responsibility or a new field of work especially the new teachers.⁵³

Data Days. We provide interim assessments at the midpoint and end point of each trimester, which are followed by Data Days. During these days, the entire team looks critically at student groupings during Reading and Math Power Hour, as well as skills and content needing to be retaught to the entire cohort. Data analysis will include a matched cohort analysis and yearly school goal-setting, as well as comparison of NWEA-MAP scores and state standardized test results. Immediately following the first assessments of the school year, school leadership will conduct analysis, review the process with teachers, and assist in the development of student academic improvement plan(s). Teachers will be responsible for subsequent analysis with oversight by school leadership, led by the Dean of Curriculum and Instruction.

6. Professional Development Evaluation. Vanguard Collegiate's instructional success an organizational structure is dependent upon the successful development of its teachers and staff. Evaluation of our professional development is an integral part of the design, development, delivery, and implementation.⁵⁴ Every formal, internal professional development session conduct is required to have the following: (1) planning sessions that utilize student assessment, behavior, and school culture audit information to guide

⁵³ <http://www.centrolluzon.com/content/view/202/9/>.

⁵⁴ Phillips, Jack J. and Patricia Pulliam. *Handbook of Training Evaluation and Measurement Methods*. Routledge. 1991.

session design; (2) participant survey focused on content, delivery, relevance, and learning; and (3) facilitator debrief session to conduct SWAT Analysis and review survey responses. In addition, as part of annual school evaluation, surveys completed by staff, professional development will be included. The year-end survey data analysis will be reported to the Board of Directors.

Start-Up and Operations

1. Start-up Plan. Please see **Attachment 13**.

2. Transportation. Vanguard Collegiate will not provide daily school buses. Our goal is to procure a facility within a neighborhood with a large concentration of students eligible for enrollment; thus, allow for students to walk to school or take public transportation. We also expect families to drop off students. Our arrival and dismissal system was designed to prioritize student safety and maximize efficiency.

We will solicit donations of gas cards and IndyGo passes to assist families in need. This effort will specifically target homeless students. In compliance with the McKinney-Vento Homeless Assistance Act, 42 USC 11431, we will support with transportation as needed. We will comply with the Individuals with Disabilities Education Act and 511 IAC 7-43-1 by contracting transportation services for qualified students as necessary.

Throughout the school year, students will engage in field lessons. We have allocated \$3,000 (includes admission, transportation, and other expenses) for Year 1. We will contract transportation services as necessary.

3. Safety and Security. As evidence of our commitment to student and staff safety, Vanguard Collegiate will have comprehensive, school specific Health Plan, Safety Plan, and Emergency Action Plan that are in compliance with federal and state regulations. The plans require the purchase, maintenance, and proper usage of emergency supplies. Annually, staff will be trained on all procedures including but not limited to child abuse and sexual abuse awareness and reporting, CPR & First-aid, accident and incident reporting, fire/natural disaster/etc. drills and procedures, emergency response, warning systems, food service safety, traffic safety, etc. In addition, the school will have policies to guide the administration of prescription drugs and other medicines. We are committed to a drug, alcohol, and tobacco free learning and workspace—all are explicitly prohibited from school property. Modifications to each plan will be made as necessary to maintain compliance with all health and safety laws and regulations.

4. Technology Specifications and Requirements. Not Applicable.

5. Indemnification and Liability Insurance. Please see **Attachment 14**.

Facility Plan

Vanguard Collegiate has engaged IFF, a non-profit with substantial experience assisting not-for-profit corporations in planning, constructing, rehabilitating, financing and assessing facilities, to determine the financial feasibility of developing a new middle school to serve grades 5-8 with a capacity of 480 students. As part of the scope of work, IFF undertook a demographic analysis of the potential neighborhoods where Vanguard's growth might occur and an assessment of the impact the development of a new school would have on the gap in quality school service for students in each potential neighborhood. Their analysis also includes financial pro forma and development budgets, and space planning. The site search and due diligence will include facility assessments, cost estimates, and lease negotiations.

Although we have not secured a facility, we have identified three sites within our desired areas of location that meet our programmatic, square footage and access needs. The preliminary results of this work are outlined in **Figure 21**.

Figure 21: Site-Specific Findings

Site	Demographic Snapshot	Service Gap Impacted
2625 Lafayette Rd. 46222	The community surrounding the site on Lafayette Rd., northwest of downtown within the Eagledale (Marian University) neighborhood, is a high density, high poverty area, surrounded by lower density areas to the east. The density of the neighborhood suggests that most students attending a potential middle school here would come from nearby areas of high poverty (nearly 70% of students qualify for free or reduced lunch) and with a significant Spanish-speaking population. Within the inner ring area, 9% of children (about 475 total) speak English less than very well, per census data and might need additional support for English language in school. Approximately 25% of adults 25 and older in the inner ring do not have a high school diploma, suggesting that many students would have limited academic support at home.	Outside of the Speedway School District, there are no high performing public schools serving grades K-8 in the inner ring area. The neighborhoods to the north and south in the outer ring areas are in the top ten areas of highest need in Marion County. Despite not ranking in the highest need areas, an estimated 600 students within the Eagledale (Marian University) community alone do not have access to seats in a high performing middle school. The service gap in the surrounding neighborhoods (aside from Speedway) are even larger with only two non-Speedway schools in the entire attendance area achieving accountability scores of A or B.
1426 W. 29th St. 46208	About two miles east of the Lafayette Rd. location, the site on 29th St. would serve much of the same dense area of Eagledale (Marian University) along with several lower density areas to the east. The location is in a lower density neighborhood with higher rates of adult education and fewer English Language Learners. The site would serve an area where 75% of students qualify for free or reduced lunch.	Like the Lafayette Rd. location, the site on 29th St. has communities with the highest need to the north and south and would primarily serve Eagledale (Marian University) with a service gap of 600 students for grades 6-8 and the United Northwest neighborhoods that have a service gap of about 500 students for grades 6-8. While there are six public and four private schools within the inner ring, only one neighborhood K-8 school (George W. Carver School 87) is high quality; in the outer ring area, only one non-private school (outside of Speedway School District) is performing (Center for Inquiry charter school). The areas of greatest density and highest need, however, are neighborhoods in the outer ring attendance area to the north and south.
1941 W. St. Clair St. 46222	The St. Clair St. location sits within several high poverty neighborhoods; 82% of students in the inner ring are eligible for free or reduced lunch and 28% of adults lack a high school diploma. This location could also serve the roughly 250 English Language Learners within the inner ring area. While the overall density	About two miles south of the Lafayette Rd. location, the site on St. Clair St. site is in the Near Westside neighborhood ranked 6th in terms of need for high quality middle school seats. Approximately 50% of the school's capacity - were it to be located here - is estimated to serve the highest need areas of Marion County. The Near Westside

	of students is lower than the Lafayette Rd. site, the St. Clair St. location would serve some of the areas in most need for a high-quality school.	neighborhood, which has six public schools (only one of which, William Penn School 49, is performing at an A or B level) needs an additional 800 high quality seats in grades 6-8 to close the service gap.
--	--	---

The Scope of Work commenced in January, 2017 and is anticipated to require 12 Weeks. The site search and due diligence phase will commence upon receipt of authorization (app. May/June, 2017). The full scope of work is outlined in **Figure 22**.

Figure 22: Facilities Timeline

Date	Action	Responsible Part(ies)
December 2016	Toured two facilities in target community	Lead Founder
Jan-June 2017	Ongoing facilities tours on Westside	Lead Founder, Founding Board Member, IFF Representative
June 2017	Form Facility Committee (3-4 people max)	Founding Board members, Lead Founder, Community Members
June-December, 2017	Monthly board updates on facilities progress; Monthly facilities committee meetings	Facility Committee, IFF Representative
May-June 2017	Architect Selection Process: RFPs, Interviews, Contract negotiation, Architect Selection	Facility Committee, IFF Representative
June-August, 2017	Site Schematic Design and scope of work Preliminary Cost Estimates General Contractor preliminary interviews	Facility Committee, Architect, IFF Representative
August-September, 2017	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, IFF Representative
September-November, 2017	Negotiate lease/purchase terms on top site Revise cost estimates Proceed with Design/Development on top site	Lead Founder, IFF Representative, necessary consultants
November-January, 2017	Begin loan conversations with lenders- CDFI's, banks, etc. Construction Documents submitted for permitting Project goes out for bid	Architect
January 2018	Execute lease Close loan with project lender (if loan is necessary)	Facility Committee, Full Board, IFF Representative
Feb-May 2018	Project construction on tenant and site improvements Furniture, Fixtures, and Equipment Selection and Procurement	Facility Committee, Full Board, IFF Representative, Head of School
June 2018	Obtain Certificate of Occupancy	Head of School
June 2018	Staff and Furniture Move-In	Head of School
August 2018	School Start	Head of School

In his role with the Center for Leadership Development, Vanguard Collegiate Lead Founder and proposed Head of School Robert Marshall worked within these neighborhoods conducting youth development programming and outreach. Additionally, he has executed a series of outreach opportunities within the areas to engage residents, organizations, and clergy to (1) learn their desires and concerns related to education, (2) build support and awareness for Vanguard Collegiate, and (3) support the community. In his career, Robert Marshall has managed facilities, including but not limited to, a 42-acre park with a family center and aquatics center, as well as a 20,000+ square foot youth facility. In each of those roles, he earned a food safety license from the Marion County Health Department and successfully completed multiple food safety inspections. He has a track record of success in passing all Occupational Safety and Health Administration and Fire Marshall inspections. He has also been part of both a leadership team and a board that completed structural renovations. All Vanguard Collegiate utilities estimates and other expenses are included in the budget found in **Attachment 15**. As a public school, our facility will meet all ADA and safety requirements.

Budget and Finance

1. Financial Systems and Processes

To remain faithful and good stewards of the public and private funds entrusted to the school, Vanguard Collegiate will develop internal financial management systems that adhere to Generally Accepted Accounting Principles (“GAAP”), use the accrual-basis method of accounting, and follow all relevant policies as required under Indiana statute by the Indiana State Board of Accounts. All systems will be timely, executed with fidelity, and will produce accurate information.

Accounting. Our accounting system will be designed to collect, store, manage, process, retrieve and report its financial data so that it can be used by accountants, consultants, business analysts, managers, chief financial officers (CFOs), auditors and regulatory and tax agencies. The information reported will be used to evaluate the organization’s overall financial health and stability, cash flows, and inform decisions such as but not limited to purchasing, accountability, and budgeting. The Board is responsible for the approval of the operating budget. The Head of School is responsible for oversight and management of the budget. The Board must approve any purchases over \$10,000. In such instances, it will be required for the Head of School to secure a co-signature from either the Board Treasurer or the Board Chair. Purchases over \$50,000 must be sent out to bid, requiring an RFP. Although the Head of School will review all proposals and make recommendations to The Board, the Board is responsible for selecting the best contractor.

Payroll. An independent, third-party back-office service provider, will execute the payroll process for Vanguard Collegiate. This includes but is not limited to related tax, retirement, and other disbursements. RFPs for this service will begin immediately upon authorization.

Financial Audit. The Board of Directors is responsible for guaranteeing the organization’s financial controls (internal and external) are in adherence to the GAAP standards and protect it from financial fraud, mismanagement, and/or negligence. This includes retaining the services of an independent third-party CPA firm to audit the organization’s financials. This process includes, but is not limited to:

- An interview with said firm to explore the scope of work, commitment involved, contributing extenuating circumstances that may impact the work, and potential conflicts of interests. Both parties must come to an agreement concerning the work.
- In preparation for the audit, Vanguard Collegiate is responsible for completing trend analysis and assessments of internal controls, risks, and financial statements. The results of this work will guide the subsequent audit.
- Auditors will spend time within the school reviewing data, interviewing staff, and testing the financials. Additionally, and analysis of the results will be completed, comparing processes to generally accepted accounting principles.

- The CPA will issue an official opinion on the school’s audited financials that will highlight strengths, opportunities for growth, and glaring concerns.⁵⁵

The audit results will be presented to the Board. Based upon the results, the Board will make recommend resolutions to the Head of School in a corrective action plan for glaring concerns. The audit and plan will be submitted to the Indiana Charter School Board by their established deadline.

Internal Controls. Vanguard Collegiate will provide safeguards to protect the organization against fiscal fraud and error such as segregation of duties – requiring more than one individual to review and clarify accounting documents. The policies goals are accuracy (reporting revenues and expenditures) and stewardship.

Restricted Access. Only authorized personnel will have access to moveable assets such as cash, computers, etc.).

Document Control. All accounting related documents will be initialed, dated, recorded, and filed.

Records Retention. In compliance with GAAP, all auditable financial documents, records, and/or accounts will be accurate, maintained for a period as designated by IRS regulations, grant requirements, and other legal requirements as needed. Our legal counsel, back-office provider, administrative staff, and accountant will participate in an audit process to secure an unqualified opinion and determine process changes as necessary.

Processing Controls. Vanguard Collegiate will institute such processing controls as source document matching and general ledger account code examination to find errors prior to them being posted to the general ledger

Reconciliation Controls. All financial records will be stored in a minimum of two places to be reconciled against each other to ensure accuracy (i.e., the money being spent matches the money leaving an account) and adherence to financial policies/procedures in an established recording period. For example, examining the general ledger as a whole to ensure that all accounts are being aggregated into the financial statements.⁵⁶

Security of Financial Data. Vanguard Collegiate recognizes the importance of protecting financial data and preventing unauthorized access to it as a priority. Our accounting software will be restricted to the use of the Head of School and Back Office Provider only in Year 1. In Year 3 and beyond, the Operations Manager will also have access. Individuals will receive their own specific login ID, as well as, a password that is required to be changed periodically. A locked, secure cabinet will be procured to store all hard copies of sensitive financial data.

Risk Assessment. Vanguard Collegiate will develop a risk assessment process that is both practical and sustainable. It will identify risk, measure it against a common set or criterion, assess the potential impact of the risk(s), and detect any potential interaction with other risks and/or processes it may have. Using the data gathered, risks will be prioritized and an appropriate response will be developed.⁵⁷ The overarching goal of the risk assessment is to ensure accurate financial statements and reporting, mitigate any risks, and to execute our fiduciary responsibilities with fidelity.

5-Year Pro-Forma Budget. Please see **Attachment 15.**

Budget Narrative. Please see **Attachment 16.**

Additional Requirement for Pre-Existing Non-Profit Organizations. Not applicable.

⁵⁵ <http://smallbusiness.chron.com/6-phases-financial-statement-audit-3775.html>.

⁵⁶ <http://www.accountingtools.com/questions-and-answers/how-to-reconcile-the-general-ledger.html>.

⁵⁷ <https://www2.deloitte.com/content/dam/Deloitte/global/Documents/Governance-Risk-Compliance/dttl-grc-riskassessmentinpractice.pdf>.



VANGUARD COLLEGIATE
OF INDIANAPOLIS

Attachment 1

Applicant Group Resumes

ASIA A. BARTEE, PHR
7150 ANDERSON DRIVE
ZIONSVILLE, IN 46077
(317) 361-5234
asia.masse@gmail.com

CAREER SUMMARY

Over 10 years of progressive Human Resource Management & Nonprofit Management experience supporting multiple client groups and mid-level employees and management, leading efforts in Staffing/Workforce Planning, Program and Process Implementation/Improvement, Performance Management, Employee Relations, Event Planning, HRIS Reporting, HR Transformation, Organizational Development and overall HR Administration

EDUCATION

INDIANA WESLEYAN – MASTERS OF BUSINESS ADMINISTRATION **INDIANAPOLIS, IN**
Masters of Business Administration – Human Resources

INDIANA UNIVERSITY- KELLEY SCHOOL OF BUSINESS **INDIANAPOLIS, IN**
Bachelor of Science in Business

DOUBLE MAJOR: Human Resource Management & Business Management **MINOR: Psychology**

WORK OPPORTUNITIES

Human Resources Manager, Johnson Controls **September 2015 – Current**

- **Labor Relations** – Oversees the labor relation activities for the plant consisting of over 70 union members, posting/completing job bids, working with upper management on disciplinary actions,
- **Employee Relations** – Serves as lead HR partner leading all employee relations matters non-union employees including management team, leads disciplinary actions, performance management for managers, leads employee engagement for hourly division
- **Employee Engagement** – Carries out Global Employee Survey gathering employee feedback on leadership, plant and overall morale, works with leadership team to implement and establish site action plans, champions leadership development of staff by providing management training, assigning leadership development seminars, tracking progress with action plans, sponsors the employee engagement committee
- **Training/Learning Development** – Hosts HR Lunch & Learn training courses for leadership group, works with Quality Manager to create work instructions for work processes and facilities training, implemented training and development matrix for entire plant, works with Plant Manager on succession planning gaps and coordinates/provides proper training for staff, responsible for OD Change Management initiatives
- **Succession Planning** – Works directly with Plant Manager on identifying high critical roles, top talent, diversity and inclusion efforts, identifying development areas in staff and establishing SMART goals for improvement, networking/recruiting for competitive talent, cross training staff employees and transitioning hourly team leads into management supervisor roles

- **Performance Management:** Lead weekly production rate review meetings for over 900 hourly associates with line and senior managers, lead employee investigations and recommended course action per offense
- **Training/Learning Development:** Created new hire presentation PowerPoints, facilitated change management sessions for leadership teams, worked with Learning Department to create training programs for new hires, and drafted new policies and procedures for HR standardization project
- **Staffing/Project Management:** Served as the point of contact for leading staffing initiatives for the IND2/IND5 node, streamlined applicant conversion process for temporary division, confirmed staffing labor plans, created recruiting plans for direct hires, conducted weekly recruiting hiring events as needed, facilitated orientation for over 60 new hires as needed, owned project decisions for the entire staffing process consisting of over 500 direct hire applicants and 200 conversion applicants at a time, worked alongside Finance and Sr. Operations Team
- **HR Metrics & HRIS:** Formatted attrition report, interpreted headcount report and daily roster scrubs to Senior Team, assigned labor planning codes to hourly division for labor hour tracking, performed weekly audits for labor planning for any planned new starts upcoming, streamlined compliance for I-9 processing, lead monthly HR Assessment for HR Compliance, Knowledgeable and served as point person to pull departmental reports out of the following software: PeopleSoft, Business Insight, Taleo, ICISMS, OnBase/MyDocs, and Salesforce
- **HR Administration:** Approved school tracking accommodations, administered and tracked certificate of fitness program, served as point person for internal transfers and promotions, conducted weekly Champion of Associate Engagement Interviews and HR Gembas
- **Benefits Administration:** Approved leaves of absences (Personal leave, Medical Leave/ Non-FMLA, Leave of Absence, and Military Leave) and worked with the Amazon Leave of Absence team to make sure we returned employees back to work properly, worked directly with Workers Comp Manager in resolving work-incidents, long-term accommodations, and transitional work analyses
- **HR Projects & Initiatives:** Led the paper conversion to electronic management for site which included training Area Managers and Senior Team on new processes, lead the IND Node on direct hire efforts and assisted with direct hire events, served on HR for Diversity Committee and conducted informational sessions with targeted populations, lead High School Recruiting Program for the entire region that consisted of over 50 FCs sending me reports for program evaluation, lead new initiative to integrate the entire NAFC site staffing teams to lead recruiting events for the employer
- **Employee & Labor Relations:** Handled over 50 employee investigations a month minor and major scaled, assessed ADA/Reasonable Accommodations, advised managers on FLSA regulations, administered feedback as necessary

- **Employee & Labor Relations:** Administered and communicated all human resource plans, procedures and protocol to 200 labor union associates and management, drove associate engagement through participation in company-wide committees and employee appreciation activities such as distributing birthday cards, service year awards, and safety milestone awards, and investigated, prepares, and processes labor union complaints and grievances
- **Compensation & Benefits Administration:** Responsible for accurate and pay progression for both production and maintenance union contracts, provided benefits/compensation consultation to all union hourly and management associates regarding health benefits, employer assistance programs, and retirement plans, resolved all compensation and benefits conflicts with participating third party vendors

MARY A. (MOLLY) CHAMBERLIN

8225 Ontario Lane
Indianapolis, IN 46268
(317) 435-7490

EDUCATION

Ph.D., Educational Psychology, September 2009
M.S., Educational Psychology, December 2004
Indiana University, Bloomington, IN
B.A., Liberal Arts, *Magna Cum Laude*, May 1997
Middlebury College, Middlebury, VT

WORK EXPERIENCE

Vice President (Research, Evaluation, and Economic Development)

Thomas P. Miller and Associates

October 2015 to present

- Oversee practice areas of research, evaluation, and economic development for mid-size, national consulting organization
- Provide strategic direction and planning for each practice area
- Design, lead, and provide quality oversight and analysis for project evaluations at the federal, state, and local levels
- Provide quality assurance, data analysis, and oversight for research projects
- Provide oversight for economic development projects

Director of Evaluation

June 2014 to October 2015

Indiana Youth Institute

- Designed and conducted internal evaluation for programs that provide support and training to individuals working with children and youth
- Assisted program managers in the creation, review, and revision of program goals and strategic outcomes
- Analyzed and reported program data to support agency-wide strategic planning
- Designed evaluation plans for external organizations and provided oversight to external evaluation services

Chief Accountability and Assessment Officer

November 2013 to June 2014

Center for Education and Career Innovation

- Provided strategic planning and vision for statewide accountability and student success measures
- Collaborated with relevant state agencies and stakeholders to review and improve existing assessment and measurement systems and support new and innovative ways to assess student learning
- Supported the implementation of various accountability plans across all levels of the education spectrum
- Coordinated planning and implementation of the statewide longitudinal data system, especially related to measures of student success at various levels of the education spectrum
- Built capacity of agencies and stakeholders to access, review, and analyze data for transparent and strategic decision making and program evaluation

Associate Commissioner for Research & Information

July 2011 to November 2013

Indiana Commission for Higher Education

- Assisted in the creation of revised performance funding metrics for public institutions of higher

- education
- Worked with institutional research offices to identify and implement innovative ways of defining postsecondary institutional success
- Provided governance support and strategic planning across multiple state agencies for statewide longitudinal data system (IWIS)
- Provided support through data analysis and policy presentations for the Commission, a board of professionals appointed by the Governor
- Utilized data to inform postsecondary education policy and programmatic decision-making
- Coordinated various research projects designed to examine program effectiveness
- Oversaw statewide data collections from public institutions of higher education
- Oversaw implementation of data warehousing system and report creation

Chief Accountability Officer

February 2009 to July 2011

Indiana Department of Education, Indianapolis, IN

- Managed team of professionals covering areas such as policy, evaluation, and information technology
- Oversaw statewide accountability initiatives for public and accredited non-public schools
- Developed and implemented strategic plan and objectives for Division initiatives related to data quality, evaluation, and data analysis
- Created dashboards for sharing information about public and accredited non-public schools
- Provided training to school districts on logic models and general evaluation techniques
- Oversaw, coordinated, and reviewed data analysis projects
- Oversaw and coordinated implementation of K-12 enterprise data warehouse system
- Coordinated Department-wide research and evaluation projects
- Collaborated with individuals within and outside of the Department to enhance efficacy in data usage for program evaluation

Director, Office of Student Learning Choices

March 2004 to February 2009

Indiana Department of Education, Indianapolis, IN

- Managed four program areas, including Supplemental Educational Services (SES), Public Charter Schools Program (PCSP), Alternative Education, and McKinney-Vento Homeless
- Created first-ever accountability and evaluation systems for state alternative education programs
- Created and implemented evaluation system for Supplemental Educational Services providers
- Developed and implemented strategic planning for the Division
- Made, analyzed, and interpreted policy for all program areas and special projects
- Conducted data analysis and evaluations to promote effectiveness of all program areas
- Provided technical assistance to schools and districts on logic models, metrics-setting, and evaluation of effective practices
- Wrote grants for related federal programs (obtained over \$27 million in federal funds for the Public Charter Schools Program and Statewide Longitudinal Data Systems (SLDS) grant)

Research Associate

January 2003 to March 2004

Indiana Education Policy Center, Bloomington, IN

- Co-created and assisted in conduction of first ever Public Opinion Survey of Education in Indiana
- Conducted evaluation of various comprehensive school reform programs
- Conducted and disseminated research and evaluation on K-12 policy issues
- Compiled policy briefs for publication on a variety of K-12 education issues

ESL Instructor, Assistant Trainer

September 2000 to December 2002

Berlitz Language Center, Indianapolis, IN

- Designed training courses for new and current instructors
- Evaluated existing programming and assisted in creation of new programming
- Taught ESL courses to students of various ages and nationalities

Life and Annuities Specialist

January 2000 to October 2000

Bisys Insurance Services, Inc., Indianapolis, IN

- Provided quotes and product knowledge to life insurance and annuity agents

Trainer/ESL Instructor

September 1997 to December 1999

Nova Intercultural Institute, Tokyo, Japan

- Managed schools of over 20 people
- Conducted on-the-job training and follow-up training for new teachers throughout the Tokyo area
- Designed new system of follow-up training for teachers throughout the Tokyo area
- Evaluated effectiveness of teachers and conducted training accordingly
- Taught ESL courses to Japanese students of various ages and language abilities

PUBLICATIONS

Chamberlin, M. & Plucker, J. (2008). P-16 education: Where are we going? Where have we been? *Phi Delta Kappan* (89)7, March 2008.

Plucker, J., Chamberlin, M., Zapf, J., & Simmons, A. (2004). *2003 public opinion survey on education in Indiana*. Published by the Center for Evaluation and Education Policy, January 2004.

Chamberlin, M. & Eckes, S. (2003). Title IX and women's athletic opportunities in Indiana colleges and universities. *Education Policy Briefs*, (1)6, Winter 2003.

Chamberlin, M., Plucker, J., & Kearns, A. (2003). Highly qualified teachers in Indiana. *Education Policy Briefs*, 1(4), Winter 2003.

Plucker, J., Jones, M., & Chamberlin, M. (2003). ISTEPing in the right direction? An analysis of fall vs. spring testing. *Education Policy Briefs*, 1(3), Winter 2003.

Chamberlin, M. & Plucker, J. (2003). The four-day school week. *Education Policy Briefs*, 1(2), Winter 2003.

HONORS AND RELEVANT SKILLS

Bell Ringer Award, awarded by Indiana State Superintendent of Public Instruction, 2008

Berlitz Teacher of the Year, Akron District, 2001

Moderately proficient in German and Russian; beginner's knowledge of Japanese

Proficient in SPSS and Microsoft Office

Rev. Dr. Mark Johnson Jr.



810 Mockingbird Lane Apt. 302 • Towson, MD 21286 • Phone: 410.900.2370 • E-Mail: Drmarkvj@gmail.com

Objective

Proven experience in preaching, teaching and leading various types of demographics, especially youth and young adult populations; providing training to youth, young adults, and adult learners; collaborating with diverse community, education, and faith-based groups; effectively supervising and coaching college interns; networking with a host of individuals within the region and nation; producing diverse written reports and documents.

Ministry Experience

Associate Minister, St. Paul Baptist Church 2008-2015

- Assist senior pastor in fulfilling his role as primary spiritual leader, vision caster, pastor and teacher of the church. Assist senior pastor with projects as requested, participate in leading church services as requested.
- Monitor church ministries and alert senior pastor of any areas of concern. Assist in developing, organizing, and giving leadership to ministries within the church as directed.
- Develop education and training materials as agreed upon with senior pastor. In conjunction with the pastoral staff, conduct visitations to perspective members, hospitals, and shut-ins.
- Assist pastor with worship and pastoral care concerns that include assisting in funerals and weddings. Assist in scheduling and coordinating events and providing counseling and referral to those in need.
- Project and manage budgets for young adult's ministry and raised over \$10,000 for annual Men's Day

Ministry Liaison to Young Adults, Mt. Lebanon Baptist Church 2013-2014

- Developed a cutting-edge worship experience for young professionals
- Trained young adult leaders on how to create a five-star ministry environment.
- Prepared and implemented all marketing materials for re-launch.
- Recruited local partners and businesses to participate with new young professional empowerment sessions.

Chaplain Assistant, VA Medical Center 2010-2011

- Under supervision of a Chaplain, provided advice in matters pertaining to religion, morals, and morale.
- Assisted in overseeing a full program of religious ministries, including workshops, counseling sessions, religious education and special events.
- Officiate at official ceremonies such as military functions, funerals and memorials

Related Experience

Morgan State University, Adjunct Faculty 2015 - Present

Montgomery College, Adjunct II - 2014 - Present

Coppin State University, Professor 2011 - Present



Education

United Theological Seminary, Dayton, OH D. Min. 2014

Dissertation: *The Effective Use of Hip-Hop Rhetoric and Its Impact on Millennials* Honors: Dissertation passed “with distinction”

Howard University, Washington D.C. M. Div. 2011

Area of Concentration: Ethics, Society, and Culture

Morgan State University, Baltimore, MD B.A. 2008

Area of Concentration: Religious Studies Thesis: “A Theology of Liberation: Prosperity Gospel Vs. Black Liberation Gospel”

Certifications

Ordained Baptist Reverend 2011

Licensed Baptist Minister 2008

Publications and Presentations

“Good Kidd, M.A.D.D. City”

Paper presented at the Annual Baltimore African American Book Festival

“Naked Without Shame: Sex, Sexuality, and The Church”

Guest Speaker at the Annual Progressive Baptist Convention of MD

“5 Years Later”

Paper presented at the Annual Howard University Convocation

“State of The Ministry Address”

Sermonic Presentation at the Annual Progressive Baptist State Convocation MD

Awards and Organizations

Howard E. Stone Fellowship Award, Howard University 2009 – 2011

Vernon Johns Preaching Award, Howard University 2010 – 2011

Kappa Alpha Psi Fraternity, Incorporated

Baltimore City College Alumni Association

Vice-President of M.E.N. (Male Enterprise Network)

Sibeko Y. Jywanza
317-362-3845 · sibeko82@gmail.com

Community Involvement:

- *REP Facilitator/ Youth Mentor (Juvenile Justice Center) (2013-Present)*
- *Coordinator Indianapolis Kwanzaa Committee (2010 – Present)*
- *Assistant Supervisor ACT/ SAT Exams (Ben Davis High School) (2009 – Present)*
- *Sonar Stud Club (Coordinator): Dental Study Club (2007 – Present)*
- *RED Subcommittee Group; Deep End Subcommittee Group (Juvenile Justice Center)*
- *Youth and Family Summit Program Committee (April 2015)*
- *The Exchange: National Urban League Young Professionals (Member)*
- *N'COBRA: National Coalition of Blacks for Reparations in America (Member)*
- *Royal Mentality (Coordinator): Bloom Project (mentor group) college and career program*
- *OpprotunIndy (Advisory Board): Indiana Black Expo/ My Brother's Keeper*
- *Public Art for Neighborhoods over site committee: Arts Council of Indianapolis*
- *Vanguard Collegiate of Indianapolis (Founding Board Member)*

Community Certificates

- *Community Leadership Certificate 2013 (Indianapolis Neighborhood Resource Center)*
- *Transform Peer Coaching 2014 (Indianapolis Neighborhood Resource Center)*

EXPERIENCE

Youth Advocate Programs: Marion County

October 2016 – Present

Director

- Responsible for all services provided to clients and their families who are referred to the program.
- Oversee the intake process including assessments of individuals referred and appropriate family members.
- Manage a county program within budget parameters
- Manage a workload of 14 families
- Assist staff in creative problem solving, including securing needed professional resources for clients and their staff.

Indianapolis Neighborhood Resource Center (INRC)

October 2015 – October 2016

Neighborhood Development Specialist

- Assisted residents in identifying neighborhood assets and priorities using Asset Based Community Development
- Engaged in neighborhood and citywide events for outreach and public relations.
- Identified common neighborhood trends; developed and implemented programs to enhance community knowledge on issues that impact neighborhoods.
- Assisted in creating partnerships between residents, neighborhood-based groups, faith-based organization, city/state government, health/ human service providers, CDCs, multi-service centers, job training, educational institutions, housing, local businesses and other community assets.
- Facilitated workshops on Asset Based Community Development (ABCD) and Asset Mapping

EDUCATION

Bachelors of Science in Business Administration

May 2008

Florida A & M University, Tallahassee, FL

Daniel A. Levine

Indianapolis, IN • C: (317) 501-8489 • E: danlevine8489@gmail.com

Strategic, results driven and resourceful professional with extensive experience in supply chain systems, principles and theories, supplier management, procurement, finance and customer relationship management. Proven ability to identify, develop, implement and manage procurement and project management solutions. Collaborate and advise teams in managing top vendor relationships. Successful execution of operational plans and strategies of domestic and global programs delivered on time at or below budget.

- 7 Step Sourcing Process
- P&L responsibility
- RFx
- Managed Global business initiatives & teams
- Lean manufacturing / JIT Inventory practices
- Sustainability

PROFESSIONAL EXPERIENCE

Director of Procurement

2015- 2016

FINISHMASTER • Indianapolis, IN

Managed indirect and direct Purchasing in excess of \$500m for 181 domestic retail paint stores.

- Successfully managed and implemented core initiatives to control cost of inventory and manage pricing through the development of a 3-year Strategic Plan.
- Transitioned existing suppliers to formal agreements, achieving greater than 55% compliance with key suppliers in the first 5-6 months. Responsible for meeting 12-18-month goal of 95% of COGS through key supply base.
- Managed processes for savings, achieving over \$500k and maximized year end rebates of 4-6%.
- Worked with supply base and both IT and AP to bring 50% of all suppliers under electronic invoicing.
- Utilized Financing Agreements with national bank to bring an additional \$5m in spend through vendor financing agreements, resulting in maximized cash flow through extending payment to 6 months.
- Established new Travel Portal, collaborating with IT to develop backend system support, projected savings of greater than \$250k through managed compliance and vendor negotiations.
- Managed fleet of 800 vehicles; negotiated competitive RFP for acquisition and ongoing safety and maintenance.

Director of Procurement

2012-2015

CROSSPOINT SOLUTIONS GROUP, A Division of Cummins Crosspoint • Indianapolis, IN

Managed the Purchasing of both Indirect and Direct spend for the manufacturing of products utilized in the trucking industry.

- Cummins acquired two green initiative product lines from multiple bankrupt companies to create a single start-up company. As a result of acquisition, analyzed previous Build of Material (BOM) and component availability, created strategic sourcing plan, forecasted demand, and negotiated pricing and contracts. Initial product launch within 6 months of acquisition.
- Managed the purchasing process of real estate, capital equipment, direct materials, IT (hardware, software, and support) and subcontract/outsourced project management.
- Negotiated savings of overall BOM costs in first 12 months by more than 12% while improving turns to 8-10 per year through the creation of a repeatable, scalable, and sustainable model within 9 months of launch.
- Developed and implemented metrics to manage supplier service levels to ensure compliance with purchasing requirements and alignment with Cummins corporate goals, which exceeded Company expectations.
- Selected to lead and transition Intuitive ERP System which allowed Supply Chain, Production, and inventory to manage their respective business in one location.
- Implemented a JIT inventory and cost reduction process through alternative components introduction and model cost follow-up initiatives.

Project Management, Supply Chain and Purchasing Consulting

2011-2012

PRIVATE CONSULTING • Indianapolis, IN

- Developed and implemented project plans for clients resulting in cost efficiencies. Documented processes for future use after engagement completion.
- Performed contract and spend analysis to identify savings opportunities and negotiate with suppliers on behalf of clients. Took over PM role to lead several stalled projects to completion resulting in a savings greater than \$600k over a 14-week timeframe and a reduction in spend with key suppliers by more than 17%.

Daniel A. Levine

6206 Meridian St. West Dr. • Indianapolis, IN 46260 • C: (317) 501-8489 • E: danlevine8489@gmail.com

- Analyzed, developed and recommended strategies to Senior Purchasing Management clients for project plans and specific operational goals, which resulted in streamlined internal processes and increased service levels.

Strategic Sourcing Manager

2008-2011

WELLPOINT INC. • Indianapolis, IN

Managed Indirect spends of \$60-70m in HR, IT Software, Recruiting, Training, Memberships, Relocation, Social Responsibility, WellPoint Foundation, and Actuarial through Sourcing, Contract Negotiations, and Financial Management.

- Reduced annual spend through negotiations and systematic approach in the following areas: Human Capital 5%, Taleo Talent Management 25%, E-Learning 20%, Fitness Centers 19.7%, Affirmative Action 50.1%, Service Awards 87%, Training 43.4%, through contract negotiations, market intelligence, opportunity identification, and cost analysis (Strategic Sourcing Methodology) resulting in >\$4M annually.
- Partnered with business owners to increase diverse supply base, improving usage to 9% annually.
- Responsible for assisting with technology rollout and implementation: Ariba, P-Card usage to \$50M, and eRFx to \$150M.
- Conducted an RFP with 6-7 software suppliers to support Sales Training. Identified who reflected the initiatives, pricing, and timeline for delivery and worked to perform rollout within current Learn Management System (LMS)

THOMSON INC. • Indianapolis, IN

1999-2008

Responsible for Manufactured and Outsourced RCA branded Televisions and the coordination of Non-Productive & Indirect Purchasing spend in excess of \$75m.

Global Commodity Manager

2003-2008

- Developed and managed strategic sourcing programs to track spend, marketplace, strategy, supply base, bid process, negotiations, rollout and tracking of results and supplier performance, utilizing cross-functional team management, best-class sourcing methodologies, strong financial and process analytics, benchmarking, market research, and strategy development using Total Cost Ownership (TCO) analysis, which resulted in exceeding 6% annual savings goals.
- Directed and implemented competitive benchmarking. As a project leader of supported core teams, ensured full model cost follow-up responsibility on financial implications of team decisions. Delivered results in professional presentation to senior management resulting in approval to complete projects.
- Accountable for managing annual global budget of \$70-100M within HR Services and Maintenance, Repair, and Operations (MRO) achieving annual savings goals of 6% year over year, while increasing payment terms from >30 days to an average of 57 days.
- Negotiated long-term supply agreements; which met or exceeded price reduction and performance goals with new and existing suppliers including: supplier resources, new technology, and aggressive negotiations resulting in a win/win relationship with supply base.

Strategic Sourcing Manager

1999-2003

- Led Project Management in collaborative environment leveraging entire procurement process from RFP through Managed Acquisition Process utilizing 7 Step Sourcing Process. Partnered with internal customers, developed and implemented a measurable 6/12-month strategy maintaining team and individual accountability in the achievement of corporate goals.

EDUCATION

- B.S., HUMAN RESOURCE MANAGEMENT, Palm Beach Atlantic University, West Palm Beach, FL
- CERTIFIED PROFESSIONAL SUPPLY MANAGEMENT (CPSM), expected 2017

PROFESSIONAL AFFILIATIONS

- IAIC, Board of Directors
- ISM - Central Indiana, Current Member, former Board Member
- Lilly Boys and Girls Club of Indianapolis, Advisory Board

ROBERT MARSHALL

7160 Camwell Drive, Indianapolis, IN 46268
rmarshall@buildingexcellentschools.org - (317) 513-2128

Accomplished leadership professional with significant experience in creating and successfully implementing community outreach and social responsibility strategies for non-profit and corporate entities. Ability to build relationships with key internal and external decision-makers while managing numerous, simultaneous projects resulting in organization revenue and opportunity growth. Excellent management, administration and fund-raising skills with measurable results in achieving a positive impact an organization's mission and its members.

PROFESSIONAL EXPERIENCE

BUILDING EXCELLENT SCHOOLS

August 2017-Present

Fellow

- Participated 100 training days throughout the year, across the country and in Boston, focused on Instructional Design and Leadership, School Culture, Strategic Management, Financial Management, Governance, and Community Engagement.
- Completed an extended residency in a successful urban charter school under the supervision of an experienced school leader
- Received coaching and support for board and charter application development
- Analyzed best practices of more than 45 of the highest performing charter schools across the country

CENTER FOR LEADERSHIP DEVELOPMENT

August 2014 – August 2016

Senior Director of Programs

- Lead programs team (four departments) in achieving maximum program participation, efficient coordination and the effective delivery, measurement and reporting of outcomes.
- Responsible for large portion of an annual operating budget of \$1.8 million and 20 staff members.
- Provides support and assistance in grant writing and reporting.
- Establishes core learning objectives for each program and insures that curricula, materials and facilitators achieve desired results and meet or exceed participant expectations.
- Prepares reports and updates for internal use and external constituencies, including the CLD board, funders, grantors, and other key stakeholders.
- Oversees and strengthens program administrative processes, programmatic impact, and operating procedures for optimum efficiency and achievement of strategic goals and benchmarks.
- Employs strong database knowledge and skills in efficient, timely use of CLD's database to record, retrieve and analyze data measuring program quality and impact.

Key Accomplishments:

- In 2014 (August – December), led an 240% increase in service touches delivered
- Surpassed unduplicated number of participants served in all of 2014 by September of 2015.
- In 2015, assisted in developing, writing, implementing and evaluating grant proposals totaling \$414,000 and an organization record year of revenue
- Lead the development of an African-American Male Initiative focused on providing further enrichment to adolescent African-American males already in CLD programs and in the six (6) Indy "Hot Spots"
- Established a CLD Ambassador program by which young people could give back to CLD through service, representing it at community outreach opportunities and recruiting families to participate
- Organizational record number of service touches delivered in 2015

BOYS & GIRLS CLUBS OF INDIANAPOLIS

June 2011 - 2014

Lilly Unit Director

- Manage organization operations and hire and develop staff.
- Responsible for annual operating budget of \$316K and 20 staff.
- Develop and implement programs designed to educate and inspire youth through learning and recreational activities.
- Plan and coordinate special events, community outreach programs, and fundraising opportunities.
- Persuade parent involvement in children's and fundraising activities.
- Oversee all Unit, Advisory Board, and individual grant budgets (35+ in 2012), expenditures, and credits.

Key Accomplishments:

- Exceeded fundraising goal by more than 200% in 2012 and reached 2013 goal by the end of the first quarter including but not limited to the cultivation of a corporate partnership resulting in securing over \$19K to purchase a 14-passenger bus and new computers.
- Served on the Human Resources, Hiring Practices, and Unit Director Training Sub-committees

- During the 2012-2013 school year, increased average daily attendance by 41%, total visits to the Club by 43%, and participation in academic enrichment programs by 344% (highlighted in “8 Ways to Boost Your ADA” in the Winter 2013 issue of Boys & Girls Clubs of America’s Connections publication).
- Achieved numerous grants utilized for various program enhancements including music and recreational equipment such as the successful volunteer-funded renovation of four rooms within the Lilly Club valued at \$20K
- Achieved partnership with United Way of Central Indiana to become the first non-school site for its ReadUP program.
- Restructured the Club’s Board including the addition of parent and youth members, new officers, and governing guidelines.
- Produced/Marketed/Hosted three successful special events, each achieving Club record numbers of attendees; i.e., 500+ attendees for two events in 2013 (Halloween and Christmas events)

100 BLACK MEN OF INDIANAPOLIS

December 2008 - June 2011

Director, Team Mentoring

2008-2011

Interim Director, Programs

2010-2011

- Managed all program-related contracts and partnerships with outside organizations.
- Administered the organization’s largest grant and funding agreement, \$275K, and developed the subsequent funding agreements.
- Developed and implemented program-related special events, including competitions and awards programs.
- Managed program budgets and expenditures by creating and analyzing monthly, quarterly, and annual reports for programs; implemented cost control and revenue increase strategies resulting in \$30K in savings plus \$30K in increased income.
- Supported the Board of Directors by providing monthly program dashboard reports, assisted with Board restructuring, and cultivated major donor and fundraising efforts including the 25th Anniversary Gala which netted over \$90K.

Key Accomplishment:

- Awarded the 2009 Indianapolis Professional Youth Empowerment Honor for outstanding mentoring program.

CITY OF INDIANAPOLIS

January 2006 – November 2008

Douglass Park Manager

- Designed/implemented recreational programs and developed staff service in sports and fitness, the arts, youth and family programs, seniors and special needs.
- Projected/monitored/adjusted park and Advisory Council budgets, expenditures, revenue, contracts, and partnerships
- Coordinated and facilitated a volunteer Park Advisory Council
- Managed customer service relations at the park location including all forms of communication and marketing of programs/services.

Key Accomplishments:

- Wrote and received grants for computer lab, special events and to support programs valued at more than \$30K
- Established partnerships and strategic alliances that brought in over \$15K.

EDUCATION

B.A. Political Science/Pre-Law, Morehouse College, Atlanta, Georgia

2005

B.A. Organizational Leadership, University of Indianapolis, Indianapolis, Indiana

2018 Candidate

PROFESSIONAL DEVELOPMENT

Child and Youth Care Professional, University of Texas

2017

Principles & Techniques of Fundraising, IU Lilly Family School of Philanthropy

2014

Advanced Leadership Program, Boys & Girls Clubs of America

2011

Damon A. Martin. MBA, CSSGB

Indianapolis, IN 46260

(317) 258-9107

BUSINESS INTERGRATION & PROCESS IMPROVEMENT PROFESSIONAL

Transforming Culture, Building Enterprise Infrastructure and Engaging Associates Proactively

Results-driven leader with a solid background in financial operations, business integration and process improvement. Versed in rapid change deployment (Kotter, DMAIC, PDSA Cycle and Model for Improvement). Major Project Management (Agile, Waterfall). Connecting experience in complex enterprise systems, processes and people management; to collaborate in deployment of simple smart solutions, enterprise strategies, change management, technology support, metrics, talent acquisition, human capital improvements, cost mitigation and risk avoidance.

Work Experience

OneAmerica | Indianapolis, IN |

May 2013- Present

\$75B Assets Financial Services. Life Financial Services, Employee Benefits & Retirement Services

Director of Talent Management Strategy/ Talent Acquisition

Responsible for linking to the enterprise business plan, enabling the enterprise capability to attract the quantity and quality of people to meet current and future business priorities.

- **Enterprise Talent Management Strategy:** Created enterprise strategy to improve the organization capability to attract the quantity and quality of in-demand talent for OneAmerica.
- **Developed Transparency and Governance Structure:** Developed and implemented transparent SOP's, organizational SLA, aligning processes and procedures which are transparent to all leadership and associates resulting in organizational governance, transparency, process guides, and accountability.
- **Implemented Scorecards/KPIs:** Primary aim is to provide clarity and transparency resulting in improvements in productivity, accountability and response times.
- **Supporting System –Enterprise Strategy:** Delivering excellence while creating 'Ease of Use' easy to do businesses with. Through VOB/VOC identifying "gaps" in training, supporting documentation, and system redundancy. Results: Removed the identified 'gaps' to create a consistent, standardized and commonly accepted requisition hiring practices to OneAmerica hiring management. Metrics: Cycle time from 12 days to under 5 days to post. 50 avg. days 2013 time to fill to avg. 38 days (excluding sales) 2015
 - **Responsible for implementing LinkedIn Strategy:** Grew 2k followers to over 7k. Reduced agency spend by \$200k in 12 months.
 - **Implemented Skype Interview Process:** Resulting in reduction of travel expense by 40%.
 - **Implemented DocuSign Process:** Automated several manual processes (i.e.- 3-day offer process reduced to hours).
- **Piloted Build vs. Buy Strategy:** Implemented innovative strategy to solve enterprise competency/capability (developed staffing model to solve hiring/retention issues and cost savings/mitigation 40%. Reached 100% goal attainment, improving operational metrics (reduction in call times/quality of customer interaction).
- **Overall budget reduction by 30%:** Attributed to improvement in tools, processes, and technology. Inclusive of reduction in agency, travel and advertisement expense.
- **Enterprise Diversity and Inclusion lead:** As a catalyst, approached the conversation with thoughtful interactions, developed steps, and implementation plan toward the journey of inclusiveness, through gaining agreement/engagement from senior leadership. Created diversity and inclusion steering committee, enterprise strategy focusing at five core pillars, with the outcome goal to deliver improvements to ROI, cultural engagement, and sustainability.

IU Health (Clarian Health Partners) | Indianapolis, IN |

Aug 2004- March 2013

Statewide multi-facility hospital and physician practice organization. \$7B Annual Billing Revenues.

Director of Affiliate Operations

2009- 2013

- Served as business partner and lead project manager for new Physician/Hospital leadership team (CEO, COO,

and CFO); for the Revenue Capture Operations. Primary focus was to improve revenue capture, while reducing cost to collect, and write-off avoidance.

- Developed strategies, key KPIs/ business metrics and other operational data points to determine revenue capture, aging, denials, and other key measures to improve opportunities and operational improvements.
- Served as project manager and co-lead for a large scale integration initiative converting a major 600-bed hospital with gross revenue exceeding \$1.5B. Seamlessly integrated all 20 hospital based physician offices, managing 50+ associates in IT and Operations. Operating in both waterfall and agile environments.
- Led conversion of a 50 practice large Oncology group, with 200+ associates seamlessly to a hospital based billing platform. This was accomplished through development of standardized templates, process and practices. Integration conversion time, reduced to 90 days from 6 months.
- Through analyzing big data, achieved 50% reduction in business processes errors, resulting in eliminating costs to the system by 25% or -\$9M.
- Led multiple, major facility and physician practice process improvement projects with improvement to top line +33.3% to annual revenues, while maintaining cost to collect budget at or less than 2%.
- Reduced accounts receivable write-offs -55.4% bottom line through front end process improvements, examining key operational indicators, monitoring KPIs and implementing denial avoidance strategies.

Managing Director, Enterprise Operations

2005-2009

- Managed physician billing and liaison team focusing on revenue capture, process improvements, A/R billing efficiency and denial management. Improved billing errors by +20% and revenue capture by +\$3M.
- Implemented an enterprise staff and organizational development, training and change management strategy, aimed at new company integration, new hires, and training existing associates.
- Led the implementation of the 'Baldrige' plan and process improvement initiative that yielded a direct annual cost savings of \$1M to the operating expense budget through reduction in augmented staffing utilization and vendor expense.
- Measured outcomes for several human capital management initiatives one year post-implementation, reducing turnover rate by 5%, instituting a Strategic Succession Plan for key mission critical roles, achieving a 10 point increase in Workforce Engagement Survey (Gallup) and reducing onboarding time from 10 to 3 days by improving curriculum design and delivery.

Sr. Human Resource Consultant

2004-2005

- As HR Consultant for Clarian Health, and project lead for an acquisition/integration of a large physician billing group that seamlessly transitioned 125+ staff on time, under budget, within required parameters and aligned skills with the correct job fit.
- As Human Resources Consultant, developed and initiated the "Career Bridge Program" for a department that reduced staff costs and patient wait times, improved patient satisfaction and employee retention. Resulting in saving +/- \$1M in labor costs, while reducing wait time by 20% and increasing retention rate by 50%.

PRIOR WORK EXPERIENCE 1991-2004

Management Resource Solutions (Senior Recruiter / Principal), Management Recruiters (Executive Recruiter), KeyBank (Branch Manager), HBC Financial (Branch Leader), Golden Rule (Financial Agent Recruiter) Charles Schwab (Sr. Stock Broker). Held Series 7, 63 and Life and Health Licenses.

EDUCATION / CONTINUING EDUCATION

Master of Business Administration, Indiana Wesleyan University, Indianapolis, IN

Bachelor of Science, Communications; Minor: Economics; Indiana University-Indianapolis, IN.

Six Sigma Green Belt Certification-CSSGB. OneAmerica Leadership Development Program- 2015.

AFFILIATIONS

Member: SHRM, HBC Board-Council Member (Hispanic Business Council-Chamber of Commerce entity) Employ Indy Board Member Officer –Secretary & Finance committee 2015-2017 term. 100 Black Men. Past member: HFMA, Indiana Chamber of Commerce; Vice President – Circle City Frontiers Organization (community service organization).

Juan Pablo Román-Lagunas

Román-Lagunas & Wheeler, LLC • 151 N. Delaware Street, Suite 140, Indianapolis, IN 46204
jpri@romanwheeler.com • 317-300-4577

PROFESSIONAL EXPERIENCE

Román-Lagunas & Wheeler, LLC,

Partner,

Indianapolis, IN

January 2013 – Present

Criminal Law: Extensive criminal defense experience in all aspects of felony and misdemeanor litigation; Extensive Jury Trial experience; Contractor, Marion County Public Defender Agency, Marion County Superior Courts, Criminal Division, G20 and G21 (January, 2013-Present).

Civil Law: Experience in Divorce; Custody Disputes; Protective Orders; Business Litigation; Contract Disputes; Landlord-Tenant Law; Small Claims; Federal Litigation; Professional Licensing; School Administrative Law; Civil Jury Trials; Civil Bench Trials.

Marion County Public Defender Agency,

Contract Attorney, Marion Superior Court, G20 & G21,

Deputy Public Defender,

Indianapolis, IN

January 2013 – Present

August 2009 – January 2013

ADDITIONAL INFORMATION

Language Skills:

Spanish: Native written and oral fluency.

Greek: Conversational.

Lectures / Seminars: Indiana State Police Academy, Annual Lecturer to Academy, *Legal Procedure from the Perspective of the Defense*, 2010 – Present; Panelist, ABA Minority Trial Lawyer Committee, *Going Solo, How To Start Your Own Successful Practice* (2016).

Bar Admissions:

State of Indiana (Admitted 2010); U.S. District Court Northern and Southern Districts of Indiana (Admitted 2010).

Professional Memberships:

American Bar Association; Indianapolis Bar Association; Saint Thomas More Legal Society.

Volunteerism:

75+ hours of pro-bono work annually; Annual Judge, Indiana University, Maurer School of Law Moot Court Competition; Parishioner, Immaculate Heart of Mary.

EDUCATION

Valparaiso University School of Law

J.D., May 2009

Activities:

Vice President, Hispanic Law Student Association;
Scholarship Recipient, Diversity in Practice Conference 2007;
Criminal Law Clinic;
International Moot Court, Competitor 2007, Coach 2008;
Study Abroad, Cambridge, United Kingdom.

Purdue University

B.A., May 2005

Major:

International Studies, emphasis in Spanish and Communications

Activities:

Founding member, City Diversity Coalition;
Social Justice Student Organization;
Attendee, Central American Literature Conference (*CILCA*);
Attendee, Zygon Center for Religion and Science, University of Chicago;
Various Externships



VANGUARD COLLEGIATE
OF INDIANAPOLIS

Attachment 2
Board Member Information
Forms

Exhibit C

Charter School Board Member Information Form

(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 applicant 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:
Vanguard Collegiate of Indianapolis
2. Your full name:
Asia Arielle Bartee
3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of Attachment 1).
 Resume is attached. Please do not include a resume in both Attachment #1 and #2.
4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you will be an effective board member.

Please see attachment

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 any 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 conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.

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, 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 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.

Not applicable 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.

Not applicable 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. Describe any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

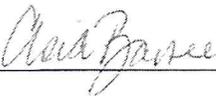
None Yes

I, 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 the above proposed charter school is true and correct in every respect.

Name and Title

Asia Bartee - HR Business Partner

Signature



Date

2/28/2017

Asia Bartee
Exhibit 4

I am honored, humbled and excited to serve on the Founding Board of Vanguard Collegiate of Indianapolis. My personal goal is to live a life that creates opportunities for today's youth that helps them excel both academically and professionally. I believe that academic excellence is the foundation one needs to reach his/her professional pursuits and overarching success. I am an Indianapolis Indiana native, born and raised with a heart to serve my community specifically in advancing the education of today's youth.

My professional work experience and community contributions make me a strong founding board member. I bring a wealth of experience in human resources, organizational development, nonprofit program management, governance, and strategic planning to the board. I hold a B.S. in Human Resources from Indiana University and a MBA from Indiana Wesleyan University. My volunteer experience at Bloom Project, is focused specifically on youth development and college and career readiness.

Currently, I am a Regional HR Manager at Johnson Controls specializing in employment and labor relations. As a Regional HR Manager, I am responsible for providing counsel to managers and directors. I am also responsible for analyzing and developing strategies to mitigate and manage risks, assessing labor and employment situations within the workplace, and ensuring that fair employment practices are being pursued in all lines of business. My previous work accomplishments include but are not limited to creating a management transitional program for first time managers, implementing a leadership development program that provides positive employee relations best practices, implementing an employee engagement program that has increased employee morale by 15% points, and creating HR share point sites to increase accessibility to improve employee communication and understanding of policies and procedures.

Additionally, I volunteer as the Deputy Director of Bloom Project Inc., a local 501 c3 nonprofit organization that focuses on providing academic and professional opportunities to youth. Bloom Project provides mentoring, service projects, college preparation, character building, and career exploration opportunities currently operating in Indianapolis and Ft. Wayne. Bloom Project's goal is to prepare young males, ages 12-18, for secondary education and increase knowledge in their career paths. As the Deputy Director, I am responsible for managing Program Directors and ensuring that program objectives and goals are accomplished. I also attend Board meetings on a regular basis providing HR guidance and counsel as needed. It has been my pleasure to launch two free all-male group mentoring programs for the Indianapolis community -- Project King and Royal Mentality, which focus on character development and career and college preparation, respectively. Both programs combined gave over 200 young men of color the opportunity to network with career professionals, attend college tours/fairs, become more engaged in the Indianapolis community through service learning, and reap the benefits of having a mentor.

Both my professional and community contributions have led me to this prime opportunity to serve as a Vanguard Collegiate of Indianapolis Founding Board Member. As a board, we have participated in training with the proposed Head of School, Robert Marshall, learning more about the school design and mission. I have attended founding board meetings and an all-day board retreat to gain a better understanding of how Vanguard Collegiate will differentiate itself from other schools in the community. We have been trained on components of school operations, goals, and objectives. Additionally, we have

Asia Bartee

Exhibit 4

learned the difference between governance and management, which has helped me to better recognize how I can contribute to the Board.

I intend to fully utilize my professional and community expertise to ensure Vanguard Collegiate of Indianapolis is governed in accordance to the law, is a good steward of the public funds we are entrusted, and that the school fulfills 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 Vanguard Collegiate of Indianapolis for students here in Indianapolis.

Exhibit C

Charter School Board Member Information Form

(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 applicant 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:
Vanguard Collegiate
2. Your full name:
Mary A. (Molly) Chamberlin
3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of **Attachment 1**).
 Resume is attached. **Please do not include a resume in both Attachment #1 and #2.**
4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you will be an effective board member.

Please see attachment

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 any 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 conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.

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, 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 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.

Not applicable 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.

Not applicable 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. Describe 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

I, 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 the above proposed charter school is true and correct in every respect.	
<u>Name and Title</u> Molly Chamberlin, Exec. Vice President, Thomas P. Miller & <u>Signature</u> 	<u>Date</u> 3/22/2017

It is an honor to serve on the Founding Board of Vanguard Collegiate. As the daughter of two school teachers and someone who has worked in education and education-related fields for many years, I am passionate about supporting access to high quality education. I was born in Indianapolis and am proud to still call the city home. However, through my work in K-12 and higher education policy, I have seen firsthand that not all children in the city and state are offered the same opportunities. I am committed to ensuring that regardless of ZIP code, all children in Indy have the chance to go to a high quality, safe school where they are able to cultivate their skills and critical thinking, as well as being taught the importance of high standards and expectations. I strongly believe that Vanguard Collegiate is the exemplar of such a school.

I believe my education and experience in the areas of government and non-profits, as well as research, evaluation, assessment, and accountability uniquely position me to be able to provide great contributions as a board member for Vanguard Collegiate. I have extensive experience working in education policy, both at the K-12 and higher education levels. Further, I have played key roles in the development and application of accountability systems, such as Indiana's A-F accountability for K-12 schools and Indiana's performance funding formula for higher education. As such, I am well-versed in assessments and education-related data. In addition, I bring a rich background in statistical and data analysis for research and evaluation. I have designed and led large- and small-scale evaluations for K-12 and non-profit initiatives, which has given me a deep understanding of the importance of defining outcomes, setting metrics to measure those outcomes, and communicating progress widely to various stakeholders. I hold a Ph.D. in Educational Psychology from Indiana University, with a focus on cognitive sciences. As such, I have a strong understanding of the ways in which people learn and mechanisms to maximize learners' potentials.

I currently serve as Executive Vice President at Thomas P. Miller and Associates (TPMA), a national and international consulting firm, where I oversee practice areas that focus on research and evaluation, workforce development, and economic development. In this role, I am frequently called upon to assist clients in identifying the ways in which they can work closely within their communities to improve educational and economic conditions. Our firm frequently utilizes research and evaluation techniques to support data-driven decision making for these projects, as well as using a wide variety of mechanisms to engage stakeholders. I believe these skills will be useful as a board member for Vanguard Collegiate, as I intend to capitalize on my ability to analyze data and information and transform it into valuable and useful information that the board and school leader can use to ensure that the school is seen as an asset to the community, and that the school is delivering on its promises.

I also have experience prior to coming to TPMA that I believe will be valuable in my role as a board member. To illustrate, I served on the founding board of a charter school in 2011-2012. However, due to difficulties in securing a facility as well as challenges with the Charter Management Organization that the founding board was working with, the board requested that the authorizer revoke the charter and the school did not open. While my experience on that board lasted only a few months, I learned very much about

board governance, effectively planning for facilities, budgeting, and the importance of careful decision making when electing to work with a CMO. In addition, I have over five years of experience working directly with charter schools and alternative schools. As the Director of Student Learning Choices for the Indiana Department of Education from 2004-2009, I had the opportunity to assist charter schools during their planning and start-up phases, as well as designing effective monitoring and accountability systems for both charter schools and alternative schools in Indiana. In addition, our board has received reading and training materials, such as Charter School Board University, to make us more effective as a cohesive board unit. We have discussed in detail the differences between governance and management, the importance of understanding these differences, and the ways in which a board can be the most successful. Further, we have participated in a board retreat, where we had the opportunity to discuss in detail the mission and vision of Vanguard Collegiate; its goals, objectives, and accountability plan; and other components of the school that will contribute to its success. The board retreat was a chance for each founding member to discuss collaboratively, ask reflective questions, and commit further to supporting the school. We have also received support from Building Excellent Schools in the form of training and discussion materials.

I am excited about serving as a Founding Board member for Vanguard Collegiate. I fully intend to utilize my passion for high-quality education for all, as well as my background in educational psychology, data analysis and research, and evaluation, to support the school to the greatest extent of my abilities. I am fully committed and excited to work with the other, highly talented members of the Founding Board to ensure that Vanguard Collegiate is one of the most effective and impactful schools in my hometown.

Exhibit C

Charter School Board Member Information Form

(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 applicant 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:
Vanguard Collegiate
2. Your full name:
Mark Johnson Jr.
3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of **Attachment 1**).
 Resume is attached. **Please do not include a resume in both Attachment #1 and #2.**
4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you will be an effective board member.

PLEASE SEE ATTACHMENT

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 any 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 conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.

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, 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 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.

Not applicable 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.

Not applicable 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. Describe 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

I, 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 the above proposed charter school is true and correct in every respect.

Name and Title

Mark Johnson Jr, Associate Pastor

Date

3/14/2017

Signature



Question 4

I am honored to serve on the Founding Team of Vanguard Collegiate of Indianapolis. I believe that education is at its best when the bar is set high, academically and behaviorally and Vanguard Collegiate exists to set the bar for students in Central Indiana. I am proud to be a community advocate who is purposefully driven to improve the quality of life, which often times can be directly correlated to the quality of education options within the community. Serving on the Founding Team of Vanguard Collegiate gives me another opportunity to impact the lives of students and families toward improving the quality of life for families in Indianapolis' Near Northwest side. I am committed to helping each scholar to dream big, be disciplined to hard work, think critically, and ultimately achieve life success. Every student at Vanguard Collegiate will be prepared to get to and through college.

My education, work experience, and professional achievements position me to be an active and effective member of the Board of Directors for Vanguard Collegiate of Indianapolis. I bring a strong background in community service and scholarship to the board. I hold a B.A. in Philosophy and Ethics from Morgan State University, an M. Div. from Howard University, and a Doctorate from United Theological Seminary. Currently, I serve as the Associate Pastor at Mt. Carmel Church of Indianapolis. As an Associate Pastor of a 4,000-member congregation, I am responsible for providing community engagement and outreach opportunities for the membership and various community partners and stakeholders.

Prior to my current role, I served as a professor of communications at Coppin State University in Baltimore, MD where I helped shape critical communication curriculums and develop new pedagogical methods for teaching in an urban environment. During my tenure, I provided parent workshops, community projects, and taught a collegiate curriculum to urban high school students.

In addition to my professional experience, I have also served over 1,500 hours of community service through Americorps at Civic Works. During those hours, I was responsible for providing additional instruction to middle and high school students and developing community service projects for an after-school program. Also, after serving as a corps-member, I was hired on the full-time staff to serve as an education program supervisor over the AVID program where I managed 15 different high school programs. This gave me an immeasurable amount of appreciation for community supported educational programs and educational excellence. This experience is also part of what drives my passion for serving on the board of Vanguard Collegiate. Our board will provide strong oversight and governance to ensure that the school achieves its mission.

Our founding board has been meeting monthly since the fall of 2016. We have been training and preparing ourselves to faithfully serve our role and responsibilities as the board of a public charter school. We held a full day retreat on a Saturday, with support from Building Excellent Schools, at which we reviewed and discussed all

major components of our school design. Since then, we have been studying the school charter and learning more in-detail information about how the school culture, academic and behavioral expectations, focus on math and literacy, and academic assessments will ultimately prepare our students with the skills and confidence that will enable them to succeed in college and future careers. We have also had several discussions about the distinction between management and governance, while reading *Charter School Board University* as a group, to help provide context and clarity of our responsibilities as a board member. This training has helped us better understand the role of the Head of School (day to day operations) and the role of the Board (oversight and governance).

Additionally, this spring I have had several one-on-one meetings with the proposed Head of School, Robert Marshall, to learn more about Vanguard Collegiate academic design and mission, the charter authorization process, and the expectations of the Board now, and in the future when our school opens in August of 2018. I intend to fully utilize my professional experience and expertise to ensure that Vanguard Collegiate of Indianapolis maintains its commitment to high quality education and community involvement, and that the school achieves the promises set forth in our charter application.

I am fully committed and excited to work with the entire Founding Board to crystallize the vision and mission of Vanguard Collegiate for scholars of Indianapolis.

Exhibit C

Charter School Board Member Information Form

(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 applicant 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: *Vanguard Collegiate of Indianapolis*
2. Your full name: *Sibeko Y. Sywanza*
3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of Attachment 1).
 Resume is attached. **Please do not include a resume in both Attachment #1 and #2.**
4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you will be an effective board member.
Please see attachment
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 any 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 conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.

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, 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 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.

Not applicable 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.

Not applicable 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. Describe 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

I, 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 the above proposed charter school is true and correct in every respect.	
Name and Title Sibeko Jywanza Youth Advocate Program Director	Date 3-8-17
Signature 	

I am honored and humbled to serve my community of Indianapolis, and especially of Haughville where I live, as a member of the Founding Team of Vanguard Collegiate of Indianapolis. I believe education has the power to change an individual, and in turn, individuals change communities. I come from a long line of community-focused servant leaders that instilled in me a love for Indianapolis and a passion for empowering young people. Serving on the Founding Team affords me a unique opportunity to learn and to advocate for the community in which I reside.

I earned a BS in Business Administration from Florida A & M University School of Business and Industry (SBI). I am also a proud alum of Piney Woods School, one of four remaining historically African-American boarding schools in the United States. Both institutions taught me that I have a responsibility to engage in work that uplifts my community.

Early in my career, I was a Neighborhood Development Specialist for Indianapolis Neighborhood Resource Center (INRC). I engaged in neighborhood and citywide outreach and public relations. I also assisted in creating partnerships between and among residents, neighborhood-based groups, faith-based organizations, city/state government, health/ human service providers, community development corporations, multi-service centers, job training providers, educational institutions, housing organizations, local businesses, and other community assets. One of the most beneficial parts of my time with the organization was participating in Community Leadership courses. It was there I learned about Asset Based Community Development (ABCD). This strategy for sustainability suggests that those working to improve a community must identify and leverage its assets to address its needs. As a resident of Haughville, I am painfully aware of the area's educational deficits. Vanguard Collegiate's innovative approach to inspiring, empowering, and teaching students to build their community is something that excites me about Board membership and that strengthens my desire to be an effective Board member.

Currently, I am the Program Director for the Marion County Youth Advocate Program (YAP). I provide direct service to and advocate for young men and women who are in jeopardy of being placed in the Department of Corrections or residential facilities by developing an action plan that allows them to be released to a parent or guardian with community support. Frequently, I incorporate education as a key component of my client's action plan(s). Additionally, as a volunteer, I serve in a leadership capacity on the Indianapolis Kwanzaa Committee. I am also a member of the Indianapolis Urban League's The Exchange Young Professional group. I have and continue to speak on behalf of marginalized communities as part of the Advocacy Team for OpprotunIndy. I am also a regular volunteer mentor at the Indianapolis Juvenile Justice Center.

I am committed to using my skills, education, professional experience, and my volunteer experience to advance the mission of Vanguard Collegiate of Indianapolis. Additionally, I plan to leverage my extensive community partnerships, built through both my professional and my volunteer experience, to help fulfill the mission of Vanguard Collegiate.

Exhibit C

Charter School Board Member Information Form

(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 applicant 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:

2. Your full name:

3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of **Attachment 1**).
 Resume is attached. **Please do not include a resume in both Attachment #1 and #2.**

4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you will be an effective board member.

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 any 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 conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.

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, 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 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.

Not applicable 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.

Not applicable 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. Describe 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

I, 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 the above proposed charter school is true and correct in every respect.

Name and Title

Date

Signature

Dan Levine
Question 4

I am truly honored to be a part of the Founding Team of the Vanguard Collegiate of Indianapolis. I am passionate about education and believe everyone should have an opportunity to the same level of education, which will lead to success in life. Being a part of something as big as this is humbling. I view this as a chance to be a part of something that can impact the residents of the community, making it a neighborhood that people are proud to be part of. When raising my daughter, her mother and I made a conscious decision to move to Hamilton Country to improve her chances of getting a better education. I looked at test scores and percentage of students who went to college. That is a shame and should not be the norm. I am committed to changing this reality through my work with Vanguard Collegiate of Indianapolis. Hopefully, all our children will end up 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 of Vanguard Collegiate of Indianapolis. I bring a strong background in Financial Management, Purchasing, Strategy and Business and Operational Administration to the Board. With over 25 years serving in Corporate America for companies like Office Depot, Thomson, Cummins, Anthem, Finishmaster, I have an extensive background in both strategic and tactical planning, project management and budgeting. I have worked within manufacturing, construction, real estate, human resources, IT, and other categories. As a Senior Manager, I actively and regularly participate in board meetings and committee meetings.

I hold a B.S. in Human Resource Management from the Palm Beach Atlantic University. I am active in the community and currently, serve on the Board of Lilly Boys and Girls Club of Indianapolis and the Indiana Addictions Issues Coalition. Previously, I was on the Board of the Institute of Supply Management of Indiana.

In addition to monthly founding team meetings, I have had numerous one-on-one meetings with the proposed Head of School, Robert Marshall, to learn more about Vanguard Collegiate of Indianapolis 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 discussions 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 also plan to join Mr. Marshall in meetings with accounting and finance back-office providers to review and provided feedback on our proposed budget and financial processes to prepare to provide effective oversight and guidance to Vanguard Collegiate. I intend to fully utilize my professional expertise and experience to ensure Vanguard Collegiate of Indianapolis 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 Vanguard Collegiate for students here in Indianapolis.

Exhibit C

Charter School Board Member Information Form

(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 applicant 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:

2. Your full name:

3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of **Attachment 1**).
 Resume is attached. **Please do not include a resume in both Attachment #1 and #2.**

4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you will be an effective board member.

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 any 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 conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.

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, 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 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.

Not applicable 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.

Not applicable 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. Describe 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

I, 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 the above proposed charter school is true and correct in every respect.

Name and Title

Date

Signature

Damon Martin

Question 4

I am honored to serve on the Founding Team of Vanguard Collegiate of Indianapolis. 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 raised my five children with my spouse. 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 new west side. I am committed to changing this reality through my work with Vanguard Collegiate of Indianapolis, ensuring all our students are on a path to college.

My education, volunteer experience, and professional achievements position me to be an active and effective member of the Board of Vanguard Collegiate of Indianapolis. I bring a strong background in financial operations, human resource and governance administration to the Board. I hold a B.S. in Communications and a minor in Economics from Indiana University-Indianapolis and a MBA from Indiana Wesleyan University. I also hold a Six Sigma Green Belt certification. Currently, I serve as the Director of Talent Management OneAmerica, where our mission is 'to be there when our policy holders need us the most'. I actively manage talent acquisition for a \$7B assets financial services firm. Not only is OneAmerica highly rated, we are also a strong community supporter and partner for many associations and organizations. As a leader for OneAmerica, I actively participate in nonprofit board meetings and committee meetings on a regular basis.

Prior to joining OneAmerica, I spent nine years with Indiana University Health in the Revenue Capture division as a Director of Affiliate Operations where I was responsible for all aspects of operations, business development and revenue capture. In addition to this experience, I also held several leader roles within financial services organizations including banking, brokerage and financial sales.

I am also an engaged member of the Indianapolis community. I am an active member of 100 Black Men, and a mentor for 100 Black Men, working with 7th graders to provide guidance and direction both in academics and civic responsibility. As a Board Officer and Co-Lead of the Finance Committee for EmployIndy, I understand the connection between higher education and accessing gainful employment opportunities that ultimately drive deeper community and social benefits for individuals, families, and Indy as a whole. As a council member for Hispanic Business Council, I am working to connect and uplift advocacy for diversity efforts in business across all spectrums of people and organizations. I have also partnered with Junior Achievement, as a chair for the 'JobSpark' program that hosted a two-day event for 7000 IPS 8th graders, which exposed students to the growth mindset, connecting interests to potential careers, while creating a lasting impression and connection to career aspirations.

To supplement my nonprofit governance experience, our Board has been working diligently to master the governance and oversight role for a high-performing public charter school. We have studied our academic and other performance outcomes and understand that the school must meet these goals. In addition to our monthly founding team meetings 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 discussions 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.

Damon Martin

Question 4

I intend to fully utilize my professional expertise and experience to ensure Vanguard Collegiate of Indianapolis 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 Vanguard Collegiate of Indianapolis for students here in Indianapolis

Exhibit C

Charter School Board Member Information Form

(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 applicant 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:
Vanguard Collegiate of Indianapolis
2. Your full name:
Juan Pablo Roman-Lagunas
3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of **Attachment 1**).
 Resume is attached. **Please do not include a resume in both Attachment #1 and #2.**
4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you will be an effective board member.

Please see the attachment.

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 any 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 conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.

- 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, 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 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.
 Not applicable 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.
 Not applicable 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. Describe 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

I, 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 the above proposed charter school is true and correct in every respect.	
Name and Title Juan Pablo Roman-Lagunas, Partner	Date 2/24/2017
Signature 	

I am honored to have the opportunity to work with my fellow founding board members of Vanguard Collegiate of Indianapolis. As a committed and active member of our community, I recognize the need for quality education in our neighborhoods, and look forward to contributing to the realization of Vanguard's mission. As an attorney that has worked very closely with impoverished juveniles, as well as their parents, I have a unique perspective on the challenges that are faced by the children of Indianapolis in the classroom, at home, and in the community.

My experience as an attorney will prove valuable to Vanguard Collegiate. I have an extensive understanding, both in terms of policy and practice, of the legal challenges that are faced by schools, parents, and children. I have experience in administrative education law, and have spent years working on policy issues regarding the "school to prison pipeline."

Additionally, I have practical experience that is directly applicable to the needs of this Board. Specifically, my clients include businesses and educational institutions which I regularly counsel on legal matters consisting of general legal issues, contract negotiations for multimillion-dollar construction projects, acquisitions, and labor issues. I regularly advise executives and board members, in both the private and public sectors.

I am fully committed to Vanguard and its noble objectives. I have the utmost confidence in our lead founder, Robert Marshall. Our board has been meeting regularly since the fall of 2016 and we are studying and preparing for our role in providing governance and oversight to ensure that Vanguard achieves its established academic outcomes, is financially stable, and operates a safe and nurturing school for Indy students. We have and will continue to have support from Building Excellent Schools in this endeavor. I look forward with great optimism to the impact Vanguard will have on the Indianapolis community, and am eager to bring such a wonderful opportunity to the children of our neighborhoods.



VANGUARD COLLEGIATE
OF INDIANAPOLIS

Attachment 3

Decision Making Authority

Exhibit D

Decision-Making Authority

<u>Function</u>	<u>Governing Board</u>	<u>School</u>
<u>Performance Goals</u>		
<u>Curriculum</u>		
<u>Professional Development</u>		
<u>Data Management and Interim Student Assessments</u>		
<u>Grade Level Promotion Criteria</u>		
<u>Culture</u>		
<u>Budgeting, Finance, and Accounting</u>		
<u>Student Recruitment</u>		
<u>School Staff Recruitment and Hiring</u>		
<u>HR Services (payroll, benefits, etc.)</u>		
<u>Development</u>		
<u>Community Relations</u>		
<u>Information Technology</u>		

<u>Function</u>	<u>Governing Board</u>	<u>School</u>
<u>Facilities Management</u>		
<u>Vendor Management / Procurement</u>		
<u>Other Operational Functions, if any</u>		



VANGUARD COLLEGIATE
OF INDIANAPOLIS

Attachment 4

Course Scope and Sequence

Attachment 4: Provide a core curriculum scope and sequence by subject, for each grade level proposed, that demonstrates clear alignment with Indiana’s Academic Standards including:

- a. How the school’s curriculum is integrated across subjects and grade levels served
- b. How it will result in proficiency
- c. A timeline outlining the curriculum development process (including individuals and/or consultants responsible for this task) during the school’s pre- opening year.

Curricular Development Timeline

Vanguard Collegiate will ensure that all Scope and Sequences developed and to be develop align with the Indiana Academic Standards (IAS) and standards for College and Career Readiness. All purchased curriculum and materials will also be modified to ensure full alignment. If authorized, we will strategically use our planning year (Summer 2017– June 2018) to build our Course Scope and Sequences, End of Year Assessments, Interim Assessments, and exemplar unit and lesson plans. This includes but is not limited to hiring a Dean of Curriculum and instruction who will work closely with the Head of School to train, research curriculum and implementation best practices, and leverage existing school relationships to practice implementation.

Together, the Head of School and Dean of Curriculum and Instruction are responsible for the selection, purchase, development, implementation, and evaluation of the curriculum, ensuring alignment with state and national standards, as well as, alignment with college readiness benchmarks.¹ They will determine the scope and sequence of standards and skills and develop the unit and interim assessments for each grade level and subject area. The end of course assessments and college preparatory curriculum content will also be aligned to the rigor of the Indiana state assessments.² From unit plans and assessments to the daily lessons and objectives, all curriculum and content instruction at Vanguard Collegiate will drive towards college readiness, as evidenced on end of course assessments. An outline of the Curricular development process can be found in **Figure 4.1**.

Figure 4.1: Curriculum Development Timeline

Time	Action
Summer 2017	Head of School, in collaboration with BES coach and curriculum experts at high performing charter schools (Curriculum Review Team), begins to review curriculum and create alignment guides with the Indiana Academic Standards, ensuring alignment between open source or purchased curriculum and the IAS.
September 2017	Head of School begins recruitment for Dean of Curriculum and Instruction.
October 2017	Head of School completes standards alignment guide between curricular resources and the Indiana Academic Standards.
November-January 2018	The Review Team creates an assessment bank consisting of grade level and subject appropriate sample questions. To push rigor and college readiness, the team will use criterion from norm referenced tests and sample work from most regional college preparatory schools.

¹ To be completed with the support of Building Excellent Schools and with resources from high performing schools within the BES network.

² Wiggins, Grant, and Jay McTighe,. *Understanding by Design, Expanded 2nd Edition* (Page 17). Association for Supervision & Curriculum Development.

January-March 2018	As hired, the Dean of Curriculum and Instruction will build course a Scope and Sequence, Final Exam, and Interim Assessments for 5 th and 6 th grade ELA, Math, Science, and Social Studies.
March-June 2018	The Dean of Curriculum and Instruction will create a Scope and Sequence for Co-Curricular courses and Exemplar Unit and Lesson plans for all courses. Head of School will review all course documents with support of the Curriculum Review Team.

To ensure that our curriculum meets a rigorous and objective bar consistently, we will teach to all demands of the Indiana Academic Standards (IAS), which include English Language Arts, Mathematics, Science & Computer Science, and Social Studies. For academic co-curricular classes, we will teach other classes identified by the Indiana State Department of Education including Fine Arts and Information Technology. A map of courses from 5th through 8th grade can be found in **Figure 4.2**.

Figure 4.1: Courses by Subject and Grade Level

Subject	Grade 5	Grade 6	Grade 7	Grade 8
Mathematics	Math 5	Math 6	Pre-Algebra	Algebra I
Reading	Literature 5	Literature 6	Literature 7	Literature 8
Writing	Writing 5	Writing 6	Writing 7	Writing 8
Social Studies	US History	Western World History	World History	US Government
Science	Physical Science	Earth & Space Science	Life Science	Engineering
Co-Curricular	Critical Thinking 1	Critical Thinking 2	Critical Thinking 3	Service Learning
	Art	Art	Art	Art
	Coding	Coding	Coding	Coding
	Physical Education	Physical Education	Physical Education	Physical Education

Vanguard Collegiate will implement high quality, research-based curriculum as available and as aligned to both state and national standards, and supplement this curriculum with an internally created scope and sequence, interim and unit assessments, and end of year assessment. The identified curricular resources that will be used to develop Vanguard Collegiate’s curriculum include:

- **Achieve3000** will be used as a core component of ELA curriculum to support instruction.³ During our intervention block, Power Hour, students reading at or below grade level will use this online differentiated instruction literacy solution to receive grade-appropriate intervention matched to their individual Lexile level. Because the software is adaptive, the rigor increases as students’ abilities grow, as measured by regular assessments on standards aligned skills and comprehension.
- **College Preparatory Mathematics (CPM)** offers a complete mathematics program for grades 6 through 12 and is designed to engage all students in learning mathematics through problem solving, reasoning, and communication. We will use CPM to balance procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (transference and extension).⁴
- **Freedom Preparatory Academy**, a high achieving BES school in Tennessee, has developed curriculum driven by clear performance standards for what students should know and can do.⁵ For each

³ <http://www.achieve3000.com/about-us/>.

⁴ <http://cpm.org/cc-program-description>.

⁵ Vanguard Collegiate will have access to curriculum and assessments developed and implemented at Freedom Prep– a Tennessee Reward School (top five percent of schools in the state for performance and the top five percent of schools in the state for year over-year growth)

grade level, standards are based on national and state curriculum frameworks. As part of his BES Fellowship, proposed Head of School Robert Marshall, completed a Leadership Residency at Freedom Prep and will continue this professional relationship to benefit our students.⁶

- **EngageNY** We will use EngageNY as our primary source to build our Scope and Sequence for ELA and Math. The Head of School and Dean of Curriculum and Instruction will create a sequence that aligns EngageNY with the Indiana Academic Standards and use that scope and sequence to build interim and end of year assessments. EngageNY drives towards college and career ready benchmarks.⁷

Figure 4.2 displays academic resources Vanguard Collegiate will utilize to create rigorous, standards-aligned curriculum. The exact programs and materials used as supplemental curriculum will be finalized during the 2017-2018 planning year. A sample of EngageNY Core Course Scope and Sequence for ELA and Math can be found beginning on **page 4**.

Figure 5: Curricular Resources

Resources	Subject(s)			
	English	Math	Science	Social Studies
Core Curriculum				
Achieve 3000	X		X	X
Freedom Preparatory Academy	X	X	X	X
College Preparatory Mathematics		X		
EngageNY	X	X		
Supplemental Curriculum				
Accelerated Reader	X			
Compass Learning/Odyssey	X	X	X	X
Edmodo	X	X	X	X
FOSS Science Curriculum			X	
Fountas and Pinnell	X			
Google Applications	X	X	X	X
Khan Academy		X		
Mathalicious		X		
Plato	X	X	X	X
Zeal		X		

EngageNY Sample Scope and Sequence 5th Grade English Language Arts and Math _____

See pages 4-23.

⁶ https://www.tn.gov/assets/entities/education/attachments/chtr_sch_annual_report.pdf.

⁷ <https://www.engageny.org/about>.



	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4 ¹
Focus	Becoming a Close Reader and Writing to Learn	Researching to Build Knowledge and Teaching Others	Researching to Build Knowledge and Teaching Others	Considering Perspectives and Supporting Opinions	Considering Perspectives and Supporting Opinions	Gathering Evidence and Speaking to Others
Module Title	Stories of Human Rights	Biodiversity in Rainforests of the Western Hemisphere	Inventions that Changed Peoples Lives	Sports and Athletes' Impact on Culture	Balancing Competing Needs in Canada	Natural Disasters in the Western Hemisphere

¹Based on field feedback, the novel *Dark Water Rising* has been removed from 5M4. Districts using 5M4 in the 2013-14 school year: teach just Units 1 and 3. For 2014-15, Unit 2 of 5M4 will be revised. *Eight Days: A Story of Haiti* will remain. The new unit will not require any new text purchases.



	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4 ²
Description	<p>What are human rights, and how do real people and fictional characters respond when those rights are challenged? Students read closely the introduction and selected articles of the Universal Declaration of Human Rights (UDHR), paired with firsthand accounts of real people facing human rights challenges. They then study <i>Esperanza Rising</i>, applying their new learning about human rights as one lens through which to interpret character and theme. Finally, students revisit the text and themes of the UDHR and <i>Esperanza Rising</i> as they prepare and perform a Readers Theater.</p>	<p>This module (which could be used in conjunction with a study of Latin America) features a close read of <i>The Most Beautiful Roof in the World</i>, which describes the work of scientists documenting rainforest biodiversity. Students build knowledge about the rainforests and how scientists closely observe the natural world to then help them communicate their research. They then do a case study of Meg Lowman, the researcher featured in <i>The Most Beautiful Roof in the World</i>. Finally, students examine the qualities of field guides and journals, research either ants or butterflies of the rainforest, and produce an informational report and a field journal–style page for younger readers.</p>	<p>Students learn about new or improved technologies that have been developed to meet societal needs and how those inventions have changed people’s lives. They conduct authentic research to build their own knowledge and teach others through writing. Students read the graphic novel <i>Investigating the Scientific Method with Max Axiom, Super Scientist</i> as well as several informational articles about inventions in order to write a short opinion paragraph about which of the inventions they learned about has been most important to people and why. Students conclude the module by conducting research about one of two inventions, Garrett A. Morgan’s traffic light or the Wright brothers’ airplane in order to develop a narrative in the form of a graphic novelette about the invention they researched.</p>	<p>Students learn about the importance of sports in American culture. They read the challenging biography <i>Promises to Keep: How Jackie Robinson Changed America</i>, focusing on Robinson as a case study of an athlete who broke societal barriers. They also analyze how Sharon Robinson provides evidence to support her opinions. Next, students research either Althea Gibson or Roberto Clemente, both of whom broke cultural barriers. Finally, students write an opinion letter to a publishing company explaining the need for a biography about that athlete given his/her impact on society.</p>	<p>Students explore how native Inuit and other people of Canada have used the natural resources available to meet their needs. They read <i>The Inuit Thought of It: Amazing Arctic Innovations</i>, to learn about how the native Inuit people of Canada used natural resources to meet the needs of their community hundreds of years ago. They then read/view a variety of informational texts and media to examine how the resources in Canada are used meet the needs and wants of people throughout the Western Hemisphere, today. Finally, students reflect upon two points of view regarding a current mining project that has been proposed for development in a present-day Inuit community and express their opinion in the form of an editorial essay.</p>	<p>This module integrates science and social studies content. Students read literature set during a natural disaster: the beautifully illustrated picture book <i>Eight Days: A Story of Haiti</i> and the novel <i>Dark Water Rising</i>. They analyze how the narrator’s perspective determines how events are described. Then, students conduct a short research project about Haiti and the Red Cross, and ultimately draft and revise an opinion speech in which they take a stand on what role humanitarian organizations should take when neighboring countries are struck by natural disasters. They deliver this speech to the class.</p>

² Based on field feedback, the novel *Dark Water Rising* has been removed from 5M4. Districts using 5M4 in the 2013-14 school year: teach just Units 1 and 3. For 2014-15, Unit 2 of 5M4 will be revised. *Eight Days: A Story of Haiti* will remain. The new unit will not require any new text purchases.



	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
<p>Texts (central text(s) in bold)³</p>	<ul style="list-style-type: none"> • Readers on Stage, Aaron Shepard (RL Reader’s Theater, NL) • “The History of the United Nations,” http://www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Part-1/whatare.htm (excerpt) (RI, NL) • <i>Fluency Practice Read-Aloud Plays: Grades 5-6: 15 Short, Leveled Fiction and Nonfiction Plays with Research-Based Strategies to Help Students Build Fluency and Comprehension</i>, Kathleen M. Hollenbeck (RL Reader’s Theater, NL) • <i>Readers Theater Grade 5</i>, Michael Ryall (RL, NL) • The Universal Declaration of Human Rights (RI, 1695L) (excerpts only) • “Background on the UDHR,” excerpted from <i>Human Rights: Here & Now</i>, edited by Nancy Flowers (RI, 1690L) • The Universal Declaration 	<ul style="list-style-type: none"> • Transcript: “Great Bear Rainforest Remote Camera Project” (RI, 1250L) • The Most Beautiful Roof in the World, Meg Lowman (RI, 1160L) • “Meg Lowman Interview: Questions and Answers,” adapted from Smithsonian and Visitraleigh.com (RI, 1110L) • “Amazon Rainforest,” Phyllis Barkas Goldman (RI, 1030L) • “Sloth Researcher: Bryson Voirin,” The Wild Classroom interview (RI, 950L) • “Hawaii’s Endangered Happy Face Spider,” Expeditionary Learning (RI, 940L) • “Live Online Interview with Eve Nilson,” Scholastic (RI, 880L) • “I Want to Be a Rainforest Scientist,” poem (RL, 1100L) • “Facts about Howler Monkeys,” <i>National</i> 	<ul style="list-style-type: none"> • “Dr. James Naismith, Inventor of Basketball,” http://www.kansasheritage.org/people/naismith.html (RI, 1290L) • “Airplane.” The New Book of Knowledge, Grolier Online, 2013. Web. Sept. 16, 2013 (excerpts) (RI, 1170L) • How Do Inventions Affect the Way We Live? Susan Quinn (RI, 1130L) • “First College Basketball Game,” http://www.americaslibrary.gov/jb/progress/jb_progress_basketball_1.html, http://www.americaslibrary.gov/jb/progress/jb_progress_basketball_2.html, http://www.americaslibrary.gov/jb/progress/jb_progress_basketball_3.html. (RI, 1120L) • “How Did We Learn to Fly Like Birds?” http://www.grc.nasa.gov/WWW/k-12/UEET/StudentSite/historyofflight.html (excerpts) (RI, 1120L) • “The Electric Motor,” 	<ul style="list-style-type: none"> • “H.R. 4130: The Althea Gibson Excellence Act,” 112th Congress (RI, 1670L) • “The Great Roberto Clemente—Latino Legends in Sports,” Ozzie Gonzales (RI, 1240L) • “Sports in America,” abridged from U.S. State Department IIP publications (RI, 1190L) • H.R. 4130, United States Congress (RI, 1160L) • “Rules for Riding Desegregated Buses,” Dr. Martin Luther King Jr. (RI, 1160L) • “Notable Southerners: Althea Gibson,” as found at www.punctuationmadesimple.com/files/Althea_Gibson.doc (RI, 1130L) • Promises to Keep: How Jackie Robinson Changed America, Sharon Robinson (RI, 1030L) • “It’s Not Just a Game,” Lori Calabrese (RI, 1020L) • “Gibson, Althea (1927-2003),” Reviewed by Frank 	<ul style="list-style-type: none"> • The Inuit Thought of It: Amazing Arctic Innovations (We Thought Of It), Alooook Ipellie and David MacDonald (RI, NL) • “Multibillion-dollar Iron Mine Approved for Baffin Island” excerpts CBC News Posted: Sep 15, 2012 (RI, 1410L) • “Deforestation in Canada” http://cfs.nrcan.gc.ca/pages/391 (RI, 1300L) • “Monitoring the Mary River Project” excerpt http://www.qia.ca/apps/authoring/dspPage.aspx?page=MRP-monitoring (RI, 1260L) • “Developing a Vital Resource for Canadians and the World” video transcript http://www.actionplan.ca.ca/en/blog/r2d-dr2/developing-vital-resource-canadians-and-world (RI, 1250L) • “Products of Mining in 	<ul style="list-style-type: none"> • Eight Days, Edwidge Danticat (RL, 820L) • “Help for Haiti,” <i>Weekly Reader</i> (RI, NL) • “Haiti Earthquake Relief One-Year Report,” http://www.redcross.org/images/MEDIA_CustomProductCatalog/m3140113_HaitiEarthquake_OneYearReport.pdf (RI, 1380L) • “American Red Cross Disaster Relief,” redcross.com (RI, 1320L) • “Earthquakes,” scienceforkids.kidipede.com (RI, 1240L) • “The Red Cross at a Glance,” Dave Coustan (RI, 1200L) • “How Does a Hurricane Form?” scijinks.nasa.gov/hurricane (RI, 1140L) • Characteristics of Multinational Organizations, Matt Reher (RI, 1070L) • “How Do Hurricanes Form?” eo.ucar.edu/kids/dangerwx/hurricane3.htm (RI,

³ Texts listed in order of informational text first, then literature; both categories shown from most to least quantitatively complex (based on Lexile®).



	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
	<p>of Human Rights—Plain Language Version (RI, 1520L)</p> <ul style="list-style-type: none"> • “A Short History of the UDHR,” adapted from <i>Human Rights Here & Now</i>, edited by Nancy Flowers (RI, 930L) • “Teaching Nepalis to Read, Plant, and Vote,” Lesley Reed (RI, 930L) • “From Kosovo to the United States,” Isau Ajeti and Blanche Gosselin (RI, 560L) • Esperanza Rising, Pam Munoz Ryan (RL, 740L) • “Readers Theater Script: American Heroes” (RL, 660L) 	<p><i>Geographic</i> (RI, 910L)</p> <ul style="list-style-type: none"> • “The Wings of the Butterfly: A Tale of the Amazon Rainforest,” Aaron Shepard (RL, 720L) • <i>Rainforest Research Journal</i>, Paul Mason (excerpts) (RI, NL; teacher copy only) • <i>Peterson First Field Guide to Birds of North America</i> (RI, NL) 	<p>Expeditionary Learning (RI, 1090L)</p> <ul style="list-style-type: none"> • Inventing the Plane, Kate Reuther (RI, 1080L) • “Garrett Morgan: Inventor Hero,” Paula Morrow, in <i>Ask Magazine</i>, http://www.askmagkids.com/ (RI, 1090L) • Inventing the Plane, Kate Reuther (RI, 1080L) • “Ingenious Inventions by Women: The Windshield Wiper and Paper Bag Machine,” Expeditionary Learning (RI, 1050L) • “Transportation, from the Soap Box Derby to the Jeep: First Automatic Traffic Signal,” from The Ohio Academy of Sciences, Heartland Science www.heartlandscience.org (RI, 1040L) • “Steve Jobs,” <i>Time for Kids</i> http://www.timeforkids.com/news/steve-jobs/21806 (excerpts) (RI, 1030L) • “The Twofold Genius of Garrett Morgan,” from Social Studies for Kids, http://www.socialstudiesforkids.com/articles/ushistory/garrettmorgan.htm. (RI, 950L) 	<p>V. Phelps. <i>The New Book of Knowledge</i>. Grolier Online (RI, 1000L)</p> <ul style="list-style-type: none"> • “Roberto Clemente,” Lynn C. Kronzek (RI, 990L) • “Roots of American Sports,” <i>Ally’s Multicultural History & How It Relates to Us Today</i>. (RI, 940L) • “Courage on the Field,” Marc Stewart (RI, 930L) • “Roberto Clemente’s Gifts From the Heart,” Scholastic News (RI, 870L) • “The Great Migration,” <i>Junior Scholastic</i> (RI, 540L) 	<p>Canada: From Batteries to Vehicles” http://www.acareerinmining.ca/en/industry/everydayproducts.asp (RI, 1180L)</p> <ul style="list-style-type: none"> • “Products” excerpts http://www.oilandgasinfo.ca/oil-gas-you/products/ (RI, 1170L) • “Nunavut Braces for Massive Mary River Mine” CBC, September 13, 2012 (RI, 1120L) • “Natural Resources and the Canadian Economy” http://actionplan.gc.ca/en/page/r2d-dr2/overview (RI, 1110L) • “Excerpts from the Qikiqtani Inuit Association Website” http://www.qia.ca/apps/authoring/dspPage.aspx?page=theproject (RI, 1110L) • “Should We Drill?” Scholastic News Edition 5/6, April 26, 2010 (RI, 1070L) • “Nunavut” excerpts Bone, R. M. “Nunavut.” <i>The New Book of Knowledge</i>. Grolier Online, 2013. Web. 11 Sept. 2013 (RI, 970L) 	<p>1050L)</p> <ul style="list-style-type: none"> • “Remarks by President Obama, Former President Bill Clinton, and Former President George W. Bush on the Recovery and Rebuilding Effort in Haiti” (RI, 1040L) • “Surface Amplified Haiti Earthquake,” <i>Weekly Reader</i> (RI, 910L) • “A Rocky Road Ahead,” <i>Scholastic News</i> (RI, 820L) • Earthquake.” <i>The New Book of Knowledge</i>. Grolier Online (RI, 770L) • “On Shaky Ground,” Scholastic Inc. (RI, 760L)



	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
			<ul style="list-style-type: none"> • “Big Thinkers: Was Steve Jobs this Generation’s Thomas Edison?” Junior Scholastic. 11/21/2011, Vol. 114 Issue 6, p5-5. 1p (RI, 940L) • Garrett Augustus Morgan, Expeditionary Learning (RI, 930L) • “Invention of the Airplane,” Shashank Nakate, http://www.buzzle.com/articles/invention-of-the-airplane.html (excerpts) (RI, 920L) • <i>The Boy Who Invented TV: The Story of Philo Farnsworth</i>, Kathleen Krull (RI, 860L) • “The TV Guy,” http://www.ilovehistory.utah.gov/people/difference/farnsworth.html (RI, 850L) • <i>Investigating the Scientific Method with Max Axiom, Super Scientist</i>, Donald B. Lemke (RI, 760L) • “Television Takes the World by Storm” (video excerpts), http://www.history.com/shows/modern-marvels/videos/television-takes-the-world-by- 		<ul style="list-style-type: none"> • “Minerals and Metals in Your Life” excerpts PDAC Mining Matters News September 2004 – Issue 4 (RI, 940L) • “A Limited Supply” http://www.ecokids.ca/pub/eco_info/topics/canadas_north/nature/resources.cfm (RI, 910L) 	



	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
			storm#television-takes-the-world-by-storm (RI, NL)			
Lexile®	Common Core Band Level Text Difficulty Ranges for Grades 4–5 ⁴ : 740–1010L					
Performance Task	Readers Theater Script and Performance of Scenes from <i>Esperanza Rising</i> (W.5.3, W.5.4, W.5.5, W.5.9, W.5.10, W.5.11, and SL.5.6) scaffolded script writing and dramatic presentation	Research-Based Narrative Writing: Rainforest Field Journal Page (RI.5.7, RI.5.9, W.5.2, W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, and W.5.9) scaffolded narrative and explanatory essay	Graphic Style Novelette (RI.5.9, W.5.2, W.5.3, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, L.5.1c, L.5.3, and L.5.4) scaffolded research-based graphic novel	Letter to a Publisher (RI.5.9, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9b, L.5.1, L.5.2a-c and L.5.6) scaffolded opinion essay	Editorial Essay (W.5.1, W.5.4a, W.5.5, W.5.8, W.5.9b, L.5.1c, d, L.5.2a, b, d, e, SL.5.1, and SL.5.3) scaffolded opinion essay	Opinion Speech: How Should U.S. Humanitarian Organizations Prioritize Aid to Neighboring Countries Following a Natural Disaster? (RI.5.7, RI.5.9, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.11, L.5.1, L.5.2, L.5.3a, L.5.6, SL.5.4, SL.5.5, and SL.5.6) scaffolded essay and speech

⁴ Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity
http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf



Unit-Level Assessments (ELA CCSS)

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
Mid-Unit 1	Human Rights Vocabulary and Common Prefixes (L.5.6 and W.5.10) selected response and short constructed response	Analyzing an Interview with a Rainforest Scientist Part 1 (RI.5.1, RI.5.2, RI.5.3 and L.5.4) selected response and short constructed response	Text Dependent Questions: <i>Investigating the Scientific Method with Max Axiom Super Scientist</i> , pages 24–27 (RL.5.7, W.5.9, and L.5.4) selected response and short constructed response	Identifying Author’s Opinion and Supporting Evidence: Sports in American Culture (RI.5.2, RI.5.4, and RI.5.8) selected response and short constructed response	Text-Dependent and Short Answer Questions: “Arctic Fun” (RI.5.1, RI.5.2, RI.5.4, and L.5.5c) short constructed response	Text-Dependent Short-Answer Quiz—the Effects of Natural Disasters (RI.5.1, RI.5.3 and RI.5.4) selected response and short constructed response
End of Unit 1	On-Demand Analysis of a Human Rights Account (RI.5.1, RI.5.2, RI.5.3, RI.5.9, and W.5.9) selected response and extended response	Analyzing an Interview with a Rainforest Scientist Part 2, and Comparing and Contrasting Texts about Rainforest Biodiversity (RI.5.1, RI.5.2, RI.5.4, RI.5.5, RI.5.9, and W.5.1a, b) selected response, short constructed response, and speaking and listening	Using Quotes to Explain Relationships and Support an Opinion (RI.5.1, RI.5.3, RI.5.4, RI.5.5, and W.5.1a and b) selected response, short constructed response, and short opinion essay	On-Demand Opinion and Evidence Paragraph about the Importance of Sports in American Culture (W.5.1 and W.5.9) short constructed response	On-Demand Note Taking and Summarizing: “The Inuit Today” (RI.5.1, RI.5.2, RI.5.3, RI.5.4, and L.5.5c) on-demand note taking	Part I, On-Demand Essay: “What Makes a Hurricane a Natural Disaster?” (W.5.2, W.5.4, W.5.9b); Part II, Science Talk (SL.5.1a, b, c, d, e and f) extended response and speaking and listening
Mid-Unit 2	Analyzing Sections of <i>Esperanza Rising</i> on My Own (RL.5.1, RL.5.3, RL.5.2, and RL.5.4) selected response and short constructed response	<i>The Most Beautiful Roof in the World</i> Quiz (RI.5.1, RI.5.2, RI.5.4, and L.5.4a and b) selected response and short constructed response	Text-Dependent Questions: “The TV Guy” (RI.5.1, RI.5.2, RI.5.4, and L.5.4) selected response and short constructed response	Identifying Author’s Opinion, Reasons, and Supporting Evidence: “Courage on the Field” (RI.5.2, RI.5.4, RI.5.6 and RI.5.8) selected response and short constructed response	Text-Dependent and Short Answer Questions: Excerpts from “A Limited Supply” (RI.5.1, L.5.4 (a, c), and L.5.5c) short constructed response	Text-Dependent Questions, <i>Dark Water Rising</i> Chapter 13 (RL.5.6, RL.5.7, and L.5.5a, b, c) selected response and short constructed response
End of Unit 2	On-Demand Analytical Essay about How <i>Esperanza</i> Changes Over Time	On-Demand Analysis of Meg Lowman’s Research in the Rainforest (W.5.2a, b, d, e, W.5.4,	On-Demand Informational Writing: Philo Farnsworth’s Invention of	Writing an Opinion Essay with Supporting Evidence about Jackie Robinson’s Legacy	Research and Response (RI.5.1, RI.5.3, RI.5.9, W.5.7, W.5.8, SL.5.1 and SL.5.2) research and	On-Demand Analysis of How Different Narrators Describe Similar Events (RL.5.9, W.5.2, W.5.4 and



	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
	(RL.5.1, RL.5.2, RL.5.3, W.5.2, W.5.4, W.5.5, and W.5.9a) extended response	W.5.8 and W.5.9b) extended response	the Television and How It Changed People’s Lives (RL.5.3, W.5.2, and L.5.4) on-demand essay	(W.5.1, W.5.4 and W.5.9) extended response	speaking and listening response	W.5.9a) extended response
Mid-Unit 3	Evaluating a Novel versus a Script (RL.5.1, RL.5.4, RL.5.5, RL.5.6, and RL.5.9) short constructed response	On-Demand Note-Taking about Howler Monkeys (RI.5.1, RI.5.2, RI.5.7, W.5.8, and W.5.9b) short constructed response	On-Demand Note Taking and Text-Dependent Questions: “Garrett Augustus Morgan” or “How Did We Learn to Fly?” (RI.5.1, RI.5.4, RI.5.7, W.5.7 and W.5.8) selected response and short constructed response	Notes and Graphic Organizer for a Letter to a Publisher (RI.5.9, W.5.1, W.5.7, and L.5.6) short constructed response	On-Demand Note-Taking, Analysis, and Reflection: “Should We Drill?” (RI.5.1, RI.5.6, RI.5.8, W.5.8, W.5.9b, and L.5.4a) note taking	Short Constructed Response and Organizing Notes for a Public Speech (RI.5.7, W.5.7, W.5.8, and W.5.9b) short constructed response
End of Unit 3	Individual Scene of a Readers Theater Script (W.5.3, W.5.4, and W.5.9) extended response	Writing a Rainforest Field Journal Entry about Howler Monkeys (RI.5.7, W.5.2a, b, c, d, W.5.3, W.5.4, W.5.7, and W.5.9b) extended response	Text-Dependent Questions about “You Can Do a Graphic Novel” excerpt and Storyboard Draft (RI.5.1, RI.5.4, RI.5.9, W.5.2, W.5.3a and b, W.5.4, and W.5.8) selected response, short constructed response, and notes	Draft Letter to a Publisher (RI.5.9, W.5.1, W.5.4, L.5.1c, d) extended response	Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island (RI.5.1, W.5.1, W.5.8, W.5.9b, and L.5.4a) short response and scaffolded essay	On-demand Draft Opinion Speech: How Should U.S. Humanitarian Organizations Prioritize Aid to Neighboring Countries Following a Natural Disaster? (RI.5.9, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9 and L.5.2) extended response



	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
ideas, cultural perspectives, eras, personal events, and situations. ⁷	Grades 3–5: Sample Plan” (stand-alone document on EngageNY.org).					
A. Self-select texts to develop personal preferences regarding favorite authors.	Integrated throughout.					
B. Use established criteria to categorize, select texts and assess to make informed judgments about the quality of the piece.	Implemented through Accountable Independent Reading: see “Launching Independent Reading in Grades 3–5: Sample Plan” (stand-alone document on EngageNY.org).					

⁷ This is a standard specific to New York State. In the elementary modules, RL.11a and b are also addressed through Accountable Independent Reading. See “Foundational Reading and Language Skills: Resource Package for Grades 3-5” (in Resources on commoncoresuccess.elschools.org). On this document, look specifically at the section titled “Independent Reading: The Importance of a Volume of Reading and Sample Plans.”

Sequence of Grade 5 Modules Aligned with the Standards

- Module 1: Place Value and Decimal Fractions
- Module 2: Multi-Digit Whole Number and Decimal Fraction Operations
- Module 3: Addition and Subtraction of Fractions
- Module 4: Multiplication and Division of Fractions and Decimal Fractions
- Module 5: Addition and Multiplication with Volume and Area
- Module 6: Problem Solving with the Coordinate Plane

Summary of Year

Fifth grade mathematics is about (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Key Areas of Focus for 3-5: Multiplication and division of whole numbers and fractions—concepts, skills, and problem solving

Required Fluency: 5.NBT.5 Multi-digit multiplication.

CCLS Major Emphasis Clusters
<p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> • Understand the place value system. • Perform operations with multi-digit whole numbers and with decimals to hundredths.
<p>Number and Operations – Fractions</p> <ul style="list-style-type: none"> • Use equivalent fractions as a strategy to add and subtract fractions. • Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
<p>Measurement and Data</p> <ul style="list-style-type: none"> • Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Rationale for Module Sequence in Grade 5

Students’ experiences with the algorithms as ways to manipulate place value units in Grades 2-4 really begin to pay dividends in Grade 5. In Module 1, whole number patterns with number disks on the place value table are easily generalized to decimal numbers. As students work word problems with measurements in the metric system, where the same patterns occur, they begin to appreciate the value and the meaning of decimals. Students apply their work with place value to adding, subtracting, multiplying and dividing decimal numbers with tenths and hundredths.

Module 2 begins by using place value patterns and the distributive and associative properties to multiply multi-digit numbers by multiples of 10 and leads to fluency with multi-digit whole number multiplication.⁷⁹ For multiplication, students must grapple with and fully understand the distributive property (one of the key reasons for teaching the multi-digit algorithm). While the multi-digit multiplication algorithm is a straightforward generalization of the one-digit multiplication algorithm, the division algorithm with two-digit divisors requires far more care to teach because students have to also learn estimation strategies, error correction strategies, and the idea of successive approximation (all of which are central concepts in math, science, and engineering).

Work with place value units paves the path toward fraction arithmetic in Module 3 as elementary math’s place value emphasis shifts to the larger set of fractional units for algebra. Like units are added to and subtracted from like units:

$$1.5 + 0.8 = 1\frac{5}{10} + \frac{8}{10} = 15 \text{ tenths} + 8 \text{ tenths} = 23 \text{ tenths} = 2 \text{ and } 3 \text{ tenths} = 2\frac{3}{10} = 2.3$$

$$1\frac{5}{9} + \frac{8}{9} = 14 \text{ ninths} + 8 \text{ ninths} = 22 \text{ ninths} = 2 \text{ and } 4 \text{ ninths} = 2\frac{4}{9}$$

The new complexity is that when units are not equivalent, they must be changed for smaller equal units so that they can be added or subtracted. Probably the best model for showing this is the rectangular fraction model pictured below. The equivalence is then represented symbolically as students engage in active meaning-making rather than obeying the perhaps mysterious command to “multiply the top and bottom by the same number.”

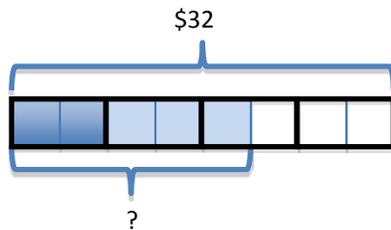
2 boys + 1 girl = 2 children + 1 child = 3 children
 2 thirds + 1 fourth = 8 twelfths + 3 twelfths = 11 twelfths

$$\frac{2}{3} + \frac{1}{4} = \left(\frac{2 \times 4}{3 \times 4}\right) + \left(\frac{1 \times 3}{4 \times 3}\right) = \frac{8}{12} + \frac{3}{12} = \frac{11}{12}$$

⁷⁹ Multi-digit decimal multiplication such as 4.1×3.4 and division such as $4.5 \div 1.5$ are studied in Module 4.

Relating different fractional units to one another requires extensive work with area and number line diagrams. Tape diagrams are used often in word problems. Tape diagrams, which students began using in the early grades and which become increasingly useful as students applied them to a greater variety of word problems, hit their full strength as a model when applied to fraction word problems. At the heart of a tape diagram is the now-familiar idea of forming units. In fact, forming units to solve word problems is one of the most powerful examples of the unit theme and is particularly helpful for understanding fraction arithmetic, as in the following example:

Jill had \$32. She gave $\frac{1}{4}$ of her money to charity and $\frac{3}{8}$ of her money to her brother. How much did she give altogether?



Solution with units:

8 units = \$32
 1 unit = \$4
 5 units = \$20

Solution with arithmetic:

$$\frac{1}{4} + \frac{3}{8} = \frac{2}{8} + \frac{3}{8} = \frac{5}{8}$$

$$\frac{5}{8} \times 32 = 20$$

Jill gave \$20 altogether.

Near the end of Module 4 students know enough about fractions and whole number operations to begin to explore multi-digit decimal multiplication and division. In multiplying 2.1×3.8 , for example, students now have multiple skills and strategies that they can use to locate the decimal point in the final answer, including:

- Unit awareness: $2.1 \times 3.8 = 21 \text{ tenths} \times 38 \text{ tenths} = 798 \text{ hundredths}$
- Estimation (through rounding): $2.1 \times 3.8 \approx 2 \times 4 = 8$, so $2.1 \times 3.8 = 7.98$
- Fraction multiplication: $21/10 \times 38/10 = (21 \times 38)/(10 \times 10)$

Similar strategies enrich students’ understanding of division and help them to see multi-digit decimal division as whole number division in a different unit. For example, we divide to find, “How many groups of 3 apples are there in 45 apples?” and write $45 \text{ apples} \div 3 \text{ apples} = 15$. Similarly, $4.5 \div 0.3$ can be written as “45 tenths \div 3 tenths” with the same answer: There are 15 groups of 0.3 in 4.5. This idea was used to introduce fraction division earlier in the module, thus gluing division to whole numbers, fractions and decimals together through an understanding of units.

Frequent use of the area model in Modules 3 and 4 prepares students for an in-depth discussion of area and volume in Module 5. But the module on area and volume also reinforces work done in the fraction module: Now, questions about how the area changes when a rectangle is scaled by a whole or fractional scale factor may be asked and missing fractional sides may be found. Measuring volume once again highlights the unit theme, as a unit cube is chosen to represent a volume unit and used to measure the volume of simple shapes composed out of rectangular prisms.

Scaling is revisited in the last module on the coordinate plane. Since Kindergarten where growth and shrinking patterns were first introduced, students have been using bar graphs to display data and patterns. Extensive bar-graph work has set the stage for line plots, which are both the natural extension of bar graphs and the precursor to linear functions. It is in this final module of K-5 that a simple line plot of a straight line is presented on a coordinate plane and students are asked about the scaling relationship between the increase in the units of the vertical axis for 1 unit of increase in the horizontal axis. This is the first hint of slope and marks the beginning of the major theme of middle school: ratios and proportions.

Alignment Chart

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 5 Modules ⁸⁰
<p>Module 1: Place Value and Decimal Fractions (20 days)</p>	<p>Understand the place value system.</p> <p>5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</p> <p>5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p>5.NBT.3 Read, write, and compare decimals to thousandths.</p> <p>a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>5.NBT.4 Use place value understanding to round decimals to any place.</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.⁸²</p> <p>5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between</p>

⁸⁰ When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.

⁸² The balance of this cluster is addressed in Module X.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 5 Modules ⁸⁰
	<p>addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p>Convert like measurement units within a given measurement system.⁸³</p> <p>5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p>
<p>Module 2: Multi-Digit Whole Number and Decimal Fraction Operations (35 days)</p>	<p>Write and interpret numerical expressions.⁸⁴</p> <p>5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</i></p> <p>Understand the place value system.⁸⁵</p> <p>5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</p> <p>5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit</p>

⁸³ The focus of this module is on the metric system to reinforce place value and writing measurements using mixed units.

⁸⁴ These skills are also applied to fractions in this module.

⁸⁵ 5.NBT.3 and 5.NBT.4 are taught in Module 1.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 5 Modules ⁸⁰
	<p>divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.⁸⁶</p> <p>Convert like measurement units within a given measurement system.</p> <p>5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p>
<p>Module 3: Addition and Subtraction of Fractions (22 days)</p>	<p>Use equivalent fractions as a strategy to add and subtract fractions.⁸⁷</p> <p>5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p>
<p>Module 4: Multiplication and Division of</p>	<p>Write and interpret numerical expressions.</p> <p>5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with</p>

⁸⁶ Focus on decimal multiplication of a single-digit, whole number factor times a multi-digit number with up to 2 decimal places (e.g., 3×64.98). Restrict decimal division to a single digit whole number divisor with a multi-digit dividend with up to 2 decimal places (e.g., $64.98 \div 3$). The balance of the standard is taught in Module 4.

⁸⁷ Examples in this module also include tenths and hundredths in fraction and decimal form.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 5 Modules ⁸⁰
<p>Fractions and Decimal Fractions (38 days)</p>	<p>these symbols.</p> <p>5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</i></p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.⁸⁸</p> <p>5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.⁸⁹</p> <p>5.NF.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i></p> <p>5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. <i>For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)</i></p>

⁸⁸ 5.NBT.5 and 5.NBT.6 are taught in Module 2. Teach problems such as 2.7×2.1 and $4.5 \div 1.5$. See “Progressions” pgs. 17 – 18 (http://commoncoretools.files.wordpress.com/2011/04/ccss_progression_nbt_2011_04_073.pdf).

⁸⁹ The focus of 5.NF.4 in this module is only on part a; 5.NF.4b is taught in Module 5. Include problems involving decimal fractions throughout the cluster.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 5 Modules ⁸⁰
	<p>5.NF.5 Interpret multiplication as scaling (resizing), by:</p> <ul style="list-style-type: none"> a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1. <p>5.NF.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p>5.NF.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.)</p> <ul style="list-style-type: none"> a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$. b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$. c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of</i>

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 5 Modules ⁸⁰
	<p style="text-align: center;"><i>raisins?</i></p> <p>Convert like measurement units within a given measurement system.⁹⁰</p> <p>5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p>Represent and interpret data.</p> <p>5.MD.2 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i></p>
<p>Module 5: Addition and Multiplication with Volume and Area (25 days)</p>	<p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.⁹¹</p> <p>5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p> <p>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p> <p>5.MD.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p>

⁹⁰ The focus of 5.MD.1 in this module is on the customary system of units as a means of introducing fractions (e.g., 1 inch is $\frac{1}{12}$ foot, 1 foot is $\frac{1}{3}$ yard, etc.).

⁹¹ 5.NF.3 is taught in Module 3; 5.NF.4a, 5.NF.5, 5.NF.6, and 5.NF.7 are taught in Module 4. In this module 5.NF.4b is applied to multiplying to find volume and area. 5.NF.4b certainly includes decimal fraction side lengths of sides of a rectangle (in both fraction and decimal form).

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 5 Modules ⁸⁰
	<ul style="list-style-type: none"> a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units. <p>5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p> <p>5.MD.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <ul style="list-style-type: none"> a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems. <p>Classify two-dimensional figures into categories based on their properties.</p> <p>5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p>5.G.4 Classify two-dimensional figures in a hierarchy based on properties.</p>

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 5 Modules ⁸⁰
<p>Module 6: Problem Solving with the Coordinate Plane (40 days)</p>	<p>Write and interpret numerical expressions.⁹²</p> <p>5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</i></p> <p>Analyze patterns and relationships.</p> <p>5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i></p> <p>Graph points on the coordinate plane to solve real-world and mathematical problems.</p> <p>5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p> <p>5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>

⁹² 5.OA.1 is taught in Modules 2 and 4.



VANGUARD COLLEGIATE
OF INDIANAPOLIS

**Attachment 5
Academic and
Exit Standards**

Attachment 5: Provide the school's Exit Standards for graduating students for each division of the school as applicable (elementary, middle and/or high school), which should include the following:

- a. What students in the last grade in each division will know.
 - b. What students in the last grade in each division will be able to do.
-

At Vanguard Collegiate, we intently focus on ensuring students are prepared academically, both with the skills and habits to be successful in high school and beyond. Our exit standards include all 8th grade Indiana Academic Standards, as outlined below, as well as completion of our **Capstone Project**, demonstrating mastery of research, technology, and project management skills as well as our core values.

Capstone Project

CAPSTONE PROJECT: Service Learning: With guidance and approval of the teacher, each 8th grade student researches, designs and implements a community health and impact project in neighborhoods (CHIP IN) as their capstone project. Projects must meet a need in the community and be driven by the scholar(s). Students will work in small groups to complete the project during their 8th grade year. The expectation is for scholars to carefully managing the progress of their plans/timelines and adjust as needed. At the end of their project, scholars must complete an evaluation of their project that will highlight success, lessons learned, and demonstrate the need met. Students will be scored on a rubric that aligns with standards outlined below as well as their self-evaluation.

ECC-3.1 Demonstrate components of critical and creative thinking.

ECC---3.2 Apply decision---making processes.

ECC---5.1 Demonstrate habits of mind (for example, taking responsible risks, thinking and communicating with clarity and precision, questioning and posing problems, thinking independently, applying past knowledge to new situations, remaining open to continuous learning).

ECC---5.2 Demonstrate personal skills (for example, attendance, punctuality, responsibility, integrity, getting along with others) that are needed to succeed in school, life and career.

ECC---5.4 Demonstrate personal leadership skills to lead and inspire others, accomplish common goals, and function effectively in school, life and career settings.

MLB---4.3 Use technology to investigate a variety of sources and media for research purposes

MLB---4.5 Use various search techniques to refine outcomes for research

MLB---4.6 Cite sources of information used in a proper format

MLB---8.5 Review and update a high school graduation plan

MLB---9.1 Demonstrate habits of mind such as taking responsible risks, thinking and communicating with clarity and precision, questioning and posing problems, and thinking independently

MLB---9.2 Demonstrate personal and basic employability skills such as attendance, integrity, meeting deadlines, and dependability

MLB---9.4 Demonstrate personal leadership skills to lead and inspire others, accomplish common goals, and function effectively in school, life and career settings

MLB---9.5 Demonstrate school, life and career self---management skills related to responsibility and work ethic

MLB---16.1 Identify and create personal and business correspondence which displays: clarity, professionalism, relevancy, and confidentiality

MLB---16.2 Practice and exhibit active listening techniques

MLB---16.3 Differentiate between types of internal and external communications and how they should be designed and distributed

MLB---16.4 Demonstrate the concepts of collaboration with peers as they relate to successful communication both personally and professionally

MLB---16.5 Display appropriate and professional techniques in public speaking as well as in written and nonverbal communications

MLB---17.6 Create promotional materials for a new or existing product or service

MLB---17.7 Define potential target markets for a specific product or service

MLB---17.9 Discuss the importance of businesses giving back to the community

English Language Arts

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.

- 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.
- 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.
- 8.RL.3.1** Compare and contrast structure of two or more related works of literature (e.g., similar topic/ theme), and analyze and evaluate how 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.
- 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.

- 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.
- 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.
- 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.
- 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.

- 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.
- 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.
- 8.RV.3.1** Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- 8.RV.3.2** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- 8.RV.3.3** Interpret figures of speech (e.g., verbal irony, puns) in context.

WRITING

Guiding Principle: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience. 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.

- 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.
- 8.W.2** Students are expected to build upon and continue applying concepts learned previously.
- 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.

- Write **informative** compositions in a variety of forms that –
- 8.W.3.2**
- 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.
- 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.
- 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.
- 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 build upon and continue applying conventions learned previously.
- 8.W.6.1e** **Usage** – Students are expected to build upon and continue applying conventions learned previously.
- 8.W.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:

- 8.W.6.2a Capitalization** – Students are expected to build upon and continue applying conventions learned previously.
- 8.W.6.2b Punctuation** – Using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.
- 8.W.6.2c Spelling** – Students are expected to build upon and continue applying conventions learned previously.

SPEAKING AND LISTENING

Guiding Principle: Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects. 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.

- 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.
- 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, 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.
- 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.
- 8.SL.4.1** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- 8.SL.4.2** Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.
- 8.SL.4.3** Students are expected to build upon and continue applying concepts learned previously.

MEDIA LITERACY

Guiding Principle: Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society. 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.
- 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 Exit Standards

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.

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.

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.

LEARNING OUTCOMES	LST.1: LEARNING OUTCOME FOR LITERACY IN SCIENCE/TECHNICAL SUBJECTS Read and comprehend science and technical texts independently and proficiently and write effectively for a variety of discipline-specific tasks, purposes, and audiences
	6-8.LST.1.1: Read and comprehend science and technical texts within a range of complexity appropriate for grades 6-8 independently and proficiently by end of grade 8.
	6-8.LST.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.
KEY IDEAS AND TEXTUAL SUPPORT	LST.2: KEY IDEAS AND TEXTUAL SUPPORT (READING) Extract and construct meaning from science and technical texts using a comprehension skills
	6-8.LST.2.1: Cite specific textual evidence to support analysis of science and technical texts.
	6-8.LST.2.2: Determine the central ideas or conclusions of a text; provide an accurate, objective summary of the text.
STRUCTURAL ELEMENTS AND ORGANIZATION	LST.3: STRUCTURAL ELEMENTS AND ORGANIZATION (READING) Build understanding of science and technical texts, using knowledge of structural organization and author’s purpose and message
	6-8.LST.3.1: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
	6-8.LST.3.2: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
SYNTHESIS AND CONNECTION OF IDEAS	LST.4: SYNTHESIS AND CONNECTION OF IDEAS (READING) Build understanding of science and technical texts by synthesizing and connecting ideas and evaluating specific claims
	6-8.LST.4.1: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., <i>in a flowchart, diagram, model, graph, or table</i>).
	6-8.LST.4.2: Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
WRITING GENRES	LST.5: WRITING GENRES (WRITING) Write for different purposes and to specific audiences or people
	6-8.LST.5.1: Write arguments focused on discipline-specific content.
	6-8.LST.5.2: Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions from data/research.

THE WRITING PROCESS	LST.6: THE WRITING PROCESS (WRITING) Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others
	6-8.LST.6.1: 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.
	6-8.LST.6.2: Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
THE RESEARCH PROCESS	LST.7: THE RESEARCH PROCESS (WRITING) Build knowledge about the research process and the topic under study by conducting short or more sustained research
	6-8.LST.7.1: Conduct short research assignments and tasks to answer a question (including a self-generated question), or test a hypothesis, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
	6-8.LST.7.2: Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (e.g., <i>APA or CSE</i>).
	6-8.LST.7.3: Draw evidence from informational texts to support analysis, reflection, and research.

Physical Science (PS)

8.PS.1 Create models to represent the arrangement and charges of subatomic particles in an atom (protons, neutrons and electrons). Understand the significance that the currently 118 known chemical elements combine to form all the matter in the universe.

8.PS.2 Illustrate with diagrams (drawings) how atoms are arranged in simple molecules. Distinguish between atoms, elements, molecules, and compounds.

8.PS.3 Use basic information provided for an element (atomic mass, atomic number, symbol, and name) to determine its place on the Periodic Table. Use this information to find the number of protons, neutrons, and electrons in an atom.

8.PS.4 Identify organizational patterns (radius, atomic number, atomic mass, properties and radioactivity) on the Periodic Table.

8.PS.5 Investigate the property of density and provide evidence that properties, such as density, do not change for a pure substance.

8.PS.6 Compare and contrast physical change vs. chemical change. Analyze the properties of substances before and after substances interact to determine if a chemical reaction has occurred.

8.PS.7 Balance chemical equations to show how the total number of atoms for each element does not change in chemical reactions and as a result, mass is always conserved in a closed system. (Law of Conservation of Mass.)

Life Science (LS)

8.LS.1 Compare and contrast the transmission of genetic information in sexual and asexual reproduction. Research organisms that undergo these two types of reproduction.

8.LS.2 Demonstrate how genetic information is transmitted from parent to offspring through chromosomes via the process of meiosis. Explain how living things grow and develop.

Physical Science (PS)	
8.LS.3	Create and analyze Punnett squares to calculate the probability of specific traits being passed from parents to offspring using different patterns of inheritance.
8.LS.4	Differentiate between and provide examples of acquired and genetically inherited traits.
8.LS.5	Explain how factors affecting natural selection (competition, genetic variations, environmental changes, and overproduction) increase or decrease a species' ability to survive and reproduce.
8.LS.6	Create models to show how the structures of chromatin, chromosomes, chromatids, genes, alleles and deoxyribonucleic acid (DNA) molecules are related and differ.
8.LS.7	Recognize organisms are classified into taxonomic levels according to shared characteristics. Explain how an organism's scientific name correlates to these shared characteristics.
8.LS.8	Explore and predict the evolutionary relationships between species looking at the anatomical differences among modern organisms and fossil organisms.
8.LS.9	Examine traits of individuals within a species that may give them an advantage or disadvantage to survive and reproduce in stable or changing environment.
8.LS.10	Gather and synthesize information about how humans alter organisms genetically through a variety of methods.
8.LS.11	Investigate how viruses and bacteria affect the human body.
Earth and Space Science (ESS)	
8.ESS.1	Research global temperatures over the past century. Compare and contrast data in relation to the theory of climate change.
8.ESS.2	Create a diagram or carry out a simulation to describe how water is cycled through the earth's crust, atmosphere and oceans. Explain how the water cycle is driven by energy from the sun and the force of gravity.
8.ESS.3	Research how human consumption of finite natural resources (i.e. coal, oil, natural gas, and clean water) and human activities have had an impact on the environment (i.e. causes of air, water, soil, light, and noise pollution).
Engineering (E)	
6-8.E.1	Identify the criteria and constraints of a design to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
6-8.E.2	Evaluate competing design solutions using a systematic process to identify how well they meet the criteria and constraints of the problem.
6-8.E.3	Analyze data from investigations to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
6-8.E.4	Develop a prototype to generate data for repeated investigations and modify a proposed object, tool, or process such that an optimal design can be achieved.

Social Studies Exit Standards

CONTENT STANDARDS
Standard 1 History

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 factors and individuals which influenced the outcome of 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.

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 characteristics of 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 US at the beginning of the nineteenth century and give examples of how people exploited resources as the country became 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 in 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.



VANGUARD COLLEGIATE
OF INDIANAPOLIS

Attachment 6

School Calendar and Schedule

Attachment 6: Provide the school’s proposed calendar for the first year of operation, as well as the weekly schedule of classes, which should include the following:

- a. An overview of academic and non-academic programs
 - b. The total number of instructional days in an academic year
 - c. The length of the school day, including start and dismissal times.
 - d. The number of instructional hours/minutes in the day for core subjects such as language arts, mathematics, science, and social studies.
-

Vanguard Collegiate of Indianapolis’s extended school day and year model is driven first and foremost by our mission of ensuring students achieve academic success, and thus, subsequent life success. We provide 185 days of instruction annually, and our school calendar will operate on a trimester schedule.

2018-2019 School Calendar

Vanguard Collegiate is designed based on the best practices of proven school models serving a similar demographic to that of the Westside of Indianapolis. Across the board, these high-performing urban public schools employ an extended day and year school model. Sharing similar beliefs that all students can and will achieve, Vanguard Collegiate will have a total of 185 school days annually.

The first day of school is August 1, 2018, and the last day of instruction is May 31, 2019. We will observe the following holidays: Labor Day, Martin Luther King, Jr. Day, Presidents’ Day, and Memorial Day. The calendar also provides days off for Fall Break, Thanksgiving, Winter Break, and Spring Break.

Frequent, Rigorous Assessments

To ensure we are reaching the high achievement bar to which we aim, Vanguard Collegiate of Indianapolis will administer regular assessments to gauge student progress and mastery in all content areas. In addition to the state-required **ISTEP+** students will take mid and end of trimester **Interim Assessments, Final Exams**, and the **NWEA MAP** at the start, middle, and close of the year. The data from these assessments will measure student progress towards mastery of grade level standards. By analyzing this data, teachers can strategically plan remediation, both individual student, small group and whole group, to support this critical student mastery.

Family Engagement

A strong school and family partnership is critical for student success in school. Vanguard Collegiate is committed to engaging with families regularly to share information regarding the school and effectively communicate student progress. During July, we host two **Family Orientation** nights, as well as a **Back to School Night** in August. These events share school policies and procedures as well as acclimate families to their child’s schedule and classes. At the end of the first and second trimesters, **Trimester Conferences** are held, where families meet with teachers and receive their child’s report card. At the end of each year, Vanguard Collegiate will host a school **Open House** to share both celebrate academic achievement and outline areas of growth for the upcoming school year.

Professional Development

Expectations for consistent and accountable school culture, instruction at the absolute highest level, and regular analysis of rigorous assessment data require methodical development of staff. To that end, Vanguard Collegiate will provide fifteen (15) days of **Summer Professional Development**, eleven (11) days of school year Professional Development, including 5 **Data Days** and 6 days focused on school culture and instruction. Additionally, Vanguard Collegiate holds an abbreviated day every Friday, where student dismissal is at 2:00pm, allowing for two hours of weekly professional development. The 2018-2019 Annual Calendar can be found in **Figure 6.1**.

Figure 6.1: 2018-2019 Calendar

Vanguard Collegiate of Indianapolis 2018-2019 Academic Calendar														Key:	
July 2018							August 2018							Staff PD Days	
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Report Card Conferences	
1	2	3	4	5	6	7				1	2	3	4	Saturday Academy	
8	9	10	11	12	13	14	5	6	7	8	9	10	11	Family Orientation	
15	16	17	18	19	20	21	12	13	14	15	16	17	18	Summer School	
22	23	24	25	26	27	28	19	20	21	22	23	24	25	MAP Testing	
29	30	31					26	27	28	29	30	31		End of Trimester	
Instructional Days: 0							Instructional Days: 22							State Testing	
September 2018							October 2018							Interim Assessments	
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	School Holidays	
						1		1	2	3	4	5	6	Back to School Night/Open House	
2	3	4	5	6	7	8	7	8	9	10	11	12	13	Final Exams	
9	10	11	12	13	14	15	14	15	16	17	18	19	20	First/Last Day of School	
16	17	18	19	20	21	22	21	22	23	24	25	26	27	Important Dates:	
23	24	25	26	27	28	29	28	29	30	31				July 17-19: Family Orientation	
30							Instructional Days: 19							Aug 1: First Day of School	
Instructional Days: 18							November 2018							Aug 7-9: NWEA MAP Testing	
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Aug 14: Professional Development, No Students	
				1	2	3							1	Aug 28: Back to School Night	
4	5	6	7	8	9	10	2	3	4	5	6	7	8	September 3: Memorial Day	
11	12	13	14	15	16	17	9	10	11	12	13	14	15	September 11-13: Interim Assessments	
18	19	20	21	22	23	24	16	17	18	19	20	21	22	September 14: Professional Development	
25	26	27	28	29	30		23	24	25	26	27	28	29	October 13 and 27 - Saturday Academy	
Instructional Days: 18							December 2018							October 17-19 - Fall Break	
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	October 23-25: End of Trimester 1 Assessments	
													1	October 29 - Professional Development, No Students	
4	5	6	7	8	9	10	2	3	4	5	6	7	8	Nov 2: End of Trimester 1	
11	12	13	14	15	16	17	9	10	11	12	13	14	15	November 3 and 17 - Saturday Academy	
18	19	20	21	22	23	24	16	17	18	19	20	21	22	Nov 6 & 7: Report Card Conferences	
25	26	27	28	29	30		23	24	25	26	27	28	29	November 21-23 - Thanksgiving Break	
Instructional Days: 18							January 2019							November 26 - Professional Development	
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	December 1 and 15 - Saturday Academy	
														December 11-13: Interim Assessments	
4	5	6	7	8	9	10	2	3	4	5	6	7	8	December 20 - January 1 - Winter Break	
11	12	13	14	15	16	17	9	10	11	12	13	14	15	January 2 - Professional Development	
18	19	20	21	22	23	24	16	17	18	19	20	21	22	January 8-9: NWEA MAP Testing	
25	26	27	28	29	30		23	24	25	26	27	28	29	January 21: MLK Day	
Instructional Days: 19							February 2019							January 22: Professional Development	
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	February 12-15 - End of Trimester 2 Assessments	
														February 18 - President's Day	
4	5	6	7	8	9	10	2	3	4	5	6	7	8	February 19 - Professional Development	
11	12	13	14	15	16	17	9	10	11	12	13	14	15	February 27-28 - ISTEP	
18	19	20	21	22	23	24	16	17	18	19	20	21	22	March 5-7 - ISTEP	
25	26	27	28	29	30		23	24	25	26	27	28	29	March 9 and 16 - Saturday Academy	
Instructional Days: 19							March 2019							March 12 and 13: Report Card Conferences	
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	March 25-29: Spring Break	
														April 1: Professional Development	
4	5	6	7	8	9	10	3	4	5	6	7	8	9	April 9-11: Interim Assessments	
11	12	13	14	15	16	17	10	11	12	13	14	15	16	April 13 and 20: Saturday Academy	
18	19	20	21	22	23	24	17	18	19	20	21	22	23	April 24-26: ISTEP	
25	26	27	28	29	30		24	25	26	27	28			May 1-3: ISTEP	
Instructional Days: 16							April 2019							May 20-22: NWEA MAP Testing	
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	May 28-30: Final Exams	
														May 31: Last Day of School	
4	5	6	7	8	9	10	7	8	9	10	11	12	13	June 3-4: Professional Development	
11	12	13	14	15	16	17	14	15	16	17	18	19	20	June 6-14 Summer Academy	
18	19	20	21	22	23	24	21	22	23	24	25	26	27	Days of Instruction: 185	
25	26	27	28	29	30		28	29	30					Days of PD: 26	
Instructional Days: 22							May 2019								
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat		
4	5	6	7	8	9	10	2	3	4	5	6	7	8		
11	12	13	14	15	16	17	9	10	11	12	13	14	15		
18	19	20	21	22	23	24	16	17	18	19	20	21	22		
25	26	27	28	29	30		23	24	25	26	27	28	29		
Instructional Days: 22							June 2019								
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat		
4	5	6	7	8	9	10	2	3	4	5	6	7	8		
11	12	13	14	15	16	17	9	10	11	12	13	14	15		
18	19	20	21	22	23	24	16	17	18	19	20	21	22		
25	26	27	28	29	30		23	24	25	26	27	28	29		
Instructional Days: 22							June 2019								
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat		
4	5	6	7	8	9	10	2	3	4	5	6	7	8		
11	12	13	14	15	16	17	9	10	11	12	13	14	15		
18	19	20	21	22	23	24	16	17	18	19	20	21	22		
25	26	27	28	29	30		23	24	25	26	27	28	29		
Instructional Days: 22							June 2019								
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat		
4	5	6	7	8	9	10	2	3	4	5	6	7	8		
11	12	13	14	15	16	17	9	10	11	12	13	14	15		
18	19	20	21	22	23	24	16	17	18	19	20	21	22		
25	26	27	28	29	30		23	24	25	26	27	28	29		
Instructional Days: 22							June 2019								
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat		
4	5	6	7	8	9	10	2	3	4	5	6	7	8		
11	12	13	14	15	16	17	9	10	11	12	13	14	15		
18	19	20	21	22	23	24	16	17	18	19	20	21	22		
25	26	27	28	29	30		23	24	25	26	27	28	29		
Instructional Days: 22							June 2019								
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat		
4	5	6	7	8	9	10	2	3	4	5	6	7	8		
11	12	13	14	15	16	17	9	10	11	12	13	14	15		
18	19	20	21	22	23	24	16	17	18	19	20	21	22		
25	26	27	28	29	30		23	24	25	26	27	28	29		
Instructional Days: 22							June 2019								

Daily Schedule

Vanguard Collegiate’s school day is from 7:30am – 4:30 pm Monday through Thursday, with a 2:00pm dismissal each Friday to allow time for staff Professional Development. Student arrival and breakfast take place from 7:30 am-7:50 am, which is when Morning Motivation begins. Promptly at 8:00 am, academic classes begin. Monday through Thursday, students have 160 minutes of literacy daily including a 50-minute Reading class, a 50-minute writing class, and 60-minutes for Reading Power Hour. They also have extended



time for mathematics, with and 110 minutes each day, including a 50-minute math class and a 60-minute Math Power Hour. Students also have 50 minutes daily of Science, Social Studies, and their Co-Curricular Class. Co-curricular courses are 50 minutes daily, Monday-Thursday and include once-weekly Physical Education, and Coding (First Trimester), Critical Thinking (Second Trimester), or Fine Arts (Third Trimester) three times per week. Tutoring is offered daily in the last period of the school day. On Fridays, students have Reading, Writing, Math, Science, and Social Studies each for 50 minutes.

There are snack and restroom breaks twice daily (morning and afternoon) to ensure students are well-nourished over the day and are able to take strategic bathroom breaks as to not disrupt instruction. There are no transition periods because our model requires students remain in their classroom(s) and teachers to rotate. During the 30-minute daily lunch, there will also be homework club - a study time scheduled for students to complete missing or incomplete homework, and detention for students who have demonstrated violations to our core values as outlined in **Attachment 8: Discipline Policy**. **Figure 6.2** provides the weekly schedule for grade 5, and **Figure 6.3** provides the weekly schedule for grade 6.

Figure 6.2: Sample Weekly 5th Grade Schedule

5 th Grade Schedule					
Monday - Thursday			Friday		
Morehouse 5		Indiana University 5	Time	Morehouse 5	Indiana University 5
7:30	Arrival, Breakfast, Morning Routines	Arrival, Breakfast, Morning Routines	7:30	Arrival, Breakfast, Morning Routines	Arrival, Breakfast, Morning Routines
7:50	Morning Motivation	Morning Motivation	7:50	Morning Motivation	Morning Motivation
8:00	Reading	Math	8:00	Reading	Math
8:50	Reading Power Hour	Math Power Hour	8:50	Writing	Science
9:50	Morning Break	Morning Break	9:40	Morning Break	Morning Break
10:00	Social Studies	Writing	9:50	Social Studies	Writing
10:50	Science	Reading	10:40	Math	Social Studies
11:40	Lunch/Recess	Lunch/Recess	11:30	Lunch/Recess	Lunch/Recess
12:10	Math Power Hour	Reading Power Hour	12:00	Science	Reading
1:10	Writing	Social Studies	12:50	Tutoring	Tutoring
2:00	Afternoon Break	Afternoon Break	1:30	Community Circle	Community Circle
2:10	Math	Physical Education	2:00	Dismissal	Dismissal
3:00	Physical Education	Science	Staff Professional Development		
3:50	Tutoring	Tutoring	ELA Daily Minutes		
4:30	Dismissal	Dismissal	160		
Math Daily Minutes			ELA Daily Minutes		
110			100		
Science Daily Minutes			Math Daily Minutes		
50			50		
Social Studies Daily Minutes			Science Daily Minutes		
50			50		
Social Studies Daily Minutes			Social Studies Daily Minutes		
50			50		

Figure 6.3: Sample Weekly 6th Grade Schedule

6 th Grade Schedule					
Monday - Thursday			Friday		
Florida State 6		Spelman 6	Time	Florida State 6	Spelman 6
7:30	Arrival, Breakfast, Morning Routines	Arrival, Breakfast, Morning Routines	7:30	Arrival, Breakfast, Morning Routines	Arrival, Breakfast, Morning Routines
7:50	Morning Motivation	Morning Motivation	7:50	Morning Motivation	Morning Motivation
8:00	Social Studies	Science	8:00	Social Studies	Reading
8:50	Reading Power Hour	Math Power Hour	8:50	Writing	Math
9:50	Morning Break	Morning Break	9:40	Morning Break	Morning Break
10:00	Reading	Coding	9:50	Math	Writing
10:50	Writing	Social Studies	10:40	Reading	Science
11:40	Lunch/Recess	Lunch/Recess	11:30	Lunch/Recess	Lunch/Recess
12:10	Math Power Hour	Reading Power Hour	12:00	Science	Social Studies
1:10	Math	Reading	12:50	Tutoring	Tutoring
2:00	Afternoon Break	Afternoon Break	1:30	Community Circle	Community Circle
2:10	Science	Writing	2:00	Dismissal	Dismissal
3:00	Coding	Math	Staff Professional Development		
3:50	Tutoring	Tutoring			
4:30	Dismissal	Dismissal			
ELA Daily Minutes			ELA Daily Minutes		
160			100		
Math Daily Minutes			Math Daily Minutes		
110			50		
Science Daily Minutes			Science Daily Minutes		
50			50		
Social Studies Daily Minutes			Social Studies Daily Minutes		
50			50		



VANGUARD COLLEGIATE
OF INDIANAPOLIS

Attachment 7

Enrollment Policy

Attachment 7: 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.

Vanguard Collegiate will open August 1, 2018 with 60 5th grade students and 60 6th grade students and will add one grade level at a time, until it has reached full enrollment of 480 total students in grades 5-8. In our inaugural year, we will enroll 60 students split between 5th and 6th grade to ensure we are able to hit our enrollment targets. In year 2 and beyond, our entry point grade 5 will enroll 120 new students each year. Using a slow growth model allows the school to strategically indoctrinate students into the culture, processes and procedures, and academic rigor necessary for their academic and behavioral success at and beyond Vanguard Collegiate. The school will be divided into two academies, the Lower Academy will include 5th and 6th grade, and the Upper Academy will include 7th and 8th grade. This Academy structure allows us to focus on implementation of a strong college preparatory curriculum with a focus on ensure all students are on grade level by the time they reach 7th grade, thus truly shifting our focus to critical and analytical thinking.

Enrollment Plan. Vanguard Collegiate’s enrollment plan can be found below in **Figure 7.1**. Included in the enrollment plan are number of students we will enroll for the first five years of school operation, as well as, the anticipated percentage of enrolled ELL, SPED and SNAP/TANF/Foster Care youth.

Figure 7.1: Enrollment Plan

Vanguard Collegiate Enrollment Plan								
ACADEMIC YEAR	5	6	7	8	TOTAL	% ELL	% SPED	SNAP, TANF or Foster Care
2018-2019	60	60	0	0	120	10%	10%	99%
2019-2020	120	60	60	0	240	10%	10%	99%
2020-2021	120	120	60	60	360	10%	10%	99%
2021-2022	120	120	120	60	420	10%	10%	99%
2022-2023	120	120	120	120	480	10%	10%	99%

We anticipate, based on averages of local schools, a 7-10% attrition rate annually and will back fill all seats as required by Indiana State law.

Figure 7.2 displays the number of planned classes for each academic year. We will have a total of 4 classes in our first year of operation, growing to 16 when we reach full enrollment in 2022.

Figure 7.2: Planned Number of Classes

Planned Number of Classes					
ACADEMIC YEAR	5	6	7	8	TOTAL
2018-2019	2	2	0	0	4
2019-2020	4	2	2	0	8
2020-2021	4	4	2	2	12
2021-2022	4	4	4	2	14
2022-2023	4	4	4	4	16

Pre-Admissions Activities.

In alignment with our belief that strong partnerships with parents support with student academic achievement, and with a deep commitment to being full enrolled from the first day of school, Vanguard Collegiate holds a number of pre-admissions activities. Attendance in these events is voluntary and will not impact student admission to the school. Pre-Admission Activities are outlined below in **Figure 7.3**.

Figure 7.3 Pre-Admission Activities

Event Type	Description	Anticipated Dates
Tabling	Staff and volunteers will engage in recruiting opportunities outside of organizations and local businesses. They will share flyers of information regarding Vanguard Collegiate and collect parent contact information. Target locations will be near the school and events that capture large crowds from/around the school's target area.	Beginning May 2017
Canvassing	Vanguard Collegiate staff and volunteers will door knock and canvass throughout high-traffic areas of the community (parks, grocery stores, libraries) to share information regarding Vanguard Collegiate	April 2017
Community Events	Vanguard Collegiate will have a presence at events sponsored by local neighborhood organizations to help spread awareness regarding Vanguard Collegiate and to collect family contact information	Beginning May 2017
In-Home Orientations	The Head of School will meet with the family of each student the spring and summer prior to opening. The goal of these meetings is to welcome families to Vanguard Collegiate, explain Vanguard Collegiate's Policies and Procedures, and answer questions families may have.	Spring 2018

Admissions Requirements: In compliance with Indiana Code 20-24-5-4, Vanguard Collegiate will establish open-enrollment policies and procedures that allow for open-enrollment for any age and grade appropriate applicant who resides in Indiana and who submits a timely application.

We will provide equal opportunities such as admissions and educational services to all students regardless of race, color, national origin, gender, age, disability, sexual orientation, family situation(s), religion, political affiliation, or veteran status in its educational programs and activities. All complaints or allegations of discrimination should be immediately submitted in writing to the Vanguard Collegiate of Indianapolis Executive, Robert Marshall. Should the number of applicants exceed available seats, then Vanguard Collegiate will adhere to Indiana Code 20-24-5-5² and employ a random lottery system in a public meeting no more than two weeks after our enrollment application deadline.

Lottery Procedures.

Pursuant to IC 20-24-5-52, should the number of applicants exceed the number of available seats, we will hold a random drawing in a public meeting for student enrollment two weeks after the application deadline. The lottery will be governed by the following principles:

- All students who have submitted a formal application prior to the deadline will be allowed to enter the lottery. In 2018, this date is March 5.
- All students drawn in the public lottery will receive an offer for a seat in the school until all available entry grade seats are filled.
- Students who are drawn after all seats are filled will be added to an ordered wait list, and will come off the wait list once seats become available in the order they are listed.

- Applicants who are siblings will be entered into a separate lottery by grade and drawn before non-sibling applicants for that grade. Sibling preference is designed to ensure that all students within a family are able to, if desired, attend the same school.
- The lottery will be conducted within two weeks of the application deadline. In 2018, the lottery will occur on March 19 at a location to be determined but accessible by all.

Preference in the lottery will be given to students currently attending Vanguard Collegiate and siblings of students currently attending Vanguard Collegiate.

Timeline. Figure 7.4 exhibits the Year 1 Vanguard Collegiate enrollment process timeline.

Figure 7.4: Year 1 Enrollment Timeline

Date	Enrollment Action
September 1, 2017	Applications become available
March 5, 2018	Application window closes at 6:00pm
March 19, 2017	Public lottery hosted (if necessary)
March 23, 2018	Enrollment results mailed to families
April 2, 2018	Submission deadline for enrollment packet

Waitlist, Re-enroll, Transfers. Waitlisted students may also gain admission should a seat become available due to a student withdrawal and/or expulsion. All non-lottery winners will be automatically added to the waitlist. Applicants will be notified of their waitlist position no later than one week after the lottery. Waitlisted students will be offered enrolled when an open seat becomes available. At which point, they have two weeks from notification to formally reply with their intent to enroll/not enroll and submit their complete enrollment packet (school enrollment application, birth certificate, proof of address, and medical/immunization records). Failure to meet the deadline would result in forfeiture of the child’s seat within the school, which will be offered to the next student on our waitlist. This process will continue until either the seat is filled or the waitlist is exhausted.

Withdrawn students attempting to re-enroll will be placed at the last available seat on the waitlist order. If a seat is available, the withdrawn students may re-enroll and fill that empty seat. The same is true for transfer students.



VANGUARD COLLEGIATE
OF INDIANAPOLIS

Attachment 8

Student Discipline

Attachment 8: 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 the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively.
- c. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings.
- d. A description of the appeal process that the school will employ for students facing expulsion.
- e. How students and parents will be informed of the school's discipline policy.

Discipline Practices. Vanguard Collegiate will create and maintain a safe, structure, joyous, and academically challenging school environment. Rooted in our school's core values, our discipline policy is consistent, sets clear expectations, fosters community, and protects instructional time. Our policy is in compliance with applicable laws and regulations. It will be implemented with fidelity to ensure the success of our scholars.

In our highly structured school environment, we hold students accountable to our expectations while simultaneously developing an achievement-oriented student community. Teachers plan engaging lessons and use school wide-systems and procedures to maximize instructional time and minimize confusion. Together, our staff place the highest value on student achievement and show students the path to success. We create a community where students learn and engage with difficult material, and where parents are our partners. We communicate frequently with families, reporting successes and challenges. The school staff enlists parents' help in modifying student behavior. We believe in a community where students know what is expected of them, using structure and predictability to allow students to feel comfortable, safe, protected, and included. This sense of community will come from showing and earning respect, and being firm and positive, even when issuing consequences.

Positive Discipline.

In the first week of school, students will be explicitly taught and oriented to the culture, systems, and routines of Vanguard Collegiate. After the first week, these systems will be continuously reinforced and closely monitored by staff—both in classrooms as well as throughout our space, as to protect the integrity of instructional time. At each weekly community meeting, students will recite the school values and be recognized as individuals and classrooms for their ability to practically apply them. To establish a joyful culture, we consistently celebrate students who demonstrate our core values both in the classroom and during Community Circle, which encourages all students to demonstrate the values regularly.

Individual Level Discipline. Our individual discipline system is based on student choice. Students can choose to follow the rules and abide by our core values, or they can choose to violate the rules, and therefore, receive a consequence. Vanguard Collegiate will implement a "Paycheck" system, modeled after that of BES school Intrepid College Prep in Nashville, TN and Uncommon School Roxbury Prep in Boston, MA. Within the school's token economy, students can earn "dollars" for demonstrating our core values, and "deductions" for violating the rules. If a student supports another student prepare for an upcoming assessment by studying flashcards during lunch, they would earn a "dollar" for Responsibility. If a student calls out in class without raising his or her hand, they would receive a "deduction." This system supports scholars to internalize and demonstrate our values by focusing on small behaviors, which decreases the frequency of larger student misbehaviors. Each week, students begin with 50 dollars in their paycheck, and if they earn a minimum of \$35 by the end of the week, they are celebrated during our weekly Community Circle. If they earn below a \$35 by the end of the week, they serve lunch detention on Friday. This system also supports students to understand the basics of a bank system, and all dollars and deductions have no actual monetary value.

Figure 8.1 displays examples of infractions, earning/losing dollars, and connects them to a school value.

Figure 8.1: Paycheck System Examples

Action	Earn/Loss of Dollars	Value
Failure to comply with direction	Loss of Dollars - (i.e.- Teacher’s response would be “-1 dollar. Please move with urgency next time.”)	Discipline
Student does not bring class novel and is unprepared for class	Loss of Dollars - (i.e.- Johnny, -1 dollar, having all materials for class is necessary to be learning.	Responsibility
Student answers cold call question correctly, uses scholarly language in his/her response, and provides sufficient evidence to support their response.	Earning Dollars - (i.e. – Teacher says, “Strong use of academic language, Johnny. That’s +2 dollars.)	Mastery

On the final Friday of the month, students can spend the dollars they have collected at the school point store. The store will contain items like specialty pens/pencils, stickers, notebooks, extra uniform components, Nike Elite socks, special snacks, etc. At the end of each trimester, if a student has an average of \$65 or more on their weekly paycheck, they become eligible to purchase membership into a positive behavior club. Membership is tiered with Silver, Gold, and Platinum membership—each coming with their own specific benefits. For example, at Silver, a student can be at the front of the line. At Gold, students receive a special snack once per week. At Platinum, a student is given first preference for special opportunities offered to students such as free tickets to see the Indiana Pacers. To maintain membership, students must keep a minimum average of \$65 dollars, and pay their “Monthly Dues” of \$50. This ensures incentivized high levels of sustained positive behavior.

Classroom Level Discipline. Each classroom will have a wall tracker for the overall academic and behavior of the class with three cards: (1) Professional – followed directions, sat straight up in class/tracked the speaker/ask and answer questions/respect the community, transitioned silently, and used appropriate language and/or voice volume; (2) Unprofessional – multiple infractions, improper language and/or voice volume, disengaged from lesson, and disrespect towards self, peers or teachers; (3) Neutral – met basic expectations. Classes with 90% or more courses completed with a “professional” ranking will be rewarded with a combination of but not limited to the following options: Recognition at community meeting, classroom trips, special classroom meals, guest speakers.

All classroom behavior will be using the Kickboard system daily by respective teachers and both weekly and monthly by the school leadership team. Teachers are trained on least invasive discipline methods in general and the following four specifically:

- Positive framing/narration – This tool is used by explicitly and publicly stating the positive and desired behaviors a teacher wants to see from students when one or more meets the expectation. For example: A teacher gave a directive to write two reflective sentences on a text the class read as a group. The teacher would then say, “I love the way Katri is working diligently. She must have learned a lot from the reading. I cannot wait to hear everyone’s thoughts.”
- Whole group redirections – This tool allows teachers to not escalate situation(s) by alienating a student for a poor behavior decision. An example would be, “Now, we are all reading our DEAR books.”
- 100% - This tool ensures total engagement in class, which eliminates opportunities for poor behavior choices. If a teacher asked a question concerning the lesson that he/she believes all

students should know, then he/she would say, “I should see ALL of our college-bound hands raised for this question.” If he/she still has non-compliant students, then they would say, “I am waiting on (insert number of students) scholars.” If no compliance, then a teacher could ask for all hands down, remind students how/why they should know the answer, and allow them to confer with a shoulder partner. During the shoulder partner time, the teacher may have an opportunity to check-in/conference with the non-compliant student to first and foremost check for understand and secondly reiterate the expectation. Lastly, the teacher would we re-start by giving the original question and expectation.

- Proximity – When giving group redirections and commanding 100%, an effective tool for teachers is to physically move to or towards the space of the non-compliant student. The movement should be non-threatening. However, there presence is meant to drive inaction into action.

Behavior Continuum and Implications. At Vanguard Collegiate, by focusing on the smaller behaviors, larger, we lower the probability and frequency of more serious infractions happening. For example, having a pencil sharpening procedure protects instructional time by eliminating the opportunity for a student to disrupt peers on his/her way to sharpen the pencil. Sweating the small details allows staff members to stop behaviors from escalating into larger concerns, as outlined with examples of deductions. We take larger infractions seriously and in accordance with all Indiana State Laws. Examples of serious infractions include but are not limited to disrespect, disruption to instruction, fighting, and cheating. Attendance violations such as excessive tardiness or absenteeism are also considered serious violations. Theft and the use of alcohol, controlled substances and/or tobacco are explicitly prohibited. The Dean of Culture leads the system for dealing with escalated behaviors. The consequence levels and associated behaviors can be found in **Figure 8.2.**

Figure 8.2: Consequence Level Behavior Examples

Consequence Level	Behavior	Paycheck
Deduction	<ul style="list-style-type: none"> • Student keeps writing when directed to put pencil down • Student blurts out answer to a question instead of raising his/her hand • Student stops working and plays with pencil after being directed to stay on task • Student materials are not ready for class 	-\$1
Detention	<ul style="list-style-type: none"> • Rolling eyes after redirected • Chewing gum in class • Complying after disagreeing with teacher’s directive • Student staring at teacher rather than complying with directive • Student refusing to make eye contact with teacher • Slamming a book shut after being asked to close a book • Laughing at another student’s answer 	-\$5
Suspension	<ul style="list-style-type: none"> • Fighting, hitting, or physical aggression toward another student • Bullying or intimidating another student • Physical aggression towards teacher, staff member, or other adult at school • Inappropriately touching other students (private areas etc.) • Taking or attempting to take money or property from another student or adult that does not belong to them. • Constant disruptive behavior or continued / willful disobedience • Excessive disrespect • Habitually coming to school unprepared 	-\$25

	<ul style="list-style-type: none"> • Harassment or violent threats • Open defiance to 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 school and leadership. 	
--	---	--

Suspensions

Serious breaches in discipline policy or behavior that creates a consistent classroom disruption or jeopardizes student or staff safety can result in a suspension for 1-3 days. Suspension determinations are made by the Head of School and Dean of Culture (as hired). The Head of School holds the right to extend a suspension beyond three days after discussing a student incident or incidents with school staff. The Board of Directors will be notified of all suspensions lasting longer than three days. In all instances of suspensions, parents or guardians will be informed via phone and letter stating the incident and duration of suspension. The students’ family would be required to attend an in-person conference with a member of the school leadership team before the student would be allowed to return to school. Causes of suspension are outlined above in **Figure 8.2**. For escalated behaviors, in-school-suspension is the preferred option over out of school time. Should a student display behavior that warrants an out-of-school suspension, that student will still be required to make complete any missed assignments, presentations, or exams in a timeframe reflective of the length of the suspension.

Expulsions. 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. Vanguard Collegiate deems the following behaviors 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.

Appeals. A family whose student is expelled under the due process under Indiana state law, has an opportunity to appeal the initial decision made by the school (subject to legal review and Board approval):

- Written notification of expulsion to the parent/guardian within 24 hours
- Families have five (5) days to file an appeal orally or in writing within five (5) days of receipt of the notice of expulsion
- Absent a timely request for appeal, the decision of the Head of School will be final.
- Appeal filed with the Board of Directors with a hearing to be held no later than 10 days after the beginning of the expulsion.
- The Board of Directors decide (upholding or dismissing)
- The Board of Directors decision is final.

Notification. Prior to school starting, at each in-home orientation, families will review, discuss, and sign the school discipline policy. Weekly throughout the school year, students and parents will receive student behavior reports that will include dollars earned, dollars deducted, rationale and teacher initials for both, the cumulative amount of dollars, and an attached note indicating correction action to be taken or rewards to be received. Based upon the content of these reports, parents will receive a positive phone call from school leadership and/or a teacher. Additionally, should a student exceed the threshold for total dollars lost in the timespan, then a mandatory conference involving the student, parent, teacher, and a member of the school leadership team will take place. Students may also be assigned detention. For homework infractions, 5th and 6th grade students will be assigned to homework club during the recess period. More than two

infractions within any one week's time will result in a loss of dollars and subsequent detention. Parents of a student who is placed on suspension will be notified prior to the start of the suspension and must attend a conference prior to the student's return.

Discipline and Special Education Students

In the case of a special education student, or a student who receives 504 accommodations, Vanguard Collegiate will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the Head of School will convene a review committee to determine whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 Plan. If it is determined that the student's misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavior intervention strategies were in effect and consistent with the students IEP, the student may be expelled.

Appealing an Expulsion. A student who is expelled will be subject to due process under Indiana state law. At Vanguard Collegiate, that due process will be as follows (subject to legal review and Board approval):

- The Head of School will give written or actual notice of the expulsion to the parent/guardian within 24 hours, including giving notice that the parent/guardian or student has five (5) days to file an appeal.
- All appeals must be filed, orally or in writing, within five (5) days after receipt of the notice of expulsion.
- The parent/guardian, the student or a teacher requested by the student can appeal the decision.
- Absent a timely request for appeal, the decision of the Head of School will be final.
- The appeal will be filed with the Governing Board of Directors. The hearing will be held no later than 10 days after the beginning of the expulsion. Notice of the time and place of the hearing will be provided to the parent/guardian, the student, the Head of School and a teacher who chooses to file an appeal.
- The Governing Board of Directors may affirm the decision of the Head of School, order removal of the expulsion unconditionally or upon such terms and conditions as it deems reasonable. The action of the Governing Board of Directors is final.

Vanguard Collegiate of Indianapolis believes that a highly structured school culture with supports, routines, high expectations and joy lead to high student achievement even in the most academically rigorous environments. We believe that a strong culture must be rooted in a values system. For it to make a strong impact on student achievement, students and staff must internalize it. Most importantly, staff must consistently uphold those values and expectations—executing on the subsequent system with fidelity.



VANGUARD COLLEGIATE
OF INDIANAPOLIS

Attachment 9
Evidence of Support from
Community Partners

Attachment 9: Provide evidence of demand from the community, evidence of community engagement, and evidence of support from community partners, which should include a summary of the following:

- a. Documentation of public forums held
- b. Meetings with community leaders (e.g., mayors, council members, neighborhood leaders)
- c. Letters of intent and/or memoranda of understanding
- d. Specific resources to be committed or contributed from partner(s)
- e. A detailed plan to accomplish successful community engagement during the school’s pre-opening period and leading into the school’s first year.

Since August of 2016, Vanguard Collegiate’s founding team has worked to connect with the community in the Haughville and the city at large. **Figure 9.1** displays the community events we have attended/participated in, as well as, the community members we met with to discuss our proposed school and our vision for this community’s students.

Figure 9.1: Community Engagement Meetings – Evidence of Community Demand

Community Member Engagement		
Name	Organization	Date
Barrato Britt	EDFit	11/2/16
Amy Mary Chalmers	Indianapolis Neighborhood Resource Center (INRC)	2/20/17
Amy Conrad-Warner	Indiana University Purdue University Indianapolis	2/10/17
Myron Duff	Indiana University Purdue University Indianapolis	3/2/17
James Duke	Indiana University Health	2/14/17
Emory Edwards	EDFit	9/13/16
Melvin Graham	Made by Munsters	9/21/16
Jim Grimm	Indiana University Purdue University Indianapolis	2/7/17
Julian Harrell	Faegre Baker Daniels	9/13/16
Martha Henn	River West Great Place & Near West Quality of Life Convener	11/21/16
Manny Hereg	Lewis Kappes	10/28/16
Tremayne Horne	Indianapolis Children’s Museum	11/21/16
Mali Jeffers	Mosaic City	9/20/16
Clete Ladd	Kindezi Academy	2/13/17
Nancy Mobley	Haughville Public Library	2/15/17
Representative Justin Moed	Indian House of Representatives	2/15/17
Ruth Morales	Mayor’s Office	2/6/17
Steven Morris	Hawthorne Neighborhood Association	12/28/16
Elizabeth Odle	Mary Riggs Center	3/9/17
Adrienne Opp	Hawthorne Neighborhood Association	2/10/17
Vop Osili	City-County Council Member	12/1/16
John Otteson	Chase Bank	11/29/16
Ruth Rivera	Indiana Legislative Services	1/23/17
Vicki Rubio	Public Allies	3/7/17
Senator Greg Taylor	Indiana State Senate	3/7/17
Adrienne Slash	Leadership Indianapolis	9/19/16
Yuri Smith	Goodwill Industries/Global Prep Academy	11/3/16

Tonya Taylor	Goodwill Industries	12/6/16
Alexis Thomas	Indianapolis Leadership Educational Equity	3/1/17
Phil Votaw	Westside Community Development Corporation	11/21/17
Marshawn Wolley	Indiana University Purdue University Indianapolis	9/13/16
Raymond Young	Horizon Planning Group	9/22/16
Events		
Name	Organization	Date
Membership Meeting	100 Black Men of Indianapolis	9/10/17
Get on Board	Leadership Indianapolis	9/28/16
Mayor's Office Neighborhood of the Month Celebration	Hawthorne Neighborhood Association	
Neighborhood Association Meeting	We Care Neighborhood Association	11/21/16
Monthly Meeting	Westside Educational Task Force	2/22/17
TRU Dialogue: A Youth-led Forum	The Bloom Project	2/24/17
Taste of the Westside	George Washington High School Fundraiser	2/24/17
The Exchange Monthly Meeting	Indianapolis Urban League	3/6/17

Community Engagement Plan. Upon authorization, Vanguard Collegiate will continue community engagement through **Tabling** events where staff members and volunteers share information regarding Vanguard Collegiate at local organizations and businesses, **Canvassing** events both throughout high traffic areas of the community and door-to-door, and attendance at **Community Events** in the targeted neighborhoods. This community engagement will commence in the spring of 2017. Additionally, Vanguard Collegiate of Indianapolis will have a broad marketing approach to ensuring we are able to reach as many families and community members as possible. We will make appearances on local radio, take out advertisements in local newspapers and other print publications, and establish a strong social media presence. The goal is to build a network of supporters, including families within the 46208 and 46222 zipcodes.

Letters of Support. Vanguard Collegiate has received letters in support of the proposed school from a number of local leaders and businesses. They are found in the remainder of this attachment.



Big Brothers Big Sisters
of Central Indiana

2960 North Meridian Street
Suite 150
Indianapolis, IN 46208

317.921.2201
317.921.2202 (fax)

www.bebigforkids.org

March 23, 2017

Mr. James Betley
Indiana Charter School Board
143 West Market Street, Suite 300
Indianapolis, IN 46204

Dear Mr. Betley,

I am writing this letter in support of Vanguard Collegiate of Indianapolis, a proposed, tuition-free, college-preparatory, 5-8 school for the students and families of Indianapolis' Near Northwest side.

Through rigorous curriculum and high-quality instruction, provided within an invested and ambitious school community, Vanguard Collegiate will prepare all students in grades five through eight to thrive in high school and graduate from the college of their choice. The school is designed to help all students achieve academic success and to prepare them for the rigors of college. As the Chief Program Officer of Big Brothers Big Sisters of Central Indiana, I support Vanguard Collegiate as an educational option for families who reside in Haughville and its surrounding areas.

Additionally, I support the leadership of proposed School Leader, Robert Marshall. I have known Mr. Marshall for the past several years in his capacity at the Center for Leadership Development. Through his partnership with our agency, we were able to provide our mentor matches the opportunity to learn and grow from him and his staff. He understands the importance of education and is excited to share it with others.

Although our agency serves families throughout Marion County, 42208 and 46222 are two of our focus areas for service. Having another strong partner in the neighborhood, like Vanguard Collegiate, to provide additional opportunities and support to our families, would be a welcomed benefit.

Again, I support Vanguard Collegiate as a high-quality educational option. It is my hope that the school will be granted a charter to open in August 2018. If you have any questions, please do not hesitate to contact me.

Sincerely,

Amy Pomeranz Essley, MSW, MPA
Chief Program Officer
aessley@bbbbsci.org
317-472-3726



United Way agency

Think of the possibilities. **What will you start?**

start something™

Mr. James Betley
Indiana Charter School Board
143 West Market Street
Suite 300
Indianapolis, IN 46204

Mr. Betley:

I am writing this letter in support of Vanguard Collegiate of Indianapolis, a proposed, college-preparatory, serving the students and families of Indianapolis' Near Northwest side.

Vanguard Collegiate of Indianapolis seeks to empower and equip students to be successful in present and future phases of life. Vanguard Collegiate is poised to create a safe and positive learning environment that will prove to be academically challenging and community enriching. The school's values of Growth, Endurance, Discipline, Mastery, Integrity, Critical Thinking and Responsibility not only speak to a place of learning but instill key values that will aid in continued success upon leaving the school. With a rigorous curriculum and high-quality instruction, Vanguard Collegiate will prepare all students in grades five through eight to thrive in high school as well as attend and graduate college. As a Therapeutic Care Specialist with Adult and Child Health, I work with students daily who would benefit from the structure, discipline and direction the school is heading. It is because of these values and principles that I support Vanguard Collegiate as an educational option for families who reside on the Near Northwest side of Indianapolis.

Additionally, I support the leadership of proposed School Leader, Robert Marshall. I have known him for 20 years. I can attest to his commitment to founding and leading a school for students and families of Indy's Near Northwest side. Robert is dedicated to the success of young people and has a desire to see all young people fully educated and afforded similar academic experiences. Robert sets the bar high for his students and staff and aids them in reaching the expectation. His experience, training, vision for the school, passion, and experience in urban settings make him uniquely qualified to lead Vanguard Collegiate.

Again, I support Vanguard Collegiate as a high-quality educational option. It is my hope that the school will be granted a charter to open in August 2018. If you have any questions, please do not hesitate to contact me.

Sincerely,



Rev. Anita M. Cobb
Therapeutic Care Specialist
Adult and Child Health



INDIANA UNIVERSITY FOUNDATION

3/20/2017

Indiana Charter School Board
143 West Market Street
Suite 300
Indianapolis, IN 46204

To Whom It May Concern:

I am enthusiastic and humbled to be writing a letter of support for Robert Marshall as he embarks on his mission to make a transformative impact on the Near Northwest Side community through his tuition-free, collegiate-preparatory school, Vanguard Collegiate of Indianapolis.

I am confident that through Robert's leadership, all students from Vanguard Collegiate will not only graduate from college, but also achieve in every field of human endeavor. Vanguard Collegiate will indeed help close the achievement gap by thoroughly helping students attain academic success while also preparing them for the rigors of college life. As the Senior Associate Director of Regional Development at the Indiana University Foundation, I give Robert Marshall and Vanguard Collegiate my unwavering support as an educational option for scholars who reside in Haughville and its surrounding areas.

Additionally, I have known Robert for 20 years, and I am excited that he will bring the leadership that he displayed at the Center for Leadership Development, Boys and Girls Club, and the 100 Black Men to the youth of the Near Northwest Side community. His unique background and approach will certainly be impactful and game-changing to the scholars of Vanguard Collegiate.

Again, I support Vanguard Collegiate as a high-quality educational option, and it is my hope that the school will be given the opportunity to open in August 2018. If you have any questions, please do not hesitate to contact me at nicawill@iu.edu. Thank you.

Sincerely,

Nickolas Williams
Senior Associate Director of Regional Development
Indiana University Foundation
nicawill@iu.edu
317-809-6838

FOR ALL

The Indiana University **Bicentennial Campaign**



Indiana University Health

March 10, 2017

To Whom It May Concern:

My name is James Duke and I am writing this letter to support Robert Marshall, who I have known since he was in high school. I am also supportive of the charter application for Vanguard Collegiate of Indianapolis, a proposed public charter school in Indianapolis, IN.

I first met Robert when I worked for The Center for Leadership Development, Inc. The mission of the Center for Leadership Development is to foster the advancement of minority youth in Central Indiana as future professional, business and community leaders by providing experiences that encourage personal development and educational attainment. As a student in High School, he had strong aspirations of going to college and being a leader in his community. Robert focused on CLD's Principles of Success which are Character Development, Education Excellence, leadership Effectiveness, Community Service and Career Achievement.

I have watched Robert grow in maturity and civically as he matriculated through college, career and community involvement. He has always had a passion for giving back to his community through youth involvement and education. Be it in formal panel discussions or informal dialog among friends, Robert makes no apologies for strongly advocating for youth education and excellence!

As a Board Member of The 100 Black Men of Indianapolis, I immediately noticed a fire had been ignited when Robert was hired to lead our efforts in our public schools to narrow the gap of achievement for our elementary and middle school males in our Team Mentoring Program. That fire quickly spread and evolved into an obvious path to where he is now.

I was not surprised when I found out that Robert was accepted as a Building Excellent Schools (BES) Fellow. That falls right in line with the strategic course he has taken. I am familiar with the reputation of BES and the support of this organization will be critical to Robert's success as he opens Vanguard Collegiate of Indianapolis. I see Vanguard's potential as a leader and example of Discipline, Strategic Thinking and Quality Instruction. Indianapolis definitely needs strong sources of quality education for our students and I feel the Robert has the vision and capability to make that happen with Vanguard. The west side of Indianapolis will be blessed to have an educational institution like Vanguard Collegiate of Indianapolis to make quality education available to the community.

Feel free to contact me if you have any additional questions. I can be reached at jduke4@iuhealth.org or 317-250-7444.

Regards,

James A. Duke, Program Director, Supplier Diversity, IU Health



To Whom It May Concern,

I am writing this letter in strong support of charter application for Vanguard Collegiate of Indianapolis, a proposed 5th – 8th grade charter school in Indianapolis. I am also highly supportive of the proposed school's leader, Robert Marshall, and his commitment to making a difference for minority and under-served youth in Indianapolis.

I have had the pleasure of directly working with Mr. Marshall in numerous environments over the past 10 years and I have seen the passion and vision he has for working youth in the community. Through his leadership positions with 100 Black Men of Indianapolis, the Boys & Girls Club of Indianapolis, and the Center for Leadership Development, Mr. Marshall has developed programs and curricula to empower students to enact change in their community. Through his BES Fellowship, Mr. Marshall has analyzed over 30 high performing charter schools across the nation and has gained the tools and knowledge to successfully build and lead Vanguard Collegiate.

Vanguard Collegiate of Indianapolis exists to achieve its mission of instilling in its scholars the desire to dream big, the discipline to work hard, and the ability to think critically to achieve school and life success. Vanguard Collegiate will ensure that scholars are equipped for post-secondary and subsequent life success regardless of their race, socio-economic status, family educational level attainment, or zip code.

I am incredibly excited to support the charter application of Vanguard Collegiate and I look forward to the profound impact that Mr. Marshall and Vanguard Collegiate will have on students that become a part of its immediate community. I close this letter with great hope and desire that Vanguard Collegiate is granted a charter and open in the fall of 2018.

Sincerely

Emory Edwards
EdFit Indiana, Inc.
317.491.0420



FREEDOM PREPARATORY
ACADEMY

Shelby County Schools:
Office of Charter Schools
995 S. Lauderdale
Memphis, TN 38126

To Whom It May Concern,

I am writing this letter in strong support of Vanguard Collegiate of Indianapolis Charter School, a proposed 5 through 8 college-preparatory school for the students and families of Indianapolis. I am confident Vanguard Collegiate will serve students in communities that do not have access to many excellent educational opportunities.

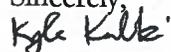
My name is Kyle Kucharski, and I am currently the Head of School at Freedom Preparatory Academy Middle School (Freedom Prep). In my work of serving students in Memphis, I recognize the critical importance of having high-quality educational options. Vanguard Collegiate meets all of those requirements, and it has dedicated an incredible amount of time to partnering with the community to ensure it will have the backing of Indianapolis' stakeholders throughout the city.

The mission of Vanguard Collegiate is to set the bar high, academically and behaviorally, instilling in every 5th through 8th grade scholar the desire to dream big, the discipline to work hard, and the ability to think critically to achieve school and life success. The school will provide students with an outstanding foundation of the academic and life skills necessary to succeed in today's world.

I also support the leadership of proposed Head of School, Robert Marshall. His commitment to create and sustain a leading college preparatory school for the students of Indianapolis is clear. During his Building Excellent School residency here at Freedom Prep earlier this year, he has shared his vision for the school, and I was impressed by both his passion for his city and his experience in urban education. He espouses a need to partner with families to ensure that everyone in Indianapolis has access to the rich opportunities your community has to offer. We hope to work with the school as a partner in the future as we invest in the development and education of youth.

Again, I would like to extend my support and recommendation for Vanguard Collegiate. It will be a school that brings both high academic standards and high levels of support to allow students to achieve at those high levels. It is my great hope that Vanguard Collegiate of Indianapolis will be granted a charter and open in the Fall of 2018.

If you have any questions or concerns, please do not hesitate to contact me at kkucharski@freedomprep.org or call me at 901-493-2533

Sincerely,

Kyle Kucharski
Head of School- Middle School
Freedom Preparatory Academy Charter Schools

EDUCATION IS FREEDOM



March 6, 2017

Dear Indiana Charter School Board:

It is with confidence that I support Robert Marshall and the charter application for Vanguard Collegiate of Indianapolis Charter School.

Over the last eight months I have worked closely with Robert and have observed first-hand the many strengths he brings to this work. Robert is an experienced leader bringing a wealth of knowledge to this role in education, fully understands the work ahead, is prepared to do what is necessary to lead a high-performing urban charter school for students in Indianapolis.

Building Excellent Schools (BES) is a highly selective, nationally recognized non-profit whose flagship program, the Building Excellent Schools Fellowship, prepares outstanding candidates for urban charter school leadership. Robert brings experience in non-profit leadership, and urban youth development to this work. He will also bring the experience of two month-long Residencies in high performing charter schools. Robert completed his first Residency this past January at Freedom Preparatory Academy in Memphis, TN. Through this residency, Robert was able to plan curriculum, had exposure to strong leadership and leadership practices, as well as was able to participate in well-executed professional development for staff.

Robert has worked diligently and thoughtfully as he has approached building support for the proposed school, including the assembly and training of a diverse and accomplished founding team.

As the founder and former Head of School of Excel Academy Charter School in Chelsea, MA, I understand first-hand the high bar on must hold to found and lead a high-performing school. Robert brings a deep commitment to the students and families of Indianapolis and a vision for a high bar of excellence, which will drive the charge as he works towards building Vanguard Collegiate.

We are honored to work with Robert and have confidence that his prior experience and the well-researched and practice-proven components of the public charter school design for Vanguard Collegiate will lead to strong student achievement for the children of Indianapolis.

Respectfully,

Stephanie Patton

Stephanie Patton, Associate Director, The Fellowship

Building Excellent Schools

spatton@buildingexcellentschools.org 617-227-4545 x210



March 17, 2017

To Whom It May Concern:

I am enthusiastic to support Robert Marshall's application to open Vanguard Collegiate of Indianapolis, a high performing charter school. My current experience supporting him as a Director of Leadership Development with Building Excellent Schools has given me the opportunity see the high standard Robert sets for students and educators. My prior experience both as a school leader myself and as a Chief Academic Officer managing school leaders allows me to speak confidently about Robert's ability to recognize and develop quality instructional practices and hire and retain an exceptional team for the critical and urgent work of teaching students.

During my five years as a Chief Academic Officer I worked with five schools at all stages of growth. I've seen that unfettered passion for students is necessary but not sufficient. Passion must be alongside pedagogical knowledge of instruction, organized attention to details, and an inspirational ability to lead others. Robert has an unwavering optimism along with a reverent and practical understanding of the obstacles he must lead others through. Not only have I had the opportunities to see these characteristics in action while Robert has been a Building Excellent Schools Fellow, but his success in prior leadership roles proves he's capable of opening a world-class school.

It is without hesitation that I recommend Robert Marshall. His commitment to Indianapolis, his passion for students, and his unrelenting drive for the success of his students will make you enthused to have him create a school in Indianapolis.

Respectfully,

A handwritten signature in black ink, appearing to read "LVDW", followed by a long horizontal line extending to the right.

Luke Van De Walle

Director of Leadership Development, Building Excellent Schools

THE CENTER FOR THE PERFORMING ARTS

Jeffrey C. McDermott, Interim President/CEO Michael Feinstein, Artistic Director
355 City Center Drive Carmel, IN 46032 P 317.843.3800 F 317.660.3374 TheCenterPresents.org

Mr. James Betley
Indiana Charter School Board
143 West Market Street, Suite 300
Indianapolis, IN 46204

Mr. Betley,

I am writing to offer my support for Robert Marshall and Vanguard Collegiate of Indianapolis. I have known Mr. Marshall for nine years and worked closely with him for two years during our time together at 100 Black Men of Indianapolis. I served as the Director of Development and Mr. Marshall served as the Director of Programs. We worked side by side to evaluate and improve programs so that we could secure sustainable funding.

I continued to work with Mr. Marshall to bring the students from the Boys & Girls Club of Indianapolis to performances at the Center for the Performing Arts and to place students from the Center for Leadership Development in internships in arts administration. We both share the belief that the arts are important for youth to experience. Even stepping outside their neighborhood to tour a magnificent building like the Palladium can be life changing for many students.

There are few people I have encountered in my career that I would trust to create a school from the ground up. Mr. Marshall has what it takes to be successful in this endeavor. He possesses a unique combination of the passion to help youth succeed, knowledge of best practices and experience in the field, extensive relationships in the community he serves, and the motivation to innovate.

I highly recommend Vanguard Collegiate for consideration as a charter school in Indiana and would be thrilled to welcome their students to the Center for the Performing Arts.

Sincerely,



Emily Meaux Lovison, MPA
Director of Development
The Center for the Performing Arts





**Strengthening
nonprofits and
the communities
they serve.**

Sharing a mission of change

Illinois

333 South Wabash Ave.
Suite 2800
Chicago, IL 60604
312 629 0060

Indiana

The Platform
202 East Market St.
Indianapolis, IN 46204
317 860 6900

Michigan

3011 West Grand Blvd.
Suite 1715
Detroit, MI 48202
313 309 7825

Minnesota

527 Marquette Ave.
Suite 1150
Minneapolis, MN 55402
612 814 0310

Missouri

911 Washington Ave.
Suite 203
St. Louis, MO 63101
314 588 8840

Ohio

500 South Front St.
Suite 125
Columbus, OH 43215
614 484 1811

Wisconsin

215 North Water St.
Suite 225
Milwaukee, WI 53202
414 563 1100

March 22, 2017

Mr. James Betley
Indiana Charter School Board
143 West Market Street, Suite 300
Indianapolis, IN 46204

Mr. Betley,

This letter confirms IFF’s commitment to partner with Vanguard Collegiate as they open their first school in Indianapolis.

IFF is a mission-driven lender, real estate consultant, and developer that helps communities thrive by creating opportunities for low-income communities and people with disabilities. Through a Walton Family Foundation grant, IFF is able to provide a range of grant-funded services to schools like Vanguard Collegiate to ensure these schools have the tools and resources necessary to launch quality schools.

We are excited to partner with Vanguard Collegiate in the process of securing a sustainable facility. Our partnership started last year when we completed the first phase of facility feasibility analysis, including a space needs analysis, market and demographics analysis, and evaluation of financing scenarios. Upon receipt of authorization, IFF will advise on lease negotiations, assess facility conditions and propose build-out scenarios for private facilities. We will further engage them in providing due diligence and owner's representation services as they work to secure their permanent site.

We look forward to partnering with Mr. Marshall of Vanguard Collegiate to increase the quality of educational opportunities for students in Indianapolis.

Sincerely,

Nate Lichti
Director of Real Estate Services – Indiana
IFF



JESUS EXALTED + WORD EXPLAINED
EASTERN STAR CHURCH

March 6, 2017

To whom it may concern:

We are writing this letter in support of Robert Marshall, Jr. as a capable and competent professional. We have worked with him as a senior leader on programming for children, youth and young adults. He demonstrated excellence and diligence in his practices and was a willing and cooperative team player.

Based on his prior professional practices we trust that he will continue his leadership with Vanguard Collegiate of Indianapolis. We are a multi-site church with campuses located in east and western Marion county and look forward to future opportunities to work with Mr. Marshall.

Respectfully submitted,

Anthony Murdock

Executive Pastor, Eastern Star Church

March 21, 2017

Indiana Charter School Board
143 West Market Street
Suite 300
Indianapolis, IN 46204

To Whom It May Concern:

I am writing this letter in support of Vanguard Collegiate of Indianapolis, a proposed, tuition-free, college-preparatory, 5-8 school for the students and families of Indianapolis' Near Northwest side.

Through rigorous curriculum and high-quality instruction, provided within an invested and ambitious school community, Vanguard Collegiate will prepare all students in grades five through eight to thrive in high school and graduate from the college of their choice. The school is designed to help all students achieve academic success and to prepare them for the rigors of college. As Youth Engagement Manager here at United Way, I support Vanguard Collegiate as an educational option for families who reside in Haughville and its surrounding areas.

Additionally, I support the leadership of proposed School Leader, Robert Marshall. I have known him for 20 years. I can attest to his commitment to founding and leading a game-changing school for students and families of Indy's Near Northwest side. His experience, training, vision for the school, passion, and experience in urban settings make him uniquely qualified to lead Vanguard Collegiate.

Over the past few months, Vanguard Collegiate's founding team has worked to connect with the community in the Haughville area and the city at large. Their work has already set the stage for even more support from the communities they will serve.

Again, I support Vanguard Collegiate as a high-quality educational option. It is my hope that the school will be granted a charter to open in August 2018. If you have any questions, please do not hesitate to contact me.

Sincerely,



Annie L. Smith
Youth Engagement Manager
United Way of Central Indiana

March 23, 2017

Indiana Charter School Board
143 West Market Street
Suite 300
Indianapolis, IN 46204

To Whom It May Concern:

I am writing this letter in support of Vanguard Collegiate of Indianapolis and the Lead Founder, Robert Marshall.

The proposed school leader, Mr. Marshall, is a proven leader in the nonprofit sector. His experience and passion is in youth development, specifically with at-risk young men and women. As a previous colleague of Mr. Marshall, I have seen him work with multiple organizations and programs, to make a more positive impact on the community. Mr. Marshall works to merge communities to support programs and youth, by leveraging parents, board members, community volunteers, and local corporations. Mr. Marshall is an energetic leader that works hard, and expects others around him to follow his example. He coaches his staff to produce high-impact services for youth, while keeping everyone accountable to strategic initiatives outlined by the organization. Most importantly, Mr. Marshall works with high integrity and is extremely goal-oriented. He continues to persevere to ensure that he leaves the community and youth in a better place.

The leadership qualities that Mr. Marshall possesses are a great example of the core values of Vanguard Collegiate. Mr. Marshall has instilled growth, endurance, discipline, and mastery in many youth that he has served, as well as staff members that he has worked with. This is the reason, as a community member and Director of a youth-serving organization, I support Vanguard Collegiate obtaining a charter to open in August 2018.

Sincerely,

A handwritten signature in cursive script that reads "Mackenzie Cain". The ink is dark and the handwriting is fluid and legible.

Mackenzie Cain
Community Member

Dear Indiana Charter School Board:

My name is Rob R Love and I'm the Director of School Services of the Network for Quality Education. The Network for Quality Education provides support for services and communication to charter and non-public schools in the State of Indiana. The Network is fully committed to ensuring that all schools provide a quality education for Indiana students especially charters and non-public schools.

It is my pleasure to provide a letter of support for the approval of Vanguard Collegiate of Indianapolis Charter School, led by founder Robert Marshall. Mr. Marshall, as well as members of his dynamic founding board, are working diligently to build local partnerships to ensure doors open at Vanguard Collegiate in the Fall of 2018. Mr. Marshall brings a track record of effectiveness to this work serving as a dedicated youth services director and worker in Indy. Being from Indy and as a state licensed educator, I am inspired by Mr. Marshalls' focus on his hometown and work to ensure Vanguard Collegiate is a quality educational option focused on positive academic outcomes for our families and students.

Sincerely,

Rob R Love, J.D.

Director of Student Services

Network for Quality Education



Trinity House Academy... where your mind is renewed, your spirit is revived and your life is changed on and for purpose.

March 23, 2017

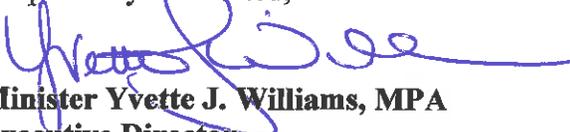
To Whom It May Concern:

My name is Yvette Williams and I am the Executive Director of Trinity House Academy which is a not for profit agency primarily serving young ladies and their families. Our mission is to be a "Christian safe haven for broken young women seeking better choices and a better life for themselves and their families". THA provides programs that stretch the young women and their families - physically, mentally and spiritually. We do this through parenting classes; a mentoring program called Guiding Hearts (GH) and our Remnant for Relationship (R&R) program, which teaches purpose and character development using biblical principles as a foundation. I am writing this support letter to you on behalf of Robert Marshall as he seeks to launch "Vanguard Collegiate" of Indianapolis, a proposed 5-8th grade tuition free public charter school.

THA has partnered with Robert in the community on other projects and he has proven to be a steadfast, competent and motivated community leader. We believe that he has succeeded in identifying other strong leaders for his Founding Board of Directors and that together they will be steadfast in portraying excellence in education as they build this school for the children of Indianapolis. We believe in their mission and anticipate they will deliver services in alignment with their core values of growth, endurance, discipline and mastery for each student.

It is again my pleasure to support the endeavors of Robert Marshall and the Founding Board of Directors as they continue launching efforts for Vanguard Collegiate of Indianapolis.

Respectfully Submitted,


Minister Yvette J. Williams, MPA
Executive Director

hornedamian@gmail.com

317-437-0181

March 23, 2017

Mr. James Betley
Indiana Charter School Board
143 West Market Street
Suite 300
Indianapolis, IN 46204

To Mr. Betley:

I would like to express my very strong support for Vanguard Collegiate of Indianapolis, a proposed college-preparatory public charter school for students in grades five to eight for students of Indianapolis' Near Northwest side.

I am an Indy native and have dedicated most of my career to working with youth and families. I am especially interested in supporting a college preparatory education for all students. Currently, I am the Family Learning Navigator for the Mid-North Promise Program at The Children's Museum of Indianapolis.

Vanguard Collegiate has a proven school model that is based on best practices for charter schools operating in cities around the U.S. where high expectations hold for all children regardless of the barriers they face. I know from my work with youth and families that children will rise to the occasion when high expectations are held for them in a nurturing environment. We must avoid schools that "leave children behind". Additionally, I support the Vanguard Collegiate model because it has a strong component for engaging families in their child's education. Finally, Vanguard Collegiate will achieve high academic outcomes because of its strong focus on math and literacy. These are the critical building blocks for success in school, college, and life. As an advocate for family success, I strongly support Vanguard Collegiate as a quality educational option for families who reside in Haughville and surrounding areas.

Additionally, I strongly support the leadership of proposed School Leader, Robert Marshall. I have known Robert for 16 years and I can affirm his commitment to founding and leading a college preparatory school for students and families. Over the course of his professional life, Robert has demonstrated a deep and abiding commitment to our youth. This is what motivates him and what he deeply cares about.

I also know that the Vanguard Collegiate founding team and Robert have been working to connect with residents of Haughville and the city at large to build strong community support for the school. As we know, "it takes a village" and the school founders are working hard to reach families and learn more about their goals for community and for their children.

I thank you for your consideration of Vanguard Collegiate's application and urge you to grant the school a charter. I eagerly look forward to the opening of this school in August 2018 and know that it will make a huge difference for families in Haughville. Please do not hesitate to contact me if you have any questions or desire additional information.

Sincerely,

Tremayne Horne

Family Learning Navigator for the Mid-North Promise Program, The Children's Museum of Indianapolis



United Pastors and Leaders Influencing Future Transformations
If not us then who?

3/22/2017

Indiana Charter School Board
143 West Market Street
Suite 300
Indianapolis, IN 46204

To Whom It May Concern:

I write this letter in support and agreement of Vanguard Collegiate of Indianapolis, a 5th-8th grade, free tuition based college-preparatory school in Indianapolis Indiana.

Education is important and the forefront of many meetings and has become a leading topic of discussion within our communities, city and state. The answer is here as Vanguard Collegiate of Indianapolis. The school is intentional about taking students from grade five to eight and putting them in the position to achieve academic success. Vanguard Collegiate is designed to teach, lead and show as well as give the students the tools to thrive and excel, graduating from their college of choice.

I furthermore support the leadership of the proposed School Leader, Robert Marshall. In the 10 years that I have known Mr. Marshall I can attest to his leadership and ability to lead this school. It is my belief that he along with the school will become part of the conversation as a model of success when topic of education is on the agenda. Mr. Robert Marshall has a wide array of skills, education, work experience and community involvement which confirms his qualification to lead. What makes him a great leader however is his passion, willingness, determination as well as commitment to see a task to completion be it labor large or small. Mr. Marshall has a great vision for Vanguard Collegiate and has my full support.

Vanguard Collegiate's leadership and founding team has intentionally worked tirelessly over the past months to connect with the community showing that they are there to foster a relationship. The work has set a foundation to do nothing but grow.

Again, I support Vanguard Collegiate of Indianapolis and its leadership as a needed educational option for city and state. It is my prayer and hope that you will grant this great model of a school to be opened in August 2018. Thank you for your time in reading this, if you should need anything further from me do not hesitate to contact me.

Thank you,

Antwan L. Houser Sr.
UPLIFT – Founder/President

317.855.1240
weareuplift@gmail.com
www.weareuplift.org

Socialize with us at UPLIFT



@weareUPLIFTindy



@weareUPLIFT



@weUPLIFTindy

222 E. Ohio Street, Indianapolis, IN 46204

March 22, 2017

Adult & Child Health
222 E. Ohio Street
Suite 600
Indianapolis, IN 46204

To whom it may concern,

As a community, mental health center providing vital health services to children, families and adults we look for partnerships with organizations committed to this end. We have a long history of providing quality health services in our clinics, communities and schools to best support vulnerable persons dealing with behavioral health issues.

Key to these efforts are our school based services. Adult and Child Health provides behavioral health services an estimated 125 schools throughout central Indiana. Our clinical staff are embedded in the school and work in the classrooms and with families in their homes to address behavioral health needs, thus supporting academic success for students. This model and working collaboratively with school faculty have shown improved outcomes for youth. We are looking forward to expanding those partnerships to include Vanguard Collegiate of Indianapolis. Led by Mr. Robert Marshall, we believe that Vanguard Collegiate will be equally committed to the whole health of their students and look forward to establishing a partnership to ensure students' behavioral health needs are met.

Mr. Marshall has long been a champion for the needs of youth and even serves as a member of our Board of Directors. His attention to the needs of youth in our community led our agency to seek his guidance and service on our board, and he has served us very well. We are looking forward to the opportunity to support the students in Vanguard Collegiate under his leadership in meeting both their behavioral health needs and ultimately their academic success.

Adult and Child Health is looking forward to supporting Vanguard Collegiate and Mr. Robert Marshall in his efforts to ensure academic success for students. Please contact me with any questions. We look forward to working closing with the Vanguard Collegiate team.

Sincerely,



Allen Brown, CEO
Adult and Child Health



VANGUARD COLLEGIATE
OF INDIANAPOLIS

Attachment 10

Governance Documents



Department of the Treasury
Internal Revenue Service

P.O. BOX 2508
CINCINNATI OH 45201

In reply refer to: 9999999999
Mar. 24, 2017 LTR 3367C S0
81-5323355 000000 00

00020599
BODC: TE

VANGUARD COLLEGIATE OF INDIANAPOLIS
INC
C/O ROBERT MARSHALL
7160 CAMWELL DRIVE
INDIANAPOLIS IN 46268

015989

Employer identification number: 81-5323355
Tax form: 1023
Document locator number: 17053-073-36400-7
For assistance, call: 1-877-829-5500

Dear Applicant,

We received your application for exemption from federal income tax and your user fee payment.

During the initial review process, applications for exemption are separated into two groups:

1. Those that can be processed based on information submitted
2. Those that require additional information to be processed

If your application falls in the first group you'll receive a determination letter within approximately 90 days from the date of this notice stating that you re exempt from federal income tax.

If your application falls in the second group, you'll be contacted when your application has been assigned to an Exempt Organizations specialist for review. You can expect to be contacted within approximately 180 days from the date of this notice. After 180 days, if you haven't been notified your application was assigned to a specialist, you can contact Customer Account Services Monday through Friday at the toll-free number shown above to check on its status. The individual calling on your behalf will need the following information:

- * Your name
- * Your employer identification number (EIN)
- * The document locator number listed above and assigned to your request
- * A proper power of attorney submitted with your exemption application, unless the individual calling is an officer or director and legally authorized to represent you

The IRS doesn't issue "tax-exempt numbers" or "tax-exempt certificates" for state or local sales or income taxes. If you need exemption from these taxes, contact your state or local tax offices.

Most organizations are required to file an annual information return



IRS Department of the Treasury
Internal Revenue Service

P.O. BOX 2508
CINCINNATI OH 45201

015989.594258.300999.783 1 AB 0.403 536



VANGUARD COLLEGIATE OF INDIANAPOLIS
INC
C/O ROBERT MARSHALL
7160 CAMWELL DRIVE
INDIANAPOLIS IN 46268

015989

Tracking Number: **9505512670947068048893**

Updated Delivery Day: **Monday, March 13, 2017**



Delivered

Product & Tracking Information

Available Actions

Postal Product:
Priority Mail™

Features:
Insured

USPS Tracking®

[Text Updates](#)

[Email Updates](#)

DATE & TIME	STATUS OF ITEM	LOCATION
March 13, 2017, 10:43 am	Delivered	COVINGTON, KY 41011

Your item was delivered at 10:43 am on March 13, 2017 in COVINGTON, KY 41011.

March 11, 2017, 11:52 am	Business Closed	COVINGTON, KY 41011
March 11, 2017, 11:29 am	Arrived at Post Office	COVINGTON, KY 41011
March 11, 2017, 7:07 am	Departed USPS Facility	CINCINNATI, OH 45234
March 11, 2017, 7:02 am	Arrived at USPS Facility	COVINGTON, KY 41011
March 10, 2017, 11:38 pm	Arrived at USPS Facility	CINCINNATI, OH 45234
March 9, 2017, 9:07 pm	Arrived at USPS Origin Facility	INDIANAPOLIS, IN 46241
March 9, 2017, 1:54 pm	Acceptance	INDIANAPOLIS, IN 46254

Track Another Package

[Tracking \(or receipt\) number](#)

Manage Incoming Packages

[Track all your packages from a](#)



Text your tracking number to 28777 (2USPS) to get the latest status. Standard Message and Data rates may apply. You may also visit USPS.com

 BRIGHTEN SOMEONE'S MAILBOX. Greeting cards available for purchase at select post offices.

In a hurry? Self-service kiosks offer quick and easy check-out. Any Retail Associate can show you how.

Includes up to \$50 insurance
 (Cash Back: \$0.00)
 (Debit Card Purchase: \$858.80)
 (Receipt #: 00512)
 (Transaction #: 007)
 (Approval #:
 (Account #: XXXXXXXXXXXXX0368)
 (Card Name: Debit Card)
 (Card #: XXXXXXXXXXXXX0368)
 \$858.80
 \$858.80
 Total

Dom M.O. -
 Value \$850.00
 (Serial #: 24554512203)
 Dom M.O. Fee
 PM 2-Day
 \$1.60
 (Domestic)
 (COVINGTON, KY 41012)
 (Weight: 1 lb 2.90 oz)
 (Expected Delivery Day)
 (Saturday 03/11/2017)
 (USPS Tracking #)
 (9505 5126 7094 7068 0488 93)
 Insurance (up to \$50.00 included)
 1 \$0.00

Product Description
 Final Price
 Sale Qty
 03/09/2017
 1723970011
 46254-9998
 IN
 INDIANAPOLIS
 6401 GATEWAY DR
 EAGLE CREEK
 1:55 PM



CUSTOMER'S RECEIPT

SEE BACK OF THIS RECEIPT FOR IMPORTANT CLAIM INFORMATION

NOT NEGOTIABLE

Pay to	Address	KEEP THIS RECEIPT FOR YOUR RECORDS

Serial Number
24554512203

Year, Month, Day
2017-03-09

Post Office
46254

Amount
\$850.00

Clerk
35

ARTICLES OF AMENDMENT

ARTICLE I - NAME AND PRINCIPAL OFFICE ADDRESS

BUSINESS ID 201608311156485
BUSINESS TYPE Domestic Nonprofit Corporation
BUSINESS NAME VANGUARD COLLEGIATE OF INDIANAPOLIS, INC.
PRINCIPAL OFFICE ADDRESS 7160 Camwell Dr., Indianapolis, IN, 46268, USA
DATE AMENDMENT WAS ADOPTED 01/11/2017

EFFECTIVE DATE

EFFECTIVE DATE 01/11/2017

ARTICLE I - PERIOD OF DURATION

DATE OF ADOPTION 01/11/2017
EXPIRATION DATE Perpetual

ARTICLE I - CORPORATION TYPE AND MEMBERSHIP

DATE OF ADOPTION 01/11/2017
TYPE OF CORPORATION Public benefit corporation, which is organized for a public or charitable purpose
WILL THE CORPORATION HAVE MEMBERS? Yes

DISTRIBUTION OF ASSETS UPON DISSOLUTION OR FINAL LIQUIDATION

Upon the dissolution of the organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501 (c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE I - STATEMENT OF PURPOSE

DATE OF ADOPTION 01/11/2017

STATEMENT OF PURPOSE

Said organization is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501 (c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code. No part of the net earnings of the organization shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the organization shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause hereof. No substantial part of the activities of the organization shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the organization shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of this document, the organization shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from federal income tax under section 501 (c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or (b) by an organization, contributions to which are deductible under section 170 (c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

SIGNATURE

THE MANNER OF THE ADOPTION OF THE ARTICLES OF BUSINESS AMENDMENT AND THE VOTE BY WHICH THEY WERE ADOPTED CONSTITUTE FULL LEGAL COMPLIANCE WITH THE PROVISIONS OF THE ACT, THE ARTICLES OF INCORPORATION, AND THE BYLAWS OF THE CORPORATION.

THE UNDERSIGNED OFFICER OF THIS NONPROFIT CORPORATION EXISTING PURSUANT TO THE PROVISIONS OF THE INDIANA NONPROFIT CORPORATION ACT DESIRES TO GIVE NOTICE OF ACTION EFFECTUATING BUSINESS AMENDMENT OF CERTAIN PROVISIONS OF ITS ARTICLES OF INCORPORATION.

IN WITNESS WHEREOF, THE UNDERSIGNED HEREBY VERIFIES, SUBJECT TO THE PENALTIES OF PERJURY, THAT THE STATEMENTS CONTAINED HEREIN ARE TRUE, THIS DAY **January 11, 2017**

SIGNATURE Mr. Robert Marshall
TITLE President

Business ID : 201608311156485
Filing No. : 7473662

BUSINESS INFORMATION
CONNIE LAWSON
INDIANA SECRETARY OF STATE
12/28/2016 08:05 PM

Business Details

Business Name: **VANGUARD COLLEGIATE OF INDIANAPOLIS, INC.** Business ID: **201608311156485**
Entity Type: **Domestic Nonprofit Corporation** Business Status: **Active**
Creation Date: **08/31/2016** Inactive Date:
Principal Office Address: **7160 Camwell Dr., Indianapolis, IN, 46268, USA** Expiration Date: **Perpetual**
Domicile State: **Indiana** Business Entity Report Due Date: **08/31/2018**
Years Due:

Incorporators Information

Name	Title	Address
Robert Marshall JR.	Incorporator	7160 Camwell Dr., Indianapolis, IN, 46268, USA

Registered Agent Information

Type: **Individual**
Name: **Robert Marshall**
Address: **7160 Camwell Dr., Indianapolis, IN, 46268, USA**

Date of this notice: 02-13-2017

Employer Identification Number:
81-5323355

Form: SS-4

Number of this notice: CP 575 A

VANGUARD COLLEGIATE OF INDIANAPOLIS
7160 CAMWELL DR
INDIANAPOLIS, IN 46268

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

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

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 81-5323355. 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

04/15/2018

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

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

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 VANG. You will need to provide this information, along with your EIN, if you file your returns electronically.

Thank you for your cooperation.

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 ___ | Schedule E | Yes ___ No ___ |
| Schedule B | Yes ___ No ___ | Schedule F | Yes ___ No ___ |
| Schedule C | Yes ___ No ___ | Schedule G | Yes ___ No ___ |
| Schedule D | Yes ___ No ___ | Schedule H | Yes ___ No ___ |

- 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 _____
- 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

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 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)										
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:50%; vertical-align: top;"> 3 Mailing address (Number and street) (see instructions) </td> <td style="width:10%; vertical-align: top;"> Room/Suite </td> <td style="width:40%; vertical-align: top;"> 4 Employer Identification Number (EIN) </td> </tr> <tr> <td colspan="2" style="vertical-align: top;"> City or town, state or country, and ZIP + 4 </td> <td style="vertical-align: top;"> 5 Month the annual accounting period ends (01 - 12) </td> </tr> </table>	3 Mailing address (Number and street) (see instructions)	Room/Suite	4 Employer Identification Number (EIN)	City or town, state or country, and ZIP + 4		5 Month the annual accounting period ends (01 - 12)	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:60%; vertical-align: top;"> 6 Primary contact (officer, director, trustee, or authorized representative) a Name: </td> <td style="width:40%; vertical-align: top;"> b Phone: </td> </tr> <tr> <td></td> <td style="vertical-align: top;"> c Fax: (optional) </td> </tr> </table>	6 Primary contact (officer, director, trustee, or authorized representative) a Name:	b Phone:		c Fax: (optional)
3 Mailing address (Number and street) (see instructions)	Room/Suite	4 Employer Identification Number (EIN)									
City or town, state or country, and ZIP + 4		5 Month the annual accounting period ends (01 - 12)									
6 Primary contact (officer, director, trustee, or authorized representative) a Name:	b Phone:										
	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 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 type="checkbox"/> No											
9a Organization's website: b Organization's email: (optional)											
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 type="checkbox"/> No											
11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) / /											
12 Were you formed under the laws of a foreign country ? If "Yes," state the country. <input type="checkbox"/> Yes <input 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
See attached Exhibit A.

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

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

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

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

Part III Required Provisions in Your Organizing Document

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

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

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

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)

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)

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)

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, or highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
- b** Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
-
- 7a** Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases. Yes No
- b** Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. Yes No
-
- 8a** Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. Yes No
- b** Describe any written or oral arrangements that you made or intend to make.
- c** Identify with whom you have or will have such arrangements.
- d** Explain how the terms are or will be negotiated at arm's length.
- e** Explain how you determine you pay no more than fair market value or you are paid at least fair market value.
- f** Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.
-
- 9a** Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. Yes No

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

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

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

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

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

Part VII Your History

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

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

Part VIII Your Specific Activities

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

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

Part VIII Your Specific Activities (Continued)

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

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

See attached Exhibit E.

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. **Yes** **No**
See attached Exhibit E.

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

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

Part IX Financial Data

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

A. Statement of Revenues and Expenses

	Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years			(e) Provide Total for (a) through (d)
		(a) From To	(b) From To	(c) From To	(d) From To	
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)					
	2 Membership fees received					
	3 Gross investment income					
	4 Net unrelated business income					
	5 Taxes levied for your benefit					
	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)					
	7 Any revenue not otherwise listed above or in lines 9–12 below (attach an itemized list)					
	8 Total of lines 1 through 7					
	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)					
	10 Total of lines 8 and 9					
	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)					
	12 Unusual grants					
	13 Total Revenue Add lines 10 through 12					
Expenses	14 Fundraising expenses					
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)					
	16 Disbursements to or for the benefit of members (attach an itemized list)					
	17 Compensation of officers, directors, and trustees					
	18 Other salaries and wages					
	19 Interest expense					
	20 Occupancy (rent, utilities, etc.)					
	21 Depreciation and depletion					
	22 Professional fees					
	23 Any expense not otherwise classified, such as program services (attach itemized list)					
	24 Total Expenses Add lines 14 through 23					

Part IX Financial Data (Continued)

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

Year End:

(Whole dollars)

Assets		
1	Cash	1
2	Accounts receivable, net	2
3	Inventories	3
4	Bonds and notes receivable (attach an itemized list)	4
5	Corporate stocks (attach an itemized list)	5
6	Loans receivable (attach an itemized list)	6
7	Other investments (attach an itemized list)	7
8	Depreciable and depletable assets (attach an itemized list)	8
9	Land	9
10	Other assets (attach an itemized list)	10
11	Total Assets (add lines 1 through 10)	11
Liabilities		
12	Accounts payable	12
13	Contributions, gifts, grants, etc. payable	13
14	Mortgages and notes payable (attach an itemized list)	14
15	Other liabilities (attach an itemized list)	15
16	Total Liabilities (add lines 12 through 15)	16
Fund Balances or Net Assets		
17	Total fund balances or net assets	17
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	18
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 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)

.....
 (Type or print name of signer)

.....
 (Date)

.....
 (Type or print title or authority of signer)

For IRS Use Only

.....
 IRS Director, Exempt Organizations

.....
 (Date)

- b Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii).

(i) **(a)** Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses. _____

(b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box.

(ii) **(a)** For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person**. If the answer is "None," check this box.

(b) For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box.

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

Part XI User Fee Information

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

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

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

Please Sign Here



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

.....
(Type or print name of signer)

.....
(Date)

.....
(Type or print title or authority of signer)

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

Schedule B. Schools, Colleges, and Universities

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

Section I Operational Information

- 1a** Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. **Yes** **No**
- b** Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. **Yes** **No**
- 2a** Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. **Yes** **No**
- b** Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. **Yes** **No**
- 3** In what public school district, county, and state are you located?
- 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 were or will be negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. **Yes** **No**

Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.

- 8** Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. **Yes** **No**

Note. Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.**Section II Establishment of Racially Nondiscriminatory Policy**Information required by **Revenue Procedure 75-50.**

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

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

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

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

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**

State of Indiana
Office of the Secretary of State

Certificate of Amendment
of
VANGUARD COLLEGIATE OF INDIANAPOLIS, INC.

I, CONNIE LAWSON, Secretary of State, hereby certify that Articles of Amendment of the above Domestic Nonprofit Corporation have 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
Wednesday, January 11, 2017.



In Witness Whereof, I have caused to be affixed my
signature and the seal of the State of Indiana, at the City
of Indianapolis, January 11, 2017

Connie Lawson

CONNIE LAWSON
SECRETARY OF STATE

201608311156485 / 7473662

To ensure the certificate's validity, go to <https://bsd.sos.in.gov/PublicBusinessSearch>

VANGUARD COLLEGIATE OF INDIANAPOLIS CHARTER SCHOOL
BOARD OF DIRECTORS
BYLAWS - DRAFT

1. General

- 1.1. Name. The name of the corporation is Vanguard Collegiate of Indianapolis. (the "Corporation").
- 1.2. Initial Registered Office and Initial Registered Agent. The post office address of the Corporation's initial registered office is 7160 Camwell Dr. Indianapolis, IN 46268. The initial registered agent is Robert Marshall. Vanguard Collegiate of Indianapolis ("Vanguard Collegiate") may also have offices at such other places as the Board of Directors (Board) shall determine the business of Vanguard Collegiate requires; provided, however, that the registered office be registered with the Secretary of State of Indiana and the agent so registered be located at the same address, or otherwise provided by the Board of Directors.
- 1.3. The purposes for which Vanguard Collegiate is organized is to provide a 5-8 middle school education for the children of Indianapolis.
- 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 2018), at least two directors who will serve a two-year term (ending in spring 2019), and at least two directors who will serve a three-year term (ending in Spring 2020).

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 meeting 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 Vanguard Collegiate activities in accordance with Vanguard Collegiate of Indianapolis Charter School Policies. Written proof of any reimbursement shall be submitted to the Treasurer by the Member seeking reimbursement.
 - (B) All participants in Board work are bound by the Code of Conduct and Conflict of Interest Laws enumerated in the Indiana Code § 25.
 - (C) Shall have no direct or indirect financial interest in the assets or leases of the Vanguard Collegiate of Indianapolis 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 Vanguard Collegiate of Indianapolis Charter School shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.
- 3.12 Indiana Code: §23-1-35-1 “Enumeration of Conduct Standards Which Avert Personal Liability” is hereby fully incorporated in this agreement, and shall provide the standards relating to conduct and actions by the Board of Directors, specifically as follows:
- (a) A director shall, based on facts then known to the director, discharge the duties as a director, including the director’s duties as a member of a committee:
 - (1) in good faith;
 - (2) with the care an ordinarily prudent person in a like position would exercise under similar circumstances; and
 - (3) in a manner the director reasonably believes to be in the best interests of the corporation.
 - (b) In discharging the director’s duties a director is entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, if prepared or presented by:
 - (1) one (1) or more officers or employees of the corporation whom the director reasonably believes to be reliable and competent in the matters presented;
 - (2) legal counsel, public accountants, or other persons as to matters the director reasonably believes are within the person’s professional or expert competence; or
 - (3) a committee of the board of directors of which the director is not a member if the director reasonably believes the committee merits confidence.
 - (c) A director is not acting in good faith if the director has knowledge concerning the matter in question that makes reliance otherwise permitted by subsection (b) unwarranted.
 - (d) A director may, in considering the best interests of a corporation, consider the effects of any action on shareholders, employees, suppliers, and customers of the corporation, and communities in which offices or other facilities of the corporation are located, and any other factors the director considers pertinent.
 - (e) A director is not liable for any action taken as a director, or any failure to take any action, regardless of the nature of the alleged breach of duty, including alleged breaches of the duty of care, the duty of loyalty, and the duty of good faith, unless:

- (1) the director has breached or failed to perform the duties of the director's office in compliance with this section; and
- (2) the breach or failure to perform constitutes willful misconduct or recklessness.

(f) In enacting this article, the general assembly established corporate governance rules for Indiana corporations, including in this chapter, the standards of conduct applicable to directors of Indiana corporations, and the corporate constituent groups and interests that a director may take into account in exercising the director's business judgment. The general assembly intends to reaffirm certain of these corporate governance rules to ensure that the directors of Indiana corporations, in exercising their business judgment, are not required to approve a proposed corporate action if the directors in good faith determine, after considering and weighing as they deem appropriate the effects of such action on the corporation's constituents, that such action is not in the best interests of the corporation. In making such determination, directors are not required to consider the effects of a proposed corporate action on any particular corporate constituent group or interest as a dominant or controlling factor. Without limiting the generality of the foregoing, directors are not required to render inapplicable any of the provisions of IC 23-1-43, to redeem any rights under or to render inapplicable a shareholder rights plan adopted pursuant to [IC 23-1-26-5](#), or to take or decline to take any other action under this article, solely because of the effect such action might have on a proposed acquisition of control of the corporation or the amounts that might be paid to shareholders under such an acquisition. Certain judicial decisions in Delaware and other jurisdictions, which might otherwise be looked to for guidance in interpreting Indiana corporate law, including decisions relating to potential change of control transactions that impose a different or higher degree of scrutiny on actions taken by directors in response to a proposed acquisition of control of the corporation, are inconsistent with the proper application of the business judgment rule under this article. Therefore, the general assembly intends:

- (1) to reaffirm that this section allows directors the full discretion to weigh the factors enumerated in subsection (d) as they deem appropriate; and
- (2) to protect both directors and the validity of corporate action taken by them in the good faith exercise of their business judgment after reasonable investigation.

(g) In taking or declining to take any action, or in making or declining to make any recommendation to the shareholders of the corporation with respect to any matter, a board of directors may, in its discretion, consider both the short term and long term best interests of the corporation, taking into account, and weighing as the directors deem appropriate, the effects thereof on the corporation's shareholders and the other corporate constituent groups and interests listed or described in subsection (d), as well as any other factors deemed pertinent by the directors under subsection (d). If a determination is made with respect to the foregoing with the approval of a majority of the disinterested directors of the board of directors, that determination shall conclusively be presumed to be valid unless it can be demonstrated that the determination was not made in good faith after reasonable investigation.

(h) For the purposes of subsection (g), a director is disinterested if:

- (1) the director does not have a conflict of interest, within the meaning of section 2 [[IC 23-1-35-2](#)] of this chapter, in connection with the action or recommendation in question;

- (2) in connection with matters described in IC 23-1-32 the director is disinterested (as defined in [IC 23-1-32-4\(d\)](#));
- (3) in connection with any matter involving or otherwise affecting:
- (A) a control share acquisition (as defined in [IC 23-1-42-2](#)) or any matter related to a control share acquisition under IC 23-1-42 or other provisions of this article;
 - (B) a business combination (as defined in [IC 23-1-43-5](#)) or any matter related to a business combination under IC 23-1-43 (including a person becoming an interested shareholder) or other provisions of this article; or
 - (C) any transaction that may result in a change of control (as defined in [IC 23-1-22-4](#)) of the corporation;
- the director is not an employee of the corporation; and
- (4) in connection with any matter involving or otherwise affecting:
- (A) a control share acquisition (as defined in [IC 23-1-42-2](#)) or any matter related to a control share acquisition under IC 23-1-42 or other provisions of this article;
 - (B) a business combination (as defined in [IC 23-1-43-5](#)) or any matter related to a business combination under IC 23-1-43 (including a person becoming an interested shareholder) or other provisions of this article; or
 - (C) any transaction that may result in a change of control (as defined in [IC 23-1-22-4](#)) of the corporation;
- the director is not an affiliate or associate of, or was not nominated or designated as a director by, a person proposing any of the transactions described in clause (A), (B), or (C).
- (i) A person may be disinterested under this section even though the person is a director or shareholder of the corporation.”

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. Chair. The Chair shall preside at all meetings of the Board of Directors and shall be responsible for implementing policies established by the Board of Directors. The Chair shall perform such other duties as the Board of Directors may prescribe.
- 4.3. Vice Chair. The Vice Chair shall assist the Chair and shall preside in place of the President at meetings when the Chair is absent. The Vice Chair shall assume the duties of the Chair when the Chair's office is vacant. The Vice Chair shall perform other duties as the Board of Directors or the Chair 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 Chair, 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 Chair 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. Vanguard Collegiate shall 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 Vanguard Collegiate.

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

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

- 7.2. Checks. All checks, drafts, or other orders for payment of money by the Corporation shall be signed by such person or persons as the Board of Directors may from time to time designate by resolution. Such designation may be general or confined to specific instances.
- 7.3. Loans. Unless authorized by the Board of Directors, no loan shall be made by or contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances.
- 7.4. Deposits. All funds of the Corporation shall be deposited to its credit in such bank(s) or depositories as the Board of Directors may designate. Such designation may be general or confined to specific instances.
- 7.5. Gifts. The Board of Directors may accept on behalf of the Corporation any gift, grant, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine.
8. Rules of Order. In case of conflict or challenge, the rules of order in the current edition of Robert's Rules of Order shall govern the conduct of all meetings of Vanguard Collegiate.
9. Amendments. These Bylaws may be amended at a regular meeting by a two-thirds vote of all Directors then in office; provided that notice of the proposed amendment, together with a copy hereof, is mailed to each Board member at least fifteen (15) days prior to the meeting at which the amendment is to be considered.

VANGUARD COLLEGIATE OF INDIANAPOLIS CHARTER SCHOOL
BOARD OF DIRECTORS
CODE OF ETHICS

In addition to its Bylaws, Vanguard Collegiate of Indianapolis Charter School (“Vanguard Collegiate”) 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

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 Vanguard Collegiate that directors and employees may not disclose, divulge, or make accessible confidential information belonging to, or obtained through their affiliation with Vanguard Collegiate to any person, including relatives, friends and business and professional associates, other than to persons who have a legitimate need for such information and to whom Vanguard Collegiate has authorized disclosure. Directors and employees shall use confidential information solely for the purpose of performing services as a trustee or employee for Vanguard Collegiate. This policy is not intended to prevent disclosure where disclosure is required by law.

Directors and employees must exercise good judgment and care at all times to avoid unauthorized or improper disclosures of confidential information. Conversations in public places, such as restaurants, elevators, and airplanes, should be limited to matters that do not pertain to information of a sensitive or confidential nature. In addition, trustees and employees should be sensitive to the risk of inadvertent disclosure and should for example, refrain from leaving confidential information on desks or otherwise in plain view and refrain from the use of speaker phones to discuss confidential information if the conversation could be heard by unauthorized persons.

At the end of a Director’s term in office or upon termination of an employee’s employment, he or she shall return, at the request of Vanguard Collegiate, 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 job over which a member of their family exercises supervisory authority.

Director and Officer Annual Conflict of Interest Statement Vanguard Collegiate of Indianapolis Charter School (Vanguard Collegiate)

**VANGUARD COLLEGIATE OF INDIANAPOLIS CHARTER SCHOOL
BOARD OF DIRECTORS
CONFLICT OF INTEREST**

Article I
Purpose

The purpose of the conflict of interest policy is to protect The Vanguard Collegiate of Indianapolis Charter School (Vanguard Collegiate) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of Vanguard Collegiate or might result in a possible excess benefit transaction and; to provide guidance on how to approve or disapprove a transaction that may be in the best interest of the organization. This policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.

Article II
Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment in any entity with which Vanguard Collegiate has a transaction or arrangement,
- b. A compensation arrangement with Vanguard Collegiate or with any entity or individual with which Vanguard Collegiate has a transaction or arrangement, or
- c. A potential ownership or investment in, or compensation agreement with, any entity or individual with which Vanguard Collegiate is negotiating a transaction or arrangement.

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

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III
Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

Director and Officer Annual Conflict of Interest Statement Vanguard Collegiate of Indianapolis Charter School (Vanguard Collegiate)

Article V
Compensation

The Directors and Officers of the Vanguard Collegiate of Indianapolis Charter School (Vanguard Collegiate) shall serve without compensation.

Article VI
Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflict of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands Vanguard Collegiate is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII
Periodic Reviews

To ensure Vanguard Collegiate operates in a manner consistent with charitable purpose and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the results of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to Vanguard Collegiate's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in excess benefit transaction.

Article VIII
Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, Vanguard Collegiate may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Director and Officer Annual Conflict of Interest Statement Vanguard Collegiate of Indianapolis Charter School (Vanguard Collegiate)

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 Vanguard Collegiate can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- e. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in Vanguard Collegiate's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV
Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Director and Officer Annual Conflict of Interest Statement Vanguard Collegiate of Indianapolis Charter School (Vanguard Collegiate)

1. Name: _____ Date: _____

2. Position: _____

3. Are you a voting Director? Yes or No
Are you an Officer? Yes or No
If you are an Officer, which Officer position do you hold? _____

4. I affirm the following:

I have received a copy of the Vanguard Collegiate Conflict of Interest Policy. _____
(initial)

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

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

I understand that Vanguard Collegiate is charitable and in order to maintain its federal tax exemption it must engage primarily in activities with accomplish one or more of tax-exempt purposes. _____ (initial)

5. Disclosures:

a. Do you have a financial interest (current or potential), including a compensation arrangement, as defined in the Conflict of Interest policy with Vanguard Collegiate? Yes or No

If yes, please describe it: _____

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

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

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

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

Signature of Director: _____ Date: _____

Date of Review by Governance Committee: _____



VANGUARD COLLEGIATE
OF INDIANAPOLIS

Attachment 11

Statement of Assurances

Exhibit E

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 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 *Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015 ("ESSA")*, 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 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, fiscal management, or legal and operational 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.

Name and Title

Robert Marshall, Lead Founder

Signature



DATE

8/24/17



VANGUARD COLLEGIATE
OF INDIANAPOLIS

Attachment 12

Organizational Chart

Attachment 12: Provide the school's Staffing Structure, which includes:

- a. An organizational chart for the proposed school at Year 1
 - b. An organizational chart for the proposed school at Full Capacity
 - c. Identified all administrative, operational, instructional and non-instructional personnel, as well as any paraprofessionals or specialty teachers.
 - d. Clearly delineate the roles and responsibilities of the governing board and staff.
-

At Vanguard Collegiate, our organizational chart serves our mission and goals, and is aligned with the needs of our enrollment over time within a slow growth model. All roles and reporting relationships best ensure that we are providing high-quality, rigorous instruction, as well as establishing from day 1 a school grounded in a culture of respect, structure, high academic and behavior expectations, discipline, and support that will set all students on a path for high school, college, and life success.

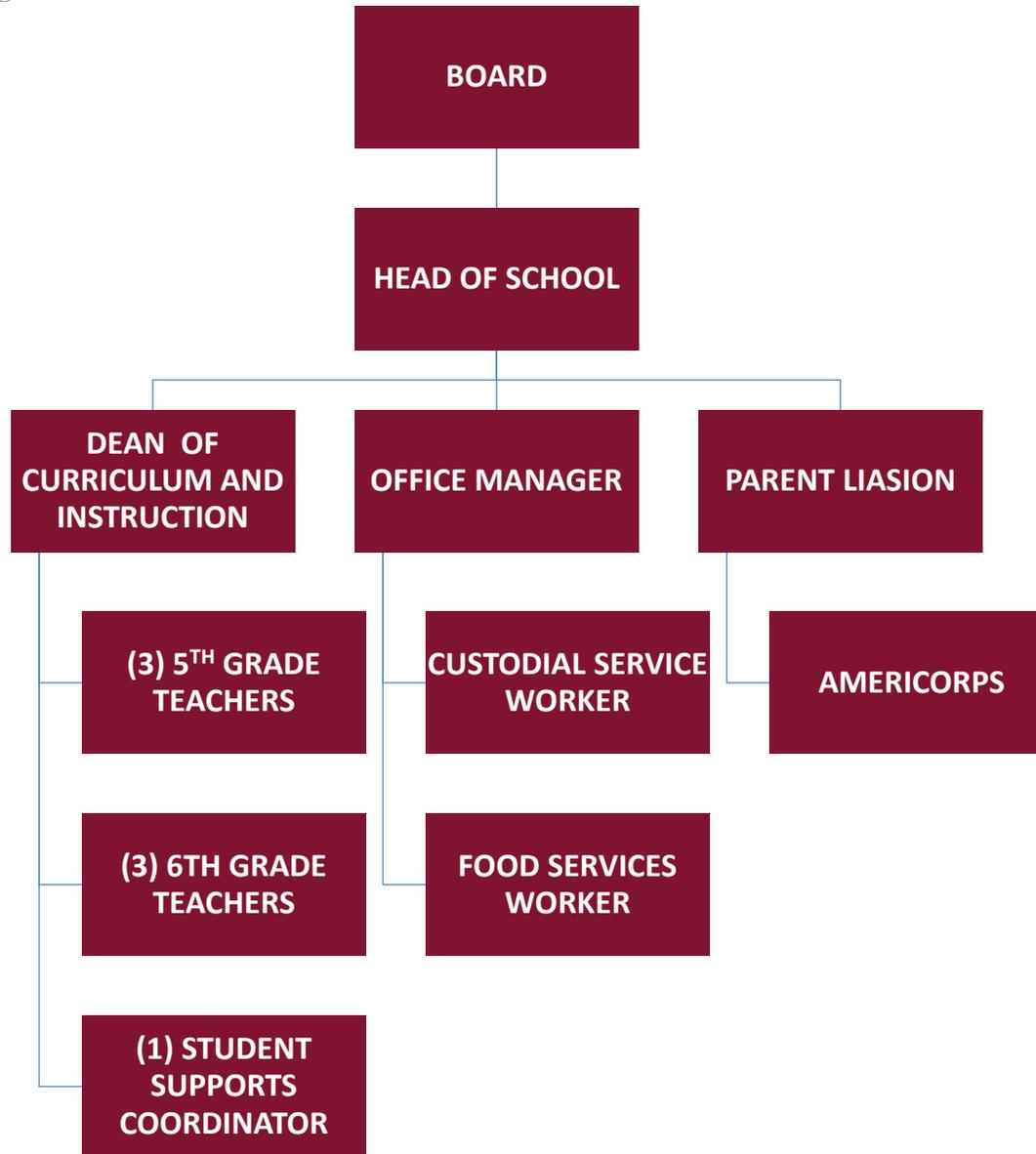
Year 1 Staffing. In the first year of school operation, oversight and governance will be led by the Board of Directors. Implementation of the school's mission/vision, operational systems, and the discipline policy, and oversight of the staff will be led by the Head of School, who will be supported through a lean administrative team. In Year 1, the School Leadership Team includes the Head of School and Dean of Director of Curriculum and Instruction (DCI). The Dean of Curriculum Instruction's primary focus is implementation of the curriculum and assessment system and support of instructional implementation. In addition to managing the work of the DCI, the Head of School will establish and maintain the school's cultural infrastructure for students and colleagues by defining objectives and clear rationale for every aspect of school operations, systems, and procedures and training staff to effective and consistent implementation. An Office Manager will provide administrative support with the implementation of operational systems. To assist with reaching enrollment goals and connecting to the community in which the school is located, we will hire a Parent Liaison and an AmeriCorps Public Ally to serve in outreach. The Head of School will assume responsibilities of logistics, operations, project management, and overall staff supervision.

Teachers. In Year 1, Vanguard Collegiate will hire a total of six (6) 5th and 6th grade teachers. We will also hire one (1) dual-certified, Highly-Qualified Student Supports Coordinator to manage our special education and ELL caseload. Our model is such that each teacher will specialize in and teach one subject. We will employ two (2) ELA teachers that teach Reading, Writing, and Reading Power Hour to one grade level and two (2) math teachers that each also focus on one grade level. In our first year, Science (1) and Social Studies teachers (1) will teach both 5th and 6th grade.

Support Staff. The Office Manager will provide administrative support in areas such as, but not limited to, data collection, records maintenance, guest(s) reception. Year 1 hiring will also include one (1) part-time Custodial Service Worker and one (1) part-time Food Service Worker.

Organizational Chart. Figure 12.1 outlines the organizational structure. It is both fiscally conservative and flexible to meet the needs of the school and upon authorization will be approved formally by the governing Board. The Year 1 enrollment will be 120 scholars. As Vanguard Collegiate's capacity expands, so, too, will the development of the school's organizational chart.

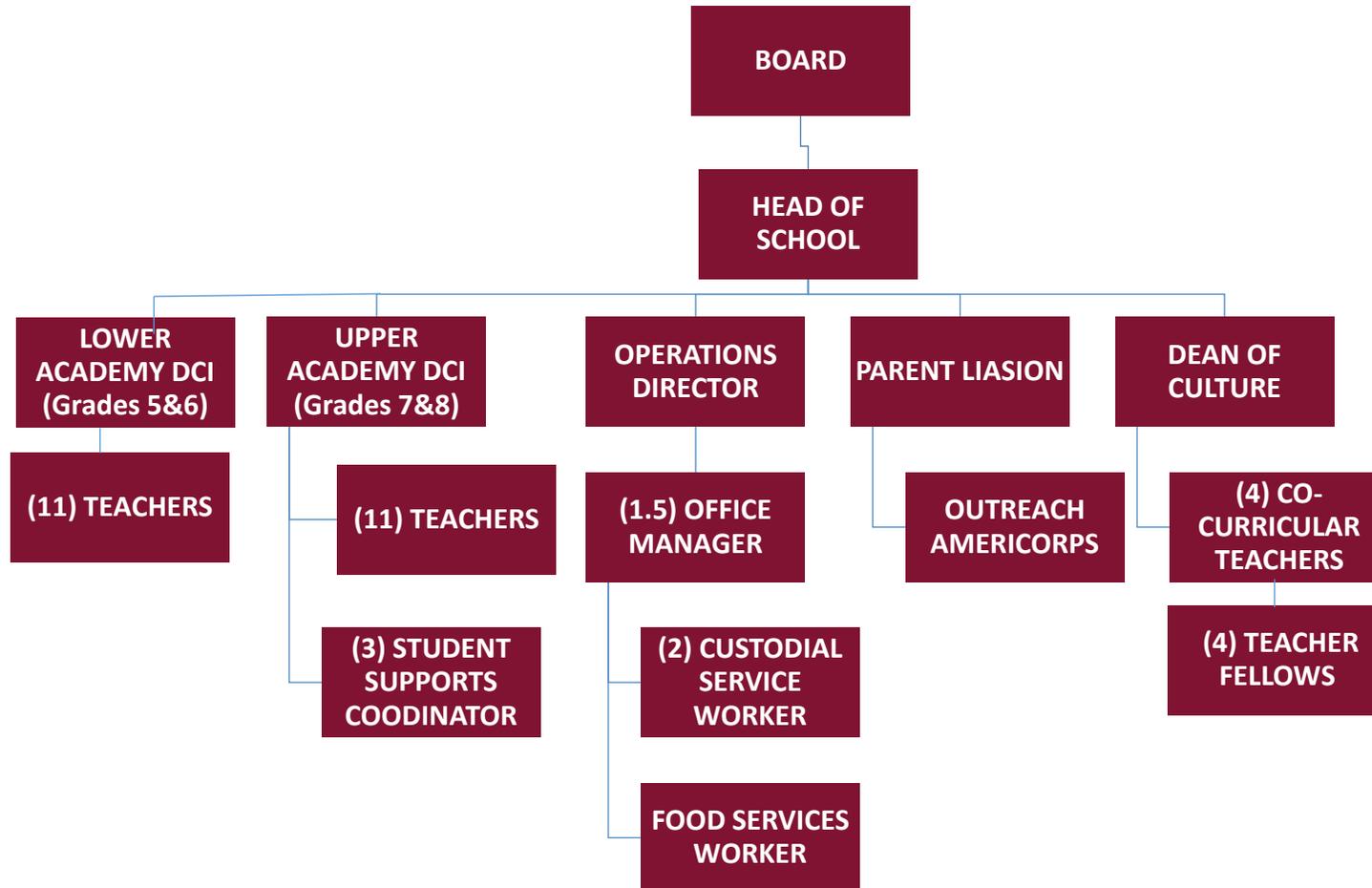
Figure 12.1: Year 1 Organizational Chart



Year 5 Organization Chart.

In Year 5, expected enrollment is 480 students; the staff increases to 43.5 FTEs. While our administrative team has grown, specifically to allow for a Lower and Upper Academy director of Curriculum and Instruction¹, the largest increase is to our teaching staff.

Figure 12.2: Year 5 Organizational Chart



¹ Current planning is for each DCI to own two grade levels; however, we reserve the right to adjust this to perhaps having one DCI oversee humanities and the other mathematics and science.



VANGUARD COLLEGIATE
OF INDIANAPOLIS

Attachment 13

Statement of Assurances

Attachment 13: Provide a detailed start-up plan for the period leading up to the first day of student attendance for the proposed school, which includes:

- a. The targeted first day (month, day, year) of student attendance
- b. Specific planning tasks by month, and the individuals responsible for each task.

First Day of School. On August 1, 2018, Vanguard Collegiate of Indianapolis will open with 120 fifth grade students.

Key	Roles	Ownership Level
	BOD = Board of Directors HOS = Head of School DCI = Dean of Curriculum & Instruction PL/AC = Parent Liaison & AmeriCorps Member BOP = Back Office Provider BES = Building Excellent Schools	P = Primary S = Secondary C = Consultant

* Darker color notes tasks started prior to 6/2017

Task / Planning / Timeline	BOD	HOS	DCI	PL/AC	BOP	BES	6 / 2017	7 / 2017	8 / 2017	9 / 2017	10 / 2017	11 / 2017	12 / 2017	1 / 2018	2 / 2018	3 / 2018	4 / 2018	5 / 2018	6 / 2018	7 / 2018	8 / 2018
Student Recruitment & Admissions																					
Draft recruitment plan		P		S		C															
Design marketing materials (flyers/door signs/etc.)		P		S																	
Design and launch website		P																			
Post flyers and leaflets in community		P		S																	
Post flyer on website		P		S																	
Identify community orgs to help w/ awareness	S	P	S	S																	
Work with community orgs to generate awareness	S	P	S	S																	
Multi-media recruitment campaign (paid marketing efforts such as billboards, bus panels, radio and social media ads)		P	S	S																	
Claim all social media accounts on behalf of VC		P																			
Develop communications calendar		P		S																	
Enrollment Form																					

Post notification of lottery		S			P																	
Confirm acceptances via home visits		P	S		S																	
Request student records		P																				
Receive student records		P																				
Facilities																						
Tour facilities in target community		P																				
Form Facility Committee on Board	P	S																				
Architect selection process	P	S																				
Site schematic design and scope of work		P																				
Preliminary cost estimates		P																				
General contractor preliminary interviews	S	P																				
Select top two sites	P	S																				
Letters of Intent of top two options	P	S																				
General Contractor RFP and selection	P	S																				
Negotiate lease/purchase terms on top site		P																				
Begin loan conversations with lenders		P																				
Construction documents submitted for permitting	P	S																				
Project goes out for bid		P																				
Execute lease		P																				
Task / Planning / Timeline	BOD	HOS	DCI		PL/AC	BOP	BES	6 / 2017	7 / 2017	8 / 2017	9 / 2017	10 / 2017	11 / 2017	12 / 2017	1 / 2018	2 / 2018	3 / 2018	4 / 2018	5 / 2018	6 / 2018	7 / 2018	8 / 2018
Close loan with project lender (if necessary)		P																				
Project construction on tenant and site improve.		P																				
FFE selection and procurement		P																				
Obtain Certificate of Occupancy		P																				
Obtain property insurance		P																				
Staff and furniture move-in		P	S		S																	
Governance																						
Move from Founding to Governing Board	P	P																				
Ratify By-Laws, COI, and Code of Ethics	P	S					C															
Define role of Board members	P	S					C															

Task / Planning / Timeline	BOD	HOS	DCI	PL/AC	BOP	BES	6 / 2017	7 / 2017	8 / 2017	9 / 2017	10 / 2017	11 / 2017	12 / 2017	1 / 2018	2 / 2018	3 / 2018	4 / 2018	5 / 2018	6 / 2018	7 / 2018	8 / 2018
Family Outreach																					
Write family letter re: Parent Orientation		P		S																	
Mail family letter re: Parent Orientation		S	S	P																	
Complete family (all) visits		P	S	S																	
Prepare pre-opening Parent Orientation protocol and materials		P	S	S		C															
Hold pre-opening Parent Orientation		P	S	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	S			C															
Attend national and local educational conferences		P	S																		
Create plan to ensure instructional program aligns with mission/values		P	S																		
Identify preliminary models for core subjects		P	S																		
Finalize all instructional staff job descriptions		P	S																		
Create and finalize curriculum plans and timelines		P	S																		
Create benchmarks aligned with state standards and curriculum frameworks		P	S																		
Create scope and sequence for each subject		P	S																		
Create and finalized Unit 1 plans for all core content		S	P																		
Create and finalized Unit II plans for all core content		S	P																		
Procurement																					
Purchase materials and textbooks		S	P																		
Purchase Chromebooks and supporting materials		P	S																		
Contract with NWEA MAP, STEP		P	S																		
Purchase standardized testing materials		S	P																		
Purchase Achieve 3000		P	S																		

Develop partnerships of after school opportunities on Friday's abbreviated schedule		P	S		S															
Develop partnerships for before/after school care options for families		P	S		S															
Devise performance measures for each strategic alliance	S	P	S		S															
Parents and Community																				
<i>Parent/Student Handbook(s)</i>																				
Contract for translation (Spanish)		S			P															
Secure a printer		P																		
Submit edited copy to printer		P																		
Distribute final copies to parent		S			P															
<i>Communication</i>																				
Design school logo		P																		
Create branding guidelines		P																		
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																		
Define how information will flow within school		P																		
Define procedure for visitors entering building		P	S																	
Develop forms necessary to track and monitor visitors		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																		
Purchase office equipment and furniture		P																		
Purchase postage meter		P																		
Purchase restroom supplies		P																		

Task / Planning / Timeline	BOD	HOS	DCI	PL/AC	BOP	BES	6 / 2017	7 / 2017	8 / 2017	9 / 2017	10 / 2017	11 / 2017	12 / 2017	1 / 2018	2 / 2018	3 / 2018	4 / 2018	5 / 2018	6 / 2018	7 / 2018	8 / 2018
Purchase cleaning products		P			C																
Purchase classroom library materials		P	S																		
Purchase arts materials		P	S																		
Purchase PE equipment		P	S																		
Purchase medical supplies		P			C																
Purchase classroom technology		P	S																		
Purchase office supplies		P			C																
Purchase PA/communication system		P			C																
Contract Personnel																					
Hire janitorial services		P			C																
Line up electrician, plumber, & handyman		P			C																
Technology																					
Select provider for internet access (DSL, cable)		P			C																
Set up intranet (so all computers are linked)		P			C																
Select cloud based storage program		P			C																
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															



VANGUARD COLLEGIATE
OF INDIANAPOLIS

Attachment 14

Insurance Coverage



March 3, 2017

RE: Vanguard Collegiate of Indianapolis

To Whom It May Concern:

Thurston Springer is proud to have been selected to provide insurance coverage for Vanguard Collegiate of Indianapolis.

For 33 years, Thurston Springer has provided financial planning services to clients nationwide. Over the last 18 months, our firm expanded operations to include an insurance division which provides services for Personal (Home/Auto) and Commercial (Non-Profit/For-Profit businesses) Lines Insurance. Thurston Springer's insurance division is able to write and bind policies in both Indiana and Ohio at this time.

Thurston Springer Insurance utilizes multiple carriers in which to place potential clients for both Business and Personal needs. Per program requirements for Vanguard Collegiate, coverage will only be placed with companies that have an AM Best Rating of, "A".

With regard to Vanguard Collegiate of Indianapolis, the following coverages could be obtained to meet all Indiana Charter School Board (ICSB) requirements:

Workers Compensation: Liability coverage for all employees as required by Indiana law.

Commercial General Liability: Commercial General Liability in an occurrence form, limits will meet \$1,000,000 per occurrence and \$2,000,000 aggregate for Bodily Injury (BI), Personal Injury (PI) and Property Damage liability coverage. Liability will include: all premises and operations, products/completed operations, independent contractors, separation of insureds, defense and contractual liability. Such comprehensive general liability insurance will expressly cover sexual abuse and molestation liability and medical payments of at least \$5,000. The ICSB and the Indiana Department of Education (IDOE) will 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 will 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: Coverage is 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 normal school hours, with limits of not less than \$1,000,000 per occurrence for BI and PD. **Such liability insurance provides coverage for the school only.** I encourage Vanguard Collegiate to establish policy whereby any school employee who drives a personally-owned vehicle for school-





related business (including field trips/conferences, etc.) to have personal auto coverage that is rated for, “Business Use”. Liability on each policy should be set at \$500,000. Purchase of a Personal Umbrella Policy is also suggested in the amount of at least \$1,000,000. Furthermore, all such employees should be required to provide Certificates of Insurance (C.O.I.) to keep on file at the school. Proof in the form of a Declaration Page should be submitted at each policy renewal (6 or 12 month term) or if the employee changes insurance carriers. **Thurston Springer will provide coverage counseling at no additional fee for employees that request assistance.**

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 will cover boiler and machinery exposures and business interruption/extra expense losses. Should Vanguard Collegiate of Indianapolis lease 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 require coverage this coverage for athletic participation. Through dialogue with Program Director, Robert Marshall this coverage will not be needed for at least 2 years.

Employee Dishonesty Liability: Employee Dishonesty liability insurance in the amount of at least \$250,000 will be acquired for all school employees. Please remember, Indiana has specific fidelity bond requirements for certain school employees. Each limit set by the state will either be met or exceeded.

Cyber Liability: Vanguard Collegiate of Indianapolis will have the opportunity to purchase Cyber Liability insurance depending upon the school technology model.

Foreign Travel/Field Trip Liability: Vanguard Collegiate may wish to obtain liability insurance covering field trips/foreign travel. Again, this coverage hinges on the program model and lesson plans.

In addition, Thurston Springer is aware that contracting with Educational Management Organization Charter Schools authorized by the ICSB must factor in the following requirements:

Service Agreement: 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.

EMO: 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 will be submitted to the ICSB.

Workers Compensation: WC 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.

Year One Premium Projection:

Figures based off of information obtained from Robert Marshall.

Workers Compensation/Employers Liability:	\$6,100 (Based on 35 Employees)
Commercial General Liability:	\$1,700
Educators Legal Liability:	\$3,500
Automobile Liability:	\$350 (Based on no owned autos)
Umbrella Liability:	\$5,000
Property Insurance:	\$3,500-\$7,000

Through conversation, Leasing was given to me as the most likely option for Vanguard Collegiate. Range of price is due to an unknown location (zip codes play a role in determining price) and an unknown value of building (Property Insurance Premium is dictated by Replacement Cost of the building and other policy coverage requirements of the Leasing Company which may be totally separate of ICSB standards).

Employee Dishonesty Liability:	\$1,500
Cyber Liability:	\$1,500
D&O:	\$4,000
Law Enforcement Professional:	\$750
Foreign Travel Liability:	\$1,000
Total: \$28,900 to \$32,400	

(Price can fluctuate higher or lower depending on Liability amounts and Deductibles selected for each coverage.)

Please note: Market Conditions for School Policies change quarterly based on "loss" statistics industry-wide. Projection of insurance rates for the Fall of 2018 comes with a high degree of variability. This letter in no way guarantees future coverage, nor should it be considered an insurance policy.

Should you have any questions regarding this letter and or price projections, please feel free to reach out to me at your earliest convenience.

Sincerely,

Phil Lovison
Property and Casualty Manager
plovison@thurstonspringer.com
m: 317.379.8201





VANGUARD COLLEGIATE
OF INDIANAPOLIS

Attachment 15
Budget and Staffing
Workbook

INDIANA CHARTER SCHOOL BOARD

5-Year Pro Forma Budget Submission Template

General Instructions for New School Applicants

- Complete the School Enrollment Projection tab in ORANGE
 - Complete the Year 0 - Budget and Cash Flow tab in PURPLE
 - Complete ALL FIVE annual budget tabs in BLUE
 - Complete ALL FIVE staffing tabs in GREEN
 - Enter information into the WHITE cells
 - Do not enter information into the GREY cells
- NOTE: Applicants proposing to operate a network of schools should add a worksheet or attach a separate file reflecting the consolidated network's 5-Year pro-forma budget, reflecting all components - including the regional back office/central office - of the Indiana network.
- We encourage applicants to contact the Indiana Department of Education Office of School Finance to learn more about Indiana's funding formula and all grant and operating funds available. Visit <http://www.doe.in.gov/idoefinance> for more information.

SCHOOL ENROLLMENT PROJECTIONS

Planned Number of Students																	
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	% ELL	% SPED	% SNAP, TANF or Foster Care
Year 1	0	0	0	0	0	60	60	0	0	0	0	0	0	120	10%	10%	99%
Year 2	0	0	0	0	0	120	60	60	0	0	0	0	0	240	10%	10%	99%
Year 3	0	0	0	0	0	120	120	60	60	0	0	0	0	360	10%	10%	99%
Year 4	0	0	0	0	0	120	120	120	60	0	0	0	0	420	10%	10%	99%
Year 5	0	0	0	0	0	120	120	120	120	0	0	0	0	480	10%	10%	99%

Planned Number of Classes																
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL		
Year 1	0	0	0	0	0	2	2	0	0	0	0	0	0	4		
Year 2	0	0	0	0	0	4	2	2	0	0	0	0	0	8		
Year 3	0	0	0	0	0	4	4	2	2	0	0	0	0	12		
Year 4	0	0	0	0	0	4	4	4	2	0	0	0	0	14		
Year 5	0	0	0	0	0	4	4	4	4	0	0	0	0	16		

Note: FDK students are treated as 1 for purposes of ADM. 1/2 day kindergarten students are 0.5 ADM

	2016	2017
Foundation Grant	\$ 4,967	\$ 5,088
Complexity Grant	\$ 3,489	\$ 3,539

Vanguard Collegiate of Indianapolis						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUE						
State Revenue						
Basic Grant	\$	610,560	\$ 1,221,120	\$ 1,831,680	\$ 2,136,960	\$ 2,442,240
State Matching Funds for School Lunch Program	\$	-	-	-	-	-
Professional Development	\$	-	-	-	-	-
Technology Grants	\$	-	-	-	-	-
Remediation Program	\$	-	-	-	-	-
Gifted and Talented Program	\$	-	-	-	-	-
Textbook Reimbursement	\$	-	-	-	-	-
Summer School	\$	-	-	-	-	-
Charter and Innovation Network School Grant Program	\$	60,000	\$ 120,000	-	-	-
Charter and Innovation Network School Advance Program	\$	-	-	-	-	-
Complexity Grant	\$	276,042	\$ 552,084	\$ 828,126	\$ 966,147	\$ 1,104,168
Special Education Funding for students with severe disabilities and mild/moderate	\$	34,100	\$ 68,200	\$ 108,800	\$ 122,600	\$ 142,900
Federal Revenue						
Public Charter School Program (PCSP) Grant	\$	-	-	-	-	-
Public Law 101-476 (IDEA)	\$	6,233	\$ 12,466	\$ 18,698	\$ 21,815	\$ 24,931
Title I	\$	47,758	\$ 95,515	\$ 143,273	\$ 167,152	\$ 191,030
Title II	\$	4,752	\$ 9,504	\$ 14,256	\$ 16,632	\$ 19,008
Federal Lunch Program	\$	67,580	\$ 135,159	\$ 202,739	\$ 236,529	\$ 270,318
Federal Breakfast Reimbursement	\$	43,277	\$ 86,554	\$ 129,831	\$ 151,470	\$ 173,108
Federal Snack Reimbursement	\$	17,574	\$ 35,147	\$ 52,721	\$ 61,508	\$ 70,295
E-Rate	\$	-	\$ 4,884	\$ 4,969	\$ 5,056	\$ 5,145
Other Revenues						
Committed Philanthropic Donations	\$	275,000	\$ 100,000	-	-	-
Before and After Care Fees	\$	-	-	-	-	-
Interest Income	\$	-	-	-	-	-
Other (please describe)	\$	-	-	-	-	-
Other (please describe)	\$	-	-	-	-	-
Other (please describe)	\$	-	-	-	-	-
Other (please describe)	\$	-	-	-	-	-
Other (please describe)	\$	-	-	-	-	-
Total Revenue	\$	275,000	\$ 1,272,675	\$ 2,340,634	\$ 3,335,094	\$ 4,443,144
EXPENDITURES						
Personnel Expenses						
Wages, Benefits and Payroll Taxes	\$	167,542	\$ 652,563	\$ 1,302,185	\$ 1,858,571	\$ 2,163,827
Substitute Teachers	\$	-	-	-	-	-
Professional Development	\$	800	\$ 3,600	\$ 7,326	\$ 10,560	\$ 13,988
Bonuses	\$	-	-	-	-	-
Other (please describe)	\$	-	-	-	-	-
Other (please describe)	\$	-	-	-	-	-
Other (please describe)	\$	-	-	-	-	-
Other (please describe)	\$	-	-	-	-	-
Other (please describe)	\$	-	-	-	-	-
Other (please describe)	\$	-	-	-	-	-
Total Personnel Expenses	\$	168,342	\$ 656,163	\$ 1,309,511	\$ 1,869,131	\$ 2,176,310
Instructional Supplies and Resources						
Textbooks	\$	17,000	\$ 10,000	\$ 24,420	\$ 37,271	\$ 44,244
Library, periodicals, etc	\$	-	\$ 3,600	\$ 7,326	\$ 11,181	\$ 13,273
Technology	\$	-	\$ 600	\$ 1,221	\$ 1,760	\$ 2,331
Assessment materials	\$	-	\$ 9,000	\$ 18,315	\$ 27,953	\$ 33,183
Computers	\$	-	\$ 24,000	\$ 24,420	\$ 24,840	\$ 24,840
Software	\$	-	\$ 7,800	\$ 15,873	\$ 24,226	\$ 28,758
Other classroom supplies	\$	-	\$ 22,200	\$ 45,177	\$ 68,951	\$ 81,851
Field trips, other unclassified items	\$	-	\$ 3,000	\$ 6,105	\$ 9,318	\$ 11,061
Curriculum & Athletics	\$	-	\$ 6,000	\$ 12,210	\$ 18,636	\$ 22,122
ELL Materials	\$	-	-	-	-	-
SPED Materials	\$	-	\$ 600	\$ 611	\$ 621	\$ 632
Curriculum	\$	-	-	-	-	-
Uniforms	\$	-	\$ 3,000	\$ 6,105	\$ 9,318	\$ 11,061
Other (please describe)	\$	-	-	-	-	-
Total Instructional Supplies and Resources	\$	17,000	\$ 89,800	\$ 161,783	\$ 234,083	\$ 284,907
Support Supplies and Resources						
Administrative Computers	\$	2,550	\$ 5,950	\$ 10,379	\$ 8,800	\$ 5,372
Administrative Software	\$	-	-	-	-	-
Administration Dues, fees, misc expense	\$	500	\$ 500	\$ 500	\$ 500	\$ 500
Office supplies	\$	1,200	\$ 5,400	\$ 5,495	\$ 5,591	\$ 5,688
Copier Supplies	\$	-	\$ 2,400	\$ 4,804	\$ 7,484	\$ 8,849
Medical Supplies	\$	-	\$ 1,200	\$ 1,221	\$ 1,242	\$ 1,264
Custodial Supplies	\$	-	\$ 3,000	\$ 6,105	\$ 9,318	\$ 11,061
Background Fees	\$	135	\$ 450	\$ 549	\$ 466	\$ 284
Copier Leases	\$	-	\$ 4,800	\$ 9,761	\$ 9,939	\$ 10,113
Total Support Supplies and Resources	\$	4,385	\$ 23,700	\$ 38,900	\$ 43,310	\$ 44,854
Board Expenses						
Charter Board Services, including Board Training, retreat	\$	1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Charter Board Supplies & Equipment	\$	1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200
Charter Board Dues, fees, etc	\$	-	-	-	-	-
Other (please describe)	\$	-	-	-	-	-
Other (please describe)	\$	-	-	-	-	-
Other (please describe)	\$	-	-	-	-	-
Other (please describe)	\$	-	-	-	-	-
Other (please describe)	\$	-	-	-	-	-
Total Board Expenses	\$	2,200	\$ 2,200	\$ 2,200	\$ 2,200	\$ 2,200
Professional Purchased or Contracted Services						
Legal Services	\$	5,000	\$ 5,000	\$ 5,000	\$ 10,000	\$ 15,000
Adult Services (compliant with SBOA requirements)	\$	-	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Payroll Services	\$	504	\$ 1,790	\$ 2,095	\$ 2,349	\$ 2,489
Accounting Services	\$	5,000	\$ 60,000	\$ 60,000	\$ 65,000	\$ 65,000
Printing/Newsletter/Annual Report Service	\$	1,500	\$ 1,500	\$ 1,526	\$ 1,580	\$ 1,665
Consultants	\$	10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Internet Services	\$	-	\$ 4,800	\$ 4,884	\$ 4,969	\$ 5,056
Telephone/Telecommunication Service	\$	-	\$ 1,200	\$ 1,221	\$ 1,242	\$ 1,264
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	-	\$ 23,000	\$ 26,455	\$ 28,989	\$ 31,603
Travel	\$	-	-	-	-	-
Postage	\$	2,400	\$ 2,400	\$ 4,800	\$ 7,200	\$ 8,400
Special Education Services	\$	-	\$ 3,600	\$ 7,326	\$ 11,181	\$ 13,273
Student Information Services	\$	-	\$ 13,000	\$ 6,105	\$ 9,318	\$ 11,061
Food services	\$	-	\$ 117,087	\$ 238,272	\$ 363,663	\$ 431,698
Transportation	\$	-	-	-	-	-
Nursing Services	\$	-	-	-	-	-
Other (Please Describe)	\$	-	-	-	-	-
Staff Recruitment, Student Recruitment, & Marketing	\$	26,000	\$ 22,000	\$ 30,605	\$ 32,318	\$ 33,561
Amercorps	\$	10,000	\$ -	\$ -	\$ -	\$ -
Technology Services	\$	2,400	\$ 4,400	\$ 4,477	\$ 4,555	\$ 4,635
Total Professional Purchased or Contracted Services	\$	62,804	\$ 279,777	\$ 412,766	\$ 562,365	\$ 639,705
Facilities						
Rent, mortgage, or other facility cos	\$	-	\$ 114,000	\$ 231,990	\$ 354,075	\$ 420,316
Furniture & Equipment	\$	-	\$ 32,000	\$ 27,710	\$ 27,924	\$ 14,321
Gas/electric	\$	-	\$ 18,000	\$ 36,630	\$ 55,907	\$ 66,366
Water/ Sewer	\$	-	\$ 3,000	\$ 6,105	\$ 9,318	\$ 11,061
Grounds Keeping	\$	-	-	-	-	-
Maintenance Services	\$	-	\$ 9,000	\$ 18,315	\$ 27,953	\$ 33,183
Custodial	\$	-	-	-	-	-
Waste disposal	\$	-	\$ 3,000	\$ 6,105	\$ 9,318	\$ 11,061
Debt Service for Facilities (Interest Only)	\$	-	-	-	-	-
IFF Fee	\$	4,400	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$	-	-	-	-	-
Other (please describe)	\$	-	-	-	-	-
Other (please describe)	\$	-	-	-	-	-
Total Facilities	\$	4,400	\$ 179,000	\$ 326,855	\$ 484,494	\$ 556,307
Other						
Contingency	\$	-	\$ 14,452	\$ 23,746	\$ 33,425	\$ 38,468
Indiana Charter School Board Administrative Fee	\$	-	\$ 18,317	\$ 36,634	\$ 54,950	\$ 64,109
CMO/EMO Fee	\$	-	-	-	-	-
Charter and Innovation Network School Advance Program	\$	-	-	-	-	-
Interest Costs	\$	-	-	-	-	-
Backlog account for dissolution / closure	\$	-	-	\$ 10,000	\$ 10,000	\$ 10,000
Other (please describe)	\$	-	-	-	-	-
Other (please describe)	\$	-	-	-	-	-
Total Other	\$	-	\$ 32,769	\$ 70,379	\$ 98,376	\$ 117,132
Total Expenditures	\$	259,131	\$ 1,263,408	\$ 2,322,395	\$ 3,293,957	\$ 4,268,239
Carryover/Deficit	\$	15,869	\$ 9,267	\$ 18,239	\$ 41,136	\$ 70,730
Cumulative Carryover/Deficit	\$	15,869	\$ 25,136	\$ 43,375	\$ 84,511	\$ 155,241

Expected New School Annual Operating Budget and Cash Flow Projections -- YEAR 0 -- Pre-Opening Period

	Jun-17	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	TOTAL 2017	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	TOTAL FIRST HALF 2018
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	-	275,000	-	-	-	-	-	275,000	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue	-	275,000	-	-	-	-	-	275,000	-	-	-	-	-	-	-
EXPENDITURES															
Personnel Expenses															
Wages, Benefits and Payroll Taxes (TOTAL must match "Staffing Year 0")	-	-	-	12,995	12,995	12,995	12,995	51,982	19,260	19,260	19,260	19,260	19,260	19,260	115,560
Professional Development	-	-	-	-	-	-	-	-	-	-	-	-	-	800	800
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Personnel Expenses	-	-	-	12,995	12,995	12,995	12,995	51,982	19,260	19,260	19,260	19,260	19,260	20,060	116,360
Instructional Supplies and Resources															
Textbooks	-	-	-	-	-	-	-	-	-	-	-	-	-	17,000	17,000
Library, periodicals, etc	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Assessment materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Computers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Software	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other classroom supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Field trips, other unclassified items	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Co-curricular & Athletics	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ELL Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SPED Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Curriculum	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Instructional Supplies and Resources	-	-	-	-	-	-	-	-	-	-	-	-	-	17,000	17,000
Support Supplies and Resources															
Administrative Computers	-	1,700	-	-	-	-	-	1,700	850	-	-	-	-	-	850
Administrative Software	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administration Dues, fees, misc expenses	-	42	42	42	42	42	42	250	42	42	42	42	42	42	250
Office supplies	-	100	100	100	100	100	100	600	100	100	100	100	100	100	600
Copier Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Medical Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodial Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Background Fees	-	-	-	90	-	-	-	90	45	-	-	-	-	-	45
Copier Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Support Supplies and Resources	-	1,842	142	232	142	142	142	2,640	1,037	142	142	142	142	142	1,745
Board Expenses															
Charter Board Services, including Board Training, retreats	-	500	-	-	-	-	-	500	500	-	-	-	-	-	500
Charter Board Supplies & Equipment	-	100	100	100	100	100	100	600	100	100	100	100	100	100	600
Charter Board Dues, fees, etc	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Board Expenses	-	600	100	100	100	100	100	1,100	600	100	100	100	100	100	1,100
Professional Purchased or Contracted Services															
Legal Services	-	5,000	-	-	-	-	-	5,000	-	-	-	-	-	-	-
Adult Services (compliant with SDOA requirements)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	42	42	42	42	42	42	252	42	42	42	42	42	42	252
Accounting Services	-	417	417	417	417	417	417	2,500	417	417	417	417	417	417	2,500
Printing/Newsletter/Annual Report Services	-	125	125	125	125	125	125	750	125	125	125	125	125	125	750
Consultants	-	833	833	833	833	833	833	5,000	833	833	833	833	833	833	5,000
Internet Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone/Telecommunication Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Insurance Costs (per ICSB requirements detailed in charter school application)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Postage	-	-	-	-	-	400	400	800	400	400	400	400	-	-	1,600
Special Education Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Information Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nursing Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (Please Describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment, Student Recruitment, & Marketing	-	-	-	-	-	4,333	4,333	8,667	4,333	4,333	4,333	4,333	-	-	17,333
Amercamps	-	10,000	-	-	-	-	-	10,000	-	-	-	-	-	-	-
Technology Services	-	200	200	200	200	200	200	1,200	200	200	200	200	200	200	1,200
Total Professional Purchased or Contracted Services	-	16,617	1,617	1,617	1,617	6,350	6,350	34,169	6,350	6,350	6,350	6,350	6,350	1,617	28,635
Facilities															
Rent, mortgages, or other facility cost	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Furniture & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Gas/electric	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Water/Sewer	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grounds Keeping	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Maintenance Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodial	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Waste disposal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Day Service for Facilities (Interest Only)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IFF Fee	-	4,400	-	-	-	-	-	4,400	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Facilities	-	4,400	-	-	-	-	-	4,400	-	-	-	-	-	-	-
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	-	23,459	1,859	14,944	14,854	19,587	19,587	94,290	27,247	25,852	25,852	25,852	21,119	38,919	164,840
Net Income (Pre-Cash Flow Adjustments)	-	251,541	(1,859)	(14,944)	(14,854)	(19,587)	(19,587)	180,710	(27,247)	(25,852)	(25,852)	(25,852)	(21,119)	(38,919)	(164,840)
CASH FLOW ADJUSTMENTS															
OPERATING ACTIVITIES															
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-										

Expected New School Annual Operating Budget – YEAR 1 – Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 610,560	\$5,088 per student
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Charter and Innovation Network School Grant Program	\$ 60,000	\$500 per Fall ADM for charter schools in their first 2 years of operations, or who receive an A, B, or C grade in the state's ranking system.
Charter and Innovation Network School Advance Program		
Complexity Grant	\$ 276,042	product of \$3,539 per student and complexity index, estimated at 6 http://www.cps.k12.in.us/cms/ib603-IND1000000/Centricity/Domain11/BSIA%20Article%20-%20Funding%20Formula%20-%20edited.docx
Special Education Funding for students with severe disabilities and mild/moderate	\$ 34,100	Total estimated sped population of 18%, with estimated 5% of the sped enrollment to have a severe disability generating \$8,800 per qualifying student and 95% of the sped enrollment to have a mild or moderate disability generating \$2,300 per qualifying student. http://www.cps.k12.in.us/cms/ib603-IND1000000/Centricity/Domain11/BSIA%20Article%20-%20Funding%20Formula%20-%20edited.docx
Federal Revenue		
Public Charter School Program (PCSP) Grant		estimated \$519.40 per SPED student countsee IDEA part B in ICSB startup manual, page 25:
Public Law 101-476 (IDEA)	\$ 6,233	https://www.in.gov/icsb/files/ICSB_StartUp_Manual.pdf
Title I	\$ 47,358	estimated \$462 per FRL count
Title II	\$ 4,752	estimated \$46 per FRL count
Federal Lunch Program	\$ 67,580	product of enrollment, FRL %, participation level %, attendance, and # of days and meal reimbursement rates for FY 2017
Federal Breakfast Reimbursement	\$ 43,277	product of enrollment, FRL %, participation level %, attendance, and # of days and meal reimbursement rates for FY 2017
Federal Snack Reimbursement	\$ 17,574	product of enrollment, FRL %, participation level %, attendance, and # of days and meal reimbursement rates for FY 2017
E-Rate	\$ 4,800	E-Rate: 80% of internet & telephone service only
Other Revenues		
Committed Philanthropic Donations	\$ 100,000	\$50K of \$325K. Walton Grant; balance is board committed fundraising
Before and After Care Fees		
Interest Income		
Other (please describe)		
Total Revenue	\$1,272,675	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 652,563	Use staffing workbook
Substitute Teachers		
Professional Development	\$ 3,600	
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 656,163	
Instructional Supplies and Resources		
Textbooks	\$ 10,000	\$83.33 per student
Library, periodicals, etc	\$ 3,600	\$30 per student
Technology	\$ 600	
Assessment materials	\$ 9,000	\$75 per student
Computers	\$ 24,000	\$200 per student
Software	\$ 7,800	\$65 per student
Other classroom supplies	\$ 22,200	\$185 per student
Field trips, other unclassified items	\$ 3,000	\$25 per student
Co-curricular & Athletics	\$ 6,000	\$50 per student
E.L.L. Materials	\$ 600	
SPED Materials	\$ 600	\$27.78 per SPED student
Curriculum	\$ 600	\$0 per student
Uniforms	\$ 3,000	\$25 per student
Other (please describe)		
Total Instructional Supplies and Resources	\$ 89,800	
Support Supplies and Resources		
Administrative Computers	\$ 5,950	
Administrative Software		
Administration Dues, fees, misc expenses	\$ 500	
Office supplies	\$ 400	\$4.50 per month
Copy Supplies	\$ 2,400	\$20 per student
Medical Supplies	\$ 1,200	\$10 per student
Unusual Supplies	\$ 3,000	\$25 per student
Background Fees	\$ 450	for new staff members
Copyer Leases	\$ 4,800	\$400 per month
Total Support Supplies and Resources	\$ 23,700	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 1,000	2 trainings/\$500 each
Charter Board Supplies & Equipment	\$ 1,200	\$100/month
Charter Board Dues, fees, etc		
Other (please describe)		
Total Board Expenses	\$ 2,200	
Professional Purchased or Contracted Services		
Legal Services	\$ 5,000	
Audit Services (compliant with SBOA requirements)	\$ 10,000	
Payroll Services	\$ 1,790	\$149/month
Accounting Services	\$ 60,000	\$5000 per month
Printing/Newsletter/Annual Report Services	\$ 1,500	
Consultants	\$ 10,000	BES follow on support
Internet Services	\$ 4,800	\$400 per month
Telephone/Telecommunication Services	\$ 1,200	\$100 per month
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 23,000	\$192 per student
Travel		
Postage	\$ 2,400	\$20 per student
Special Education Services	\$ 3,600	\$166.67 per sped student
Student Information Services	\$ 13,000	\$108 per student
Food service	\$ 117,087	\$976 per student
Transportation	\$ -	
Nursing Services	\$ -	\$0 per student
Other (Please Describe)	\$ -	
Staff Recruitment, Student Recruitment, & Marketing	\$ 22,000	
Amusements	\$ -	
Technology Services	\$ 4,400	\$367 per month
Total Professional Purchased or Contracted Services	\$ 279,777	
Facilities		
Rent, mortgage, or other facility cost	\$ 114,000	\$9.5 per square foot
Furniture & Equipment	\$ 32,000	\$267 per student; includes budget for office and classroom furniture
Gas/Electric	\$ 18,000	\$1.5 per square foot
Water/ Sewer	\$ 3,000	\$0.25 per square foot
Grounds Keeping	\$ -	\$0 per square foot
Maintenance Services	\$ 9,000	
Counselor	\$ -	\$0 per square foot
Waste disposal	\$ 3,000	\$0.25 per square foot
Debt Service for Facilities (Interest Only)		
Other (please describe)		
Total Facilities	\$ 179,000	
Other		
Contingency	\$ 14,452	2.5% on non payroll expenses
Indiana Charter School Board Administrative Fee	\$ 18,317	3% of basic grant
CMO/EMO Fee		No CMO Fee
Charter and Innovation Network School Advance Program		
Interest Costs		No anticipated advance required
Escrow account for disallowment / closure	\$ -	\$10K per year starting year 2 through year 4 to reach a \$30K escrow balance
Other (please describe)		
Other (please describe)		
Total Other	\$ 32,769	
Total Expenditures	\$1,263,408	
Carryover/Deficit	\$ 9,267	

Expected New School Annual Operating Budget – YEAR 2 – Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue:		
Basic Grant	\$1,211,120	\$5,088 per student
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Charter and Innovation Network School Grant Program	\$ 120,000	\$500 per Fall ADM for charter schools in their first 2 years of operations, or who receive an A, B, or C grade in the state's ranking system
Charter and Innovation Network School Advance Program		product of \$1,359 per student and complexity index, estimated at .6
Complexity Grant	\$ 552,084	product of \$1,359 per student and complexity index, estimated at .6 http://www.cps.k12.il.us/cms/EB03/DB01000800/Ceomplexity/Domain1/DB01A%20article%20-%20of%20funding%20formula%20-%20deducted.docx
Special Education Funding for students with severe disabilities and mild/moderate	\$ 68,200	total estimated special population or 18% with estimated 5% of the total enrollment to have a severe disability generating \$8,800 per qualifying student and 95% of the total enrollment to have a mild or moderate disability generating \$2,300 per qualifying student. http://www.cps.k12.il.us/cms/EB03/DB01000800/Ceomplexity/Domain1/DB01A%20article%20-%20of%20funding%20formula%20-%20deducted.docx
Federal Revenue:		
Public Charter School Program (PCSP) Grant		estimated \$519.40 per SPED student count/IDEA part B in R-SB startup manual, page 23: https://www.in.gov/sdb/files/R-SB_Startup_Manual.pdf
Public Law 101-476 (IDEA)	\$ 12,466	
Title I	\$ 95,515	estimated \$402 per FRL count
Title II	\$ 9,506	estimated \$50 per FRL count
Federal Lunch Program	\$ 135,159	product of enrollment, FRL %, participation level %, attendance, and # of days and meal reimbursement rates for FY 2017
Federal Breakfast Reimbursement	\$ 86,554	product of enrollment, FRL %, participation level %, attendance, and # of days and meal reimbursement rates for FY 2017
Federal Snack Reimbursement	\$ 35,147	product of enrollment, FRL %, participation level %, attendance, and # of days and meal reimbursement rates for FY 2017
E-Rate	\$ 4,884	E-Rate: 80% of internet & telephone service only
Other Revenues		
Committed Philanthropic Donations	\$ -	board committed fundraising
Before and After Care Fees		
Interest Income		
Other (please describe)		
Total Revenue	\$2,340,634	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$1,302,185	
Substitute Teachers		
Professional Development	\$ 7,326	
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$1,309,511	
Instructional Supplies and Resources		
Textbooks	\$ 24,450	\$101.75 per student
Library, periodicals, etc.	\$ 7,326	\$30.53 per student
Technology	\$ 1,221	
Assessment materials	\$ 18,315	\$76.31 per student
Computers	\$ 24,450	\$101.75 per student
Software	\$ 15,873	\$66.14 per student
Other classroom supplies	\$ 45,177	\$188.24 per student
Field trips, other unclassified items	\$ 6,105	\$25.44 per student
Co-curricular & Athletics	\$ 12,310	\$50.88 per student
IEP Materials	\$ -	
SPED Materials	\$ 611	\$14.13 per SPED student
Curriculum	\$ -	\$0 per student
Uniforms	\$ 6,105	\$25 per student
Other (please describe)		
Total Instructional Supplies and Resources	\$161,783	
Support Supplies and Resources		
Administrative Computers	\$ 10,379	
Administrative Software	\$ -	
Administration Dues, fees, misc expenses	\$ 500	
Office supplies	\$ 5,495	\$427.88 per month
Copier Supplies	\$ 4,884	\$20.35 per student
Medical Supplies	\$ 1,221	\$5.09 per student
Custodial Supplies	\$ 6,105	\$25.44 per student
Background Fees	\$ 540	for new staff members
Copier Leases	\$ 9,768	\$814 per month
Total Support Supplies and Resources	\$38,900	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 1,000	2 trainings/\$500 each
Charter Board Supplies & Equipment	\$ 1,200	\$100/month
Charter Board Dues, fees, etc.		
Other (please describe)		
Total Board Expenses	\$ 2,200	
Professional Purchased or Contracted Services		
Legal Services	\$ 5,000	
Audit Services (compliant with SBOA requirements)	\$ 10,000	
Payroll Services	\$ 2,095	\$175/month
Accounting Services	\$ 60,000	\$5000 per month
Printing/Newsletter/Annual Report Services	\$ 1,526	
Consultants	\$ 10,000	BES Follow on Support
Internet Services	\$ 4,884	\$407 per month
Telephone/Telecommunication Services	\$ 1,221	\$102 per month
Total Insurance Costs (per R-SB requirements detailed in charter school application)	\$ 26,455	\$110 per student
Travel		
Printing	\$ 4,800	\$20 per student
Special Education Services	\$ 7,326	\$169.58 per sped student
Student Information Services	\$ 6,105	\$25 per student
Food services	\$ 238,272	\$993 per student
Transportation	\$ -	\$0 per student
Nursing Services	\$ -	\$0 per student
Other (Please Describe)	\$ -	
Staff Recruitment, Student Recruitment, & Marketing	\$ 30,605	
Americops	\$ -	
Technology Services	\$ 4,477	\$373 per month
Total Professional Purchased or Contracted Services	\$412,766	
Facilities		
Rent, mortgage, or other facility cost	\$ 231,990	\$9.67 per square foot
Furniture & Equipment	\$ 27,710	\$231 per new student
Gas/Electric	\$ 36,630	\$1.53 per square foot
Water Sewer	\$ 6,105	\$0.25 per square foot
Grounds Keeping	\$ -	\$0 per square foot
Maintenance Services	\$ 18,315	\$75 per square foot
Custodial	\$ -	\$0 per square foot
Waste disposal	\$ 6,105	\$0.25 per square foot
Debt Service for Facilities (Interest Only)	\$ -	
Other (please describe)		
Total Facilities	\$326,855	
Other		
Contingency	\$ 23,746	2.5% on non payroll expenses
Indiana Charter School Board Administrative Fee	\$ 36,634	3% of basic grant
CMO/EMO Fee		No CMO Fee
Charter and Innovation Network School Advance Program Interest Costs		No anticipated advance required
Escrow account for dissolution / closure	\$ 10,000	\$10k per year starting year 2 through year 4 to reach a \$30k escrow balance
Other (please describe)		
Other (please describe)		
Total Other	\$ 70,379	
Total Expenditures	\$2,322,395	
Carryover/Deficit	\$ 18,239	

Cumulative Carryover(Deficit)

Expected New School Annual Operating Budget – YEAR 3 – Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$1,831,680	\$5,088 per student
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		\$500 per Fall ADM for charter schools in their first 2 years of operations, or who receive an A, B, or C grade in the state's ranking system
Charter and Innovation Network School Grant Program	\$ -	
Charter and Innovation Network School Advance Program		product of \$3,539 per student and complexity index, estimated at .6
Complexity Grant	\$ 828,126	product of \$3,539 per student and complexity index, estimated at .6 http://www.cps.k12.in.us/cmc/lib/03/INO1000800/Cc/maturity/Domain1/IBRA%20encl%20-%20%20funding%20formula%20-%20dedicted.docx
Special Education Funding for students with severe disabilities and mild/moderate	\$ 108,800	four estimates: spot population @ 18%, with estimated 5% of the spot enrollment to have a severe disability generating \$8,800 per qualifying student and 95% of the spot enrollment to have a mild or moderate disability generating \$2,300 per qualifying student. http://www.cps.k12.in.us/cmc/lib/03/INO1000800/Cc/maturity/Domain1/IBRA%20encl%20-%20%20funding%20formula%20-%20dedicted.docx
Federal Revenue		
Public Charter School Program (P-SP) Grant		estimated \$519.40 per SPED student counsellor (IDEA part B) in K-5th startup manual, page 25: https://www.in.gov/ed/files/K-5th_Startup_Manual.pdf
Public Law 101-476 (IDEA)	\$ 18,698	estimated \$402 per FRL count
Title I	\$ 143,273	estimated \$40 per FRL count
Title II	\$ 14,256	product of enrollment, FRL %, participation level % attendance, and # of days and meal reimbursement rates for FY 2017
Federal Lunch Program	\$ 202,739	product of enrollment, FRL %, participation level % attendance, and # of days and meal reimbursement rates for FY 2017
Federal Breakfast Reimbursement	\$ 129,831	product of enrollment, FRL %, participation level % attendance, and # of days and meal reimbursement rates for FY 2017
Federal Snack Reimbursement	\$ 52,721	product of enrollment, FRL %, participation level % attendance, and # of days and meal reimbursement rates for FY 2017
E-Rate	\$ 4,969	E-Rate: 80% of internet & telephone service only
Other Revenues		
Committed Philanthropic Donations	\$ -	board committed fundraising
Before and After Care Fees		
Interest Income		
Other (please describe)		
Total Revenue	\$3,335,094	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$1,858,571	
Substitute Teachers		
Professional Development	\$ 10,560	
Business		
Other (please describe)		
Total Personnel Expenses	\$1,869,131	
Instructional Supplies and Resources		
Textbooks	\$ 37,271	\$103.33 per student
Library, periodicals, etc.	\$ 11,181	\$31.06 per student
Technology	\$ 1,760	
Assessment materials	\$ 27,993	\$77.65 per student
Computers	\$ 24,847	\$69.05 per student
Software	\$ 24,236	\$67.29 per student
Other classroom supplies	\$ 68,993	\$191.33 per student
Field trips, other nonclassified items	\$ 9,318	\$25.89 per student
Co-curricular & Athletics	\$ 18,636	\$51.77 per student
ELL Materials	\$ -	
SPED Materials	\$ 621	\$9.59 per SPED student
Curriculum	\$ -	\$0 per student
Uniforms	\$ 9,318	\$26 per student
Other (please describe)		
Total Instructional Supplies and Resources	\$ 234,083	
Support Supplies and Resources		
Administrative Computers	\$ 8,800	
Administrative Software		
Administration Dues, fees, misc. expenses	\$ 500	
Office supplies	\$ 5,591	\$165.89 per month
Copy Supplies	\$ 7,453	\$20.71 per student
Medical Supplies	\$ 1,242	\$3.45 per student
Outsourced Supplies	\$ 9,318	\$25.89 per student
Background Fees	\$ 466	for new staff members
Copier Leases	\$ 9,939	\$28.25 per month
Total Support Supplies and Resources	\$ 43,310	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 1,000	2 trainings/\$500 each
Charter Board Supplies & Equipment	\$ 1,200	\$100/month
Charter Board Dues, fees, etc.		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Board Expenses	\$ 2,200	
Professional Purchased or Contracted Services		
Legal Services	\$ 10,000	
Audit Services (compliant with SBDA requirements)	\$ 10,000	
Payroll Services	\$ 2,549	\$196/month
Accounting Services	\$ 65,000	\$5417 per month
Printing/Newsletter/Annual Report Services	\$ 1,580	
Consultants	\$ 10,000	
Internet Services	\$ 4,969	\$414 per month
Telephone/Telecommunication Services	\$ 1,242	\$104 per month
Total Insurance Costs (per K-5th requirements detailed in charter school application)	\$ 28,989	\$81 per student
Travel	\$ 7,200	\$30 per student
Special Education Services	\$ 11,181	\$172.55 per sped student
Student Information Services	\$ -	\$26 per student
Fund service	\$ 363,663	\$1010 per student
Transportation		
Nursing Services	\$ -	\$0 per student
Other (Please Describe)	\$ -	
Staff Recruitment, Student Recruitment, & Marketing	\$ 33,318	
Americorps	\$ -	
Technology Services	\$ 4,555	\$380 per month
Total Professional Purchased or Contracted Services	\$ 562,365	
Facilities		
Rent, mortgage, or other facility cost	\$ 354,075	\$9.84 per square foot
Furniture & Equipment	\$ 27,924	\$355 per new student
Gas/Electric	\$ 55,907	\$15.55 per square foot
Water/Sewer	\$ 9,318	\$9.26 per square foot
Criminals Keeping	\$ -	\$0 per square foot
Maintenance Services	\$ 27,951	
Custodial	\$ -	\$0 per square foot
Waste disposal	\$ 9,318	\$9.26 per square foot
Dish Service for Facilities (Interest Only)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	\$ 484,494	
Other		
Contingency	\$ 33,425	2.5% on non payroll expenses
Indiana Charter School Board Administrative Fee	\$ 54,950	3% of basic grant
CMO/FMO Fee		No CMO Fee
Charter and Innovation Network School Advance Program Interest Costs		No anticipated advance required
Escrow account for dissolution / closure	\$ 10,000	\$10K per year starting year 2 through year 4 to reach a \$30K escrow balance
Other (please describe)		
Other (please describe)		
Total Other	\$ 98,376	
Total Expenditures	\$3,293,997	
Carryover/Deficit	\$ 41,136	

Cumulative Carryover/(Deficit)

Expected New School Annual Operating Budget – YEAR 4 – Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$2,136,960	\$5,088 per student
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		\$500 per Fall ADM for charter schools in their first 2 years of operations, or who receive an A, B, or C grade in the state's ranking system
Charter and Innovation Network School Grant Program	\$ -	
Charter and Innovation Network School Advance Program		product of \$3,539 per student and complexity index, estimated at .6
Complexity Grant	\$ 966,147	product of \$3,539 per student and complexity index, estimated at .6 http://www.cps.k12.il.us/cmc/lib03/INO1000800/Cc/maturity/Domain1/IBRA%20encl6%20-%20%20funding%20formula%20-%20dedicated.docx
Special Education Funding for students with severe disabilities and mild/moderate	\$ 122,600	four estimates: spot population or 18%; with estimated 5% of the spot enrollment to have a severe disability generating \$8,800 per qualifying student and 95% of the spot enrollment to have a mild or moderate disability generating \$2,300 per qualifying student. http://www.cps.k12.il.us/cmc/lib03/INO1000800/Cc/maturity/Domain1/IBRA%20encl6%20-%20%20funding%20formula%20-%20dedicated.docx
Federal Revenue		
Public Charter School Program (P-SP) Grant		estimated \$519.40 per SPED student counsellor (IDEA part B) in K-5B startup manual, page 25: https://www.in.gov/ed/files/K-5B_StartUp_Manual.pdf
Public Law 101-476 (IDEA)	\$ 21,815	estimated \$402 per FRL count
Title I	\$ 167,132	estimated \$40 per FRL count
Title II	\$ 16,632	product of enrollment, FRL %, participation level % attendance, and # of days and meal reimbursement rates for FY 2017
Federal Lunch Program	\$ 236,529	product of enrollment, FRL %, participation level % attendance, and # of days and meal reimbursement rates for FY 2017
Federal Breakfast Reimbursement	\$ 151,470	product of enrollment, FRL %, participation level % attendance, and # of days and meal reimbursement rates for FY 2017
Federal Snack Reimbursement	\$ 61,508	product of enrollment, FRL %, participation level % attendance, and # of days and meal reimbursement rates for FY 2017
E-Rate	\$ 5,056	E-Rate: 80% of internet & telephone service only
Other Revenues		
Committed Philanthropic Donations	\$ -	board committed fundraising
Bequests and After Care Fees		
Interest Income		
Other (please describe)		
Total Revenue	\$3,885,868	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$2,163,827	
Substitute Teachers		
Professional Development	\$ 12,483	
Business		
Other (please describe)		
Total Personnel Expenses	\$2,176,310	
Instructional Supplies and Resources		
Textbooks	\$ 44,244	\$105.14 per student
Library, periodicals, etc.	\$ 13,273	\$11.6 per student
Technology	\$ 2,981	
Assessment materials	\$ 33,183	\$29.01 per student
Computers	\$ 36,641	\$32.74 per student
Software	\$ 28,758	\$25.47 per student
Other classroom supplies	\$ 81,853	\$72.85 per student
Field trips, other nonclassified items	\$ 11,090	\$9.85 per student
Co-curricular & Athletics	\$ 22,123	\$19.67 per student
ELL Materials	\$ -	
SPED Materials	\$ 632	\$8.36 per SPED student
Curriculum	\$ -	\$0 per student
Uniforms	\$ 11,090	\$9.85 per student
Other (please describe)		
Total Instructional Supplies and Resources	\$ 284,907	
Support Supplies and Resources		
Administrative Computers	\$ 5,372	
Administrative Software	\$ -	
Administration Dues, fees, misc. expenses	\$ 500	
Office supplies	\$ 5,688	\$4.94 per month
Copier Supplies	\$ 8,849	\$7.81 per student
Medical Supplies	\$ 1,264	\$1.01 per student
Outsourced Supplies	\$ 11,090	\$9.85 per student
Background Fees	\$ 294	for new staff members
Copier Leases	\$ 10,113	\$842.74 per month
Total Support Supplies and Resources	\$ 43,132	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 1,000	2 trainings/\$500 each
Charter Board Supplies & Equipment	\$ 1,200	\$100/month
Charter Board Dues, fees, etc.		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Board Expenses	\$ 2,200	
Professional Purchased or Contracted Services		
Legal Services	\$ 10,000	
Audit Services (compliant with SBDA requirements)	\$ 10,000	
Payroll Services	\$ 2,489	\$207/month
Accounting Services	\$ 65,900	\$5417 per month
Printing/Newsletter/Annual Report Services	\$ 1,665	
Consultants	\$ 10,000	
Internet Services	\$ 5,056	\$421 per month
Telephone/Telecommunication Services	\$ 1,264	\$105 per month
Total Insurance Costs (per K-5B requirements detailed in charter school application)	\$ 31,603	\$75 per student
Travel	\$ 8,400	\$30 per student
Postage	\$ 13,273	\$11.67 per student
Special Education Services	\$ 11,090	\$9.85 per student
Student Information Services	\$ 417,698	\$1026 per student
Food service	\$ -	\$0 per student
Transportation	\$ -	\$0 per student
Nursing Services	\$ -	\$0 per student
Other (Please Describe)	\$ -	\$0 per student
Staff Recruitment, Student Recruitment, & Marketing	\$ 33,561	
Americorps	\$ -	
Technology Services	\$ 4,635	\$386 per month
Total Professional Purchased or Contracted Services	\$ 639,705	
Facilities		
Rent, mortgage, or other facility cost	\$ 420,316	\$10.01 per square foot
Furniture & Equipment	\$ 14,321	\$80 per new student
Gas/Electric	\$ 66,366	\$1.58 per square foot
Water/Sewer	\$ 11,061	\$9.26 per square foot
Criminals Keeping	\$ -	\$0 per square foot
Maintenance Services	\$ 33,183	\$29.01 per square foot
Landfill	\$ -	\$0 per square foot
Waste disposal	\$ 11,090	\$9.85 per square foot
Dish Service for Facilities (Interest Only)	\$ -	\$0 per square foot
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	\$ 556,307	
Other		
Contingency	\$ 38,468	2.5% on non payroll expenses
Indiana Charter School Board Administrative Fee	\$ 64,109	3% of basic grant
CMO/EMO Fee		No CMO Fee
Charter and Innovation Network School Advance Program Interest Costs		No anticipated advance required
Escrow account for dissolution / closure	\$ 10,000	\$10K per year starting year 2 through year 4 to reach a \$30K escrow balance
Other (please describe)		
Other (please describe)		
Total Other	\$ 112,577	
Total Expenditures	\$3,815,138	
Carryover/Deficit	\$ 70,730	

Cumulative Carryover/(Deficit)

Expected New School Annual Operating Budget – YEAR 5 – Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$2,442,240	\$5,088 per student
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Charter and Innovation Network School Grant Program	\$ -	\$500 per Fall ADM for charter schools in their first 2 years of operations, or who receive an A, B, or C grade in the state's ranking system
Charter and Innovation Network School Advance Program		
Complexity Grant	\$1,104,168	product of \$3,339 per student and complexity index, estimated at .6 http://www.cps.k12.il.us/csm/ib03/IN01000800/Complexity/Domain1/ISBA%20article%20-%20of%20funding%20formula%20-%20dedfied.docx
Special Education Funding for students with severe disabilities and mild/moderate	\$ 142,900	Fund amount: 100% of enrollment or 18%, with estimated 5% of the sped enrollment to have a severe disability generating \$8,800 per qualifying student and 95% of the sped enrollment to have a mild or moderate disability generating \$2,300 per qualifying student http://www.cps.k12.il.us/csm/ib03/IN01000800/Complexity/Domain1/ISBA%20article%20-%20of%20funding%20formula%20-%20dedfied.docx
Federal Revenue		
Public Charter School Program (PCSP) Grant		estimated \$119.40 per SPED student count IDEA part B in ICSB startup manual, page 25: https://www.a.gov/csb/office/ICSB_StartUp_Manual.pdf
Public Law 101-476 (IDEA)	\$ 24,931	estimated \$402 per FRL count
Title I	\$ 151,000	estimated \$40 per FRL count
Title II	\$ 15,000	estimated \$40 per FRL count
Federal Lunch Program	\$ 270,318	product of enrollment, FRL %, participation level %, attendance, and # of days and meal reimbursement rates for FY 2017
Federal Breakfast Reimbursement	\$ 173,108	product of enrollment, FRL %, participation level %, attendance, and # of days and meal reimbursement rates for FY 2017
Federal Snack Reimbursement	\$ 70,295	product of enrollment, FRL %, participation level %, attendance, and # of days and meal reimbursement rates for FY 2017
E-Rate	\$ 5,145	E-Rate: 50% of internet & telephone service only
Other Revenues		
Committed Philanthropic Donations	\$ -	board committed fundraising
Rent and After Care Fees		
Interest Income		
Other (please describe)		
Total Revenue	\$4,413,144	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$2,396,406	
Professional Development	\$ 13,988	
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$2,410,484	
Instructional Supplies and Resources		
Textbooks	\$ 21,449	\$107.19 per student
Library, periodicals, etc.	\$ 13,433	\$32.10 per student
Technology	\$ 2,331	
Assessment materials	\$ 38,587	\$80.39 per student
Computers	\$ 17,292	\$17.61 per student
Software	\$ 13,442	\$69.61 per student
Other classroom supplies	\$ 95,181	\$198.29 per student
Field trips, other unclassified items	\$ 12,368	\$24.88 per student
Co-curricular & Athletics	\$ 25,723	\$53.59 per student
IEP Materials	\$ -	
SPED Materials	\$ 643	\$7.44 per SPED student
Curriculum	\$ -	
Uniform	\$ 12,862	\$27 per student
Other (please describe)		
Total Instructional Supplies and Resources	\$ 325,800	
Support Supplies and Resources		
Administrative Computers	\$ 3,644	
Administrative Software	\$ -	
Administration Dues, Fees, Misc Expenses	\$ 500	
Office Supplies	\$ 5,783	\$482.14 per month
Copier Supplies	\$ 10,290	\$11.44 per student
Medical Supplies	\$ 1,286	\$2.68 per student
Custodial Supplies	\$ 1,286	\$2.68 per student
Background Fees	\$ 193	for new staff members
Copier Leases	\$ 10,290	\$857.49 per month
Total Support Supplies and Resources	\$ 44,854	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 1,000	2 trainings/\$500 each
Charter Board Supplies & Equipment	\$ 1,200	\$100/month
Charter Board Dues, Fees, etc.		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Board Expenses	\$ 2,200	
Professional Purchased or Contracted Services		
Legal Services	\$ 15,000	
Audit Services (compliant with SBOA requirements)	\$ 10,000	
Payroll Services	\$ 2,591	\$216/month
Accounting Services	\$ 65,000	\$5417 per month
Printing/Newsletter/Annual Report Services	\$ 1,784	
Consultants	\$ 10,000	
Internet Services	\$ 3,145	\$429 per month
Telephone/Telecommunication Services	\$ 1,286	\$107 per month
Total Insurance Costs (per RSB requirements detailed in charter school application)	\$ 34,299	\$71 per student
Travel	\$ 9,680	\$30 per student
Postage	\$ 15,435	\$178.64 per sped student
Special Education Services	\$ 12,862	\$27 per student
Student Information Services	\$ 602,003	\$1040 per student
Transportation	\$ -	
Nursing Services	\$ -	
Other (Please Describe)	\$ -	
Staff Recruitment, Student Recruitment, & Marketing	\$ 33,362	
Americorps	\$ -	
Technology Services	\$ 4,716	\$393 per month
Total Professional Purchased or Contracted Services	\$ 723,084	
Facilities		
Real, mortgage, or other facility cost	\$ 488,768	\$10.18 per square foot
Furniture & Equipment	\$ 14,421	\$80 per new student
Gas/Electric	\$ 71,714	\$13.61 per square foot
Water/Sewer	\$ 12,862	\$0.27 per square foot
Grounds Keeping	\$ -	
Maintenance Services	\$ 38,587	\$80 per square foot
Custodial	\$ -	
Waste disposal	\$ 12,862	\$0.27 per square foot
Debt Service for Facilities (Interest Only)		
Other (please describe)		
Total Facilities	\$ 644,684	
Other		
Contingency	\$ 43,865	5.5% on non payroll expenses
Indiana Charter School Board Administrative Fee	\$ 93,267	3% of basic grant
CMO/FMO Fee		No CMO Fee
Charter and Innovation Network School Advance Program		
Interest Costs		No anticipated advance required
Escrow account for dissolution / closure	\$ -	\$10k per year starting year 2 through year 4 to reach a \$30k escrow balance
Other (please describe)		
Other (please describe)		
Total Other	\$ 117,132	
Total Expenditures	\$4,268,239	
Carryover/Deficit	\$ 174,905	

Cumulative Carryover (Deficit)

		Start-Up Year	Year 1	Year 2	Year 3	Year 4	Year 5
		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
		Preliminary Forecast					
SUMMARY							
Revenue							
	IDOE Basic Grant	-	610,560	1,221,120	1,831,680	2,136,060	2,442,240
	Federal Categorical Funding	-	191,973	379,230	566,488	660,161	753,836
	State Categorical Funding	-	370,142	740,284	936,926	1,088,747	1,247,068
	Private Grants, Donations, & Fundraising	275,000	100,000	-	-	-	-
	Total Revenue	275,000	1,272,675	2,340,634	3,335,094	3,885,868	4,443,144
Expenses							
	Salaries & Wages	139,583	527,000	1,046,010	1,486,211	1,667,954	1,787,907
	Benefits	27,958	125,563	256,175	372,359	436,499	487,465
	Supplies, Materials, & Equipment	27,485	119,600	209,209	288,373	340,303	384,238
	Professional Services and Travel	64,104	279,477	413,766	564,145	642,124	725,688
	Utilities, Insurance, Rent & Leasehold Improvements	-	179,000	326,855	484,494	556,307	644,684
	Miscellaneous	-	32,769	70,379	98,376	112,577	117,132
	Total Expenses (excluding Capitalization & Depreciation)	259,131	1,263,408	2,322,385	3,293,957	3,755,764	4,147,114
Operating Income (EBIDA)		15,869	9,267	18,239	41,136	130,104	296,030
Fund Balance							
	Beginning Balance (Unaudited)	-	15,869	25,136	43,375	84,511	214,616
Ending Fund balance		15,869	25,136	43,375	84,511	214,616	510,646
	Operating Income as % of Total Revenues	5.8%	0.7%	0.8%	1.2%	3.3%	6.7%
	Fund Balance as % of Revenues	5.8%	2.0%	1.9%	2.5%	5.5%	11.5%
	Operating Income as % of Total Expenses	6.1%	0.7%	0.8%	1.2%	3.5%	7.1%
	Fund Balance as % of Expenses	6.1%	2.0%	1.9%	2.6%	5.7%	12.3%
	Total Revenue Per Student	\$0	\$10,606	\$9,753	\$9,264	\$9,252	\$9,257
	Total Spending Per Student	\$0	\$10,528	\$9,677	\$9,150	\$8,942	\$8,640

Analytics						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
			Change from Prior Year			
IDOE Basic Grant	N/a	N/a	100%	50%	17%	14%
Federal Categorical Funding	N/a	N/a	98%	49%	17%	14%
State Categorical Funding	N/a	N/a	100%	27%	16%	15%
Private Grants, Donations, & Fundraising	N/a	N/a	-100%	0%	0%	0%
Total Revenues	N/a	N/a	84%	42%	17%	14%
			Change from Prior Year			
Salaries & Wages	N/a	N/a	98%	42%	12%	7%
Benefits	N/a	N/a	104%	45%	17%	12%
Supplies, Materials, & Equipment	N/a	N/a	75%	38%	18%	13%
Professional Services and Travel	N/a	N/a	48%	36%	14%	13%
Utilities, Insurance, Rent & Leasehold Improvements	N/a	N/a	83%	48%	15%	16%
Miscellaneous	N/a	N/a	115%	40%	14%	4%
			% of Spending			
Salaries & Wages	54%	42%	45%	45%	44%	43%
Benefits	11%	10%	11%	11%	12%	12%
Supplies, Materials, & Equipment	11%	9%	9%	9%	9%	9%
Professional Services and Travel	25%	22%	18%	17%	17%	17%
Utilities, Insurance, Rent & Leasehold Improvements	0%	14%	14%	15%	15%	16%
Miscellaneous	0%	3%	3%	3%	3%	3%

Vanguard Collegiate of Indianapolis
 Revenue & Student Assumptions
 As of 3/25/2017

Start-Up Year	Year 1	Year 2	Year 3	Year 4	Year 5			
2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Notes		
5th Grade	60	120	120	120	120			
6th Grade	60	60	120	120	120			
7th Grade	0	60	60	120	120			
8th Grade	0	0	60	60	120			
Enrollment	120	240	360	420	480			
Fall ADM Hedge	100%	100%	100%	100%	100%			
Effective Enrollment - Fall ADM	120	240	360	420	480			
Spring ADM Hedge	100%	100%	100%	100%	100%			
Effective Enrollment - Spring ADM	120	240	360	420	480			
School Days	181	181	181	181	181			
Attendance Rate	95%	95%	95%	95%	95%			
Complexity Index	65%	65%	65%	65%	65%	Impact on complexity calculation		
SPED % - Severe	1%	1%	1%	1%	1%			
SPED % - Mild & Moderate	9%	9%	9%	9%	9%			
SPED % - Communication & Homebound	0%	0%	0%	0%	0%			
SPED % - Special Preschool	0%	0%	0%	0%	0%			
SPED Count - Severe	1	2	4	4	5			
SPED Count - Mild & Moderate	11	22	32	38	43			
SPED Count - Communication & Homebound	0	0	0	0	0			
SPED Count - Special Preschool	0	0	0	0	0			
SPED Count - Total	12	24	36	42	48			
ELL %	10%	10%	10%	10%	10%			
ELL Count	12	24	36	42	48			
Paid %	1%	1%	1%	1%	1%			
Reduced %	10%	10%	10%	10%	10%			
Free %	89%	89%	89%	89%	89%			
Breakfast Participation	100%	100%	100%	100%	100%			
Lunch Participation	100%	100%	100%	100%	100%			
Snack Participation	100%	100%	100%	100%	100%			
Annual Revenue Increase	0.0%	0.0%	0.0%	0.0%	0.0%	flat funding environment assumed		
Effective Revenue Increase	100.0%	100.0%	100.0%	100.0%	100.0%			
Rate								
IDOE Basic Grant Fall	\$5,088	-	305,280	610,560	915,840	1,068,480	1,221,120	\$5,088 per student see base foundation amount in ICSB startup manual, page 21
IDOE Basic Grant Spring	\$5,088	-	305,280	610,560	915,840	1,068,480	1,221,120	
Title I	\$402	-	47,758	95,515	143,273	167,152	191,030	estimated \$402 per FRL count
Title II	\$40	-	4,752	9,504	14,256	16,632	19,008	estimated \$40 per FRL count
Title III	\$160	-	-	-	-	-	-	likely not enough to receive Title III due to ELL count not triggering \$10K minimum estimated \$519.40 per SPED student, count see IDEA part B in ICSB startup manual, page 25
IDEA	\$519.40	-	6,233	12,466	18,698	21,815	24,931	E-Rate: 80% of internet & telephone service only
E-Rate	N/A	-	4,800	4,884	4,969	5,056	5,145	
NSLP - Breakfast - Paid	\$0.29	-	63	126	189	220	252	product of enrollment, FRL %, participation level %, attendance, and # of days and meal reimbursement rates for FY 2017
NSLP - Breakfast - Reduced	\$1.74	-	3,779	7,559	11,338	13,227	15,117	product of enrollment, FRL %, participation level %, attendance, and # of days and meal reimbursement rates for FY 2017
NSLP - Breakfast - Free	\$2.04	-	39,435	78,870	118,304	138,022	157,739	product of enrollment, FRL %, participation level %, attendance, and # of days and meal reimbursement rates for FY 2017
NSLP - Lunch - Paid	\$0.32	-	70	139	209	243	278	product of enrollment, FRL %, participation level %, attendance, and # of days and meal reimbursement rates for FY 2017
NSLP - Lunch - Reduced	\$2.78	-	6,038	12,076	18,114	21,134	24,153	product of enrollment, FRL %, participation level %, attendance, and # of days and meal reimbursement rates for FY 2017
NSLP - Lunch - Free	\$3.18	-	61,472	122,944	184,416	215,152	245,888	product of enrollment, FRL %, participation level %, attendance, and # of days and meal reimbursement rates for FY 2017
NSLP - Snack - Paid	\$0.07	-	15	30	46	53	61	product of enrollment, FRL %, participation level %, attendance, and # of days and meal reimbursement rates for FY 2017
NSLP - Snack - Reduced	\$0.43	-	934	1,868	2,802	3,269	3,736	product of enrollment, FRL %, participation level %, attendance, and # of days and meal reimbursement rates for FY 2017
NSLP - Snack - Free	\$0.86	-	16,624	33,249	49,873	58,186	66,498	product of enrollment, FRL %, participation level %, attendance, and # of days and meal reimbursement rates for FY 2017
Charter & Innovation Network Grant	\$500	-	60,000	120,000	-	-	-	\$500 per Fall ADM for charter schools in their first 2 years of operations, or who receive an A, B, or C grade in the state's ranking system Total estimated sped population of 18%, with estimated 5% of the sped enrollment to have a severe disability generating \$8,800 per qualifying student and 95% of the sped enrollment to have a mild or moderate disability generating \$2,300 per qualifying stud
Special Education - Severe Disabilities	\$8,800	8,800	17,600	35,200	35,200	44,000	44,000	
Special Education - Mild & Moderate	\$2,300	25,300	50,600	73,600	87,400	98,900	98,900	
Special Education - Communication Disorders or Homebound	\$500	-	-	-	-	-	-	http://www.cps.k12.in.us/cms/lib03/IN01000800/Centricity/Domain/1/ISBA%20Article%20-%20Funding%20Formula%20-%20dedicd.docx product of \$3,539 per student and complexity index, estimated at .6
Complexity Grant	\$3,539	-	276,042	552,084	828,126	966,147	1,104,168	
Private Grants	N/A	-	-	-	-	-	-	
Walton Grant	N/A	275,000	50,000	-	-	-	-	
Fundraising	N/A	50,000	-	-	-	-	-	

Vanguard Collegiate of Indianapolis
Payroll Assumptions
As of 3/25/2017

	Start-Up Year	Year 1	Year 2	Year 3	Year 4	Year 5	
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Notes

Annual COLA Increase	0.0%	0.0%	2.0%	2.0%	2.0%	2.0%	to account for both COLA and Performance based adjustments
Effective Payroll Increase	100.0%	100.0%	102.0%	104.0%	106.1%	108.2%	

School Leader	0.83	1.00	1.00	1.00	1.00	1.00
Dean of Curriculum & Instruction	0.50	1.00	1.00	1.00	2.00	2.00
Parent Liason	0.83	1.00	1.00	1.00	1.00	1.00
Dean of Culture	0.00	0.00	1.00	1.00	1.00	1.00
Director of Operations	0.00	0.00	1.00	1.00	1.00	1.00
Office Clerk	0.00	1.00	1.00	1.00	1.50	1.50
Cafeteria Assistant	0.00	0.50	1.00	1.00	1.00	1.00
Custodian	0.00	0.50	1.00	1.00	2.00	2.00
Student Supports Coordinator	0.00	1.00	2.00	3.00	3.00	3.00
Teacher (Type 1)	0.00	3.00	6.00	10.00	12.00	13.00
Teacher (Type 2)	0.00	3.00	8.00	13.00	12.00	13.00
Teaching Fellow	0.00	0.00	0.00	0.00	2.00	4.00
Total # of Staff	2.17	12.00	24.00	34.00	39.50	43.50
Change in Staff Count	2.17	9.83	12.00	10.00	5.50	4.00

	Salary	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
School Leader	\$90,000	75,000	90,000	91,800	93,636	95,509	97,419
Dean of Curriculum & Instruction	\$62,500	31,250	62,500	63,750	65,025	132,651	135,304
Parent Liason	\$40,000	33,333	40,000	40,800	41,616	42,448	43,297
Dean of Culture	\$62,500	-	-	63,750	65,025	66,326	67,652
Director of Operations	\$55,000	-	-	56,100	57,222	58,366	59,534
Office Clerk	\$29,500	-	29,500	30,090	30,692	46,958	47,898
Cafeteria Assistant	\$20,000	-	10,000	20,400	20,808	21,224	21,649
Custodian	\$20,000	-	10,000	20,400	20,808	42,448	43,297
Student Supports Coordinator	\$45,000	-	45,000	91,800	140,454	143,263	146,128
Teacher (Type 1)	\$42,000	-	126,000	257,040	436,968	534,849	591,008
Teacher (Type 2)	\$38,000	-	114,000	310,080	513,958	483,911	534,721
Teaching Fellow	\$25,000	-	-	-	-	53,060	108,243
Total Salaries		139,583	527,000	1,046,010	1,486,211	1,667,954	1,787,907

Substitutes	\$0	-	-	-	-	-	-
Stipends	\$0	-	-	-	-	-	-
Total Compensation		139,583	527,000	1,046,010	1,486,211	1,667,954	1,787,907

Medical, Dental, & Vision	\$5,000	10,833	60,000	126,000	187,425	228,631	264,373	average across employees that employer pays; may or may not require some employee subsidization depending on specific employee plan
Annual Increase		0%	0%	5%	5%	5%	5%	
Effective Increase		100.00%	100.00%	105.00%	110.25%	115.76%	121.55%	

SSI	6.20%	8,654	32,674	64,853	92,145	103,413	110,850
Medicare	1.45%	2,024	7,642	15,167	21,550	24,185	25,925

Retirement	3.00%	4,188	15,810	31,380	44,586	50,039	53,637	401K or 403B plan; may want to require an employee match to trigger
Unemployment	2.50%	515	2,850	5,700	8,075	9,381	10,331	assessed on first \$9,500 per calendar year, IN new employer rate is 2.5% depends on policy rating expected to be a 501c3 org
Workers Compensation	1.25%	1,745	6,588	13,075	18,578	20,849	22,349	
FUTA	0.00%	-	-	-	-	-	-	



VANGUARD COLLEGIATE
OF INDIANAPOLIS

Attachment 16

Budget Narrative

Attachment 16: Provide a detailed budget narrative that provides a high-level summary of the budget and how the budget aligns with the 5-Year business plan, which should include the following descriptions of assumptions and revenue estimates:

- a. Per-Pupil Revenue Projections
- b. Staffing Levels
- c. Technology Costs and Facilities Expenses
- d. Specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising)
- e. The school’s contingency plan to meet financial needs if anticipated revenues are not received or are lower than the estimated budget
- f. 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.

Vanguard Collegiate of Indianapolis (“Vanguard Collegiate”) is planning to contract out back-office functions to a local service provider such as Goodwill Industries or a national provider such as EdTec, and contract for full service support services: accounts payable processing, accounting, payroll, and financial statement development. Additionally, the selected back-office provider will provide reporting compliance support, budgeting and forecasting, cash flow planning, scenario generation, and financial and operational best practices from their experience working with other charter schools. The Board will approve the contract and the Head of School and Director of Operations will manage the contract with the selected back-office provider. They will be responsible for working with the back-office provider staff across the various transactional areas to ensure the back-office provider has all the required information to provide services. The various transactional processes and systems have been summarized below by area of service.

Vanguard Collegiate has developed a startup and 5-year budget for the proposed charter school. The multiyear budget was prepared utilizing conservative revenue and expense assumptions whenever possible, with professional consultation from charter school budgeting and finance experts. Each fiscal year, the budget reflects a positive operating income and a growing fund balance to provide the school with opportunity to absorb unforeseen financial circumstances. By the end of the second year, fund balance is approximately equivalent to one month of operating cash and by the fifth year of operations, fund balance is equivalent to over three months of operating cash. **Figure 16.1** details all revenue, expenses, and balances, as well as total revenue and spending per student annually.

Figure 16.1: Budget Review

Item	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Total Revenue	275,000	1,272,675	2,340,634	3,335,094	3,885,868	4,443,144
Total Expenses	259,131	1,262,408	2,322,395	3,293,957	3,755,764	4,147,114
Operating Income (EBIDA)	15,869	9,267	18,239	41,136	130,104	296,030
Beginning Fund Balance	-	15,869	25,136	43,375	84,511	155,241
Ending Fund Balance	15,869	25,136	43,375	84,511	214,616	510,645
Operating Income as % of Total Revenues	5.8%	0.8%	5.2%	9.1%	9.8%	11.2%

Fund Balance as % of Total Revenues	5.8%	2.1%	6.3%	13.5%	21.4%	29.9%
Total Revenue Per Student	N/A	\$10,606	\$9,753	\$9,264	\$9,252	\$9,257
Total Spending Per Student	N/A	\$10,520	\$9,248	\$8,425	\$8,345	\$8,218

Per-Pupil Revenue Projections. The public revenue projections are based on the most recent funding rates and assumptions available to charter applicants, available online, and when otherwise unavailable, the assumptions being used for schools operating during FY 2017. Vanguard Collegiate also consulted with various individuals working with Indiana charter school funding, as well as prior applicant budgets and available online resources on public school funding in Indiana.

The main per pupil assumption for basic funding used was \$5,088 per student. In addition, Vanguard Collegiate also included an assumption for the Charter & Innovation Grant of \$500 per student for the first two years with the understanding that continued eligibility is predicated on receiving an A, B, or C grade in the state ranking system. The budget includes an assumption of Complexity Grant funding of \$3,539 per student, which was prorated by a factor of 0.65. All the available guidance suggested Vanguard Collegiate could budget for the full \$3,539 per student, but out of conservatism, it has incorporated a hedge of 0.65 to account for the complexity factor.

Vanguard Collegiate included an assumption for state special education funding for various types of need levels. It assumed that special education students constituted 10% of the enrollment in each year, with an estimated 10% of the special education students having a severe disability generating \$8,800 per qualifying student and 90% of special education students having a mild or moderate disability generating \$2,300 per qualifying student.

Vanguard Collegiate budgeted for Title I and Title II allocations, of \$402 and \$40 per qualifying student, respectively, tied to an assumption of qualifying students being free and reduced lunch students estimated at approximately 99%. Vanguard Collegiate also expects to receive IDEA funding at \$519.40 per eligible special education student, as well as an E-Rate reimbursement of telecommunication services at 80%. Vanguard Collegiate has planned also for NSLP revenues and greater than offsetting costs of implementing the National School Lunch Program, as well as the breakfast and snack programs. Revenues have been projected based on assumption around meals serve to eligible students and the FY 2017 federal reimbursement rates, using the anticipated student FRL profile, number of days and attendance rates, and likelihood of participating to project the fiscal impact.

For all revenue assumptions, Vanguard Collegiate did not incorporate any rate increase or inflation year over year. Without more multiyear budget information at the state and federal level, Vanguard Collegiate believes this to be the most conservative budgeting plan.

Staffing Levels. Personnel costs, benefit costs, and employer liability costs, are approximately 57% of the anticipated spending during the first 5 years for Vanguard Collegiate, or an average of \$5.3K in spending per student per year. The staffing plan ties to the proposed personnel plan and the phase-in of those positions over time. Vanguard Collegiate used salary ranges from other charter school budgets. The largest staffing category, teachers, has an average salary of \$40K, noting that Vanguard Collegiate will likely have individuals below and above that average depending on experience. Other roles have also been budgeted, specifically around administrative functions, janitorial and food service workers, and electives. On average, 76% of the proposed personnel spending is going towards instructional roles.

When Vanguard Collegiate opens, it plans to have a staff of 12 in 2018-19 and grow to a final staff of 43.5 in 2022-23. Salaries are budgeted to increase 2% year over year starting 2019-20. This staffing plan represents the minimum level of spending, and Vanguard Collegiate will consistently evaluate if this is adequate.

Vanguard Collegiate has budgeted a 3% assumption for employer contributions to retirement to a private plan such as a 403b or 401k plan. Per IC 20-24-6-7, participation in TRF or PERF appear to be optional if an alternative private plan is offered. However, Vanguard Collegiate may reevaluate this based on interest from staff and financial capacity to afford to the higher employer contribution rates. Vanguard Collegiate has budgeted to contribute, on average, \$5,000 per employee toward medical, dental, and vision benefits, which is assumed to increase year over year by 5%. It also budgeted for Social Security, Medicare, and state unemployment insurance at currently established rates (6.2% of wages, 1.45% of wages, and 2.5% of the first \$9,500 per employee). Workers' compensation insurance was also budgeted at 1.25% of total wages. In addition to evaluating compensation levels, Vanguard Collegiate will review employer benefits to ensure it is competitive with other schools. It has also budgeted a recurring line item of professional development of \$300 per FTE, increasing by 1.75% year over year.

Technology Costs and Facilities Expenses. Instructional supplies and resources have been adequately budgeted, growing by 1.75% year over year when appropriate. The driver for planned spending each year was tied either to the number of students or the number of new students being added in each year. In the first year, spending in this section of the budget averages around \$748/student, but then decreases to an average of about \$685 average per student each year, consistent with a school achieving economies of scale as it gets larger.

Vanguard Collegiate budgeted for administrative costs including for staff computers (\$850/staff member), as well as office materials, supplies, copier leases, and copy supplies.

Professional services and contracted services have been developed using other schools' budgets and vendor quotes. Vanguard Collegiate has ensured the budget has the requisite amounts set aside for insurance, back-office services, technology consulting, student information, food services, and nursing. Over the five years, this part of the budget averages approximately \$1.7K per year, starting around \$2.3K in Year 1 and reaching \$1.5K in Year 5, suggesting increased economies of scale as the school reaches full size.

Vanguard Collegiate is in the process of identifying a final facility. For the purposes of the budget and without a set option, a \$9.50 per square foot assumption has been budgeted for a space that is otherwise move in ready, increasing by 2% year over year. Janitorial services have also been budgeted at \$2/square foot and utilities have been budgeted at \$2/square foot, with a budget set aside to furnish classrooms and office spaces.

Vanguard Collegiate has also included in its budget each year a 3% administrative fee assessed on its basic funding and a contingency reserve, equal to 2.5% of all non-personnel spending. In Years 2 through 4, Vanguard Collegiate also funds a dissolution reserve of \$10,000 each year to reach \$30,000 by Year 4.

Variable Income. Committed to conservative budget planning, Vanguard Collegiate did not incorporate any revenues otherwise variable or unsecured. All state and federal revenues are reasonable to include in the budget because they are revenue streams driven by formula or standard allocation. Vanguard Collegiate did include an assumption for \$325,000 from the Walton Family Foundation to fund startup activity and provide additional support for the school's budget going into its first year of operations. It also included a \$50,000 assumption for board fundraising, but the board and proposed school has several individuals.

Contingency Plan. As referenced earlier, Vanguard Collegiate Prep has budgeted a 2.5% contingency reserve, as well as ample projected fund balances to absorb the impact of potential revenue shortfalls. If Vanguard Collegiate encounters some financial difficulties in the form of a budget shortfall, such as higher facility costs, higher staffing expenses, or lower enrollment, it will use several strategies to make up the shortfall, including but not limited to:

- Staffing plan revisions: Administrative and leadership staff may have to be deferred or eliminated entirely. Instructional staffing may need to be revisited and optimized.
- Salary reduction: Salaries would need to be within the means of the organization, which might make the school less competitive in hiring.
- Benefits reduction: The school would have to revisit employer contributions to employee benefits and look for opportunities to achieve savings.
- Scale back facility requirements: The school might have to reevaluate its intended square footage footprint to lower its lease and utility costs.
- Group purchasing: Identify opportunities to partner up with other local schools to share costs or participate in national charter school purchasing collaboratives.

In addition to reducing internal spending, Vanguard Collegiate will explore supplemental revenue opportunities like outside grants and fundraising. As mentioned earlier, it has only included \$50,000 in board fundraising in Year 1. It would evaluate a longer sustained fundraising effort by the board.

Sufficient Funds Assurances. The startup budget calls for about \$260K in spending with the focus on getting the school's systems and processes up and running, as well as recruiting students and staff. It is only possible through the financial support of Walton Family Foundation, which Vanguard Collegiate currently has no concerns about receiving. A letter stating commitment of these funds can be found on **page 5**. The recurring budget does include spending for special education students, and Vanguard Collegiate acknowledges that it may need to earmark more funding for additional students' needs. With the current contingency line item, each year, combined with an ample fund balance reserve over time, and an otherwise conservatively developed budget, Vanguard Collegiate is confident it will be able to re-designate funding and resources toward serving special education students adequately. The budget already includes an assumption for 3% towards a 403b plan – it is not currently planning to participate in the state retirement system. Finally, it has not included any transportation spending, as that is provided through Indianapolis Public Schools.



March 24, 2017

Indiana Charter School Board

143 West Market Street, Suite 400

Indianapolis, IN 46204

Re: Commitment of Start-Up Funds to Vanguard Collegiate of Indianapolis

To Whom It May Concern:

We are pleased to inform you that the Walton Family Foundation, in partnership with Building Excellent Schools and the Building Excellent Schools Fellowship, will make available \$325,000 of start-up funds for the start-up year (fiscal year 2017-2018) of Allegiant Preparatory Academy Charter School upon charter authorization. These funds will be characterized as a \$325,000 grant.

The grant is given in support of the start-up needs of Vanguard Collegiate of Indianapolis and will be contingent upon authorization of Vanguard Collegiate of Indianapolis.

Sincerely,

A handwritten signature in black ink that reads "Linda Brown".

Linda Brown
Chief Executive Officer



February 25, 2017

Members of the Indiana Charter School Board
143 West Market Street
Suite 400
Indianapolis, IN 46204

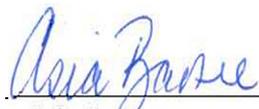
Dear Members of the Indiana Charter School Board,

This letter serves the purpose of articulating our financial commitment to Vanguard Collegiate of Indianapolis for the planning year and first five years of school operation should the charter application be approved.

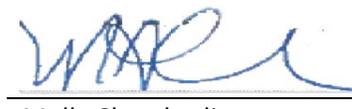
Every board member is committed to making an annual contribution to the school, and collectively we commit to donate or raise \$50,000 annually.

We deeply believe in the mission and vision of Vanguard Collegiate and are enthusiastic to join in the efforts to provide quality educational opportunities to children in Indianapolis. The Founding Board of Directors hereby memorializes our commitment to donate and raise a total of \$50,000 during the planning year, 2017-2018. We will renew our commitment annually as part of Vanguard Collegiate of Indianapolis' annual development plan.

Sincerely,



Asia Bartee



Molly Chamberlin



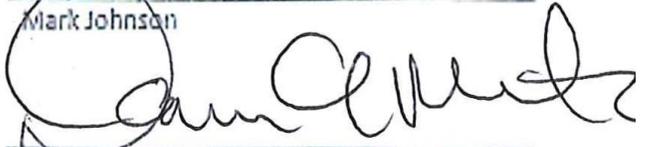
Sibeko Jywanza



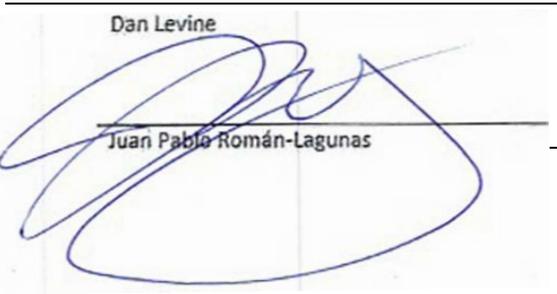
Mark Johnson

Daniel Levine

Dan Levine



Damon Martin



Juan Pablo Román-Lagunas



VANGUARD COLLEGIATE
OF INDIANAPOLIS

Attachment 17
Existing Non-Profit Entity
Financials

(NOT APPLICABLE)

