Charter School Application

For Experienced Operators

Spring 2016

Dear Charter School Applicant:

In May 2011, House Enrolled Act 1002 (HEA 1002) was enacted by the Indiana legislature and signed into law by Indiana Governor Mitch Daniels. Among other provisions, HEA 1002 established the Indiana Charter School Board ("ICSB"), a new charter school authorizer established for the purpose of sponsoring charter schools around the state. The ICSB has conducted seven application cycles and authorized schools in locations around the state proposed by eleven different charter school organizers. The first three schools authorized by the ICSB opened in August 2012.

Thank you for your interest in applying to the ICSB to launch a new charter school. The ICSB is committed to the highest levels of quality for itself and the schools it authorizes. The work of the ICSB is guided by five core principles:

- Students First. When performing its duties, the ICSB always assesses whether its actions will further the best interests of students.
- High Expectations. The ICSB expects the charter schools it authorizes to set high academic achievement expectations, develop strong plans for family and community engagement, and adhere to high ethical standards for students, staff and board members. Similarly, the ICSB establishes high performance expectations, engagement plans and ethical standards for itself.
- Excellence in Leadership. Operating a high-performing charter school requires excellent leadership from school boards and staff. The ICSB authorizes schools that can demonstrate strong leadership at both the school governance and administrative levels.
- Commitment to Innovation. The ICSB is particularly interested in operators that show strong potential to accelerate student success through dramatically different school models, instructional strategies, uses of technology, staffing models, governance arrangements, family and community engagement strategies, and other approaches.
- Rigorous and Transparent Accountability. The ICSB holds schools accountable for performance through rigorous and transparent accountability mechanisms that uphold schools' autonomy, foster excellence, and protect student and public interests. In turn, the ICSB is held to a high performance bar by the State Board of Education.

The application materials and process described herein draw upon the expertise of successful charter school authorizers from around the country. Each application will be carefully evaluated for its alignment with the ICSB's core principles and compliance with applicable law. Only those applicants who can demonstrate the capacity to operate high-performing charter schools will receive charters from the ICSB.

As you complete the application, please feel free to contact ICSB staff with any questions. We are committed to responding in a timely manner and can be reached at (317) 232-7585. More information can be found on the ICSB website: http://www.in.gov/icsb/index.htm.

Thank you for your commitment to providing a high-quality education for Indiana students.

Sincerely,

James Betley
Executive Director, Indiana Charter School Board

CHARTER SCHOOL APPLICATION:
Experienced Operators

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INTRODUCTION

In accordance with Indiana Charter Schools Law as set forth in IC § 20-24, the Indiana Charter School Board ("ICSB") is pleased to invite proposals for quality charter schools seeking to open in Fall 2017 or later.

During its Spring 2016 application cycle, the ICSB will accept applications from all types of applicants, including:

- New Operators seeking to launch a new charter school;
- Experienced Operators seeking to launch one or more charter schools; and
- Existing Indiana charter schools seeking to switch authorizers.

The ICSB defines "New Operators" as those applicants who have not previously operated a charter school and who do not intend to contract with an Education Service Provider ("ESP") to oversee school operations. "Experienced Operators" are defined as either: (a) applicants that have previously operated a charter school or managed a network of charter schools; or (b) applicants that have not previously operated a charter school, but intend to contract with an ESP. Per IC § 20-24-1-6.1, ESP is defined as a "for profit education management organization, nonprofit charter management organization, school design provider, or any other partner entity with which a charter school intends to contract for educational design, implementation, or comprehensive management." Experienced Operators led by experienced Boards may apply for one or more charters.

New Operators that do not intend to contract with an ESP, but that do intend to contract with a third-party to provide significant input on the school design or support to the school's leadership during start-up and in the first year or two of operations, should consult with ICSB staff about which application version to complete. Depending upon the nature of the proposed services, New Operators may be advised to complete the Experienced Operator application version and include a draft copy of the services contract.

In creating its application materials, the ICSB has benchmarked with successful charter school authorizers from around the country and included design inputs from national education policy and management consulting firm Public Impact. Every effort has been made to establish a rigorous, transparent and streamlined application review process. When assessing applicant qualifications and capacity, the ICSB will draw upon the expertise of its staff and external evaluators experienced with charter school application reviews. The final decision on all charter school applications will be made by the seven appointed members of the ICSB.

If you need assistance with the application, please contact the ICSB Interim Executive Director, Michelle McKeown, at 317-232-7585 or at mmckeown@icsb.in.gov. Additional information and application resources can be found on the ICSB website: http://www.in.gov/icsb/index.htm.

APPLICATION TIMELINE

PROCESS STAGE	DATE (2016)
Request for Proposals Released	January 8
• The ICSB releases the Request for Proposals. • Please note there are two different versions of the proposal for new schools: one for New Operators, and one for Experienced Operators.	
Letters of Intent Due	February 15, 11:59 p.m. EST
• All applicants seeking to submit a proposal during the Spring 2016 application cycle are required to submit a non-binding Letter of Intent (LOI) indicating their interest in applying to the ICSB. • The LOI must be submitted by 11:59 p.m. EST. • Please note there are two different versions of the LOI for new schools: one for New Operators, and one for Experienced Operators. • Information contained within the LOI will be utilized for planning purposes by the ICSB, and the legal name of the applicant group will be posted on the ICSB website.	
Proposals Due	March 14, 11:59 p.m. EST
• Proposals must be submitted in complete and final form by 11:59 p.m. EST. LATE OR INCOMPLETE SUBMISSIONS WILL NOT BE ACCEPTED. • All complete proposal submissions will be posted on the ICSB website.	
Application Evaluation and Due Diligence Review	March 15 – April 21
• Teams consisting of ICSB staff and external evaluators will evaluate proposals and conduct independent due diligence on applicant groups.	
Applicant Capacity Interviews	April 22 – May 6
• Evaluators will interview applicant teams to explore questions and concerns raised by the applications and to assess founding team capacity to implement the proposed program effectively. • Interview dates and times will be scheduled once all proposals are submitted.	
Public Hearings	April 25 – May 10
• As required by Indiana law, public hearings will be held to allow for public comment from community members. ICSB staff attend each hearing. • Specific locations, dates and times will be scheduled once all proposals are submitted.	
Indiana Charter School Board Meeting	Week of May 23
• ICSB Board members will conduct a final Q&A with each applicant group. • ICSB Board members will make qualification decisions based on recommendations from ICSB staff, and any additional information considered by the ICSB.	

APPLICATION INSTRUCTIONS: EXPERIENCED OPERATORS

This version of the Request for Proposal ("RFP") is designed for Experienced Operators that intend to apply for one or more charters in the Spring 2016 application cycle. The ICSB defines "Experienced Operators" as either: (a) applicants that have previously operated a charter school or managed a network of charter schools; or (b) applicants that have not previously operated a charter school, but intend to contract with an Education Service Provider ("ESP"). Per IC § 20-24-1-6.1, ESP is defined as a "for profit education management organization, nonprofit charter management organization, school design provider, or any other partner entity with which a charter school intends to contract for educational design, implementation, or comprehensive management."

The Proposal Narrative section of this RFP seeks information about all major aspects of:

- the founding group and proposed leadership team;
- the targeted community(ies);
- innovative elements of the proposed school model;
- the proposed school design;
- the school network/ replication plan and capacity;
- the proposed implementation plan; and
- the performance record of schools operated by the applicant and/or major partners in the proposal.

The application questions are organized to solicit information efficiently and to aid quality review and decision making by the ICSB. ICSB staff reserves the right to reject applications that do not adhere to the application specifications.

More information about the Indiana Charter School Board's application process and helpful application resources can be found on the ICSB website: http://www.in.gov/icsb/index.htm.

Throughout the application review process, the ICSB staff will communicate important information to charter school applicants via email and through the ICSB website. It is the responsibility of the applicant to check this website regularly for updates and information.

Notice of Disclosure

All information submitted as part of the application (including financial information) is subject to the Indiana Access to Public Records Act (IC § 5-14-3) and subject to disclosure to the public there-under, including disclosure to the media. In the event that it is the applicant's position that certain information submitted as part of the application falls within an exception to disclosure under the Public Records Act, the applicant must obtain an advisory opinion from the State of Indiana's Public Access Counselor prior to submitting any application materials. If the Public Access Counselor's opinion supports the applicant's position, then any such information contained in the application that is considered non-disclosable must be clearly identified in the application as confidential. The application must further be accompanied by (a) a written statement specifying the particular exception or exceptions to disclosure under the Public Records Act applicable to the information sought to be exempted from disclosure, and (b) the written opinion from the Public Access Counselor that supports the applicant's position that the information is exempt from disclosure under the Public Records Act. *NOTE:* Applicants are advised to submit requests for advisory opinions to the Public Access Counselor as soon as possible to ensure the applicant receives an opinion before the ICSB application deadline lapses.

The applicant acknowledges that if the foregoing procedure is not followed, and an application is submitted, all information shall be subject to disclosure to the public unless the ICSB determines that it must withhold from disclosure certain information in the application pursuant to the Public Records Act. Each applicant, by the submission of an application, acknowledges its understanding that all application materials are subject to disclosure under the Public

Records Act and may be subject to review and copying by the public. Each applicant and its representatives, employees and agents acknowledges and agrees that the ICSB Board members and staff, the Indiana Department of Education, and any official, agent, employee or representative of the State of Indiana shall not be held liable or legally responsible in any way for any such disclosure pursuant to the Public Records Act, and such parties hereby waive any rights to redress or claims of action pursuant to any such disclosure.

Specifications

- The proposal must be typed and single-spaced, on white, 8.5"x 11" paper, with 1-inch page margins and a minimum of 11-point font.
- Applicants must use the following formats in preparing their applications:
  - Proposal Overview and Enrollment Projections Template (MS Word or PDF Document)
  - Proposal Narrative (MS Word or PDF Document)
  - Attachments as specified in the table below.
- If a particular question does not apply to your team or proposal, simply respond "Not Applicable."
- Do not exceed 55 pages for the proposal narrative. Attachments do not count toward the proposal narrative page limit. *Applicants completing the optional section on innovation (Section IV) may use an additional five pages (in which case the proposal narrative must not exceed 60 pages total).
- All required attachments should be numbered in the order noted below and clearly labeled. *Note required attachment labeling conventions as noted in FluidReview.* Please do not exceed the page limits established for each attachment.
- The following is a list of attachments to accompany the application:

REQUIRED PROPOSAL ATTACHMENTS			
NUMBER	ATTACHMENT NAME	PAGE LIMIT	REQUIRED FORMAT
1	Founding Group Resumes	None	MS Word or PDF
2	Head of School/Principal Candidate Resume	None	MS Word or PDF
3	School Administrators' Resumes	None	MS Word or PDF
4	Governance Documents – 501(c)(3) Letter of Determination, Articles of Incorporation and Bylaws	None	MS Word or PDF
5	Statement of Assurances (signed and dated) *NOTE:* Only one completed form is required.	Use required form	PDF
6	Board Member Information (completed by each Board Member of the proposed charter holder)	Use required form	PDF
7	Code of Ethics and Conflict of Interest Policies	None	MS Word or PDF
8	Education Service Provider (ESP) Documentation	None	MS Word or PDF
9	Organization's Business Plan	None	MS PowerPoint or Word, or PDF
10	Organizational Charts	5 pages	MS Word or PDF
11	Course Scope and Sequence	30 pages	MS Word or PDF
12	Academic and Exit Standards	15 pages	MS Word or PDF
13	School Calendar and Schedule	10 pages	MS Word or PDF
14	Enrollment Policy	10 pages	MS Word or PDF
15	Student Discipline Policy	10 pages	MS Word or PDF

NUMBER	ATTACHMENT NAME	PAGE LIMIT	REQUIRED FORMAT
16	Evidence of Support from Community Partners	None	MS Word or PDF
17	Start-Up Plan	10 pages	MS Word or Excel, or PDF
18	Insurance Coverage	None	MS Word or PDF
19	Budget and Staffing Workbook	Use required template	MS Excel (no PDF submissions)
20	Budget Narrative	5 pages	MS Word or PDF
21	Portfolio Summary	None	MS Excel or Word, or PDF
22	Indiana School Financials	None	MS Excel or Word, or PDF
23	Operator Financials	None	MS Excel or Word, or PDF
24	Litigation Documentation	10 pages	MS Word or PDF
25	Entire Application (excluding items exempt from Indiana's Public Access Laws assuming prior written approval from Indiana's Public Access Counselor)		One combined PDF file (for posting to the ICSB website)

- When submitting resumes, please label each document with the individual's affiliation with the proposed school (Founding Group member, Board member, Head of School/Principal, Teacher, etc.).
- Be sure to complete all pages of the Budget and Staffing Workbook.
- Review your application for completeness before submitting.
- Late or incomplete submissions will not be accepted. There are no exceptions.

SUBMISSION INSTRUCTIONS

Letter of Intent

The non-binding Letter of Intent ("LOI") should be emailed to the Indiana Charter School Board using the following address: Charter-applications@icsb.in.gov no later than 11:59 p.m. EST on February 15, 2016.

Application

Entities that meet the LOI deadline are eligible to submit an application during the Spring 2016 application cycle. The full application should be submitted no later than 11:59 p.m. EST on March 14, 2016

Web-Based Submission

Prepare and upload your application using our web-based application system, FluidReview. The ICSB FluidReview site may be accessed by copying and pasting the following web address into your browser: icsb-charter-app.fluidreview.com. Once on the site, each applicant group must establish an account. There is a WebEx posted on the ICSB website that provides applicants with an overview of FluidReview.

Each section of the application is uploaded separately, so applicants may prepare each section as a separate document. FluidReview will not allow you to submit your application until you have uploaded all required documents and completed the application submission checklist.

FluidReview will automatically shut down access to all applications at 12:00 a.m. (MIDNIGHT) EST on March 15, 2016. Please ensure that your application is complete and submitted before that time. For planning purposes, ensure you begin uploading your proposal and all required attachments approximately one day prior to the deadline. Please be advised that combining the proposal narrative and required attachments into one PDF file may take some time, so this step in the application preparation process should commence well in advance of the deadline. Applications not submitted by the deadline will not be accepted.

No hard copy submission or email submission is required.

Please be aware it is the applicant's responsibility to ensure all application materials reach the Indiana Charter School Board office by the established deadline. Failure to submit a timely or complete application will serve as grounds to reject the application. Please note that all submissions are final; revised versions of the application may not be submitted.

PROPOSAL OVERVIEW AND ENROLLMENT PROJECTIONS

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

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

Legal name of group applying for charter(s): _____

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

_____

_____

_____

Designated applicant representative: _____

Address: _____

_____

Office and cell phone numbers: _____

Email address: _____

Provide the requested information for each school included in this proposal.
(You may add rows to the table if needed.)

Proposed School Name	Opening Year	School Model (e.g., college prep, dropout recovery)	Geographic Community *	School District(s) in Proposed Location	Grade Levels at Full Enrollment

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

Proposed Grade Levels and Student Enrollment

Provide the following information for each charter school included in this proposal. Specify the planned year of opening for each, the grade levels served, and both the planned and maximum number of enrolled students by grade level for each year. (You may duplicate the table as needed.)

Proposed School Name:	[Insert name here]	
Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		
At Capacity		

Do any of the proposed schools expect to contract or partner with an Education Service Provider (ESP) or other organization for school management/operation?* Yes☐ No☐

If yes, identify the ESP or other partner organization:

Will an application for the same charter school(s) 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 this(ese) charter school(s) over the past five years, as required under IC § 20-24-3-4. Include the following information:

Authorizer(s): _____

Submission date(s): _____

PROPOSAL NARRATIVE

Please respond to the following questions, limiting your narrative response to all proposal sections to 55 pages total, excluding attachments. *Applicants completing the optional section on innovation (Section IV) may use an additional five pages (in which case the proposal narrative must not exceed 60 pages total).

Note:

The term "organization" as used in this RFP applies to any applicant or partnership among groups applying to replicate a school model in Indiana. Thus, it may include an existing school or group of schools proposing to replicate; an existing school network or CMO applying directly for a charter; a governing board proposing to contract with a CMO or other education service provider ("ESP"); or other entities and arrangements. *In the case of an applicant proposing to contract or partner with a service provider, applicants should provide requested information for both entities if applicable*.

EXECUTIVE SUMMARY

The Executive Summary should provide a concise overview of the targeted community(ies) and your community engagement to date; the school design being proposed for replication; the replication or network growth plan; and the applicant's performance record and organizational capacity to execute the plan successfully. In five (5) pages or less, provide an Executive Summary that includes the following elements:

Mission and Vision for Growth in Indiana. State the mission and vision of the proposed schools and network as a whole. Provide an overview of the organization's strategic vision and five-year growth plan for developing schools in Indiana, including: years of opening; number and types of schools (grade levels); and projected number of students. Identify and briefly describe the targeted community(ies).

Educational Need. Describe the educational needs and challenges of each community targeted and your rationale for choosing the community.

Target Population. Explain how the decision to serve the targeted population, including the grade levels you have chosen, would meet community needs.

Community Engagement. Explain the relationships, if any, that you have already established to engage students, parents, and the community for the proposed schools. If you have assessed demand and/or solicited support for the school, briefly describe these activities and the status of your efforts.

Education Plan/School Design. Provide an overview of the education program proposed for replication, including key innovations and non-negotiable elements of the school model. Briefly explain the evidence base that demonstrates the school model will be successful in improving academic achievement for the targeted student population.

Network Governance and Leadership. Provide an overview of the proposed network governance, management structure and leadership team. Highlight the strengths of the proposed governing board and leadership team. Explain how the governance and management structure will provide for stable, effective governance and leadership for the proposed school replication plan over the long term.

SECTION I: EVIDENCE OF CAPACITY

Founding Group

Founding Group Membership

1. Identify the key members of the Founding Group for the proposed school(s). Identify *only* individuals who will play a substantial ongoing role in school development, governance and/or management, and will share responsibility for any school or for the network as a whole. These may include network leadership, proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school or network development or operations.

   Explain the Founding Group's collective qualifications for establishing high-quality schools in Indiana and assuming stewardship of public funds, including your capacities in areas such as:
   - School leadership, administration and governance
   - Curriculum, instruction and assessment
   - Financial, business and school operations management
   - Performance management
   - Parent and community engagement
   - Facilities management

   Provide, as Attachment 1, full resumes (including contact information) for the individuals named. Identify members of the Founding Group who are proposed as board members, school leaders, or other key staff members of the first school proposed in this application. *NOTE: There is no page limit for this attachment.*

2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school(s) proposed, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to school development.

3. Explain the circumstances and motivations that brought the Founding Group together to propose this school replication plan.

School Leader and Leadership Team

1. For the first proposed school described in this application, identify the Principal/Head of School candidate and explain why this individual is well-qualified to lead the school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates the leader's capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that he/she has completed or is currently participating in. Also provide, as Attachment 2, the qualifications and resume for this individual. If no candidate is yet identified, explain your timeline, criteria, and process for recruiting and hiring the school leader. *NOTE: There is no page limit for this attachment.*

2. Who will work on a full-time or nearly full-time basis immediately after approval to lead development of the school? How will this person be compensated?

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

Governance

Notes:

As used in this RFP, the term "organization" applies to any applicant or partnership among groups applying to replicate a school model in Indiana. Thus, it may include an existing school proposing to replicate; an existing school network or CMO applying directly for a charter; a governing board proposing to contract with a CMO or other education service provider (ESP); or other entities and arrangements. *In the case of an applicant proposing to contract with a service provider, applicants should provide requested information for the governing board and/or the CMO, as applicable*.

Legal Status and Governing Documents

For the entity proposing to hold the charter(s), provide the following governance documents as Attachment 4:

- 501(c)(3) Letter of Determination from the Internal Revenue Service (or evidence that the applicant has applied for federal tax-exempt status from the IRS);
- Copy of the Articles of Incorporation; and
- Copy of Board Bylaws.
- *NOTE: Applies only to non-profit corporations based outside of Indiana:* Evidence that the proposed charter holder is registered to do business in Indiana.

NOTE: There is no page limit for this attachment.

IMPORTANT NOTES:

- *The ICSB awards charters only to nonprofit corporations that either have received, or have applied for, federal tax-exempt status from the IRS. A proposal will be considered incomplete if the applicant does not meet these criteria.*
- *Applicants should note the following requirement for Indiana charter holders as stipulated in IC § 20-24-3-3: "The organizer's constitution, charter, articles, or bylaws must contain a clause providing that upon dissolution: (1) the remaining assets of the charter school shall be distributed first to satisfy outstanding payroll obligations for employees of the charter school, then to creditors of the charter school, then to any outstanding debt to the common school fund; and (2) remaining funds received from the department shall be returned to the department not more than thirty (30) days after dissolution. If the assets of the charter school are insufficient to pay all parties to whom the charter school owes compensation under subdivision (1), the priority of the distribution of assets may be determined by a court."*

As Attachment 5, provide one (1) complete and signed Statement of Assurances form.

NOTE: Please use the provided form included in this RFP.

Governing Board

1. Governance Structure and Composition. Describe the governance structure. Will the new school(s) have an independent governing board, or will there be a single network-level board governing multiple schools? Describe the current and desired size and composition of the governing board. In addition, list the name of each current board member within the proposal narrative. In Attachment 6, provide a completed and signed Board Member Information Sheet for each current Board member for the governing entity/charter holder. *NOTE: Please use the*

provided form included in this RFP. If a Board member's resume has already been included in Attachment 1, a duplicate resume should NOT be included in Attachment 6.

2. Pre-Existing Nonprofit Organization. If this application is being submitted by an existing nonprofit organization or institution *other than* a charter school governing board, describe what steps the existing board will take to transform its board membership, mission and bylaws to support the charter school expansion/replication, and to comply with Indiana's Public Access Laws, including the Open Door Law.

3. Governing Entity's Responsibilities. Explain how the proposed governance structure and composition will help ensure that there will be active and effective oversight of all Indiana charter schools in the network's portfolio.

4. Procedures. How many times has the current board met to date? What will be the planned frequency and focus of meetings? Identify any standing subcommittees the board expects to have. Describe how the school and governing board will comply with Indiana's Public Access Laws as described within IC § 5-14 and as further explained on the ICBS website under Application Resources. Additional guidance is available from the Office of the Public Access Counselor at http://www.in.gov/pac/ and at (317) 234-0906 or (800) 228-6013.

5. Ethics and Conflicts of Interest. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 7, the board's Code of Ethics policy and Conflict of Interest policy. Both documents should be included in the attachment. *NOTE: There is no page limit for this attachment.*

6. Advisory Bodies. Describe any network- or school-level advisory bodies or councils to be formed, including the roles and duties of that body. Describe the planned composition of the advisory body and the reporting structure as it relates to the governing board and school leadership.

7. Grievance Process. Explain the process that schools will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure or practice at the school. Describe the types of corporate or school documents that will be available to parents free of charge and how those will be made available.

IMPORTANT NOTE: If a charter is awarded by the ICSB, each Board member of the governing body (i.e., the legal entity that has been awarded the charter) is required to undergo an expanded background check prior to execution of the charter agreement. More information about this background check requirement is available on the ICSB website.

School Management Contracts

If the applicant does not intend to contract with an Education Service Provider (ESP), mark "Not Applicable" and skip to next section.

IMPORTANT NOTE: Any contract with an ESP will be null and void until approved by the Indiana Charter School Board's office. Once approved by the ICSB, the parties may execute the contract and subsequently must submit an executed copy of the contract to be kept on file with the ICSB. This contract is subject to Indiana's Public Access Laws, including public records requests.

If any proposed school intends to contract with an Education Service Provider (ESP) for school management, provide the following information (and provide the requested documentation as Attachment 8):

a. A brief overview of the ESP's founding year, mission, leadership team, and current geographic footprint;

b. A summary explanation of how and why the ESP was selected, the specific due diligence conducted by the organizer on the ESP's academic results with a similar student population as well as financial health and stability, and a list of other ESPs assessed during the due diligence process;
c. A term sheet setting forth a proposed duration of the contract that aligns with the ICSB 5-Year charter term; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the service provider; performance evaluation measures and timelines; detailed explanation of compensation to be paid to the provider (both management fees and all pass-through expenses, such as for curriculum licensing or technology); financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;
d. A draft of the proposed management contract detailing all of the above terms that adheres to Exhibit K: Requirements for Contracting with Educational Management Organizations in the ICSB charter agreement;
e. Explanation of the relationship between the school governing board and the ESP, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations;
f. Disclosure and explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities; and
g. Evidence that the service provider is authorized to do business in Indiana.
h. Assurance that the organizer will be structurally independent of the ESP and shall set and approve school policies. Per Indiana statute, the assurance must also provide that the terms of the service contract must be reached by the organizer and the ESP through arms-length negotiations in which the organizer must be represented by legal counsel. The legal counsel may not also represent the ESP.

NOTE: There is no page limit for this attachment. Please ensure the section on ESP compensation is clearly articulated, and includes a detailed description of the management fee, as well as all pass-through expenses, such as for curriculum licensing or technology costs. The ICSB application evaluation team should be able to easily discern the total dollar amount and percentage of annual revenues that is paid to the ESP.

Network Vision, Growth Plan & Capacity

Note:

As used in this RFP, the term "organization" applies to any applicant or partnership among groups applying to replicate a school model in Indiana. Thus, it may include an existing school proposing to replicate; an existing school network or CMO applying for an additional charter; an education service provider (ESP) that proposes to contract with a governing board; or other entities and arrangements. *In the case of an applicant proposing to contract with a service provider to operate one school only, applicants should provide requested information for the ESP only*.

Provide, as Attachment 9, the organization's 5-year business plan addressing the plan for network expansion in Indiana (and in other states, if applicable). *NOTE: Experienced school networks (both CMOs and ESPs) are required to submit a business plan containing all components of a traditional business plan. There is no page limit for this attachment.* At a minimum, the business plan should address the following questions:

1. Describe the organization's strategic vision, desired impact, and five-year growth plan for developing new schools in Indiana and other states, if applicable. Include: number and types of schools; planned opening years; all currently targeted geographies and criteria for selecting them; projected numbers of students; and measurable impact on student achievement.

2. Summarize the organization's capacity to support and ensure the quality and long-term success of the new school(s) proposed. If the organization's existing portfolio or growth plan includes schools in other states, explain how Indiana fits into the larger growth plan and how the organization will support and ensure quality in the schools planned for Indiana.

3. Provide evidence of organizational capacity (human capital, financial, information systems, etc.) to open and operate schools successfully in accordance with the growth plan. Explain results of past replication efforts and lessons learned, including how you have addressed replication challenges in other markets.

4. Describe the greatest anticipated risks and challenges to achieving the organization's desired outcomes in Indiana. How will the organization meet these challenges and mitigate risks?

Network Management

1. Explain any shared or centralized support services the network organization (including any ESP partner) will provide. Describe the structure, the services to be provided, the cost of those services, how costs will be allocated, and specific service goals. How does the organization know whether it is successfully delivering these services? *(In the case of a governing board proposing to contract with a management organization, service goals should be outlined in the term sheet and draft contract to be provided with the charter application.)*

2. Using the table below, define school- and organization-level decision-making authority as it relates to key functions, including curriculum, culture, staffing, corrective actions, etc. Indicate where primary authority for each function resides.

Function	Network/ Management Organization Decision-Making	School Decision-Making
Performance Goals		
Curriculum		
Professional Development		
Data Management and Interim Student Assessments		
Grade Level Promotion Criteria		
Culture		
Budgeting, Finance, and Accounting		
Student Recruitment		

Function	Network/ Management Organization Decision-Making	School Decision-Making
School Staff Recruitment and Hiring		
HR Services (payroll, benefits, etc.)		
Development		
Community Relations		
Information Technology		
Facilities Management		
Vendor Management / Procurement		
Other operational functions, if any		

3. Provide, as Attachment 10, the following organizational charts:
    a. Network as a whole, aligned with the 5-Year Business Plan
    b. School-level organizational chart for School 1 in Year 1, and also at Full Capacity

NOTE: Limit attachment to five (5) pages.

The network and school-level organizational charts should clearly delineate the roles and responsibilities of the governing board, staff, and any Education Service Provider that will manage the school(s).

SECTION II: SCHOOL DESIGN

For this section, describe the design and plan for each school for which you are applying. If you are applying for multiple schools designed around the same model, simply state so.

Education Plan

Curriculum and Instructional Design

1. Provide a framework for the proposed instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed the Indiana Academic Standards adopted by the Indiana State Board of Education in April 2014. More information about the Indiana Academic Standards can be found at http://www.doe.in.gov/standards.

The description of the instructional design should include, at a minimum, the following items:

- the basic learning environment (e.g., classroom-based, independent study, virtual),
- class size and structure,
- an overview of the curriculum,
- the use of technology in delivering instruction (if applicable),
- plans for ensuring the school is staffed with highly effective teachers, and
- evidence-based support.

2. Specify instructional strategies that your school will implement to support the education plan and why they are well-suited for your targeted student population. Describe the methods and systems that teachers will use to provide differentiated instruction to meet the needs of all students.

3. Identify any key educational features that would *differ* from your current education model. Explain why you would implement these features, any new resources they would require, and how these features would improve student achievement.

4. As Attachment 11, provide a core curriculum scope and sequence by subject, for each grade level proposed, that demonstrates clear alignment with the Indiana Academic Standards. The scope and sequence should clearly reflect how the school's curriculum is integrated across subjects and grade levels served, and how it will result in proficiency. *NOTE: Limit attachment to thirty (30) pages.*

5. *For Blended Learning Operators only:* As described in IC § 20-24-7-13, Indiana statute defines a virtual charter school in the following manner: a virtual charter school "means any charter school, including a conversion charter school, that provides for the delivery of more than fifty percent (50%) of instruction to students through: (1) virtual distance learning; (2) online technologies; or (3) computer based instruction." Describe the number of hours per day that instruction at your proposed school will be delivered through virtual distance learning, online technologies, and/or computer based instruction. Does your proposed education model meet the definition of a virtual charter school as defined under Indiana law? If yes, please ensure your budget assumptions reflect Indiana's funding formula for virtual charter schools (i.e., 90% ADM funding).

Pupil Performance Standards

State the proposed school model's pupil performance standards, consistent with the Indiana Academic Standards. In particular:

1. Provide, in Attachment 12, the school's exit standards for graduating students *for each division of the school* as applicable (elementary, middle and/or high school). Exit standards should clearly set forth what students in the last grade in each division will know and be able to do. *NOTE: Limit attachment to fifteen (15) pages.*

2. Explain the school's policies and standards for promoting students from one grade to the next. How and when will promotion and graduation criteria be communicated to parents and students?

High School Graduation Requirements *(High Schools Only)*

High schools approved by the Indiana Charter School Board will be expected to meet Indiana Graduation Requirements, described in IC § 20-32-4 and explained on the Indiana Department of Education's website: http://www.doe.in.gov/achievement/curriculum/indianas-diploma-requirements.

1. Explain how the school will meet these requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Indiana, explain any additional requirements.

2. Explain how your graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

3. Explain what systems and structures the school will implement for students at risk of dropping out of high school and/or not meeting the proposed graduation requirements.

School Calendar and Schedule

1. Provide, in Attachment 13, the school's proposed calendar for the first year of operation, as well as the weekly schedule of classes. Provide an overview of academic and non-academic programs, as well as the total number of instructional days in an academic year. Note the length of the school day, including start and dismissal times. Detail the number of instructional hours/minutes in the day for core subjects such as language arts, mathematics, science, and social studies. *NOTE: Limit attachment to ten (10) pages.*

School Culture

1. Describe the culture of the proposed school and how this culture will promote a positive academic environment and reinforce student intellectual and social development.

2. Explain how you will implement this culture for students, teachers, administrators, and parents starting from the first day of school.

3. Summarize, for illustrative purposes, a typical day from the perspective of a student in a grade level of your choice.

4. Summarize, for illustrative purposes, a typical day from the perspective of a teacher of any subject or grade of your choice.

Supplemental Programming

1. Will you offer summer school? If so, describe the program(s) to be offered. How many students are expected to attend summer school, and how will they be selected for participation? How many hours and weeks of summer school will you provide, and how will it be funded?

2. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.

3. Describe the school's programs or strategies to address student mental, emotional, and social development and health.

4. If applicable, describe any other student-focused activities and programs that are integral to your educational and student-development plans.

Special Populations and At-Risk Students

IMPORTANT NOTE: Pursuant to federal and state laws, charter schools are responsible for meeting the needs of all students enrolled at the school, including those identified with special needs. School personnel shall participate in developing Individualized Education Programs (IEPs), identify and refer students for assessment of special education needs, maintain records, and cooperate in the delivery of special education instruction and services, as appropriate.

1. Summarize the school's overall plan to serve students with special needs, including but not limited to those with Individualized Education Programs, students with Section 504 plans, English Language Learners, students identified as intellectually gifted, and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, whether through deliberate targeting or otherwise. *[NOTE: Questions 2-5 in this section request more detail about how the school will serve each of these student categories. Your response to Question 1 should be a brief summary only.]*

2. Explain how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies and supports you will provide for students with mild, moderate, and severe disabilities, including:
   a. How the school will identify students with special education needs.
   b. The specific, evidence-based instructional programs, practices, and strategies the school will employ to provide a continuum of services, ensure students' access to the general education curriculum, and ensure academic success for students with special education needs.
   c. How the school will regularly evaluate and monitor the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals set forth in the Individualized Education Program (IEP).
   d. If applicable, the school's plan for promoting graduation for students with special education needs.
   e. How the school will provide qualified staffing for students with special education needs.
   f. Provide examples from your existing network of schools of how you have adjusted the course scope and sequence, daily schedule, staffing plans, and/or support resources to meet the diverse needs of students at your existing schools.

3. Explain how the school will meet the needs of English Language Learner ("ELL") students, including:
   a. How the school will identify ELL students.
   b. The specific instructional programs, practices and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.
   c. How the school will assess and monitor the progress and success of ELL students, including exiting students from ELL services.
   d. How the school will provide qualified staffing for ELL students.

4. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies and supports you will provide for these students.

5. Explain how the school will identify and meet the needs of intellectually gifted students, including:
   a. The specific evidence-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.
   b. How the school will provide qualified staffing for intellectually gifted students.
   c. How the school will assess and monitor the progress and success of intellectually gifted students.

Student Recruitment and Enrollment

1. Explain the plan for student recruitment and marketing that will provide equal access to any family interested in the new school. Explain how this strategy will garner the targeted enrollment.

2. Provide, as Attachment 14, the school's Enrollment Policy, which should include the following:
   a. Any admission requirements, including an explanation of the purpose of any pre-admission activities for students or parents.
   b. Tentative dates for the application period, including enrollment deadlines and procedures, and an explanation of how the school will receive and process Intent to Enroll forms.
   c. Tentative lottery dates and procedures.
   d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

   NOTE: Limit attachment to ten (10) pages.

Student Discipline

1. Describe the philosophy of student discipline that supports your school model, including procedures to ensure the integrity and authenticity of student work product and assessment scores.

2. Provide as Attachment 15 the school's discipline policy, which should include a summary of the following:
   a. Practices the school will use to promote good discipline in the school, including both penalties for infractions and incentives for positive behavior
   b. A preliminary list of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively

c. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings
d. A description of the appeal process that the school will employ for students facing expulsion.
e. How parents will be informed of the school's discipline policy.

NOTE: Limit attachment to ten (10) pages.

Parents & Community

1. What other school options exist in the targeted location for your proposed school(s)? In list or table format, please describe all other schools – traditional public, charter and/or private – in the immediate vicinity with the same or similar grade level configuration. In the list or table, please include the following information for each school: the most recent enrollment figures by grade level, and the school's 2014-2015 A-F Model (Public Law 221) letter grade as reported by the Indiana Department of Education ("IDOE"). Letter grades can be found on the IDOE website: http://www.doe.in.gov/improvement/accountability/f-accountability.

2. What will be unique or compelling about the proposed school(s)? How have you determined that the proposed school(s) will have sufficient demand from student and families to meet enrollment projections?

3. Describe how you will engage parents in the life of the school, starting from the time that the school is approved. How will the school build family-school partnerships to strengthen support for learning and encourage parental involvement? Describe any commitments or volunteer activities the school will seek or offer to parents.

4. What community resources will be available to students and parents? Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Describe any fee-based or in-kind commitments from community organizations or individuals that would enrich student learning opportunities.

5. Provide, as Attachment 16, evidence of demand from the community, evidence of community engagement, and evidence of support from community partners. This attachment, which is required, may include documentation of forums held, meetings with community leaders (e.g., mayors, council members, neighborhood leaders), letters of intent and/or memoranda of understanding, and should specify the resources to be committed or contributed from the partner, as applicable. In the narrative or in Attachment 16, please also include a detailed plan to accomplish successful community engagement during the school's pre-opening period and leading into the school's first year. *NOTE: There is no page limit for this attachment.*

Performance Management

IMPORTANT NOTE:
The ICSB will evaluate each charter school's performance annually and for renewal purposes according to a set of academic, financial and organizational compliance performance standards that are incorporated into the charter agreement. The academic performance standards will consider proficiency, growth and comparative performance based on state standards and ICSB policies. A complete description of the ICSB Accountability System, including the required Accountability Plan performance indicators incorporated into each school's charter agreement, is available on the ICSB website: http://www.in.gov/icsb/2434.htm.

To assist the ICSB in its evaluation of the education plan described in this application, please address the following questions.

1. Each school authorized by the ICSB will be evaluated according to a consistent set of indicators and measures as described in the ICSB Accountability System, which is posted on the ICSB website. Apart from these indicators

and measures, what other goals will students at the school be expected to achieve by the end of the first 5-year charter term? NOTE: Goals must be specific and measurable, and must include a timeline by which the school will determine whether or not students have successfully achieved these goals.

2. In addition to mandatory state assessment and testing requirements (ISTEP+, IREAD-3, IMAST, ISTAR, and ECA, as applicable), identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (e.g., DIBELS, Acuity, TABE).

3. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

4. Describe the information system the school will use to manage student performance data. Identify the staff member(s) who will be responsible for warehousing the data, interpreting the data for classroom teachers, and leading or coordinating professional development to improve student achievement.

5. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

6. Describe the corrective actions the organization will take if the school falls short of student academic achievement expectations or goals as established by the ICSB and the Indiana Department of Education. Explain what would trigger such corrective actions and who would be responsible for implementing them.

SECTION III: IMPLEMENTATION PLAN

Note:

As used in this RFP, the term "organization" applies to any applicant or partnership among groups applying to replicate a school model in Indiana. Thus, it may include an existing school proposing to replicate; an existing school network or CMO applying directly for a charter; an education service provider (ESP) that proposes to contract with a governing board; or other entities and arrangements. *In the case of an applicant proposing to contract with a service provider to operate one school only, applicants should provide requested information for the ESP only*.

Human Capital

Network-wide Staffing

Complete the following table indicating your projected staffing needs for the entire network over the next five years. Include full-time staff and contract support that serves the network 50% or more. Please adjust school types and staff functions and titles as needed to reflect your network's organizational plans.

NOTE: If the requested information is already included in the business plan (Attachment 9 of the proposal), you do not need to complete this table.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of elementary schools					
Number of middle schools					
Number of high schools					
Total schools					
Student enrollment					
Management Organization Positions					
[Specify all positions]					
Total back-office FTEs					
Elementary School Staff					

	Year 1	Year 2	Year 3	Year 4	Year 5
Principals					
Assistant Principals					
Add'l School Leadership Position 1 [specify]					
Add'l School Leadership Position 2 [specify]					
Add'l School Leadership Position 3 [specify]					
Classroom Teachers (Core Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]					
Specialized School Staff 1 [specify]					
Specialized School Staff 2 [specify]					
Teacher Aides and Assistants					
School Operations Support Staff					
Total FTEs at elementary schools					
High School Staff					
Principals					
Assistant Principals					
Deans					
Add'l School Leadership Position 1 [specify]					
Add'l School Leadership Position 2 [specify]					
Add'l School Leadership Position 3 [specify]					
Classroom Teachers (Core Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]					

	Year 1	Year 2	Year 3	Year 4	Year 5
Specialized School Staff 1 [specify]					
Specialized School Staff 2 [specify]					
Teacher Aides and Assistants					
School Operations Support Staff					
Total FTEs at high schools					
Total Network FTEs					

School Leadership & Staff Hiring, Management and Evaluation

1. If the organization is applying for more than one charter, explain your process and timeline for developing or identifying leaders across each of your Indiana schools. How does this process align with the 5-Year Growth projections described in the business plan? Who will lead this process? How much will it cost?

2. Describe your strategy and timeline for recruiting and hiring teachers across the network. Explain key selection criteria and any special considerations relevant to your school design. What key partnerships will support staff hiring? Identify known sources from which you will recruit teachers.

3. Describe the staffing plan (e.g., leadership, instructional, and support roles; reporting relationships; and accountability for student outcomes) your network will use to ensure that every student at each school has access to excellent teaching? Will the staffing model incorporate technologies, new roles for teachers and other staff, or innovative instructional techniques toward that end? If yes, how?

4. Explain how – and how frequently – the school/network will evaluate the performance of the school leader and teachers. What key elements will drive evaluations, and who will conduct them?

5. Explain how the school/network would handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover. How will the school/network identify and address development needs or concerns?

6. Provide an overview of the organization's compensation system (including benefits) and how this aligns with the performance evaluation process. For legislative requirements regarding employee benefits, see for example IC § 20-24-6-7.

Professional Development

Describe the professional development that will be offered to school leadership and teaching staff. This description should explain how professional development for the faculty will support the education program and build capacity to improve student achievement, and should include the following:

1. Describe how school leaders will be supported and developed throughout the year.

2. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

3. Include the expected number of days/hours for professional development throughout the school year and explain how the school's calendar, weekly schedule, and staffing plan will be structured to accommodate this plan. Explain how professional development will be aligned with the interim assessment process and adjusted during the year to address areas of need that are identified.

4. Explain how the professional development program will be evaluated – at both the school and network levels – to assess its effectiveness and success.

Start-Up & Operations

1. Start-Up Plan. Provide, as Attachment 17, a detailed start-up plan for the period leading up to the first day of student attendance for the first proposed school described in the application (or schools, if the organization intends to open more than one school in Year 1). NOTE: Limit attachment to ten (10) pages.
    a. The Start-Up Plan must indicate the targeted first day (month, day, year) of student attendance.
    b. The Start-Up Plan must specify planning tasks by month, and responsible individuals.

2. Start-Up Staffing and Costs. Complete the Start-Up (Year 0) Budget and Staffing worksheets in the Budget and Staffing Workbook (be sure to complete all pages in the Budget and Staffing Workbook, and provide as Attachment 19).

3. Transportation. If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events. Describe how the school will comply with the federal McKinney-Vento Homeless Assistance Act, 42 USC 11431, for homeless students, as well as the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u), if applicable.

4. Safety and Security. Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

5. Technology Specifications and Requirements (for Blended Learning and Virtual Operators only).

    a. Describe all technological equipment and services that the charter school will provide, including hardware, software, connectivity, and media storage devices, and property controls and equipment tagging that will be in place. Specify any equipment or technological support that students and families will be responsible for purchasing or obtaining.
    b. Describe the scope of technical support that will be provided, including where support staff will be located, and the hours (including weekends and holidays) and manner in which the support will be accessible to students and school employees.
    c. Describe the charter school's data retention, security, and confidentiality procedures.
    d. Describe procedures to deliver instruction when equipment, software, or connectivity at any location is lost or impaired. Specify who will pay for Internet connectivity and address minimum bandwidth and a course of action for areas of the state that do not have the minimum bandwidth (if applicable).
    e. Describe data protection and recovery procedures in event of catastrophic system failure (include offsite back-up).

6. Insurance Coverage. Charter schools authorized by the Indiana Charter School Board will be required to indemnify the Indiana Charter School Board, the Indiana Department of Education, any related entities, and their respective members, officers, employees, officials and agents. In addition, charter schools must obtain liability insurance coverage naming the Indiana Charter School Board and the Indiana Department of Education as Additional Insured on a primary basis. The applicant should provide, as Attachment 18, an estimate from an insurance agent/broker for insurance coverage that aligns with ICSB insurance requirements. A copy of these requirements is posted on the ICSB website under For Schools: http://www.in.gov/icsb/2441.htm.

   NOTE: There is no page limit for this attachment.

Facility Plan

Note: Virtual operators should tailor their responses to this section as applicable for their specific instructional and operational models.

1. If you are in the process of identifying a facility, describe with as much detail as possible the viable facility options that your team has identified. Include in this section how you selected a target location, any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. Charter school facilities must comply with state and local health and safety requirements as described in IC §§ 20-26-7, 20-24, and as required by the Indiana State Department of Health, Office of the State Fire Marshall, Department of Public Works, and the corresponding local agencies. In addition, charter school applicants must be prepared to follow applicable city or town planning review procedures. Describe the organization's capacity and experience in managing these strategies, including managing build-out and/or renovations. Detail the specific interactions the applicant group has had with state and local agencies to determine whether the identified facilities are suitable and affordable. Provide evidence for and explain the cost inputs, including specific sources of information, the applicant group has used to project all facility related costs. These inputs should be reflected in the facility related expenses included in the 5-Year Budget.

2. If you have already identified a facility, or plan to locate the new school within a facility currently owned or leased by the applicant, please indicate the street address and the school district in which the building is located. Describe the facility, including whether it is new construction, part of an existing public or private school building, or part of another type of facility. Provide a detailed list of any anticipated construction or renovation costs (these should be described in the budget narrative and reflected in the budget). If possible, provide a layout and description of the proposed facility. Include the number and size of classrooms, common areas, recreational space, any community facilities, and any residential facilities. Explain how the facility will meet the needs of any students who are physically challenged.

3. If the organization is applying for more than one charter, describe your plan for identifying and financing a sufficient quantity of facilities to align with the organization's 5-Year Business Plan.

Budget & Finance

IMPORTANT NOTE: Schools chartered by the ICSB are required to adhere to Generally Accepted Accounting Principles (GAAP)/ the accrual-basis method of accounting. Schools are also required to comply with all relevant policies as required under Indiana statute by the Indiana State Board of Accounts: http://www.in.gov/sboa/

For multi-site operators or networks, the ICSB requires individual school and network-level financial budgeting, reporting and annual audits. Each Indiana school's finances must be transparent and distinct from the network level.

1. Describe the systems and processes by which the organization will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school. What financial controls will be in place at the network and school levels to ensure long-term financial viability?

2. Provide, as Attachment 19, a detailed 5-Year Pro-Forma Budget for the organization at the network level AND for each school described in the application. Applicants proposing to operate a network of schools must provide a network-level budget (no template is provided). Applicants must also complete the Budget and Staffing Workbook Template (all worksheets) for each proposed school. If the school-level budget will be approximately the same for each school described in the application, state so clearly and submit a completed Budget and Staffing Workbook for one school only. *NOTE: There is no page limit for this attachment.*

3. Provide, as Attachment 20, a detailed budget narrative that provides a high-level summary of the budget and how the budget aligns with the 5-Year business plan. *NOTE: Limit attachment to five (5) pages.* The budget narrative should clearly describe assumptions and revenue estimates, including but not limited to the basis for Per-Pupil Revenue projections, staffing levels, facilities expenses, and technology costs. The narrative should specifically address the degree to which the network and school budget will rely on variable income (e.g., grants, donations, fundraising). Please address the following when completing the pro-forma budget and the budget narrative:
   a. What is the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than the estimated budget?
   b. Explain how the school will ensure it has sufficient funds to cover all anticipated expenses, including but not limited to: (a) start-up costs, (b) any special education costs incurred, (c) any transportation costs necessary to ensure the school will be accessible for all enrolled students, and (d) required retirement plan contributions.

IMPORTANT NOTE: You may refer to the Per-Pupil Revenue chart posted on the ICSB website that lists the actual 2015-2016 Per-Pupil amounts for existing Indiana charter and district schools to help in your planning purposes. Applicants are encouraged to contact the Indiana Department of Education's Office of School Finance at (317) 232-0840 for additional guidance about Per-Pupil Revenue for budget planning purposes. Note that all budgets should assume a July 1-June 30 fiscal year.

SECTION IV: INNOVATION (IF APPLICABLE)

As reflected in its strategic plan, the ICSB is particularly interested in applicants that propose school models with strong potential to accelerate student success through dramatically different school designs, instructional strategies, uses of technology, staffing models, governance arrangements, family and community engagement strategies, and other approaches.

Foundations of Innovation

Summarize the innovation(s) embodied in the proposed school design and/or implementation plan. The summary should include, at a minimum, the following:

- An explanation of how the proposed model is fundamentally different from typical school models,
- Any available evidentiary basis for the efficacy of the model or for the ideas underlying the model,
- An explanation of how the model will still permit the ICSB to hold the operator to the same high accountability standards to which it holds all authorized schools.

Description of Innovation(s)

Describe proposed innovation(s) in one or more of the following categories. For each applicable category, explain how the proposed school design and/or implementation plan will address the key elements listed below. For additional resources and examples of innovative school models that incorporate these elements, see the "Application Resources" page at the ICSB website: http://www.in.gov/icsb/2419.htm (under "Start a School").

Teaching

Innovative school models can increase access to excellent teaching and rigorous and challenging academic programs for all students, including those in rural areas.

Key elements include:

- Use of staff roles, technology, compensation structures, and/or other aspects of school design and/or implementation to enable the school to reach more students with excellent teaching;
- Identification of the adult(s) accountable for each student's outcomes, and clarity on adult roles and duties; and
- Financial sustainability over the long-term within budgets available from per-pupil funding

The key elements above would not be met, for example, through class-size reductions alone or by simply shifting student time from teachers to technology. One example of school models that can be used to meet these key elements can be seen at opportunityculture.org/reach/ .

Technology

In addition to its uses to increase access to excellent teaching (above), technology can be used to personalize learning through digital content and the strong collection and application of student data.

Key elements include:

- Enabling students to use technology as a learning tool for a significant portion of the school day;
- Use of technology and computer-adaptive learning systems to personalize and differentiate instruction; and
- Financial sustainability over the long-term within budgets available from per-pupil funding

Examples of innovative uses of technology include using cutting-edge software to tailor instruction and using real-time data to inform instructional needs. This category of innovation does not include hardware purchases alone (e.g., one-to-one laptop programs; interactive whiteboards); it requires thoughtful integration of hardware and software into the school design and implementation plan.

Time

Some innovative models can fundamentally alter school schedules and calendars to dedicate more time to high-value academic work.

Key elements include:

- Changing schedules to give students more quality academic time; and
- Financial sustainability over the long term within budgets available from per-pupil funding

Examples include highly structured extended school days and school years that maximize use of students' academic time, and models that enable students to control a significant portion of their own learning time (often in conjunction with technological innovations). Innovation in this area must include more than simply adding time to the day or days to the school year; it requires thoughtful use of that time to improve student outcomes.

Other Innovations

The three categories above are not exclusive. An applicant may propose a model centered on innovation in curriculum, instructional strategies, assessment, governance, family and community engagement strategies, or other areas, or in a combination of two or more areas. All applicants should look to the examples given and the additional resources provided on the "Application Resources" page at the ICSB website: http://www.in.gov/icsb/2419.htm (under "Start a School").

SECTION V: PORTFOLIO REVIEW & PERFORMANCE RECORD

Note:

As used in this RFP, the term "organization" applies to any applicant or partnership among groups applying to replicate a school model in Indiana. Thus, it may include an existing school proposing to replicate; an existing school network or CMO applying directly for a charter; a governing board proposing to contract with an education service provider (ESP); or other entities and arrangements. *In the case of an applicant proposing to contract with a service provider, applicants should provide requested information for both the governing board and the ESP, as applicable.*

The ICSB will base qualification decisions, in substantial part, on the organization's past performance. Provide the following information about all schools operated by the organization, including any ESP partner. The ICSB may request additional information from applicants at any time during the review process.

1. As Attachment 21, provide a summary of every school in the organization's portfolio (including every charter school managed by the proposed ESP partner, if applicable) in an Excel workbook. Please include the following information for every school:
    - Year opened;
    - City/location and school contact information;
    - Contact information for the authorizer;
    - Number of students and grade levels served;
    - The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and English Language Learner;
    - The year in which the contract with the ESP commenced and/or ended (if applicable);
    - State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and
    - Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what instrument (e.g., NWEA, state growth model) was used to determine the growth and/or value-added results.
    - *For High Schools Only*:
        - 4-year graduation rates;
        - College and career readiness indicators, such as: the number and percent of graduating students taking and passing Advanced Placement or International Baccalaureate exams; and
        - The number and percent of graduating students who have enrolled in post-secondary institutions. If the school has not historically collected such data, please briefly explain this.

    NOTE: There is no page limit for this attachment. If an operator or ESP manages multiple schools, please include one introductory worksheet in the Excel workbook summarizing state assessment results, growth and/or value-added data, and (if applicable) high school graduation rates and college and career readiness indicators, by school for the past five years.

2. Select one or more of the consistently high-performing schools that the organization operates and discuss the school's academic performance. If possible, select a school with similar demographics to the targeted Indiana student population described in your application.
    - Be specific about the results on which you base your judgment that the school is high- performing. Include student achievement status, growth, absolute and comparative academic results, as available.
    - Discuss the primary causes to which you attribute the school's distinctive performance.
    - Discuss any notable challenges that the school has overcome in achieving its results.

- Identify any ways in which the school's success has informed or affected how other schools in the network operate. Explain how the effective practice, structure or strategy was identified and how it was implemented elsewhere in the network.

3. Select one or more of the organization's schools whose performance is relatively low or not satisfactory and discuss the school's academic performance. If possible, select a school with similar demographics to the targeted Indiana student population described in your application.
   - Be specific about the results on which you base your judgment that performance is unsatisfactory. Include student status, growth, absolute and comparative academic results, as available.
   - Describe the primary causes to which you attribute the school's problems.
   - Explain the specific strategies that you are employing to improve performance.
   - How will you know when performance is satisfactory? What are your expectations for satisfactory performance in terms of performance levels and timing?

4. *For all schools operating in the State of Indiana*, provide the following as Attachment 22: (a) the last three years of audited financial statements for the school; and (b) the most recent internal financial statements including balance sheets and income statements (at least through the end of June 2015) for the organization and any related business entities. Be sure that the school level, ESP/CMO level, and the overall operations are distinctly represented. *NOTE: There is no page limit for this attachment.*

5. For the organization as a whole and any related business entities, provide the following as Attachment 23: (a) the last three years of audited financial statements and management letters; and (b) the most recent internal financial statements including balance sheets and income statements (at least through the end of June 2015). Be sure that the ESP/CMO level and the overall operations are distinctly represented. *NOTE: There is no page limit for this attachment.*

6. List any contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for "material breach."

7. List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization and explain.

8. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years, and how such deficiencies or violations were resolved.

9. Identify any current or past litigation, including arbitration proceedings, by school, that has involved the organization or any charter schools it operates. Provide the following as Attachment 24: summary of the following information: (a) the demand, (b) any response to the demand, and (c) the results of the arbitration or litigation. *NOTE: Limit attachment to ten (10) pages.*

FINAL APPLICATION SUBMISSION REQUIREMENT

As Attachment 25, attach one PDF file that contains all application components, including the Proposal Overview and Enrollment Projections Template, the Proposal Narrative, and all required Attachments. This PDF file will be posted on the ICSB website as required under Indiana law and in accordance with ICSB policy. Therefore, please be certain that this attachment contains no confidential personal information. In addition, please adhere with the guidelines provided under the Notice of Disclosure section on page 6 of this RFP for any other information considered confidential.

EXHIBITS

- Charter School Board Member Information Form
- Statement of Assurances

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:

2. Your full name:

3. Brief educational and employment history. (No narrative response is required if resume is attached.)
   ☐ Resume is attached.

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

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

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☐ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☐ I / we do not know any such persons. ☐ Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   ☐ I / we do not anticipate conducting any such business. ☐ Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
   ☐ I / we do not know any such persons. ☐ Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ☐ N/A. ☐ I / we have no such interest. ☐ Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
   ☐ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
   ☐ Does not apply to me, my spouse or family. ☐ Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☐ None. ☐ Yes

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Certification

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 Charter School is true and correct in every respect.

_____ _____

Signature Date

INDIANA CHARTER SCHOOL BOARD: CHARTER SCHOOL APPLICANT Statement of Assurances

The charter school agrees to comply with all of the following provisions: (*Read and check)*

☐ 1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.

☐ 2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.

☐ 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the Indiana Charter School Board (ICSB) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.

☐ 4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act,* and section 427 of the *General Education Provision Act*.

☐ 5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.

☐ 6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.

☐ 7. Recipients will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.

☐ 8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.

☐ 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.

☐ 10. Recipients will indemnify and hold harmless the ICSB, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

☐ 11. Recipients understand that the ICSB may revoke the charter if the ICSB deems that the recipient is not fulfilling the academic goals and/or fiscal management responsibilities outlined in the charter.	
Signature from Authorized Representative of the Charter School Applicant	
I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.	
PRINT NAME & TITLE SIGN NAME	DATE