



Charter School Application

For new and existing operators seeking to start or replicate
a Mayor-Sponsored Charter School

Spring 2025

Office of the Mayor
2501 City-County Building
200 East Washington Street
Indianapolis, Indiana 46204
Telephone: 317.327.3601

Introduction

Charter schools are secular, tuition-free public schools that are freed from many of the regulations governing traditional schools. In exchange for controlling their own curricula, staffing, organization, and budgets, charter schools must meet the highest performance standards. The Office of Education Innovation serves more than 19,000 students in 45 charter schools across Center Township and Marion County.

The application process designed by the Mayor's Office and aligned with best practice from the National Association of Charter School Authorizing is intended to review proposed charter schools closely. The Mayor's Office will only grant charters to those applicants who seek to establish effective and equitable education programs with the highest standards for academics, finances, and governance. For existing operators looking to replicate their model in a different location or for a different grade configuration, the Mayor's Office will only grant charters to those applicants who have proven their success in academics, operations, and management in a current Indianapolis-based charter school and demonstrate demand for the model elsewhere.

The Mayor and City-County Council have appointed the Indianapolis Charter School Board. The Indianapolis Charter School Board has the ultimate decision-making authority when granting charters through the Mayor's Office. More information about [public hearings](#) and the [Indianapolis Charter School Board](#) can be found on our website.

The Mayor's Office of Education Innovation has gone to great lengths to create an open and transparent application review process based on the explicit criteria set forth in this application packet. However, other factors may also influence final chartering decisions. These factors may include recent dynamics of school openings and closings within the landscape, the composition of the applicant pool relative to charters already granted, and the diversity of the pool relative to such attributes as school size, geographic location, and educational approach.

Applicants who should use this application are those who are applying to open a new charter school or a private school applying to convert to a charter. Current Mayor-sponsored charter schools applying to replicate their school(s) should complete this application and ensure they include the sections marked for replication. Applicants who are seeking an Innovation agreement with Indianapolis Public Schools should complete this application and ensure they include the section marked for Innovation agreement. Existing charter schools under other Indiana authorizers who would like to transfer to the Mayor's Office should use the Transfer Application on OEI's [website](#).

Required questionnaires, templates and forms can be found in this document and the Charter Achievement Portal, which you will gain access to after submitting a letter of intent. Finally, for your reference, internet links to the state charter school statute and other helpful resources are attached. If you need assistance, please contact the Director of OEI, Shaina Cavazos, at 317-327-3111 or at shaina.cavazos@indy.gov.

Application Overview

Applicants who are new or existing operators seeking a new charter from the Mayor of Indianapolis **must**:

- Submit a **Letter of Intent** using the [web form](#). *Applicants may submit their Letter of Intent at any time prior to the deadline to be considered for the current round.*
- Submit an **Eligibility Determination form** (*new operators or non-mayor-sponsored charter school operators only*)
- Submit a **Prospectus**
- Submit a **Request for Clarification**, if applicable
- Participate in an **interview** with OEI staff and external evaluators
- Participate in a **public meeting** of the Indianapolis Charter School Board
- Receive an **invitation** to submit a Full Application. *This determination will be based on a detailed review of the proposed school.*
- Submit a **Full Application**
- Participate in a public meeting of the Indianapolis Charter School Board and receive a **vote of approval** from a majority of members of the Indianapolis Charter School Board.

Applicants who operate existing mayor-sponsored schools seeking to replicate a current model **must**:

- Submit a **Letter of Intent** using the [web form](#). *Applicants may submit their Letter of Intent at any time prior to the deadline to be considered for the current round.*
- Submit a **Replication Application, Budget Template, and Replication Workbook** through the online Charter Achievement Portal.
- Submit a **Request for Clarification**, if applicable.
- Participate in an **interview** with OEI staff.
- Participate in a **public meeting** of the Indianapolis Charter School Board and receive a **vote of approval** from a majority of members of the Indianapolis Charter School Board.

The Mayor's Office has discretion over the replication process, *including whether participation in a prospectus round is required*. This determination will be based on a review of the proposed school. Additionally, OEI will conduct due diligence on the applicant's existing schools. Pursuant to IC 20-23-3-4 (d), the Mayor's Office will look for evidence of the existing school's success and the applicant's capacity to replicate the school model.

The Mayor's Office reserves the right to reject or seek additional information on prospectuses or full proposals that do not follow the above procedure and/or lack any material sections or documents listed in the explanations below.

Spring 2025 Dates and Deadlines

- **Jan. 3, 2025:** [Letter of Intent](#) and Eligibility Determination form due to OEI by noon
- **Feb. 14, 2025:** Prospectus or Replication Application due to OEI by noon
- **March 21, 2025:** OEI sends Initial Feedback Memo and Request for Clarification to Applicant, if applicable
- **March 28, 2025:** Request for Clarification responses due to OEI by noon
- **March 31 - April 11, 2025:** Capacity Interviews will be held. OEI will reach out to schedule specific two-hour interviews once proposals are submitted.
- **April 29, 2025:** Indianapolis Charter School Board Prospectus/Replication Application Hearing
- **May 16, 2025:** Full Application due to OEI by noon
- **June 24, 2025:** Indianapolis Charter School Board Full Application Hearing

All document submissions will occur through the Charter Achievement Portal (CAP). Once the letter of intent is submitted via the [web form](#), OEI will be in touch about how to access the CAP for the rest of the application process.

Notice of Disclosure

All information submitted as part of the application shall be subject to the Indiana Access to Public Records Act (IC 5-14-3)(the "Public Records Act") 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, at least five (5) business days prior to submitting any application materials, consult with the City of Indianapolis Public Access Counselor. The City of Indianapolis Public Access Counselor may, if requested by the applicant, issue a written advisory opinion in response to such request. If the City of Indianapolis Public Access Counselor issues an opinion supporting 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 City of Indianapolis Public Access Counselor that supports the applicant's position that the information is exempt from disclosure under the Public Records Act.

The applicant acknowledges that if the foregoing procedure is not followed, and a proposal is submitted, all information shall be subject to disclosure to the public unless the City determines that it must withhold from disclosure certain information in the proposal pursuant to the Public Records Act. Each applicant, by the submission of a proposal, acknowledges its understanding that all proposal 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 acknowledge and agree that the Mayor's Office, the Mayor's Charter Schools Advisory Board and any official, agent, employee or representative of the City of Indianapolis 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 actions pursuant to any such disclosure.

Application Process and Components

Step 1: Applicant submits Letter of Intent and Eligibility Determination form

The Letter of Intent (LOI) provides formal notice to the Office of Education Innovation regarding an applicant's intentions to submit a Prospectus and Full Application to open a school in Fall 2025 (replication only, at OEI's discretion), Fall 2026 (all other applicants) or thereafter.

All applicants who intend to submit a Prospectus and Full Application during the Spring 2025 charter application cycle must submit a Letter of Intent through the [online form submission](#) by 12 p.m., Jan. 3, 2025, to be eligible to submit a Prospectus.

The Applicant Eligibility Determination is a review process required for all applicants who are new operators or non-mayor-sponsored charter school operators seeking to submit a Prospectus and Full Application. Any organization or individual may become eligible to submit a charter application by meeting specific eligibility requirements as detailed in Indiana Code Title 20. Education. To demonstrate the charter applicant has met all requirements to submit a Prospectus and Full Application, the eligibility determination forms must be submitted by 12 p.m., Jan. 3, 2025, as PDFs in an email to the Director of OEI, Shaina Cavazos at shaina.cavazos@indy.gov.

After submitting the Letter of Intent and after OEI determines applicant eligibility, OEI will be in touch about next steps to access and complete the Prospectus through the Charter Achievement Portal (CAP). At this point, OEI will also schedule a brief meeting with the applicant to review the application process and address any logistical or procedural questions.

Step 2: Applicant submits a Prospectus or Replication Application

The Prospectus is a preliminary application that provides an overview of the proposed new charter school. It provides the applicant the opportunity to share the programmatic features of the school and how it will address the needs of the students in which it seeks to serve. The prospectus is due by the deadline listed above to the Charter Achievement Portal (CAP).

The Office of Education Innovation staff will perform a preliminary screening to identify prospectuses that are complete and in compliance with Indiana state law. If a prospectus is not complete, is not in compliance with Indiana law or the guidelines set forth herein, or otherwise determined not to be in the best interest of the City of Indianapolis, the Mayor's Office reserves the right to reject that prospectus. In the case of a rejected prospectus, the Mayor's Office will provide the applicant with a written reason for the rejection.

The prospectus will be reviewed and evaluated by the Mayor, OEI staff, the Indianapolis Charter School Board, and external reviewers, as needed. In the event that the prospectus is approved, an invitation will be extended to the applicant to submit a full charter application.

The replication application (a proposal from an organizer to establish a charter school per IC 20-24-1-8) provides a comprehensive description of the school from an academic, operational, and fiscal perspective as well as a review of prior school performance and the organizer's capacity to replicate. The applicant is required to demonstrate proficiency to a series of questions throughout the application template. Responses are expected to clearly articulate an understanding regarding the functions needed to fulfill the responsibility of planning, opening and operating a public charter school.

The replication application must be submitted to CAP and received by the Office of Education Innovation by the above deadline. Applications will be reviewed by the Office of Education Innovation and Indianapolis Charter School Board.

Step 3: Initial Feedback Memo and Request for Clarification sent to Applicant

After a committee of internal and external reviewers read the prospectus or replication application, OEI will create an initial feedback memo and issue a request for clarification to the applicant. The purpose of the initial memo is to provide applicants with feedback on their Prospectus or Replication Application submission. The request for clarification, embedded in the feedback memo, is provided to applicants for the purpose of communicating any questions or clarifications that the OEI team requires regarding the submission prior to the capacity interview. Applicants have the opportunity to respond to the request in writing. All requests for clarification will be sent to applicants by the deadline listed above. Applicants will have about a week to respond.

Step 4: Capacity Interviews

Following the submission of the request for clarification, the Office of Education Innovation and external reviewers will conduct a capacity interview with the prospectus applicant team, in which we will ask extended and clarifying questions to learn more about the assembled team's ability to respond to likely challenges and understand the decision-making process of the board.

Applicants that reach this part of the process will be provided proper notice of the capacity interview time, date, and location by a member of the OEI team. Due to the importance of this component of the process, we require that the board chair, school leader, board treasurer, and CFO (if applicable) are present at the interview at a minimum. Capacity interviews are approximately two-hours.

Consultants, advisors, back-office service providers or ESP representatives shall not be present for the interview, as the purpose of the capacity interview is to determine the capacity of the applicant team. Consultants, advisors, back-office service providers and ESP representatives are considered vendors, and as a result must be managed by the board and/or school leadership. When assembling the individuals to attend the capacity interview, it is important to include individuals that can collectively and individually speak in detail about the academic, organizational, and financial plans of the proposed school. It is important that there is a shared voice amongst the applicant team, and no single person is responding to all questions.

The interview will serve as a discussion and Q&A session on the strengths and weaknesses of the prospectus. Applicants should be prepared to speak in detail about their plans, including those regarding academic model, budgets, board rosters, need and demand for the proposed school, as well as its potential location. The interview might also include questions about how schools and boards would handle specific scenarios or problems that could arise in their first year of operation, or similar performance tasks.

Interviews will take place during the week listed above, though OEI staff will reach out about four to six weeks prior to schedule the specific two-hour window. Interviews will be held at the City-County Building.

Step 5: Indianapolis Charter School Board Meeting

The Indianapolis Charter School Board will hold a public hearing where the applicant and OEI staff present the prospectus to the board. Applicants will have 10 minutes to make their presentation. All members of the applicant team may be present during the public hearing, but there may be up to three presenters per applicant team. The presentation should provide at minimum, an overview of the proposed school, desired location, proposed grade levels, and a high-level overview of the instructional model. The presentation may be in the form of a PowerPoint, but it is not required. All presentations must be submitted ahead of time to the OEI team.

Then, the board conducts a Q&A and accepts public comment – both in-person at the hearing, and in the weeks prior, using our [online form](#).

More information about [public hearings](#) and the [Indianapolis Charter School Board](#) can be found on our website.

Unless OEI determines a prospectus round is needed, applicants seeking replication will participate in one hearing of the Indianapolis Charter School Board, which could be held during the typical Prospectus or Full Application time, to be determined by OEI. At that hearing, the Indianapolis Charter School Board will make final chartering decisions.

Step 6: Recommendation to Mayor

After careful review and feedback from the Indianapolis Charter School Board, the Director of OEI will present recommendations to the mayor regarding the prospectus applicants. The mayor will then make a final decision as to whether the applicant should be invited to submit a full application.

Step 7: Selected applicants submit a Full Application

The full application (a proposal from an organizer to establish a charter school per IC 20-24-1-8) provides a comprehensive description of the school from an academic, operational, and fiscal perspective. The applicant is required to demonstrate proficiency to a series of questions throughout the application template. Responses are expected to clearly articulate an understanding regarding the functions needed to fulfill the responsibility of planning, opening and operating a public charter school.

The Full Application must be submitted to CAP and received by the Office of Education Innovation by the above deadline. Full Applications will be reviewed by the Office of Education Innovation and Indianapolis Charter School Board.

Step 8: Indianapolis Charter School Board Meeting and Final Recommendation

The Indianapolis Charter School Board will hold a second public hearing to make final chartering decisions, fulfilling responsibilities under IC 20-24-2.3-4. The applicant and OEI staff present the full application to the board. Applicants will have 10 minutes to make their presentation. All members of the applicant team may be present during the public hearing, but there may be up to three presenters per applicant team. The presentation should provide at minimum, an overview of the proposed school, desired location, proposed grade levels, and a high-level overview of the instructional model. The presentation may be in the form of a PowerPoint, but it is not required. All presentations must be submitted ahead of time to the OEI team.

Then, the board conducts a Q&A and accepts public comment – both in-person at the hearing, and in the weeks prior using our [online form](#). Pursuant to IC 20-24-3-9, OEI will notify all applicants of acceptance or denial, and decisions on proposals will abide by the required 75-day response window.

The final recommendation from the team will be provided to the applicant once the Indianapolis Charter School Board has voted on each application submission.

Please note that OEI reserves the right to determine when applicants who have received charter approval may begin the pre-opening process. This could differ from the applicant's proposed opening date and be influenced by such factors as available facilities, restart placement decisions, and other recent dynamics in the charter landscape that reduce the likelihood a school would launch successfully. OEI will communicate with applicants to determine pre-opening timing in the months following a charter approval.

More information about [public hearings](#) and the [Indianapolis Charter School Board](#) can be found on our website.

Instructions for the Letter of Intent

Purpose

The Letter of Intent (LOI) provides formal notice to the Office of Education Innovation regarding an applicant's intentions to submit a Prospectus and Full Application to open a school in Fall 2025 (replication only, at OEI's discretion), Fall 2026 (all other applicants) or thereafter.

Process

All applicants who intend to submit a Prospectus and Full Application during the Spring 2025 charter application cycle must submit a Letter of Intent through the [online form submission](#) by 12 p.m., Jan. 3, 2025, to be eligible to submit a Prospectus. Applications from applicants who do not submit a letter of intent by 12 p.m., Jan. 3, 2025, will not be accepted.

Guidance

The information below is provided to support applicants in successfully completing the Letter of Intent.

The Office of Education Innovation accepts applications from five types of applicants, which must be indicated on the LOI:

- A **new design applicant** is proposing a school model independent from a third-party manager or existing regional or national charter network for a new school that has not previously existed. This could be proposed by a new or existing operator.
- An **existing design applicant** is one that is proposing to (a) convert a private school to a charter school, or (b) contract with an Educational Service Provider that will provide the academic program. The Mayor's Office will conduct due diligence on the design's existing schools. The Mayor's Office will look for evidence of the existing school's success and the applicant's capacity to replicate the school model or to convert from a private school to a charter school. A plan to implement a specific program, such as a widely used curriculum for a particular subject area, does not categorize an applicant as an existing design applicant. In addition, the applicant must show that individuals or organizations that have operated similar schools will be deeply involved in the creation of the proposed school. This could be proposed by a new or existing operator.
- A **replication applicant** is an existing operator in the mayor's portfolio that is looking to replicate an existing school, but in a different location or for another grade configuration.
- A **transfer applicant** is an existing operator with a charter school under another Indiana authorizer who would like to transfer that school to the Mayor's Office.
- A **restart applicant** is one seeking an Innovation Restart agreement with Indianapolis Public Schools. If an applicant is planning to pursue another type of Innovation Network Partnership, that should be disclosed as well.

Legal Name of Organization Applying for the Charter:

In order to apply to become a charter school authorized in Indiana, an applicant shall meet the requirements of an "organizer" as detailed in Indiana Code Title 20. Education § 20-24-1-7, which are as follows:

- The organizer must be a nonprofit corporation that is incorporated or registered in Indiana;
- The organizer must be recognized by the Internal Revenue Service to be tax exempt and maintains such tax-exempt status; *(This may be pending during the application process but must be final prior to the first day of student instruction unless express written permission is granted by the Director of Charter Schools.)*
- The organizer must have an independent board whose members have been elected or selected under the organizer's application and that has entered into a contract under this article to operate a charter school.

Education Service Provider:

"Education service provider" means 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 as stated in Indiana Code Title 20. Education § 20-24-1-6.1

Proposed School Location:

If you have an exact building address of your proposed school location, be sure to include this in the LOI. If you do not have an exact building address, provide a narrative description of the location where you seek to locate. Be sure to include neighborhoods, community names, and any other information that allows us to better understand your plan.

Target Student Population:

Describe the anticipated student population you seek to serve through the approval of the proposed school. Explain how the intended student population is representative of the demographics of the location. Provide rationale for seeking to serve this specified student population and community.

Brief Description of Kind of School to Be Chartered:

Provide a clear and concise overview of the proposed school model, highlighting the key design elements of the school model critical to its success in serving the intended student population.

Mission Statement:

The mission is a statement of the fundamental purpose of the school that describe why it exists and whom it intends to serve in 1-2 concise, clear sentences.

Instructions for the Applicant Eligibility Determination

Purpose

The Applicant Eligibility Determination is a review process required for all applicants who are new operators or non-mayor-sponsored charter school operators seeking to submit a Prospectus and Full Application. Any organization or individual may become eligible to submit a charter application by meeting specific eligibility requirements as detailed in Indiana Code Title 20. Education. To demonstrate the charter applicant has met all requirements to submit a Prospectus and Full Application, the eligibility determination form must be submitted by 12 p.m., Jan. 3, 2025.

Process

All applicants who intend to submit a Prospectus and Full Application during the Spring 2025 Charter Application cycle must submit eligibility determination forms as PDFs in an email to the Director of OEI, Shaina Cavazos, at Shaina.cavazos@indy.gov by 12 p.m., Jan. 3, 2025. Applications from applicants who do not submit the forms by the deadline will not be accepted.

Guidance

The information below is provided to support applicants in successfully completing the eligibility determination forms.

In order to apply to become a charter school authorized in Indiana, an applicant shall meet the requirements of an “organizer” as detailed in Indiana Code Title 20. Education § 20-24-1-7, which are as follows:

- The organizer must be a nonprofit corporation that is incorporated or registered in Indiana;
- The organizer must be recognized by the Internal Revenue Service to be tax exempt and maintains such tax-exempt status; *(This may be pending during the application process but must be final prior to the first day of student instruction unless express written permission is granted by the Director of Charter Schools.)*
- The organizer must have an independent board whose members have been elected or selected under the organizer's application and that has entered into a contract under this article to operate a charter school.

If an applicant intends to contract with an education service provider for substantial educational services, management services, or both educational services and management services, the request for proposals shall require the applicants to provide the following per Indiana Code Title 20. Education §20-24-3-2.5:

- Evidence of the education service provider's success in serving student populations similar to the targeted populations, including demonstrated academic achievement as well as successful management of nonacademic school functions, if applicable.
- A term sheet setting forth:
 - the proposed duration of the service contract;
 - the roles and responsibilities of the organizer, the school staff, and the education service provider;
 - the performance evaluation measures and timelines;
 - the compensation structure, including clear identification of all fees to be paid to the education service provider;
 - the methods of contract oversight and enforcement;
 - the investment disclosure;
 - that the school and the authorizer are entitled to any data directly related to the operation or management of the school, such as financial data, enrollment data, demographic data, performance data, and student data, in the possession of the education service provider, but may

not include any proprietary, intellectual property, or similarly protected data of the education service provider; and

- o the conditions for renewal and termination of the contract.
- A disclosure statement to explain any existing or potential conflicts of interest between the organizer and the proposed education service provider or any affiliated business entities.
- Assurance that the organizer will be structurally independent of the education service provider and shall set and approve school policies. The assurance must also provide that the terms of the service contract must be reached by the organizer and the education service provider through arms length negotiations in which the organizer must be represented by legal counsel. The legal counsel may not also represent the education service provider.

A charter school shall be established for one or more of the following purposes, as stated in Indiana Code Title 20. Education §20-24-2-1:

- Serve the different learning styles and needs of public school students.
- Offer public school students appropriate and innovative choices.
- Provide varied opportunities for professional educators.
- Allow public schools freedom and flexibility in exchange for exceptional levels of accountability.
- Provide parents, students, community members, and local entities with an expanded opportunity for involvement in the public school system.

A charter school is prohibited to discriminate on the basis of the following, as detailed in Indiana Code Title 20 Education §20-24-2-2:

- Disability
- Race
- Color
- Gender
- National origin
- Religion
- Ancestry

Charter Applicant Eligibility Determination Form

This form is for new operators and non-mayor-sponsored charter school operators only. Please review the statements below and indicate whether each is "Yes/True," and will hold true if the application is approved. If the answer to any item is "No/False," please submit a statement of explanation.

Assurance	Yes/True	No/False
1. The applicant is a nonprofit corporation that is incorporated or registered in Indiana;	Yes	
2. The applicant has been recognized by the Internal Revenue Service to be tax exempt and maintains such tax exempt status, or is in the process of doing so;	Yes	
3. The applicant has an independent board whose members have been elected or selected under the organizer's application and that has entered into a contract under this article to operate a charter school.	Yes	
4. The applicant is not a for-profit entity.	Yes	
5. If the applicant chooses to contract with an Education Service Provider, it will comply with all required submissions of OEI.	Yes	
6. The charter school seeks establishment in order to serve one or more of the purposes of a charter school outlined in Indiana Code Title 20. Education §20-24-2-1.	Yes	
7. The charter school will not discriminate on the basis of disability, race, color, gender, national origin, religion, ancestry, or any other characteristic.	Yes	
8. There are no liens, litigation history and/or sanctions from any local, state, and/or federal regulatory agency against the nonprofit corporation.	Yes	

Certification

I certify that I have the authority to submit this documentation and that all information contained herein is complete and accurate. I recognize that any misrepresentation could result in disqualification from the application process or revocation afterward.

Joseph Myers
Signature of Founding Board Chair

1/29/2025
Date

Instructions

All applicants are required to submit the prospectus and/or full application to the Charter Achievement Portal (CAP) **no later than 12 p.m. by the stated deadline**. The Mayor's Office reserves the right to reject or seek additional information on incomplete submissions or those that do not follow the proper procedure or formatting.

Contents

Your submission **must** contain the following items in the order below. Please upload to CAP as a single PDF document, including attachments. Excel spreadsheets will be uploaded as a separate item:

- ☒ Charter Application Information sheet
- ☐ **Prospectus only:** Eligibility Determination Form, if applicable
- ☒ **Full Application only:** Technical Requirements Checklist, per criteria for charter school proposals outlined in IC 20-24-3-4
- ☒ Narrative responses
- ☒ Need Analysis Chart, using the provided template (include within the narrative structure)
- ☒ Community Partnerships Chart, using the provided template (include within the narrative structure)
- ☒ Attachment 1: Organizational Chart for the school and its network, if applicable; this should show structure in Year 1 and subsequent years, if different.
- ☒ Attachment 2: List the members of the school's proposed leadership team and governing board, including their roles with the school, their current job and employer, and full resumes with contact information, two professional references, and assurance of background checks for all individuals listed. Background checks must comply with current Indiana Code.
- ☒ Attachment 3: Articles of Incorporation
- ☒ Attachment 4: IRS 501c3 application or proof of nonprofit and tax-exempt status
- ☒ **Full Application only:** Attachment 5: Board of Directors by-laws (include for replications only if changed from earlier version)
- ☒ Attachment 6: Statements of Economic Interest for every board member, using the provided template OR the template provided by the State of Indiana
- ☒ Attachment 7: Five-Year Budget, Staffing Plan and First-Year Cash Flow Analysis, using the provided template (Excel spreadsheets)
- ☒ Attachment 8: the Replication Workbook using the provided template (Excel spreadsheet), if applicable
- ☐ Attachment 9: Education Service Provider and/or Conversion School questionnaires, if applicable
- ☐ **Optional** Attachment 10: Letters of support from **relevant** community partners

The application is not to exceed 75 pages. Attachments listed above do not count toward the limit. Due to the volume of information required, no other attachments will be accepted with your submission.

Format and Submission

Documents **must be submitted as PDFs** unless a different file type, such as an Excel Spreadsheet, is specifically requested above. The following format must be followed for each submission:

- All PDF documents should be formatted with a white background, measuring 8.5" x 11";
- All pages should be numbered, with one-inch margins on all sides and no font smaller than 10-point
- All attachments should be labeled in the upper-right side of the header: "Attachment X";
- Paragraph formatting may not be more compact than standard single space.

The narrative and other documents listed in the instructions should be completed and uploaded as a **single PDF document** in CAP. Once finalized, all items should be "submitted for the prospectus" or "submitted for full application" in CAP, which indicates to OEI that they are ready for review.



High (9-12) School
REPLICANT APPLICATION

Charter Application Information Sheet

After the cover or title page, this should be the next page of the prospectus or full application.

Name of Proposed Charter School: Victory College Prep High (9-12) School

Name of affiliated charter network, if applicable: Victory College Prep

Proposed School Address (if known) or neighborhood: Southeast Indianapolis at 2710 Bethel Ave., 26203

School District in which Proposed School would be located: Indianapolis Public School (IPS)

Legal Name of Group Applying for the Charter (Name of nonprofit organizer): Victory College Prep (formerly Lighthouse Academies of Indiana, Inc.)

Applicant's Designated Representative: Ryan Gall, Executive Director

Address: 1780 Sloan Avenue

City: Indianapolis

State: IN

Zip code: 46203

Daytime telephone: 317-270-7228

E-mail address: ryan.gall@vcpindy.org

The proposed school will open in the fall of school year: August 1, 2025 (formal operations June 1)

Proposed Grade Levels & Total Student Enrollment

These figures will be considered charter capacity for the purposes of the schools first year with Enroll Indy, if approved.

Grade	Year 1 Enrollment	Year 2 Enrollment	Year 3 Enrollment	Year 4 Enrollment	Year 5 Enrollment	Year 6 Enrollment	Year 7 Enrollment
K							
1							
2							
3							
4							
5							
6							
7							
8							
9	120	120	120	120	120	120	120
10	120	120	120	120	120	120	120
11	120	120	120	120	120	120	120
12	100	100	100	100	100	100	100
Adult							
Total	460	460	460	460	460	460	460

Is this a single-gender or co-educational school? If single-gender, please indicate who will be served by school:
The school will be co-education.

Are you planning to work with a third-party management organization as defined in Indiana Code §20-24-3-2.5 to manage the educational program and operations of the school but not hold the charter directly?
No.

If so, please indicate the name of management organization:
N/A

Have you submitted this application to other authorizer(s)?
No.

If so, please list the authorizer(s) and the date(s) of submission:
N/A

Do you plan to submit this application to another authorizer before the Mayor's Office makes a final determination on your application?
No.

If so, please indicate the name of the authorizer:
N/A

Have you submitted any other applications to an authorizer in the previous five (5) years?
No.

If so, please indicate the name of *the authorizer, the date, and the name of the school* on the application.
N/A

Are you a charter school currently operating in Indianapolis that is seeking to transfer authorizers?
No.

If so, please name the authorizer currently overseeing the school:
N/A

Are you looking to replicate an existing charter school? If so, please name the existing school(s) and authorizer(s).
Yes. We seek to replicate Victory College Prep, authorized by the Indianapolis Office of Education Innovation (OEI).

Are you intending to pursue an Innovation Network Restart Application with Indianapolis Public Schools?
No.

Are you intending to pursue [another type](#) of Innovation Network Partnership with Indianapolis Public Schools?
No.

Application Narrative

The narrative should show a clear understanding of the [Mayor's Performance Framework](#) and how the school intends to meet those standards. Strong submissions will be concise, impactful, and free of typos and other errors. The narrative should be limited to the topics included in the outline below. Responses should be structured in the same format as the outline using the provided section headings, though answers need not be bulleted.

Several sections of the narrative are marked as “part of the full application only.” Do not include these in your prospectus submission. If invited to submit a full application, or if submitting a replication application, complete all narrative sections. This is an opportunity to revise information from the prospectus round as needed, whether to reflect updates, changes in model, answers to questions posed by the Indianapolis Charter School Board or OEI staff, etc. All full proposals must comply with the criteria for charter school proposals outlined in IC 20-24-3-4.

Pursuant to IC 20-24-3-4.5, the narrative outline is based on “Standards for Quality” that are aligned to nationally recognized authorizing principles, including the National Association of Charter School Authorizing’s [Charter School Application](#) and [Core Application Evaluation Criteria](#). For previous application examples, please refer to the Past Charter Application [page](#) on our website.

School Overview

Mission and Vision

- Explain the mission of your proposed charter school in one or two clear, concise sentences. Your mission statement should articulate what the school intends to do and whom it intends to serve.

From its campus in the Southeast region of the city, the Victory College Prep (VCP) High School empowers Indianapolis students in grades nine through 12 with the academic and social-emotional skills to thrive in college or a career.

- Explain the vision of your school in one or two clear, concise sentences. The vision should outline how the school will operate and what it will achieve in the long term.

Aligned with our values of Community, Collaboration, Critical Thinking, and Persistence, our vision is for the VCP High School to provide an equitable, inclusive, and transformative educational experience that fully prepares students to achieve their potential in college, career, and life.

Education Need and Anticipated Student Population

- Where will the school be located and who is the target student population?

The VCP High School will operate on the campus associated with a prior OEI authorized charter school located at 2710 Bethel Avenue, Indianapolis, IN 46203. Under the VCP School Network's current charter, we serve a K-12 student population, and this replication proposal to create a new VCP High School is effectively a formalizing of our operations and leadership structure that is already delivering high-quality education and outcomes for students in grades nine through 12 relative to its peers.

As such, our newly chartered school will continue (and expand) our service to students from historically marginalized communities, particularly Black and Latino demographic groups, and those living at or below the poverty threshold as established by the State of Indiana. By operating Central Indiana's most robust charter school transportation service (a total of 17 independent routes with 140+ satellite stops), we are readily accessible to nearly a quarter of the Indianapolis metropolitan area regardless of household transportation circumstances. This expansive "catchment" zone will allow the VCP High School to target students in the aforementioned demographic groups (and others) who reside in neighborhoods and communities located along the Interstate 65 corridor to the west, along 38th Street to the north, and along the Interstate's 465 East and South corridors in those respective directions.

- Why does the community, neighborhood, and/or target student population you identified in the prior question need the school you are proposing? Please justify the need in detail and include performance and key demographic indicators of surrounding schools in your answer. Data referenced should be as locally relevant as possible. **If replicating, include information about the performance of current schools in your rationale.**

As previously discussed, our robust transportation infrastructure creates broad accessibility to our school. However, approximately 65% of the students of the K-12 students we currently serve under our current OEI charter live within a five-mile radius of our VCP campus, which is just two miles from where the newly chartered VCP High School will operate. This detail is crucial because the neighborhoods that fall within this "immediate footprint" of our

campuses, such as Twin Aire, Barrington, and Near Southeast face severely limited access to high school options. Troublingly for these neighborhoods, the high school choices that are available have produced during this same period stagnant or declining student outcomes relative to the VCP high school graduates.

Considering Limited Options

There are just three public high school options available to Southeast Indianapolis families in the “immediate footprint” (three miles or less) of our newly chartered VCP High School located at 2710 Bethel Avenue: Beech Grove, Emmerich Manual (Christel House), and Purdue Polytechnic. When expanded to a five mile radius, just two additional high school options are available: Arsenal Tech and Irvington Preparatory Academy.

The limited number of high school options available to our region’s families results in our annually (for each of the past four years post-pandemic) enrolling at capacity across relevant grade levels, and once capacity is reached dozens of prospective high school students who have ranked VCP as preference in the Enroll Indy OneMatch Lottery are ultimately directed to a different school network or district.

Further considering the scarcity of options, our high school operates in what is effectively a resources desert given its relative distance from the significant municipal centers and cultural districts, such as Beech Grove, Irvington, and Garfield Park, where our our nearest high school peers are all located (with the exception of the Purdue Polytechnic campus located in a largely commercial, industrial zone). In other words, for a plurality of Southeast Indianapolis families, our proximity to their households make the newly chartered VCP High School a more natural and convenient choice.

Considering Student Outcomes

Consistently operating our school network’s high school grades at enrollment capacity is not only the result of limited options in our “immediate footprint.” More families are choosing VCP because we live up to our moniker by empowering students to thrive in college, and we do so with graduation rate higher than that of the peer institutions in our proximity (as outlined above) and better than the State of Indiana average: 97.7% versus just 90.2% statewide.

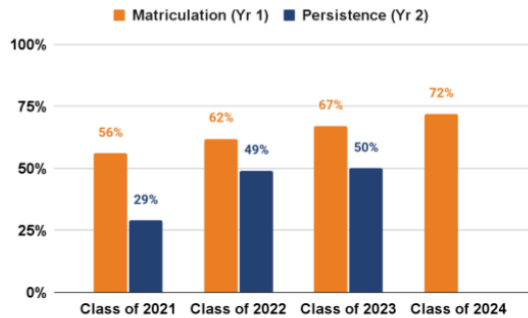
And while improving our students’ SAT proficiency represents a meaningful growth opportunity, our trends in scoring on that assessment are not preventing our students’ matriculation to college, which hit a record high in 2024 at 72% of our VCP graduates. Making that matriculation number for the Class of 2024 even more outstanding is that 24% of the cohort also graduated with the Indiana College Core, a block of 30 credit hours of general education, college-level coursework which is guaranteed to transfer between all Indiana public universities. That means 14 of our graduates started their university careers in the fall semester of 2024 with sophomore standing. No other aforementioned high school came close to producing such outcomes with their high schoolers, and this success is driving our alumni’s college matriculation and persistence (reflecting the continuation of undergraduate studies from the freshman into the sophomore year of college) rates annually higher, dating back to 2021 (see the graph below).

When tracked against IPS and State of Indiana averages (see the graphs below), VCP is generating better outcomes for high school students, and we are doing so with a student population that is significantly more diverse (and traditionally marginalized) relative to the rest of the state. For example, 95% of VCP students qualify for free or reduced lunch versus 47% statewide, and 68% of VCP students identify as Black versus 14% statewide.

NETWORK GOALS

COACHING COLLEGE FRESHMAN AND SOPHOMORES

70% matriculation to college & career
50% persistence to college & career
90% of alumni contacted each month



GRADUATION RATES



When we couple the persistent, underserved regional demand for access to high-quality high school education with our powerful VCP trends in student outcomes, now is the time to formalize our high school model with a standalone charter so that we can expand our reach to more students and elevate student performance in Southeast Indianapolis and beyond.

- Complete the Need Analysis Chart below for all schools (traditional and charter) within a 3-mile radius of your proposed location. Only use schools that include your proposed grade levels. The chart below serves as a template – you may need to add more rows depending on your proposed location. If you do not know your specific location, complete the chart for all proposed neighborhoods.

		RACE / ETHNICITY SUB					SPED/ELL		DISCIP.			
School Name	Target Grade Enroll	B	H	M	W	FRL	SPED	ELL	SUS	EXP	Grad Rate	SAT COMB PROF
Beech Grove HS	914	15%	15%	8%	61%	51%	14.9%	4.8%	11.8%	.1%	86.87%	5.4%

Arsenal Tech	2360	33%	58%	3%	6%	62%	13.5%	45.1%	17.5%	.5%	81.11%	3.1%
Christel House Wtanabe Manual High School	458	17%	51%	6%	25%	69%	11.4%	25.3%	19.1%	0%	95.45%	10.0%
Purdue Polytechnic - Englewood	600	32%	28%	6%	33%	64%	.1%	12.8%	0%	0%	95.08%	14.0%
Irvington Preparatory Academy	326	16%	18%	12%	54%	71%	15.6%	3.4%	14.2%	1.8%	82.19%	7.3%
Victory Coll. Prep (K-12)	303	59%	22%	7%	11%	84%	8%	16%	6.6%	0.0%	97.67%	5.5%

- Describe non-academic challenges the school is likely to encounter.

Traditionally, the most significant obstacle in a successful school launch is culture building, amongst a newly assembled staff and between that staff and a new student body. We would note here that the nature of our replication (which is more of a formalizing of existing grade level operations as previously described) will significantly mitigate this leading concern, because the majority of students and staff that would comprise the newly chartered VCP High School would for all intents and purposes be “returning” to VCP, already familiar and at home with the values, expectations, and practices of our school network. We are retaining our high school principal, and we anticipate a minimum of 75% of her leadership team will follow her to the new standalone school. An external candidate may be selected to fill at least one position on the newly chartered VCP High School leadership team. This means that some of the challenges related to successful culture building may still be a factor, but, again, in a manner dramatically reduced relative to other charter school replications and new charter school launches because that new hire will be trained by and collaborate with a highly veteran VCP team.

Similarly, the proposal to replicate a new high school in a section of the city that is decades into an unrelenting period of economic decline could be seen as challenging to enrollment, due to a shifting residential landscape, and to student outcomes, due to a lack of wrap-around supports for students and families. However, the circumstances and timing of our proposal for the new VCP High School again seem favorable, following the launch of the Indianapolis Community Justice Campus in the last 18 months and the pending revitalization of the Twin Aire neighborhood, including an estimated \$100+ million investment in mixed-use real estate that will bring hundreds of new residential units to Southeast Indianapolis. Further, construction of a new 70,000 sq. ft. Indianapolis Animal Care Service center has been announced approximately 2.5 miles from the newly chartered VCP High School campus, bringing further economic impact to our area by 2026. The City of Indianapolis anticipates these developments will bring thousands of people and millions of dollars of additional investment into the region, meaning VCP is poised to expand its operations with a new high school just as our community of service is experiencing a generational chance at revitalization and economic renewal.

Finally, the robust nature of our transportation service presents logistical challenges, and increasing our routes to service an expanding VCP High School that is located on a second campus separate from that of our currently chartered VCP facility (approximately two miles away) will certainly require enhanced planning and coordination. But now in our nineteenth year of contracted partnership with vendor Miller Transportation, we are confident in our ability to anticipate and adequately address obstacles that we may confront as we further

scale our transportation efforts, using solutions such as a staggered arrival and dismissal times for high school relative to elementary and middle school that would allow the use of our current buses and routes to deliver students to both campus as part of their round trip duties.

- Describe the evidence that demonstrates how the school model will be successful in furthering student learning for the targeted student population. Describe what the school would do more effectively than the schools that are now serving that population.

As previously established, our replication proposal could reasonably be described as a formalizing of our existing high school operations that better align with the more traditional and familiar (for families) standalone high school experience. Based on the track record of aforementioned success in student outcomes, we anticipate our rare (relative to peer institutions) graduation and college matriculation rates will continue into the first year of our newly chartered VCP High School and beyond. Our confidence in continued student performance growth is bolstered by the fact that a standalone high school will deliver growing enrollments, translating into forecasted annual revenue growth of more than 15%. Growing financial resources will support continued use of our Advisory college-and-career readiness program, ICC (Indiana College Core) at VCP dual-credit attainment initiative, student workplace experience and internships program, and more.

Further, related to providing a developmentally appropriate student experience, the new VCP High School will operate on an independent campus that provides approximately 60,000 sq. ft. of learning space (a 30% increase relative to the classroom and common area space available to our network's high school students in the facility associated with our current OEI charter). This learning environment will enhance school culture and student feelings of belonging by mitigating the co-mingling with elementary aged students and keeping our high schoolers among similarly-aged peers in a more age-appropriate dynamic.

Enrollment and Demand

- How many students will be enrolled each year in each grade level? Enrollment targets must be defined by grade level for all seven years of the charter term, as well as total enrollment per year. **You may copy the projected enrollment table from the Charter Application Information Sheet in this section.**

Grade	Year 1 Enrollment	Year 2 Enrollment	Year 3 Enrollment	Year 4 Enrollment	Year 5 Enrollment	Year 6 Enrollment	Year 7 Enrollment
9	120	120	120	120	120	120	120
10	120	120	120	120	120	120	120
11	120	120	120	120	120	120	120
12	100	100	100	100	100	100	100
Total	460	460	460	460	460	460	460

- Explain **in detail** your rationale for selecting this particular school size and provide specific evidence that the demand for your school is sufficient to sustain projected enrollment in year one and beyond. This should include neighboring school enrollment, trends from similar schools that have opened in recent years, average district and/or charter enrollment, census track data with the number of school age children in the proposed neighborhood, and other relevant and supporting data.

In considering VCP enrollment trends alone, our network target for each of the last five years, based on space and staffing availability, has been to serve cascading cohorts in high school: a

target of 75 students in grades nine and 10; 65 in grade 11; and 50 in grade 12. Due to unrelenting enrollment demand and aligned with our vision to serve an increasing number of Indianapolis students, we have for each of the last three years, “over enrolled” in grades nine and 10 to the tune of having 105 grade nine students enrolled for the current 2024-2025 academic year, as one example. While cohort sizes are intentionally smaller in grades 11 and 12 so that we can most effectively focus resources, these smaller cohorts in upper high school grades should not be interpreted to reflect dwindling demand. We engage with dozens of families “waiting” for a seat to open at VCP for their junior or senior in high school, maintaining a list of these interested, highly motivated high school students and families. However, our network’s current K-12 operational structure leaves us turning away high school students across relevant grades each year.

Beyond our own enrollment data trends, our region of service is poised for continued growth thanks to the aforementioned impacts of an improving economy rooted in the opening of the Indianapolis Community Justice Campus in the last 18 months and the pending revitalization of the Twin Aire neighborhood, which is forecasted to create 500+ new single-family residential units. The combination of new services and businesses alongside increasing housing stock will draw hundreds of new families with school-aged children to Southeast Indianapolis.

When limited high school options in our region and enrollment uncertainties produced by the IPS Rebuilding Stronger initiative are also considered, our network sees ripe, new recruitment and enrollment opportunities for our new high school, particularly when replication allows us to formally market these already successful grades as their own standalone school with more open seats for interested families.

- Describe the recruitment process and explain how the school and its program will be publicized and marketed throughout the community. This should include both in-person and digital efforts and be specifically related to the community in which the school intends to locate.

Our network employs a full-time student recruitment coordinator with job responsibilities to actively promote enrollment through both VCP-coordinated and Indianapolis community events. VCP-coordinated events include parent information sessions at “feeder” K-8 and 6-8 schools and tabling activations in youth clubs and community centers in our community of service as well as open house style events and tours offered on our campus. As they work to engage the community, the student recruitment coordinator sets the stage for a robust family onboarding process that is at the core of our efforts to ensure successful enculturating for mid-year enrollees. This process will include parent and guardian meetings in advance of a student’s first day to review their student’s schedule and review expectations related to behavior, attendance, etc. This process is already being deployed for all new students to VCP across grade levels in our network, supporting a retention rate of more than 85% for students who join us mid-school year and elect to re-enroll for the proceeding academic year.

In addition to direct engagement efforts, the coordinator also wields an annual marketing and advertising budget of approximately \$35,000 to deploy digital ads, billboard campaigns, and other preferred tactics that build awareness and increase enrollment. In all advertising, both digital and analog, geo-location techniques are applied to ensure maximum exposure in targeted zip codes and neighborhoods. Most specifically, advertising will target families with school-aged children in five mile radius of our newly chartered VCP High School campus, which we plan to locate at 2170 Bethel Avenue.

- Explain exactly what the school's enrollment process will be, including an acknowledgement that participation in [Enroll Indy](#) is required upon approval of a charter. Schools must acknowledge that they, per OEI's policy, have a responsibility to "backfill," or continue to enroll students where capacity allows after the conduction of a Count Day. The section should demonstrate a strong understanding of Enroll Indy's processes and requirements.

As this replication represents more of a formalizing of existing grade-level operations (as previously described), our high school will continue with our VCP School Network's Enroll Indy-aligned and OEI-approved enrollment process. This process is a two-step approach. First, we educate and instruct families on completing the Enroll Indy One Match application. Second, all students matched to VCP through Enroll Indy complete (via their parents or guardians) our network's online New Student Registration using the PowerSchool Enrollment platform. Our New Student Registration form is accessible year around because we acknowledge our commitment to rolling enrollment throughout the academic year when capacity allows us to "backfill" seats and serve additional students. Our registration form allows us to capture essential student and household information as well as required records and documentation.

- Pursuant to IC 20-24-3-4 (b), please acknowledge that you will comply with any applicable desegregation orders. Currently, there are none in effect for Marion County, so a concise acknowledgement of this requirement will suffice for this area.

Our newly chartered VCP High School will comply with any applicable desegregation orders as they come into effect.

- Include admissions policy and criteria, subject to IC 20-24-5.

Our school network commits to its legal requirement to be open to all students, and our admissions policy DOES NOT include any selective criteria. As managed through our partners at Enroll Indy, enrollment at VCP relies on a random lottery system to ensure all students have an equal opportunity for admission and enrollment with VCP. Further, our network does not discriminate based on race, color, gender, national origin, religion, ancestry, or disability when making admissions decisions.

Community Engagement and Partnerships

- Describe the relationships you have established to generate community engagement in and support for the proposed school and how you have assessed demand and/or solicited support for the school.

As this replication represents more of a formalizing of existing grade-level operations (as previously described), the newly chartered VCP High School will immediately benefit from and be positioned to further leverage well-established community partnerships. From aligned service-providing partners, such as our Southeast region's network of Boys and Girls Clubs of Indianapolis, there is strong support for our increasing student enrollment made possible through a newly chartered VCP High School because these partnerships are poised to expand their capacity as a result.

From our university partners that help sustain our dual-credit coursework through the ICC (Indiana College Core) at VCP initiative, such as Ivy Tech Community College and Indiana University, there is strong support to engage a growing number of students that will benefit these universities' enrolment pipelines and revenue streams.

From our civic and economically interested partners, such as the Twin Aire Neighborhood Coalition, there is great anticipation for our replication because it expands the reach of our tremendous impact on student outcomes, which they believe will elevate the desirability and marketability of Southeast Indianapolis and speed a burgeoning economic renaissance as our growth reinforces our role as a vital community hub.

Additionally, we have strong relationships with our region's largest, longest-standing employers, such as MacAllister Machinery and FA Wilhelm Construction Company, and they are aligned with our desire to expand enrollments. Through our growth, VCP will share in the responsibility of being among these bedrock institutions that solidify the future of the Southeast Indianapolis as robust employers and generators of future talent.

- Describe the role to date of any parents and community members involved in developing the proposed school. Describe how you will engage parents and community members from the time that the school is approved through opening.

Through semesterly surveys, strategic planning focus groups, and consistent engagement in monthly teacher and academic administrator conferences, our parents and guardians have been vocal and actively involved in our efforts to replicate and open a newly chartered VCP High School. Based on parent and guardian feedback, there is support for providing a more developmentally appropriate culture and learning environment for students in the high school grades by formalizing our existing grade level operations into a standalone institution with its distinct leadership continuing a proven record of success in the development of academic proficiency in high schoolers and an operational structure that better aligns with the more traditional and familiar (for families) self-standing high school experience.

Regarding the formal opening of the new high school, we will keep families aware of our progress toward completing replication using our existing platforms, such as our weekly school community newsletter ([see example here](#)), social media pages, and SchoolMessenger (our mass communication platform for email, phone, and text). However, for all practical intents and purposes, the day-to-day expectations and experiences for parents and guardians, such as school day hours and schedules and transportation routes, will not change when the newly chartered VCP High School opens as a standalone institution.

- Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Complete the Community Partnerships template below. Please ensure you highlight areas where partnerships align with the proposed geographic location of the school.

As this replication represents more of a formalizing of existing grade-level operations (as previously described), VCP High School students will continue to have access to a host of community resources and opportunities available through partnerships with organizations and institutions also located in Southeast Indianapolis, including (but are not necessarily limited to):

- *Ivy Tech Community College*: Dual-credit courses enrollment proctored on the VCP campus and hosted on a local Ivy Tech campus.
- *Boys and Girls Clubs of Indianapolis*: Before and after care programming for students with direct transportation between centers and the VCP campus provided by VCP.

- *Southeast Community Services*: Access to family coaching and support services, food pantry access, and health center care.
- *Greater Indianapolis Athletics Conference*: Competitive athletics for student athletes interested in volleyball, basketball, cross country, track and field, and club soccer.

Name of Organization	Representative from Organization	Address, phone number and email address	Specific products or services to be provided to the school	Will this partnership include a formal agreement?	Is a letter of support included in the application?
<i>Ivy Tech Community College</i>	Andrew Buckle	317-921-4563 Email: abuckle@ivytech.edu 50 W Fall Creek Pkwy N Dr, Indianapolis, IN 46208	Dual-credit courses	No	No
<i>Boys and Girls Clubs of Indianapolis</i>	Isia Williamson	(317) 784-4561 Williamson@bgcindy.org 1949 E Troy Ave Indianapolis, IN 46203	Before and after school care programs	No	No
<i>Southeast Community Services</i>	Peggy Frame	317-236-7400 ext. 223 peggfr@southeastindy.org 901 Shelby Street, 2 nd floor Indianapolis, IN 46203	Family coaching, pantry, health care	No	No
<i>Greater Indianapolis Athletics Conference</i>	Lindsay Nelson	317-351-1534 lindsay.nelson@vcpindy.org 1780 Sloan Ave. Indianapolis, IN 46203	Competitive sports	Yes	No

Replication and Capacity for Growth

For existing operators seeking replication only – new applicants do not complete.

As this replication represents more of a formalizing of existing grade-level operations (as previously described) and as a result of student demand for high school seats already outpacing our current grade-level cohorts' capacity, our short- and long-term plans are aligned. Our goal is to launch the newly chartered VCP High School with a target enrollment of 460 students (or 120 students per grade level cohort in grades nine through 11 and 100 in grade 12) and maintain this enrollment for the duration of the school's initial charter.

- What resources does your group have to replicate the school for which you are currently applying? What additional resources do you foresee needing to reach your long-term replication goals?

As this replication represents more of a formalizing of existing grade-level operations (as previously described), all essential resources for operating the new school will effectively “roll-over” to sustain the data-proven, successful frameworks that are already producing rarely matched student outcomes, such as having the highest graduation rate of any public high school operating in our “immediate footprint” (a radius of three miles from our campus).

Because our enrollment targets do reflect an increase in students for all grade levels, a staffing expansion will be necessary, and already as this application is being drafted, we have posted openings for an additional 4-6 employees for the first year of operations to supplement the existing VCP grade-level teams that will transition to the new school (and comprise the bulk of its staff).

- Explain, in detail, what makes the current school successful and explain the processes that have been put in place that will recreate the success in replicated schools. Strong responses should include an overview of school systems and processes, including how the school will intentionally share best practices among the campuses.

As this replication represents more of a formalizing of existing grade level operations (as previously described), most school leaders, grade level teachers, and support staff will effectively be carrying on their “duties as normal” when the newly chartered VCP High School opens. These duties include a host of best practices, frameworks, and processes that are driving better student outcomes than peer institutions. Examples of these high-quality standards include (but are not necessarily limited to):

- Master Data File: A proprietary platform, this robust tool was devised to publish all student outcomes data in a single, easily-accessible location. The MDF promotes student-centered information sharing, healthy staff competition to drive student achievement, and data-driven strategy and decision-making across the spectrum of macro- (school-wide) to micro- (individual student) level impact.
- Coaching and Professional Development: Twice weekly leader/coach observations, weekly coaching sessions, and twice weekly full-academic team or departmental-level professional development sessions create the backbone of our robust professional development frameworks, which helps ensure a positive, forward-looking culture that embraces personal and professional growth that ultimately improves student outcomes. We would note that teachers *and* academic leaders (principals and assistant principals under the supervision of the chief academic officer) participate in these improvement cycles.
- Restorative Discipline: Our systems for addressing student behavior are oriented toward the goal of keeping students on our campus and learning in our classrooms

rather than deferring to more traditional, data-invalidated practices of detention, suspension, or expulsion. Specifically in the grade levels that would comprise the newly chartered VCP High School, we utilize a “coaching center” model that supports students through behavioral challenges using a separate but productive learning environment.

- VCP Trailblazers Program: An initiative open by competitive application to all VCP School Network staff that is used to develop mid-level leaders and future leaders in a two-year development format that results in capstone projects designed to enhance our school operations. (At the time of this application, four of the 12 current Trailblazer Program cohort members anticipate moving to the newly chartered VCP High School to take on teaching and leadership roles.)

- Have any charters previously been revoked by any other authorizer? If so, please explain.

No; VCP has not been issued a charter revocation by another authorizer.

- Have any charters been rejected for renewal? If so, please explain.

No; VCP has not been rejected for charter renewal.

- Do any of the schools have any issues related to legal compliance? If so, please explain.

No; VCP has no outstanding legal compliance issues.

- Do any of the schools have any issues (legal or otherwise) related to accessibility? For example, with open enrollment processes or individuals with special needs.

No; VCP has no outstanding accessibility issues, legal or otherwise.

Educational Program Design

Schools’ innovative approach, mission, or target audience might require them to provide unique services or take advantage of more unusual methods to serve their students and communities. This could be in the area of curriculum, instruction, assessment, student work or responsibilities, extra-curricular programs, use of technology, and more. Although new strategies can be considered innovative simply because they are novel, it is important to remember that education is high stakes. If there is research, data, or evidence to promote a relatively new or highly debated model or method, it is essential applicants provide it.

Curriculum and Instruction

*Do not provide a copy of the Indiana state standards or requirements for a Core 40 Diploma in place of curriculum details. Where needed, please link to curriculum samples, lesson plans, or other curricular materials; **do not include them as attachments to this application.***

- Describe the educational model of the proposed school. Include in this description a discussion of the instructional methods to be used. Include a brief summary of the research that demonstrates that this approach will work with your anticipated student population.

The newly chartered VCP High School represents more of a formalizing of existing grade level operations (as previously described), and this replication school will utilize highly successful instructional methods already considered and approved by OEI in its annual reviews of our operations based on our current K-12 charter. It is important to note that our instruction model secured an Exceed Expectations score in all assessed areas from OEI evaluators on their [latest 2024 review of our operations](#).

Our model's methods include the use of co-taught ELA and math classroom led by specialist teachers; direct access to college coursework starting in grade 9; and college-and-career readiness content delivered through our Advisory program.

- Describe the basic learning environment, including class size and structure.

Class sizes will range from 25-30 students with Advisory cohorts set at no more than 30 students each. All ELA and math classes will be co-caught between a lead and supporting teacher. Students will learn in classrooms that generally utilize desk clusters to facilitate small group work and collaborative learning. Grade-level cohorts will participate in classroom transitions for reach period of the school day, a total of seven.

- Provide the school calendar (including the number of days the school will be in session) and the daily hours of operation. Describe the way the school day will be organized for instruction, student support and intervention, independent study, teacher planning and professional development, enrichment and extra- or co-curricular activities, if any. Provide a sample daily and weekly schedule for a student at the school.

Our school network calendar for 2025-2026 is still pending board of directors approval as of the submission of this application, but it is not expected to deviate dramatically from the [2024-2025 calendar](#).

The student school day runs from 8:00 a.m. to 2:45 p.m. with high school students enjoying a 45-minute lunch period daily. One class period each day will focus on social-emotional development through our VCP Advisory program, and another daily class period will be reserved for special areas instruction, such as art, Spanish, or others as dictated by a student's individual schedule. Time for classroom transitions and bathroom breaks total approximately 30 minutes each school day. As new enrollments increase and new family feedback is collected via survey and other methods outlined elsewhere in the application, expansion of our dual-credit course offerings or other instructional areas could be integrated into our offerings.

Counseling, special populations, including high-ability-focused, staff will utilize push-in and pull-out tactics to engage individual students and small group learners.

Twice weekly, students will have access to tutoring and clubs until 5:00 p.m. through our longstanding VCP After School Program. Additional extracurricular activities include Greater Indianapolis Athletics Conference competitive sports and our work experience program that places students in the offices of partner organizations to gain job skills.

VCP employees report at 7:30 a.m. and conclude the workday at 4:00 p.m. Teachers receive two prep periods of approximately 45 minutes daily, and at least one of these weekly periods is used for coaching. The hour between 3:00 and 4:00 p.m. is reserved for aforementioned large-group professional development.

- Provide the name of and a description of the curriculum that will be used by the school for each grade and subject in your school. Please also explain what research or evidence shows that the curriculum is high-quality and aligns with the school's mission. Provide evidence that the curriculum is aligned with Indiana state standards, such as a link to a curriculum map and/or pacing guide.

As this replication represents more of a formalizing of existing grade-level operations (as previously described), the newly chartered VCP High School school will use curricula that

have been extensively vetted (including as a part of annual OEI reviews of VCP performance for our current charter) and is already deployed in relevant classrooms, resulting in aforementioned strong results and outcomes for students.

For all curricula listed below, we have consulted organizations and resources, such as EdReports and the Indiana Department of Education, to ensure our selections are high-quality and aligned with the state's assessment frameworks and target outcomes.

[Business U](#): Grades 9-12

Career pathways instruction with a focus on business fundamentals and marketing. [Browse the course catalog](#).

[CODE](#): Grade 9-12

STEM-centered instruction with a focus on computing, computer science, and related engineering. [View the high school curricula](#).

[Fishtank](#): Grades 9-11

Core ELA instruction that builds students' reading/writing skills and knowledge and creates independent critical readers. [View research base and standards](#).

[HMH](#): Grades 9-11

Core humanities instruction for civics, social students, and government. [View curriculum](#).

[Illustrative Math](#): Grades 9-12

Core math instruction with a collaborative model that invites students to talk and write about math, listen to each other's ideas, justify their thinking, and critique their reasoning. [View design features](#).

[Indiana University](#): Grades 9-12

A range of dual-credit courses for Humanities, math biology, and STEM. [View the degrees, majors, and classes](#).

[Ivy Tech Community College](#): Grades 9-12

A range of dual-credit courses for Humanities, healthcare career pathways, and STEM. [View the class listing](#).

[Khan Academy](#): Grade 11

Supplemental, self-paced SAT instruction with the opportunity to explore concepts and complete practice tests. [View impact research](#).

[Naviance](#): Grades 9-12

Supplemental college- and career-readiness instruction via platform integrated into student database and individual profile pages.

[OpenSciEd](#) + [STEMScopes](#): Grades 9-12

Core science instruction using an inquiry-based approach where students learn by developing a passion for STEM and build skills. [View research and efficacy](#) and [review quality report](#).

[Peekapak](#): Grades 9-12

Core SEL instruction that helps students communicate and collaborate, solve problems, make good decisions, set and meet goals, and process their emotions. [View program design](#).

Voces: Grades 9-12

Core Spanish instruction offering acquisition-driven and grammar-based World Language K-12 textbooks housed on an interactive web-based platform. [View state alignments.](#)

- Provide a detailed timeline for the selection, development, and implementation of the curriculum. How will school leadership work with teachers to internalize the curriculum? How will that progress be monitored? If your school model requires teachers to take a unique approach to planning lessons, please explain the approach and how it aligns to your mission.

As this replication represents more of a formalizing of existing grade level operations (as previously described), curricula to be deployed in the newly chartered VCP High School are currently in use in relevant grade levels and were most recently subjected to a performance review in the summer of 2024 as a part of our regular, annual quality control protocols and workflows, to which they will again be subjected to in the summer of 2025.

As outlined in previous application sections, VCP uses a robust observation and coaching cycle to sustain a feedback loop that ensures teachers are internalizing the curriculum and effectively delivering content. Teacher coaching sessions happen weekly with full-team professional development sessions scheduled twice weekly, which are often used to review trends in curriculum internationalization and related student outcomes.

Additionally, our system of regular checkpoint, quarterly, and interim assessments (as outlined in a proceeding response) will be another key lever for monitoring the success and impact of curriculum and related teacher internalization.

- If the curriculum will be developed by the school or a group of teachers or staff, please detail who on staff will be responsible for the development, what the development process will be, and where in the process you are currently.

We will be using the curricular tools named above to create or refine Curriculum Maps aligned to the DOE's Instructional Frameworks & Checkpoint Assessments.

- Explain how the curriculum can be adapted for students learning English as a new language, students with special needs, and students who enter the school above or below grade level. Describe any additional supports the school will use in conjunction with the curriculum to serve those student groups.

VCP will leverage supplemental SPED- and special-populations-specialized curriculum, such as (the aforementioned) Voces, to deliver appropriately adapted content to our special populations. In cases where curricular platforms have outlined guidance tailored to unique populations, those guidelines would also be applied.

As this replication represents more of a formalizing of existing grade-level operations (as previously mentioned), staff currently serving special populations in grades nine through 12 will retain their positions and be enhanced by additional hires to constitute a special populations team of two directors, an instructional coordinators, an ESL coordinator, one speech therapist, one counselor, one social worker, and a translation services coordinator. Working in lockstep as a part of this team, the director of multi-language learning, ESL coordinator, and translation services coordinator will put special emphasis on ensure our English learners are engaged and empowered to navigate classroom content and find success.

Performance Management

- Describe how student baselines and progress will be determined, measured and reported. As a starting point, charter schools in Indiana are subject to mandatory assessment and testing requirements applicable to all Indiana public schools. In addition to state summative assessments, please also include the names of formative and interim assessments you are planning to use, why you chose them, and the projected testing schedule.

In the newly chartered VCP High School, we administer the following summative assessments because we believe increasing student proficiency through these tests prepares students for post-secondary success:

- Grade 11: National Merit Scholarship Qualifying Test (NMSQT) in the fall, Scholastic Aptitude Test (SAT) in the spring (as required by the State of Indiana);
- Grade 10: NMSQT in the fall, Pre-SAT 10 in the spring;
- Grade 9: Pre-SAT 8/9 in the fall and the spring.

Student GPA (grade point average) tracking will also be used to determine student progress, and relevant data is reviewed with students weekly through the Advisory program and between the school counselor, social worker, and individual students as warranted.

In addition, we will administer regular quarterly assessments and bi-weekly assessments that are aligned to the grade level demands of the SAT and Pre-SAT, in all core subjects (math, science, social studies and English) grades nine through 12. These assessments are created using the Skills Insight tool provided by the College Board, the national organization that produces and facilitates the SAT Suite of Assessments.

End-of-Module or Curriculum-Based Assessments will also be recommended but not compulsory for teachers to administer.

- Explain how teachers and school leaders will analyze student data and use it to drive instruction. Please include how data will be collected, how it will be communicated to teachers, and how frequently staff will meet to discuss results.

Student data are the cornerstone of our instructional and operational practices, driving strategy.

(As outlined in a previous application answer), we utilized our proprietary Master Data File platform to collect and analyze student data. This robust tool was devised to publish all student outcomes data in a single, easily-accessible location. The MDF promotes student-centered information sharing and easy access for intentional, dynamic data analysis and related strategy evaluation. Additionally, its transparency promotes healthy staff competition to drive student achievement, and data-driven strategy and decision-making across the spectrum of macro- (school-wide) to micro- (individual student) level impact.

The MDF is public and available to all VCP faculty and staff and will remain so in the newly chartered VCP High School. As a part of our coaching and professional development frameworks, the MDF is referenced daily in either 1:1 or large group settings, including during weekly coaching sessions and twice weekly full-academic team or departmental-level professional development sessions.

Additionally, quarterly leaders stepbacks (held twice in quarters two, three, and four) will conduct a comprehensive review of student data trends, and, based on leader analysis, may result in shifts in instructional strategy launched during any one of the 10 anticipated professional development days to be held next year with faculty and staff.

- Describe the school's policies and standards for promoting students to the next grade or grouping level and what factors would cause a student to be retained. Include how these decisions will be communicated to parents or caregivers.

Student performance must align to the minimum baseline state standards (or performance averages) for grade-level proficiency to secure promotion to the next grade level. Additionally, social-emotional development will be a factor for consideration in the promotion or retention of a student.

Such decisions will be communicated to parents or guardians by the principal in coordination with a student's current grade level teacher(s) and counselor(s) or other relevant support staff that may help secure consensus for the determination.

- For high school students, explain how the school will meet the requirements of the state's graduation pathways. Describe what pathways will be available for students, the timeline for choosing a pathway, and the supports involved in the process.

As this replication represents more of a formalizing of existing grade level operations (as previously described), the newly chartered VCP High School will continue to offer student pathway selection in the first semester of grade nine. The Advisory program will support career exploration and soft-skills development in grades nine through 12. To support pathway exploration and success, the VCP Firehawks Internship and Real-World Experience (FIRE) program secures workplace learning experiences for juniors and seniors in high school thanks to a robust network of community partners that open their offices to host students on select dates during the academic year. Our combination of offered pathways ([reviewable on our VCP website](#)) coupled with our workplace experience initiatives and Advisory program supports earned our school network the State of Indiana Department of Education 2023 Educational Excellence Award for Excellence in Student Pathways.

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

As this replication represents more of a formalizing of existing grade level operations (as previously mentioned), the newly chartered VCP High School will continue to provide high-intensity tutoring opportunities: during the network's After School Program (ASP) hosted weekly on Tuesday and Thursday for two hours after the end of the regularly scheduled school day; during school breaks in fall, winter, spring, and summer for daily content review and credit building opportunities.

Regular student performance monitoring through the aforementioned Master Data File (MDF), teacher coaching and professional development cycles, and weekly grade point average (GPA) reviews with students all coalesce to ensure students stay on track for graduation and mitigate the potential for any VCP student to fall short of graduation requirements, as evidenced by our strong annual graduate rates of 95% or higher four of the last five years (with a 93% rate in the fifth year of that time frame).

Special Student Populations

Schools are responsible for hiring licensed and endorsed special educators pursuant to law. 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.

- Describe the overall plan to serve students with special needs, including but not limited to students with Individualized Education Programs or 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 data related to a specifically targeted school or neighborhood or more generalized analysis of the population to be served. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.

As this replication represents more of a formalizing of existing grade level operations (as previously mentioned), the newly chartered VCP High School will continue with the special populations infrastructure currently serving students in relevant grade levels, a population of approximately 35 students and anticipated to grow to 50 or more as a result of the expanded seats available in the new school.

The special student populations team will be comprised of two directors, two instructional coordinators, one ESL coordinator, one speech therapist, one counselor, and one social worker. Of the expected students the team will serve, approximately 20 percent will require varying levels of English language support. Nearly 70 percent will require support relevant to an IEP, and roughly 10 percent will utilize a 504 plan. These percentages are based on the current enrollment caseload for our SPED team.

Support strategies for special populations and associated resource adjustments are outlined in the response below.

- Explain more specifically how you 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, including the following:
 - o Methods for identifying students with special education needs (and avoiding misidentification);
 - o Specific 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;
 - o Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the Individualized Education Program (IEP); d. Plans for promoting graduation for students with special education needs (high school only); and e. Plans to have qualified staffing adequate for the anticipated special needs population.

As this replication represents more of a formalizing of existing grade-level operations (as previously mentioned), the newly chartered VCP High School will continue to utilize the MTSS process, (Multi-Tiered System of Supports) to identify how students respond to specific targeted and research-based interventions. In this process, we review behavioral and academic data, including standardized tests, observational assessments, and informal assessments to produce a holistic assessment of the student and their needs. A collaboration of administrators, classroom teachers, school psychologists, counselors, and parents work to ensure all evaluations are thorough. Our approach meaningfully considers cultural

backgrounds by using culturally responsive engagement and assessment available in the student's primary language. For students with behavioral challenges, we utilize behavioral assessments to identify social-emotional and behavioral challenges that may affect learning. This can include functional behavioral assessments (FBAs), behavioral intervention plans (BIPs), and restorative practices.

Our network utilizes many programs and practices that support a continuum of services. These include: a co-taught classroom model that can provide differentiated instruction and provide tailored support to students with special needs; resource rooms and push-in support for identified students; small-group instruction; flexible grouping and scheduling; collaborative learning; and a robust team (as previously outlined) dedicated to supporting students with IEPs and those not yet identified.

Our program also intends to provide ongoing professional development for teachers and staff on best practices for working with students with special education needs, including training on specific instructional strategies and accommodations and high-leverage practices that support all students' learning.

Students with IEPs are monitored both with their general education peers and on their IEP goals. Each goal is regularly monitored via teacher data collection and observation, which is reviewed as frequently as bi-weekly, and minimally once a quarter. These reviews consider student progress toward mastery, and they are monitored as defined by the IEP. Student grade level progress is also monitored via exit tickets, formal and informal assessments, and standardized testing. If the school or parent has concerns about a student's development or progress, we convene meetings as needed to adjust goals as appropriate.

Regarding efforts to secure graduation for special populations, we leverage an academic probation system that identifies the students with the lowest grade point averages (GPAs) and provides academic support. This support is often provided during three dedicated resource periods a day where students with IEPs or 504 plans are instructed in a small group setting, or they receive individualized instruction. Pull out groups where students with learning differences are able to receive small group instruction are also leveraged to close learning gaps and help ensure students are able to graduate from high school.

- Describe the language diversity present in the anticipated student population. Explain how the school will meet the needs of English Language Learner (ELL) students, including the following:
 - Methods for identifying ELL students (and avoiding misidentification);
 - 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;
 - Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services;
 - Means for providing qualified staffing for ELL students.

As this replication represents more of a formalizing of existing grade-level operations (as previously mentioned), the newly chartered VCP High School will continue the use of the student enrollment process to identify ELL students, using a form in our registration packet that asks, "Does your student have an ILP, or do they actively receive English language services?" Additionally, families are asked if VCP is the first school they've attended in Indiana, which then prompts them to fill out a Home Language Survey so that we can identify each student's specific needs.

If a student is a transfer from another district or network, VCP coordinators for multilingual learners access student files from which they can observe if a student has any EL- or ML-related documents such as a home language survey, previous ILP, or recent WIDA scores. ML coordinators will also cross-check with Ed Data to ensure students do not have a recent assessment score and should be receiving services.

Students who are assessed as low-MLs (equivalent to a WIDA score between one and a two-point-five) are placed in a language acquisition course to build or strengthen their English learning abilities. Our curriculum for this special resource course is Voces, which blends self- and instructor-paced learning facilitated through an online platform. For students assessed with a WIDA score of two-point-six or higher, consultation meetings with an ML coordinator are held bi-weekly to monitor progress in classes across content areas and assess ongoing needs, either academic or personal. Every ML learner in our network takes WIDA each winter season, and every newly identified ML is WIDA Screened within the first 14 days of identification.

Additionally, students are monitored quarterly according to an individual learning plan (ILP) that considers a variety of benchmarks such as ELA formative assessments, summative assessments, checkpoints, and classroom assessments. ILPs are written to promote student growth and support teachers by identifying each student's individual aspirations as well as their current performance levels.

To provide holistic impact that supplements ML coordinator efforts, middle school staff will receive training in the Sheltered Instruction Observation Protocol (SIOP), a research-based and validated instructional model that has proven effective in supporting the design and delivery of lessons that make academic content accessible to English Language Learners.

- 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.

To identify whether students are performing below grade level, grade points average (GPA) trends, Pre-SAT and SAT scores, and the host of aforementioned assessments will monitor progress. Additionally, the aforementioned MTSS (Multi-Tiered System of Supports) model will be deployed to elevate student performance.

- Explain how the school will identify and meet the needs of intellectually gifted students, including the following:
 - Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;
 - Plans for monitoring and evaluating the progress and success of intellectually gifted students; and
 - c. Means for providing qualified staffing for intellectually gifted students.

As this replication represents more of a formalizing of existing grade level operations (as previously mentioned), the newly chartered VCP High School will use a proven blend of assessments to identify and meet the needs of high-ability students: results of previously required Cognitive Ability Tests (CogAT) (offered in grades five and eight); achievement as measured through ClearSight diagnostic exams; the qualitative findings of Scales for Identifying Gifted Students; and additional narrative information and insights provided by the student's portfolio. Additionally, teachers receive training from the high-ability coordinator

about the characteristics of gifted students so that they can better identify them and refer them for further screening.

The qualifications for receiving a high-ability designation and associated support are a 95% on the standard age percentile in one area of the CogAT tests or score between a 80%-94%% on the CogAT test plus one area of the Gates that has a standard score higher than 111 or at least four standard scores between 90-110. In some circumstances, a student who does not meet these qualifications can be reviewed by a high-ability committee to determine if a student may qualify under special circumstances.

A three-tier system is used to differentiate instruction for high-ability students. In tier one, students receive differentiated core instruction in the classroom that accelerates content delivery and uses flexible student groupings for collaborative work and peer-to-peer support. Tier-two students receive supplement interventions to stay engaged in the classroom in coursework. Students identified for tier three support receive intensive interventions and will often experience whole-grade skipping or single-subject skipping as developmentally appropriate.

All teachers receive enhanced training and professional development on the identification process for high-ability students and quarterly MTSS (Multi-Tiered System of Supports) meetings are used to assess needs and ongoing differentiation. Professional development in the form of attending high-ability conferences and training is also provided to staff annually.

School Culture and Discipline

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

As this replication represents more of a formalizing of existing grade-level operations (as previously mentioned), the newly chartered VCP High School will sustain an existing culture rooted in our symbiotic, cyclical school network values of Community, Collaboration, Critical Thinking, and Persistence.

When we are open to others regardless of background (value of Community), we can more effectively build trust with one another (value of Collaboration) and work together to assess data and effectively solve problems (value of Critical Thinking) to pursue ideas and strategies that help us accomplish our goals in the face of obstacles (value of Persistence).

We elevate our network values with our belief in and use of restorative practices to promote positive communication and conflict resolution through action-oriented accountability for students. Restorative discipline emphasizes repair and reintegration in responding to behavioral issues, and this inclusive and equitable approach supports students' social development more effectively than alternative, more draconian, forms of discipline.

- Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year. Specifically include information for how the school will accomplish this for students with special needs, including those receiving special education services and multilingual learners.

We would note here that the nature of our replication (which is more of a formalizing of existing grade level operations as previously described) means the majority of students and staff who would comprise the newly chartered VCP High School would, for all intents and

purposes, be “returning” to VCP and already familiar and at home with the values, expectations, and practices of our school network.

Comprehensive new student and family onboarding will be at the core of our efforts to ensure successful enculturating for mid-year enrollees. This process will include parent and guardian meetings in advance of a student’s first day to review their student’s schedule and review expectations related to behavior, attendance, etc. This process is already being deployed across grade levels in our network, supporting a retention rate of more than 85% for students who join us mid-school year and elect to re-enroll for the proceeding academic year.

For learners from special populations, enhanced engagement and program administration by our special populations team members will support cultural connections for students and families. These enhancements could take the form of coordinated family culture nights, in the case of multilanguage learners, or facilitated grade-level mentor (or buddy) programs for students with ability differences to build relationships and community aligned with our school network values.

- Explain your methods of establishing cultural competency of teachers, administrators, staff, parents and students, including the identification of all racial, ethnic, language-minority, cultural, exceptional learning and socioeconomic groups represented in the school’s student population.

In addition to the aforementioned strategies used to identify the learning and cultural differences of students, staff in the newly chartered VCP High School will continue our network’s current use of semesterly professional development sessions about diversity, equity, and inclusion mindsets and practices. Using methods and tools informed by the insights of accredited organizations such as Beloved Community, we also deploy equity audits, quarterly staff surveys, and semesterly student and family surveys to assess the cultural awareness and feelings of belonging reported by our teachers, administrators, staff, parents and students. With these feedback loops, we better understand and appreciate the diverse cultural backgrounds present in our school community while also empowering our teachers with information that supports the active incorporation of diverse perspectives into their teaching methods to create an inclusive environment where all students feel valued and can succeed.

- Explain your school discipline plan, including assurances it will be graduated, how it will be publicized within your school and with families, and how parents will be notified when issues arise. Include consequences for offenses and how they will be carried out, as well as explicitly if and when suspension or expulsion would be considered. School discipline plans must adhere to IC 20-24-5.5.

Our discipline plan for the newly chartered VCP High School adheres to IC 20-24-5.5 and is detailed in our student and family handbook, receipt of which all families must acknowledge with parent and guardian signature at the start of each school year.

This plan has resulted in low-single-digit suspension percentages and zero expulsions annually, numbers that are proudly among the best behavioral trends among other similarly situated OEI-authorized schools. Outcomes that have been produced while also elevating student outcomes (as outlined previously in this application) and sustaining a positive school network culture.

The discipline plan as it is outlined in our handbook:

Victory College Prep is committed to an education that balances the cognitive, social, and emotional development of students. Teachers and staff support our students in their capacity to

engage collaboratively, be disciplined in their academic and personal pursuits, and contribute in meaningful ways to their community. In order for our students to grow into self-managed students and adults, it is essential that the school and home work together to promote the high expectations for behavior established in the VCP Code of Conduct.

Restorative Discipline Practices

At Victory College Prep, in response to disciplinary infractions or conflict, the school uses a continuum of strategies that are restorative¹ rather than punitive. We employ restorative practices¹ and consequences with the objective of keeping students in school and engaged with their learning on our campus. As such, we make every effort to avoid out of school suspension and expulsions, unless they are necessary or required by law. School staff works with all students to encourage and foster new skills and improved behavior, and recognizes that changing student behaviors involves a range of recognition, guidance, and intervention. As a such, we work to involve all impacted shared interest parties in finding solutions to repair harm and restore relationships.

Victory College Prep Intervention Tiers and Consequences

To prevent misbehavior, we use a three-tiered approach to support students in making appropriate choices. ALL students benefit from Level One interventions which focus on building a healthy classroom and school community. Students who are not responsive to Level One interventions participate in Level Two interventions and support to correct behavior and prevent future incidents. Level Three intervention is reserved for the few students who do not respond to Level One or Two interventions and supports. The examples below are not all-encompassing and the administration may impose any consequences determined appropriate using their best judgment based on the information available at the time.

Three Levels of Intervention

Level One - Universal Intervention

- Clearly stated expectations that are applied to all students
- Classroom communities built through intentional teaching of social/emotional skills
acknowledgement of positive behavior and celebrations of student achievement and goal attainment

Examples of Level One Interventions: Social/emotional curriculum, Morning Meeting, Town Hall meetings, and Advisory

Level Two - Targeted Interventions

- Specific interventions for students who do not respond to universal (Level One) efforts
- Targeted groups of students who require additional support
- Interventions that are part of a continuum of behavioral supports in schools

Examples of Level Two Interventions would be: Parent/Guardian conference, conflict resolution, peer mediation, Restorative circle, or short-term behavioral progress reporting.

Level Three - Intensive Interventions

¹ The school uses restorative or positive approaches except for serious and dangerous offenses when exclusion from school is necessary to protect the safety of the school community.

- The needs of individual students who exhibit a pattern of problematic behavioral actions
 - Diminishing problem behaviors and increasing the student's social skills and functioning
- Examples of Level Three Interventions would be: student is assigned to in-school suspension, In-school Restoration, out of school suspension.*

When school staff and principals respond to student misbehavior, they take into account: the age, health, decision-making ability and disability or special education status of the student; the history of the student's behavior; the severity of the behavior; the appropriateness of the student's academic placement; the student's successes and challenges of behavior; the student's need to repair the harm; and the safety concerns to other individuals, the building, and the impact of the incident on the school community.

Logical Consequences

We believe that consequences should be logical and appropriate to the age of the student and the situation. For example, a student who damages a bulletin board might be asked to repair it. Likewise, a student who makes fun of a classmate might be asked to fix that relationship by apologizing and showing kindness to the classmate in concrete ways. This system keeps the school calm and safe for all of us, and it takes your help to make it happen. (Please see the section below regarding due process for all students.)

Some behavior is simply unacceptable. In addition to following the principles described above, students are expected to avoid all *unacceptable and unlawful* actions.

Students are prohibited from engaging in actions that will endanger or threaten to endanger the safety of others or oneself, that will damage property, or that will impede the orderly conduct of the school program.

The following actions are violations of the code of conduct whenever they occur:

- On school grounds immediately before, during, and immediately after school hours, and at any other time when the school is being used by a school group;
- Off school grounds at a school activity, function, or event; or
- Traveling to or from school or a school activity, function, or event.

Students who violate this code will make restitution and repair the community whether the violation is directed against school staff, students or any other persons.

Unacceptable and Unlawful Actions

All of the examples of actions given in this handbook are unacceptable. *Unacceptable Actions* are not permitted under the School's Code of Conduct.

In addition, per I.C. 20-33-8-15, a student may be suspended or expelled for engaging in unlawful activity on or off school grounds if the unlawful activity may reasonably be considered to be an interference with school purposes or an educational function, or the student's removal is necessary to restore order or protect persons on school property. This includes any unlawful activity that takes place during weekends, holidays, other school breaks, and the summer period when a student may not be attending classes or other school functions.

- Explain how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings. Include procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than 10 days.

Student rights and explanations of due process are detailed in our student and family handbook, receipt of which all families must acknowledge with parent and guardian signature at the start of each school year.

The rights and appeals as outlined in our handbook:

Due Process and Appeals

Logical and appropriate consequences include progressive discipline. In addition to the consequences discussed above, we may determine it necessary to suspend or expel a student. **Suspension refers to a disciplinary action whereby the student is separated from school attendance for not more than ten (10) school days. Expulsion is a disciplinary action whereby the student is separated from school attendance for a period exceeding ten (10) school days; is separated from school attendance for the balance of the current semester or current year unless a student is permitted to complete required examinations in order to receive credit for courses taken in the current semester or current year; or is separated from school attendance for the period prescribed under IC 20-33-8-16, which may include an assignment to attend an alternative school, an alternative educational program, or a homebound educational program.**

Lesser Grievances: This applies to restorative consequences other than suspension or expulsion. When a student, parent, or guardian disagrees with the consequences imposed by a school employee, they may request an informal conference with the school principal (or other designated person).

Due Process for Suspensions: The principal (or other designated person) will have a conference with the student to explain either orally or in writing, the charges against the student, i.e. the alleged violation of the rules, a summary of the evidence supporting the allegations, and the proposed consequences. The student must be given an opportunity to present their explanation. The parent/guardian will be notified in writing of the reason for the suspension and the duration of the suspension.

Due Process for Expulsions: Due process for expulsions is a more formal process. The student and parent/guardian will be provided a written notice of an opportunity for an expulsion meeting. The notice will be delivered in person or by certified mail to the student and the student's parent/guardian and will include the reasons for the expulsion and procedure for requesting an expulsion meeting. The student or parent/guardian must request a meeting within three (3) school days of receiving the notice or the right to a meeting will be waived and the expulsion may be imposed. A student may remain suspended pending an expulsion hearing if the School determines continued suspension is necessary to prevent or substantially reduce the risk of an interference with an educational function or school purpose; or a physical injury to the student, other students, school employees, or visitors to the school.

Meeting Process and Requirements for Expulsion:

- If a request for a hearing is received within three (3) school days, the School must schedule a meeting to begin within ten (10) school days of when the request was received.
- The school shall appoint an expulsion examiner consistent with IC 20-33-8-19.
- The student and the parent/guardian have the right to be represented by an attorney provided at their own expense, but attorneys (for other the student/parent/guardian or the school) are not permitted in the expulsion hearing. The School may allow a representative other than an attorney.
- The student and the parent/guardian have the right to question and cross-examine witnesses of the School, unless there is evidence of good reason that the School should not produce a witness (generally for safety concerns).
- The student and the parent/guardian have the right to present an explanation of the alleged misconduct and support their explanation through witnesses, introduction of documents, or through other physical evidence.
- The School employee assigned to present the School's case has the right, before the hearing, to inspect any evidence the student or parent/guardian plans to introduce.
- The expulsion examiner may not be a witness, and the consequences to be imposed, if any, must be determined entirely on the evidence presented in the hearing.
- The hearing must be either electronically recorded or a verbatim record of the hearing must be made.
- The expulsion examiner must prepare a written summary of the evidence presented at the expulsion meeting, including the disciplinary action determined to be appropriate.
- A written decision of the expulsion examiner must be provided to the student and parent/guardian. The decision may either uphold the expulsion or may impose lesser consequences or no consequences at all. An expulsion upheld by a hearing will commence immediately.

Appeals: If a student or parent/guardian disagrees with the decision of the expulsion examiner, they may file a written request for appeal within ten (10) days of receiving the decision. An appeal will be heard by the Board of Directors. The Board must schedule a hearing within 20 school days. In most cases, the expulsion may be continued while an appeal is made to the Board of Directors.

The principal reserves the right to respond appropriately to misbehavior. Many parents/guardians chose this school for their students because it is a safe and orderly place for all students, so let's work together to keep it that way. For K-6th grade students, consequences will be adapted appropriately and in accordance with the law. Students with disabilities will be provided procedural safeguards as defined in Article 7 or Section 504.

Supplemental Programming and Support for Learning

This section is completed as part of the Full Application only.

- Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded, including programs like summer school.

As this replication represents more of a formalizing of existing grade level operations (as previously mentioned), the newly chartered VCP High School will continue to provide the

network's After School Program (ASP) hosted weekly on Tuesday and Thursday for two hours after the end of the regularly scheduled school day. ASP offers a blend of focused tutoring in ELA or math (based on a student's current performance data and demonstrated need for growth) and club activities that enrich social and emotional development. During school breaks (fall, winter, spring, and summer) supplemental tutoring is offered to ensure students continue to achieve at grade level and meet all relevant performance standards. ASP and school break tutoring initiatives are supported through the network's annual budget with the expectation of some summer tutoring, which is sustained in part through an annually renewable grant issued by a third party.

Our summer tutoring initiative is enhanced by our VCP dual-credit course availability that allows rising grade nine and 10 students the opportunity to complete a college-level and credit-bearing course during five weeks of intensive, daily coursework.

High school will also have access to competitive sports sanctioned by the Indiana High School Athletics Association and in coordination with our network's membership in the Greater Indianapolis Athletics Conference, including sports seasons for cross country and volleyball in the fall, basketball and wrestling in the winter, and track and field and club soccer in the spring. As new enrollments increase and new family feedback is collected via survey and other methods outlined elsewhere in the application, additional sports teams could be integrated into our offerings.

- Describe the programs or strategies to address student mental, emotional, and social development and health.

As this replication represents more of a formalizing of existing grade level operations (as previously mentioned), the newly chartered VCP High School will utilize a proven blend of staffing, classroom management, and curriculum to support the mental, emotional, and social wellness of our students. Some examples include:

Our staffing model: that includes a school counselor, a social worker, a special projects coordinator (who manages our McKinney Vento programs), a multi-language learners coordinator, and community engagement coordinator (who manages our attendance policy), and school nurse. This team of offers support services and 1:1 engagement that target student wellness.

Our classroom management approach: that leverages the No Nonsense Nurturer classroom management model to ensure a consistent behavioral response across grade levels and throughout our school building, providing clear expectations and consistency that support student confidence and wellness.

Our preferred curriculum, Peekapak: that supports our students' social-emotional learning and is aligned with the CASEL (Collaborative for Academic, Social, and Emotional Learning) framework of five social-emotional learning competencies. Students learn these important skills through fun stories and games, then revisit them often so they become truly internalized.

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

In the newly chartered VCP High School, our network students participate in the VCP Advisory program. Scheduled for one period each school day, Advisory is the platform by which we

deliver the Peekapak curriculum for social-emotional learning but also other non-traditional content that supports the whole student, such as college readiness (including application and financial aid filing), career exploration, cultural awareness, and financial literacy.

- Describe how you will engage parents in the life of the school. Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

As this replication represents more of a formalizing of existing grade-level operations (as previously mentioned), a significant majority of students and families served by the newly chartered VCP High School would, for all intents and purposes, be “returning” to VCP, allowing us to leverage existing relationships and partnerships with parents and guardians.

We’ll continue to use semesterly surveys, strategic planning focus groups, and consistent engagement in monthly teacher and academic administrator conferences to engage our parents in the life of the school. We will also communicate using our existing platforms that they are familiar with, such as our weekly school community newsletter ([see example here](#)), social media pages, and SchoolMessenger (our mass communication platform for email, phone, and text).

Additionally, a recently launched PGTA (Parent, Guardian, and Teacher Association) will continue to build momentum in the 2025-2026 academic year and beyond. We also promote parent engagement in forums hosted by VCP partner organization EmpowerED Families and in special celebration events such as semesterly student award ceremonies and assemblies such as Donuts with Dads and Muffins with Moms.

- Describe how parental satisfaction will be gauged and the process for gathering parental satisfaction results.

VCP uses semesterly surveys as the primary data collection method for information about parental satisfaction. These results are assessed by school leadership and insights shared with faculty and staff during regularly scheduled professional development days to ensure we are serving families to meet their needs and standards with a culturally aware mindset. Our commitment to monthly conferences with parents and guardians is another vital way we collect qualitative data about our families’ satisfaction.

These engagement opportunities have resulted in 88% of VCP parents and guardians reporting that their teachers and other staff members promptly respond to their needs and 92% reporting that they understand, believe in, and are investing in our school network’s mission.

Leadership and Governance

Educational Program Capacity

- Identify the key members of the school’s leadership team. Identify only individuals who will play a substantial and ongoing role in school development, governance and/or management, and will thus share responsibility for the school’s educational success. These may include current or proposed school leadership or management, and any essential partners who will play an important ongoing role in the school’s development and operation.

As this replication represents more of a formalizing of existing grade-level operations (as previously mentioned), our current school network leadership team will continue to serve as the backbone administrators for the newly chartered VCP High School.

- RYAN GALL, Executive Director
- TARA MOELLER, Chief Academic Officer
- RAHUL JYOTI, Chief Readiness Officer
- LUKE KAHREN, Chief Operating Officer
- ANDREW HAYENGA, Chief Development Officer

In close counsel and collaboration with the administrative backbone, Chelsea Easter will be the VCP High School Principal, She currently manages the day-to-day operations of the relevant grade levels under our current OEI K-12 charter and is entering her sixth year as the school's academic leader in 2025-2026.

- Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:
 - School leadership, administration, and governance;
 - Curriculum, instruction, and assessment;
 - Performance management; and
 - Parent and community engagement.

The nature of our replication is essentially the formalizing of existing grade level operations and represents for all intents and purposes the continuation of a leadership structure already approved and regularly assessed by OEI. This structure reflects and benefits from the team's unique capacities and qualifications.

Ryan Gall and Tara Moeller, assisted by Rahul Jyoti, and Principal Chelsea Easter will be the network leaders primarily responsible for managing the high school's academic leaders, curriculum, instruction, assessment, and performance management. Gall and Jyoti, are both experienced school administrators and former school principals, each with two decades of experience in education, originally as classroom teachers. Moeller, prior to her tenure at VCP, served as a national leader in talent development, coaching, and related curriculum integration for Teach for America. As mentioned in a previous response, Easter is in her sixth year as the leader of our high school and leads with a well-established culture and strong core of teaching talent.

Luke Kahren and Andrew Hayenga will support the facilities, platforms, and frameworks that ensure our facilities are a welcoming and functional place for learning and community-building while also ensuring regular, transparent engagement occurs with parents, guardians, and partner organizations.

All members of this leadership team have oversight of various departmental budgets and fiscal management that have helped VCP secure a nearly \$5 million budget surplus to support the purposeful and sustainable expansion it is pursuing through this middle school replication.

- Describe the group's ties to and/or knowledge of the target community.

The average VCP tenure of the aforementioned leadership team members is nine years, and executive director Ryan Gall has served the school network for 17 years. This longstanding

service to our students, families, and community partners is a vital and rare benefit for a replication school because our VCP High School leaders have deep ties to our community of service and strong knowledge of how to best support the students and families we serve.

- Identify the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates 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 (s)he has completed or is currently participating in. Also provide, as Attachment 2, the qualifications and resume for this individual. Discuss the evidence of the leader's ability to effectively serve the anticipated population.

Chelsea Easter will be the newly chartered VCP High School Principal who manages the day-to-day operations of the school. The 2025-2026 academic year will be her sixth year as a network academic leader, and she currently oversees our grades seven through 12 as a part of our current OEI charter as a K-12 institution. As a long-serving leader for our high school grades, Easter own or shares responsibility for all of the student outcomes, impacts, and successes outlined throughout this application, and she was (and continues to be) an essential player in helping VCP earn universal "Exceeds Standards" ratings across all evaluative categories in our network's most recent (2024) [OEI Authorizer Site Report](#).

- Describe the responsibilities and qualifications of the school's leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions and provide, as Attachment 13, the qualifications, resumes, and professional biographies for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring.

Four assistant principals will help lead with the VCP High School Principal to comprise the newly chartered school's leadership team. At the time of this application submission, we anticipate as many as three of these four positions being filled by current assistant principals who are serving relevant grade levels in our K-12 school. However, the final makeup of the team is not certain, and we are therefore not inclined to list specific names for the purposes this application. Generally, the group of current assistant principals most likely to rotate into positions with the new high school have an average tenure at VCP of seven years, and all have served in an assistant principal or department head position for at least two years, meaning they are all qualified and established relative to their anticipated responsibilities. In the case of new hires to fill assistant principal roles, those candidate qualifications would include having an advance degree or certificate as well as a minimum of three years in some form of leadership role in a school setting with some direct teaching experience preferred.

We should note that every teacher and culture support team member in the newly chartered VCP High School will have a coach, responsible for ensuring both the teacher and students continue to grow. While the principal will ultimately determine how to deploy their leadership team of assistant principals into coaching roles, it's likely that these leadership positions will oversee and manage these areas:

- Assistant Principal for Academics with an Humanities coaching focus;
- Assistant Principal for Academics with a STEM coaching focus;
- Assistant Principal for Academic Culture with focus on student outcomes data and college-and-career readiness data;
- Assistant Principal for School Culture with focus on student behavior data and attendance data.

The target for hiring the full high school leadership team is May 24 to allow the entirety of the summer break for the team to refine its collaboration before the start of the 2025-2026 academic year.

- Explain who will work on a full-time or nearly full-time basis following assignment of a location to lead development of the school and the plan to compensate these individuals.

Board Governance

At the prospectus point, your board should be mostly finalized and there should be no glaring gaps in critical skillsets (law, finance, academics). Information on board members will not be considered complete unless resumes and statements of economic interest are provided for each member.

- List all current and identified board members and their intended roles.

As this replication represents more of a formalizing of existing grade-level operations (as previously mentioned), the newly chartered VCP High School will operate under the governance and fiduciary oversight of a Board of Directors with an average tenure of nearly five years of service to our network:

JOSEPH MYERS, Chair; MARCIE BROWN-CARTER, Vice Chair; KARA MASTERSON, Treasurer; ANNA WATSON, Secretary; ADAM COLLINS, at large; MONICA HINGST, at large; JOHN MARSHALL, PhD, at large; DWAYNE WRIGHT, at large.

- Provide a summary of the organizational structure of the school and roles and responsibilities of the board in relation to the school's leader(s), and educational service provider, if applicable. Discuss the role distinctions as they relate to curriculum, personnel decisions, budget allocation, and vendor selection.

The Board of Directors maintains performance accountability and hire-and-fire responsibility over the VCP School Network's Executive Director position, and the newly chartered VCP High School leadership team, specifically the school's principal, will report to the executive director. To the degree that the new principal's performance is tied to the performance and success metrics of the executive director, the board would have some tangential influence over the high school's academic leadership team, its staffing decisions, and student results.

More directly, board committees for academics, finance, and governance provide oversight and the authority to make recommendations about curriculum choices, budget allocations, facilities, and general operations.

- Describe the track record of the board members in serving the target student population. What evidence demonstrates they will be more effective than counterparts at existing schools serving that population?

At 10 and eight years respectively, our longest-tenured Board of Directors members have served our school network longer than the current OEI charter supporting our current operation as a K-12 institution. The average tenure of all board members is five years of service to our network, and this extended engagement with our families, who for all intents and purposes will "returning" to VCP when the newly chartered VCP High School begins operating, is the chief reason why our board members will be effective in serving our students and network community.

Additionally, 60% of our board members have worked or still work professionally in education, bringing first-hand knowledge of what is required to run a successful classroom, school, and

network. In terms of representation, 75% of our board members are either people of color or women or both, bringing important cultural awareness to their work as they reflect the historically marginalized communities that represent the students and families served by VCP.

- Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure.

As this replication represents more of a formalizing of existing grade level operations (as previously mentioned), the Board of Directors will maintain its bi-monthly meeting scheduled with committee meetings held in each of the six months that fall between full meetings of the board. Our current board committees are: Governance, providing operational oversight; Academics, providing curricular and outcomes-based oversight; Finance, providing fiscal oversight; and Development, providing resource procurement and fundraising support.

Board members are recruited annually at relevant regional recruitment events hosted by organizations such as Leadership Indianapolis, and future board appointments may also come via the referral of current members. Board candidates are assessed by the governance committee members, in coordination with at least one member of the school network leadership team. All new members of the board must be elected by a unanimous vote of the current members.

- Briefly detail your plan for recruiting board members that meets the goal for diversity in skillset and demographics. How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled?

Aligned with the expansion of the VCP School Network to add a second campus and additional students (including another submitted VCP application for replication to launch a new VCP Middle School), our plans for board sustainability include the goal to add two new board members in 2025 and another two in 2026 with at least one of those individuals being a VCP student parent or guardian. Our most pressing needs for these new positions will be in the development and fundraising realms as well as in the financial management realm. With these additions, we will seek to maintain the aforementioned strong board member diversity with 75% of the membership representing minority groups. Board collaboration and development will be bolstered by semi-annual day-long retreats that help establish rapport and a common understanding of institutional goals and the strategies required to achieve them.

- Describe the process by which the governing board will develop policies and make decisions, as well as its plan for overall board development and training.

As this replication represents more of a formalizing of existing grade-level operations (as previously mentioned), our board members have experienced years of shared development, and they will continue the current cadence of ongoing training and visioning at semi-annual day-long retreats guided by a third-party expert certified in Strategic Management Change Systems by International Association for Strategy Professionals.

Board policies are initially drafted and considered at the committee level before committee recommendations related to committee focus areas of governance, academics, finance, or development are presented to the full board for debate and a formal vote for adoption. Often, network leadership team members will support policy decisions as a part of their service on

relevant committees, which helps the board most thoroughly consider the implications and potential consequences of policy decisions.

- Provide a description of how the board evaluates the school leader and itself, as well as its goal-setting process.

The VCP Board of Directors evaluates the VCP School Network Executive Director position on a rolling basis, primarily with committee-level reviews of progress toward performance benchmarks relevant to each committee's area of focus: governance, academics, finance, and development. A portion of semi-annual board retreats are reserved for a detailed performance review. In the fourth quarter of each fiscal year, the board's retreat time spent on school leader performance includes the consideration and assessment of a 360-degree review of the executive director that includes feedback collected from other VCP leaders, faculty and staff, and community partners as well as a point by point accounting of progress towards performance benchmarks. As the board closes its annual review process, revised executive director goals, or benchmarks, for the new fiscal year are established and presented alongside a new hiring agreement.

- Describe the board's procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

As this replication represents more of a formalizing of existing grade level operations (as previously mentioned), the status of our board members regarding potential conflicts of interest associated with the launch of a newly chartered VCP High School is already known because such conflicts of interest have previously been vetted and considered by OEI as part of the process to approve the current VCP charter to operate as a K-12 institution.

As an added layer to mitigate actual or perceived conflicts, all VCP Board of Directors members as a part of this application for a newly chartered VCP High School have completed and affixed their signature to the Statement of Economic Interest form required by OEI.

- **For Replication:** If there will be a network-level board, identify any board development requirements relative to the organization's proposed growth and governance needs.
- The VCP Board of Directors will continue to operate and govern at the network level as this replication represents more of a formalizing of existing grade-level operations (as previously mentioned). Having established this dynamic in preceding answers, we have previously addressed board development and related goals in prior application questions.

Compliance and Governing Documents

*Please include copies of the following organizational documents, **uploaded with your application as part of a single merged PDF document**:*

- School Organizational chart. The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/ teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also document clear lines of authority and reporting within the school.
- Articles of incorporation, including board by-laws

- Evidence that the applicant has been determined by the Internal Revenue Service to be operating under not-for-profit status or evidence that the applicant has applied for said status. A Form 1023 is acceptable for this section.
- For each school leader/administrator and governing board member, a signed statement of economic interest form (attached) in compliance with IC 20-24-3-4 (c).
- For each school leader/administrator and governing board member, a current resume detailing qualifications and experiences. Resumes should include, at a minimum, education, employment, and professional and community activities, and two references who are not related to the individual. Resumes do not need to include personal addresses or contact information.
- Board members and School Leaders of Mayor-sponsored charter schools must also have background checks in order to maintain compliance with the terms of the charter agreement. New board members and administrators must have background checks conducted at least fourteen days prior to approval or hire. Please upload a background check policy that is in compliance with IC 20-26-2-1.5.
- If the board is contracting with an educational service provider, please complete and submit the **Educational Service Provider questionnaire**. If the school is a conversion charter school, please complete and submit the **Conversion Charter School questionnaire**.

Operations Plan and Capacity

Facility

OEI understands schools pursuing an Innovation partnership may not have all the required details for this section. In that case, please be as detailed as possible about proposed location and facility needs. Applications that do not address facility plans or needs will be considered incomplete.

- Pursuant to IC 20-24-3-4 (b), please describe the school's intended physical plant, including location, address (if known), whether the facility is new or part of an existing building, square footage, acreage, and other features, such as layout, number of classrooms, etc. Charter school facilities must comply with applicable state, local and authorizer health and safety requirements. In addition, charter school applicants must be prepared to follow applicable city planning review procedures.

VCP is pursuing this application to launch a new VCP High School at a separate location from our current network campus. The new location is at 2710 Bethel Ave. and was previously a K-6 school. We own the building and paid cash, so there is no debt associated with it. The building was built in the 1960's and is approximately 60,000 sqft., sitting on 2 acres of land.

The building includes 24 classrooms, office space, common areas, a gym, bathrooms, and a cafeteria.

- Provide a detailed breakdown of any anticipated construction or renovation costs (these should be discussed in the text and reflected in your budget).

We anticipate there are approximately \$9 million worth of renovations that could take place at our new location. Ameresco, a facility consulting firm, provided a detailed renovation study which included full scope and cost estimates for these renovations. However, we estimate only \$3 million needs to take place to get the school up and running to full capacity. Projects include:

- Camera System - \$80,000
- Paint - \$800,000
- Plumbing Upgrades - \$550,000
- ADA Upgrades - \$250,000
- Classroom renovations (furniture, whiteboards, promethean boards, etc.) - \$1,000,000

Additional renovations not included in the first phase:

- Kitchen Upgrades - \$1,300,000
- Lighting - \$100,000
- Building Envelope - \$170,000
- HVAC System Overhaul - \$4,000,000
- If the charter school or its applicants or partners would own or lease its facility, provide a description of the ownership or lease arrangement of the facility, including any potential conflicts of interest and arrangements by which such conflicts will be managed or avoided. Include name of bank or lender, rate, term, and status (loan approved, in negotiations, assumed).

VCP currently owns outright the facility that will be home to the newly chartered VCP High School. The network, for its second campus and facility (home to elementary and middle school grades), has an approved loan for \$13,140,000 through Bondry with an interest rate of 4.5% over 34 years, and we remain in good standing with each semi-annual payment.

Staffing, Hiring, and Evaluation

- Provide a comprehensive staffing plan as part of Attachment 7.
- Please describe your staffing model, outlining the number of teachers and staff that will be hired (including special education and English Language Learner staff). Explain methods for selection, retention, and compensation of employees.

The newly chartered VCP High School will staff a team of 42 educators and administrators, not including operations roles that will also be stationed in the new high school building.

The anticipated breakdown of new staff roles is:

- Principal
 - Assistant Principal x 4
 - Support Teacher x 3
 - Content Teacher x 21
 - Advisory Teacher x 2
 - School Counselor x 1
 - Multi-Language Teacher
 - SPED Teacher
 - Counselor
 - Special Areas Teacher x 4
 - Flex Teacher Positions x 2
 - Athletics Director
-
- What are your plans for staff professional development? How often will PD occur and who is responsible for coordinating and creating it? What partners might you work with?

As this replication represents more of a formalizing of existing grade-level operations (as previously mentioned), the newly chartered VCP High School will maintain our network's commitment to robust coaching and professional development. Our process includes twice weekly leader/coach observations, a weekly coaching session, and twice weekly full-academic team or departmental-level professional development sessions.

- How are teachers and administrators going to be evaluated?

Our VCP School Network's annual review process for 10-month staff (primarily classroom teachers) includes a mid-year performance review and an annual performance review that evaluates performance against content area benchmarks and network goals for student outcomes, such as cohort gains in mastery and proficiency.

In the case of 12-month staff (primarily administrators and department leaders), quarterly performance reviews are conducted, with the mid-year and annual reviews (in Q2 and Q4 of the network's fiscal year) providing a 360-degree performance assessment that includes feedback collected from other VCP High School academic leaders and faculty and staff along with VCP School Network leadership.

- Explain how the school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

Should the performance review process, whether via weekly observations, quarterly assessments, etc., reveal an unsatisfactory application of duties and responsibilities relative to role requirements or the ability to impact network-level goals, the first step in our graduated response is to provide a warning notification to the team member and record the warning in their personnel file. Following a warning, a Development Action Plan would be devised and issued as a means of improving performance. If the requirements of a Development Action Plan are not met, our network is resolute to make the necessary staffing changes to ensure the highest-quality teaching and support services are maintained in the newly chartered VCP High School.

Our strong network-level leadership backbone as well as our high school staffing model, which includes multiple support and flex positions at the teacher level, provide a significant buffer against the potential negative impacts of employee turnover at either the leadership or teacher level.

- Describe the arrangement for providing teachers and other staff with health insurance, retirement benefits, liability insurance, and other benefits.

As this replication represents more of a formalizing of existing grade-level operations (as previously mentioned), the employees of the newly chartered VCP High School will continue to receive long-established employer-sponsored health insurance (including vision and dental), access to a 401K retirement account with employer matching, supplement insurance, and a host of other supplement benefits that in previous years have totaled nearly \$500,000 in coverage and savings for our employees.

- Describe your staff background check process, ensuring accordance with current Indiana code.

Our school network's employee background check process is outlined in our VCP Employee Handbook:

Background and Reference Checks

To ensure that individuals who join Victory College Prep are well qualified and to ensure that Victory College Prep maintains a safe and productive work environment, it is our policy to conduct pre- and post-employment background checks on all applicants who accept an offer of employment or who volunteer at our schools.

Background checks may include verification of any information on the applicant's resume or application form. All offers of employment are conditioned on receipt of a background check report that is acceptable to Victory College Prep. All background checks are conducted in conformity with the Federal Fair Credit Reporting Act, the Americans with Disabilities Act, and applicable state and federal laws.

Reports are kept confidential and are only viewed by individuals involved in the hiring process. If information obtained in a background check would lead Victory College Prep to deny employment, a copy of the report will be provided to the applicant, and the applicant will have the opportunity to dispute the report's accuracy. Background checks may include a criminal record check, and any results of such check will be reviewed on a case-by-case basis to determine whether finalizing an

employment relationship is warranted, with the exception that some criminal convictions may be automatically disqualifying based on applicable state law.

Additional checks such as a driving record, court cases, or credit report may be made on applicants for particular job categories if appropriate and job related.

Victory College Prep may annually conduct an expanded criminal history check as required and/or outlined in applicable laws on all personnel present in our buildings. In accordance with IC 20-26-5-10, VCP conducts an expanded criminal history check upon an employee's hire and every five years thereafter. The same goes for any non-employee who is likely to have direct, ongoing contact with children. All employees (regardless of age) may be required to take a mandatory drug test upon employment and randomly thereafter.

We may not allow any person access to our buildings and can exclude from any contact with children any person with convictions for an offense listed in Ind. Code § 20-26-5-11(b). Until the investigation is completed, the charges are dismissed, or the person is found not guilty, we may not allow any person access to our buildings, students or personnel while under investigation for any offense listed in § 20-26-5-11, who has been arrested for any offense listed in § 20-26-5-11, or who poses a threat or danger to our students or personnel.

Victory College Prep also reserves the right to conduct a background check for current employees to determine eligibility for promotion or reassignment in the same manner as described above.

- **REPLICATION ONLY:** Please provide rationale and evidence that shows your current school/network has the human capacity capital to replicate successfully. What staffing structures need to change? Will there be changes at any existing schools?

As this replication represents more of a formalizing of existing grade-level operations (as previously mentioned), we anticipate nothing more than typical annual staffing attrition for the newly chartered VCP High School's requiring the hiring of 3-5 replacement staff (out of a total of 45) for the 2025-2026 academic year.

Related changes to the other grade level operations supported by our current OEI charter, grades K-8, will be minimal. Those grade levels will transition to operating independently themselves, aligned to a second replication application to launch a newly chartered VCP Middle (5-8) School and a revision to our current charter to support only Kindergarten through Grade 4 in a standalone VCP Elementary School. But through these transitions, the significant majority of existing staff will remain the same from leadership teams to teachers and operations roles, and all of these grades (K-8) will remain on the same campus supported by our network's current OEI charter.

Ongoing Operations and Capacity

OEI understands schools pursuing an Innovation partnership may not have all the required details for this section. In that case, please be as detailed as possible about proposed location and transportation needs. Applications that do not address transportation plans or needs will be considered incomplete.

Our VCP School Network believes transportation is one of the largest barriers to a quality education, and we are proud to offer transportation to students free of charge. As this replication represents more of a formalizing of existing grade-level operations (as previously mentioned), we will continue to contract with our transportation vendor, Miller

Transportation. Miller facilitates 17 distinct bus routes with more than 150 satellite stops, and funding will be made available for additional routes and stops to serve a growing student population resulting from the launch of the newly chartered VCP High School.

We will also remain committed to furnishing special accommodations for McKinney Vento students or students with an IEP that requires curb-to-curb transportation.

Accommodations can include additional stops, home pick up/drop off, and the re-routing of existing routes to allow for shorter/safer distances. Transportation will also be provided for after-school programming.

- Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
 - Staffing;
 - Professional development;
 - Performance management;
 - General operations; and
 - Facilities management.

Our School Network Operations team is a robust group of practitioners in the following fields:

- Community Engagement Coordinator (3)
- Child Care Staff (5)
- Director of Finance
- Director of Talent Acquisition
- Director of Special Populations
- Facility Manager
- Maintenance Tech
- Nurse (2)
- Office Assistant
- Special Projects Coordinator
- Student Recruitment Coordinator
- Director of Transportation
- Communications and Translation Coordinator

Each member of the operations team is focused on professional development through monthly PD meetings, weekly 1:1 meetings with their direct supervisor, and participation in external conferences and seminars relevant to their areas of expertise. We will manage the performance of these team members with quarterly performance reviews, including 360-degree performance assessments in the second and fourth quarters of the fiscal year that include feedback collected from peer employees. The quarterly assessments along with regular professional development cycles ensure Operations team members understand the goals they are working towards, the metrics to focus on when meeting these goals, and how to course correct when applicable.

- Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

We have purchased a new facility for the purpose of housing the new high school. To lead the management of this facility, we are anticipating hiring additional office assistant staff, a transportation director, a maintenance technician, and relocating our existing high-school focused operations team. Also, our Facilities Manager and Special Projects Coordinator will be flexing as necessary to this new facility.

We have a preliminary study completed that shows needed renovations at the facility totaling \$9 million. Our intent is to complete approximately \$3 million immediately, which will cover necessary plumbing renovations, ADA upgrades, paint, carpet, and other branding renovations. Our Chief Operating Officer has a bachelors degree in Construction Management and over a decade of managing construction projects and working with engineers, architects, developers, and contractors.

We will continue to utilize our successful fix-it ticket system to track any issue reported by a staff member. The Facility Manager and Maintenance Tech are automatically updated when a ticket is submitted, and the submitter is automatically notified when the submission is started and completed, ensuring thorough communication throughout the process.

These questions are completed as part of the full application only.

- Provide a clear and detailed timeline for getting the school into operation, from receipt of the charter to the opening of the school.
- In addition to the timeline, provide a detailed startup plan that includes staffing as well as the resources you will use to support the startup activities.

As this replication represents more of a formalization of existing grade-level operations (as previously mentioned), the operational roles needed to start up a newly chartered VCP High School are mostly in place. We intend to utilize the staff, processes, and instruction already proven and approved by OEI through our current charter authorization to bring the high school into operation. In lieu of a start-up plan, we can confirm that all operations functions needed to support the high school are already in place: human resources, finance, attendance, recruitment, transportation, safety, facilities, front office, etc. However, we do intend to add additional support staff to sustain this standalone facility. These positions include a front office assistant, a Transportation Director, and a Maintenance Technician. We will also flex our Special Projects Coordinator, and Facilities Manager as needed, and our high-school based Operations team will relocate to the new facility. This includes our grades nine through 12 Community Engagement Coordinator.

Financial Plan and Capacity

Financial Plan

Remember that it is prudent to be conservative in your assumptions for the amount of funding you expect to receive per-student. All budget analyses should assume a July 1-June 30 fiscal year. **Budget assumptions should be highly detailed, realistic, and based on enrollment trends within the landscape.** You **must** use the budget and first-year cash flow analysis templates provided.

Per section 3.7 of the charter school contract, the budget **must** show evidence that the charter school agrees to establish an escrow account of no less than \$30,000 to pay for legal, wind down of operations, and audit expenses that would be associated with a dissolution should it occur. The charter school may provide for the full amount in its first-year budget or provide for a minimum of \$10,000 per year for the first three of its charter term.

In the budget, you should only include those grants or in-kind donations which have already been **firmly committed**.

In the budget workbook template:

- Provide the school's estimated costs and revenues from the school's pre-operational start-up phase through the fifth year of operation, including assumptions behind revenue and expenditure projections. In addition, provide a cash flow analysis for the first fiscal year of operation. **Applicants are required to use the Excel five-year budget and cash flow analysis template.**
- Budgets **must include** line items for IDEA and English-Language Learner funding. You may expand on these contingency plans in the narrative for this section.
- Please explain the rationale for each line item within the budget. (For example, details regarding average staff salary, costs for materials and supplies, rent and/or construction costs, technology, etc. should be explained thoroughly.) Provide assumptions for both revenue and expenditures and the basis for those assumptions.
- Be prepared to budget at 75, 50, and 25 percent of your proposed total enrollment. If OEI determines enrollment projections to be out of line with recent dynamics, budgets at these intervals will be requested during the Request for Clarification phase.

In the application narrative:

- Describe the systems, policies and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.

To ensure effective financial management, the VCP School Network implements a robust set of systems, policies, and processes across several key areas, such as financial planning, accounting, purchasing, and payroll. These systems will also incorporate strong internal controls to prevent fraud, errors, and ensure compliance with financial reporting requirements.

VCP will approach each area in the following ways:

1. Systems Policies and Processes

- Financial Planning
 - Budget Development and Approval: VCP will establish a clear budgeting process involving key stakeholders, including Principals, Executive Staff,

Budget Owners, and our School Board. Budget planning will be aligned with VCP's educational goals and strategic objectives, focusing on historical spending, current trends, and future needs based on programming

- Regular Monitoring and Adjustments: Once the budget is set, we will hold monthly reviews to assess performance against the budget. Variances will be analyzed with each budget owner on a monthly basis and corrective actions will be taken when necessary.
- Financial Forecasting: In addition to the annual budget, VCP will use financial forecasting models to project revenues and expenses over multiple periods. This helps in planning for long-term financial sustainability.
- *Accounting*
 - General Ledger System: VCP will implement our current accounting software system to track all financial transactions. This system will support the classification of expenses, revenues, and other financial data in accordance with established accounting principles. We will also continue to contract with the Center for Innovative Education Solutions (CIES) to assist us with our accounting function
 - Financial Statements: In collaboration with CIES, VCP will prepare monthly, quarterly, and annual financial statements, including the balance sheet, income statement, cash flow statement, accounts receivable, and bills paid. These reports will be reviewed each month by the finance team and with the full board at each meeting.
 - Reconciliation Process: Bank and account reconciliations will be conducted monthly to ensure the accuracy and completeness of financial records.
 - Audit Compliance: VCP will schedule annual audits by our external auditing partner, Donovan, to ensure compliance with financial regulations and the accuracy of financial statements.
- *Purchasing*
 - Procurement Policies: VCP will establish a formal procurement policy to govern the acquisition of goods and services. This policy will include guidelines for obtaining competitive quotes or bids, ensuring transparency, and maximizing value for money.
 - Approval Process: Purchases will be made only after proper authorization from the designated budget owners. All purchase requests will go through a review and approval process that ensures alignment with the approved budget and financial priorities. Standard purchasing days will be set in place to ensure efficiency.
 - Vendor Management: VCP will maintain a vendor database and ensure that contracts and agreements are reviewed and signed by the COO and ED. Payments will be made according to the terms of the contract.
- *Payroll*
 - Payroll System: VCP will utilize our automated payroll system to ensure accurate calculation and timely payment of staff salaries and wages. This system will track work hours, benefits, taxes, and deductions.

- Compliance with Labor Laws: The payroll process will comply with all applicable labor laws, including minimum wage, tax withholdings, paid time off, and sick leave/STD/FMLA.
- Internal Controls: To prevent errors and fraud, payroll data will be subject to approval from both the HR and finance departments before disbursement. Any changes to employee compensation, deductions, or tax withholding will require multiple levels of approval.
- Tax Reporting: The payroll system will generate the necessary tax reports, including income tax withholding, Social Security, and other relevant deductions, ensuring timely submission to tax authorities.
- *Internal Controls*
 - Segregation of Duties: To reduce the risk of fraud or errors, VCP will implement segregation of duties by ensuring that no single individual has control over multiple steps in financial transactions (e.g., authorization, processing, and review).
 - Access Control: Financial systems will be password-protected, with role-based access controls. Only authorized personnel, such as the Director of Finance, Director of HR, COO, and ED, will be allowed to access sensitive financial data.
 - Regular Audits and Reviews: Regular internal audits and independent external audits will be conducted to assess compliance with internal policies and identify potential risks. Any findings from audits will be promptly addressed.
 - Training and Awareness: Staff involved in financial management will receive ongoing training on financial policies, compliance, and ethical standards. This ensures all employees are well-equipped to follow procedures and maintain integrity in financial transactions.
- *Compliance with Financial Reporting Requirements*
 - Adherence to Standards: VCP will adhere to all relevant financial reporting standards, including generally accepted accounting principles (GAAP), International Financial Reporting Standards (IFRS), or any specific local regulations.
 - Timely Submission: VCP will ensure that financial reports are prepared and submitted to regulatory authorities within the specified timelines, such as tax filings or government grant reports.
 - Transparency and Accountability: Financial reports will be made available to stakeholders, including the VCP board, authorizers, and auditors, to ensure full transparency and accountability.

By adhering to these policies, processes, and systems, VCP will maintain financial stability, ensure compliance, and safeguard against potential risks, all while upholding accountability to the VCP community. We do not anticipate any changes to these policies as part of our replication.

- Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.

While the VCP School Network leadership team handles the operational aspects of financial

management, the governing Board of Directors provides oversight and strategic direction, ensuring that financial practices align with the school's objectives and comply with legal standards.

The distribution of duties are:

- *School Network Leadership Team*
 - o Executive Director
 - Develop the annual budget in collaboration with the COO, based on educational priorities and resource needs.
 - Set long-term financial goals and ensure resources are allocated to support the school's mission and vision.
 - o Chief Operating Officer
 - Develop the annual budget in collaboration with the ED, based on educational priorities and resource needs.
 - Prepare regular financial reports for internal stakeholders, such as the governing board and school leadership, to inform decision-making.
 - Establish financial policies and guidelines that align with the school's mission and legal requirements.
 - Ensure that independent audits are conducted and that any findings are addressed appropriately.
 - Set long-term financial goals and ensure resources are allocated to support the school's mission and vision.
 - o Director of Finance
 - Oversee daily financial activities, including managing accounts payable and receivable, payroll, and procurement.
 - Ensure adherence to financial regulations, policies, and procedures.
 - Implement systems to prevent fraud and errors, such as segregation of duties and regular reconciliations.
- *Governing Board of Directors*
 - Review and approve the annual budget prepared by the administration, ensuring it reflects the school's strategic goals.
 - Monitor financial performance through regular reports and audits to ensure fiscal responsibility.
 - Set long-term financial goals and ensure resources are allocated to support the school's mission and vision.
- Describe any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.

As this replication represents more of a formalizing of existing grade level operations (as previously mentioned), a small cohort of trusted, long-time supporting service providers will help sustain the operations of the newly chartered VCP High School:

- *Accounting, Title, and Financial Statement services* - CIES provides general accounting services, including journal entries, coding, title grant management, and financial reporting.
- *Auditing and Tax Processing services* - Donovan provides auditing and tax preparation.
- *Payroll services* - ADP is our contracted payroll administrator and platform to track time, benefits, PTO, and process our payroll functions accordingly.

The cost for the above services varies based on the complexity and volume of services

required, but based on legacy invoicing, we anticipate all services costing approximately \$100,000 for the entire school network, inclusive of the newly chartered VCP High School and other charters (existing and pending) authorized by OEI.

When choosing contractors, our selection criteria consists of reviewing a vendor's specific experience with charter schools and their capacity to handle our network's required scope. We also look at certifications, references, and costs to make our determination.

- Provide a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising).

Regarding school network budget assumptions, we have incorporated our current co-teaching model and a per-student expense ratio to establish staffing levels and costs. Our assumptions take into account the percentage of enrollment increase, and apply that same percentage to our expenses, taking into account any efficiencies we expect to realize.

We have built our revenue estimates using recurring revenue (formula-driven and based on student enrollment, recurring state/federal grants), and non-recurring revenue (one-time grants, donations, fundraising, etc.). Recurring revenue includes income that is generated based on our enrollment, and a per-pupil funding that is estimated conservatively using historical trends. Non-recurring revenue includes grants and donations we expect to receive, but budget for conservatively. Approximately 8% of total network revenue is non-recurring, with the remaining 92% being recurring revenue that we know we can expect to receive.

- Detail your contingency plans should you experience a budget shortfall, low student enrollment or other operational difficulties or crisis circumstances. Are there any expenditures that are essential to the model that cannot be cut under any circumstances? Include your minimum viable enrollment in this explanation.

Our VCP School Network philosophy is to budget conservatively while maintaining an adequate operating surplus to account for a revenue shortfall. In this way, we are able to operate without program cuts. At the time of this application for a newly chartered VCP Middle School, our current operating surplus is approximately \$5 million, or the equivalent of nearly 140 days of cash on hand. To prepare for large, unforeseen expenses, our annual budgets include a line item for large crises that may arise.

Based on our projections, we expect the new high school will be fully sustainable with a total network enrollment of 1,500 students (460 of which will be students in the new high school). We will reach this network benchmark through our recent acquisition of a second school facility and campus that supports enrolling an additional students 350-450 network students. In the build-up to this enrollment target, we intend to use robust cash reserves for any short-term, temporary scaling deficits.

- A letter of commitment from funders must be included in the attachments for any fundraising revenue.
- If you are planning to pursue certain grants or donations but have not yet received a commitment for these contributions, do not include them in your budget – instead, provide a description of these potential contributions here (including the source, estimated amount of contribution, and expected date of receipt if known).
- Please include any additional details necessary for understanding your strategic budgeting priorities.
- **REPLICATION ONLY:** Do you anticipate any of your fiscal policies and procedures changing once you replicate? If so, how?

- **REPLICATION ONLY:** Explain plans for supporting additional costs or debt associated with this launch and how network/other school resources may be leveraged. When do you project the proposed school will become sustainable?

Financial Management Capacity

- Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:
 - Financial management;
 - Fundraising and development; and
 - Accounting and internal controls.

Financial Management: Rigorous practices will remain in place as this replication represents more of a formalizing of existing grade-level operations (as previously mentioned). This will ensure accurate financial management, including reviewing all accounts payable, reimbursements, stipends, and payroll. Management is completed by multiple people to ensure checks and balances, including the Director of Finance, Chief Operating Officer, Executive Director, and other departmental budget owners.

Fundraising and Development: Our Chief Development Officer is committed to all fundraising efforts and continues to excel by bringing on new community partners, securing new grants, and planning large fundraising events like our High Flyer Luncheon. School network fundraising revenue, while a small percentage of our overall budget at less than 3%, has increased each of the last three years dating back to 2022 to a record of nearly \$5 million in combined donations and grant awards in the 2024-2025 fiscal year.

Accounting and Internal Controls: As previously mentioned, we partner with CIES to ensure Generally Accepted Accounting Principles (GAAP) are followed and we remain compliant with the state and other agencies. CIES's work applies to both day-to-day financial operations as well as specific grant and title work.

- Describe the financial policies and procedures the school will maintain in order to comply with the [State Board of Accounts](#).
- Describe the fiscal controls and financial management policies the school will employ to track finances in its daily business operations.

VCP continually monitors our finances by reviewing financial reporting, bank account reconciliations, credit card purchases, disbursements, payroll activities, nutrition reimbursements, receipts, schedules of expenditures, etc.

- If the school plans to contract with an outside provider, detail who the provider is and what services will be contracted.

As previously established in this application, CIES provides VCP general accounting services, including journal entries, coding, title grant management, and financial reporting.

Risk Management

This section is completed as part of the Full Application only.

- Provide a description of the risk management philosophy and approach to minimizing liability of the charter school, its governing board members, and employees.

The VCP risk management philosophy aims to proactively identify, assess, and mitigate risks that may negatively impact the school's operations, reputation, legal standing, and safety of its students, staff, and stakeholders. The focus is on minimizing liability for VCP, its governing board members, and employees while ensuring the long-term sustainability and integrity of the institution. The approach includes the following key elements:

- **Risk Identification and Assessment:** VCP regularly identifies and assesses risks in areas like finance, legal, safety, and reputation. We consider both internal (e.g., staff, maintenance) and external (e.g., laws, community perception) factors, and we conduct periodic reviews through audits, surveys, and feedback.
- **Risk Mitigation Strategies:** We develop clear policies, maintain insurance, provide ongoing training, and have updated crisis management plans to protect VCP and ensure compliance.
- **Liability Minimization for Board Members and Employees:** We define clear roles, offer indemnification where possible, ensure legal compliance, and consult legal professionals regularly to minimize liability.
- **Proactive Communication and Collaboration:** We encourage open reporting of risks and concerns, and keep all stakeholders informed about risk management efforts and changes.
- **Monitoring and Continuous Improvement:** We monitor risk management effectiveness, use feedback to improve, and conduct regular risk reviews to stay compliant and adapt to new threats.
- **Schools receiving a charter from the Mayor of Indianapolis will be required to indemnify the City of Indianapolis, the Mayor's Charter Schools Advisory Board, related entities and, their respective officers, employees and agents.**

Victory College Prep understands that we are required to indemnify the City of Indianapolis, the Mayor's Charter Schools Advisory Board, related entities, and their respective officers, employees, and agents. VCP agrees to this.

- In addition, please provide evidence from an insurer of the school's ability to obtain liability insurance coverage in the amounts set forth below; however, an applicant may provide a written justification if it is unable to obtain, or believes it unnecessary to obtain, insurance coverage in the following recommended amounts:
 - o Commercial General Liability: \$1,000,000 per occurrence; \$2,000,000 aggregate
NOTE: SUCH COMPREHENSIVE GENERAL LIABILITY INSURANCE MUST EXPRESSLY COVER CORPORAL PUNISHMENT LIABILITY AND ATHLETIC PARTICIPATION MEDICAL COVERAGE.
 - o Directors' and Officers' Liability/ Educators' Legal Liability/ Employment Practices Liability: \$1,000,000 per occurrence; \$3,000,000 aggregate
 - o Sexual Abuse Liability: \$1,000,000
NOTE: SEXUAL ABUSE LIABILITY MUST BE A SEPARATE POLICY OR A SEPARATE COVERAGE PART WITH LIMITS INDEPENDENT OF OTHER COVERAGE PARTS IN THE GENERAL LIABILITY POLICY.
 - o Automobile Liability: \$1,000,000 combined single limit
 - o Umbrella (Excess Liability): \$3,000,000 per occurrence; \$3,000,000 aggregate
 - o NOTE THAT THE UMBRELLA POLICY MUST INCLUDE: COMMERCIAL GENERAL LIABILITY, DIRECTORS' AND OFFICERS' LIABILITY/EDUCATORS' LEGAL LIABILITY/EMPLOYMENT PRACTICES LIABILITY, AUTOMOBILE LIABILITY AND SEXUAL ABUSE LIABILITY.

o Workers Compensation Liability: As required by Indiana law

- Provide an estimate from an insurance agent/broker for the insurance coverage (with a minimum A-BEST rating) identified above (or such other coverage amounts as the charter school would be able to obtain).

As this replication represents more of a formalizing of existing grade-level operations (as previously mentioned), we will maintain our current OEI-approved insurance coverage, an overview of which is included as an addendum to this application. [LINK HERE](#)

- Risk management plans should also include an understanding of IDOE safety plan requirements. 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.

VCP is knowledgeable in IDOE requirements, including: conducting monthly fire drills; and conducting at least 1 tornado, active shooter, and emergency lockdown drill each semester.

As this replication represents more of a formalizing of existing grade-level operations (as previously mentioned), the newly chartered VCP High School will follow our existing school network safety plan:

- Staff are trained on various safety procedures and policies each month.
- VCP has a brand new camera system that is accessible by approved staff, both on property and remotely.
- We partner with our technology vendor, Wired!, to monitor student behavior on devices, including GoGuardian, which allows us to monitor in real-time what website a student is visiting and what they are searching for. Automated alerts are sent to counseling and administration staff for high-threat situations, such as gun, bomb, or suicide searches.
- We utilize a secure vestibule, cameras, and remote control access to provide a safe working environment for all staff and students.
- We utilize an automated alarm system, with a tiered notification system when the system recognizes a breach.

Full Application Technical Requirements Checklist

This sheet, pursuant to IC 20-24-3-4, must be submitted at the same time as the full application (optional for the prospectus – some items may not yet be able to be completed). Please type the information requested.

Information required by Indiana law	Page Number where included
Identification of organizer	pg. 15
Organizer's structure and governance plan	pg. 45-49
Name of proposed school	pg. 15
Purpose and mission of school	pg. 18
School's governance structure	pg. 45-49
Management structure	pg. 45-49
School's educational and mission goals	pg. 18-20
Curriculum and instruction methods	pg. 29-32
Methods of pupil assessment	pg. 32-37
School calendar	pg. 29 (linked)
Admissions policy and criteria, subject to IC 20-24-5	pg. 23-24
Age or grade range of students to be enrolled	pg. 15
Plan for compliance with any applicable desegregation order	pg. 24
Personnel plan, including methods for selection, retention and compensation of employees	pg. 52-54
Arrangements for providing teachers and other staff with health insurance, retirement benefits, liability insurance, and other benefits	pg. 53
Description of staff responsibilities	embedded org chart in pdf
Budget and financial plans	provided attachments
Description of the physical plant	pg. 51
Transportation plan	pg. 54-55
Discipline program, subject to IC 20-24-5.5	pg. 38-42
Date when charter school is expected to begin operations	pg. 15
Date when charter school is expected to have students attending the school	pg. 15
Any other applications submitted to an authorizer in the previous five years	pg. 16
References to manner in which authorizer must conduct annual audit of academic, finance, and governance operations (Mayor's Performance Framework)	Various throughout; Authorizer Site Visit Report reference pg. 46
Statement of economic interest forms that contain the same information specified under IC 3-8-9-8 for each board member of the proposed school	embedded in pdf
*For charter school proposals from applicant currently operating one or more charter schools in any state or nation, evidence of past performance and current capacity for growth.	pg. 19-20; Authorizer Site Visit Report reference pg. 46
*For proposals concerning an existing charter school overseen by a different authorizer than the authorizer to which the organizer is submitting the proposal, the proposal must include written acknowledgement of the proposal from the current authorizer.	N/A

Assurances

This form must be signed by a duly authorized representative of the applicant and submitted with the full proposal. A proposal will be considered incomplete if it is not accompanied by the assurances form signed by an authorized individual.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for **[insert name of school]** to be located at **[insert location]** is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, or for participation in its programs except for a preschool program or latch-key program per IC 20-5.5-8-2.
2. Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each timely applicant will be given equal chance of admission per IC 20-5.5-5-4.
3. Will provide the number of students enrolled in the charter school, the name of each student, and the school district in which each student resides to the Indiana Department of Education by the data established thereby per IC 20-5.5-7-3.
4. Will submit an annual report to the Indiana Department of Education in the form required thereby per IC 20-5.5-9-1.
5. Will submit attendance records, student performance data, financial information, any information necessary to comply with state and federal government requirements, and any other information specified in the charter to the Mayor's Office, IC 20-20-8-3 and relevant sections of IC 20-24.
6. Will participate in the Indiana State Teachers' Retirement Fund in accordance with IC 21-6.1 and the Public Employees Retirement Fund in accordance with IC 5-10.3. IC 20-5.5-6-7, and/or another comparable and appropriate pension or retirement fund approved by the Mayor's Office.
7. Will maintain separate accountings of all funds received and disbursed by the school per IC 20-5.5-7-1.
8. Will ensure 90 percent of individuals who teach hold a license to teach in a public school in Indiana per IC 20-6.13 or are in the process of obtaining a license to teach in a public school in Indiana under the transition to teaching program set forth in IC 20-6.1-3.11 and IC 20-24-6-5.
9. Will permit certified employees at the charter school the opportunity to organize and bargain collectively under IC 20-7.5 and IC 20-5.5-6-3.
10. Will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted government accounting principles.
11. Will at all times maintain all necessary and appropriate insurance coverage.
12. Will indemnify and hold harmless the City of Indianapolis (including without limitation, the Mayor's Office), the State of Indiana, all school corporations providing funds to the charter school, and their officers, directors, agents, and employees, and any successors and assigns from any and all liability, cause or action, or other injury or damage in any way relating to the charter school or its operation.
13. Will follow all federal and state laws and constitutional provisions that prohibit discrimination on the basis of the following: disability, race, color, gender, national origin, religion, and ancestry per IC 20-5.5-2-2.
14. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
15. Will be non-religious in its programs, admissions policies, governance, employment practices and all other operations, and its curriculum will be completely secular.
16. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it.

17. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school including Indiana Charter Schools Law as described in all relevant sections of IC 20-24.
18. Will 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.
19. Will ensure the school has a background check policy that complies with IC 20-26-2-1.5.
20. Will understand that the Office of Education Innovation (OEI) may revoke the charter if OEI deems that the recipient is not fulfilling the academic, fiscal, and/or governance responsibilities outlined in the charter.

Ryan Gall, Executive Director



Authorized Representative's Signature and Printed Name

Date: 2/14/2025



EXECUTIVE DIRECTOR

Chief Academic
Officer - Primary

Chief Academic
Officer - Primary

Chief
Development
Officer

Chief Operations
Officer

Chief Strategy
Officer

K - 4
Principal

9 - 12
Principal

Student
Recruitment
Coordinator

Operations
Manager

Director of
Finance

5 - 8
Principal

Director of
Post-Secondary
Success

Comms
Coordinator /
Translator

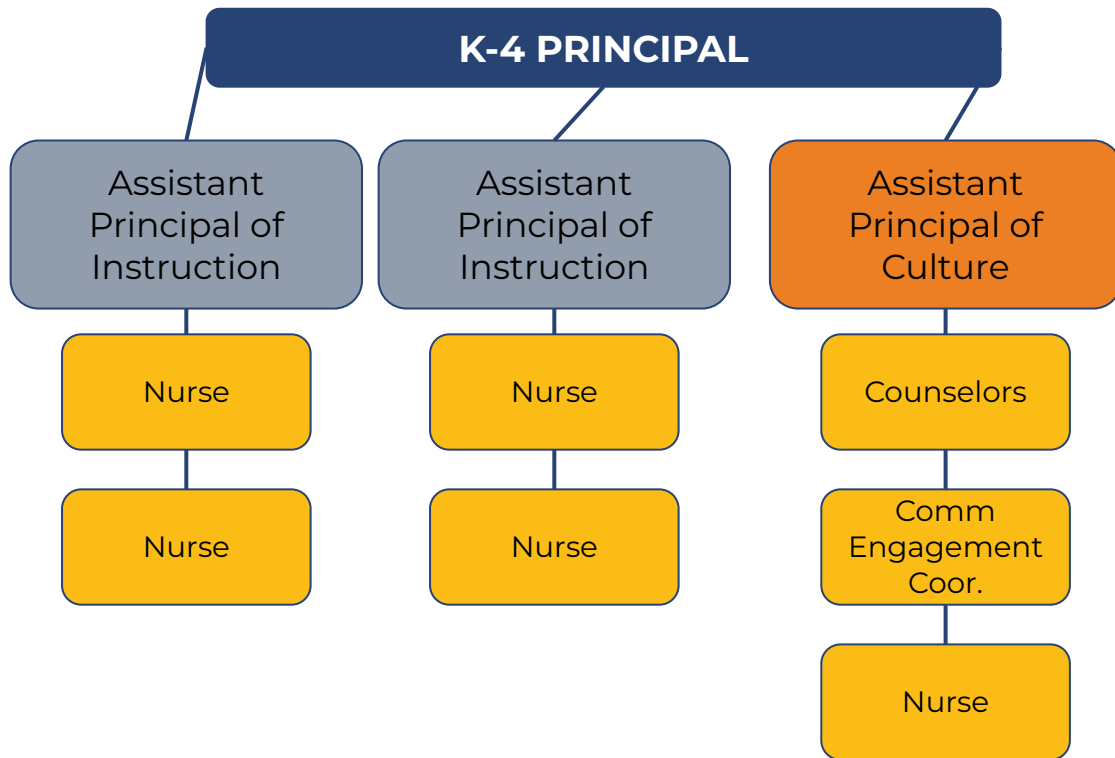
Facility Manager

Talent
Acquisitions
Coordinator

Director of
Special
Populations

Athletic Director

Exec Team



K - 4 School - 25-26

536 Students

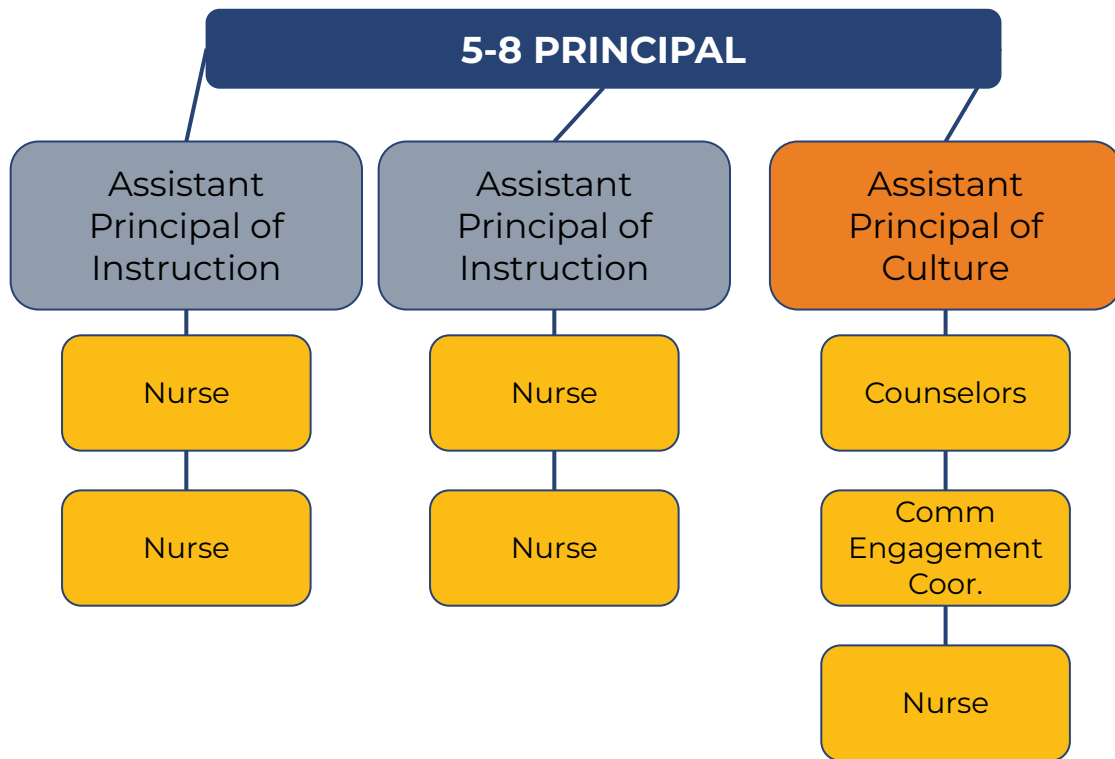
49 Total Staff

4 Leaders

42 Gen Ed Teachers

3 Support Staff

****In 25-26, the K-4 school will be at capacity and org chart will not scale for growth**



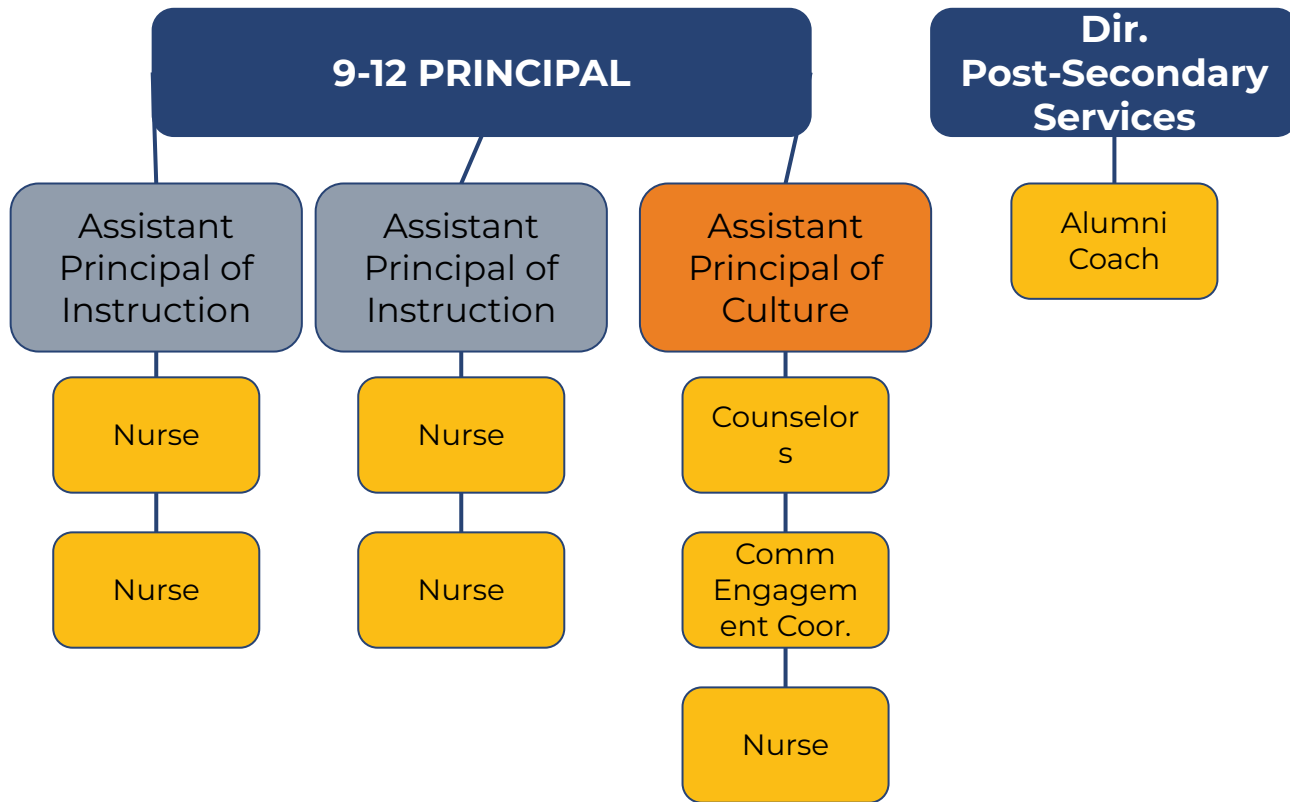
5 - 8 School - 25-26

440 Students
40 Total Staff
4 Leaders
33 Gen Ed Teachers
3 Support Staff

**In 25-26, the 5-8 school will be at 88% of capacity. At full enrollment, leadership will not change, however, teaching and support will increase as follows:

5 - 8 School - FULL ENROLLMENT

500 Students
48 Total Staff
4 Leaders
41 Gen Ed Teachers
3 Support Staff



9 - 12 School - 25-26

355 Students
38 Total Staff
5 Leaders
30 Gen Ed Teachers
3 Support Staff

**In 25-26, the 9-12 school will be at 71% of capacity. At full enrollment, leadership will not change, however, teaching and support will increase as follows:

9 - 12 School - FULL ENROLLMENT

500 Students
49 Total Staff
5 Leaders
43 Gen Ed Teachers
3 Support Staff



LEADERSHIP AND BOARD MEMBER LISTING

School Network Leadership Team

RYAN GALL, Executive Director
TARA MOELLER, Chief Academic Officer
RAHUL JYOTI, Chief Readiness Officer
LUKE KAHREN, Chief Operating Officer
ANDREW HAYENGA, Chief Development Officer

Board of Directors

JOSEPH MYERS, Chair; Clinical Counselor
MARCIE BROWN-CARTER, Vice Chair; Indiana Charter School Network
KARA MASTERSON, Treasurer; OneAmerica
ANNA WATSON, Secretary; Teach for America Indianapolis
ADAM COLLINS, at large; Wallack, Somers, & Haas, P.C.
MONICA HINGST, at large; Consultant
JOHN MARSHALL, PhD, at large; Vanderbilt University
DWAYNE WRIGHT, at large; Sargent & Lundy



JOSEPH MYERS

josephraymyers@gmail.com / 3172708380

SUMMARY

Mental health counselor with dynamic relationship development and cultivation talents. Demonstrated ability of public speaking and team building. Seasoned content facilitator with a passion for social justice and expertise in crafting safe, sociocultural conscious environments with a dedication to empathetic leadership and working alongside systemically under-resourced populations.

EXPERIENCE

Journey Guide / Hero Journey Club

06/2022 - Current

- Facilitated weekly video game based group sessions
- Fostered group cohesion utilizing evidence based strategies from a CBT, DBT, and ACT perspective.
- Crafted supportive and authentic healing communities outside of group sessions among the broader Hero Journey Club Community.
- Designed and gamified skill based curriculum for Journey Guides to utilize in their group sessions

Clinical Associate / Healing Your Hidden Hurts - Carmel, Indiana

07/2021 - Current

- Demonstrating sensitivity and competence in treating patients from diverse backgrounds.
- Assisting clients with identifying feelings and behaviors by asking open-ended questions.
- Diagnosing and formulated treatment goals for patients utilizing current DSM and the relational-cultural therapy modality
- Recording comprehensive patient histories and coordinated treatment plans with multi-disciplinary team members.
- Executing appropriate risk-assessment and mitigation strategies.

Home-Based Case Manager / Damar Services Inc. - Indianapolis, IN

08/2021 - 08/2022

- Completing administrative plans paperwork for 10+ clients.
- Closely monitoring child social, behavioral and academic growth.
- Collaborating with interdisciplinary team of professionals as well as patients and families to determine appropriate treatment options.
- Gathering community resources and coordinated referrals to obtain services.
- Preparing required treatment records and reports.
- Performing psychosocial assessments and evaluations of current needs.

Youth Program Manager / Domestic Violence Network - Indianapolis, IN

06/2019 - 12/2020

- Coached and developed team members to remain compliance with grants and implement new training opportunities.
- Collaborated with team members to create curriculum rooted in diversity, equity, inclusion, and belonging practices.
- Facilitated prevention programming educating youth about intimate partner and gender-based violence
- Provided resources and curriculum to students, teachers, and community members
- Developed curricula for youth and young adult education and prevention programs
- Scheduled and coordinated youth violence prevention programming

- Collaborated with strategic partners to provide services to youth in crisis or at risk
- Provided referrals to local service providers to youth workers and educators

Director, Talent Placement And Matching / Teach For America - Indianapolis, IN

06/2018 - 06/2019

- Set vision and direction for as well as drive execution of placement-related processes for members (incoming corps members, current corps members, and alumni)
- Managed and owned principal relationships and stewardship including, but not limited to, beginning-of-year principal meetings; communicate shifts in corps member development model aligned with the Theory of Leadership and Theory of Leadership Development with partners and ensure strategic alignment & clarity at the partner level; strategically steward relationships with principals to continually increase demand for member talent
- Developed and evolved relationships in the landscape grounded in a shared vision of excellent education for all and to optimally advance our mission and strategy
- Leveraged the latest research and innovations in Placement/Talent Matching domain as well as member profile research (e.g., Millennial insights research) nationally at TFA and broadly in the field, and evolve strategies to reflect the research
- Established strong partnerships with the community grounded in a shared vision of excellent education for all and to optimally advance our mission and strategy
- Held a deep knowledge of my identity and how race, class, and privilege influences my values, mindsets and behaviors and ability to work alongside lines of sameness and difference

Manager, Teacher Leadership Development / Teach For America - Indianapolis, IN

06/2016 - 06/2019

- Provided bi-monthly (more, as needed) one-on-one coaching experiences, including observations and debriefs, ensuring strong classroom outcomes with each cohort member
- Supported corps members to develop a vision and goals with their students
- Designed, planned, and facilitated monthly small group learning and leadership development experiences
- Focused abundantly on ensuring teachers utilized culturally responsive teaching practices
- Lead multiple training experiences on diversity, equity, inclusion, and trained corps members on allyship/ safe zone practices to support LGBTQ+ youth

EDUCATION

Master of Arts: Clinical Mental Health Counseling

12/2022

Northwestern University - Evanston, IL

- The Gamification of Mental Health, Capstone Project: Conducted research and presented the case for the gamification of mental health as a way to make therapy more innovative, supportive, accessible for populations who may not have access to more traditional therapy.

Master of Fine Arts: Creative Nonfiction Writing

11/2019

Spalding University - Louisville, KY, United States

- Thesis: Ancestral Power: Passages on Becoming - A Memoir in Essays
- Selected class representative by faculty, staff, and students

Bachelor of Arts: English

05/2014

Manchester University - North Manchester, IN

Awards: The Essential Piece Award from the Office of Multicultural Affairs, The Capstone Outstanding Senior Leadership Award, Alpha Mu Gamma National Collegiate Foreign Language Honor Society

SKILLS

- Communication
- Relationship Building

- Creative writing
- Public Speaking
- Community Outreach
- Well versed in Microsoft, Gsuite applications
- Planning and coordination
- Calm under pressure

PROFESSIONAL AFFILIATIONS

Victory College Prep - Board Member: Victory College Prep is a K-12 Indianapolis charter school that prepares students to carry the torch of success as they matriculate to college. Our students are provided with a rigorous schedule that challenges them and prepares them for real-world experiences. As a Board Member, we are responsible for strategic, operational, and financial oversight of the school along with fundraising and community relationship building and management. As a Board Member, my specific tasks are to:

- Lead the first Diversity, Equity, and Inclusion committee and worked to implement school wide policies in procedures to create a committed anti-racist community school.
- Actively prepare for, engage in, and attend monthly meetings
- Participate on the development subcommittee of the Board.
- Engage in the shared responsibility of annual fundraising for the school
- Work cooperatively with fellow Directors to complete the Board's work in a timely manner.
- Act as an advocate and representative of the school at all times.

Indiana Youth Group (IYG) - Board Member IYG creates safer spaces to foster community and provides programming that empowers LGBTQ+ youth and magnifies their voices. Our vision is Indiana will have supporting, affirming communities where LGBTQ+ youth live vibrant, empowered lives.

- Actively prepare for, engage in, and attend monthly meetings
- Member of the Governance committee
- Member of the strategic planning steering committee

Anna Rost Watson

rost.anna@gmail.com

(704)-941-4176

OBJECTIVE

Chief Operations Officer with extensive expertise in building programs, processes, systems and teams. Focused on development and improvement of programming in both the nonprofit and private sector with significant experience in kindergarten through college education management.

KEY COMPETENCIES

Partnership Building • K-12 and Community College Education • Human Capital Pipeline Development • Performance and Change Management • Fundraising • Strategic Planning & Execution • Data Analysis and Synthesis • Budget Oversight • Contract development and negotiation • Program launch and sunset

WORK EXPERIENCE

Teach For America, Indianapolis

11/2018 - Present

Chief Operating Officer/Managing Director, Network and Operations (promoted to COO in June 2022)

Responsibilities:

- Oversee full regional financial position inclusive of revenue and expenses with a \$4M/year budget.
- Manage full suite of engagement and connectedness opportunities for 800+ TFA member network.
- Develop and maintain regional partnerships in service of a sustainable coalition working towards a shared 2030 goal.
- Ensure exceptional internal organizational operations to support a regional team of 15 members.

Select Outcomes:

- Raised \$8M+ and met fundraising goal each year since taking over development full-time in FY20.
- Directly engaged more than 60% of alumni network every year from FY2019 through FY2022 which represents doubling the number of alumni engaged between 2018 and 2022.
- Retained three of four direct reports from 2018 through 2022.

Quad Learning, American Honors

1/2014 – 10/2018

Regional Director/Senior Director

National, 8/2014 – Present (promoted to Senior Director in February 2018)

Responsibilities:

- Oversaw full operations for regional program teams in Indiana, Michigan, and Washington, including up to 20 direct/indirect reports and 800+ students across four community colleges and 11 campuses.
- Built and maintained relationships with college leadership to ensure course planning and execution, program oversight, marketing, and advising support.
- Developed and maintained partnerships with universities to increase student transfer outcomes.
- Used student survey results, retention, academic outcomes and graduation rates to plan programming to ensure honors students succeed at the community college and at transfer universities.

Select Outcomes:

- Launched full program at Jackson College, including honors, ESI, and international student support.
- Eighty-four percent of graduates from all programs accepted into a Bachelor's institution in 2016.
- More than doubled the number of students enrolled in portfolio between Fall 2014 and Fall 2016.

Program Director, Ivy Tech Community College

Indianapolis, IN, 1/2014 – 5/2018

- Increased student enrollment from 95 students in January 2014 to 255 in September 2017.
- Three-year graduation for the Fall 2013 cohort was more than three times the college rate.
- From Fall 2014 through Spring 2017, 88% of graduates accepted into a Bachelor's institution.
- Increased student NPS score (satisfaction measure) from 15 in 12/2015 to 46 in 12/2017.

Teach For America, Indianapolis

6/2006 – 1/2014

Director, Strategy, Talent and Operations

Indianapolis, IN, 6/2012 – 1/2014

- Developed and executed strategies to attract, hire, support and retain a regional staff of 20 people.
- Increased percentage of staff reporting strong satisfaction (5 on a 1-5 scale) on Gallup's Staff Engagement survey from 48% to 81% from May 2012 to May 2013.
- In 2012-2013 the Indianapolis regional Staff Engagement scores were the highest regional scores across Teach For America's 48 regions and our Grand Mean was above the 90th percentile for *all* participants in the Gallup Survey across the United States.

Development Manager

Indianapolis, IN, 8/2009 – 6/2012

- Created the Indianapolis development vision, strategy and operational plans to raise more than \$8M over three years and implement major individual giving, foundation, corporate and public funding strategies.
- Developed and stewarded the pipeline to grow our local fundraising from \$1.4M to \$3.6M yearly while meeting our development goal each year.

Director of Corps Communications for Institute

Phoenix, AZ (Summer 2008), Chicago, IL (Summer 2009)

- Established and implemented all communications systems for the launch of the first Phoenix and first Chicago training institutes for approximately 500 incoming corps members and 120 staff members.
- Increased the percentage of corps members reporting institute communications were "good" or "very good" from 57% (mid-summer) to 71% (end of summer) in '08 and 72% (mid-summer) to 79% (end of summer) in '09.

High School Social Studies Teacher, Garinger High School

Charlotte, NC, 6/2006 – 6/2008

EDUCATION**University of Illinois at Urbana-Champaign**

Bachelor of Science in Communications - Media Studies, 2006

Indiana University – Purdue University Indianapolis

Masters in Public Affairs in Nonprofit Management, 2011

INITIATIVES & MEMBERSHIPS

ReadUp Volunteer, United Way Central Indiana

Indianapolis, 2022 – Present

The Lilly Endowment Scholarship Committee

Indianapolis, 2014 – 2018

Founding Advisor, Garinger Proper's Diversity Club

Charlotte, 8/2007-6/2008

TECHNOLOGICAL SKILLS

Salesforce, PowerBI, Tableau, Asana, Slack, Adobe Connect, Canvas, Zoom, Survey Monkey, SM Apply, Microsoft Office, Google Suite

REFERENCES

Available upon request

MARCIE ALENE BROWN CARTER

911 North Park Ave
Indianapolis, IN 46202

(812) 322-1014
marcbrow@hotmail.com

PROFESSIONAL EXPERIENCE

Independent Contractor, July 2014- current

- Contracted with Indiana Chamber of Commerce to write report on science, technology, engineering and Mathematics (STEM) higher education degree attainment in Indiana. Examined importance of STEM education and careers in Indiana, and compared current levels of degree attainment with those of other countries, other states and among Indiana's public and private institutions of higher education.

Project Lead The Way – Vice President of Development, 2013-2014

- Managed a team responsible for creating, conducting, and managing grant competitions and grants to schools nationwide to implement PLTW programs;
- Managed and maintained relationships with PLTW funding partners;
- Worked with larger development team to establish new partnerships in order to expand PLTW reach to new schools across the country.

Indiana Department of Education

Deputy Chief of Staff, 2011-2013

- Served as senior advisor to Superintendent of Public Instruction on issues including charter schools, teacher quality, STEM, and school accountability;
- Coordinated implementation of projects that cross divisions within the department;
- Lead department's federal relations;
- Served as department's external liaison with numerous national policy and advocacy groups;
- Led the successful development and implementation of Indiana's waiver from portions of the federal No Child Left Behind Act; and
- Managed numerous grants and contracts.

Chief Policy Advisor, 2009-2011

- Lead implementation of new initiatives and legislation, including ending 3rd grade social promotion, charter schools reforms and school voucher program;
- Developed and drafted legislation on numerous topics, including charter schools, school takeover/turnaround and regulations on issues such as teacher licensing and literacy/anti-social promotion;
- Wrote grants including Race to the Top, federal Teacher Incentive Fund, federal Charter School Facilities Incentive Fund, and National Governors Association grants.

Office of Governor Mitch Daniels – Policy Director for Education, 2005-2009

- Developed and drafted Governor's education-related legislation and ushered it through the legislative process;
- Advised Governor on all education matters;
- Coordinated policy with Indiana Department of Education, Indiana State Board of Education, State Student Assistance Commission of Indiana, Indiana Education Employment Relations Board,

Commission on Proprietary Education, Indiana School for the Blind and Visually Impaired, and Indiana School for the Deaf;

- Coordinated education-related initiatives such as “Mr. and Miss Math and Science Awards,” agenda for Indiana’s Education Roundtable, administering Indiana’s NGA Honor States grant; and
- Liaison with education interest groups, such as Superintendents, charter schools, non-public schools, and other education stakeholders such as the Indiana Youth Institute, Educational Service Centers, and I-STEM Resource Network.

U.S. Department of Education, 2004-2005

- Served as Chief of Staff and Senior Advisor to the Deputy Assistant Secretary in the Office of Innovation and Improvement (OII);
- Coordinated work with staff across two dozen discretionary grant programs to achieve program goals;
- Coordinated charter schools, non-public schools and educational privacy issues for OII; and
- Worked to implement Supplemental Educational Services and Public School Choice provisions of No Child Left Behind Act.

Executive Office of the President of the United States - U.S. Office of Management and Budget

- Office of the General Counsel- Assisted with a wide variety of legal and policy issues ranging from environmental to Constitutional law, as well as executing Senate-issued demands for documents, and coordinated issuance of Executive Orders, Summer 2002;
- Office of Information and Regulatory Affairs- Coordinated approval of all federal information collections and new federal regulations in areas of higher education and Social Security, Summer 2001.

Redelman Consulting, Research Assistant -1998-2000

- Education policy research and analysis, as well as assistance with efforts toward passage of a charter school law in the Indiana General Assembly, Indianapolis, IN.

EDUCATION

Indiana University Maurer School of Law - Bloomington, IN. J.D., May 2003

Indiana University - Bloomington, IN. B.A. w/ Honors in History & Political Science, May, 2000

- Honors Division Student

ADDITIONAL ACTIVITIES and ASSOCIATIONS

- **United Way of Central Indiana** – Served on review committees for School Success Grant, and Hubbard Life Changing Teacher Award, 2014
- **The Jalen Rose Leadership Academy** - Wrote successful \$250,000 grant for a new charter school in Detroit, MI for start-up funding from the Walton Family Foundation
- **Indianapolis Mayor’s Charter School Advisory Board** – Member, 2008-2013
- **Inception to Exhibition** – Executive Board Member, 2012-present
- **IPS Education Foundation** - Board Member and grants committee chair, 2006-2010
- **Richard G. Lugar Excellence in Public Service Series** - Class of 2000-2001

Adam W. Collins

1409 East 11th Street • Indianapolis, IN 46201

T: (317) 502-4037 E: AdamWesleyCollins@gmail.com

EXPERIENCE

Wallack, Somers, & Haas, P.C., Indianapolis, IN

January 2016 – Present

Partner

- Joined a boutique, commercial real estate law firm with a specialized focus in public-private transactions
- Represent developers, municipalities, and institutions in traditional real estate transactions and projects requiring financial partnership with municipalities
- Completed negotiation and structuring of over \$800 million in a variety of private and public real estate projects

City of Indianapolis, Indianapolis, IN

March 2008 – December 2015

Deputy Mayor for Economic Development

September 2014 – December 2015

- Manage deal flow, negotiate terms, and make investment decisions for diverse portfolio of over \$600 million in strategic real estate projects
- Encourage local job attraction and retention, manage economic development incentive offerings, and implement programs designed to increase small scale commercialization throughout the City
- Serve as financial lead for over \$1 billion in enterprise-wide projects requiring traditional or alternative financing options
- Attend private meetings and official functions in appointed capacity on behalf of Mayor of Indianapolis
- Representative projects include the following:
 - Consolidated Justice Center Procurement
 - Project lead for a proposed consolidation of multiple existing facilities into 1.2 million square foot campus via alternative public private partnership model; led financial team identifying \$50 million worth of annual budget revenues to support annual availability payment; delivered taxpayers with over 20% reduction in facility capital cost, 8% reduction in annual operating expense, and over \$250 million in anticipated savings over the project term
 - City Way Phase II Development
 - Negotiated \$110 million private investment in multi-family, mixed use, urban infill project by leveraging \$15 million of public funds via non-traditional financing
 - Rolls Royce Facility Upgrade
 - Leveraged over \$600 million expansion and upgrade by private aerospace and defense firm of World War II era facility; over 3,000 high paying jobs retained; creatively structured tax abatement valued at \$18 million to protect City interests while promoting further capital investment and opportunity for job growth

Deputy Director for Economic Development

May 2013 – August 2014

- Performed financial and technical due diligence, participated in negotiation, and led public messaging efforts for over \$200 million in urban infill projects at direction of Deputy Mayor
- Representative projects include the following:
 - Market Square Arena Development
 - Reviewed and scored Request for Qualification responses, assisted with negotiation of public incentive, and led messaging efforts for \$120 million, 25 story, mixed use project
 - 16 Tech Innovation District Development
 - Benchmarked similar national project prior to leading revised master planning process with national architecture firm for 100-acre innovation district; collaborated with geographic

and subject matter stakeholders in the healthcare, academic, and corporate life sciences fields to develop support for \$75 million in infrastructure funding supporting over \$450 million in projected private investment; led government approval process to obtain \$60 million in supportive financing from the City

Deputy Director, Department of Code Enforcement

April 2012 – May 2013

- Managed 75-person division of mobile field staff performing over 100,000 inspections annually with a focus on land use, construction, and environmental regulations
- Realigned division resources and standardized processes to realize a 30% gain in efficiency that was then applied to proactive inspection efforts
- Led and coordinated the City's non-public safety recovery efforts in the Richmond Hill explosion, including emergency inspection of over 125 structures and negotiation of demolition for 33 critically damaged structures

Administrator, Bureau of License and Permit Services, Department of Code Enforcement May 2010 – April 2012

- Managed 50-person bureau responsible for over 60% of departmental revenues and over 30% of department's annual budget
- Oversaw the issuance of 35,000 construction permits and 10,000 licensed entities annually
- Drafted ordinances, developed operational processes, and coordinated City's role in regulatory activities for the 2012 Super Bowl
- Implemented updated multi-million dollar software database management system for permitting and licensing sections
- Developed public relations strategy and conducted stakeholder outreach regarding bureau and departmental initiatives

Assistant Corporation Counsel, Office of Corporation Counsel

March 2008 – May 2010

- Provided general counseling services to newly created Department of Code Enforcement, including legal and policy advice regarding operations and strategic vision
- Identified and implemented new process to increase parking meter citation revenues by more than \$600,000 annually
- Drafted ordinances, memoranda, policies, and contracts in support of departmental initiatives
- Drafted briefs and motions and conducted trials and hearings related to various City enforcement actions

Harrison & Moberly, LLP, Indianapolis, IN

June 2007 – January 2008

Associate Attorney

- Civil practice with emphasis on general real estate litigation and real estate transactions

EDUCATION

Indiana University School of Law – Indianapolis

Juris Doctor (J.D.), May 2006

GPA: 3.31/4.0, Top 33%

Wabash College, Crawfordsville, IN

Artium Baccalaurei (A.B.), Religion, 2002

References available upon request

JOHN PATRICK MARSHALL
 2364 N. Talbott St., Indianapolis, IN 46205
 jmarshall@post.harvard.edu
 (862) 200-0244

EDUCATION

University of Notre Dame Notre Dame, IN
Master of Business Administration Cum Laude May 2009

- Peter C. and Jeanette P. Reilly MBA Fellowship
- Areas of focus: Consulting, Communications, Leadership, Education, Strategy
- Assistant Rector, Keenan Hall
- Education Pioneers Fellowship, Summer 2009

Harvard University Cambridge, MA
Bachelor of Arts in Government Cum Laude with Foreign Language Citation (Spanish) June 2001

- Harvard College Scholarship and Class of 1945 Memorial Scholar
- Harvard Undergraduate Council, Executive Board (Finance Chair)
- Elected to serve on Student-Faculty Oversight Committee
- Harvard Model Congress Europe (President) and Harvard Model Congress (Executive Board)

EXPERIENCE

Teach Plus Indianapolis, IN
Executive Director, Indianapolis October 2011 – Present

- Established strong relationships and effective partnerships between Teach Plus, state and local education leaders, and local education organizations on the front lines of education reform
- Managed all aspects of the Indianapolis Teaching Policy Fellows program, including delivery of program content and working with Fellows to advance education reform initiatives
- Developed and managed relationships with local funding sources, including foundations, corporations, individual philanthropists, and government grant programs
- Served as the primary local spokesman for Teach Plus, including public appearances and op-eds

Lighthouse Academies, Inc. Framingham, MA
Director of Curriculum and Assessment June 2009 – October 2011

Director of Data Management and Analysis

- Conducted quantitative and qualitative school evaluations for national K-12 CMO
- Analyzed student assessment performance and coached instructional leaders
- Developed and delivered professional development modules to school leaders and teachers
- Created interactive and student-centered curriculum for CMO's college preparatory academies

Kinnelon Public Schools Kinnelon, NJ
Teacher of History and Social Studies 2002 – 2007

- Taught Advanced Placement and Honors US History courses and departmental electives
- Served as Senior Member of Department for two years and performed budgeting and mentorship
- Developed new curriculum scope, sequence, and instructional units
- Coached varsity baseball and basketball and advised numerous student organizations

Biztech Enterprises, LLC Holmdel, NJ
Consultant / Partner 2001 – 2002

- Co-Founder and Partner of startup education consulting firm
- Designed content for company website and delivered marketing presentations to prospective clients
- Partnered with client schools to provide creative programmatic solutions

RELATED SKILLS

- Highly qualified teacher with NJ teaching certificate (Social Studies) and trained teacher mentor
- Proficient in Microsoft Office and other computer applications
- Trained and experienced UbD Curriculum Developer and OAT teacher evaluator

Kara M. Masterson

9700 Prairie Smoke Drive, Noblesville, IN 46060 | C: 317.777.2221 | kmthome2@gmail.com

WORK EXPERIENCE

OneAmerica Financial Partners, Inc.

Indianapolis, Indiana

Senior Director, Investor Relations & FP&A

December 2021 - Current

- Leading the Investor Relations and FP&A function responsible for facilitation of the annual financial planning process, quarterly forecasting and results reporting as well as all aspects of Investor, Rating Agencies, Board and associate's communications.
- Serving as the primary business subject matter expert for the replacement of our existing planning and reporting tool with new technology
- Serving as project manager for special projects in Corporate Finance.

Investor Relations Director

January 2020 – December 2021

- Coordinated and drove communication with Investors, Rating Agencies, Board and associates, including, internal communication of changes/updates to ratings methodology and assessing the impact to OneAmerica as well as key rating agency metrics.
- Performed industry benchmarking analysis.
- Served as the planning liaison for finance in the enterprise strategy annual planning process, including tracking high priority initiatives, identifying obstacles, and recommending solutions to drive accurate and timely deliverable.
- Provided decision support through data gathering, information analyzing, and present considerations to relevant stakeholders.
- Prioritized and coordinated activities such as town halls and associate and leader meetings based on deliberate connections with associates and leaders.
- Piloted a role directly supporting the CFO in a Chief of Staff capacity
- Served as project manager for special projects in Corporate Finance.

Expense Management – Corporate Finance, Director

April 2019 – January 2020

- Facilitated the annual budgeting process for the entire Enterprise, including coordination with the Enterprise Strategy business planning process and financial plan (earnings, tax and capital)
- Served as the financial designee for Enterprise Operations, responsible for monthly performance reporting, quarterly forecasting, annual budgeting process, and project cost/benefit analysis.
- Led a coordinated annual budgeting approach between Enterprise Operations and the line of business in which they support to ensure the expense base is aligned with the key business driver projections.
- Consulted on unit cost/cost per metric development.
- Documented procedures for key processes of the annual budget for cross training
- Modeled impact of change in allocation methodology and executed the change in partnership with Accounting, Legal/Compliance, and Reporting.
- Served as a project manager for a successful \$400 million debt issuance.

Director, Financial Planning & Analysis

June 2018 - April 2019

- Served as a people leader to the expense management team within FP&A.
- Facilitated the annual budgeting process for the entire Enterprise, including development of the timeline and ensuring deliverable were achieved to

- Supported special projects for the Enterprise.
 - Coordinated with Human Resources on integration of an Enterprise initiative for career framework to ensure the budget properly reflected to ensure performance analysis is based on accurate information instilling confidence in leaders utilizing the data for decision making.

Financial Planning & Analysis, Director

March 2017 – June 2018

- Facilitated the annual earnings, tax and capital planning process, including the coordination and communication of earnings targets, plan submissions, and results.
- Analyzed actual earnings results compared to plan on a quarterly basis and reported on the analyze to senior management.
- Forecasted earnings results compared to plan on a quarterly basis and conducted an annual forecast accuracy assessment.
- Managed the rating agency relationship, methodology and strategy, including coordination of annual rating agency cycle including communications, required documentation and management meeting.
- Quarterly reporting and forecasting of earnings, created a forecast tracker tool for

Director, Internal Controls

November 2015 – March 2017

Manager, Internal Controls

January 2015 – November 2015

Noble Consulting Services, Inc.

Indianapolis, Indiana

A consulting firm that is contracted with various state departments of insurance to conduct statutory risk-focused financial condition examinations.

Supervising Senior Financial Examiner

July 2012 – January 2015

- Served as the Examiner-in-Charge on examinations of national and local insurers and/or Assistant Examiner-in-Charge on examinations of international, national, regional and local insurers.
- Managed staffing needs to meet deadlines and stay within budget.
- Coordinated and communicated progress with the regulators, insurer, and specialists.
- Conducted risk identification interviews and reviewed write up of the interview.
- Prepared planning memorandums, final reports, findings, and recommendations.
- Created templates and forms to enhance training and examination practices.

Senior Financial Examiner

February 2010 - July 2012

Financial Examiner

July 2007 – February 2010

Intern

May 2006 – August 2006

PROFESSIONAL DESIGNATIONS AND MEMBERSHIPS

Certified Corporate FP&A Professional

Certified Financial Examiner (CFE)

Society of Financial Examiners, Member

SOFTWARE

TeamMate, Word, Excel, PowerPoint, Adobe, Outlook

EDUCATION

Ball State University

Muncie, IN

Master of Science, Accounting

July, 2007

Bachelor of Science, Accounting and Sports Administration

May, 2006

Monica M. Hingst

3321 Timber Valley Drive • Kokomo, IN 46902
(954) 558-0602 • mdeprosp@gmail.com

Work Experience

Ivy Tech Community College

Assistant Vice President, Strategic Outcomes and Implementation (Statewide)

May 2022 – Present

- Leads research, planning, implementation, evaluation, and sustainability of all initiatives within the Office of the Provost which includes Academic Affairs, K-14, Recruitment, Enrollment, Marketing, Ivy Online, and Student Services for the college serving over 177,000 students across 19 campuses.
- Oversees change management at the system and campus level in collaboration with the provost, divisional vice presidents, and campus chancellors.
- Serves as liaison to other divisions and external entities to communicate needs and requests, solicit opportunities for collaboration, and participate in cross-divisional working groups.
- Manage budget of over \$14,900,000 in the Office of the Provost.

Executive Director, Strategic Outcomes and Innovation (Kokomo, IN)

November 2020 – May 2022

- Led all strategy, change management, and process improvement priorities and projects in the Kokomo Service Area in alignment with college goals.
- Improved various teams' and cross-functional groups' experiences through coaching, needs assessments, thought partnership, goal and strategic plan development using methodologies such as 4DX and Simplex to sustain success.
- Served on Chancellor's Cabinet, Latinx Education Coalition, Kokomo Diversity Committee, and various external community partner initiatives.
- Served as interim Executive Director, Career Coaching and Employer Connections in the Kokomo Service Area.

Hingst Educational Consulting

Consultant

July 2019 – December 2020

- Hired and developed a team of five to execute a \$500,000 campaign project aimed at organizing and mobilizing constituents for school board elections; drafted pilot's strategic plan, tactics and outcomes; coached and guided team through overall strategic priorities and benchmarks; served as the point person for all external leader engagement including candidates, school leaders, and national partners; led team to engage over 10,000 constituents about voter education and supported in coordination of over 150 volunteers on election day across 50 voting sites.
- Created high-level systems for Kokomo School Corporation's Transformation Zone improving academic and equity data collection and analysis, building-level coaching and support and federal grants budgeting and management; led efforts to advance positive culture in both leadership and staff.
- Authored six grants for comprehensive school improvement planning and implementation totaling \$800,000 awarded.

Office of Mayor Joseph Hogsett – Office of Education Innovation

Assistant Director of Charter Schools

August 2018 – June 2019

- Oversaw school quality for 41 Mayor Sponsored Charter Schools in Marion County; served as authorizer and thought partner to achieve accountability goals while addressing complex institutional challenges.
- Served as academic performance expert to OEI staff, charter schools, parents, and the public.
- Set vision and direction for three-person academic team; managed development of and progress toward individual and team-specific goals.
- Steered the implementation of charter renewals and closures, performance improvement plans and interventions, and academic strategic priorities of the Office of Education Innovation.
- Facilitated the revision of OEI's academic performance framework, creating internal systems and standard operating procedures to increase efficiency, readability, policy-alignment, and mathematical precision in accountability frameworks.
- Cultivated high-energy team culture focused on purpose, values, and measurable outcomes; spearheaded teamwide camaraderie-building initiatives.
- Developed materials for the Mayor, Indianapolis Charter School Board, and external partners as needed.

- Owned relationships with high level education policy leaders such as Indiana Department of Education, The Mind Trust, and other education community partners.

Academic Performance Analyst

March 2017 – July 2018

- Supported school building and network leaders in navigating complex systems-level academic challenges, acting as a thought partner to drive actionable and measurable solutions.
- Led a team of stakeholders across Indianapolis Public Schools, Indiana Charter School Board and University of Indianapolis to synthesize and publish citywide Equity Reports revealing demographic data trends by school.
- Facilitated quarterly academic meetings with charter school leadership teams wherein data reports, memos, and strategic plans were utilized to monitor progress and determine measurable benchmarks toward annual goals.
- Wrote 54 annual academic and governance accountability reports for schools based on state accountability, compliance, and operational performance.
- Conducted prospective school interviews and, for those granted charter contracts, coordinated and supervised six new schools' pre-opening process.

Force Communications

Project Manager

April 2016 – March 2017

- Led multiple teams of medical professionals, editors, designers, and web developers to create innovative and engaging educational experiences for health care professionals aligned to clients' mission and goals.
- Managed team execution of multiple project plans simultaneously with budgets between \$10,000 - \$500,000 and teams ranging from two to twelve members in size.

Teach For America

Manager, Teacher Leadership Development (Indianapolis)

June 2014 – March 2016

- Led and supported 60 teachers across 13 schools to fundamentally transform teaching practices and drive success; developed teachers to grow professional impact, improve pedagogical expertise, and encourage growth mindsets.
- Designed and implemented a Linguistically Diverse Education Fellowship with 23 fellows working throughout Indianapolis schools to creatively and effectively support English learners (EL) due to increasing EL student enrollment.
- Held oversight responsibilities and provided feedback for interviewers during prospective Corps Member interviews as "Senior Evaluator" to ensure high-quality future corps nationwide.

Corps Member (Denver)

June 2011 – June 2014

- Supported math students in meeting or exceeding academic goals. Led students to demonstrate high achievement on the state Transitional Colorado Assessment Program (TCAP) wherein the school was recognized for being one of the highest performing schools statewide. In 2014, 25 students skipped 9th grade math courses due to dramatic growth.
- Received "exceeds expectations" on formal teacher evaluations every year.
- Facilitated professional development training for entire mathematics department (youngest educator in department); supported the creation of district-wide formative assessments later implemented across the city.

Community

Howard County YMCA – Board Member

Indiana Latino Institute – Latino Legislative Advisory Committee

RISE Indy – Circle City Leaders Fellow 2020

Registered Yoga Teacher

Education

Purdue University, West Lafayette, IN

College of Human and Health Sciences

Bachelor of Science in Pre-Professional Health

Minors in Biology and Sociology

Indiana University, Bloomington, IN

School of Public and Environmental Affairs

Master of Public Affairs

Concentration in Nonprofit Management and Public Policy

Additional Skills

Data Analysis and Modeling Tools

Proficient user in Microsoft Office Suite, Google Sheets, Tableau, R, SAS

Dwayne L Wright, PE, MBA

8135 Bowline Ct • Indianapolis, IN 46236 • (317) 363-8026 • dwright09.dw@gmail.com

Summary

An innovative and strategic leader who makes data-driven decisions for businesses. Strong communicator and have knowledge of engineering principles, corporate finance, resource management, and tactical consulting—a resourceful consultant who uses technical and interpersonal skills to solve complex interdisciplinary problems.

Core Competencies

- Negotiation & Influence
- Risk Management
- Customer Service
- Project Management
- NPV Financial Modeling
- Strategic Management of Human Capital
- Electric Infrastructure Design
- Financial Estimating & Budgeting
- Effective Communication

Professional Experience

Sargent & Lundy, Indianapolis, IN

Electric Grid Infrastructure Services - Project Manager

June. 2022 - Present

Manage project teams consisting of engineers, designers, estimators, and scheduling professionals involved in the design, modification, and analysis of new and existing high-voltage substations, distribution, and transmission lines.

Key Results:

- Consistently lead a diverse project portfolio that budget ranges between \$2.5 to \$3M annually across all electric Transmission and Distribution engineering disciplines
- Applied modern strategic resource allocation methods to maintain project team utilization over 97% during tenure.
- Supported junior engineers through technical problems and mentored them through career navigation.

Duke Energy, Plainfield, IN

Asset Management - Technical Support Engineer

Sept. 2020 – May. 2022

Provide technical advice to both field operators and senior management to aid in business decisions regarding high-value utility assets (Power Transformers, Circuit Breakers, Switches, etc.). Evaluated potential risks of asset failures, participate in root-cause analysis, and prepared technical reports to justify annual maintenance spend.

Key Results:

- Monitor the health of over 10,000 power transformers in Indiana to ensure they provide customers safe and reliable electricity.
- Developed an NPV cash flow model to decide how to allocate funds to purchase new mobile transformers over the next five years.
- Assisted in identifying new conditioned-based monitors that alert operators of equipment defects so they can be proactively repaired, thus extending asset life.

Duke Energy, Plainfield, IN

Transmission Line Engineering - Design Engineer

Dec. 2016 – Aug. 2020

Lead engineer for transmission line relocation projects, specifically for road extensions or widenings. Worked with cross-functional internal and external departments to design pole relocations that will allow for road construction and its permanent infrastructure.

Key Results:

- Restructured the transmission line relocation process to a more streamlined and automated process that decreased engineering time by 48%.
- Consistently worked with relevant stakeholders to decrease project costs while maintaining company policy and engineering principles.

- Member of the scheduling and financial forecasting team that manages an average of \$9.95M annually.
- Identified financial, real estate, or public relations risks associated with external customer-driven projects and took necessary actions to mitigate them.

Duke Energy, Noblesville, IN

Distribution Line Engineering – Program Engineer

Sept. 2014 – Dec. 2016

Managed a variety of projects within the Indiana distribution power grid. Coordinates and led multiple groups (engineering, operations, legal, accounting, etc.) through projects up to \$250,000.

Key Results:

- Oversaw the coordination between transmission and distribution line engineering for an annual \$2.5 Million pole replacement program.
- Managed the replacement of 500+ faulty meter bases to create a safer environment for residential and commercial customers.
- Forecasted monthly electric bills of new commercial and industrial customers to subsidize the installation of new electric facilities.
- Supported the engineering and installation of electrical facilities to provide power to a solar-preferred electric vehicle charging station.

Education/Licensures

Indiana University, Kelley School of Business, Indianapolis

Aug 2023

Master of Business Administration (MBA): Entrepreneurship and Management

GPA: 3.82/4.0

Missouri University of Science and Technology

December 2016

Master of Science: Aerospace Engineering

GPA: 3.36/4.0

Certification: Energy Conversion & Transportation

Purdue School of Engineering, Indianapolis

December 2013

Bachelor of Science: Mechanical Engineering

GPA: 2.61/4.0

Minor: Mathematics

Professional Engineer (P.E.) Licensure – Indiana, May 2019, Mechanical-Thermal Fluids

Community Leadership

Convergent Consulting, Founder & Lead Business Consultant (Contract) Jan. 2023 - Present

Offer management consulting services for small businesses in Indiana. Services include but are not limited to project management, operational assessment & recommendations, marketing strategies, and organizational leadership.

Victory College Preparatory Academy Board of Directors, Governance Committee Member, Aug. 2023 - Present

Provide operational oversight, strategic decision-making, and financial planning activities for an expanding charter school that offers a college prep curriculum for low-income K-12 students.

Duke Energy Employee Resource Group for African Americans, President, Jan. 2020 – May. 2022

Appointed to build a team of employees to strategically support Duke Energy's initiative to recruit, hire, and develop African-American employees.

Skills

- Microsoft Excel (Macros & VBA)
- Enterprise Asset Management (Maximo)
- Scheduling (MS Project)
- 2D Computer Aided Drafting (Microstation & AutoCAD)
- Accounting Software (Quickbooks)
- Motivational Leadership
- Power Line Design Software (PLS-CADD)
- Data Analytics (Tableau & Power BI)

Ryan Gall

Charismatic and energetic Myers-Briggs Type ENTP debater who leverages strategic quick thinking and data-driven analysis as a school network chief executive and longtime educator in the public charter school space.



ryanmarcgaill@gmail.com | 317-270-7228

WORK EXPERIENCE

Executive Director, Victory College Prep

July 2019 – Present

- Created and implemented the vision for a K – 12 independent urban charter school
- Recruited, trained and evaluated the principal for elementary, middle, and high school programs
- Recruited, trained, and partnered with the Board of Directors for Lighthouse Academies of Indianapolis
- Oversaw the leadership of finance, operations, and development functions of the school

Regional VP, Lighthouse Academies

January 2014 – June 2017

- Increased state letter grade rating from a D to a B
- Launched a replication charter school that maintained a state letter grade of an A for multiple years
- Recruited, trained and evaluated the principal for 3 separate programs
- Recruited, trained, and partnered with the Board of Directors for Lighthouse Academies of Indianapolis
- Oversaw the academic program for 1165 students in Indianapolis

Founding Principal, Indianapolis Lighthouse College Prep Academy

January 2009 – June 2019

- Designed a four-year high school program aligned to state requirements for graduation and college entry
- Maintained a graduation rate above 90% for five consecutive years
- Decreased suspensions by 93% over five years
- Over 45% of students earned high growth ratings on state accountability in both ELA and Math
- Successfully earned two consecutive 7-year charter renewals as principal

Director of Instruction, Indianapolis Lighthouse Charter School

July 2008 – December 2008

- Coordinated and administered formative assessments, NWEA and Acuity, to grades K - 8
- Analyzed data from formative assessments and collaborated with teams to implement data driven instruction
- Provided coaching and instructional support to teachers in grades 5 – 8
- Worked with other members of school leadership to develop a strategic ISTEP preparation program

Program Facilitator / Teacher, Indianapolis Public Schools

July 2007 – June 2008

- Created a middle school program (BELIEVE Academy) designed to emulate the KIPP charter schools
- Hired, trained, and evaluated a team of 4 fifth grade teachers
- Designed, implemented, and managed school-wide systems for student culture, parent communication, teacher observations, classroom assessments, and student behavior
- Advanced pass rates in mathematics from 19% proficient to 87% proficient in one year

Classroom Teacher, Various

June 2002 – June 2007

- Lead teacher for high school grades in Indianapolis and Detroit districts

EDUCATION

Master of Arts in Education Administration, Charter School Leadership

Central Michigan University, December 2012

Master of Arts in Teaching, Elementary Education

Wayne State University, May 2009

Bachelor of Arts, Business and English

Alma College, May 2001

Tara Moeller

812-202-8584

tsumrall@gmail.com

EDUCATION

MA, Educational Studies

University of Michigan
Ann Arbor, MI
2015

BA, English

BA, Telecommunications

Ball State University
Muncie, IN
2007

SKILLS

Managing People & Teams

Adult Learning Design &
Facilitation

Coaching & Teaching

Design Thinking

Clear & Compelling Written
Communication

STRENGTHS FINDER SIGNATURE THEMES

Ideation

Strategic

Communication

Activator

Connectedness

|

WORK EXPERIENCE

Principal and Founder

Tara Sumrall Coaching and Consulting • Indianapolis, IN • July 2020 - present

- Facilitate strategic planning process for nonprofit clients
- Coach (1:1 and in groups) systems and school leaders for k-12 schools
- Co-design, co-facilitate diversity, equity and inclusion training series
- Advise national nonprofit leadership team on program vision and strategy
- Facilitate leadership development workshops

Managing Director, Experience

Teach For America Nashville-Chattanooga • Nashville, TN • September 2018-July 2021

- Manage team responsible for pre-corps and summer teacher leadership development (4 full-time staff, 60+ seasonal staff, 150+ teachers, 400+ students)
- Coach and develop full-time and seasonal staff
- Set and achieve goals aligned to regional strategic vision
- Managed cross-functional and external projects
- Monitor progress: analyze outcomes & adjust course

Managing Director, Program

Teach For America Bay Area • Oakland, CA • June 2016-June 2018

- Managed team responsible for teacher coaching and development (3 full-time staff, 75+ teachers)
- Achieved top-quartile culture results

Director, Teaching and Learning

Teach For America New Mexico • Gallup, New Mexico, May 2012 - June 2016

- Designed and executed leadership development series for teachers
- Managed 7 part time staff members
- Planned and executed large (200+) and small (20+) events
- Led staff in Diversity, Equity and Inclusiveness (DEI) series
- Chaired inter-regional Culturally Responsive Pedagogy Working Group (5-7 members)

Manager, Teacher Leadership Development

Teach For America New Mexico • Gallup, New Mexico, August 2011 - May 2012

- Coached 26 teachers across northwest New Mexico
- Planned and executed professional development for 10 literacy teachers

Corps Member Advisor/Curriculum Specialist/Academic Dean

Teach For America Phoenix & Houston Institutes • March - July 2009, 2010, 2011, 2013

- Mentored pre-service Teach For America corps members
- Designed and facilitated group learning experiences for 100+ new teachers

Assistant Field Instructor

University of Michigan • Ann Arbor, Michigan, October 2010- May 2011

- Coached new middle school English teachers
- Co-facilitated secondary English credentialing classes with program lead

Credentialing Program Design Team Member

University of Michigan • Ann Arbor, Michigan, October 2010- May 2011

- Designed three year professional development arc for new, alternatively-certified teachers
- Created rubrics, syllabi, and curated required readings for new secondary English teachers

English Language Arts Teacher

Glenwood Middle School • Evansville, IN, August 2009 - May 2010

Todd County Middle School • Mission, South Dakota, May 2007 - 2009

- Taught 6-8th grade English Language Arts
- Raised student reading levels average of 2.1 years in 1 year
- Developed assessment guide for 8th grade Reading and Writing, implemented in 12 schools

Rahul Jyoti

RahulJyoti@gmail.com
12789 Redskins Ave, Fishers, IN 46037
(574) 993.5255

OBJECTIVE

To leverage my experiences as a math teacher, advisor, and leader to ensure that all students at Victory College Prep are prepared to succeed in their future college and career. My educational background, passion for success, and dedication to the students at Victory College Prep will allow me to support students in all grades and push them towards success.

EDUCATION

Marian University **Indianapolis, IN** **Graduated May 2011**
Masters of Arts in Teaching **Cumulative GPA: 3.98/4.0**

Relevant Coursework:

- Best Practices in Teaching and Learning and Assessment for Learning
- Best Practices in Mathematics and Science and Classroom Research

Purdue University **West Lafayette, IN** **Graduated May 2007**
Major – Statistics / Actuarial Science; Minor – Finance **Cumulative GPA: 3.98/4.0**

Relevant Coursework:

- Regression Analysis, Investment Management, and International Finance
- Statistical Inference and Theory, Probability, Calculus and Linear Algebra
- Actuarial Modeling, Differential Equations, Introductory Time Series, and Interest Theory
- Intermediate Accounting, Financial Management, and Economics

WORK EXPERIENCE (2007 – PRESENT)

Victory College Prep **Indianapolis, IN** **July '22 – Present**
Chief Readiness Officer

- Created and coached a College & Career Readiness Team that has achieved a 90%+ graduation rate for 3 years in a row and has increased our percentage of students graduating with honors from 55% to 68%.
- Managed our alumni coach to increase our matriculate rate from 56% to 74% and our persistence rate from 29% to 50%.

Victory College Prep **Indianapolis, IN** **July '16 – Present**
8th Grade Math Teacher, Athletic Director, and Director of College Transitions

- Created a classroom culture focused on data and standards that resulted in over 100% increases in proficiency on ISTEP/ILearn for 3 years in a row.
- Implemented two new math curriculums (Eureka Math & Agile Mind) along with data driven instruction that resulted in over 100% of growth for 8th grade students on ISTEP/ILearn for 3 years in a row.

Lighthouse Charter School **Indianapolis, IN** **July '12 – Present**
High School Director of College Transitions & Principal

- Responsible for advising students in grades 8-12 to graduate from high school and be accepted to college.
- Promoted to Principal in November of 2014 to take over school that was struggling with culture. Reduced suspension and behavior problems by 50% and implemented entire school wide Restorative Justice Program.

Teach for America - Lighthouse Charter School **Indianapolis, IN** **July '09 – Present**
High School Mathematics Teacher

- Responsible for teaching and coaching young adults (Grades 8 – 11) from a diverse background.
 - Planned standards based instruction in mathematics courses (Alg. 1&2, Geometry, and Pre-Calculus)
 - Increased percentage pass rate on Algebra 1 Graduation Exam from 5% to 80% in 2 years.

GE Money – Financial Management Program **Multiple Locations** **July '07 – Present**
Financial, Marketing, and Pricing Analyst

- Analyzed financial and profitability models to develop companywide understanding of global economic changes and made recommendations to senior management with potential savings of over \$5M.

- Collaborated with senior management in developing organizational re-structuring recommendations and monitoring of key performance metrics resulting in cost savings of over \$3M.
- Reviewed marketing and financial planning analysis with senior management to improve client profitability.

LUKE KAHREN
6311 Falcon Lane
Zionsville, IN 46077
(317) 498-1982
lkahren@gmail.com

EDUCATION AND CERTIFICATIONS

Master of Business Administration – Anderson University, Anderson, IN

Concentration: Leadership; August, '16

Bachelor of Science, Construction Management – Ball State University, Muncie, IN

Minor: Business Administration; July, '09

Lean Six Sigma Black Belt Certification

2024884660

WORK EXPERIENCE

UnitedHealth Group, Indianapolis, IN

Sales Operations Consultant, July, '21 – October, '23

- Successfully led a high performing team with multiple downlines by implementing team development initiatives, ensuring each individual is heard and supported, and promoting a culture that is compassionate, positive, and trusting.
- Led optimization projects including vendor SOWs, data analysis, stakeholder meetings, AI compatibility, and product buildouts to ensure a top-tier consumer experience.
- Led all efforts to strategize and implement a first of its kind, seasonal agent operating model, allowing the enterprise to avoid supplemental vendor costs, obtain more control over seasonal talent, and reduce future investment by retaining talent year over year.
- Created and spearheaded all campaign management efforts including development, technical design, implementation, testing, launch, and debriefs.
- Created strategy around annual FTE ramp and ensured implementation of roadmaps and project plans resulting in successful onboarding and credentialing of all production and operations staff.
- Continuously improved efficiency and performance by instituting a number of process improvements, including enhanced data tracking, automation, educational outreach, and data-driven assessments.

American Structurepoint, Inc., Indianapolis, IN,

Business Development Director, May, '15 – May, '21

- Created sales strategies and business development plans that produced over \$16M in revenue across all service lines.
- Partnered with executives, technical teams, and all other stakeholders to develop market strategies, risk assessments, mitigation plans, critical success stories, sales goals, and action plans.
- Developed deep relationships with clients across all facets of business to ensure internal alignment and the best customer experience possible.
- Created and delivered meaningful presentations to executives and customers showing key performance metrics including, but not limited to, pipeline analysis, service line offering, sales forecasts, and territory weaknesses.

Inspector/Resident Project Representative, May, '09 – May, '15

- Managed all stakeholders, both internal and external, to ensure client satisfaction and additional business
- Successfully managed projects through an end-to-end lifecycle including project planning, estimation, scheduling, milestone tracking, documentation, quality control, and final reviews by collaborating with others in an involved teamwork setting.
- Provided clients with a cost-efficient product in a timely manner using management skills and a focus on value, resulting in high customer praise and feedback

ADDITIONAL EXPERIENCE

Cloud Nine Party Services, Indianapolis, IN**Owner, September, '14 - Present**

- Created an ultra successful DJ company that provides entertainment services throughout the US and internationally.
- Owns every aspect of the organization, including strategy, marketing, sales, competitive analysis, and value delivery.
- Named top 5 DJ in Indianapolis by Indy A-List.

American Structurepoint Community Service Board**Board Member, January, '19 – May, '21**

- Facilitated fundraising initiatives and community outreach programs, which produced a 25% increase in employee giving and record breaking fundraising, to realize the organization's goal of supporting individuals and families in need.

Indiana Real Estate Broker

License Number: RB20001170

Contact

317-519-3334 (Mobile)
andrewhayenga@gmail.com

www.linkedin.com/in/
andrewhayenga (LinkedIn)
www.stowawaywithus.weebly.com
(Personal)

Top Skills

Brand Communication
Brand Awareness
Marketing Communications

Andrew Hayenga, MA (he/him)

I help brands find their voice and effectively share their story, creating aha moments that spur audiences to action.

Indianapolis, Indiana, United States

Experience

Les Mills US (LMUS)

Les Mills Body Pump Group Fitness Instructor

April 2022 - Present (2 years 11 months)

Indianapolis, Indiana, United States

Victory College Prep

Chief Development Officer

June 2021 - Present (3 years 9 months)

Indianapolis

Andrew Hayenga Advisors, LLC

Strategic Communications Planner and Content Creator

December 2018 - Present (6 years 3 months)

Indianapolis, Indiana, United States

International School of Indiana

Director, Community Advancement & Marketing

December 2018 - November 2020 (2 years)

Indianapolis, IN

Developed and managed promotional campaigns and strategically guided day-to-day community communications that helped generate the school's highest enrollment in 10 years in 2019 and spurred \$7.2 million in ONE ISI Capital Campaign donations, exceeding fundraising feasibility studies by \$1.2 million. Also co-conceived and produced the school's COVID-19 response and school re-opening plans, copywriting website and print assets and all executive leadership communications.

Bohlsen Group

VP, Nonprofit & Corporate

August 2012 - November 2018 (6 years 4 months)

Indianapolis, IN

Provided strategic direction for all corporate and nonprofit client accounts, management of teams that provide brand management, website design and copywriting, collateral design and copywriting, social media campaign

implementation, video production and media relations, and other unified marketing services.

Simon Youth Foundation

Communications Manager

March 2011 - July 2012 (1 year 5 months)

Indianapolis, IN

Managed all external and internal Foundation communications, including production of video, digital, and print marketing collateral; press releases as well as related media and community relations messaging; public event and presentation scripting; speech writing; solicitation and other professional letters for partners, donors and supporters.

Coordinated media coverage with leading education news outlets, including National Public Radio's Southern Education Desk and Education Week online, and leading local news publications, including the Indianapolis Star and Orlando Sentinel.

In 2011, managed the launch of the Foundation's new brand, including the design of the Foundation's first brand style guide; changeover of all digital and print collateral to new branding as dictated by the style guide; and the creation of new digital platforms – website and blog site – to showcase the new brand.

In 2011, managed, in coordination with IT specialists, the Foundation's 2011 website redesign and personally produced all online content to populate the site in conjunction with organization's rebranding in 2011.

In 2011, created the Foundation's first blog site to showcase and promote internally produced Foundation news and communications as part of a broader strategy to feed the Foundation's social media platforms with messaging that informed, engaged and excited Foundation supporters, clients and others. The strategy grew social media followers in my first 12 months by 150% on Twitter and 40% on Facebook.

University of Alabama at Birmingham

Media Specialist

September 2008 - March 2011 (2 years 7 months)

Birmingham, AL

Pitchman for university news and events, coordinating coverage with reporters, editors and producers from the CBS Nightly News with Katie Couric, The

Science Channel, Newsweek, National Geographic, The Birmingham News, The Atlanta Journal Constitution, Christian Science Monitor and many, many more

Selected to develop an e-mail blast news update document for regular delivery to registered reporters, university students, faculty and supporters and other interested parties

Served on development team to create, design and implement processes for Office of Media Relations monthly media hits tracking report

Provided customer-focused communication services for clients in the UAB School of Business, UAB School of Engineering and UAB natural sciences departments

Regularly tweeted university headlines at the handle @ahayenga_uab and blogged on the latest campus news at uabnews.blogspot.com

WVTM-TV, NBC 13 News, Birmingham, AL
Reporter
March 2004 - September 2008 (4 years 7 months)

Provided daily, live-from-the-field reports, including coverage of Natalee Holloway missing in Aruba; Hurricane Katrina; Hurricane Ivan; Olympic bomber Eric Robert Rudolph's sentencing; Richard Scrushy Healthsouth fraud trial

Provided live reports of breaking news stories for MSNBC and nationwide local affiliates, including coverage of Natalee Holloway missing in Aruba and the deadly tornado that struck a high school in Enterprise, Ala

Did it all with a one-man-band skill set: writing, photography, editing

Filled in as anchor of morning and weekend evening newscasts

WAAY-TV, ABC 31, Huntsville
Reporter
March 2002 - March 2004 (2 years 1 month)

2002 Associated Press Award Winner: Best Breaking News Coverage

Served as primary evening news reporter, providing nightly live coverage of the region's top stories

Did it all with a one-man-band skill set: writing, photography, editing

Filled in as anchor of evening and weekend newscasts

KSTF-TV, CBS 10, Scottsbluff

Reporter

June 2001 - February 2002 (9 months)

Served as regular 5 p.m. evening news anchor and completed daily reports for other station newscasts

Did it all with a one-man-band skill set: writing, photography, editing

Education

University of Alabama at Birmingham

Master of Arts in Communication Management · (2009 - 2010)

Indiana University Bloomington

Bachelor of Arts in Journalism · (1997 - 2001)



Community | Collaboration

Critical Thinking | Persistence



Chelsea Easter (She/Her) · 1st

Principal at Victory College Prep

Indianapolis, Indiana, United States · [Contact info](#)



Victory College Prep



Indiana University-Purdue
University at Indianapolis

About

Education is my calling. I love my job and thrive off of the success experienced by my students. I am lucky enough to wake up every day thoroughly excited to go to work!

I currently serve as the 7-12 School Principal at Victory College Prep. Throughout my educational career, Social Justice has been a tenant. It is my passion to provide a voice for students who have traditionally been under served and whose voices have been marginalized. I work closely with students to provide a high quality academic experience while also developing contributing citizens. I want my students to grow with high-quality academic experience scholastically and socio-emotionally.

I hold a Master's degrees from Loyola University of Chicago in African American Literature and in Teaching from Marian University. I got my Bachelor's Degree in English from Adrian College.

Experience



7-12 School Principal

Victory College Prep

Jun 2019 - Present · 5 yrs 9 mos

Indianapolis, Indiana

- Responsible for teacher evaluation, instructional leadership, budget, internal and external communication.
- Establish school wide vision for academic and cultural expectations, staff professional developi ...see more

RELAY/GSE

Relay National Principals Academy Fellowship

Relay Graduate School of Education

2020 - 2021 · 1 yr

The National Principal Academy Fellowship program develops school leaders' skills in culture and instruction, helping leaders to align their decisions to the needs of their students, teachers, and.. ...see more



Indianapolis Lighthouse Charter School

4 yrs 11 mos

Assistant Principal

Jun 2015 - May 2019 · 4 yrs

- Coached, developed, and evaluated teachers using a variety of techniques and strategies.
- Taught 3 classes of Middle School English using a blend of self-created and Engage New York (...see more

Middle School Teacher

Jul 2014 - Jun 2015 · 1 yr

Indianapolis, Indiana Area

- Served as Middle School English Department Chair.
- Taught 3 classes of Middle School English using a blend of self-created and Engage New York Curriculum.



Courageous Principals Training Program

Deloitte

Jan 2015 - Aug 2016 · 1 yr 8 mos

Teach Plus Policy Fellow

- Advocated in Washington D.C. for Civil Rights policy adjustments for ESSA (Every Student Succeeds Act).
- Collaborated with teachers from across the city to discuss issues of Social Justice, with a specific focus on restorative discipline practice for Black and Latino male students.



Sontag Prize Recipient

Spark Academy

Feb 2015 - Feb 2015 · 1 mo

- Taught Middle School English in the Lawrence Public School District as a week-long intensive instruction experience.



Middle School Reading Teacher @ Arlington High School

EdPower

Jul 2012 - Jun 2014 · 2 yrs

Indianapolis, Indiana Area

- Served as Middle School English Department Chair.
- Taught Middle School English, increase reading levels by 3 years on average in 1 school year.



Secondary Education

Indianapolis Teaching Fellows

2012 - Jun 2014 · 2 yrs 6 mos

- Participated in an intensive summer Training Institute, including five weeks of field experience.
- Taught summer school at The Excel Centers, Indianapolis, IN.

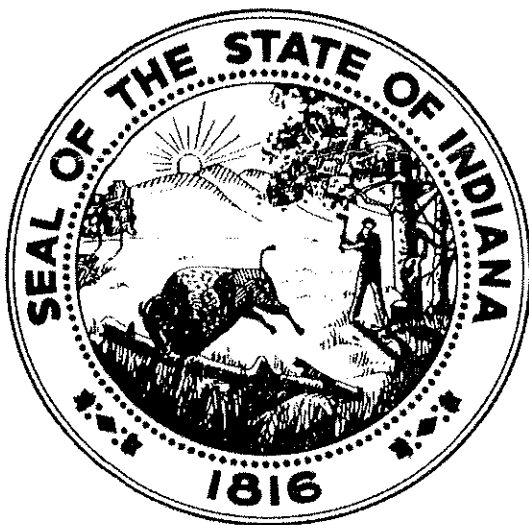
**State of Indiana
Office of the Secretary of State**

**CERTIFICATE OF ORGANIZATION
of**

LIGHTHOUSE ACADEMIES OF INDIANA, LLC

I, TODD ROKITA, Secretary of State of Indiana, hereby certify that Articles of Organization of the above Domestic Limited Liability Company (LLC) have been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Business Flexibility Act.

NOW, THEREFORE, with this document I certify that said transaction will become effective Monday, April 12, 2004.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, April 12, 2004.

A handwritten signature in black ink that reads "Todd Rokita".

TODD ROKITA,
SECRETARY OF STATE



ARTICLES OF ORGANIZATION

State Form 49459 (R / 1-03)

Approved by State Board of Accounts 1999

TODD ROKITA
SECRETARY OF STATE
CORPORATIONS DIVISION
302 W. Washington St., Rm. E018
Indianapolis, IN 46204
Telephone: (317) 232-6576

INSTRUCTIONS: Use 8 1/2" x 11" white paper for attachments.
Present original and one (1) copy to the address in upper right corner of this form.
Please TYPE or PRINT.
Please visit our office on the web at www.sos.in.gov.

Indiana Code 23-18-2-4

FILING FEE: \$90.00 ✓

ARTICLES OF ORGANIZATION

The undersigned, desiring to form a Limited Liability Company (hereinafter referred to as "LLC") pursuant to the provisions of:
Indiana Business Flexibility Act, Indiana Code 23-18-1-1, et seq. as amended, executes the following Articles of Organization:

ARTICLE I - NAME AND PRINCIPAL OFFICE

Name of LLC (the name must include the words "Limited Liability Company", "L.L.C.", or "LLC")

Lighthouse Academies of Indiana, LLC

Principal Office: The address of the principal office of the LLC is: (optional)

Post office address

City

State

ZIP code

ARTICLE II - REGISTERED OFFICE AND AGENT

Registered Agent: The name and street address of the LLC's Registered Agent and Registered Office for service of process are:

Name of Registered Agent

Business Filings Incorporated

Address of Registered Office (street or building)

36 South Pennsylvania Street, Suite 700

City

Indianapolis

Indiana

ZIP code

46204

ARTICLE III - DISSOLUTION

☐ The latest date upon which the LLC is to dissolve: _____

☒ The Limited Liability Company is perpetual until dissolution.

ARTICLE IV - MANAGEMENT

☒ The Limited Liability Company will be managed by its members.

☐ The Limited Liability Company will be managed by a manager or managers.

In Witness Whereof, the undersigned executes these Articles of Organization and verifies, subject to penalties of perjury, that the statements contained herein are true,

this 8th day of April, 2004.

Signature

Printed name

Michael Ronan

This instrument was prepared by: (name)

Jodi Tucker

Address (number, street, city and state)

41 Blackberry Lane, Framingham, MA

ZIP code

01701

ACTION BY UNANIMOUS WRITTEN CONSENT
OF BOARD OF DIRECTORS OF
LIGHTHOUSE ACADEMIES OF INDIANA, LLC

In accordance with the By-laws of Lighthouse Academies of Indiana, LLC, an Indiana nonprofit limited liability company (the "Company"), the undersigned, constituting all of the directors of the Board of Directors of the Company (the "Board") hereby take the following actions and adopt the following resolutions by written consent without a meeting, effective for all purposes as of June 5, 2004.

WHEREAS, it is deemed desirable and in the best interests of this corporation that the following actions be taken by the Directors of this corporation pursuant to this Unanimous Written Consent:

NOW, THEREFORE, BE IT RESOLVED that, the Board hereby consents to, approves, and adopts the following:

RESOLVED FURTHER, that Section 3.3 of the By-laws of the Company be deleted in its entirety and said Section 3.3 shall instead read as follows:

Section 3.3 Qualifications

Any natural person who supports the enumerated goals and policy objectives of the corporation shall be eligible for election or re-election to the Board of Directors. At least two Directors shall be residents of Indiana.

RESOLVED FURTHER, that Article 8 of the By-laws of the Company be deleted in its entirety and said Article 8 shall instead read as follows:

ARTICLE VIII
AMENDMENTS

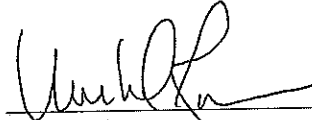
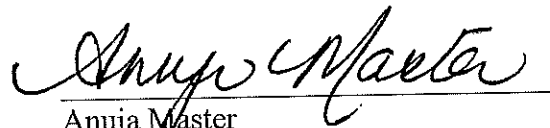

These Bylaws or the Articles of Incorporation of the corporation may be altered, amended, or repealed, and new Bylaws or Articles of Incorporation may be adopted by the Board of Directors at any meeting of the Board of Directors. Any Article or Bylaw adopted, added, amended, modified or otherwise changed by the Board of Directors shall be subject to subsequent amendment or repeal by the Member.

OMNIBUS RESOLUTION.

RESOLVED FURTHER, that the officers of this Company be, and each individually is, hereby authorized to do and perform any and all such acts, including execution of any and all documents and certificates, as said officers shall deem necessary or advisable, to carry out the purposes of the foregoing resolutions.

The Undersigned constituting all of the members of the Board do hereby consent to and approve the adoption of the foregoing resolutions effective as of the date written above.

This consent may be executed in any number of counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument.


Michael Ronan
Anuja Master
Scott Hamilton



ARTICLES OF INCORPORATION FOR A NONPROFIT CORPORATION

State Form 4162 (R10/1-03) Corporate Form No. 364-1 (October 1984)
Approved by State Board of Accounts 1995

TODD ROKITA
SECRETARY OF STATE
CORPORATIONS DIVISION
302 W. Washington St., Rm. E018
Indianapolis, IN 46204
Telephone: (317) 232-6576

Indiana Code 23-17-3-2
FILING FEE: \$30.00

- NOTES:**
1. Nonprofit corporations must qualify with the Internal Revenue Service and the Indiana Department of Revenue. It is strongly suggested you do not complete or file this form before contacting both agencies.
 2. Article VII must be completed appropriately. Please see (1) above.

- INSTRUCTIONS:**
1. Use 8 1/2" x 11" white paper for attachments.
 2. Present original and one (1) copy to the address in the upper right corner of this form.
 3. Please type or print.
 4. Please visit our office on the web at www.sos.in.gov.

ARTICLES OF INCORPORATION

The undersigned incorporator or incorporators, desiring to form a corporation (*hereinafter referred to as the "Corporation"*) pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991 (*hereinafter referred to as the "Act"*), execute the following Articles of Incorporation.

ARTICLE I - Name and Principal Office

Name of the Corporation: (*the name must include the word "Corporation", "Incorporated", "Limited", "Company" or one of the abbreviations thereof*):

Lighthouse Academies of Indiana, Inc.

Principal Office: The address of the principal office of the Corporation is:

Post office address	City	State	ZIP code
36 South Pennsylvania Street, Suite 700	Indianapolis	Indiana	46204

ARTICLE II - Purpose (*optional*)

The purposes for which the Corporation is formed are:

To form, operate and oversee public charter schools in Indiana, including all actions commensurate with that goal.

ARTICLE III - Type of Corporation (*check only one*)

The Corporation is a:

- ☒ public benefit corporation, which is organized for a public or charitable purpose;
☐ religious corporation, which is organized primarily or exclusively for religious purposes; or
☐ mutual benefit corporation (*all others*).

ARTICLE IV - Registered Agent and Registered Office

Registered Agent: The name and street address of the Corporation's Registered Agent and Registered Office for service of process are:

Name of Registered Agent

Business Filings Incorporated

Address of Registered Office (<i>street or building</i>)	City	State	ZIP code
36 South Pennsylvania Street, Suite 700	Indianapolis	Indiana	46204

ARTICLE V - Membership

Indicate if Corporation will have members:

- ☒ Yes ☐ No

(Continued on the reverse side)

ARTICLE VI - Incorporator(s)

Name(s) and address(es) of the incorporator(s) is/are as follows:

Name	Number and Street or Building	City	State	ZIP code
Lighthouse Academies, Inc.	PO Box 171	Uxbridge	MA	01569

ARTICLE VII - Distribution of Assets on Dissolution or Final Liquidation


Refer to Indiana Code 23-17-22-5 for permitted activities following Dissolution.

Upon the dissolution of the corporation, assets, except funds received from the Department of Education, shall be distributed for one or more nonprofit educational purposes within the meaning of section 501(c)(3) the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue law, or shall be distributed to the federal government, or to a state or local government, for a nonprofit educational purpose. Any such assets not so disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the corporation is then located exclusively for such purposes or to such organization or organizations, as said Court shall determine which are organized and operated exclusively for such purposes. Any funds remaining which were received from the Indiana Department of Education shall be returned to the Department of Education no more than thirty (30) days after dissolution.

* Please note this section must be completed.

THIS DOCUMENT MUST BE SIGNED BY ALL INCORPORATORS.

In witness whereof, the undersigned incorporator(s) of said Corporation execute(s) this document, and verify(ies) subject to penalties of perjury that the facts contained herein and true this 20 day of April, 2004.

Signature 	Printed name Michael Ronan
Signature	Printed name
Signature	Printed name

This instrument was prepared by: (name)

Jodi Tucker

Address 41 Blackberry Lane	City Framingham	State MA	ZIP code 01701
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INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: MAR 11 2005

LIGHTHOUSE ACADEMIES OF INDIANA INC
C/O LIGHTHOUSE ACADEMIES INC
1661 WORCESTER RD STE 207
FRAMINGHAM, MA 01701

Employer Identification Number:
20-1738905
DLN:
17053308002044
Contact Person:
GLENN W COLLINS ID# 31392
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
October 6, 2004
Contribution Deductibility:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

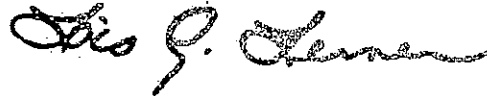
Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

LIGHTHOUSE ACADEMIES OF INDIANA INC

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in dark ink, appearing to read "Lois G. Lerner". The signature is fluid and cursive, with the first name "Lois" being more prominent.

Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)

LIGHTHOUSE ACADEMIES OF INDIANA INC

INFORMATION FOR ORGANIZATIONS EXEMPT UNDER SECTION 501(c)(3)

WHERE TO GET FORMS AND HELP

Forms and instructions may be obtained by calling toll free 1-800-829-3676, through the Internet Web Site at www.irs.gov, and also at local tax assistance centers.

Additional information about any topic discussed below may be obtained through our customer service function by calling toll free 1-877-829-5500 between 8:30 a.m. - 5:30 p.m. Eastern time.

NOTIFY US ON THESE MATTERS

If you change your name, address, purposes, operations or sources of financial support, please inform our TE/GE Customer Account Services Office at the following address: Internal Revenue Service, P.O. Box 2508, Cincinnati, Ohio 45201. If you amend your organizational document or by-laws, or dissolve your organization, provide the Customer Account Services Office with a copy of the amended documents. Please use your employer identification number on all returns you file and in all correspondence with the Internal Revenue Service.

FILING REQUIREMENTS

In your exemption letter we indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. Form 990 (or Form 990-EZ) is filed with the Ogden Submission Processing Center, Ogden UT 84201-0027.

You are required to file a Form 990 only if your gross receipts are normally more than \$25,000.

If your gross receipts are normally between \$25,000 and \$100,000, and your total assets are less than \$250,000, you may file Form 990-EZ. If your gross receipts are over \$100,000, or your total assets are over \$250,000, you must file the complete Form 990. The Form 990 instructions show how to compute your "normal" receipts.

Form 990 Schedule A is required for both Form 990 and Form 990-EZ.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. There are penalties for failing to timely file a complete return. For additional information on penalties, see Form 990 instructions or call our toll free number.

If your receipts are below \$25,000, and we send you a Form 990 Package, follow the instructions in the package on how to complete the limited return to advise us that you are not required to file.

If your exemption letter states that you are not required to file Form 990, you

LIGHTHOUSE ACADEMIES OF INDIANA INC

are exempt from these requirements.

UNRELATED BUSINESS INCOME TAX RETURN

If you receive more than \$1,000 annually in gross receipts from a regular trade or business you may be subject to Unrelated Business Income Tax and required to file Form 990-I, Exempt Organization Business Income Tax Return. There are several exceptions to this tax.

1. Income you receive from the performance of your exempt activity is not unrelated business income.
2. Income from fundraisers conducted by volunteer workers, or where donated merchandise is sold, is not unrelated business income.
3. Income from routine investments such as certificates of deposit, savings accounts, or stock dividends is usually not unrelated business income.

There are special rules for income derived from real estate or other investments purchased with borrowed funds. This income is called "debt financed" income. For additional information regarding unrelated business income tax see Publication 598, Tax on Unrelated Business Income of Exempt Organizations, or call our toll free number shown above.

PUBLIC INSPECTION OF APPLICATION AND INFORMATION RETURN

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return, or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

FUNDRAISING

Contributions to you are deductible only to the extent that they are gifts and no consideration is received in return. Depending on the circumstances, ticket purchases and similar payments in conjunction with fundraising events may not qualify as fully deductible contributions.

CONTRIBUTIONS OF \$250 OR MORE

Donors must have written substantiation from the charity for any charitable contribution of \$250 or more. Although it is the donor's responsibility to obtain written substantiation from the charity, you can assist donors by

LIGHTHOUSE ACADEMIES OF INDIANA INC

providing a written statement listing any cash contribution or describing any donated property.

This written statement must be provided at the time of the contribution. There is no prescribed format for the written statement. Letters, postcards and electronic (e-mail) or computer-generated forms are acceptable.

The donor is responsible for the valuation of donated property. However, your written statement must provide a sufficient description to support the donor's contribution. For additional information regarding donor substantiation, see Publication 1771, Charitable Contributions - Substantiation and Disclosure Requirements. For information about the valuation of donated property, see Publication 561, Determining the Value of Donated Property.

CONTRIBUTIONS OF MORE THAN \$75 AND CHARITY PROVIDES GOODS OR SERVICES

You must provide a written disclosure statement to donors who receive goods or services from you in exchange for contributions in excess of \$75.

Contribution deductions are allowable to donors only to the extent their contributions exceed the value of the goods or services received in exchange. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as fully deductible contributions, depending on the circumstances. If your organization conducts fundraising events such as benefit dinners, shows, membership drives, etc., where something of value is received, you are required to provide a written statement informing donors of the fair market value of the specific items or services you provided in exchange for contributions of more than \$75.

You should provide the written disclosure statement in advance of any event, determine the fair market value of any benefit received, determine the amount of the contribution that is deductible, and state this information in your fundraising materials such as solicitations, tickets, and receipts. The amount of the contribution that is deductible is limited to the excess of any money (and the value of any property other than money) contributed by the donor less the value of goods or services provided by the charity. Your disclosure statement should be made, no later than, at the time payment is received. Subject to certain exceptions, your disclosure responsibility applies to any fundraising circumstances where each complete payment, including the contribution portion, exceeds \$75. For additional information, see Publication 1771 and Publication 526, Charitable Contributions.

EXCESS BENEFIT TRANSACTIONS

Excess benefit transactions are governed by section 4958 of the Code. Excess benefit transactions involve situations where a section 501(c)(3) organization provides an unreasonable benefit to a person who is in a position to exercise substantial influence over the organization's affairs. If you believe there may be an excess benefit transaction involving your organization, you should report the transaction on Form 990 or 990-EZ. Additional information can be

LIGHTHOUSE ACADEMIES OF INDIANA INC

found in the instructions for Form 990 and Form 990-EZ, or you may call our toll free number to obtain additional information on how to correct and report this transaction.

EMPLOYMENT TAXES

If you have employees, you are subject to income tax withholding and the social security taxes imposed under the Federal Insurance Contribution Act (FICA). You are required to withhold Federal income tax from your employee's wages and you are required to pay FICA on each employee who is paid more than \$100 in wages during a calendar year. To know how much income tax to withhold, you should have a Form W-4, Employee's Withholding Allowance Certificate, on file for each employee. Organizations described in section 501(c)(3) of the Code are not required to pay Federal Unemployment Tax (FUTA).

Employment taxes are reported on Form 941, Employer's Quarterly Federal Tax Return. The requirements for withholding, depositing, reporting and paying employment taxes are explained in Circular E, Employer's Tax Guide, (Publication 15), and Employer's Supplemental Tax Guide, (Publication 15-A). These publications explain your tax responsibilities as an employer.

CHURCHES

Churches may employ both ministers and church workers. Employees of churches or church-controlled organizations are subject to income tax withholding, but may be exempt from FICA taxes. Churches are not required to pay FUTA tax. In addition, although ministers are generally common law employees, they are not treated as employees for employment tax purposes. These special employment tax rules for members of the clergy and religious workers are explained in Publication 517, Social Security and Other Information for Members of the Clergy and Religious Workers. Churches should also consult Publications 15 and 15-A. Publication 1828, Tax Guide for Churches and Religious Organizations, also discusses the various benefits and responsibilities of these organizations under Federal tax law.

PUBLIC CHARITY STATUS

Every organization that qualifies for tax-exemption as an organization described in section 501(c)(3) is a private foundation unless it falls into one of the categories specifically excluded from the definition of that term [referred to in section 509(a)(1), (2), (3), or (4)]. In effect, the definition divides these organizations into two classes, namely private foundations and public charities.

Public charities are generally those that either have broad public support or actively function in a supporting relationship to those organizations.

Public charities enjoy several advantages over private foundations. There are certain excise taxes that apply to private foundations but not to public charities. A private foundation must also annually file Form 990-PF, Return of Private Foundation, even if it had no revenue or expenses.

LIGHTHOUSE ACADEMIES OF INDIANA INC

The Code section under which you are classified as a public charity is shown in the heading of your exemption letter. This determination is based on the information you provided and the request you made on your Form 1023 application. Please refer to Publication 557 for additional information about public charity status.

GRANTS TO INDIVIDUALS

The following information is provided for organizations that make grants to individuals. If you begin an individual grant program that was not described in your exemption application, please inform us about the program.

Funds you distribute to an individual as a grant must be made on a true charitable basis in furtherance of the purposes for which you are organized. Therefore, you should keep adequate records and case histories that demonstrate that grants to individuals serve your charitable purposes. For example, you should be in a position to substantiate the basis for grants awarded to individuals to relieve poverty or under a scholarship or education loan program. Case histories regarding grants to individuals should show names, addresses, purposes of grants, manner of selection, and relationship (if any) to members, officers, trustees, or donors of funds to you.

For more information on the exclusion of scholarships from income by an individual recipient, see Publication 520, Scholarships and Fellowships.

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is terminated, cancelled, or not renewed, you should notify us. You will also be required to comply with Revenue Procedure 75-50.

To be effective 7/26/22

REVISED BYLAWS

OF

LIGHTHOUSE ACADEMIES OF INDIANA, INC.

Assumed business name VICTORY COLLEGE PREP

ARTICLE I

Name, Location and Purpose

Section 1.1 Name

The name of the corporation is Lighthouse Academies of Indiana, Inc. The assumed business name is Victory College Prep.

Section 1.2 Purpose

The purposes of Victory College Prep. shall be to form, manage, oversee, support and otherwise encourage the continuation of public charter schools in the City of Indianapolis. The purposes for which Victory College Prep is organized shall be exclusively charitable, educational, literary and scientific within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue law, as amended from time to time.

ARTICLE II

Board of Directors

Section 2.1 Authority, Powers, and Responsibility

The powers and supervision of the corporation shall be vested in the Board of Directors, hereinafter sometimes referred to as the "Board", which shall have charge, control and management of the property and affairs of the corporation. The Board of Directors is constituted and is governed by the laws of the State of Indiana.

The Board shall be a body corporate, and, as such, capable of suing and being sued, contracting and being contracted with, acquiring, holding, possessing and disposing of real and personal property, and taking and holding in trust for the use and benefit of the Corporation, any grant or devise of land and any donation or bequest of money or other personal property. The Board of Directors shall have the authority to set and approve a school's budget, school policies, admissions procedures (subject to state law), student conduct (pursuant to the student

handbook and subject to federal and state laws), the school's calendar, and dispute resolution procedures (in accordance with the student handbook and personnel handbook). As part of the budgetary process, the Board of Directors shall be responsible for establishing internal controls to ensure the fiscal health of each school. The Board shall publish a financial report and an annual report to keep the community and governmental authorities adequately informed about the operation of the corporation. The Board of Directors shall also be responsible for the selection, oversight and evaluation of third-party vendors that it contracts with including a charter management organization.

The power of this Board extends to those matters expressly granted by statute or those matters which may be necessarily implied from such powers specifically delegated as being necessary to carry them out. The Board shall retain the power to act, through written policies, in situations in which there is no action required by statute nor by statutory prohibition to act. The School Board shall have the management and control of all facilities and programs in the Corporation and the employees, students, and other persons entering upon its premises.

The executive director of the corporation shall report to the Board of Directors at each Board meeting. The Board shall be provided periodic reports on operations and finances and annual reports on performance assessment data. The Board of Directors shall evaluate the performance of the executive director and the staff and have general oversight of the staff, subject to the delegation of the evaluation and oversight of staff to the executive director and the responsibility of the principal of each school for the day-to-day operations of the school.

Section 2.2 Number

The Board of Directors shall consist of not less than seven (7) or more than thirteen (13) persons, which maximum number may be increased by the board by a supermajority vote of the members of the Board of Directors. If, because of death, resignation, retirement or removal, there are fewer than five directors remaining, these remaining directors shall constitute the Board of Directors until the vacancy(ies) are filled as provided herein. The executive director shall be an *ex officio* member of the Board of Directors.

Section 2.3 Qualifications

Any natural person who supports the enumerated goals and policy objectives of the corporation shall be eligible for election or re-election to the Board of Directors. All directors shall be: (a) at least 18 years of age; (b) a resident of Indiana, unless the director is granted an exception by the majority of the directors; and (c) a non-employee of the corporation (except for the executive director serving as an *ex officio* member). Directors may be subject to a security screening or background check as a condition of membership.

Section 2.4 Appointment and Term

Unless otherwise provided by these Bylaws, all directors shall be appointed by the Board of Directors. The term of each Board member shall be for a period of two (2) years. A Board member may succeed himself or herself in office without limitation as to the number of successive terms; provided that, no more than thirty-three percent (33%) of the members of the Board at the time a Board member's term is being extended shall have served more than three consecutive (3) terms.

At least one (1) parent of a student enrolled in a school operated by the corporation shall be a member of the Board of Directors. The parent member shall serve a term consistent with these bylaws and may continue to service while the parent member has a child attending a school controlled by the corporation

Section 2.5 Voting

Each director shall be entitled to one vote on all matters coming before the Board of Directors, unless the director must recuse himself/herself in accordance with the conflict of interest policy. There shall be no voting by proxy by any director.

Section 2.6 Vacancies and Removal

In the event of the expiration of a director's term, or the expansion of the Board of Directors to create additional terms, the remaining Board of Directors shall appoint persons qualified under Section 2.3 herein to serve such terms.

Any vacancy on the Board of Directors that results from the death, resignation, or removal of a director shall be filled by appointment by the Board of Directors. A vacancy shall be filled by the remaining members of the Board within sixty (60) days after the vacancy occurs and shall be elected for the unexpired term of his or her predecessor in office.

Any director may be removed from office, with or without cause, by a supermajority vote of the directors then serving; provided that, the director that is the subject of such vote shall not be entitled to vote on that matter.

ARTICLE III

Meetings and Committees of the Board of Directors

Section 3.1 Regular Meetings

Regular meetings of the Board of Directors shall be held at such time as the Board President directs but no less than every other month when school is in session unless otherwise approved by a supermajority vote of the Board of Directors. All meetings of the Board of Directors shall be held within the State of Indiana except where Board members are participating electronically as provided in Section 3.2. All meetings of the Board shall comply with Indiana statutes, including notice and final actions in accordance with the Open Door Law. All regular meetings are open to the public except when the Board is in executive session, as provided under Indiana law. Section 3.2 Electronic Participation and Voting at Meetings

Members of the Board may participate in Board meetings though they are not physically present by participating through allowable electronic means. Allowable electronic means must meet two requirements: (a) it shall allow participating members to simultaneously communicate with each other, and (b) it shall allow the public to simultaneously attend and observe the meeting (not including executive sessions).

Any Board member who participates by allowable electronic means shall be considered present for purposes of establishing a quorum and may participate in any final action through a vote so long as that member can be both seen and heard. All votes taken during a meeting with electronic participants must be taken by a roll call vote. The minimum number of members who must be physically present at the place where the meeting is conducted must be the greater of:

(a) two (2) of the members; or (b) one-third of the members; in attendance at such meeting. Each member of the Board is required to physically attend at least one (1) meeting of the governing body annually.

If a member of the Board plans to attend a meeting by electronic means of communication, he or she must notify the Board President or Secretary prior to the meeting so that arrangements may be made of the Board member's participation by electronic communication.

The requirements regarding physical attendance of Board members do not apply to meetings held during a declared disaster emergency or local disaster emergency.

Section 3.3 Executive Session

The Board reserves the right as permitted by and within the constraints of state law to sit in executive session. Such sessions are called by the President (or in the President's absence, the chair of that particular Board meeting) or executive director for discussion only and final action must be taken at a meeting open to the public.

Executive sessions shall be closed to the public. In keeping with the confidential nature of executive sessions, no member of the Board shall disclose the content of discussions that take place during such sessions. Indiana's Access to Public Records Act prescribes criminal penalties for the disclosure of information classified as confidential by state statute, which includes executive session records or information derived from such records.

The executive director shall attend all executive sessions except those which pertain to their contract or compensation, their performance, or when mutually agreed upon. The Board or executive director may invite staff members or others to attend such sessions.

Section 3.4 Special Meetings

Subject to the requirements of Section 3.2 herein, special meetings of the Board of Directors may be called by the President, or upon written request to the President of a majority of the Board of Directors. Such requests shall be addressed to the Secretary, and all special meetings shall be pursuant to notices required by law. All Special meetings shall be open to the public, but no action shall be taken on items other than those related to the agenda and purpose of the meeting.

Section 3.5 Committees

The Board of Directors may appoint one or more directors to serve on committees to oversee particular issues. Committees may include finance, development, equity and inclusion, governance, and academics and others determined by the Board of Directors.

The Finance Committee will oversee all matters related to the school's budget, facility, capital outlays and other responsibilities as may be assigned by the Board.

The Development Committee will oversee all matters related to fund raising by the Board as well as community engagement and other responsibilities as may be assigned by the Board.

The Academic Committee will be responsible for monitoring the school's academic progress against the authorizer's accountability plan, the school's annual plan and the goals stated in the charter and other responsibilities as may be assigned by the Board.

The Governance Committee will oversee all matters related to executive director and staff compensation, organizational, administrative, and corporate matters of the corporation, and Board membership.

The Equity and Inclusion Committee will oversee all matters related to the cultivation of a diverse and inclusive environment within the Board and the corporation.

Committees appointed by the Board shall constitute a “governing body” as defined in the Open Door Law. When specifically charged to do so by the Board, a committee shall conduct studies, make recommendations to the Board, and act in an advisory capacity, but shall not take action on behalf of the Board.

Meetings of committees appointed directly by the Board and given authority to take official action upon public business are subject to the Open Door Law (I.C. 5-14-1.5, 5-14-1.5-2) and shall give notice of meetings and hold public meetings as required by that statute. “Official action” includes receiving information, deliberating, and making recommendations. A committee subject to the Open Door Law shall keep minutes of its meetings.

ARTICLE IV Officers

Section 4.1 Number and Qualifications

The principal officers of the Board shall be President, Vice President, Treasurer and Secretary each of whom shall be elected by the Board of Directors until a member resigns or a member of the Board otherwise calls for a re-election, provided that such re-election of an officer shall not occur more often than every two (2) years. Election of officers shall be by a majority of the full Board. Where no such majority exists on the first vote, a second vote shall be cast for the two (2) candidates who received the greatest number of votes.

The Board of Directors may remove any officer from office at any time with or without cause by a majority vote of the full Board. Vacancies in such offices, however occurring, may be filled by the Board of Directors at any meeting of the Board.

Section 4.2 President

The President shall be the chief executive officer of the corporation and shall, in general, supervise, direct, and control all of the business and affairs of the corporation. The President shall have authority to sign, execute and acknowledge, on behalf of the corporation, all deeds, mortgages, bonds, contracts, leases, reports and all other documents or instruments necessary or proper to be executed, which shall be authorized by the Board of Directors. The President may authorize any other officer or agent of the corporation to sign, execute and acknowledge such documents or instruments in their place and stead. The President shall assist the Board of Directors in the formulation of policies of the corporation. In general, the President shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board of Directors from time to time.

Section 4.3 Vice President

The Vice President shall, in the absence of the President, serve as president of the corporation, on a temporary basis, until such time as the President can resume their duties or a replacement

is named by the Board of Directors. Any Vice President shall perform such other duties as may be assigned to the Vice President by the President or by the Board of Directors.

Section 4.4. Treasurer

The Treasurer shall have general care of all funds of the corporation and shall oversee the policies respective to deposit of such funds in the name of the corporation in such bank or depository as shall be agreed upon by the Board of Directors when requested to do so and shall oversee the presentation of a report, at least annually, to the Board of Directors relative to the finances of the corporation. The Treasurer shall keep accurate accounts of all money received and paid out and upon request shall open the corporation's books to any member of the Board of Directors. The Treasurer may be bonded by an indemnity bonding company for such an amount as the Board of Directors may direct. The Treasurer may also direct the transaction of the corporation's financial business through the use of electronic funds transfer. In general, the Treasurer shall perform all the duties incident to the office of treasurer and such other duties as may be assigned to the Treasurer by the President or by the Board.

Section 4.5 Secretary

The Secretary shall: (a) act as clerk for meetings of the Board and oversee the creation of memoranda of the Board of Directors' meetings in one or more books or other electronic means provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) oversee the custodian of the corporate records of the corporation; (d) ensure that all annual filings are made to both the state and federal governments as required by law, with the exception of tax documents; and (e) in general perform all duties incident to the office of Secretary and have such other duties and exercise such authority as from time to time may be delegated or assigned to the Secretary by the President or by the Board of Directors.

ARTICLE V

Indemnification of Director or Officer or Committee Member

Section 5.1 Definitions

- (a) "Expenses" include fees, costs, charges, disbursements, attorney fees and any other expenses of any type incurred in connection with a Proceeding.
- (b) "Liability" includes the obligation to pay a judgment, settlement, penalty, assessment, claim, forfeiture or fine, and reasonable expenses associated therewith.
- (c) "Proceeding" means any threatened, pending, or completed civil, criminal, administrative, or investigative action, suit, arbitration or other proceeding, whether formal or informal, which involves foreign, federal, state, or local law and which is brought by or in the right of the corporation or by any other person(s).

Section 5.2 Indemnification

(a) General. The corporation shall indemnify any member of the Board who was or is a party, or is threatened to be made a party, to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative and whether formal or informal, by reason of the fact that he, she or it is or

was a director or officer of the corporation, , against expenses (including counsel fees), judgments, settlements, penalties and fines actually or reasonably incurred in accordance with such action, suit or proceeding, if such officer or director acted in good faith and in a manner reasonably believed by such officer or director to have been, in the case of conduct taken as an officer or director, in the best interest of the corporation and in all other cases, not opposed to the best interests of the corporation, and, with respect to any criminal action or proceeding, either such person had reasonable cause to believe such conduct was lawful or no reasonable cause to believe such conduct was unlawful. The termination of any action, suit or proceeding by judgment, order, settlement or conviction, or upon a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that the person did not meet the prescribed standard of conduct. The corporation may also, with the consent of the majority of the Board of Directors, indemnify any employee or agent of the corporation who is not a officer or director in the manner and to the extent that it shall indemnify officers or directors pursuant to this Section.

(b) Authorization. To the extent that an officer or director has been successful, on the merits or otherwise, in the defense of any action, suit or proceeding referred to in Section 5.2, or in the defense of any claim, issue or matter therein, the corporation shall indemnify such person against expenses (including counsel fees) actually and reasonably incurred by such person in connection therewith. Any other indemnification under Section 5.2 shall be made by the corporation only as authorized in the specific case, upon a determination that indemnification of the officer or director, employee or agent is permissible in the circumstances because such person has met the applicable standard of conduct. Such determination may be made by the majority of the Board of Directors who are not at the time a party to such action, suit or proceeding.

(c) Reliance on Information. For purposes of any determination under Section 5.2, a person shall be deemed to have acted in good faith and to have otherwise met the applicable standard of conduct set forth in Section 5.2 if the action is based on information, opinions, reports, or statements, including financial statements and other financial data, if prepared or presented by: (a) one or more of the officers, directors, or employees of the corporation or another enterprise whom the Person reasonably believes to be reliable and competent in the matters presented; or (b) legal counsel, appraisers or other persons as to matters reasonably believed to be within such person's professional or expert competence. The provisions of this Section shall not be deemed to be exclusive or to limit in any way the circumstances in which a person may be deemed to have met the applicable standard of conduct set forth in Section 5.2.

(d) Non-Exclusive Provisions; Vesting. The indemnification provided by these Bylaws shall not be deemed exclusive of any other rights to which a person seeking indemnification may be entitled. The right of any person to indemnification under these Bylaws shall vest at the time of occurrence or performance of any event, act or omission giving rise to any action, suit or proceeding of the nature referred to in Section 5.2 and, once vested, shall not later be impaired as a result of any amendment, repeal, alteration or other modification of any or all of these provisions.

Section 5.3 Other Indemnification

(a) In cases not included under Section 5.2 herein, the corporation shall indemnify each present, former, and future director, officer or committee member against liability incurred by such person in a proceeding to which the person was a party because such person is or was a director, officer, or committee member of the corporation, unless liability was incurred because the person breached or failed to perform a duty such person owed to the corporation and the breach or failure to perform constitutes any of the following:

(i) A willful failure to deal fairly with the corporation or its shareholders in connection with a matter in which the person has a material conflict of interest.

(ii) A violation of criminal law, unless the director, officer, or committee member had reasonable cause to believe his or her conduct was lawful.

(iii) A transaction from which the director, officer, or committee member derived an improper personal profit.

(b) The termination of a proceeding by judgment, order, settlement, or conviction, or upon a plea of no contest or an equivalent plea, does not by itself create a presumption that indemnification of the director, officer, or committee member is not required under this subsection.

(c) Indemnification under this section is not required if the director, officer, or committee member has previously received indemnification or allowance of expenses from any person, including the corporation, in connection with the same proceeding,

Section 5.4 Death

In the event of the death of any person entitled to indemnification under this Article, the benefits provided for herein shall extend to such person's heirs and legal representatives.

Section 5.5 Not Exclusive

The foregoing right to indemnification as set forth herein shall not be exclusive of any other rights to which any director, officer, or committee member of the corporation may otherwise be entitled to under the laws of the State of Indiana, in effect from time to time.

Section 5.6 Contract

This Article is intended to constitute a contract with each person who, subsequent to its adoption, is serving or shall subsequently serve as a director, officer, or committee member.

Section 5.7 Advance Payment of Expenses as Incurred

Upon written request by the person seeking indemnification under Section 5.3 hereof, a majority of the members of the Board of Directors may authorize the corporation to pay or reimburse such person's reasonable expenses as incurred if the person requesting such indemnification provides the corporation with all of the following: (a) a written affirmation of such person's good faith belief that such person's has not breached or failed to perform such person's duties to the corporation and (b) a written undertaking, executed by such person, to repay the allowance and reasonable interest on the allowance to the extent it is ultimately determined under applicable law that the indemnification is not required or permitted as a matter of law.

ARTICLE VI

Fiscal Year and Financial Matters

Section 6.1 Fiscal Year

The fiscal year of the corporation shall begin on July 1 of each year and end on the following June 30.

Section 6.2 Prohibition on Loans to Directors and Officers

The corporation may not lend money to or guarantee the obligations of any director or officer of the corporation. However, the Board shall have full power and authority following a majority affirmative vote of the directors present when the act is taken to borrow money whenever in the discretion of the Board the exercise of the power is required in the general interests of this corporation and in such case the Board may authorize the proper officers of this corporation to make, execute and deliver in the name and behalf of this corporation such notes, bonds, and other evidence of indebtedness as the board shall deem proper, and the board shall have full power to mortgage the property of this corporation as security for such indebtedness, and no action on the part of the officers of this corporation shall be requisite to the validity of any such note, bond, evidence of indebtedness or mortgage.

ARTICLE VII Amendments

These Bylaws or the Articles of Incorporation of the corporation may be altered, amended, or repealed, and new Bylaws or Articles of Incorporation may be adopted by a majority vote of the Board of Directors at any meeting of the Board of Directors, either at a regular or special meeting, if at least two (2) business days' written notice is given of intention to alter, amend, or repeal or to adopt new bylaws at the meeting.

ARTICLE VIII Conflict of Interest

Board members shall utilize the authority of their position solely for the benefit of the school community. To this end:

(a) Conflict of Interest Disclosure

If a Board member or a spouse or dependent has a pecuniary interest in a contract or purchase to be approved by the Board, or a Board member or a spouse or dependent will profit from a contract or purchase to be approved by the Board, the Board member shall submit a written Conflicts of Interest disclosure on State Board of Accounts Form 236.

When a Board member makes a Conflicts of Interest disclosure as provided above, the disclosure shall be submitted for approval by the Board before the Board considers approval of the contract or purchase addressed in the disclosure, provided the contract or purchase will be funded entirely by funds other than those received from a federal grant or award.

The Board member shall not participate in the discussion or vote on the acceptance of his/her disclosure or approval of the contract or purchase, and the role played by this Board member shall be described in the minutes of the meeting.

A written conflict of interest disclosure on State Board of Accounts Form 236 that is approved by the Board shall be filed by the Superintendent with the State Board of Accounts and the Clerk of the Circuit Court within fifteen (15) calendar days after approval by the Board. I.C. 35-44.1-1-4

(b) Profiteering From Public Service

For one (1) year after leaving the Board, a member of the Board shall not obtain a pecuniary interest in any contract or purchase which was approved by the Board during his/her Board service unless the contract was in place at the time of such member's service to the Board and the former member:

- (i) was screened from any participation in the contract or purchase;
- (ii) has not and will not receive a part of any profit from the contract or purchase by the Board; and
- (iii) promptly gives notice to the Board of his/her interest in the contract or purchase.

This limitation does not apply if the Board member receives less than \$250.00 of the profits from the contract or purchase.

Statement of Economic Interest

This statement of economic interest form, in adherence with IC 20-24-3-4(c) and IC 3-8-9-8, must be completed for every board member and school leader/administrator of the proposed charter school. The information in the statement should reflect the preceding calendar year before the date of submission. Insert "not applicable" where appropriate. Add lines for multiple employers, professional practices, corporations, etc., as needed.

I, **[Name of board member]**, the undersigned, certify the following:

1. The role I am seeking is board member.
2. The name of my spouse was N/A.
3. The name of my employer and the nature of its business was Vanderbilt University / Professor.
4. The name of the employer of my spouse and the nature of its business was N/A.
5. If I owned a sole proprietorship, the name of the sole proprietorship and the nature of its business was Academic Research (university).
6. If I operated a professional practice, the name of the professional practice and the nature of its business was N/A.
7. If I was a member of a partnership, the name of the partnership and the nature of its business was Shortstop Partners (consulting).
8. If my spouse was a member of a partnership, the name of the partnership and the nature of its business was N/A.
9. If I was a member of a limited liability company, the name of the LLC and the nature of its business was N/A.
10. If my spouse was a member of a limited liability company, the name of the LLC and the nature of its business was N/A.
11. If I was an officer or a director of a corporation (other than a church), the name of the corporation and the nature of its business was Academic Decathlon (academic competition).
12. If my spouse was an officer or a director of a corporation (other than a church), the name of the corporation and then nature of its business was N/A.

I, the undersigned, affirm that the information in this Statement of Economic Interests is true and complete.

John Marshall John P. Marshall, Ed.D.
Signature and Printed Name

1/10/25
Date

Statement of Economic Interest

This statement of economic interest form, in adherence with IC 20-24-3-4(c) and IC 3-8-9-8, must be completed for every board member and school leader/administrator of the proposed charter school. The information in the statement should reflect the preceding calendar year before the date of submission. Insert "not applicable" where appropriate. Add lines for multiple employers, professional practices, corporations, etc., as needed.

I, **[Name of board member]**, the undersigned, certify the following:

1. The role I am seeking is Board members.
2. The name of my spouse was NIA.
3. The name of my employer and the nature of its business was Ty G.
4. The name of the employer of my spouse and the nature of its business was NIA.
5. If I owned a sole proprietorship, the name of the sole proprietorship and the nature of its business was NIA.
6. If I operated a professional practice, the name of the professional practice and the nature of its business was NIA.
7. If I was a member of a partnership, the name of the partnership and the nature of its business was NIA.
8. If my spouse was a member of a partnership, the name of the partnership and the nature of its business was NIA.
9. If I was a member of a limited liability company, the name of the LLC and the nature of its business was NIA.
10. If my spouse was a member of a limited liability company, the name of the LLC and the nature of its business was NIA.
11. If I was an officer or a director of a corporation (other than a church), the name of the corporation and the nature of its business was NIA.
12. If my spouse was an officer or a director of a corporation (other than a church), the name of the corporation and then nature of its business was NIA.

I, the undersigned, affirm that the information in this Statement of Economic Interests is true and complete.

Joseph Myers
Signature and Printed Name

1/10/25
Date

Statement of Economic Interest

This statement of economic interest form, in adherence with IC 20-24-3-4(c) and IC 3-8-9-8, must be completed for every board member and school leader/administrator of the proposed charter school. The information in the statement should reflect the preceding calendar year before the date of submission. Insert "not applicable" where appropriate. Add lines for multiple employers, professional practices, corporations, etc., as needed.

Anna Watson
I, [Name of board member], the undersigned, certify the following:

1. The role I am seeking is Board Member.
2. The name of my spouse was Brian Watson.
3. The name of my employer and the nature of its business was Teach For America; nonprofit.
4. The name of the employer of my spouse and the nature of its business was Elite Print Services.
5. If I owned a sole proprietorship, the name of the sole proprietorship and the nature of its business was _____.
6. If I operated a professional practice, the name of the professional practice and the nature of its business was _____.
7. If I was a member of a partnership, the name of the partnership and the nature of its business was _____.
8. If my spouse was a member of a partnership, the name of the partnership and the nature of its business was _____.
9. If I was a member of a limited liability company, the name of the LLC and the nature of its business was _____.
10. If my spouse was a member of a limited liability company, the name of the LLC and the nature of its business was _____.
11. If I was an officer or a director of a corporation (other than a church), the name of the corporation and the nature of its business was _____.
12. If my spouse was an officer or a director of a corporation (other than a church), the name of the corporation and then nature of its business was _____.

I, the undersigned, affirm that the information in this Statement of Economic Interests is true and complete.

Anna Watson; Anna Watson
Signature and Printed Name

1/10/25
Date

Statement of Economic Interest

This statement of economic interest form, in adherence with IC 20-24-3-4(c) and IC 3-8-9-8, must be completed for every board member and school leader/administrator of the proposed charter school. The information in the statement should reflect the preceding calendar year before the date of submission. Insert "not applicable" where appropriate. Add lines for multiple employers, professional practices, corporations, etc., as needed.

Monica Hingst
I, [Name of board member], the undersigned, certify the following:

1. The role I am seeking is board member.
2. The name of my spouse was John Hingst.
3. The name of my employer and the nature of its business was
n/a.
4. The name of the employer of my spouse and the nature of its business was
Mid America Beverage.
5. If I owned a sole proprietorship, the name of the sole proprietorship and the nature of its business was
Hingst Educational Consulting.
6. If I operated a professional practice, the name of the professional practice and the nature of its business was
n/a.
7. If I was a member of a partnership, the name of the partnership and the nature of its business was
n/a.
8. If my spouse was a member of a partnership, the name of the partnership and the nature of its business was
n/a.
9. If I was a member of a limited liability company, the name of the LLC and the nature of its business was
n/a.
10. If my spouse was a member of a limited liability company, the name of the LLC and the nature of its business was
n/a.
11. If I was an officer or a director of a corporation (other than a church), the name of the corporation and the nature of its business was
n/a.
12. If my spouse was an officer or a director of a corporation (other than a church), the name of the corporation and then nature of its business was
Mid America Beverage.

I, the undersigned, affirm that the information in this Statement of Economic Interests is true and complete.

Monica Hingst
Signature and Printed Name

1/10/25
Date

Statement of Economic Interest

This statement of economic interest form, in adherence with IC 20-24-3-4(c) and IC 3-8-9-8, must be completed for every board member and school leader/administrator of the proposed charter school. The information in the statement should reflect the preceding calendar year before the date of submission. Insert "not applicable" where appropriate. Add lines for multiple employers, professional practices, corporations, etc., as needed.

I, [Name of board member], the undersigned, certify the following:

1. The role I am seeking is Board ^{member} ~~Director~~.
2. The name of my spouse was Joey Keller Wright ^{Wright} (Keller).
3. The name of my employer and the nature of its business was Sargent & Lundy Engineering Firm Electric Utility.
4. The name of the employer of my spouse and the nature of its business was Kightlinger & Gray Law Firm Employment Law.
5. If I owned a sole proprietorship, the name of the sole proprietorship and the nature of its business was N/A.
6. If I operated a professional practice, the name of the professional practice and the nature of its business was N/A.
7. If I was a member of a partnership, the name of the partnership and the nature of its business was Echelon Consulting Management Consulting Engineering.
8. If my spouse was a member of a partnership, the name of the partnership and the nature of its business was N/A.
9. If I was a member of a limited liability company, the name of the LLC and the nature of its business was N/A.
10. If my spouse was a member of a limited liability company, the name of the LLC and the nature of its business was N/A.
11. If I was an officer or a director of a corporation (other than a church), the name of the corporation and the nature of its business was N/A.
12. If my spouse was an officer or a director of a corporation (other than a church), the name of the corporation and then nature of its business was N/A.

I, the undersigned, affirm that the information in this Statement of Economic Interests is true and complete.

Dwayne Wright Dwayne Wright
Signature and Printed Name

1/10/25
Date

Statement of Economic Interest

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I, **[Name of board member]**, the undersigned, certify the following:

1. The role I am seeking is Board member.
2. The name of my spouse was Thomas Masterson.
3. The name of my employer and the nature of its business was
OneAmerica Financial - Insurance + Financial Services.
4. The name of the employer of my spouse and the nature of its business was
USIC - Utility locations.
5. If I owned a sole proprietorship, the name of the sole proprietorship and the nature of its business was
N/A.
6. If I operated a professional practice, the name of the professional practice and the nature of its business was
N/A.
7. If I was a member of a partnership, the name of the partnership and the nature of its business was
N/A.
8. If my spouse was a member of a partnership, the name of the partnership and the nature of its business was
N/A.
9. If I was a member of a limited liability company, the name of the LLC and the nature of its business was
N/A.
10. If my spouse was a member of a limited liability company, the name of the LLC and the nature of its business was
N/A.
11. If I was an officer or a director of a corporation (other than a church), the name of the corporation and the nature of its business was
N/A.
12. If my spouse was an officer or a director of a corporation (other than a church), the name of the corporation and then nature of its business was
N/A.

I, the undersigned, affirm that the information in this Statement of Economic Interests is true and complete.

Kara Masterson Kara Masterson
Signature and Printed Name

1/10/2025
Date

Statement of Economic Interest

This statement of economic interest form, in adherence with IC 20-24-3-4(c) and IC 3-8-9-8, must be completed for every board member and school leader/administrator of the proposed charter school. The information in the statement should reflect the preceding calendar year before the date of submission. Insert "not applicable" where appropriate. Add lines for multiple employers, professional practices, corporations, etc., as needed.

I, **[Name of board member]**, the undersigned, certify the following:

1. The role I am seeking is board member.
2. The name of my spouse was Michael Carter, Jr.
3. The name of my employer and the nature of its business was Institute for Quality Education, non profit.
4. The name of the employer of my spouse and the nature of its business was Cummins.
5. If I owned a sole proprietorship, the name of the sole proprietorship and the nature of its business was NA.
6. If I operated a professional practice, the name of the professional practice and the nature of its business was NA.
7. If I was a member of a partnership, the name of the partnership and the nature of its business was NA.
8. If my spouse was a member of a partnership, the name of the partnership and the nature of its business was NA.
9. If I was a member of a limited liability company, the name of the LLC and the nature of its business was ~~Michael Carter, Jr. Port Authority ownership of real property~~ NA.
10. If my spouse was a member of a limited liability company, the name of the LLC and the nature of its business was ~~NA~~ NA.
11. If I was an officer or a director of a corporation (other than a church), the name of the corporation and the nature of its business was NA.
12. If my spouse was an officer or a director of a corporation (other than a church), the name of the corporation and then nature of its business was NA.

I, the undersigned, affirm that the information in this Statement of Economic Interests is true and complete.

Marcie Gibson Carter
Signature and Printed Name

1/10/25
Date

Statement of Economic Interest

This statement of economic interest form, in adherence with IC 20-24-3-4(c) and IC 3-8-9-8, must be completed for every board member and school leader/administrator of the proposed charter school. The information in the statement should reflect the preceding calendar year before the date of submission. Insert "not applicable" where appropriate. Add lines for multiple employers, professional practices, corporations, etc., as needed.

I, **[Name of board member]**, the undersigned, certify the following:

1. The role I am seeking is Board of directors.
2. The name of my spouse ^{is} ~~was~~ Kate Collins.
3. The name of my employer and the nature of its business was Wallack Somers & Haas, PC, which is a law firm.
4. The name of the employer of my spouse and the nature of its business ^{is} ~~was~~ Dentons Greenebaum Doll, a law and lobbying firm.
5. If I owned a sole proprietorship, the name of the sole proprietorship and the nature of its business was N/A.
6. If I operated a professional practice, the name of the professional practice and the nature of its business was See above.
7. If I was a member of a partnership, the name of the partnership and the nature of its business was See above.
8. If my spouse was a member of a partnership, the name of the partnership and the nature of its business was N/A.
9. If I was a member of a limited liability company, the name of the LLC and the nature of its business was N/A.
10. If my spouse was a member of a limited liability company, the name of the LLC and the nature of its business was N/A.
11. If I was an officer or a director of a corporation (other than a church), the name of the corporation and the nature of its business was N/A.
12. If my spouse was an officer or a director of a corporation (other than a church), the name of the corporation and then nature of its business was N/A.

I, the undersigned, affirm that the information in this Statement of Economic Interests is true and complete.

Adam W. Collins Adam W. Collins
Signature and Printed Name

2/18/25
Date