



A Proposed Indianapolis Mayor-Sponsored Charter School Serving Grades 6-12

Submitted by Legal Prep Charter Academy Indiana, Inc.
Samuel Finkelstein, Founder and CEO
February 20, 2025

Charter Application Information Sheet

Name of Proposed Charter School: Legal Prep Charter Academy

Name of affiliated charter network, if applicable: Legal Prep Charter Academies

Proposed School Address (if known) or neighborhood: Downtown, proximate to Monument Circle

School District in which Proposed School would be located: Indianapolis Public Schools

Legal Name of Group Applying for the Charter (Name of nonprofit organizer): Legal Prep Charter Academy Indiana, Inc.

Applicant's Designated Representative: Samuel Finkelstein

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City: Chicago

State: IL

Zip code: 60624

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The proposed school will open in the fall of school year: Fall 2026

Proposed Grade Levels & Total Student Enrollment

Grade	Year 1 Enrollment	Year 2 Enrollment	Year 3 Enrollment	Year 4 Enrollment	Year 5 Enrollment	Year 6 Enrollment	Year 7 Enrollment
6	75	75	75	75	75	75	75
7		75	75	75	75	75	75
8			75	75	75	75	75
9	150	150	150	150	150	150	150
10		150	150	150	150	150	150
11			150	150	150	150	150
12				150	150	150	150
Total	225	450	675	825	825	825	825

The numbers provided in the chart above represent capacity based on population needs, the anticipated facility size, and the staffing model. Legal Prep will budget based on operating at 75% of capacity.

Is this a single-gender or co-educational school? Co-Educational

If single-gender, please indicate who will be served by school: N/A

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.

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). N/A

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

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Full Application Technical Requirements Checklist

Information required by Indiana law	Page Number where included
Identification of organizer	Charter Application Info Sheet
Organizer's structure and governance plan	pp. 50 - 53
Name of proposed school	Charter Application Info Sheet
Purpose and mission of school	p. 1
School's governance structure	pp. 47 - 50
Management structure	pp. 47 - 53
School's educational and mission goals	pp. 14 - 20
Curriculum and instruction methods	pp. 20 - 30
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Age or grade range of students to be enrolled	Charter Application Info Sheet
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Personnel plan, including methods for selection, retention and compensation of employees	pp. 56 - 61
Arrangements for providing teachers and other staff with health insurance, retirement benefits, liability insurance, and other benefits	pp. 59 - 60
Description of staff responsibilities	p. 57
Budget and financial plans	Attachment 7; pp. 62 - 64
Description of the physical plant	pp. 54 - 55
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Discipline program, subject to IC 20-24-5.5	p. 46
Date when charter school is expected to begin operations	p. 54
Date when charter school is expected to have students attending the school	p. 54
Any other applications submitted to an authorizer in the previous five years	N/A
References to manner in which authorizer must conduct annual audit of academic, finance, and governance operations (Mayor's Performance Framework)	p. 64 - 65
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	Attachment 6
*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.	pp. 1 - 3, 61, Attachment 8
*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

APPLICATION NARRATIVE

I. School Overview

A. Mission and Vision

Legal Prep's mission is to use its unique, law-themed curriculum and culture of high expectations to cultivate compassion, self-motivation, and reflection in young adults from traditionally underserved communities, so they are prepared to succeed at outstanding four-year colleges and universities.

Legal Prep's vision is to offer a rigorous college-prep curriculum that includes the core courses of English, math, science, social studies, and foreign language, supplemented with our award-winning legal programming. Our students will develop the skills that all great lawyers possess: excellent written and oral communication, critical thinking, problem solving, and advocacy, and will graduate with the mindset and tools to become the next generation of lawyers and leaders in their communities and their professions.

B. Education Need and Anticipated Student Population

The Need For Legal Prep

The need for innovative learning experiences and opportunities for middle and high school students to access professional career exploration programs is critical in a society where high-paying, in-demand jobs increasingly require a college education or more. This is particularly true for low-income, diverse, and educationally disadvantaged students in Indianapolis.

Legal Prep is unique, not only in Chicago and the midwest, but across the country because it is delivering those learning experiences to the most disadvantaged students. The founders of Legal Prep Charter Academies were frustrated with the lack of diversity in the legal profession. The legal profession is one of the least diverse professions in the United States, particularly at the equity and partner levels.¹ Legal Prep's founders recognized that the lack of equal access to outstanding educational opportunities at the high school level was contributing to the lack of diverse lawyers in the legal profession. Research has found that this lack of quality education is also a significant contributor to the life expectancy gap between low-income neighborhoods and wealthier neighborhoods, as well as economic and generational wealth gaps between these groups.² The founders opened Legal Prep in Chicago's most economically distressed neighborhood to increase educational opportunities for the students and families in those neighborhoods.³ We seek to replicate those efforts in Indianapolis, where communities of color also suffer

¹ In 2010, 89% of American lawyers were non-hispanic white. In 2020, that percentage had changed only 3% to 86%.

<https://clp.law.stanford.edu/a-stronger-more-diverse-profession/#:~:text=In%202020%2C%2086%20percent%20of,at%20firms%20identify%20as%20disabled.>

² <https://pmc.ncbi.nlm.nih.gov/articles/PMC5880718/> (recognizing that education disparities is a contributor to health and wealth disparities among populations); <https://news.wttw.com/2018/02/28/west-side-united-aims-improve-health-life-expectancy-residents> (reporting on a study by Westside United, which documented a 16 year life expectancy gap between people living in West Garfield Park and those living in Chicago's downtown "loop" area).

³ According to EIG's 2024 Distressed Communities Index, West Garfield Park (60624) has a distress score of 98.9, the most distressed zip code in Chicago and 1111 of 11117 zip codes in Illinois. The population is 96% people of color, with 85.2% African American. Only 31.3% of the population have a high school diploma, with 12.6% having a college degree or higher.

from similar wealth and health disparities,⁴ with the lack of educational attainment being a significant driver of those results.⁵

Legal Prep will offer a high-quality, college-prep education for sixth through twelfth graders, using a legal-themed curriculum and by instilling a culture of high expectations. By immersing students into the legal profession, students can see themselves becoming the next generation of lawyers and leaders. We want our graduates to feel empowered to use their academic and civic education to be advocates for their communities and positively impact society, whether they pursue a legal career or another profession. Our curriculum develops within each student the skills that all good lawyers possess: excellent written and oral communication, critical thinking, problem solving, and advocacy, which will position our students to succeed in college and in any profession and career they choose.

Legal Prep's rigorous curriculum has proven results. Chicago Public Schools (CPS) uses the Illinois State Board of Education's (ISBE) Summative Designation system to monitor a school's academic performance. The ISBE system contains five rating categories (listed from highest to lowest): Exemplary, Commendable, Targeted Support, Comprehensive Support, and Intensive Support. Legal Prep has earned a "Commendable" rating each year since ISBE started using the system in 2018. The system puts a heavy emphasis on high school graduation rate, which was over 85% at Legal Prep the last two years, and far exceeded the 50% average graduation rate at the five closest high schools. Legal Prep's graduation rate is on par with the state's overall graduation rate of 87.7% despite serving students in Chicago's most underserved neighborhood. While we strive for a 100% graduation rate, we are proud of this metric given the challenges that face the community we serve. Some other highlights of Legal Prep's performance include:

- 60% of Legal Prep seniors graduate high school with 12 college credits
- Freshman-on-track rate of over 90% over the last five years (compared to 80% at surrounding schools)
- Legal Prep's suspension rate is below 2% (percent of unique students subject to exclusionary discipline), with just a single expulsion since 2021, which puts its rates of exclusionary discipline in the lowest 20% of all Chicago Public Schools
- 93% of seniors receive acceptance to one or more colleges or universities
- 80% will be a first generation college student
- 70% of seniors enroll in college upon graduation, with 100% of seniors having a post-secondary plan
- One of only four operators to receive the longest renewal term given by Chicago Public Schools during the 2023-2024 renewal cycle
- 100% of students participate in our monthly law program, which sends every student with their advisory group to a law firm or corporate legal department in downtown Chicago

Legal Prep's unique curriculum and approach is particularly needed in Indiana, which is in the midst of an attorney shortage. The Indiana Supreme Court established an attorney shortage commission in 2024 to look for ways to address this pressing issue. According to Chief Justice Loretta Rush's order establishing the commission, nearly all of Indiana's 92 counties have fewer lawyers per capita than the national average. Rural and poor communities face an "especially acute shortage," as do public service roles.⁶ While not all Legal Prep students will go on to be lawyers, Legal Prep will provide a solid foundation for those who do elect that career path, along with a robust network of legal community support for those students.

⁴ <https://www.wfyi.org/news/articles/new-study-shows-widening-gap-in-life-expectancy-in-indianapolis> (recognizing the widening life expectancy gaps and the "egregious inequities in health, education and environmental quality facing communities of color in Indianapolis.")

⁵ *Id.* ("Educational attainment seems to be one of the most telling factors in the life expectancy of a population").

⁶ <https://indianacapitalchronicle.com/briefs/indiana-supreme-court-establishes-attorney-shortage-commission/>

Location and Target Population

Legal Prep is evaluating potential locations in downtown Indianapolis, proximate to Monument Circle, which is where many of our legal community and business partners are located. A downtown location will allow us to recruit high-need students from across the city, including neighborhoods such as the Martindale-Brightwood neighborhood (a predominantly African-American neighborhood with the lowest life expectancy in the city).⁷ To address transportation concerns, we will leverage both existing public transit resources, including the Bus Rapid Transit network (IndyGo), other forms of public/private transportation, and school-sponsored busing of students from public locations in select high-need neighborhoods in the city. Alternatively, we are open to locating the school in a specific high-need community if there is both community interest and an available facility.

While Legal Prep's target population for prospective enrollment is city wide, its focus will be on supporting students of color, students from economically disadvantaged households, students from diverse backgrounds, and first generation college students, including students from historically underserved neighborhoods and marginalized communities, so they are prepared to enter college and pursue professions in which they have been historically under-represented.

Legal Prep has reviewed an analysis of the student population and school options in the zip code that the school will be located in (46204), as well as the immediately surrounding zip codes of 46201, 46202, 46203, 46221, 46222, and 46225. Our zip code does not currently have any schools, which makes it an ideal location for a school with a focus on the professional community. These six zip codes contain over 26,000 students and have seen an increase of more than 1,086 students enrolled in the schools in those zip codes since 2021, with the greatest increases among charter schools and IPS innovation schools. Legal Prep will not limit its recruitment strategy to these specific zip codes, but it does show that there are sufficient students in close proximity to support our addition to the school landscape.

Needs Analysis Chart

School Name	School Type	Grade Levels	2024-25 Enrollment	Race / Ethnicity Subgroups (%)	FRL population (%)	SPED & ELL (%)	2023-24 Suspension & Expulsion Rates (%)	2023-24 ILEARN/SAT Combined Proficiency Rate (%)
Christel House Academy South	Charter	K-8	6th - 64 7th - 69 8th - 67 total - 513	57.2% (H) 15.6% (B) 19.3% (W)	80/3%	13.3% (SPED) 37% (ELL)	Sus: 14.2% Exp: 0%	8% (ILEARN)
Edison Academy for the Performing Arts 47	Innovation	K-8	6th - 67 7th - 64 8th - 68 total - 617	40.2% (H) 36.3% (B) 14.3% (W)	62.6%	11.5% (SPED) 29.8% (ELL)	Sus: 16.2% Exp: 0.2%	10/2% (ILEARN)
Global Prep Academy	Innovation	K-8	6th - 75 7th - 75 8th - 60 total - 742	59.2% (H) 29.2% (B) 6.6% (W)	82.1%	8.4% (SPED) 51.8% (ELL)	Sus: 5.8% Exp: 0%	9.7% (ILEARN)
HL Harshman Magnet	Magnet	7-8	6th - 196 7th - 160 8th - 153 total - 509	45.2% (H) 15.5% (B) 32.4% (W)	46.6%	8.6% (SPED) 25.3% (ELL)	Sus: 22.1% Exp: 0%	9% (ILEARN)

⁷ <https://www.wfyi.org/news/articles/new-study-shows-widening-gap-in-life-expectancy-in-indianapolis>.

Longfellow Medical	Magnet	7-8	6th - 142 7th - 153 8th - 243 total - 538	28.8% (H) 50.9% (B) 13.8% (W)	76.6%	23.1% (SPED) 21.2% (ELL)	Sus: 12% Exp: 0%	5.2% (ILEARN)
Matchbook Learning at Phillips	Innovation	K-8	6th - 87 7th - 82 8th - 81 total - 707	58.3% (H) 35.1% (B) 3.1% (W)	96.3%	8.2% (SPED) 48.7% (ELL)	Sus: 26.4% Exp: 0%	4% (ILEARN)
William Penn Elementary	Regular	6-8	6th - 130 7th - 138 8th - 99 total - 367	42.5% (H) 23.2% (B) 25.6% (W)	65.4%	22.6% (SPED) 33.8% (ELL)	Sus: 4.1% Exp: 1.4%	10.6% (ILEARN)
Arsenal Tech High School	Regular	9-12	total - 2360	57.6% (H) 33.1% (B) 6% (W)	61.5%	13.5% (SPED) 45.1% (ELL)	Sus: 17.5% Exp: 0.5%	3.1% (SAT)
Christel House Watanabe Manual High School	Charter	9-12	total - 458	51.3% (H) 16.6% (B) 25.3% (W)	69.4%	11.4% (SPED) 25.3% (ELL)	Sus: 19.1% Exp: 0%	10% (SAT)
Crispus Attucks High School	Regular	9-12	total - 1269	31.4% (H) 62.1% (B) 2.2% (W)	64.5%	14.4% (SPED) 27.6% (ELL)	Sus: 24.1% Exp: 0.5%	2.7% (SAT)
Indianapolis Metropolitan High School	Charter	9-12	total - 194	25.8% (H) 52.6% (B) 14.9% (W)	73.7%	24.2% (SPED) 21.1% (ELL)	Sus: 24% Exp: 0.3%	1.7% (SAT)

Non-Academic Challenges

It is anticipated that many of the students attending Legal Prep lack access to professional career exploration opportunities. Incoming students also may be performing below expected levels of academic proficiency and potentially may suffer from chronic trauma. In our experience, some students may be in need of basic necessities, including food and permanent or consistent shelter. In addition, they may be inexperienced in resolving disputes without resorting to aggression.

For these reasons, Legal Prep's curriculum is delivered through a trauma-informed framework that considers the social and emotional development of our students. We also will provide significant support to our diverse learners and our EL population, including additional student-specific academic interventions if a diverse learner or EL student's academic growth does not match average academic growth for the rest of the student body. We offer a highly developed *Social-Emotional Learning Program* as part of the curriculum, which recognizes that student behavior may be impacted by high levels of acute and systemic trauma in students' lives, requiring more social-emotional interventions. We plan to have dedicated social-emotional support counselors, as well as a Head Dean of Culture and assistant deans who focus on the social-emotional well-being of our students, both inside and outside the building.

Based on our key learnings in Chicago, we have found that a low counselor-to-student ratio of one counselor for every seventy students allows us to adequately address the social-emotional needs of our students and respond to both historical and current student trauma. We intend to replicate that approach in Indianapolis as we anticipate serving a similar high-need student population.

All of our sixth graders, seventh graders, freshmen, and sophomores will take a social-emotional learning course, which focuses on conflict resolution, study skills, and perseverance. Students in the other grades

are able to participate in sessions that reinforce those skills and continue the progress they made in their SEL course. In addition, all of our teachers are trained in classroom restorative practices that provide them with skills to differentiate their interactions with students based on the situation and the current social and emotional needs of the students, so they can tailor their responses and support.

Our program has proven results. Since introduction of the program in Chicago in 2017, Legal Prep's "Freshmen on Track" metric, which measures the percentage of students who are prepared to be promoted to sophomore year, has consistently increased. We also achieved a 95% reduction in exclusionary discipline, and are sharing our best practices with other schools, through a Professional Learning Community hosted by the Chicago Education Fund and led by our CEO and co-founder Sam Finkelstein.

Legal Prep's enrichment programs rival those found at private and selective-enrollment schools. Legal Prep's unique curriculum, which was recognized by Building Hope in 2023 and by Invest for Kids in 2024, prepares students to pursue college and post-secondary education and to be leaders in their community. Our legal-themed curriculum includes both classroom and community-based components. The curriculum not only improves academic skills, but also cultivates compassion, self-motivation, advocacy, and reflection in students. It provides students with continuous exposure to and interactions with legal and business community professionals.

The in-classroom curriculum focuses on providing legal-themed content in students' English and law classes in sixth through 10th grades, and in the English, law, and social sciences courses at the junior and senior levels. In our community partner component, each cohort of students (e.g. an advisory or homeroom) is matched with a law firm, legal department, or corporate business. On a monthly basis, all students travel to their assigned community partner, where they practice legal skills, such as negotiations and oral advocacy, based on a fact pattern, learning rubric, and skill development activities that we provide the community partners.

For many students, these sessions are the first opportunity to meet professionals in a business setting and to see their future selves as lawyers and leaders. The sessions provide our community partners with a vehicle to make a meaningful difference in the academic and professional growth of our students. The learnings in this program are reinforced through extracurricular activities, such as a debate club, a mock trial team, internships, college trips, and courtroom visits. By presenting legal topics and opportunities that are relevant to our students and critical to an understanding of their ability to affect change in society, we motivate students to continue the learning process and stay focused on their goals of graduating and attending college.

Our Mentoring Program, which has received an Illinois Gold Star rating, pairs students with professionals, who together identify and work toward personal, academic, and professional goals. Our mentoring program is unique in that both the mentor and the mentee set individual as well as joint goals, and then hold each other accountable. Mentorship pairs engage in a host of activities directed to the student's grade level and interest, including study skills, personal growth, the college application process, internship and job interview practice, and resume workshops. Mentors and mentees meet once per month in a joint session of all mentors/mentees (supervised and coached by a dedicated staff member), and optionally "check in" via email in-between meetings. Often the mentorship relationships extend over several years. Like our Law Program, the Mentoring Program is integrally tied to the legal and business communities. Mentors are recruited with the assistance of professional associations, our Associate Board, local law schools, and community contacts. They go through an interview process and background check that complies with IC 20-26-2-1.5 and then receive training and ongoing support. Mentees in our mentoring program have gone on to intern at the Illinois State's Attorneys Office and more recently, with judges in the Illinois state court system. They also turn out to be among our highest performing graduates. The mentoring program, and particularly the mentors, play a significant role in keeping our students engaged in school and interested in pursuing post-secondary education.

Our experiential learning programs, like the Law and Mentoring Programs, along with our more recently introduced Deere Scholar's program for students interested in business and technology, are hallmarks of

our school, and the results of these programs are undeniable. As described above, our metrics, like our ISBE Commendable rating, our graduation and Freshman on Track rates, our seniors graduating with dual credits, and college acceptance rates far outpace other schools in our neighborhood. While statistics/metrics provide an insight into school performance, we also want to highlight some recent student accomplishments:

- One Posse semi-finalist, two finalists, and one Posse winner;
- A Legal Prep Senior was selected as an “Outstanding Senior of the Year” by the Illinois Network of Charter Schools in both 2022 and 2024;
- Multiple judicial interns at the Circuit Court of Cook County and the Illinois Appellate Court; and
- Students have received scholarships for summer college experiences at the University of Michigan, the University of Pennsylvania Wharton School of Business, and the University of Pennsylvania School of Law.

Legal Prep’s design team is mindful of the education ecosystem in Indianapolis and is looking to provide a unique, high-quality option while not negatively impacting the IPS system. There are a variety of programmatic reasons for locating the school near Monument Circle, including the benefits of close proximity to our legal community partners and higher education institutions. Additionally, that location allows us to draw students from a wide variety of neighborhoods throughout the city, minimizing the impact on any one particular school community.

C. Enrollment and Demand

Enrollment Targets and Rationale

Legal Prep plans to open in August 2026 with up to 75 6th grade students and 150 9th grade students, progressively adding middle and high school grades over the subsequent three years. This gradual increase in student enrollment will allow us to establish a strong culture among the students and staff and provide us with time to grow our community partner base for the law program and other enrichment opportunities. Due to current trends and needs in the city of Indianapolis, we plan to open the school in downtown Indianapolis near Monument Circle. This location should be accessible to the largest number of students through public transportation and targeted school-supported transportation as described in Section V.C below. It is also accessible to our community and business partners, making it easier for our students to travel to clerkships and internships near the school.

The numbers in our enrollment chart below represent our capacity based on our staffing model and likely facility. From a budget perspective, we will plan for 75% of that capacity. Since the enrollment chart represents our enrollment cap that will appear in the Enroll Indy system, our chart reflects capacity. We do not want to turn away students until we are at the point where they exceed our facility and staffing capacity.

Grade	Year 1 Enrollment		Year 2 Enrollment		Year 3 Enrollment		Year 4 Enrollment	
	Capacity	75% Target	Capacity	75% Target	Capacity	75% Target	Capacity	75% Target
6	75	56	75	56	75	56	75	56
7			75	56	75	56	75	56
8					75	56	75	56
9	150	113	150	113	150	113	150	113

10			150	113	150	113	150	113
11					150	113	150	113
12							150	113
Total	225	169	450	338	675	507	825	620

Our maximum enrollment goal of 825 total students is realistic based on our location, which provides reasonable access to students throughout Indianapolis. However, the school can effectively and efficiently operate at numbers well below that goal, as reflected in the First Year and Five-Year Budgets (see Attachment 7), which are based on student enrollment at 75% of capacity.

The Recruitment Process

Legal Prep will spend the next year building deeper relationships in our target communities. Legal Prep leadership will engage the community partners with whom we have established preliminary relationships and work with them to recruit families. Legal Prep will engage prospective families as much as possible by attending neighborhood association meetings, community functions, and other events attended by our target population in an effort to raise awareness and interest among students and families to become a part of the Legal Prep Wildcat family, as further described below.

Legal Prep will recruit students on a city-wide basis, with targeted efforts directed to communities that have been traditionally underrepresented in the legal community and other professions, including students of color, students from low-income households, diverse students, first generation college students, and students from historically underserved neighborhoods and marginalized communities. Our marketing and recruiting plan will use multiple avenues to raise awareness of the school and its mission and to recruit students, including public information meetings, website development and social media, participation in elementary and high school fairs, school tours, a media campaign, letters to IPS students and parents, coordination with area elementary and middle school counselors, targeted middle school outreach, and open houses for prospective families. More specifically, the plan includes:

- Outreach to current and prospective partner organizations: several meetings have been held with potential school partners to share information about our school model.
- Distribution of promotional materials to potential community partners to help spread the word and make more community members aware of Legal Prep. Many of these partners will likely be key referral channels.
- News media releases: there will be news releases as Legal Prep receives charter approval, secures a location, and as the school begins accepting student enrollment.
- Public information meetings to supplement other strategies, neighborhood-based informational meetings will be announced and held. This will allow direct interaction with prospective students and allow students and their families to meet with staff, ask questions and pick up school information and enrollment application materials.
- Information booths at fairs, markets, festivals, and other events.
- Website development specifically for Legal Prep's Indianapolis campus, which will include academic program descriptions, enrollment information, and frequently asked questions.
- Social media engagement via Facebook, Instagram, and email blasts to disseminate information about Legal Prep and its upcoming events.

We also plan to work with a local marketing and PR firm with strong ties to the target communities to assist with our community outreach efforts, student recruitment materials, and strategies for recruiting the school's target population.

Our Principal, who has applied to The Mind Trust to be a School Launch Fellow, will be directly responsible for student recruitment. As Principal at Legal Prep in Chicago, he is well-versed in recruiting

middle school students for high school. Part of his fellowship efforts will be directed toward understanding Indianapolis student needs, community expectations, and recruitment strategies. Additionally, we anticipate hiring a Head Dean of Culture who also will be involved in recruiting families and students to become part of the Legal Prep Wildcat community.

The following is a schedule of recruiting activities anticipating a school opening in fall 2026:

Recruiting Action Item	Timing
Introductory Visits to Indianapolis Elementary and Middle Schools	Winter/Spring 2025
Introductory Meetings with Potential Community Partners	Winter/Spring 2025
Announcement of Charter Grant	Summer 2025
Announcement of Location	Summer 2025
Launch of School Website	Summer 2025
Creation of marketing and recruiting materials	Summer 2025
Visits to communities, fairs, schools	Ongoing
Schedule meetings with community partners in the targeted neighborhoods – Boys and Girls Club, YMCA, etc.	Summer/Fall 2025
Schedule meetings with pipeline elementary and middle schools to meet with their leadership and explore potential partnerships.	Fall 2025
Host monthly middle school and high school preview nights for prospective families to learn more about Legal Prep	Fall 2025
Direct Mailers	Fall 2025
Use of street and bus billboards (in neighborhoods and routes) promoting school.	Fall 2025
Host Fall Open House	Fall 2025
Launch digital media campaign, run ads etc (Google Search, Meta etc)	Fall 2025
Send reminders to families about Enroll Indy	Fall 2025
Continuing outreach to enrolled and prospective students	Winter and Spring 2026
Refine and repeat marketing awareness and students recruitment process for fall/winter 2026 enrollment season (for fall 2027 new and transfer students)	Summer 2026

Admissions Policy & Enrollment Process

As a free, open-enrollment public school, it is our policy to enroll all middle school and high school students who wish to attend the school. Initially, we anticipate enrolling students in sixth grade and ninth grade, and progressively adding grades each year until we have grades 6-12 available for students. Consistent with IC 20-24-5, it is Legal Prep's admission policy that student admission will not be limited

based on test scores, intellectual ability, academic or athletic performance, disability, race, color, creed, national origin, religion, ancestry, gender, gender identity, sexual orientation, or any other criteria that would be considered unlawful. This admission policy will comply with all applicable local, state and federal laws, including but not limited to Individuals with Disabilities Education Act, Federal civil rights laws, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, as well as IC 20-24-2-2, IC 20-24-5, and IC 20-24-5.5.

Legal Prep will participate in Enroll Indy's unified enrollment system beginning in the fall 2025. We acknowledge that participation in Enroll Indy is required upon approval of a charter. Families will be informed about and invited to submit their application through Enroll Indy's OneMatch application. We have set enrollment targets of 75 students in 6th grade and 150 students in 9th grade for a total of 225 students in Year One. Each year, we will progressively add students and grades until we have 225 students in grades 6-8 and 600 students in grades 9-12, for a total of 825 students. We will keep up with the enrollment cycles and adjust our targets as necessary after each round. Families who submit an application during the open enrollment window will be enrolled until we meet enrollment capacity. To the extent we have not reached enrollment capacity, we will continue to "backfill" or enroll students where capacity allows after conducting a Count Day, consistent with OEI policy. Once a student is enrolled in the school, the student may attend the school in successive years without having to re-apply or partake in the school's lottery process. If demand exceeds capacity, Legal Prep will conduct a lottery to match families through the OneMatch system. In the event a lottery process is required, families with siblings of enrolled students will be given priority for enrollment, to the extent such priority enrollments are permitted by law. Because we will continue to enroll students throughout the school year as long as we have capacity, we will have an onboarding process for both new and transfer students and families. The process will familiarize them with our curriculum, expectations, and culture. An enrollment timeline is included below:

Enrollment Activity	Timeline
Families/Counselors complete online application via Enroll Indy	Fall/Winter 2025
Families notified of acceptance in Round 1 via Enroll Indy	Winter 2026
Congratulatory letter sent to accepted families with Welcome Packet	Winter 2026
Invitations sent to new Wildcat families for "Admitted Families Meet & Greet"	Winter/Spring 2026
Continued participation through subsequent Enroll Indy rounds	Winter/Spring 2026
Notification of additional acceptances through Enroll Indy	Spring 2026
Congratulatory letter with Welcome Packet sent to all accepted students/families	Spring 2026
Second "Admitted Families Meet & Greet" event	Spring 2026
Back To School Picnic	Summer 2026
Back to School Orientation Sessions	Summer 2026
First Day of School	August 2026

Desegregation Orders

Pursuant to IC 20-24-3-4 (b), Legal Prep acknowledges that there are no current desegregation orders in effect in Marion County, but will comply with any applicable desegregation orders should they come into existence.

D. Community Engagement and Partnerships

Relationships to Generate Community Engagement and Support

Legal Prep has a proven track record of generating community support and engagement with every voice in the community, from families, community based organizations, and local officials, to educational partners, business and legal partners, active board members, and private donors. These relationships are essential, not only to the fiscal and operational success of the school, but most importantly to the success of our students. We have met with several potential partners who are interested in supporting various aspects of the school, including (1) The Mind Trust, which has offered invaluable support and consultation with respect to the charter school landscape in Indiana; (2) Building Hope, which is a long term partner, interested in supporting our educational innovation efforts, and providing assistance and advice on real estate/finance options, as well as potential grants and funding opportunities; (3) Ivy Tech, which will be integral to our offering of dual credit courses and an Associates Degree program for our high school students; (4) IFF, which is our current lender and which can provide real estate consulting and development advice; (5) Indiana University, Indianapolis, including their McKinney School of Law, with whom we anticipate will be a supporter of our law and mentoring programs, much like the law schools in Chicago have supported our Chicago campus; and (6) various private law firms and businesses, who can provide both financial donations and volunteers to support our law and other enrichment programs.

Role of Parents and Community Members

At Legal Prep, we recognize our parents and guardians as the experts on their children. We work to ensure that every parent, guardian, and community member has an active voice in the Wildcat community and know that they are valued for their role in our students' lives. Parent/guardian and community member comments, concerns, or suggestions that involve specific, one-time events are brought directly to either the Principal or the Dean of Culture. For more comprehensive comments, concerns, and suggestions impacting a broader base of the community, parents/guardians and community members are invited to discuss them at our monthly Parent Advisory Committee meetings. These committee meetings create space for parents/guardians and community members to receive important information, discuss struggles and successes, and take an active role in shaping school policies and practices. Parents and community members are also invited to attend Legal Prep board meetings or reach out to board members. We also encourage our board members to reach out to parents, guardians, and other community members to make sure their voices and concerns are heard.

Legal Prep also recognizes the importance of providing holistic support to our students and families and their communities. Towards that end, Legal Prep is evaluating the feasibility of a Family Resource Center aimed at providing support structures to the broader Legal Prep community. For example in Chicago, Legal Prep has offered a monthly, free legal services clinic for the community, in partnership with local legal aid societies and volunteer attorneys. Ultimately, the services offered by the Family Resource Center will be driven by community need, with examples of services including legal rights education, law clinics and/or referrals to local legal aid organizations, a food pantry or pop-up site in conjunction with local pantry service providers, and adult education initiatives.

Community Relationships and Resources

We understand that we are a major community stakeholder with a responsibility to educate and serve our students and families first and foremost, but we also support other community members and organizations. For example, through the law and mentoring program, we provide legal and professional businesses and organizations with an opportunity to develop the next generation of lawyers and leaders while also offering meaningful volunteer opportunities for their employees. We also connect with social organizations in the students' neighborhoods and offer services that benefit the broader community, such as food drives and other community events, often hosted by our student organizations.

We have a strong tradition of support from our local elected officials. With their input and support, Legal Prep has built a strong sense of community service in our students, so that they understand the strengths of their neighborhood and how and where they can make a difference. We intend to work with local leadership in the communities of our students to ensure the communities' needs and concerns have a voice in our programming.

We plan to meet with local bar associations and legal aid organizations to determine their ability and interest in partnering with Legal Prep to provide clinics and educational sessions at the school and/or the communities of our students on a periodic basis. The topics of these sessions will vary based on the needs and interests of the community and the expertise of the organizations, but may include topics such as tenant rights, expungement, guardianship, and immigration. Organizations in Indianapolis, like the Indiana Bar Foundation, have already expressed interest in offering learning opportunities for our students through their Civic Education initiatives.

Legal Prep partners with leading law firms, corporate legal departments and businesses to create a robust volunteer program. Each year we partner with approximately twenty local law firms and corporations, who support our monthly law program, through the hours their employees dedicate to the program as volunteers and through a financial contribution the organizations provide to help defray the cost of the program. Many of these law partners have been with Legal Prep for 10 or more years, which makes this a sustainable program. Moreover, our law partners have locations throughout the country, including Indianapolis and we anticipate that they will serve as "anchor" partners as we replicate this program in Indianapolis. The year-long classroom and monthly partner programming that we have created for Chicago is easily scalable and replicable. Our current community is strongly behind this school model, and the response we are getting from the Indianapolis community is just as receptive.

Legal Prep also has partnered with John Deere to develop a Technology and Business scholars program to provide interested students with a year-long program focused on all aspects of product development and manufacturing, from inception through product launch to customer service. We anticipate connecting with technology-focused corporations in Indianapolis to create a similar program, potentially with an internship component or other activity that could fulfill the Work-Based Learning Experience component of Indiana's graduation pathways requirement. These career-focused programs differentiate Legal Prep from other high schools and provide memorable experiences for our students. We intend to replicate these programs in Indianapolis with a focus on business and community partners that are the likely future employers of college graduates. To accomplish this, we are reaching out to current law partners with organizations in Indiana. We also are contacting prominent law firms and corporations in the area, as well as organizations with a demonstrated commitment to public service, education, and/or pro bono activities to introduce them to our law program and engage them as participants. We also will work with the local bar associations to introduce their members to volunteer opportunities, such as our guest speaker series and our mentoring program.

All of our efforts are done to develop our students, support our families, and positively impact our community. For example, in Chicago, we have partnered with local pro bono organizations to offer free law clinics for families and the community. We have hosted community fairs and events, such as our annual Santa Room and food drives, and our students have partnered with organizations on various service projects. We plan to meet with families and community leaders in Indianapolis to understand the needs and expectations of the community and to ensure our community focused activities meet those needs. For students and neighborhood children, we expect to offer periodic community events, such as a back-to-school picnic, food drives, and the like. These events also provide our students with the opportunity to engage in community service and leadership development.

We also are an incubator of new ideas and approaches that can benefit the larger public education system. For example, our legal-themed curriculum and trauma-informed approach received Building Hope's 2023 Impact Award for Education Innovation. We intend to continue serving as an incubator by engaging with other Indianapolis schools and after-school programs, particularly for elementary school students, to introduce their leaders and counselors to our curriculum and approach. Some of our offerings may include a condensed "mock trial" course for 4th and 5th graders, taught by our teachers, where these

students get to prepare and present a trial on an age-appropriate topic. We also will participate in local and regional charter network organizations to share best practices, as we did in Chicago with our approach to the use of restorative justice instead of exclusionary discipline, and strengthen support and understanding around school choice.

Steps Taken To Date

Legal Prep has taken a number of steps to engage community support, with efforts intensifying in the Spring and Summer of 2025 and beyond. To date, most of the exploratory work has been done in consultation with The Mind Trust, Building Hope, and the Indianapolis Mayor's Office of Education Innovation. In addition, we have connected with individuals and organizations within the business and legal communities to generate support for the school, relying first on mutual connections created with our supporters of the Chicago campus and expanding from that. Our next phase of outreach beginning Spring 2025, will be to local organizations supporting the target communities and families of prospective students, as well as elementary schools that serve our prospective students. We will supplement the list below and Attachment 10 as we continue to build support.

Community Partnerships Established To Date

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? (i.e. contract, MOU)	Is a letter of support included in the application?
The Mind Trust	Luke Lennon, Sr. Director of Leadership and School Development	1630 N. Meridian St., Suite 450, Indianapolis, IN 46202, 317-822-8102, llennon@themindtrust.org	Financial support for leadership training and school start-up activities; general support in connecting with community organizations	Yes, with respect to any grants received.	Yes
Building Hope	Sherilyn Moore, Chief Impact Officer	1776 I Street NW, Suite 200 Washington, DC 20006 (202) 457-1999 Mobile: (310) 704-5295 smoore@bhope.org	Consulting on school innovation programs, resources and potential funding sources, including real property finance options for acquisitions and improvements	Unknown at this time. This is a continuing relationship that exists between Legal Prep and Building Hope since 2023.	Yes
McKinney School of Law, Indiana University	Erin Engels	530 W. New York St., Indianapolis, IN 46202 eengels@iu.edu	Support for enrichment programs, e.g.g, the monthly law and mentoring programs; possible partnerships/externships with law clinic	No	No

Ivy Tech Community College	Andrew Buckle	50 W. Fall Creek Pkwy N Dr., Indianapolis, IN 46208 abuckle@ivytech.edu	Support for the dual credit program and Associates Degree program	Yes; once dual credit courses begin when we have juniors in year 3.	No
Faegre Drinker	Mike Gustafson	320 S. Canal St., Suite 3300, Chicago, IL 60606 mike.gustafson@faegedrinker.com	Support for monthly law program	No. This is a continuing relationship between Legal Prep and Faegre that began with the Chicago campus that dates back to 2021.	Yes
IFF	Andrea Poole	CNA Center, 333 S. Wabash Ave, Suite 2800, Chicago, IL 60604 schoolconsultant@iff.org	Financial lending services and options for real property	Yes, if financial services are provided.	Yes
Indiana Court of Appeals	Anne Fuchs, Director of Communications	115 W. Washington St., Indianapolis, IN 46204 ann.fuchs@courts.in.gov	Appeals on Wheels	No	No
Indiana Bar Foundation	Tim Kalgreen, Director of Civic Engagement	615 Alabama St., Indianapolis, IN 46204 tkalgreen@inbarfoundation.org	Participation in their Civics Education programs	Yes	No

II. Educational Program Design

Legal Prep's program design has been refined over the last thirteen years of operation at its Chicago campus. So while it is innovative in its approach, there is also a track record of success for this proven college preparatory model. While the legal courses and programming are innovative, it is important to note that Legal Prep is a college prep program at its core. Math and Science are every bit as important to our program as English Language Arts and the Law courses. As with any program design, the success relies heavily on our ability to hire exceptional educators and provide world class professional development and support. Our rigorous hiring process and detailed onboarding and planning process help Legal Prep to ensure effective implementation of these program components.

A. Curriculum and Instruction

Before reviewing the specific curriculum components, it is important to understand the principles that guide Legal Prep's educational model. We aim for seven specific student outcomes, and have backwards designed our program to allow students to achieve each result.

Educational Model Overview

Legal Prep offers its students a rigorous college preparatory education that is grounded in seven essential student outcomes:

1. College and Career Ready
2. Effective Communicator
3. Independent and Collaborative Critical Thinker
4. Innovative Problem-Solver
5. Responsible Leader
6. Lawyerly Skills
7. Civically Engaged Leader

Skill development in each area ensures that students are ready for the rigors of higher education when they graduate from Legal Prep.

Outcome #1: College and Career Ready

Measures & Metrics

- Achieve proficiency in all core subject areas as benchmarked by nationally normed assessments
- Achieve academic growth of at least 1.5 years during each school year for those who are below grade level, while their peers who are at grade level will grow at least one year
- Use content as a vehicle to develop the college readiness skills that students need as benchmarked by aligned assessments
- Complete a detailed post-secondary plan, which must include admission to at least one four-year college or university and completion of the financial aid process

Theory of Action

This outcome will be achieved through:

1. **Instructional Practices**
 - Delivering high-quality instruction aligned with national benchmarks to ensure proficiency in all core subjects.
 - Using data-driven approaches to identify and address gaps in learning for students below grade level.
 - Incorporating interdisciplinary and real-world applications to make content relevant to college readiness skills.
2. **Targeted Interventions**
 - Providing individualized and small-group support for students below grade level, including tutoring, mentoring, and extended learning time.
 - Regularly monitoring student progress and adjusting interventions to ensure at least 1.5 years of academic growth for students needing accelerated progress.
3. **Skill Development**
 - Embedding critical thinking, problem-solving, time management, and collaboration skills into core content delivery.
 - Offering a college readiness course at the junior and senior levels focused on academic, social, and organizational skills necessary for post-secondary success.
4. **Comprehensive Post-Secondary Planning**
 - Ensuring every student develops a personalized post-secondary plan by the end of their junior year, with guidance from counselors, teachers, parents/guardians, and mentors.
 - Supporting students and parents/guardians through the college admissions process, including preparing for standardized tests, applying to at least three four-year colleges or universities, and completing the financial aid process.
5. **Experiential Opportunities**
 - Offering dual credit and dual enrollment programs, honors and/or Advanced Placement (AP) courses, and career-technical education pathways to expose students to post-secondary rigor.

- Organizing college visits, career exploration activities, and financial aid workshops to equip students with the knowledge and confidence to pursue their goals.
6. **Assessment and Feedback**
- Benchmarking progress using nationally normed assessments to track proficiency in core subjects and college readiness standards.
 - Ensuring growth through annual reviews of individual student plans and academic progress reports.

Outcome #2: Effective Communicator

Measures & Metrics

- Demonstrates active listening
- Conveys ideas clearly in verbal, written, visual, and digital formats
- Engages others in productive, solutions-oriented discourse
- Understands and implements peaceful conflict resolution

Theory of Action

This outcome will be achieved through:

1. **Instructional Practices**
 - Integrating communication skills into core subjects through written, verbal, and digital projects.
 - Modeling and practicing active listening in class discussions and collaborative activities.
 - Embedding visual and digital communication tools into assignments to ensure multi-modal proficiency.
2. **Curriculum Design**
 - Offering specific courses or modules on conflict resolution, debate, and collaborative problem-solving.
 - Providing opportunities for peer editing and constructive feedback in written and verbal communication.
3. **Experiential Opportunities**
 - Encouraging participation in student-led organizations, presentations, and public speaking events.
 - Facilitating peer-mediation programs to practice peaceful conflict resolution.
 - Incorporating service-learning projects to foster productive, real-world discourse.
4. **Assessment and Feedback**
 - Using rubrics that measure clarity of ideas, engagement in dialogue, and active listening during presentations and group work.
 - Reflecting on and assessing conflict resolution scenarios to strengthen students' ability to navigate complex interpersonal challenges.
5. **Supportive Environment**
 - Providing professional development for teachers to model and teach effective communication.
 - Creating safe spaces for students to practice communication without fear of judgment.

Outcome #3: Independent & Collaborative Critical Thinker

Measures & Metrics

- Exercises critical thinking skills to identify problems and create solutions
- Productively works with diverse groups to achieve goals
- Asks questions and listens to others' viewpoints to manage conflicts and find solutions that work towards outcomes
- Seeks out, provides, and applies constructive feedback to improve outcomes and achieve goals

Theory of Action

This outcome will be achieved through:

1. Instructional Practices

- Embedding critical thinking exercises in law courses and all other content areas, such as case studies, project-based learning, and problem-solving scenarios.
- Encouraging students to identify, analyze, and create solutions for real-world and hypothetical problems.
- Explicitly teaching collaboration strategies, including effective communication, delegation, and goal-setting.

2. Collaborative Opportunities

- Structuring group projects and discussions that require diverse teams to work together towards shared goals.
- Assigning roles and responsibilities within group tasks to ensure equitable participation and accountability.

3. Conflict Management and Resolution

- Providing students with tools to ask clarifying questions, actively listen, and articulate their viewpoints during disagreements.
- Teaching strategies for managing conflicts, such as finding common ground, compromising, and focusing on shared outcomes.

4. Feedback and Reflection

- Creating opportunities for students to give, receive, and apply constructive feedback in a variety of formats (peer-to-peer, teacher-to-student, self-assessment).
- Embedding reflection activities after group tasks to evaluate what worked, what did not, and how the process could improve.

5. Experiential Opportunities

- Engaging students in simulations, debates, and team challenges where they practice critical thinking and collaboration in dynamic settings.
- Partnering with community organizations for service-learning projects that require students to address real-world problems collaboratively.

6. Assessment and Feedback

- Evaluating students on their ability to identify problems, propose and implement solutions, and reflect on outcomes.
- Using rubrics to assess collaboration skills, including active listening, contribution to group goals, and openness to diverse perspectives.

Outcome #4: Innovative Problem-Solver

Measures & Metrics

- Approaches problems and challenges with a growth mindset
- Gathers and analyzes information from a variety of sources, including counter arguments
- Synthesizes ideas, information, and data to develop new or unique solutions
- Analyzes and evaluates feedback and impact of approaches on the potential or actual outcome of the work
- Takes calculated and appropriate risks

Theory of Action

This outcome will be achieved through:

1. Instructional Practices

- Encouraging a growth mindset by normalizing productive failure and reflection as integral parts of learning and problem-solving.
- Incorporating activities that require students to gather, analyze, and synthesize information from diverse and credible sources, including counterarguments.
- Using open-ended questions and inquiry-based projects to foster creativity and innovative thinking.

2. **Skill Development**

- Teaching research and information literacy skills to evaluate and integrate diverse data sources.
- Embedding data analysis and evaluation techniques into both academic and co-curricular activities.
- Explicitly teaching students how to assess risks and make informed decisions when implementing solutions.

3. **Experiential Opportunities**

- Designing interdisciplinary, project-based learning experiences where students tackle real-world challenges.
- Providing opportunities for students to experiment with new ideas, technologies, and methods in safe, supportive environments.
- Facilitating innovation challenges, hackathons, or design sprints that emphasize creative and evidence-based solutions.

4. **Feedback and Iteration**

- Creating systems for students to receive, analyze, and apply feedback on their solutions, emphasizing how changes impact outcomes.
- Embedding reflection and iterative improvement cycles into projects to refine and improve their approaches.

5. **Supportive Environment**

- Fostering a classroom culture that celebrates creativity, adaptability, and resilience in the face of challenges.
- Providing mentorship and guidance to help students evaluate potential risks and opportunities effectively.

6. **Assessment and Feedback**

- Using rubrics that measure students' ability to approach problems with a growth mindset, synthesize diverse information, and create innovative solutions.
- Assessing how students apply feedback and evaluate the impact of their approaches on outcomes.

Outcome #5: Responsible Leader

Measures & Metrics

- Advocates for themselves, their school, and their community
- Takes responsibility and accountability for their actions and reactions
- Embraces a diversity of opinions and viewpoints

Theory of Action

This outcome will be achieved through:

1. **Instructional Practices**

- Embedding leadership development into the curriculum through debates, presentations, and collaborative projects.
- Teaching students to articulate their ideas and advocate for themselves, their peers, and their community in a respectful and effective manner.
- Facilitating discussions that emphasize the importance of diverse viewpoints in decision-making and problem-solving.

2. **Skill Development**

- Providing explicit instruction on self-advocacy skills, such as communicating needs, setting boundaries, and seeking resources.
- Teaching accountability by encouraging reflection on personal actions, decisions, and their consequences.
- Developing active listening and empathy skills to engage with and embrace diverse perspectives.

3. **Experiential Opportunities**

- Creating student leadership roles in school, such as student government, peer mentoring,

- and community outreach projects.
- Facilitating service-learning projects that connect students to community needs and encourage advocacy for meaningful causes.
- Offering conflict-resolution training that emphasizes accountability and constructive dialogue.
- 4. Feedback and Reflection**
 - Providing regular opportunities for students to reflect on their actions and reactions, identifying areas for growth and improvement.
 - Using structured peer and mentor feedback to help students understand how their leadership and accountability impact others.
- 5. Supportive Environment**
 - Fostering a culture of trust and respect where students feel empowered to voice their opinions and take initiative.
 - Encouraging collaboration with diverse groups to build an appreciation for varied experiences, cultures, and viewpoints.
- 6. Assessment and Feedback**
 - Evaluating students' ability to advocate for themselves and their community through projects, speeches, or other leadership activities.
 - Assessing accountability by observing students' ownership of their actions and responses to challenges.
 - Measuring the ability to embrace diverse opinions by analyzing participation in discussions and collaborative tasks.

Outcome #6: Lawyerly Skills

Measures & Metrics

- Masters Legal Prep's Law Standards, which focus on lawyerly skills such as critical reasoning and legal analysis, as well as written and oral advocacy
- Demonstrates lawyerly skills through participation in Legal Prep's signature law program
- Develops professional networking skills that are honed through their interactions with legal professionals

Theory of Action

This outcome will be achieved through:

- 1. Instructional Practices**
 - Embedding Legal Prep's Law Standards into law courses and other content areas, with a focus on critical reasoning, legal analysis, and both written and oral advocacy.
 - Utilizing case studies, mock trials, legal writing exercises, and Socratic questioning to develop and assess lawyerly skills.
 - Providing direct instruction on professional etiquette and networking strategies tailored to legal professions.
- 2. Skill Development**
 - Offering explicit instruction and practice in legal research, argument construction, and persuasive writing.
 - Training students to analyze case law, statutes, and precedents to form and defend legal arguments.
 - Coaching students on public speaking, debate, and oral advocacy techniques to build confidence in presenting arguments.
- 3. Experiential Opportunities**
 - Facilitating participation in Legal Prep's signature law program, including negotiations, mock trial, and debate, as well as law-related extracurriculars.
 - Organizing internships, mentorships, and shadowing opportunities with legal professionals to provide real-world experience.
 - Hosting networking events, panel discussions, and workshops where students interact with law students, practicing attorneys, judges, and other legal professionals.

4. **Feedback and Iteration**
 - Providing individualized feedback on legal analyses, written briefs, and oral arguments to refine and enhance students' lawyerly skills.
 - Offering structured reflection activities to help students evaluate their growth and set goals for further development.
5. **Supportive Environment**
 - Creating a classroom culture that values evidence-based reasoning, ethical advocacy, and respectful debate.
 - Offering ongoing mentorship and guidance from teachers and legal professionals to support skill development and professional growth.
6. **Assessment and Feedback**
 - Using rubrics aligned with Legal Prep's Law Standards to evaluate students' mastery of critical reasoning, legal analysis, and advocacy.
 - Assessing participation and performance in Legal Prep's signature law program activities.
 - Evaluating professional networking skills based on students' interactions with legal professionals and participation in career-oriented events.

Outcome #7: Civically Engaged Leader

Measures & Metrics

- Understands their role and impact in the political process and participates in democratic processes
- Understands the impact that the law has on their daily life
- Advocates for justice on issues that are important to them

Theory of Action

This outcome will be achieved through:

1. **Instructional Practices**
 - Embedding civics and law education into the curriculum, focusing on the structure of government, the political process, and how laws affect daily life.
 - Teaching students to critically analyze policies, laws, and current events to understand their broader social and legal implications.
 - Providing tools and frameworks for identifying justice-related issues and advocating for change effectively.
2. **Skill Development**
 - Building skills in research, argumentation, and public speaking to help students articulate their positions on civic and legal issues.
 - Teaching students how to engage with democratic processes, such as voting, petitioning, and participating in public forums.
 - Cultivating empathy and perspective-taking to understand the needs and experiences of diverse populations in justice advocacy.
3. **Experiential Opportunities**
 - Organizing simulations such as mock elections, legislative debates, or city council meetings to practice civic engagement.
 - Partnering with community organizations to connect students with real-world opportunities to advocate for justice and policy change.
 - Encouraging participation in voter registration drives, public hearings, and grassroots advocacy efforts.
4. **Feedback and Reflection**
 - Providing regular opportunities for students to reflect on their civic engagement experiences and assess the impact of their efforts.
 - Offering feedback on advocacy projects, emphasizing the effectiveness of their arguments and the strategies they employ to drive change.

5. Supportive Environment

- Creating a culture that values civic responsibility, justice, and active participation in the political process.
- Encouraging respectful dialogue and debate about controversial issues, fostering critical thinking and open-mindedness.

6. Assessment and Feedback

- Assessing students' understanding of the political process and their ability to articulate the impact of laws on daily life.
- Evaluating the effectiveness and depth of students' advocacy efforts on justice-related issues through projects, speeches, or campaigns.

Curriculum

Legal Prep's curricular framework is grounded in research and proven instructional strategies. All curriculum is aligned to the Indiana Academic Standards (IAS). The rigorous curriculum will prepare students for success on the SAT college entrance exam and other state assessments. More importantly, the curriculum is highly engaging and will prepare students for the rigors of college or any other postsecondary path they pursue.

The following chart provides an overview of specific curriculum and online platforms used in our core courses. The chart represents a typical course progression, but some students will be accelerated based on academic readiness. There is additional explanation around key curriculum components below the chart.

Subject	Courses / Grade Levels	Curriculum	Supplemental Resources / Platforms	Mastery Tracking
English / Language Arts	7th - 8th Grade ELA	Read180	CommonLit Grammarly	-iLEARN ELA -NWEA Map Proficiency & Growth -Lexile Level & Growth
	9th - 10th Grade ELA	Read180	CommonLit Grammarly	-PSAT Proficiency & Growth -NWEA Map Proficiency & Growth -Lexile Level & Growth
	11th - 12th Grade ELA	Varies by course; uses text and resources associated with college level dual credit course		-SAT Proficiency & Growth -NWEA Map Proficiency & Growth -Lexile Level & Growth
Math	6th - 8th Grade Math	Math180	IXL Khan Academy	-iLEARN Math -NWEA Map

			Desmos	Proficiency & Growth
	9th - 10th Grade Math	Math180	IXL Khan Academy Desmos	-PSAT Proficiency & Growth -NWEA Map Proficiency & Growth
	11th - 12th Grade Math	Varies by course; uses text and resources associated with college level dual credit course		-SAT Proficiency & Growth -NWEA Map Proficiency & Growth -Lexile Level & Growth
Science	6th - 8th Grade Science	Amplify Science	Khan Academy Gizmos	-ILEARN Science
	9th Grade Biology	McGraw Hill Indiana Inspire Science - Biology	Khan Academy Gizmos	-ILEARN Biology ECA -PSAT 8/9 Reading Proficiency & Growth
	10th Grade Chemistry	McGraw Hill Indiana Inspire Science - Chemistry	Khan Academy Gizmos	-PSAT 10 Reading Proficiency & Growth
	11th Grade Physics	HMH Science Dimensions Physics	Khan Academy Gizmos	-SAT Reading Proficiency & Growth
	12th Grade Science	Varies by course; uses text and resources associated with college level dual credit course		-SAT Reading Proficiency & Growth
Social Studies	6th - 8th Grade Social Studies	TCI History Alive!	Thinking Nation NewsELA iCivics Facing History	-ILEARN ELA -NWEA Map Proficiency & Growth -Lexile Level & Growth
	9th Grade AP Human Geography	National Geographic Human	Thinking Nation NewsELA iCivics	-PSAT 8/9 Proficiency & Growth

		Geography: A Spatial Perspective (AP Edition)	Facing History	-AP Human Geo Exam
	10th Grade AP US History	Norton & Company Give Me Liberty: An American History (AP Edition)	Thinking Nation NewsELA iCivics Facing History	-PSAT 10 Proficiency & Growth -AP US History Exam
	11th - 12th Grade Social Studies	Varies by course; uses text and resources associated with college level dual credit course		-SAT Proficiency & Growth -US Naturalization Exam
Law	6th - 8th Grade Law	Indiana Bar Foundation We The People: The Citizen and the Constitution	Thinking Nation NewsELA iCivics Facing History	-ILEARN ELA -NWEA Map Proficiency & Growth -Lexile Level & Growth
	9th Grade Law in American Society	Street Law: A Course in Practical Law		-PSAT 8/9 Proficiency & Growth -Lexile Level & Growth
	10th Grade Law in Literature	Internally developed curriculum uses a socratic seminar format to analyze various law-related novels. Characters from novels are then put on trial by the students.		-PSAT 10 Proficiency & Growth -Lexile Level & Growth
	11th - 12th Grade Law	Varies by course; uses text and resources associated with college level dual credit course		-SAT Proficiency & Growth -Lexile Level & Growth

Read 180

In order to accelerate growth in reading, Legal Prep has selected HMH's Read 180 curriculum for middle and high school level ELA courses. The curriculum relies on the science of reading and its effectiveness is backed by research. Read 180 students gain an average of 1.9 years' worth of growth per school year.

This growth is necessary to ensure that all students are prepared for the rigors of the college level dual credit coursework they will complete as juniors and seniors.

The program blends technology, teacher-led instruction, and independent reading to build fluency, comprehension, and vocabulary while addressing individual student needs. Read 180's key features include the following:

1. **Personalized Learning Pathways:**
 - The program uses diagnostic tools, including the embedded NWEA MAP assessment, to assess student strengths and areas for improvement.
 - Students receive individualized learning plans based on their assessment results.
2. **Three Instructional Rotations:** Read 180 divides class time into three main instructional rotations to provide a mix of direct instruction, technology-based learning, and independent practice:
 - **Whole-Group Instruction:** The teacher introduces key skills, vocabulary, and strategies, often aligned with a central theme or anchor text.
 - **Small-Group Instruction:** Students work in smaller groups with the teacher to focus on targeted skills like decoding, comprehension, or fluency.
 - **Independent Learning:** Students rotate through:
 - a. **Software Component:** The Read 180 software provides adaptive lessons, offering immediate feedback and practice in areas like word recognition, fluency, and comprehension.
 - b. **Independent Reading:** Students choose from leveled texts to practice reading skills and develop stamina.
3. **Multimodal Approach:** Read 180 incorporates digital tools, print resources, videos, and interactive texts to engage learners with diverse needs and interests.
4. **Progress Monitoring:**
 - Regular assessments track growth in reading skills.
 - Teachers use real-time data from the program to adjust instruction and provide timely interventions.
5. **Focus on Engagement:**
 - Content is designed to be relevant and engaging, often including themes, texts, and videos that resonate with students' experiences.
 - Leveled libraries ensure that students read texts appropriate to their skill level while gradually increasing complexity.

Math 180

Math 180 is another HMH curriculum resource that is also backed by research. Similar to Read 180, the program blends technology, teacher-led instruction, and independent practice to build foundation skills while addressing individual student needs. Math 180's key features include the following:

1. **Personalized Learning Pathways:**
 - The program begins with diagnostic assessments to identify individual student needs.
 - Students follow a personalized learning plan that adapts to their progress.
2. **Structured Lesson Design:** Each session includes a balance of direct instruction, independent practice, and collaborative learning:
 - **Warm-Up:** Activates prior knowledge and sets the stage for the lesson.
 - **Learn Zone:** Students explore math concepts through guided practice and interactive lessons.
 - **Success Zone:** Students apply their learning in a problem-solving context.
3. **Blended Learning Approach:**
 - Combines teacher-led instruction with adaptive digital tools to provide a customized experience.
 - Encourages active participation through interactive software, hands-on activities, and visual models.

4. Focus on Core Skills:

- Emphasizes critical concepts like number sense, operations, fractions, ratios, and algebraic thinking.
- Develops a deep understanding of mathematical principles through incremental, scaffolded instruction.

5. Growth Mindset Emphasis:

- Promotes confidence and perseverance in math learning.
- Includes strategies to help students overcome math anxiety and build self-efficacy.

Curriculum Implementation and Review

Legal Prep teachers receive extensive professional development to ensure that they are prepared to implement the curriculum in their courses. This includes outside sessions and coaching for purchased curriculum resources like Read 180 and Math 180. Our law teachers will receive professional development through a partnership with the Indiana Bar Foundation, as well as the national Street Law organization. Additionally, teachers receive weekly observations and feedback meetings with their instructional coach. The coaching covers all aspects of teaching, including curriculum implementation.

Legal Prep's Instructional Leadership Team will conduct an annual audit of all curriculum. The review will be focused both on implementation and outcomes. The review will also include input from all stakeholders, including students, families, teachers, and classroom support staff. Recommendations in terms of additional resources, professional development, or a shift in curriculum will be made by May 1st each year to allow adequate time for preparation ahead of the new school year.

Course Progression

Legal Prep middle school students will take the progression of courses listed below. The sixth grade year is a more typical elementary school design, with homeroom teachers providing much of the instruction and students moving classrooms for English, math, and science.

Starting in seventh grade, students will have a separate teacher for each subject and rotate through a schedule just like their high school peers. They will have the opportunity to accelerate their learning with Algebra and a high school level English course while in eighth grade. Students will progress to high school with not just the skills they need, but also with confidence in knowing that they have already succeeded in courses with high school rigor.

	English	Math	Science	Social Studies	PE & Health	Law	Electives
6th Grade	English 6	Math 6	Life Science	World History 1	PE	Civics	Social Emotional Learning 6
7th Grade	English 7	Pre-Algebra	Earth and Space Science	World History 2	PE	Law in Literature	Social Emotional Learning 7
8th Grade	English 8	Algebra	Integrated Science	US History	PE	Legal Perspectives	Spanish 1

The chart below shows the typical high school course progression for a Legal Prep student as they fulfill all of the requirements for an Indiana diploma based on the recent updates to those requirements. Legal Prep students will meet or exceed the required credits in all areas. The progression also includes our unique set of law courses that all students take. Those courses will be covered in detail in a separate section of the narrative.

		English	Math	Science	Social Studies	PE & Health	College / Career	Electives	Law
9th Grade	S1	English 1	Algebra 1	Biology	AP Human Geo	PE		Social Emotional Learning 1	Law in American Society
	S2	English 1	Algebra 1	Biology	AP Human Geo	Health		Social Emotional Learning 1	Law in American Society
10th Grade	S1	English 2	Geometry	Chemistry	AP US Hist	PE		Social Emotional Learning 2	Law in Literature
	S2	English 2	Geometry	Chemistry	AP US Hist	PE		Social Emotional Learning 2	Law in Literature
11th Grade	S1	Comm 101	Algebra 2	Physics Computer Science	Pols 101			Spanish 1	Legs 101
	S2	English 111	Algebra 2	Physics	Econ 101		Junior Collegiate Scholars	Spanish 1	Crim 101
12th Grade	S1	English 206	Math 136	Biology 100	Hist 111		Senior Collegiate Scholars	Spanish 2	Legs 124
	S2	English 202	Math 200	Biology 101	Hist 112		Senior Collegiate Scholars	Spanish 2	Crim 105
Legal Prep Credits	56 credits	8	8	9	8	4	3	16	
Updated Indiana Diploma Requirements	42 credits	8	7	7	5	2	1	12	
College Credits	48 credits	12	6	6	12				12
Dual Credit w/ Ivy Tech (3 college credits per course)									

As the chart above illustrates in blue, Legal Prep will offer a robust dual credit program in partnership with Ivy Tech Community College. The University of Chicago Consortium on School Research has conducted several studies on early college credit. This research shows that students who earn early college credit:

- Improve academic achievement while in high school
- Increase the likelihood of graduating from high school
- Increase the likelihood of enrolling in college
- Increase the likelihood of earning a college degree
- Are more prepared for the rigors of college compared to their peers

These benefits are in addition to the obvious advantages of reducing the time it takes to earn a degree and the cost savings associated with earning these credits for free. Legal Prep students will earn 48 college credits through this program, including all of the courses needed to satisfy the Indiana College Core requirements. Students who elect to supplement these offerings with just five additional courses during their high school summer breaks could earn an Associate's Degree in Paralegal Studies.

Legal Prep has already engaged in discussions with Ivy Tech around this partnership, with a specific focus on credentialing requirements as Legal Prep develops job descriptions for its new team. While dual credit will not occur in year one because we will only be serving sixth and ninth grades, we will hire with future dual credit staffing needs in mind.

Law Program

Legal Prep offers its students a unique law program experience that includes courses, experiential learning, and mentorship opportunities. All students participate in the law program core. These courses and programs focus on lawyerly skills that benefit all students, even those who are not interested in a future career in the law.

Law Courses

All students take Legal Prep's progression of law courses as set forth below. These courses have been developed by Legal Prep's team of educators who have legal backgrounds and experience. Towards that end, Legal Prep has developed its own law learning standards to guide skill development in these courses.

Grade Level	Semesters	Course	Description
6th	S1 + S2	Civics (meets all Indiana Academic Standards for the 6th grade civics requirements)	Students are introduced to the basics of law and its importance in society. Students learn about rules, laws, and the difference between the two. They explore how laws are created, why they are necessary, and how they help maintain order and protect rights. The class also covers the role of the government in making and enforcing laws, as well as the concept of fairness and justice in society.
7th	S1 + S2	Intro to Law	Students are introduced to the basics of law, including what law is and why it's important for society. Students learn about the sources of law, such as constitutions, statutes, and case law, and explore the rights and responsibilities individuals have. The course covers the court system, explaining the roles of judges, lawyers, and juries. It also delves into understanding crime, including types of offenses and punishments. Students learn about resolving disputes, contract basics, and how law operates within their community to maintain order and protect citizens' rights.
8th	S1 + S2	Legal Perspectives	Students focus on different perspectives of the legal system, exploring how various individuals and groups interact with and view the law. Students examine the roles and viewpoints of judges, juries, defendants, plaintiffs, witnesses, and attorneys. They learn how each party contributes to the legal process and how their perspectives may differ based on their experiences and responsibilities. The course also covers the viewpoints of citizens, politicians, and lawmakers, focusing on how laws are created, interpreted, and applied. By understanding these diverse perspectives, students gain insight into the complexity and impact of the legal system on society.
9th	S1 + S2	Law in American Society	Based on the Street Law textbook, students are introduced to practical legal concepts and how they apply to everyday life. Topics include constitutional rights, criminal law, civil law, and the legal system's structure. Students learn about legal procedures, how courts work, and the role of lawyers. The course also covers personal rights, responsibilities, and ways to resolve disputes, helping students develop critical thinking skills about law's impact on their lives and society.
10th	S1 + S2	Law in Literature	This course explores legal disputes through fictional characters, in part by conducting mock trials. Students read novels like To Kill a Mockingbird or The Merchant of Venice and analyze the legal issues within the stories. They then role-play as attorneys, witnesses, and jurors to present and defend cases in simulated courtrooms. This hands-on approach helps

			students understand legal principles, ethical dilemmas, and the complexity of justice in both literature and real life. Students simultaneously learn trial advocacy skills like opening and closing statements, witness examination, the use of evidence, objections, and motion practice.
11th	S1	Legs 101: Intro to Legal Studies*	Introduction to Legal Studies will provide the student a broad understanding of the American legal system. Students will engage with and learn about the various court structures, the key players within the system and how our laws and rules are made, enforced, interpreted, and applied. This course also dives into substantive legal topics and allows the student a hands-on education regarding legal research, legal writing, case briefing, interviewing skills, and profession ethics, among other topics.
	S2	Crim 101: Intro to Criminal Justice Systems*	Introductory course surveying the history, purposes, structures, and functions of the three components of the criminal justice system: law enforcement, courts, and corrections. Explores the interrelationships and responsibilities within the criminal justice system.
12th	S1	Legs 124: Legal Writing 1*	This course is designed to improve the student's ability to write at a professional level, with appropriate attention to grammar, sentence structure, and style. Students will also become familiar with basic legal terminology.
	S2	Crim 105: Intro to Criminology*	Critically examines the history and nature of the major theoretical perspectives in criminology, and the theories found within those perspectives. Analyzes the research support for such theories and perspectives, and the connections between theory and criminal justice system practice within all the major components of the criminal justice system. Demonstrates the application of specific theories to explain violent and non-violent criminal behavior on both the micro and macro levels of analysis.
*Courses are dual credit through Ivy Tech; course descriptions are from Ivy Tech's course catalog			

Law Partnership Program

One afternoon each month, all grades except sixth will leave the building to visit one of our legal community partners. Each advisory is paired with a different law partner for the school year. Students work with their lawyers through a set curriculum that focuses on a particular skill set for that year. Students also have the benefit of working in a professional setting during the program, so they can truly see themselves as a lawyer or other professional. Students also start to build their networking skills, which benefits them regardless of the career path they eventually pursue. Sixth graders will participate in this community partner program, but their attorney volunteers will come to the school for the monthly program, and we will incorporate quarterly law-related field trips for the grade starting in the second quarter.

Grade Level	Program	Description
6th	Lawyers in the Classroom	Attorney volunteers will facilitate a classroom activity every month that aligns to the civics curriculum. One session every quarter, starting in the second quarter, will take place at a partner location. The program will prepare students to participate in the Indiana Bar Foundation's "We The People" sixth grade competition.
7th	Conflict Resolution	Students will learn the basics of conflict resolution and how to apply those principles to daily life. Students will work through hypothetical scenarios with their attorney volunteers. The program culminates in a final competition, where the students demonstrate the skills they have learned.
8th	Legal Perspectives	This program aligns to the Legal Perspectives course for eighth grade, where students explore the law from the viewpoint of various stakeholders. The students' monthly location will align with the focus area from the course for that month. For instance, students will visit a courtroom and hear from a judge during the month they are exploring the law from the judicial perspective.
9th	Negotiations	The Negotiations Law Program consists of a series of structured lessons, discussions, and skill-based activities designed by Legal Prep and taught by our community partners. The students learn interest-based negotiation strategies, while refining communication and listening skills under pressure. Legal Prep circulates lesson plans and mentoring tips to the volunteers before each session, so that volunteers spend their time interacting with the students and building strong mentor-mentee relationships. The program culminates with a final competition, where students demonstrate the skills they have learned.
10th	Mock Trial	The Mock Trial Law Program consists of a series of structured lessons, discussions, and skill-based activities designed by Legal Prep and taught by our community partners. Through this program, students learn the process and mechanics of a trial, while evaluating witness statements, developing direct and cross-examinations, and presenting opening statements and closing arguments. Legal Prep circulates lesson plans and mentoring tips to the volunteers before each session, so that volunteers spend their time interacting with the students and building strong mentor-mentee relationships. The program culminates with the teams participating in the Indiana Bar Foundation's Mock Trial Competition, where the students demonstrate the skills they have learned.
11th	Debate	The Debate Law Program consists of a series of structured lessons, discussions, and skill-based activities designed by Legal Prep and taught by our community partners. The program builds on the analytical, communications, and advocacy skills that students developed in the Negotiations and Mock Trial Law Programs, and focuses on identifying and analyzing key facts, developing logical arguments and rebuttals, and effectively communicating and advocating

		positions. Legal Prep circulates lesson plans and mentoring tips to the volunteers before each session, so that volunteers spend their time interacting with the students and building strong mentor-mentee relationships. The program culminates in a final competition, where the students demonstrate the skills they have learned.
12th	Mapping Your Future	The Mapping Your Future Law Program consists of a series of structured lessons, discussions, and skill-based activities designed by Legal Prep and taught by our community partners. The program focuses on the professional skills that students need in college and beyond, such as teamwork, communication, professionalism, and planning skills. Legal Prep circulates lesson plans and mentoring tips to the volunteers before each session, so that volunteers spend their time interacting with the students and building strong mentor-mentee relationships. The program culminates with a presentation, where the students demonstrate the skills they have learned.

Internship Program

We currently offer judicial internship opportunities to our students in Chicago during the summer. This program pairs a student with a state court judge either at the trial court or appellate court level. We provide training for the student prior to the start date, and the student goes to the internship two or three days per week over the summer. We monitor participation, and have regular check-ins with the students throughout the program. This is a great opportunity for students to gain insight into the judicial system, as well as get general work experience in a professional setting.

In Indianapolis, our downtown location will allow us to offer a more robust menu of internship opportunities, not just with judges, but also with our other legal community partners such as law firms, corporate legal departments, and public sector attorneys. We will offer opportunities during the school year, as well as the summer, and add in paid internship opportunities for juniors and seniors. We expect to grow the program to the point where we will need a dedicated internship coordinator starting in year three to manage the program.

Mentoring Program

Legal Prep's Mentoring Program pairs students with professionals, who together identify and work toward personal, academic, and professional goals. Our mentoring program is unique in that both the mentor and the mentee set individual as well as joint goals, and then hold each other accountable. Mentorship pairs engage in a host of activities directed to the student's grade level and interest, including study skills, personal growth, the college application process, internship and job interview practice, and resume workshops. Mentors and mentees meet once a month, and check in via email at least once in-between meetings. Often the mentorship relationships extend over several years. Like our Law Program, the Mentoring Program is integrally tied to the legal and business communities. Mentors will be recruited with the assistance of the Indiana Bar Foundation, the Marion County Bar Association, Indiana University Indianapolis, and through the Legal Prep Associate Board (a board of young professionals who support the school). All mentors go through a rigorous vetting process that includes a criminal background check that complies with IC 20-26-2-1.5.

The Chicago version of this mentoring program was awarded Gold Star status by MENTOR Illinois. Participants in that program have gone on to intern at the Illinois State's Attorney's Office and more recently, with judges in the Illinois state court system. They also turn out to be among our highest performing graduates. The mentoring program, and particularly the mentors, play an important role in keeping our students engaged in school and interested in pursuing post-secondary education.

Law Society

Students who express a specific interest in the law will be invited to participate in Legal Prep's Law Society. This innovative program provides access to additional, individualized academic and post-secondary counseling, as well as law-specific mentorship opportunities. There will also be additional law-related internships and events to supplement the core internship offerings.

Student Experience

Advisory

Legal Prep's advisory structure is core to the student experience. Each student is placed in an advisory when they arrive at Legal Prep. That group of students and the advisor will stay the same throughout middle school. Ninth grade students are placed in a new advisory group with a high school advisor and stay with that same group throughout all of high school.

Advisors meet with their students every day. There are lessons and activities based on community building, as well as individual and collective goal setting. Advisors communicate with parents and guardians at least once every week (by text, email, or phone), and have a phone conversation at least once per month to check in on student progress. This support is critical to student success and culminates with the high school advisor handing the student their diploma as they walk across the stage at the end of their high school career.

Academic Calendar

Legal Prep's academic calendar contains 184 school days broken into two semesters. The first semester will end prior to winter break to align to the typical college calendar. Staff members have 18 days of professional development, much of which is front loaded before the school year begins. The following is Legal Prep's calendar for the 2026-2027 school year.



Educating the next generation of lawyers and leaders

2026 - 2027 Academic Calendar

JULY						
S	M	T	W	T	F	S
			1	2	3	■
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	◆	◆	◆	◆	◆	25
26	◆	◆	◆	◆	◆	

NOVEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	◆	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	■	■	■	■	■	28
29	30					

MARCH						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	■	■	■	■	■	20
21	22	PTC	24	25	26	27
28	29	30	31			

| | | | | | | |

AUGUST						
S	M	T	W	T	F	S
						1
2	◆	◆	◆	◆	◆	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

DECEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	■	■	■	■	■	26
27	■	■	■	■		

APRIL						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

| | | | | | | |

SEPTEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	■	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	◆	26
27	28	29	30			

JANUARY						
S	M	T	W	T	F	S
					■	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	■	19	20	21	22	23
24	25	26	27	28	29	30
31						

MAY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	■					

| | | | | | | |

OCTOBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	PTC	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	■	◆	17	18	19	20
21	22	23	24	25	26	27
28						

JUNE						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	■	■
20	21	22	23	24	25	26
27	28	29	30			

Notable Dates

First Day of School:	August 10
Labor Day:	September 7
Staff PD Day:	September 25
Staff PD Day:	November 6
Thanksgiving Break:	November 23- 27
Winter Holiday:	Dec. 19 - Jan. 3
MLK Day:	January 18
President's Day:	February 15
Staff PD Day:	February 16
Spring Break:	March 15 - 19
Memorial Day:	May 26
Students' last day:	May 28

Terms

Q1	August 10 - Oct 16
Q1 PTC	October 20
Q2 / Sem. 1	October 19 - Dec 18
Q3	Jan 4 - March 12
Q3 PTC	March 23
Q4 / Sem. 2	March 22 - May 27
Summer School	June 1 - June 17

Exams

(early dismissal)	
S1 Final Exams:	Dec. 16-18
S2 Final Exams:	May 25-27

Key

- Holidays (no school for students & staff)
- ◆ Staff Development (students: no school)
- PTC Parent Teacher Conferences (conferences after school)

Bell Schedule:

Monday - Friday
Arrival Time: 7:30 AM - 7:55 AM
Class Time: 8:00 AM - 3:00 PM
After School: 3:00 PM - 5:00 PM

Bell Schedule

Legal Prep's bell schedule will be consistent every day of the week. While there are benefits to having an early dismissal day one day each week, families overwhelmingly appreciate the consistency of having a uniform dismissal each day. Legal Prep will follow the bell schedules below, which builds seven hours of school time into each day. The sixth grade will operate with a self-contained model and have its own bell schedule with core instruction divided into 80 minute blocks. The rest of the school will have a seven period day with 50-minute class periods.

7th - 12th Grade Bell Schedule (50 minute classes) - 7 periods		
	9th/10th	11th/12th
Breakfast	7:30 - 7:53	7:30 - 7:53
AMA	8:00 - 8:20	8:00 - 8:20
1st	8:24 - 9:14	8:24 - 9:14
2nd	9:18 - 10:08	9:18 - 10:08
3rd	10:12 - 11:02	10:12 - 11:02
4th / Lunch	11:06 - 11:24 (L)	11:06 - 11:56
4th / Lunch	11:28 - 12:18	12:00 - 12:18 (L)
5th	12:22 - 1:12	12:22 - 1:12
6th	1:16 - 2:06	1:16 - 2:06
7th	2:10 - 3:00	2:10 - 3:00

6th Grade Bell Schedule (80 minute blocks)	
Breakfast	7:30 - 7:53
AMA	8:00 - 8:20
1st	8:24 - 9:44
2nd	9:48 - 11:08
Lunch	11:12 - 11:38
SSR	11:42 - 12:12
3rd	12:16 - 1:36
4th	1:40 - 3:00

Legal Prep will have a modified bell schedule one day each month for its law program. As described above, seventh through twelfth grade students will participate in an offsite program, which pairs each advisory group with a law firm or corporate legal department. The bell schedule below ensures the necessary time for the program while still providing instruction for each class on the law program days.

Law Program Day - 7th - 12th (32 minute classes)		
	9th/10th	11th/12th
Breakfast	7:30 - 7:53	7:30 - 7:53
AMA	8:00 - 8:20	8:00 - 8:20
1st	8:24 - 8:56	8:24 - 8:56
2nd	9:00 - 9:32	9:00 - 9:32
3rd	9:36 - 10:08	9:36 - 10:08
4th / Lunch	10:12 - 10:30 (L)	10:12 - 10:44
4th / Lunch	10:34 - 11:06	10:48 - 11:06 (L)
5th	11:10 - 11:42	11:10 - 11:42
6th	11:46 - 12:18	11:46 - 12:18
7th	12:22 - 12:54	12:22 - 12:54
Advisory Bell	1:00	1:00
Travel Time	1:00 - 1:30	1:00 - 1:30
Law Program	1:30 - 3:00	1:30 - 3:00

Extracurricular Activities

Extracurricular activities are a critical part of the middle school and high school experience, so Legal Prep will offer a wide variety of programming. Legal Prep will offer the activities listed below, but it is important to allow for student voice and leadership in this area. Students will be encouraged to start their own clubs, sports, and activities based on their interests. There is a specific process that students will use to take this initiative to provide structure to their creativity in this area.

Given our proposed location, many of our students may commute to school with a family member who works downtown. To that end, we anticipate that many students will stay after school not just for enrichment, but out of necessity as they wait for their ride home. That additional time in the building will benefit students, as even more students will take advantage of Legal Prep's after school activities than would otherwise be expected. We have found that students who engage in these activities have better academic outcomes across all relevant areas, including attendance, GPA, test scores, and on-track status.

Athletics: Basketball, Cheer, Cross Country, Soccer, Track & Field, Volleyball, Wrestling

Clubs & Activities: Art Club, Chess, Community Service, Esports, Music, Running, Student Government, Yearbook

Academic Enrichment: Daily Office Hours, Debate, Internships, Law Society, Math Club, Mock Trial, National Honors Society, Tutoring (including peer tutoring)

B. Performance Management

Performance management at Legal Prep is about more than just mandated state assessments. Our team uses a variety of formative and summative measures to evaluate student performance on an ongoing basis and adjust instruction and support as needed. Our data meetings process allows us to effectively use data and trends to create action steps that are monitored by our instructional leadership team. This section will provide a detailed overview of the following areas: (1) Student Assessments; (2) Data Review; and (3) Promotion and Graduation Requirements / Support for At-Risk Students.

Student Assessments

Legal Prep teachers constantly collect data through formative and summative assessments. Legal Prep mandates consistent student feedback and data collection by creating a baseline number of grades that must be entered each week. Teachers enter grades by the end of the day on Monday for the previous week's assignment and must include the following category of assignment / assessment at a minimum:

- Habits of Work (1)
- Checks for Understanding (2)
- Formative Assessment or Summative Assessment (1)

Legal Prep will follow all Indiana state assessment requirements at each grade level, including but not limited to ILEARN, PSAT, SAT, US Naturalization Exam, and WIDA assessments. Additionally, Legal Prep uses the NWEA Map Assessments in ELA and Math to progress monitor those two subject areas and allow teachers to target interventions around particular skill deficits. The following chart provides a summary of Legal Prep's assessment plan.

Grade	Assessment	Subjects Assessed	Frequency	State Mandated
6	ILEARN	English/Language Arts, Math, Science	EOY	Yes
	NWEA Map	English/Language Arts, Math	BOY, MOY, EOY	No
7	ILEARN	English/Language Arts, Math	EOY	Yes
	NWEA Map	English/Language Arts, Math	BOY, MOY, EOY	No
8	ILEARN	English/Language Arts, Math	EOY	Yes
	NWEA Map	English/Language Arts, Math	BOY, MOY, EOY	No
9	PSAT 8/9	English/Language Arts, Math	BOY	No
	PSAT 8/9	English/Language Arts, Math	EOY	Yes
	NWEA Map	English/Language Arts, Math	BOY, MOY, EOY	No
	ILEARN	Biology	EOY	Yes
10	PSAT NMSQT	English/Language Arts, Math	BOY	No
	PSAT 10	English/Language Arts, Math	EOY	Yes
	NWEA Map	English/Language Arts, Math	BOY, MOY, EOY	No
11	PSAT NMSQT	English/Language Arts, Math	BOY	Yes
	SAT	English/Language Arts, Math	EOY	No
	NWEA Map	English/Language Arts, Math	BOY, MOY, EOY	No
	US Naturalization Exam	Government	EOY	Yes
12	NWEA Map	English/Language Arts, Math	BOY, MOY, EOY	No
6-12	WIDA	English Language Proficiency	EOY	Yes
*Legal Prep will administer all mandated assessments, including those required by a student's IEP				

Legal Prep Data Meetings Process

Legal Prep has developed a Data Meetings Process that is based on the approach outlined by Paul Bambrick-Santoyo in *Leverage Leadership 2.0*. Department heads facilitate the data process outlined below.

Legal Prep Data Meetings Process: Core Components

1. **Purpose of Data Meetings:**
 - To analyze student performance data, identify learning gaps, and plan targeted instructional strategies.
 - To create a culture of accountability and continuous improvement focused on student outcomes.
2. **Frequency and Structure:**
 - Data meetings are held monthly, typically after key assessments, such as interim or unit exams.
 - Meetings are 45 minutes long and follow a clear, structured agenda.
3. **The Data Meeting Framework:** The process is divided into three main steps:
 - Step 1: Analyze the Data**
 - Teachers review student performance data (e.g., assessment results) with a focus on identifying trends and gaps.
 - Key questions include:
 - What are the overall strengths and weaknesses?
 - Which specific skills or standards are most challenging for students?
 - Which students are struggling the most?
 - Data tools like heat maps or item analysis can highlight areas needing attention.

4. **Step 2: Identify Root Causes**
 - Participants discuss why students struggled with specific skills or concepts.
 - Root cause analysis involves reflecting on:
 - Misconceptions in student thinking.
 - Gaps in prior knowledge.
 - Instructional practices that may need adjustment.
5. **Step 3: Plan and Commit to Action Steps**
 - Teachers develop specific, actionable plans to address identified gaps.
 - Plans should include:
 - Targeted re-teaching strategies.
 - Grouping students for differentiated instruction or intervention.
 - Adjusting instructional methods to improve effectiveness.

Legal Prep Data Meetings Process: Guiding Principles

1. **Preparation:**
 - Leaders provide teachers with data reports in advance, allowing time for initial analysis.
 - Teachers should come prepared with hypotheses about student performance and potential solutions.
2. **Facilitation:**
 - The meeting leader facilitates the meeting to ensure focus and efficiency.
 - Discussions stay centered on the data and actionable steps, avoiding blame or off-topic tangents.
3. **Actionable Outcomes:**
 - Every meeting ends with clear, measurable commitments from teachers, such as:
 - Re-teaching a specific skill by a set date.
 - Implementing a new instructional strategy in an upcoming lesson.
 - Leaders follow up to ensure commitments are implemented.
4. **Follow-Up and Accountability:**
 - Leaders conduct classroom observations or review lesson plans to monitor the implementation of action steps.
 - Future data meetings revisit previous commitments to evaluate their impact.

Legal Prep Data Meetings Process: Tools and Strategies

1. **Data Dashboards:** Visual tools like heat maps, bar charts, and individual student reports help make performance trends clear and actionable. Legal Prep has developed a proprietary online data Dashboard tool in conjunction with technology company Pure Data.
2. **Focus on Priority Standards:** Emphasize standards that are most critical to students' success on high-stakes assessments and overall learning.
3. **Immediate Intervention Plans:** Develop plans for immediate re-teaching and intervention, ensuring that gaps are addressed before moving on to new material.
4. **Teacher Collaboration:** Encourage teachers to share strategies and learn from each other during meetings to build collective efficacy.

Legal Prep Data Meetings Process: Impact

- **Improved Instruction:** Teachers adjust their practice based on real-time data, leading to more effective teaching.
- **Targeted Interventions:** Students receive support tailored to their specific needs, closing learning gaps more efficiently.
- **Increased Accountability:** The structured process ensures that teachers and leaders focus on measurable student outcomes.
- **Sustained Growth:** By embedding data-driven instruction into the school's culture, improvements become consistent and scalable.

Promotion and Graduation

Legal Prep will follow the Indiana Department of Education's updated diploma requirements immediately even though full implementation isn't required until 2028-2029. Additionally, Legal Prep has school-specific graduation requirements. The complete list of graduation requirements includes the following:

- Academics: Students must earn a minimum of 50 credits to graduate, including the following subject area credits:
 - 8 English
 - 8 Math
 - 8 Science and Technology
 - 6 Social Studies
 - 2 PE / Health
 - 4 World Languages
 - 8 Law
 - 1 College and Career
- Service-Based Learning: One twenty-hour project is integrated into the curriculum and must be successfully completed. This can be substituted with an independent study under the direction of a staff member advisor for transfer students or students who do not successfully complete the project during regular coursework.
- Postsecondary Planning: All students must complete the required postsecondary plan. As part of that plan, every student must complete the Free Application for Federal Student Aid (FAFSA) and be accepted to at least one college or university.

Legal Prep will follow Indiana's Graduation Pathways requirements in the following ways:

1. High School Diploma: Legal Prep students will fulfill all Indiana diploma requirements, in addition to the Legal Prep specific requirements, as outlined above.
2. Learn and Demonstrate Employability Skills: All students are required to complete a service-based learning experience prior to graduation. Additionally, at least 50% of students will have completed an internship by the time they graduate to fulfill the Work-Based Learning Experience pathways component.
3. Postsecondary-Ready Competencies: All students will take courses that provide an opportunity to earn an Honors Seal in the enrollment category under the new Indiana diploma requirements. Students who earn a C or higher in all relevant courses and earn a cumulative B average will earn that Honors Seal. This requirement will also be met through dual credit coursework, with all students earning up to 48 college credits.

It is critical that students stay on track for graduation from Legal Prep. Towards that end, Legal Prep will offer both school-year and summer opportunities for credit recovery for students who do not earn all of the required credits.

In order to be promoted to the next grade level in high school, a student must earn at least twelve credits and pass all core classes by the start of the next school year. Students who are retained will still be placed in the appropriate course for that subject (i.e. a retained freshman who passed Algebra would still be placed in Geometry). And a student will be immediately promoted upon completion of the necessary credits through Legal Prep's Credit Recovery Program.

In order to be promoted to the next grade in middle school, a student must earn a passing grade in the core subject areas of English Language Arts, Mathematics, Social Studies, Science, and Law. Credit recovery is available to students who do not meet this requirement.

Legal Prep places an emphasis on providing interventions and additional support structures for at-risk students, which include the following:

- Advisory - A student's advisor is regularly monitoring student progress and will contact a parent or guardian whenever a student: (1) has a D or F in any class; (2) has more than one unexcused absence in a two week period; or (3) has earned more than one detention in a two week period. The advisor and student create an action plan, together with parent/guardian input, for getting the student back on track. If no progress is made after one month or the issue has worsened, the student will be referred to one of our social-emotional counselors for potential intervention.
- SEL Counseling - Legal Prep has a team of social-emotional counselors that support students as they work through any number of issues. Our SEL team does not provide academic or college counseling, and instead, focus their time and energy solely on the social-emotional well-being of our students.
- Academic Intervention - Targeted academic intervention is available to support students who need it. This intervention is tailored to the specific student's needs and will often take place after school to ensure students are not missing critical instruction time. This is in addition to differentiated instruction that takes place during class, which can result in small group or one-on-one assistance while peers are working on a self-directed task. Teachers always offer optional office hours after school, but those students who are struggling will be assigned to attend mandatory office hours. There is also tutoring available after school.
- Credit Recovery Program - Legal Prep uses Imagine Learning's Edgenuity online learning platform for credit recovery. The advantage of this system is that it contains self-paced modules, so students can work on credit recovery at any time. There is a counselor that oversees the program and monitors progress. The counselor will require students to stay after school to work on a class if they are not making sufficient progress on their own or if they need specialized support for the course. For Summer School, students are required to come into the building for four hours each day to work on their self-paced courses. Students complete Summer School when their self-paced courses are finished.
- Behavioral Intervention - The Legal Prep team will create a behavior intervention plan (BIP) for any student who is not responding to the traditional redirection steps and restorative processes. This plan might include SEL counseling services, behavior tracking, or a student-specific incentive program. Parents/guardians are part of the BIP process to incorporate parent/guardian ideas and feedback, as well as ensure buy-in.

C. Special Student Populations

Legal Prep's Monument Circle location will attract students from throughout the city from all different backgrounds and with a wide variety of learning needs. As an open enrollment charter public school, Legal Prep welcomes all students and believes that our diversity will be a strength of our school community. As detailed below, we will provide an outstanding education to all students regardless of incoming academic level, special education needs, or English language proficiency.

Legal Prep embraces its role as an open enrollment school and will not require any additional steps during the application or enrollment process beyond what is required in the Enroll Indy platform. We do not ask about special education status or English proficiency until after enrollment is complete. We also do not conduct any placement testing until orientation. Our experience in observing other charter schools operate for the last fifteen years is that adding in additional steps to the enrollment process - even those that are seemingly well intentioned - can discourage students and families from enrolling.

Legal Prep will work to eliminate other barriers to students attending Legal Prep. We will not charge a general school fee or any fees to participate in sports or clubs. A required set of school supplies will be available for purchase at a subsidized price of \$15 and will be provided for free to any student who qualifies for free or reduced lunch.

Special Student Populations - English Learners

Legal Prep is committed to providing equitable access to high-quality education for all students, including English Learners (EL). As an open enrollment public charter school serving grades 6-12, we will implement a comprehensive plan to identify, support, and monitor EL students to ensure their academic success and language development.

Identification and Assessment

1. **Home Language Survey:** Upon enrollment, all students will complete a Home Language Survey to determine if a language other than English is spoken at home or by the student.
2. **Initial Screening:** If the Home Language Survey indicates potential EL status, students will be assessed using the WIDA Screener to determine their English proficiency level and need for EL services.
3. **Annual WIDA Assessment** – All EL students will participate in the required annual WIDA ACCESS assessment to measure progress in English language proficiency and determine eligibility for exiting the EL program.

Support Services and Instruction

1. **Individualized Learning Plan (ILP):** An Individualized Learning Plan will be developed for each EL student, outlining specific instructional strategies, accommodations, and goals tailored to their proficiency level and learning needs.
2. **EL Coordinator:** Legal Prep will use Title III funding or other funds to hire a properly credentialed EL Coordinator who will oversee program implementation, monitor student progress, and provide professional development for teachers on effective EL instructional strategies.
3. **Inclusive Classroom Support:** EL students will receive differentiated instruction within the general education classroom, incorporating sheltered instruction techniques and scaffolded learning strategies.
4. **Targeted Language Development:** Based on proficiency levels, EL students will receive additional language support through small group instruction, pull-out services, or dedicated English as a Second Language (ESL) courses.

Family and Community Engagement

1. **Translation and Interpretation Services:** Legal Prep will provide translators and interpreters for non-English speaking families to ensure clear communication with teachers, school staff, and administrators.
2. **Parent Engagement and Education:** The school will host EL family nights, workshops, and informational sessions to support families in navigating the educational system and fostering student success.
3. **Cultural Inclusivity:** We will celebrate the diverse linguistic and cultural backgrounds of our students through school-wide events and curriculum integration.

Monitoring and Exiting the EL Program

1. **Progress Monitoring:** EL students' academic and language development progress will be reviewed regularly by teachers, the EL Coordinator, and counselors to adjust supports as needed.
2. **Data Collection and Reporting:** All EL records and files will be maintained in the Indiana Department of Education's (IDOE) ILIP system for ILPs to ensure compliance and accessibility. Hard copies of all documents will be maintained in the student's cumulative folder at the school.
3. **Exit Criteria:** Students will exit the EL program when they meet state-defined proficiency levels on the annual WIDA ACCESS assessment and demonstrate academic readiness in mainstream classes.

4. **Post-Exit Support:** Former EL students will be monitored for two years after exiting the program to ensure continued academic success and provide additional support if necessary.

Collaboration with Stakeholders

1. **Teacher and Staff Training:** Ongoing professional development will be provided to all faculty and staff to ensure effective instruction and support for EL students.
2. **Student and Family Involvement:** Legal Prep will involve students, families, teachers, and counselors in decision-making processes regarding EL support and services.
3. **Community Partnerships:** We will collaborate with local organizations and resources to enhance EL student and family support beyond the classroom.

Legal Prep Charter Academy is dedicated to ensuring that all EL students receive the necessary support and resources to achieve academic success while developing English language proficiency. Through this comprehensive plan, we will foster an inclusive and equitable learning environment for all students.

Special Student Populations - Special Education

Legal Prep is committed to providing high-quality education and support services to students with disabilities in compliance with the Individuals with Disabilities Education Act (IDEA) and all applicable Indiana laws. Our special education program will ensure that all eligible students receive the necessary accommodations and support to achieve academic success in the Least Restrictive Environment (LRE).

Identification and Evaluation

1. **Referral Process:** Any student suspected of having a disability will be referred for evaluation by a teacher, parent/guardian, or school staff member.
2. **Evaluation and Assessment:** A comprehensive evaluation will be conducted by a multidisciplinary team to determine eligibility for special education services under IDEA or for a 504 Plan under Section 504 of the Rehabilitation Act.
3. **Eligibility Determination:** The results of the evaluation will be reviewed by the Case Conference Committee (CCC), which includes the student's parents/guardians, teachers, and specialists, to determine eligibility and the appropriate level of support.

Individualized Education Plan (IEP) and 504 Plan Development

1. **IEP Creation:** For students eligible under IDEA, an Individualized Education Plan (IEP) will be developed by the CCC, outlining specific goals, accommodations, modifications, and services tailored to the student's needs.
2. **504 Plan Development:** For students eligible under Section 504, a 504 Plan will be created to ensure access to necessary accommodations in the general education setting.
3. **Parental Involvement:** Parents/guardians will be actively involved in the development, review, and revision of their child's IEP or 504 Plan.
4. **Annual Review and Reevaluation:** IEPs and 504 Plans will be reviewed annually, with a reevaluation occurring at least every three years to assess continued eligibility and effectiveness.
5. **Transition Planning:** As part of the IEP transition planning process, the team will collaborate with the student, family, and relevant stakeholders to develop a comprehensive post-secondary plan that aligns with the student's strengths, interests, and goals. This plan will include identifying necessary accommodations, college or career pathways, vocational training opportunities, and community resources to support a smooth transition into adulthood and independence.

Implementation and Support Services

1. **Special Education Team:** Legal Prep will employ special education teachers, paraprofessionals, a special education case manager, and a social worker to provide necessary support and ensure compliance with IDEA.
2. **Inclusion Model:** We will prioritize an inclusive co-teaching model, where special education teachers collaborate with general education teachers to provide differentiated instruction. Self-contained classrooms will only be used when required by an IEP, with the goal of exiting the self-contained setting at the earliest time, as determined by the CCC.
3. **Related Services:** Legal Prep will contract with external providers for specialized services, including speech therapy, occupational therapy, and psychological assessments.
4. **Assistive Technology:** Students requiring assistive technology as part of their IEP or 504 Plan will be provided with appropriate tools and resources to enhance learning.
5. **Specialized Curriculum:** Most students with IEPs will be able to access the same curriculum as their general education peers. For those with severe disabilities or for those whose IEP otherwise requires it, Legal Prep will acquire additional curriculum resources to ensure those students receive appropriate instruction and support. Fountas & Pinnell literacy curriculum is specifically designed for emerging readers or those who may be academically below grade level. The Legal Prep team also has experience with the Wilson Reading System, which we have used for students who were not yet able to access the general education classroom material.
6. **Playground IEP Software:** Legal Prep uses the secure Playground IEP platform to allow team members specific access to IEP information for students that they serve, including IEP summaries. This ensures that teachers have quick access to the most relevant information for their students. Additionally, Playground IEP simplifies the case manager scheduling process to ensure required deadlines are met.

Progress Monitoring and Data Management

1. **Regular Monitoring:** Student progress toward IEP goals will be monitored frequently through formative and summative assessments, teacher observations, and student work analysis.
2. **Data Collection and Reporting:** All special education records and files will be maintained in the Indiana Department of Education's (IDOE) IEP system for IEPs to ensure compliance and accessibility. Hard copies of all documents will be maintained in the student's cumulative folder at the school.
3. **Parent and Teacher Communication:** Regular communication with parents and teachers will ensure transparency, collaboration, and timely intervention when needed.

Compliance and Professional Development

1. **Legal Compliance:** Legal Prep will adhere to all federal and state regulations regarding special education, ensuring the rights of students with disabilities are upheld.
2. **Educator Licensure:** All special education teachers at Legal Prep will hold an Indiana Instructional License with a Special Education Endorsement.
3. **Staff Training:** All educators and support staff will receive ongoing professional development on best practices for differentiated instruction, behavior management, and compliance with IDEA and Section 504. A specific special education-focused day is built into the Legal Prep Summer PD schedule.
4. **Collaboration with Stakeholders:** Legal Prep will work closely with families, community organizations, and advocacy groups to continuously enhance special education services and promote student success.

Legal Prep Charter Academy is dedicated to fostering an inclusive learning environment where students with disabilities receive the individualized support they need to reach their full potential.

Special Student Populations - Students Below Grade Level

Legal Prep is committed to ensuring all students achieve academic success, including those who enter below grade level in one or more subject areas. Our aggressive remediation plan includes a structured approach to interventions, monitoring, and progress assessment to bring students up to grade level as soon as possible.

Intervention Strategies

1. **After-School Office Hours:** Teachers will hold regular office hours after school, providing students with additional support in areas of difficulty.
2. **After-School Tutoring:** Targeted tutoring sessions will be available after school, utilizing small group instruction and research-based interventions.
3. **Targeted In-School Interventions:** During the school day, students requiring additional support will receive interventions using research-based curricula tailored to their specific needs in English Language Arts and Mathematics.

Progress Monitoring

1. **NWEA MAP Assessments:** Students' academic progress in ELA and Mathematics will be monitored through NWEA MAP assessments administered at the beginning, middle, and end of each school year.
2. **Data-Driven Adjustments:** Intervention strategies will be adjusted based on MAP assessment results, classroom performance, and teacher observations to ensure effective remediation.
3. **Regular Check-Ins:** Advisors, teachers, and administrators will conduct regular progress reviews to assess student growth and modify intervention strategies as necessary.

Multi-Tiered System of Supports (MTSS)

1. **Academic Interventions:** MTSS will provide tiered academic interventions to support students based on their level of need, from core classroom instruction (Tier 1) to targeted small group interventions (Tier 2) and intensive individualized support (Tier 3).
2. **Behavioral Supports:** The MTSS framework will address student behavior through proactive support, counseling, and restorative practices.
3. **Attendance Monitoring:** Attendance concerns will be addressed through family engagement, check-ins, and personalized intervention plans to ensure consistent student participation.

Stakeholder Collaboration

1. **Parent Engagement:** Parents/guardians will receive regular updates on their child's progress, including intervention plans and strategies for home support.
2. **Teacher Collaboration:** Educators will participate in ongoing professional development to enhance intervention strategies and implement best practices.
3. **Community Partnerships:** Legal Prep will collaborate with local organizations and resources to provide additional tutoring and mentoring support.

Through this comprehensive remediation plan, Legal Prep Charter Academy aims to close academic gaps and ensure all students achieve grade-level proficiency, setting them up for long-term academic success.

Special Student Populations - Students Above Grade Level

Legal Prep is committed to providing a challenging and enriching academic experience for students who demonstrate readiness for accelerated learning. Our goal is to ensure that high-achieving students remain engaged and continue to develop their academic potential through rigorous coursework and advanced learning opportunities.

Acceleration Opportunities

1. **Advanced Coursework:** Students who are above grade level will have access to high-rigor instruction and enrichment activities integrated into the standard curriculum.
2. **Advanced Mathematics Placement:** Eligible students will be placed in advanced mathematics courses earlier, allowing them to progress through higher-level coursework, including Pre-Calculus and Calculus.
3. **Dual Enrollment College Courses:** Qualified students will have the opportunity to take college-level courses through our dual enrollment program, which supplements the dual credit coursework they will complete as part of our standard curriculum.
4. **Honors and Advanced Placement (AP) Courses:** Students may enroll in additional AP courses that provide rigorous, college-level coursework in various subjects.

Identification and Placement

1. **Assessment and Performance Data:** Student readiness for accelerated learning will be determined based on standardized assessments, classroom performance, and teacher recommendations.
2. **Individualized Acceleration Plans:** For students requiring additional challenges beyond the standard curriculum, an individualized plan will be developed outlining advanced learning opportunities.
3. **Ongoing Monitoring:** Student progress in accelerated coursework will be reviewed regularly to ensure continued academic growth and appropriate placement.

Support for Accelerated Learners

1. **Enrichment Activities:** Students will have access to academic competitions, legal programming, STEM challenges, and research-based projects to deepen their learning experience.
2. **Mentorship and Advising:** High-achieving students will be paired with faculty mentors to provide guidance and support for academic and college readiness goals.
3. **Flexible Learning Paths:** Acceleration pathways will be tailored to student needs, allowing flexibility in course sequencing and progression.

Collaboration with Stakeholders

1. **Parent and Student Engagement:** Families will be actively involved in discussions about acceleration options and academic planning.
2. **Teacher Professional Development:** Educators will receive training on differentiated instruction and strategies to challenge and support advanced learners.
3. **Partnerships with Higher Education Institutions:** Legal Prep will collaborate with Ivy Tech to expand dual enrollment and advanced learning opportunities.

Through this comprehensive accelerated learning plan, Legal Prep Charter Academy will ensure that high-achieving students are continually challenged and prepared for future academic and professional success.

D. School Culture and Discipline

School Culture Overview

Legal Prep will provide an outstanding school culture that prepares students for success in college and in life. Legal Prep offers a structured learning environment built on strong student relationships and clear expectations. Through a culture of high expectations, mutual respect, and accountability, students will develop the academic and personal skills necessary to achieve their long-term goals. By fostering a sense of belonging and instilling a growth mindset, Legal Prep ensures that students are equipped to navigate challenges and thrive in their educational journey and beyond.

A strong school culture starts with robust onboarding and professional development for all Legal Prep team members. That plan is detailed in Section IV.B below and involves extensive training for the administrative team and a three week process for the rest of the team to ensure that everyone is on the same page. Additionally, Legal Prep's school leader will be Joseph Williams, who is currently the principal for Legal Prep's Chicago campus. Principal Williams will ensure that the outstanding experience from the Chicago campus is replicated in Indianapolis. Principal Williams has an application pending with The Mind Trust to join its School Launch Fellowship program. We hope to be able to officially announce his placement in the program by the time we submit our full application in May.

In our first year, we will start with sixth grade and ninth grade. Each grade level will have its own orientation night the week before school begins for all students and families. The group will hear a brief message from Principal Williams before they break off with their advisory teacher for the main presentation. The advisor will review school-wide expectations as well as expectations for the advisory space. It is an opportunity for parents and guardians to ask any questions they might have about the upcoming school year or Legal Prep policies and procedures. Any families who are unable to attend the orientation evening event will set up an individual meeting appointment with their child's advisor so they can receive this important information.

After advisors finish the main presentation with their group, there is an additional session for families with a special education student or an EL student. There are multiple staggered sessions to accommodate families with an EL student who also has an IEP or 504 plan. Families receive an overview of information for each program during this session and are invited to sign up for a one-on-one meeting with the special education case manager or the EL coordinator. Time slots are offered both in person and virtually for those meetings, with evening availability as well.

The first week of school will include two dedicated days of special programming - Freshman Connection for our ninth graders and Middle School Connection for sixth graders. These programs build community among the students, as well as between students and the Legal Prep staff. Additionally, the students learn about Legal Prep's processes and procedures. They receive instruction on everything from how to open their locker to the structured way each class period begins and ends. They use this time to begin developing short-term and long-term goals for their learning. Every new sixth and ninth grade class moving forward will use this introductory program. There is an abbreviated version of the core content of this program for any student who joins Legal Prep later in the year. There also is a special orientation session for students who transfer to Legal Prep in seventh, eighth, tenth, eleventh, or twelfth grades.

Legal Prep is dedicated to fostering cultural competence among teachers, administrators, staff, parents, and students. The school will implement ongoing professional development focused on ensuring that all educators are prepared to meet the needs of a diverse student population. To identify all racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups represented in the student body, Legal Prep will conduct regular demographic assessments and use the data to inform instructional practices and community engagement strategies. The school also will establish partnerships with community organizations that support underrepresented groups and provide cultural exchange programs to promote understanding and inclusivity within the school environment.

Classroom Structure and Expectations: The Legal Prep Classroom

While Legal Prep teachers have the flexibility and autonomy to create their own specific, outstanding learning environment, we have found that schoolwide expectations with consistent application benefit all students. Over our thirteen years of operation in Chicago, we have developed the Legal Prep Classroom, which is the foundation for all classroom spaces. The following one page document is a Legal Prep Classroom “cheat sheet” that is provided to all team members. Teachers receive extensive professional development, as well as ongoing coaching to ensure they are supported in implementing these practices and procedures.

The Legal Prep Classroom

These are the foundations for our classrooms to push student growth and maintain consistent school culture.

Physical Space		
Board Configuration <ul style="list-style-type: none"> • Date • Objective • Agenda • Homework 	Provided LPCA Posters <ul style="list-style-type: none"> • SMART • LPCA Core Values • Emergency Management 	Required Classroom Posters <ul style="list-style-type: none"> • Rules/Norms • Student Work • Voice Levels

Chromebooks	
Chromebook Cart <ul style="list-style-type: none"> • Lock cart in classroom when not in use • Chromebooks cannot leave your room • No chargers leave the carts • Teachers do not share the code with students for any reason 	Chromebooks - Class Use <ul style="list-style-type: none"> • No headphones in class unless for class-related videos • No headphones in hallway • Only school-issued headphones • Must be using Hapara and circulating the room when Chromebooks are in use

Discipline	
Use of "Redirection, Breather, Removal" system <ul style="list-style-type: none"> • Consistently addressing non-negotiable behaviors • Issuing redirections and then breathers to address behavior • Logging referrals when necessary 	Escorts <ul style="list-style-type: none"> • Not allowing students to be in the hallway for any reason without an escort • One female and one male student from a class at a time • No escorts in first/last 10 minutes of class • Use ticket system
Uniforms <ul style="list-style-type: none"> • 100% of students in uniform 	

Class Systems/Structures	
Silent Do Now <ul style="list-style-type: none"> ■ 5 minutes student work (minimum) ■ Students pick up upon entry (or computer work) ■ Work at an appropriate level for independent work ■ Additional work given if students finish early ■ Timer on TV/Promethean ■ All students seated and silent at the bell ■ Materials on desk: Do Now, writing utensil ■ Chromebooks should be parked (under the desk) unless needed for the Do Now ■ Attendance taken ■ Redirections for talking 	100% student engagement in expectation and activity
	Only materials needed for class on student desks <ul style="list-style-type: none"> • Always verbalize during transitions
	Table of contents <ul style="list-style-type: none"> • Mandatory use for freshmen and sophomores
	MVP - Explicitly stated (*suggested posting in the room) <ul style="list-style-type: none"> ○ Movement ○ Volume ○ Participation
Sitting SMART <ul style="list-style-type: none"> • Sitting up straight (no heads on desks) • Make eye contact when speaking • Articulate clearly • Respond appropriately • Track the speaker when listening <ul style="list-style-type: none"> ○ Including "track _____" when calling on a student 	Closeout <ul style="list-style-type: none"> • No longer than 5 minutes to put away materials / classwork, collect materials, and reflect on class • Teacher dismisses the class, not the bell • Students are seated until they are dismissed by the teacher at or after the bell
Organized system of student response <ul style="list-style-type: none"> • Discipline of Hands • Cold Call • Call and Response • Organized discussion protocol <ul style="list-style-type: none"> ○ Make it explicit how students respond 	Student movement around the room <ul style="list-style-type: none"> • No student in teacher's desks and/or chairs • No moving around the classroom without teacher permission

Teacher Hallway Presence/ Threshold Purpose	Cell Phone Use
<ul style="list-style-type: none"> • To greet students • Do quick check-ins if necessary • Extra set of eyes in the hallway • Help clear hallway before the bell 	<ul style="list-style-type: none"> • Allowed during lunch and passing periods • Can be with a student - not used during class • No headphones; No calls; No videos • Follow full phone policy

Discipline Policy Overview

Legal Prep's discipline policy is grounded in restorative practices and opportunities for student learning and growth. Since revamping its approach to student discipline in 2019 - which involved a year-long process that engaged outside consultants and was in collaboration with students, families, teachers, and staff members - Legal Prep has had among the lowest levels of exclusionary discipline within Chicago Public Schools (both district and charter schools). Legal Prep's CEO has helped to spread these best practices by leading a professional learning community through the Chicago Education Fund on how to minimize the use of exclusionary practices in charter schools.

Legal Prep's Student Code of Conduct (SCC) provides all families with the details of its student discipline policy. That policy complies with all Indiana legal requirements, including IC 20-24-5.5. All families will receive a copy of the SCC, and it will be available on our website as well.

The SCC outlines the behavioral expectations at the school. Students receive infractions for rule violations, with more serious offenses receiving a referral to the Head Dean of Culture for some combination of restorative intervention and disciplinary consequence, such as an after-school detention. For less serious issues, a teacher or staff member is required to redirect the student or use a classroom management technique prior to issuing an infraction.

Legal Prep students are required to wear a school uniform. There is a school polo shirt, as well as a sweatshirt for when the weather is colder. Students also may earn special polo shirts, such as an "honor roll" polo shirt or a "senior class" shirt that they may wear during the school day. Students can wear khaki colored dress pants of their choice with the polo shirt, and they can wear any close-toed / closed heel shoes besides crocs or house shoes. There is also a gym uniform that is provided to students for physical education class. These items are provided to families at cost, with free uniform items provided to those families with demonstrated need.

Students have the opportunity to earn merits for positive behavior. There is a merit store where students can purchase a variety of items with their merits after school. Additionally, Legal Prep offers positive incentive field trips each month. Students earn access to these trips based on the criteria for each month. The criteria are always around academics, behavior, attendance, or some combination of those three areas. Trips will include activities such as bowling, roller skating, ice skating, haunted house, movies, and sporting events.

Communication with families around discipline issues is critical. Teachers and disciplinary staff will contact parents for any serious or ongoing issues. Advisors call home to families at least once per month to provide a report to parents on academics, behavior, and attendance. Those calls increase in frequency for any student who is struggling in any of those mentioned areas and when there is marked improvement by the student. While suspensions are rare, any suspension is documented with a letter that is provided to the parents or guardians. And while expulsions are even more uncommon - the last expulsion from Legal Prep's Chicago campus took place in 2021 - there are procedures in place to ensure due process, including the opportunity for the student to be represented by an attorney and a hearing in front of an unaffiliated hearing officer.

Legal Prep is committed to fostering a positive school culture while ensuring that all disciplinary actions respect the rights of students, including those with disabilities. In alignment with federal and state laws, students with disabilities will receive appropriate considerations in disciplinary proceedings, including conducting a Manifestation Determination Review (MDR) before imposing suspensions exceeding 10 days or expulsion. Due process will be upheld for all students facing suspension or expulsion, including notification of the charges, an opportunity for the student to present their side, and a formal hearing for expulsions with an outside hearing officer. The school will provide an appeal process in which students and families may challenge expulsion decisions before Legal Prep's CEO or designee. For students who are expelled or removed from school for more than 10 days, Legal Prep will ensure continued access to educational services, alternative education placements, or individualized academic plans to support their ongoing learning and reintegration into the school community.

III. Leadership and Governance

A. Educational Program Capacity

Key Members of the Leadership Team and Their Qualifications

Legal Prep will use a shared leadership model that relies on professionals based in both Indianapolis and Chicago, with the Principal spending all of his time and effort focused on Indianapolis, and the other current members of the leadership team dividing their time between Indianapolis and Chicago. The overall, day-to-day operation of the school will be the responsibility of the Principal. The Principal will be supported by the Head Dean of Culture who we intend to hire in Fall of 2025, and who we anticipate will be trained to become the Assistant Principal (with a focus on grades 6-9) as the school reaches capacity, as well as an Operations Manager, who will be responsible for the day-to-day administrative details associated with operating a school. Additional staff members and their roles are outlined in Section IV.B, below.

Our current leadership team has over 50 collective years of experience working with Legal Prep and with students and families who in many ways mirror the target population for our Indianapolis campus. This team includes:

Samuel Finkelstein - the Co-Founder and CEO Legal Prep. Sam will be responsible for ensuring the mission, vision, and core values of Legal Prep are maintained and that the operation of the school stays focused on the commitments and expectations of the charter authorizer and the Board of Directors. As CEO, it is also Sam's responsibility to mentor and support the Principal, who directly reports to the CEO. Sam is a University of Michigan Law School graduate, who was a litigation attorney and clinical assistant professor at Northwestern University Pritzker School of Law before running programs for at-risk high school students in Chicago through Just The Beginning (JTB). As JTB's program director, he was responsible for successfully expanding the Chicago-based program to four new locations across the country as part of JTB's expansion initiative. Sam began his work to open Legal Prep in 2009, during which time he spent over a year inside the Noble Network of Charter Schools to learn from their charter model before opening the doors of Legal Prep in Chicago in the fall of 2012. More recently, Sam became a member of the Building Hope's 2023 school leadership cohort, after Legal Prep was recognized by Building Hope for its Educational Innovation. Sam also was recognized by Crain's Business as a Leader in Community Development on Chicago's West Side. Sam is the lead member of the initiative to expand Legal Prep's reach to Indianapolis. Among other things, Sam is responsible for working directly with the authorizer and funders, as well as school leadership, community partners, and the Legal Prep Board. Sam is an avid traveler, and spent a year in Brazil with his family immersing themselves in the language and culture. His resume is included as part of Attachment 2.

Laura Miller - Chief Development Officer at Legal Prep. Laura will be responsible for supporting the CEO with respect to school governance, community engagement, and fundraising, as well as in executing on the school's strategic plan. She is responsible for developing and maintaining relationships with community members and others associated with the experiential learning programs, student internships, and the mentoring programs. She also is responsible for ensuring proper board governance, and coordinates fundraising activities and grant writing. In addition, she provides business advice on corporate and commercial matters to the CEO and school leadership. Prior to joining Legal Prep's staff in 2022, Laura was a long-time Board member and a Law Program volunteer since the school's inception in 2012. She earned her J.D. from the Marshall-Wythe School of Law at the College of William and Mary, is an experienced litigator, and a licensed patent attorney. She has served on the Board of Directors and Executive Management Teams and has headed multiple business and practice committees and departments, including Business Development, while in private practice. She has significant experience serving the target population, not only from her work at Legal Prep, but also while serving as an attorney and guardian ad litem at the Cook County Guardian's Ad Litem Office, where she represented abused and neglected children, and in her pro bono activities representing clients in need of legal services and immigration assistance. She also volunteers regularly at a food pantry, where she has the opportunity to use and improve her Spanish language skills. Her resume is included as part of Attachment 2.

Joseph Williams - Principal at Legal Prep in Chicago. Joseph began his career at Legal Prep as Head Dean of Culture in 2020. From the outset, he has created and implemented initiatives to improve academic excellence, create a positive community experience, and reduce exclusionary discipline, replacing it with restorative justice and student-led initiatives based on Kingian principles of non-violence. Joseph will become the principal of Legal Prep in Indianapolis (with a new principal being developed for the Chicago campus). In his role as principal, Joseph is responsible for setting the tone and expectations for students and staff at Legal Prep, overseeing the school's academic excellence and student achievement initiatives and growth. He also serves as a resource for parents, teachers and counselors and assists them in reinforcing the culture of high expectations and consistency for our students. He will take responsibility for student achievement and culture at Legal Prep, as well as teacher development and evaluation. Joseph also is a youth minister at his church and a talented singer. You'll often hear him singing in the halls and he has brought audiences to their feet, when you can coax him to take the mic. His resume is included as part of Attachment 2.

Heather Davis - Director of Curriculum & Instruction and Special Education at Legal Prep. Heather has been with Legal Prep since 2015, beginning her career as a Special Education teacher through Teach For America. In her current role as Director of Curriculum & Instruction, she works with the Instructional Leadership Team to build best practices, ensure academic rigor and student progress through curriculum development and monitoring, and improve teacher effectiveness. As Director of Special Education, Heather oversees the school's compliance with special education requirements. As part of the leadership team, she will work to replicate these programs as part of the Indy school launch, with appropriate modifications to meet the Indiana state standards and regulations and community expectations and needs. She will work with Principal Williams to ensure that the teachers and staff at the Indy location understand and are supported through teacher development and evaluation practices. Her resume is included as part of Attachment 2.

Melissa Almazan - Business Manager and Athletic Director for Legal Prep. Melissa has been with Legal Prep since before Legal Prep opened in 2012. Prior to joining Legal Prep, Melissa worked in Chicago Public Schools (CPS) with the Office of News Schools, which is now called Office of Innovation and Incubation (I&I). I&I is responsible for overseeing CPS authorized charter schools. In her role as Operations and Management Coordinator at CPS, Melissa handled financial aspects of the department and worked with charter schools on incubation budgeting issues. At Legal Prep, Melissa oversees compliance with various state, local, and federal mandates, including compliance with respect to student-athletes and coaches. She also is responsible for maintaining the books and records, including financial records of the school, and assists with other administrative matters. As a long time member of Legal Prep, Melissa is an integral part of the culture of the school. She heads the committee charged with developing and implementing school-wide student incentives and activities. As part of the leadership team, she will work to replicate these tasks and train staff as part of the Indy school launch, with appropriate modifications to meet the Indiana standards and regulations, as well as community expectations and needs. Her resume is included as part of Attachment 2.

Resumes and professional references for the Leadership Team are provided in Attachment 2 and their completed Statements of Economic Interest are provided in Attachment 6. Leadership Team members also have completed background checks that comply with IC Code 20-26-2-1.5, as noted in Attachment 2. It is Legal Prep's policy to require the Leadership Team and staff to complete a background check that complies with this IC Sec. 20-26-2-1.5 prior to being hired. A copy of Legal Prep's Background Check Policy for the Indy campus is included in Attachment 2.

Leadership's Knowledge of the Target Community

Each of the members of the Leadership Team brings a unique skill set that will position Legal Prep for success, and each has experience working with and supporting the target community as described above.

Key Partners in Planning and Establishing the School

As further described in Section I.D above, the key partners with the Leadership Team in planning and establishing the school are the Board of Directors, The Mind Trust, Ivy Tech, and Building Hope. In addition, we have support and are building relationships with the individuals and organizations, who each contribute to various aspects of the school's operation and success.

Indianapolis Principal and Key Qualifications

Joseph Williams is a passionate educator and youth advocate with deep roots in the Chicago community. Growing up in Englewood, he attended Chicago Public Schools, where he witnessed firsthand the transformative power of education. After college, he embarked on a business career, before realizing that his true calling lay in education. Taking a courageous leap, he transitioned to the Alternative School Network in Chicago, where he worked as a dedicated counselor for the Youth in Care program. He began his career with Legal Prep in 2020 as the Head Dean of Culture, working with leadership to reimagine the school's approach to discipline and restorative justice, and then transitioned to Principal in 2023. As Principal, his professional and life experiences have helped shape his approach and vision to create a transformative educational experience for students and a culture of peace within the school community.

Joseph is deeply committed to fostering a positive, inclusive and safe environment where students excel academically, have the space to develop their unique talents, and grow into confident individuals ready to tackle future challenges. He consistently and positively encourages both staff and students to "bring the best version of themselves" to each day and makes a point of recognizing when others are striving for that goal. He makes a habit of publicly acknowledging staff members and students when they are meeting expectations, and has private conversations when they are not.

He is truly committed to the development of every member and facet of the school community. Getting to know and earn the trust of each member of the Legal Prep family is a priority for him. He starts each morning with a student address and an email to staff. He also feels it is important to welcome each student by name as they enter the building. He provides every parent and guardian with his personal phone number and will answer their calls, whatever the hour. Parents and students consider him an extension of their family, because at Legal Prep, that is how we consider our community.

As the Head Dean of Culture, he was charged with implementing a restorative justice approach to discipline, which resulted in a significant reduction of out-of-school suspensions and expulsions. As Principal, he launched a culture of peace initiative that includes peer counseling and support for students and instituted a system of positive reinforcement that recognizes and rewards students for consistent attendance and participation, wherever they fall on the academic scale. He also has implemented programs to promote student involvement in extracurricular activities, fostering a sense of community and school pride. These initiatives are already yielding positive results, with improved attendance, increased academic achievement, and positive morale among students and staff. He also has been working with our SEL team to improve our approach to social-emotional learning, so that students are equipped with the skills and confidence needed to excel in new and challenging environments now and in the future. In addition, he is spearheading the implementation of a school improvement plan, to improve student academic performance and growth in reading. This includes reliance on research-based and data-driven educational programs and initiatives and integration of technology in classrooms, which is designed to enhance the learning experience and prepare students for the demands of the 21st-century workforce.

Importantly, he leads by example, pushing himself to become a better and more effective leader by taking leadership courses, seeking feedback from peers and others both inside and outside the school, and by pursuing a master's degree program in education. He has been recognized both within our school and in the broader education community. For example, in 2024, he was selected by the Surge Institute to become a part of the Leadership Collaborative of the Black Principals Network.

Other Key Personnel

While Joseph Williams will devote 100% of his time to the Indy campus, it is anticipated that the other School Leadership team members identified above will devote a portion of their time (approximately 30%) to assist in the operation of the Indy campus. In addition, Legal Prep will hire a full time Head Dean of Culture who will work closely with Principal Williams preparing for the school launch, and will focus on student recruitment, school culture, and the social-emotional well-being of our students.

B. Board Governance

Board Members and Roles/Experience

Legal Prep Charter Academy will be governed by the Board of Directors of Legal Prep Charter Academy Indiana, Inc. an Indiana non-profit corporation that has applied for federal tax exempt status under section 501(c)(3) of the Internal Revenue Code. The federal tax exempt application and proof of submission are provided in Attachment 4. The corporation is governed by Articles of Incorporation that are provided in Attachment 3. The Bylaws, including a Conflict of Interest Policy, are provided in Attachment 5.

In Chicago, the governing board strategically comprises members who reflect the many aspects and interests of our community including entrepreneurs, lawyers, finance-focused members, as well as marketing representatives, employees of community-based organizations and parent representatives. Our Indiana Board will be similarly reflective of the community. Consistent with the Bylaws, Board members are elected annually for one-year terms. While there is no requirement that Board members serve a specific number of terms, it is expected that Board members, if elected, will serve at least four years, to ensure long-term continuity and commitment to the strategic initiatives of the board and the school. The Chicago governing board meets bi-monthly and minutes of the meetings are available on Legal Prep's website at www.legalprep.org. The board receives input from various committees, which report out at each Governing Board meeting. As further described below, a similar board structure for the Governing Board of the Indiana entity is being adopted, consistent with Indiana law governing nonprofit organizations and charter schools.

Presently, the Board of Directors consists of seven board positions, filled by the following elected members (and one under consideration), whose resumes, including two professional references, are included in Attachment 2. Consistent with Legal Prep's policy, election to the Board is contingent on undergoing background checks that comply with IC Code 20-26-2-1.5, as indicated in Attachment 2. Records of these background checks are retained by the Business Manager. In addition, the Board of Directors have completed Statements of Economic Interest, which are included in Attachment 6. We are actively recruiting to fill the remaining Board vacancy, which we anticipate will be filled in the next few months with an Indiana-based individual, preferably by a person with financial expertise and/or a person with communications/marketing expertise and close ties to the community. Any additional Board members will be vetted by the Governance Committee and elected by the then-current Board members.

By July 2026, the board members employed by Legal Prep Chicago (specifically, Sam Finkelstein, Laura Miller, and Melissa Almazan), will be replaced by Board members predominantly based in Indiana, and the Board will be expanded to nine members, to include additional members with expertise in board management and corporate philanthropy. Once the school opens, we also anticipate including a parent representative as one of the Board members. Sam and Laura will transition to ex officio (non-voting) members of the Board, with Sam serving as Chief Executive Officer of the corporation and Laura serving as Chief Development Officer.

Name	Board Role	Area(s) of Expertise	Experience Serving Target Student Population
Melissa Almazan	Elected Member, Chair of Finance	School leadership, administration,	For almost 20 years, Melissa has worked with Title 1

	Committee	finance and governance; performance management; parent and community engagement	schools assisting with their operations and financial management. Since 2012, she has also worked with students and their families as well as engaging with community supporters.
Jason Brown	Elected Member, President/Chair of the Board	Governance, financial oversight, performance management, community engagement	
Rita Deng	Elected Member, Chair of Academic Excellence Committee	School leadership and administration; Academic excellence in curriculum, instruction and assessment; performance management; parent engagement.	<p>Worked for 11 years as a teacher and then an administrator for K-12 Title 1 public charter schools, including superintendent of middle and high schools (apprx. 10,000 students)</p> <p>Currently consults with public charter schools nationally on school improvement and in professional development and student achievement initiatives.</p> <p>Began her own education journey as an ELL student.</p>
Sam Finkelstein	Elected Member, CEO and Treasurer, Chair of the Executive Committee	Expertise in the full scope of successfully implementing school design	<p>Co-founded the original Legal Prep in 2012, serving as CEO; also served as building principal for six years of the school's operation.</p> <p>Worked with at-risk youth from across the country during his time as Just The Beginning's program director.</p>
Nicole Wieber Goodson	Under consideration to be a Board Member and Chair of the Community Engagement Committee	Board governance; performance management; parent and community engagement	Currently serves youth with system involvement in Indianapolis. Represented students in due process hearings for fourteen years. Has experience with Indiana school systems and Enroll Indy.
Laura Miller	Elected Member, Secretary, Chair	School leadership, administration and	Currently works with Legal Prep students preparing them

	of Board Governance Committee	governance, performance management; community engagement; board governance	for and supervising internships and summer programs; participated as a volunteer for many years with the monthly law program; served as an attorney and guardian ad litem at the Cook County Guardian's Ad Litem Office, representing abused and neglected children in low-income neighborhoods and public housing. Provided pro bono representation to clients in need of legal services and immigration assistance.
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Board Structure, Responsibility, Interface with School Leadership and Training

In Chicago, Legal Prep Charter Academies operates through a series of Boards, including a governing (or fiduciary) Board responsible for oversight of the school's finances, operation, and charter compliance, as well as our honorific Associate and Advisory Boards. We anticipate utilizing both governing and non-governing boards to support Legal Prep in Indiana.

Governing Board members hold fiduciary responsibility for the school. As set forth in the Bylaws (included in Attachment 5), the Governing Board provides oversight and supervision of Legal Prep, and as reflected in the School Organization Charter (provided in Attachment 1), serves as a direct line of support for school leadership. Board members utilize their expertise in business, non-profit management, legal, education, finance, and other areas of knowledge in setting policies that guide Legal Prep's work to provide a high-quality public education to Indianapolis' educationally underserved families. It also is anticipated that individual Board members may be involved in supporting grant writing and private fundraising. The Board of Directors will work to help Legal Prep achieve its mission of educating the next generation of lawyers and leaders, within the parameters of its charter. Directors will participate in bi-monthly meetings, hold officer positions, and participate on committees as established by the Board. The initial committees will comprise at least an Executive Committee comprising the Officers of the corporation, and the Governance, Finance, Academic Excellence, and Community Engagement Committees, which may include non-Board members and school leadership.

- The **Executive Committee** will be responsible for setting the agenda for the Board meetings, proposing the short-term and long-term goals and policies to be considered and adopted by the Board, and ensuring smooth operation of the committee structure, as well as serving as a resource for the CEO.
- The **Governance Committee** will be responsible for evaluating school leadership and its own members and serves as a resource for the Chief Development Officer and recommending policies for the Board's consideration and adoption.
- The **Finance Committee** will be responsible for overseeing risk management, compliance, and financial reporting of the corporation and serves as a resource for the CEO, the Chief Development Officer, and Business Manager on financial matters.
- The **Academic Excellence Committee** will be responsible for overseeing and supporting the school leadership team with respect to student achievement, staff professional development, and performance management and is a resource for the CEO and Principal.
- The **Community Engagement Committee** will be responsible for promoting awareness of the school and developing partnerships with community members and will be a resource for the Principal in driving enrollment and the Chief Development Officer in building relationships with the community, including financial investment in the school and its programs.

Board member training and development will be required, consistent with state and local laws and regulations, as well as recognized best practices. This training will be made available through the National Charter School Institute and will be supplemented with annual board retreats. During these retreats, board members will tackle strategic planning initiatives and other items that may be too complicated or time-consuming to be effectively addressed solely in board or committee meetings.

The Associate Board is a non-fiduciary board whose members are selected after being interviewed by the Principal or Chief Development Officer. Often, Associate Board members seek to join the board after being volunteers or attending Legal Prep events. Associate Board members participate in and support school activities, such as a Career Day, Resume and College Application Workshops, the Mentoring Program, our Santa Room, and other community and student-facing events. They also may serve on committees of the Governing Board and participate in and staff fundraising events. Participation on the Associate Board also provides members with NFP board experience, so they can go on to join governing boards, either with Legal Prep or other not-for-profit organizations.

The Advisory Board is also a non-fiduciary board made up of nationally-based experienced professionals, with whom we may consult on a pro bono basis on various ad hoc issues impacting the school, such as real estate, leasing, legal, or insurance coverage issues.

C. Compliance and Governing Documents

The following organizational documents are provided with this narrative and labeled as identified:

Document	Attachment No.
Organizational Chart	Attachment 1
Articles of Incorporation	Attachment 3
Bylaws, including Conflict of Interest Policy, as adopted by the Board	Attachment 5
501(c)(3) application (submitted on December 12, 2024 and currently pending)	Attachment 4
A list of the members of the School's proposed leadership team and Governing Board	Attachment 2
A current resume, including two professional references, for each each member of the School Leadership Team and by each member of the Board of Directors	Attachment 2
Confirmation that each member of the School Leadership Team and by each member of the Board of Directors has submitted to and cleared a background check that is in compliance with IC 20-26-2-1.5, and a copy of the school's background check policy.	Attachment 2
Statements of Economic Interest (in compliance with IC 20-24-3-4(c) signed by each member of the School Leadership Team and by each member of the Board of Directors.	Attachment 6

IV. Operations Plan and Capacity

A. Facility

Legal Prep is currently working to identify its facility in or proximate to Monument Circle. This location will allow Legal Prep to serve students from throughout the city, leveraging existing public transportation options, as well as the strategic use of its own supplemental bus routes. Additionally, this location will allow families with one or more parents/guardians who commute to downtown to consider Legal Prep as an option.

This location also provides exciting partnership opportunities with our legal community partners, as well as other public and private sector institutions. Legal Prep's law program partners will be either walking distance or a short bus ride from our campus. We also will be able to offer an extensive network of internship opportunities to our students.

Legal Prep is seeking a commercial real estate location that can be converted into school use. We are working with The Mind Trust, and with the nonprofit Building Hope, which has over twenty years of experience building schools, including several in downtown locations like we are proposing. With assistance from these organizations and other professionals, we will ensure that the facility complies with all applicable state, local, and federal health and safety requirements. Legal Prep and its team will follow all applicable city planning review procedures, including but not limited to ensuring that required certificates of completion and compliance are filed with the Department of Business and Neighborhood Services.

We also may partner with IFF on the financing side. We have worked with IFF in Chicago since we opened that campus in the fall of 2012. They were initially our landlord and then provided financing to facilitate a purchase and renovation of our Chicago space.

To identify our specific location, we are working with Matt Kiger, Director at Newmark, according to the following schedule:

- March 14th: Identify 5 potential spaces that meet our criteria
- April 30th: Building Hope completes feasibility analysis on the identified spaces, including financial projections for the buildout and lease
- May 16th: Legal Prep identifies its desired location, which will be included in the full application
- June 25th: Legal Prep executes the necessary contracts to proceed with its facility lease and related buildout
- July 3rd, 2026: Construction is complete
- July 3rd, 2026: All furniture and fixtures arrive
- July 13th, 2026: Building is ready for staff
- July 31st, 2026: Building is ready for students
- August 10th, 2026: First day of school

The following chart identifies the various space requirements over the first four years, leading up to full capacity in year 4. We have provided enrollment targets in our application that are realistic and conservative based on conversations with other operators as well as a review of historical enrollment data. However, we are requesting flexibility in our enrollment cap to serve up to the number of students our staffing and facility could reasonably accommodate. The chart provides both the enrollment target and the number that represents full capacity based on staffing and facility.

	Year 1	Year 2 (new spaces)	Year 3 (new spaces)	Year 4 (new spaces)	At Capacity
Enrollment	<u>High School</u> 114 (up to 150) <u>Middle School</u> 56 (up to 75) <u>TOTAL</u> 170 (up to 225)	<u>High School</u> 225 (up to 300) <u>Middle School</u> 112 (up to 150) <u>TOTAL</u> 337 (up to 450)	<u>High School</u> 338 (up to 450) <u>Middle School</u> 168 (up to 225) <u>TOTAL</u> 506 (up to 675)	<u>High School</u> 450 (up to 600) <u>Middle School</u> 168 (up to 225) <u>TOTAL</u> 618 (up to 825)	<u>High School</u> 450 (up to 600) <u>Middle School</u> 168 (up to 225) <u>TOTAL</u> 618 (up to 825)
Classrooms	High School - 8 Middle School - 3	High School - 8 Middle School - 8	High School - 7	High School - 7	High School - 30 Middle School - 11
Specialty Student Spaces	-Science Lab -Cafeteria / multipurpose room -Gym / Workout Space (high school) -Mock Courtroom -Library	-Gym / Workout Space (middle school)	-Science Lab		-Science Lab (2) -Cafeteria / multipurpose room -Gym / Workout Space (HS) -Gym / Workout Space (MS) -Mock Courtroom -Library
Offices and Admin Spaces	-Main Office -Dean Space -Counselor Office (2) -Admin Office (2) -Staff Lounge -Staff Workroom -Conference Room -SPED Conference Room	-Counselor Office -Conference Room	-Counselor Office -Admin Office (2)	-Alumni Support Office	-Main Office -Dean Space -Counselor Office (4) -Admin Office (4) -Staff Lounge -Staff Workroom -Conf. Room (2) -SPED Conf. Room -Alumni Support

Legal Prep will ensure there is a dedicated school entrance in the building for our school community, as well as dedicated elevators that are not shared with other tenants. There will be separation between the middle school and high school sections of the building, but there will be opportunities for eighth grade students, in particular, to take high school courses.

Per the schedule outlined above, additional facility details will be provided by the date the full application is due.

B. Staffing, Hiring, and Evaluation

Legal Prep team members must be aligned with our mission and believe in the power of education and our students' abilities to achieve outstanding results. All new hires must demonstrate the Legal Prep Charter Academy Core Values, which are the following:

- **Team-Led:** I celebrate the school's accomplishments. I am excited by challenges and shared responsibilities and embrace them as opportunities for professional growth. I lead by example, and take ownership wherever it is necessary to accomplish our shared mission.
- **Solutions & Results-Oriented:** I take the initiative to critically think about solutions to problems that I, or the team, has identified. I fully commit to my projects, reflect during this process, and achieve the best outcome possible.
- **Reflective Accountability:** I am consistently reflecting on ways to improve. I hold myself and others accountable to agreed upon practices, deadlines, and results. I use data in a meaningful way.
- **Honesty:** I act with respect and kindness, assume the best intent, and am not self-serving. I am direct and professional in resolving any conflict. I am comfortable in admitting mistakes and welcome open dialogue to resolve them.
- **Positive Mindset:** I am confident in my students' abilities, as well as my ability to impact student achievement. I also believe setbacks are part of the process of learning and value feedback on areas of growth. I support my colleagues and help them to remain positive around our shared mission.

Staffing Plan

Legal Prep will start with sixth grade and ninth grade and grow by one middle school and one high school grade each year until we reach full capacity in year four (middle school will be at full capacity in year three). The chart below shows the new staff members that will be hired for each year.

	Year 1 (2026-2027)	Year 2 (2027-2028)
Admin	Principal Director of Instruction (50%) EL Coordinator (50%) Head Dean	Director of Instruction (increase to 100%) EL Coordinator (increase to 100%)
Instructional	6th Grade Teacher (2) ELA Teacher - 9th Math Teacher - 9th Law Teacher - 9th PE Teacher - 9th History Teacher - 9th Science Teacher - 9th SPED Teacher (2) Paraprofessional	ELA / History Teacher - 7th Math / Science Teacher - 7th PE / Elective Teacher - 7th SEL Teacher - 7th ELA Teacher - 10th Math Teacher - 10th Law Teacher - 10th PE Teacher - 10th History Teacher - 10th Science Teacher - 10th SEL Teacher - 10th SPED Teacher (2) EL Teacher Paraprofessional
Support	Social Worker Assistant Dean Operations Manager Admin Assistant - Main Office	SEL Counselor Assistant Dean (2) Admin Assistant
	Year 3 (2028-2029)	Year 4 (2029-2030)
Admin	Assistant Principal	
Instructional	ELA Teacher - 11th Math Teacher - 11th Law Teacher - 11th Spanish Teacher - 11th History Teacher - 11th Science Teacher - 11th JCS Teacher - 11th History / Law Teacher - 7th/8th Science Teacher - 7th/8th SPED Teacher (2) EL Teacher Paraprofessional	ELA Teacher - 12th Math Teacher - 12th Law Teacher - 12th Spanish Teacher - 12th History Teacher - 12th Science Teacher - 12th JCS Teacher - 12th SPED Teacher
Support	Internship Coordinator SEL Counselor Assistant Dean	College Counselor - Alumni Support

Staff Professional Development and Support

Legal Prep has a rigorous onboarding and professional development process leading into each school year. The process starts three weeks before the first day of school. While these steps will be critical in the first year, they are just as important in subsequent years to maintain a strong staff culture.

- **New Staff Onboarding (2 days)** - We start with two days of new staff onboarding. This provides background information on Legal Prep, including our mission and vision. New team members learn about the Legal Prep Classroom and other non-negotiables, and get an overview of all relevant policies, processes, and procedures. There is training on our student information system and other basic technology platforms. New staff will have a lunch panel with a group of students and parents.
- **All-Staff Retreat (3 days)** - On Wednesday, our entire team meets at an offsite, out-of-town location for our Annual All-Staff Retreat. We try to stay within a two hour drive of the school's location, and host the retreat at a college or university campus. West Lafayette, Muncie, Cincinnati, or Louisville would be ideal locations. Staff stay overnight for two nights in the campus dorms. We hold critical team-building and culture-building activities during the retreat. We lay the foundation for our goals for the upcoming school year. And we create trust among this group of individuals that must become a high performing team for the benefit of our students and families.
- **Summer Professional Development (10 days)** - The Monday following retreat, we return to the building for two weeks of intensive summer professional development. These sessions tend to be more technical in focus. We will have a review of all non-negotiables and training on any new learning platforms. Our Director of Instruction outlines expectations for deliverables. Teachers have built-in time to complete their planning materials, with regular check-ins with their teacher coach and department head. Teachers exit the program with completed curriculum maps and unit plans for the entire first semester, as well as lesson plans and collateral for the first month of the school year.

Legal Prep teachers are supported by our teacher coaching program. This support structure is modeled after the approach set out by Paul Bambrick-Santoyo in *Leverage Leadership* and *Get Better Faster*. This model is widely regarded as a best practice in instructional coaching, as it blends accountability with support to create a high-impact, sustainable approach to professional development.

Each educator is assigned a coach from the Instructional Leadership Team. That coach meets with the teacher during Summer PD to collaborate on goals for the year. There are often multiple goals, but there must always be an instructional goal and a classroom management goal.

Legal Prep Instructional Coaching: Core Principles

1. **Observation and Feedback Cycles:**
 - Teachers are observed frequently in short, focused observations.
 - Feedback is provided within 24-48 hours to ensure relevance and actionability.
2. **Actionable Feedback:**
 - Feedback is highly specific, addressing one or two key areas for improvement.
 - It includes clear, measurable action steps for the teacher to implement immediately.
3. **Practice-Based Coaching:**
 - Teachers actively practice the action steps during the coaching session (e.g., rehearsing a lesson segment, modeling a strategy).
 - This ensures they can effectively execute the feedback in their classrooms.
4. **Data-Driven Instruction:**
 - Coaching is grounded in student performance data, ensuring that interventions address gaps in learning.
 - Teachers analyze assessment data with coaches to identify trends and plan targeted instruction.

5. **Uses The Get Better Faster Scope and Sequence:**
 - Bambrick-Santoyo provides a roadmap for new teacher development, focusing on essential skills to build a strong foundation in the first 90 days.
 - The sequence is divided into phases:
 - a. **Phase 1:** Establishing strong classroom management and routines.
 - b. **Phase 2:** Building rigorous instruction.
 - c. **Phase 3:** Refining instructional practices for student engagement and mastery.
6. **Leverage Leadership Framework:**
 - Coaching is aligned with the broader goals of school leadership, such as developing / implementing a high-quality curriculum, strong classroom management, effective assessments, and a culture of accountability.
 - Leaders prioritize time for coaching, ensuring it is systematic and non-negotiable.
7. **The 6-Step Feedback Model (from *Leverage Leadership*):**
 - **Praise:** Begin with positive feedback to build rapport and reinforce strengths.
 - **Probe:** Ask questions to guide teachers toward self-reflection and identifying areas for growth.
 - **Action Step:** Provide a clear, specific action step for improvement.
 - **Model:** Demonstrate the action step to show what it looks like in practice.
 - **Practice:** Have the teacher rehearse the action step with guidance.
 - **Plan:** Agree on a plan for implementation, including when and how the teacher will apply the action step.

Legal Prep Instructional Coaching: Implementation Strategies

1. **Prioritize High-Leverage Skills:** Focus coaching on the practices that have the greatest impact on student learning, such as clear instructions, effective questioning, and formative assessment.
2. **Short Feedback Loops:** Frequent, iterative cycles of observation and feedback help teachers make incremental, continuous improvements.
3. **Leverage Video:** Recording lessons allows teachers to reflect on their practice and analyze their implementation of feedback.
4. **Build Relationships:** Coaches establish trust and a culture of collaboration by celebrating successes and framing feedback as a shared effort toward improvement.

Legal Prep Instructional Coaching: Impact

- **Teacher Growth:** By focusing on actionable feedback and skill-building, teachers rapidly develop their instructional expertise.
- **Student Outcomes:** The alignment of coaching with student data ensures that improvements in teaching translate directly into better academic results.
- **Scalability:** The model's structured framework can be implemented consistently across schools, making it effective at scale.

Compensation and Benefits

Legal Prep will offer its employees competitive compensation and a strong benefits package. Team members must be aligned with our mission, but competitive compensation and benefits will ensure we are able to not just attract, but also retain top talent. Legal Prep will use a salary schedule based on years of service and anticipates that starting teachers will make \$48,000. Teachers will receive credit for up to eight years of teaching experience at another school in their area of certification.

Legal Prep will offer a strong medical plan for teachers and their families. In Chicago, Legal Prep offers a premium Blue Cross Blue Shield plan, with employees paying 20% of the premium and Legal Prep paying the balance. We will have a comparable plan in Indianapolis. Additionally, we will offer dental, vision, long-term disability, life insurance, as well as a flexible spending account.

Legal Prep will participate in the Indiana Teachers' Retirement Fund (TRF) Hybrid Plan, as well as offer a 403(b) plan. Eligible employees can select between those two options or select to participate in both plans. Those who are not eligible for the TRF plan can participate in the 403(b) plan. Employees who participate in the 403(b) plan, but do not participate in the TRF plan, will receive an employer match of their 403(b) contributions up to 5% of salary with a \$4,000 employer match cap. Those who participate in the TRF plan do not receive the 403(b) match because Legal Prep is already contributing an employer share to their TRF plan.

Hiring, Evaluation, & Retention

Opening positions will be posted early in the fall of 2025. Legal Prep will use Indeed to post its positions, as well as LinkedIn and K12 Job Spot. Legal Prep also will post to Indiana's Enhanced Statewide Job Board via the Nimble platform. Legal Prep will build relationships with the education departments or alternative certification programs at local colleges and universities. Additionally, Legal Prep anticipates a partnership with Teach For America to staff a small number of positions. Legal Prep will complete all teacher hiring by May 1, 2026 and all support staff hiring by June 1, 2026.

Legal Prep's hiring process involves the following steps:

1. Resume Screening - Resumes are screened for basic qualifications and experience.
2. Phone Interview - The brief phone interview goes through a set list of questions or probe background, as well as get a primary indication of whether the candidate is aligned with our mission and values.
3. Zoom or In-Person Interview with Hiring Committee - This hour-long interview works through questions around non-negotiables and organizational fit. There are a number of hypothetical situations that the candidate must talk through.
4. Sample Lesson or Recorded Lesson + Debrief - Candidates who make it to the next stage will either complete a sample lesson with a small group of students or submit a recorded lesson that they have previously given. There will be a debrief with the candidate around what went well and areas for improvement.
5. Reference Check - Candidates will submit three references along with phone numbers and email addresses. The team will talk to at least one of the references and get email form responses from the other references.
6. Background Check - Candidates who we would like to offer a position will then submit to a background check that complies with Indiana state law.
7. Job Offer.

All employees receive a mid-year and end-of-year review meeting with their supervisor. These meetings review progress towards agreed upon goals, as well as adherence to Legal Prep non-negotiables such as attendance, call-off procedures, and deliverables. Teachers are expected to have shown growth during the observation and feedback cycles they have with their teacher coach. Teachers are also evaluated on student outcomes and growth. Employees who are deficient in one or more areas receive a Performance Improvement Plan (PIP) that is monitored regularly. Any PIPs are discussed during the evaluation meetings as well. During the end-of-year meeting, employees are told whether they are being invited back to the team for the next school year.

Legal Prep aims to retain over 90% of its staff members from year-to-year. While not a binding agreement, Legal Prep does ask candidates to consider their commitment to their advisory in determining whether to accept the offer to work at Legal Prep. Ideally, an advisor will see their advisory students through middle school (3 years) or through high school (4 years).

Legal Prep's mission is bigger than any one individual or team. Towards that end, Legal Prep has a transition plan in place that ensures continuity for students and families regardless of anyone transitioning out of their role, whether that be the CEO or a school principal.

Legal Prep is always looking for the next generation of school leaders inside its building as well as outside. Those individuals are provided with professional development and leadership development opportunities. One example is the future principal of Legal Prep's Chicago campus. This individual is an alum of Legal Prep and completed his student teaching in our building. He has been honing his craft and transitioning into administrative roles at another charter network. He also is being mentored by our current principal, both to provide suggestions for the school and to prepare himself for future leadership. We are excited that he will be joining our team for the 2025-2026 school year.

Replication Capacity

Legal Prep is well-positioned to replicate its successful school model in Indianapolis. Over the past 13 years, Legal Prep has refined its policies, procedures, and practices to ensure they can be effectively implemented at a second campus. The leadership team, comprised of experienced Legal Prep veterans, is prepared to train and support new staff in maintaining the school's high standards. Joseph Williams, the current principal of Legal Prep's Chicago campus, is a strong and capable leader who will oversee the successful launch of the Indianapolis school with the direct support of CEO Sam Finkelstein, who founded the original campus. Additionally, Legal Prep has identified a new principal for its Chicago campus to ensure continued excellence at both locations. With careful financial planning and a dedicated team, Legal Prep has created a strong foundation for successful expansion.

C. Ongoing Operations and Capacity

Transportation

Legal Prep will offer various transportation options for families, which will be safe and accessible ways for students to get to our Monument Circle location. Legal Prep wants all students in the Indianapolis area to have the option of attending so we are strategically positioning it downtown, near Monument Circle, which is accessible to public transportation. We will encourage and assist students and families to utilize public transportation systems, such as IndyGo, to ensure every student can get to school. In accordance with the McKinney-Vento Act, we anticipate having funds available to support families that need transportation assistance. Still, we understand that transportation may be limited for some families, so we also intend to provide private bus options for high-need communities. We also will offer our students, particularly at the middle school level, with training on use of the public transportation system, which will include real-world lessons on how to utilize public transportation, Uber, shuttle systems, car share/carpool, and bikes/scooters. The goal is to assess the needs of our students and families and develop a plan for each student in partnership with their family. Legal Prep also is exploring other options, potentially with partner colleges and universities or private bus companies, to utilize a shuttle system. Additionally we will offer early drop-off and after school activities, so that parents working in proximity to the school, are able to drop-off and pick-up their students before and/or after work. Based on our budget, we will explore other options as needed to make sure our students are fully able to access our model.

Qualifications for Operations Plan Success

As detailed in Section III.A above, Legal Prep School Leadership has decades of experience in operating all aspects of a successful school. The school and its leaders also will be supported by Legal Prep's team of professionals at the Chicago-based location, and with whom Legal Prep will contract with for operational support to further ensure its success. Finally, the Board consists of professionals with extensive experience in school operations and will provide oversight and advice.

Capacity and Experience in Facilities Acquisition and Management

As detailed in Section IV.A above, Legal Prep is working with several professional services providers to identify and acquire a location for the school. Legal Prep leaders Sam Finkelstein and Melissa Almazan have experience acquiring, improving, and maintaining school facilities. In Chicago, with the assistance of IFF, Legal Prep first leased and then purchased a former school building (nearly 100 years old) in need of significant repairs. Through careful planning and in consultation with the Board and third party consultants, the building was built out and remodeled in stages, as grade levels were added and student enrollment increased. A similar approach may be appropriate in Indianapolis, depending on the property selected for the school. Legal Prep anticipates relying on a third party vendor for daily building maintenance, if not provided by the building owner as part of a lease.

V. Financial Plan and Capacity

A. Financial Plan

Financial Systems, Policies, and Processes

The CEO and Board of Directors are responsible for the financial health of the organization. Legal Prep's financial policies and procedures will be aligned with the Indiana State Board of Accounts and designed to ensure integrity and confidence in overall financial reporting and accountability, guided by the Uniform Internal Control Standards for Indiana Political Subdivisions. The Finance Committee will be responsible for annually reviewing the financial policies and procedures, including investment policies, and any required or recommended updates and modifications, and for convening an audit committee comprising at least the School's Treasurer, Principal, and one of the Finance Committee members, who also serves as a Board member. Exceptions, changes or amendments to policies and procedures shall be considered by the Finance Committee and approved by the Board of Directors as needed.

With respect to financial planning, the CEO and Principal will jointly develop the school's annual budget in consultation with the Treasurer and Finance Committee. The CEO and Principal, in consultation with the Finance Committee will outline budget priorities, and the Business Manager will prepare the budget based on assumptions formed around those priorities and overall state revenue and salary trends. Generally, the key drivers of the budget will be overall enrollment projections, individual class size projections, overall salary structure, facility costs, and long-term financial goals built around the authorizer's financial performance indicators and the school's long-term stabilization prospects. Once the budget has been prepared, the Finance Committee and CEO will present it to the full Board for approval. The Business Manager will be available to answer questions for the CEO, Finance Committee, and Board as needed to assist in the preparation, review, and approval of the budget. The CEO will have authority designated by the Board to manage budgeted expenditures.

Strong internal controls are maintained covering major financial transactions (both with respect to accounts payable and purchase orders) and procurement, as well as controls concerning cash receipts and credit card usage. Internal controls regarding payroll, including tracking of employee time through timesheets (or the electronic equivalent), employee reimbursements, employee benefits, pension, and payroll processing also exist, including processing through a third party provider, ADP. For example, with support from the school's Operations Manager, the Business Manager will generate checks, enter monthly payroll, and monitor cash flow. The Business Manager will make sure payroll is entered into the system appropriately, reconcile bank statements, and generate financial reports.

Regular monthly financial reports will be provided to the CEO, Finance Committee, and the Board, along with unaudited quarterly financial statements with balance sheets, statements of activity, profit/loss statements, and a budget versus actual analysis. The Business Manager will review information and ensure proper processing and sign-offs, and with support from the Operations Manager, the Business Manager will handle day-to-day financial activities, including purchasing, accounts payable, payroll

preparation, and cash receipts (generally, input of daily activity). The Business Manager also will summarize and review check runs, process payroll transactions, reconcile cash on a monthly basis, and provide monthly financial statements and accompanying summaries to the CEO and Treasurer prior to review by the Finance Committee and the Board.

Legal Prep intends to operate as a largely cashless system, although we recognize that some students and families may transact business solely through cash exchanges. The Operations Manager will handle these cash transactions and document the transactions. The Operations Manager also will accept and submit to the Business Manager all purchase requests, invoices, expenditures and requests for reimbursement.

Third Party Provider Services

Legal Prep intends to continue its relationship with ADP, a payroll service provider. ADP will work in partnership with the Business Manager to input, record, and report payroll activity. Legal Prep also works with Steve Stanton, CPA, for accounting services, and with ORBA for audit services. Legal Prep will either continue its relationship with Mr. Stanton and ORBA with respect to the Indianapolis location or retain a separate accounting/audit/financial services firm with experience preparing audited financials for Indiana charter schools for the Indianapolis campus/charter entity.

In addition, the School intends to enter into a services contract with the Chicago-based organization Legal Prep Charter Academies, for the provision and sharing of certain administrative and financial back-end services to be provided by the CEO and Business Manager and Chief Development Officer. In addition, for Year 1 the school will reimburse Legal Prep Charter Academies for its proportionate share of the salary and benefits for the academic-focused services provided by the Director of Curriculum & Instruction and the EL coordinator, as these positions will be shared between the Indianapolis and Chicago campuses.

Revenue Assumptions, Estimates, and Contingency Plans

Revenue assumptions and budget estimates set forth in the accompanying budget workbook are based on Legal Prep launching only two grades per year in Years 1-3 and one additional grade in Year 4, with each of Years 1-4 budgeted at 75% of enrollment capacity. Even with this conservative approach, Legal Prep anticipates a positive net operating income in Year 1, and further increases in positive net income for Years 2-4.

Legal Prep provides the following assurance that it will establish an escrow account of no less than \$30,000 funded at a minimum of \$10,000 per year for the first three years of its charter term, to pay for legal, wind down of operations, and audit expenses that would be associated with a dissolution should it occur. The escrow amount is shown in the budget workbook (Attachment 7).

Funding Commitments

We are in the process of obtaining letters of commitment from funders and anticipate receiving funding from The Mind Trust, which has provided a letter of support. We also may seek a letter of commitment from IFF, which also provided a letter of support, and from similar financial institutions, if we proceed to purchase property or pursue significant facility improvements for the school. These letters of support are included as part of Attachment 10.

The Chief Development Officer will lead efforts to fundraise and garner local and national philanthropic support to secure a strong financial launch and continuing operation of the school. Groups and individuals throughout the school community will share in this responsibility when feasible, including board members and School Leadership. Initial relationships have been established with a number of Indianapolis based

law firms. Legal Prep will work to expand this base of support. For example, it has been Legal Prep's practice to request an annual donation from each of its law program partners to help defray the costs of the program and the majority of "for profit" law program participants (e.g. law firms and corporations) donate to the program. We anticipate that the Indianapolis legal community will continue with this tradition. Legal Prep also seeks donations from private supporters and foundations, both through hosted events and annual giving campaigns. These donations usually range from \$20 to \$10,000 per donor annually. Our grant writing efforts generate additional funds in the tens of thousands of dollars annually. Finally, we intend to apply for a number of privately funded grants each year. We anticipate generating \$400,000 annually in private funding through our legal community funding (\$200,000) and through our hosted events and grant writing efforts (\$200,000).

Legal Prep will also be applying for a federal Charter School Program (CSP) Quality Counts Grant through the Indiana Department of Education. This grant will cover many of the start-up costs associated with opening the new campus, especially in terms of furniture and fixtures, as well as technology. Legal Prep's CEO has experience with the CSP program, having successfully applied for a direct grant from the federal government during the Chicago campus start-up (Illinois was not a direct recipient of the grant program at that time). Legal Prep's business manager monitored the CSP grant administration and reporting requirements during that time to ensure compliance with all CSP policies and procedures.

B. Financial Management Capacity

Team's Qualifications For Implementing Financial Plan

The CEO, Business Manager, and Chief Development Officer have substantial experience developing and implementing financial plans for schools and businesses, as well as experience in fundraising and development. Sam Finkelstein has been the CEO of Legal Prep since its inception. He was responsible for developing the initial budget for the school before it launched in 2012 and has had responsibility for the school's overall financial health of the school since inception. Over the years, he has worked with the Finance Committee and the school's leadership in developing and implementing the annual budget, as well as developing the longer term financial plans. Sam also serves as the President of the Local School Council for a CPS district high school. The Local School Council has responsibility for overseeing the financial plans and budget for the school.

As the Business Manager of Legal Prep since 2012, Melissa Almazan is responsible for implementing the financial policies and procedures of the school. She oversees the fiscal controls for petty cash and maintains the financial records of the organization, including accounts payable and receivable, purchase orders, payroll, taxes and health benefits, employee reimbursements. She also works closely with ADP (Legal Prep's payroll service provider), Steve Stanton, CPA (Legal Prep's accountant), and ORBA (Legal Prep's auditors), as well as the Finance Committee.

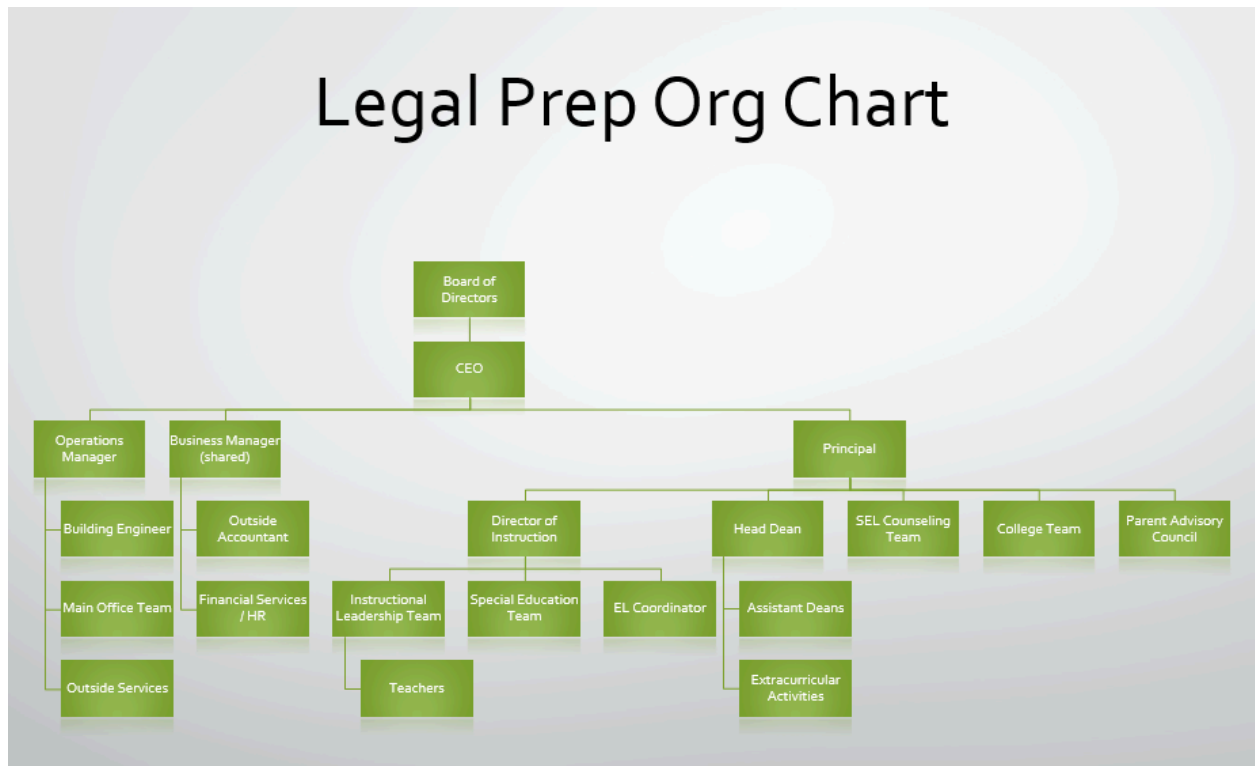
As the Chief Development Officer and a member of the Finance Committee, Laura Miller is responsible for fundraising and development and oversight of the budget. While in private practice, she served on her law firm's Executive Committee and Board of Directors, and in those positions was responsible for the financial health of the business. She also was responsible for managing the Business Development department. She also served as a member of the Local School Council for both a CPS elementary school and high school for a number of years, where she was responsible for oversight and approval of the school's budget, fundraising, and discretionary spending.

Financial Policies and Procedures/Fiscal Controls and Financial Management of Daily Operations

In addition to the policies and procedures outlined in Section V.A above, Legal Prep has adopted financial policies and procedures covering fiscal controls for Accounts Payable, Purchase Orders, Payroll Processing, Employee Reimbursement, Procurement, Petty Cash, Cash Collection, Cash Receipts, Credit Card Processing, Audit, Audit Work Papers, and Year-End Financial Reporting Preparation And

Submission. Legal Prep's policies and procedures for the Indy campus are in compliance with local, state and federal law, including IC 5-11-1-24. Legal Prep will provide all data necessary to comply with the Mayor's Performance Framework annual audits of academic, finance, and governance operations.

Attachment 1 to Legal Prep Charter Academy Prospectus - Organizational Chart



Attachment 2 to Legal Prep Charter Academy Prospectus - List of Board Members and School Leadership, Roles, Resumes, Qualifications, Background Check Status and Background Check Policy

Name	Relationship to School	Resume	References	Statement of Econ Int	Background Check
Almazan, Melissa	Board Member, School Leader	yes	yes	yes	Completed
Brown, Jason	Board Member	yes	yes	yes	In process
Davis, Heather	School Leader	yes	yes	yes	Completed
Deng, Rita	Board Member	yes	yes	yes	In process
Finkelstein, Samuel	Board Member, School Leader	yes	yes	yes	Completed
Goodson, Nicole Wieber	Board Member	yes	to be provided	yes	In process
Miller, Laura	Board Member, School Leader	yes	yes	yes	Completed
Williams, Joseph	School Leader	yes	yes	yes	Completed

Melissa Almazan

5701 S. Kenton, Unit 2N | Chicago, IL 60629 | (773) 593-0550 | Melly_26@yahoo.com

Detail-oriented Business Manager with extensive experience in budget management, payroll administration, procurement, human resources, and compliance within the education sector. Proven ability to manage multimillion-dollar budgets, streamline financial operations, and enhance organizational efficiency. Skilled in payroll processing and ensuring compliance with state, CPS, and federal regulatory requirements.

PROFESSIONAL EXPERIENCE

June 2012 – Present **Legal Prep Charter Academy**

Business Manager

- Manage financial operations, including budget planning, expense tracking, and forecasting
- Oversee procurement and vendor management, ensuring cost-effective purchasing and contract negotiations.
- Handle human resources functions, including employee onboarding, benefits management, and compliance
- Monitor CPS and state compliance requirements and ensure all reports, audits, and documentation are submitted timely.
- Oversee payroll administration, ensuring accurate processing and compliance with policies

July 2009 – November 2011 **Chicago Public Schools (CPS)** **Office of New Schools (ONS)**

Operations and Management Coordinator

- Obtain, organize, and present student enrollment/projection data on several Charter and Contract Schools to Demographics and Office of Management and Budget (OMB) over the past four years.
- Collaborate with the office of P12 Management and Information Technology Services – IMPACT Support Team to ensure that students are released from CPS schools and into Charter and Contract Schools in a timely manner.
- Liaise with OMB, Charter, and Contract schools regarding their fiscal year allocations.
- Work closely with ONS staff and CPS departments to resolve budgetary issues at Charter and Contract schools.
- Manage all expenditures and transfers related to ONS and City-wide budget lines worth \$3 million.
- Create requisitions for purchase order generation, process payments for consultants and vendors, submit reimbursements for staff, order and maintain office supplies, and manage PCard expenditures and payments.
- Process new employees on behalf of ONS's HR over the past eight years.
- Facilitate the execution of Renaissance Schools Fund (RSF) grant agreements for six Performance schools.
- Continue to serve as back-up Payroll clerk for CPS over the past eight years.

October 2007 – June 2009 **Chicago Public Schools (CPS)** **Office of New Schools (ONS)**

Business Service Coordinator

- Managed all expenditures and transfers related to ONS and City-wide budget lines worth \$6.7 million.
- Created requisitions for purchase order generation, processed payments for consultants and vendors, submitted reimbursements for staff, ordered and maintained office supplies for ONS unit, and managed PCard expenditures and payments.
- Managed and reviewed \$1.1 million of incubation funds for Performance and Turnaround schools.
- Organized annual Business Service Center trainings for new Performance and Turnaround schools during incubation phase.
- Facilitate the execution of Renaissance Schools Fund (RSF) grant agreements for six Performance schools.
- Managed the Charter school payment process for the National Board Certified Teacher Stipends.

July 2006 – October 2007 **Chicago Public Schools (CPS)** **Office of New Schools (ONS)**

Administrative Assistant IV

- Managed all expenditures and transfers related to ONS and City-wide budget lines worth \$7.7 million.
- Created requisitions for purchase order generation, processed payments for consultants and vendors, submitted reimbursements for staff, and ordered and maintained office supplies.
- Executed conference registrations and travel arrangements for 40 plus ONS staff.
- Provided administrative support to Office Manager and ONS staff.
- Screened, logged and delegated incoming phone calls for all ONS Senior Management.

January 2003 – June 2006 **Chicago Public Schools (CPS)** **Chief Education Office (CEdO)**

Administrative Assistant I

- Provided administrative support to the Chief Education Officer, Executive Assistant, and CEo staff.
- Managed CEo budget lines, and also processed requisitions, purchase orders, and reimbursements for staff.
- Assisted with HR functions, including the processing of all new employees.
- Maintained and organized incoming departmental correspondence.
- Managed the interdepartmental referral process.
- Screened, logged, and delegated incoming phone calls for all CEo Senior Management

SKILLS & EXPERTISE

- Payroll Processing & Administration
- Budget Management & Financial Oversight
- Procurement & Vendor Relations
- Human Resources & Compliance
- State & CPS Regulatory Compliance
- Expense Tracking & Cost Control
- Operational Efficiency & Process Improvement - Data Analysis & Reporting
- Leadership & Team Collaboration

REFERENCES

- Rather A Stanton - ratherstanton@hotmail.com
- Claudia Quezada Beltran - cquezada@chicagointl.org

Jason L. Brown

847.341.1574 ♦ jasonlancebrown@gmail.com

QUALIFICATIONS

Dynamic leader and innovative legal and business professional with a highly diversified practice. Experience includes over 25 years of substantive expertise in the areas of consumer products, manufacturing, retail, e-commerce and compliance in highly regulated industries. Recognized reputation for exceptional client service and building and inspiring a diverse, effective and efficient team. Demonstrated success and consistently recognized by senior management as a “go-to” leader for tackling complex problems and delivering favorable results in difficult situations.

PROFESSIONAL EXPERIENCE

GE Appliances, a Haier Company

Vice President, General Counsel and Secretary, Louisville, KY

Nov 2018 – present

The principal legal officer of the company, reporting to the President and CEO, with overall responsibility for the vision and leadership of global legal strategy and services, as well as oversight for enterprise risk management for the organization. Member of the senior executive team of the company accountable for providing strategic advice and legal counsel for the global GE Appliances business and its Chinese parent, Haier Smart Home Solutions, Co. Ltd. (6690.HK). Functional areas overseen include intellectual property, security and crisis management, government affairs, regulatory and global trade compliance, litigation and risk management, labor and employment, compliance, commercial and operational legal services.

- Refreshed the company’s enterprise risk management program. Created improved coordination between Internal Audit, Compliance and Legal functions to build a more robust and impactful program.
- Executive co-lead of the business continuity planning and response task force for COVID-19 pandemic.
- Led the legal support and completed the company’s first acquisition outside of the core appliance industry
- Co-executive sponsor for *Black Excellence*, the African American employee resource group
- Assumed responsibility for the global trade compliance function and the security & crisis management teams and integrated them within the Legal department.
- Led the efforts to improve the technology tools within the Legal department and the broader business and successfully launched matter management, contact management and compliance case management tools.

DYSON, INC

Vice President, General Counsel and Secretary, Chicago, IL

Dec 2013 – Nov 2018

Chief legal officer responsible for all legal and regulatory matters that impact the North and South American business of the British technology company. Principally responsible for oversight and strategic direction in the areas of compliance, contracts, security, data governance, advertising and litigation. A member of the executive team for the Americas Region responsible for the strategic direction of the business in North and South America.

- Double the size and service output of the Americas Legal department while adding responsibility for security, data privacy, product compliance and competitor strategy. Significantly reducing outside counsel spend and increasing efficiencies within the department.
- Principally involved in the establishment of Dyson’s Mexican subsidiary. Formed the legal entity, negotiating the office lease, implementing required policies and securing necessary product compliance clearances.
- Responsible for all communications and negotiations with regulatory authorities in US and Canada during product recalls.
- Developed a risk and crisis management program in the Americas. Lead senior teams in US and Canada to recognize and develop mitigation plans for relevant risks within the markets.
- Led the project to locate and negotiate terms for new office headquarters in downtown Chicago.
- Executive sponsor for “Forward Dyson,” the employee committee responsible for bringing Dyson culture, attitude and spirit to the business.

MILLERCOORS, LLC**Associate General Counsel, Chicago, IL****May 2013 – Nov 2013****Assistant General Counsel, Chicago, IL****July 2012 – May 2013**

Co-Led the Commercial Legal Team at the second largest beer company in the United States, providing primary support to the sales and marketing function. Served as lead attorney on the research, development and marketing of all new products and packaging innovations. Responsible for development and execution of all corporate and field training focused on compliance with all marketing and trade practices laws for alcohol beverage industry. Reported to the Chief Legal and Corporate Services Officer, responsible for managing a team of legal professionals spread across the US.

- Managed the company's complete IP portfolio and implemented a new process for securing and defending patents, trademarks for the company's innovations and existing brands.
- Led strategic project with cross-functional team to evaluate outside counsel billing practices and policies.
- Provided principal legal counsel to Chief Marketing Officer on the company's marketing strategy and trends in government regulation of the industry.

NATIONAL ASSOCIATION OF MINORITY & WOMEN OWNED LAW FIRMS (NAMWOLF)**Executive Director and General Counsel, Milwaukee, WI****October 2010 – July 2012**

Provided direction, vision and leadership for a national professional trade association dedicated to promoting diversity in the legal profession. As NAMWOLF's chief executive, maintain oversight over all programs, strategic partnership, development and annual budget of the organization and responsibility for all legal and administrative-related issues while managing a diverse staff of professionals.

- Responsible for boosting the organization's efficiency by revamping internal operational structure and drafting and implementing policies regarding financial controls, code of conduct and travel and expense policy.
- Led the creation and development of NAMWOLF's social media marketing strategy.
- Guided the organization to its most successful year ever with record attendance at the organization's Annual Meeting, record membership retention rate and membership applications and a 13% increase in revenue.
- Developed the framework and execution plan for the organization's updated vision statement first strategic plan.

PEPSI BEVERAGES COMPANY (Formerly PepsiAmericas, Inc.)**Director of Legal, Schaumburg, IL****January 2003 – May 2010**

Managed legal professionals while reporting to Senior Vice President of Legal and Government Affairs. Responsibilities included supporting the sales and marketing function, managing the litigation portfolio, coordinating and leading sensitive internal investigations and developing and presenting compliance training/education for company's domestic and Caribbean operations.

- Spearheaded development of the compliance on-line training tool for 7,500 employees, including all senior level executives, within the company. Worked closely with outside vendors to design curriculum platforms, including modules for anti-trust, FCPA and insider trading. Responsible for annually reviewing and customizing training modules to ensure content remains relevant and up to date for all company personnel.
- Provided legal support to sales and marketing function maintaining compliance with relevant laws and company policy for sweepstakes, promotions, premium sports venues and other advertising and marketing related efforts.
- Supervise outside counsel and provide leadership in all facets of litigation including products liability, contract disputes, employment, class action and insurance defense claims. Developed and implemented an effective litigation evaluation tool to measure outside counsel and third-party administrator effectiveness.
- As President of PepsiAmericas Foundation, led cross-functional team to develop corporate volunteerism program which transformed the Foundation's role from charitable donation vehicle to corporate-wide strategy for community service and charitable gifting.

UNGARETTI & HARRIS**Associate – Litigation, Chicago, IL****April 2001 – January 2003**

Delivered a full range of litigation-related services, including performing research; drafting pleadings and memoranda of law; taking and defending depositions; interviewing witnesses; drafting and arguing motions in state and federal

court; conducting all phases of discovery; negotiating settlements; and developing litigation strategies on behalf of clients. Areas of law included mass tort defense, employment litigation, securities violations, breach of contract and trademark law.

WINTHROP & WEINSTINE, P.A.

Associate – Litigation, Minneapolis MN

May 1998 – March 2001

Drafted discovery requests and responses; performed research and drafted motions and memoranda of law. Assisted in trial preparation, including developing trial strategy; taking depositions; orchestrating exhibits; and preparing witnesses. Areas of law included employment litigation and general civil litigation.

EDUCATION & BAR ADMISSIONS

HOWARD UNIVERSITY SCHOOL OF LAW, Washington, D.C.

J.D.

Merit Scholarship Recipient

President, Class of 1998

Huver I. Brown Trial Advocacy Moot Court Team

HOWARD UNIVERSITY, Washington, D.C.

B.A. Political Science, *magna cum laude*, Phi Beta Kappa

Graduate: College of Arts and Sciences Honors Program

Bar Admission

State of Illinois 2001

State of Minnesota 1998 (inactive)

PROFESSIONAL & COMMUNITY LEADERSHIP

Jefferson Community & Technical College Foundation

Board Chair, 2024

Vice Chair, 2023

Board of Directors, 2021 - present

Howard University School of Law International Alumni Association

President, 2023 - present

Howard University School of Law

Board of Visitors, 2023 - present

Association of Corporate Counsel

Chair, Advocacy Committee, 2023 - present

Global Board of Directors, 2020 - present

National Association of Manufacturers

Board of Directors, 2021 - present

Legal Prep Charter Academy

Board President, 2018 - 2022

Board of Directors, 2013 - present

Make-A-Wish Foundation of Illinois

Board of Directors, 2014 - 2018

Association of Corporate Counsel – Chicago Chapter

President, 2008 - 2009

Board of Directors, 2005 - 2010

Jason Brown
Legal Prep Charter Academy Board Member

REFERENCES

Amanda Main - Amanda_Main@b-f.com; (502) 774-7814

Rocki Rockingham - rocki.rockingham@geappliances.com; (502) 452-7114



PROFESSIONAL EXPERIENCE

July 2022 - Present

Director of Curriculum and Instruction

- Oversee curriculum development and implementation for grades 9-12.
- Design and lead professional development to improve teaching practices.
- Analyze student data to refine instructional strategies and curricula.
- Foster collaboration across teachers and departments for cohesive delivery.
- Manage and support a team of teacher coaches.

July 2021 - Present

Director of Special Education

- Develop and oversee special education programs, ensuring regulatory compliance.
- Lead teams to create IEPs and provide accommodations for students with disabilities.
- Supervise and support special education staff to ensure effective interventions.

July 2021 - Present

Director of Special Education

- Develop and oversee special education programs, ensuring regulatory compliance.
- Lead teams to create IEPs and provide accommodations for students with disabilities.
- Supervise and support special education staff to ensure effective interventions.

CONTACT



214-937-1946



hdavis@legalprep.org



www.linkedin.com/in/teach-heather-davis

Heather Davis

Director of Curriculum, Instruction, and Special Education

Life-long learner and dedicated educator aspiring to enhance their ability to foster growth and improvement within their school community with the ultimate goal of improving learning outcomes for students within the urban education system.

EDUCATION

University of Arkansas

Ed.D. - Educational Leadership

June 2024 - Present (expected graduation: May 2027)

Relay Graduate School of Education

M.A.T. - Special Education

July 2017 - June 2019

University of North Texas

B.A. English

B.S. Sociology

August 2013 - May 2017

EXTRACURRICULAR EXPERIENCE

Teach for America - Chicago

Ambassador 2023-Present

Rise Fellowship 2022-2023

Executive Board Member 2018-2019

Corps. Member 2017-2019

REFERENCES

Jessica Robinson

Assistant Principal

KIPP:Chicago - KIPP:Ascend Middle School

jjrobinson2014@gmail.com

(574) 870 - 6470

Sean Klamm

Founder | CEO

Playground IEP

sean@playgroundiep.com

(312) 237 - 1172

Rita Deng

12 Robin Hill Road – Scarsdale NY, 10583 – (917) 946-1131 – rita@bgs-advisors.com

Work Experience

BGS Advisors

New York, NY

Co-Founder & Managing Partner

Dec 2024 - Present

- Leads board-level strategic design and planning to drive organizational change
- Executive coaching to achieve measurable excellence at the institutional and student levels
- Turnaround school management to build or rebuild foundations for academic success

Success Academy Charter Schools

New York, NY

Managing Director of Schools (Superintendent)

Jul 2019 - Jul 2024

- Managed and developed a K-12 portfolio of up to 19 schools - 10,000+ students.
- Trained and promoted dozens of principals and superintendents for the larger Network
- 100% of Middle Schools achieved 90%+ pass rates across all four New York State High School Regents core content exams
- 100% of K-8 school in the top 1% of math and top 3% of English in New York State
- Managed a Title 1 high school of over 800 students break into the USNWR rankings, and become one of the top 15 schools in New York State and one of the top 120 schools in the nation
- Designed and led major school design changes in Middle School and High School

Senior Leader (Principal)

July 2016 - July 2019

- Led two Title 1 Middle Schools in Harlem and Bronx to perform in the top 1% of math and top 3% of English in New York State
- 100% passed Algebra 1 Regents (a high school exam) in Middle School, ranking number 1 in the state
- First principal to directly oversee two different school schools that became the model for high performing principals

Leadership Resident (Assistant Principal)

July 2015 - July 2016

- Managed 50% of all staff across five grade teams including providers
- Led K team to grow 44%, 1st to grow 25%, and 2nd to be top 5 in the Network on internal exams from Sept to Dec

Teacher

June 2013 - July 2015

- Performed top 1% on NY Math and ELA State Exam with 100% of students passing on a Level 4 in Math
- Achieved daily mastery in math and literacy through informal and formal data collection methods and assessments

Education

University of Pennsylvania

Philadelphia, PA

Graduate School of Education: Master of Science in Education

July 2012 – May 2013

Rutgers University

New Brunswick, NJ

Bachelor of Arts

September 2008 – May 2012

Additional

Language: Fluent in Mandarin Chinese

Interests: Running, Board games, and Traveling (China, Japan, Morocco, Jordan, Italy, Spain, Germany, France)

Rita Deng
Legal Prep Charter Academy Board Member

REFERENCES

Reference 1: Tahiri Jean Baptiste (646) 430-3608

Reference 2: Elizabeth Ashton (614) 352-7622

Samuel A. Finkelstein

10552 S. Leavitt St. • Chicago, IL 60643 • (312) 375-9828 • sfinkelstein@legalprep.org

WORK EXPERIENCE

Legal Prep Charter Academies, *Founder & CEO* **9/2009 – present**

- Led a design team to create a legal-themed charter high school for a high-need Chicago community, modeled after the highly successful Noble Network of Charter Schools
- Recruited an outstanding team of educators and support personnel to launch Legal Prep in fall of 2012
- Lead Legal Prep’s fundraising efforts, including the initial campaign to raise over one million dollars to cover start-up expenses
- Manage a growing non-profit organization with a current annual operating budget of over \$4.5 million
- Lead a team that provides a quality public high school education in a high-need Chicago community
- Consistently rated by the CPS rating system as the top open enrollment school within a two mile radius
- One of only three charter school leaders appointed to serve on the Chicago Public Schools CEO’s Principal Advisory Council in the 2016-2017 and 2017-2018 school years
- Served on the CPS Charter CEO Advisory Group, which meets directly with the CPS CEO

Just The Beginning Foundation (“JTBF”), *Program Director* **8/2008 – 9/2009**

- Designed and implemented programming to encourage traditionally underrepresented students to enter the legal profession, with the long-term goal of diversifying the legal profession and the judiciary
- Created programs – such as a legal learning institute, legal education workshops, speaker panels, and student mentor programs – for students in middle school through law school
- Led JTBF’s pilot expansion efforts to replicate its programming nationally, bringing programs to four new cities in 2009

Northwestern University School of Law, *Clinical Assistant Professor* **8/2007 – 8/2008**

- Designed and taught weekly curriculum for Communication and Legal Reasoning course
- Participated in strategic planning for the Communication and Legal Reasoning department
- Student Bar Association Faculty Appreciation Award Recipient
- Received the highest student evaluations out of the nine professors in the department
- Taught Ethics, Civility and Professional Responsibility module

Locke Lord LLP, *Associate Attorney* **5/2004 – 7/2007**

- Elected twice by peers to “Associates Committee,” serving as a liaison between firm management and lawyers; served as chair of the committee addressing family leave policies and diversity initiatives
- Counseled clients on a variety of general litigation and employment law matters
- Represented client in federal religious discrimination trial; received favorable jury verdict
- Lead attorney on several pro bono matters, including a political asylum application, an employment discrimination case, a child support action, a tort claim, and a DUI criminal defense

EDUCATION

University of Michigan Law School ***J.D., Dec. 2003, cum laude***

- Student Attorney, Family Law Project, providing free legal assistance to domestic violence victims
- Wolverine Street Law (founding member), teaching practical legal principles to greater community

Western Michigan University ***B.A., 2001, magna cum laude***

- B.A., Majors: Political Science and Psychology, Minor: English with a writing emphasis
- Mock Trial Team Captain – Regional Competition, Outstanding Attorney Award recipient
- Successfully defended thesis: “The Right to Privacy: Implied or Invented?”

Samuel A. Finkelstein

10552 S. Leavitt St. • Chicago, IL 60643 • (312) 375-9828 • sfinkelstein@legalprep.org

REFERENCES

Mary K. Bradley
Chief Operating Officer
National Charter School Institute
mkbradley0@gmail.com
989-400-1422

Matthew T. Furton
Partner
Troutman Pepper Locke
matthew.furton@troutman.com
312-443-0445

Juan Carlos Linares
President & CEO
Association House of Chicago
jclinares@associationhouse.org
312-848-0634

Nicole Lynne Goodson
nicolegoodson@gmail.com • 317-750-9632
 Licensed to practice in Indiana and Michigan

Professional Experience

Kids' Voice of Indiana

2021-present

Executive Director of Strategic Initiatives

- Supports the CEO in forward-thinking organizational growth and anticipates trends in child welfare and family law that might impact Kids' Voice's work in the future.
- Plays a critical role in driving strategic initiatives and fostering relationships with stakeholders to advance the organization's mission and long-term goals.
- Serves as the Kids' Voice representative on various Indiana and Marion County councils, including but not limited to the Child Fatality Review Team, Early Intervention Planning Council, CJA Taskforce, Race and Community Relations Leadership Council, Marion County Commission on Youth Violence Prevention, and Child Protection Team.
- Develops and implements the KV legislative agenda in coordination with the CEO, State Office of GAL/CASA, Court Improvement Program, and the Commission on Improving the Status of Children.
- Monitors legislation and provide testimony as needed at Indiana House or Senate committees and sessions, and develops and nurtures relationships with legislators, lobbyists, and stakeholders such as DCS, Public Defender Council, NACC, judiciary, and others advocating for legislative changes, and acts as a lobbyist on behalf of Kids' Voice and GAL/CASA programs, ensuring alignment with organizational goals.
- Provide legal support for the Educational Liaison and CASA/GAL legal teams on issues such as enrollment, special education, and disciplinary disputes.
- Create and support initiatives identified by CEO as priorities in KV staff wellness and organizational health (ex: law camp, IYI programming, etc.)
- Co-chairs the Diversity, Equity, Inclusion and Belonging staff and Board committees

Indiana University McKinney School of Law

2016-present

Adjunct Professor of Law, Child Advocacy Law Clinic

- Develops curriculum and monitors for ABA compliance
- Facilitates an experiential learning class for 2L and 3L law students who serve as a GAL/CASA for between 10-12 youth each per term, including three hours in-class each week plus substantive law readings, class discussions, and court supervision
- Provides direct instruction on best interest/direct representation, the history of child welfare, family law, immigration, trauma, interviewing practices, alternative dispute resolution, child development, systemic injustice and impacts, and nationwide trends

Child Advocates**2020-2021**

Direct Representation Program Attorney

- Helped create the first child welfare direct representation program in Indiana providing statewide access
- Represented youth in Child in Need of Services (CHINS) matters, as well as ancillary and connected matters
- Counseled youth clients about desired outcomes and strategies in their legal cases
- Trained programs statewide about the need for direct representation and the positive impacts it has on reunification, timelines, recidivism, and youth well-being

Kids' Voice of Indiana**2018-2021**

Staff Attorney, Children's Law Center of Indiana

- Investigated and made recommendations in court on behalf of the child's best interest in contested family law matters
- Maintained the Law Center online legal library by reading and summarizing current court decisions and trends in child welfare and family law
- Co-authored the CHINS and Family Law Deskbook, a biennial legal resource published for use by the legal community and judiciary in Indiana
- Developed a series of educational seminars and presentations for a variety of audiences to enhance understanding of family court and child welfare and well-being

Education

Indiana University Kelley School of Business**Certificate, 2024**

- Leadership Development Certificate

University of Michigan Law School**J.D. 2004**

- Contributing and Associate Editor, the University of Michigan Journal of Law Reform
- Student Attorney, Child Advocacy Law Clinic

Michigan State University**B.A. 2001**

- Graduated *cum laude* with a major in English; Honor's College and Dean's List

Community Involvement and Volunteer Work

- Co-Chair (2025-present) and Member (2023-present) of the Indiana Criminal Justice Act Taskforce (2023-present)
- Member (2017-present), Chair (2020-2021), and Vice Chair (2019-2020), Civil Rights of Children Committee, Indiana State Bar Association
- State Coordinator (2020-20204) and Member (2016-present), National Association of Counsel for Children
- CASA volunteer, Child Advocates (2005-2021)

Laura Beth Miller
 322 W. Goethe
 Chicago, IL 60610
 lmiller@legalprep.org
 312-622-3480

EDUCATION

B.A., University of Virginia

J.D., The College of William and Mary,
 Marshall Wythe School of Law

University of Exeter, Exeter, England,
 International Law Program:
 International Law and European
 Economic Community

University of Illinois -Chicago,
 Advanced coursework in chemistry,
 biology and biochemistry

LICENSES

State of Illinois (Attorney)
 USPTO, Registered Patent Attorney

BAR ADMISSIONS

Illinois Supreme Court
 U.S. Supreme Court
 U.S. Court of Appeals, 7th Circuit
 U.S. Court of Appeals, Fed. Circuit
 U.S. Dist. Court, E.D. Wisconsin
 U.S. Dist. Court, N.D. Illinois
 U.S. Dist. Court, S.D. Indiana
 U.S. Dist. Court, W.D. Michigan
 U.S. Patent & Trademark Office

LANGUAGES

English – native language
 Spanish – Intermediate level, working
 knowledge
 Mandarin – novice, beginner
 knowledge

QUALIFICATIONS AND EXPERIENCE

As Chief Development Officer at Legal Prep, Laura is responsible for fostering and maintaining the relationships Legal Prep has with its many community partners, grant writing and private fundraising. She also is responsible for ensuring proper corporate governance and for advising the CEO and school leadership team on a variety of business activities. She also serves as the school's FOIA officer.

When in private practice, Laura Beth Miller was recognized as a highly successful and experienced trial attorney in federal and state court and before the ITC. In addition to practicing in the traditional areas of intellectual property including patent, trademark, unfair competition, trade secret and copyright law, she has extensive commercial litigation experience in the areas of contract, antitrust, product liability, RICO violations, and bankruptcy. She also is a registered patent attorney. While at BGL, she served on the firm's Board of Directors, Executive Committee, and as various business and practice chairs, including Business Development. As a former Assistant Public Guardian for Cook County, Laura represented abused and neglected children. In her pro bono activities, Laura represented clients in need of housing/eviction and child custody assistance. She also assisted clients filing petitions with U.S. Citizenship and Immigration Services.

EMPLOYMENT HISTORY

Legal Prep Charter Academy – Director of Development, June 2022 – Present

Haynes & Boone, LLP – Administrative Managing Partner - Chicago Office, 2019 – June 2022

Brinks Gilson & Lione – Shareholder, April 1996 - 2019

Davis McGrath, LLP – Litigation Attorney, 1990 – 1996

Cook County Public Guardian's Office – Attorney/Guardian ad litem, Juvenile Division, 1989 – 1990

Chadwell & Kayser – Attorney, 1985-1989

John Marshall Law School, University of Illinois Chicago - Adjunct Professor (multiple semesters) – patent litigation and procedure courses in the LLM and patent track programs

PROFESSIONAL RECOGNITION

Leading Patent Practitioner, *Intellectual Asset Management*, "IAM Patent 1000," Globe Business Media Group, 2014-2023

Chambers USA, Chambers and Partners, 2004-2023

Chicago's Notable Women Lawyers, *Crain's Custom Media*, Crain Communications, Inc., 2018

The Best Lawyers in America, Woodward/White, Inc., Litigation - Patent, 2010-2015, 2019

Named in Euromoney's *Expert Guide to the World's Leading Patent Law Practitioners*, 2017

Leading Lawyers Network: Leading Intellectual Property Lawyer, 2004-2007, 2009-2016; Ranked No. 2 in Top 10 Women Intellectual Property Lawyers in Illinois, 2015; Top 100 Women Business Lawyers in Illinois, 2009; Top 50 Women Business Lawyers in Illinois, 2007

Illinois Super Lawyers, Thomson Reuters, Intellectual Property Litigation, 2005-2017; Top 50 Female Attorneys, 2007-2008, 2012-2013

REFERENCES

Randi Cigelnik – cigelnik@gmail.com; 312-525-9039

David Lindner – dlindner@crowell.com; 312- 222-8123

Joseph Williams
Chicago, Illinois
Email: jwilliams@legalprep.org
Phone: 773-671-5029

I am an accomplished and dedicated high school administrator, with a demonstrated history of nurturing academic excellence and cultivating a supportive school environment. I am adept at fostering collaboration among teams and empowering individuals. Throughout my career, I have prioritized mentoring and empowering young minds, providing them with platforms to amplify their voices and aspirations.

Education

Northern Illinois University

B.A. in Communications, December 2014

American College of Education

Pursuing an M.Ed. in Curriculum and Instruction

Anticipated March 2026

Licenses and Certifications

Licensed Minister - Christian Ministry

CPR Certification

AED Certification

Awards and Recognition

Surge Institute's Leadership Collaborative - 2024 Cohort

Professional Experience

Legal Prep Charter Academies (2020–present)

Principal (2023–present). As principal, I am responsible for the day-to-day management of the school, as well as overseeing student performance and academic improvement to ensure that the school stays true to its mission of providing a high-quality, college-prep education to students from historically underserved neighborhoods. Toward that end, I am spearheading the implementation of a comprehensive school improvement plan, with the goal of increasing student academic performance and proficiency, by implementing innovative educational initiatives and curriculum reviews to align with state standards and promote student engagement. As principal, I have worked to maintain a positive school culture through effective communication, collaboration, and team-building among faculty, staff, and students. I also implemented programs to promote student involvement in extracurricular activities, fostering a sense of community and school pride. In addition, I have strengthened partnerships with parents, community organizations, and local

businesses to enhance the overall educational experience and support students' career readiness.

Director of Culture (2020-2023). As Director of Culture, I managed a Culture Team responsible for ensuring a culture of high expectations consistent with the school's core values of leadership, perseverance, charter and advocacy. I implemented staff training, supported team improvement, and provided team accountability. I implemented a restorative justice system that teaches alternative solutions for behavior. The program reduced the number of suspensions by 98% and lowered the number of in-school physical altercations to historic lows.

St. John Evangelist Missionary Baptist Church (2020-Present)

Head Associate Minister and Youth Mentor Ministry. As a Licensed Minister, I am deeply committed to leading by example and serving as a source of inspiration and guidance for those in need, with a passion for education and community involvement.

Youth Connection Charter Schools-Chicago, IL (2018-2020)

YS3 Youth-In-Care Counselor and Coach. In this role I mentored at-risk students that were a part of the Department of Children & Family Services' Youth-in-Care program, encouraging them to engage in educational programming and earn their high school degree. I also coached athletic teams and served as administrative support for all after school programs.

Revlon Consumer Products Corporation

Regional Sales Coordinator. In this role, I was part of a management team responsible for national and regional accounts. In this role, I developed effective team-building and communication skills, as well as administrative and management skills.

Memberships

Surge Institute's Leadership Collaborative, Black Principals Network
Alpha Phi Alpha Fraternity Incorporated - Epsilon Phi Chapter

Interests

Music/Arts/Athletics
Youth Mentorship

References

- **Elliot Echols**, Director of Facilities & Operations, Rich Township High School District 227, Phone: 708-595-7823
- **Aquabah Gonney**, Program Director, Leadership Collaborative Black Principal's Network, Surge Institute Phone: 718-344-2641

Legal Prep Charter Academy - Background Check Policy

Legal Prep Charter Academy strives to provide the safest possible environment for its students, staff and visitors. All employees, board members, mentors and school house volunteers who have regular contact with students must submit to a background check.

All offers of employment and service on the Governing Board of Directors of Legal Prep Charter Academy are contingent upon and subject to the successful completion of a background check that complies with the requirements of IC 20-26-2-1.5 and any other federal, state or local laws concerning background checks that may be in effect at the time of hiring or election to the board, or at any time during employment or board service. This requirement also applies to the employment of an entity with which Legal Prep contracts for services if the individuals performing the contracted-for services have direct, ongoing and unsupervised contact with children in the scope of performing those services.

Legal Prep will adhere to all applicable federal, state, and local laws concerning the use of background check information in its hiring decisions. Legal Prep will treat the information obtained through this background check policy is kept confidential among those with reason to know at Legal Prep and will not be disclosed to others except with the consent of the subject of the background check or as required by law.

Attachment 3 to Legal Prep Charter Academy Prospectus - Articles of Incorporation



ARTICLES OF INCORPORATION DOMESTIC NONPROFIT CORPORATION

State Form 4162 (R21 / 05-24)

Indiana Code 23-17-3-2
23-0.5-9-14

FILING FEE: \$50.00

ARTICLES OF INCORPORATION

The undersigned, 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 an abbreviation thereof.)*

Legal Prep Charter Academy Indiana, Inc.

Address of Principal Office *(number and street)*

4319 W. Washington Blvd.

City

Chicago

State

IL

ZIP code

60624

ARTICLE II – STATEMENT OF PURPOSE

The purposes for which the Corporation is formed are:

Specific language is required by the IRS in this article in order to be approved for 501(c) status. Contact the IRS for assistance.

Legal Prep Charter Academy Indiana, Inc. (the "Corporation") is being organized for charitable and educational purposes that fall within the exempt purposes set forth in Internal Revenue Code Section 501(c)(3), including for the advancement of public education and for the opening, operation and management of public charter schools and their related facilities and services. The Corporation will not participate in legislative or political activities prohibited under the Internal Revenue Code Section 501(c)(3) or the Indiana Nonprofit Corporation Act of 1991.

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 INFORMATION

To determine if your Registered Agent is a Commercial Registered Agent (CRA), go to INBIZ.in.gov.

Provide either commercial registered agent or noncommercial registered agent information below.

☒ Commercial registered agent

Name of registered agent *(Do not provide address.)*

Northwest Registered Agent LLC

OR

☐ Noncommercial registered agent

Name of registered agent

Address *(number and street)* *(A P.O. Box is not acceptable unless accompanied by a Rural Route number.)*

City

State

IN

ZIP code

(OPTIONAL) E-mail address of the registered agent at which the registered agent will accept electronic service of process

☒ By checking the box, the Signator(s) represent(s) that the Registered Agent named in these Articles of Incorporation has consented to the appointment of Registered Agent.

ARTICLE V – MEMBERSHIP

Indicate if Corporation will have members. ☐ Yes ☒ No members

ARTICLE VI – INCORPORATOR(S) (INCORPORATORS MAY NEVER BE AMENDED.)

The names and addresses of the officers of the Incorporators is/are as follows:

Name	Number and Street or Building	City	State	ZIP code
Samuel Finkelstein	10552 S. Leavitt Street	Chicago	IL	60643

IN SEC OF STATE RCVD
DEC 11 '24 AM 10:23

ARTICLE VII – DISTRIBUTION OF ASSETS ON DISSOLUTION OR FINAL LIQUIDATION

Please note: This section must be completed.

Indiana Secretary of State

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

Specific language is required by the IRS in this article in order to be approved for 501(c) status. Contact the IRS for assistance.

Upon the dissolution of the Corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction 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.

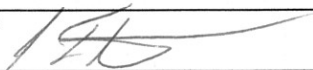
SIGNATURE

In witness whereof, the undersigned Samuel Finkelstein of said Corporation
(Title)

executes this document, and verifies subject to penalties of perjury, that the facts contained herein are true,

this 9th day of December, 20 24.

Signature



Printed name

Samuel Finkelstein

Attachment 4 to Legal Prep Charter Academy Prospectus - 501(c)(3) federal application

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

Do not enter social security numbers on this form as it may be made public.

Go to www.irs.gov/Form1023 for instructions and the latest information.**Note:** *If exempt status is approved, this application will be open for public inspection.*

Use the "?" buttons throughout this form for help in completing this application. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500.

If you cannot complete required responses within the textbox limits throughout this form, upload your additional narratives with the other required documents.

Part I Identification of Applicant

1a Full Name of Organization (exactly as it appears in your organizing document)				b Care of Name (if applicable)	
LEGAL PREP CHARTER ACADEMY INDIANA INC				SAMUEL FINKELSTEIN	
c Mailing Address (Number, street and room/suite)		d City		e Country	
4319 W WASHINGTON BLVD		CHICAGO		United States	
f State		g Zip Code + 4		h Foreign Province (or State)	
Illinois		60624-2232			
i Foreign Postal Code					
2 Employer Identification Number		3 Month Tax Year Ends		4 Person to Contact if More Information is Needed (officer, director, trustee, or authorized representative)	
33-2348538		JUNE		SAMUEL FINKELSTEIN	
5 Contact Telephone Number		6 Fax Number (optional)		7 User Fee Submitted	
312-375-9828				\$600.00	
8 Organization's Website (if available):					
9 List the names, titles, and mailing addresses of your officers, directors, and/or trustees.					
First Name: SAMUEL		Last Name: FINKELSTEIN		Title: DIRECTOR, PRES. & TREAS.	
Mailing Address: 4319 W WASHINGTON BLVD		City: CHICAGO			
State (or Province): IL		Zip Code (or Foreign Postal Code): 60624-2232			
First Name: LAURA		Last Name: MILLER		Title: DIRECTOR, SECRETARY	
Mailing Address: 4319 W WASHINGTON BLVD		City: CHICAGO			
State (or Province): IL		Zip Code (or Foreign Postal Code): 60624-2232			
First Name: MELISSA		Last Name: ALMAZAN		Title: DIRECTOR	
Mailing Address: 4319 W WASHINGTON BLVD		City: CHICAGO			
State (or Province): IL		Zip Code (or Foreign Postal Code): 60624-2232			
First Name:		Last Name:		Title:	
Mailing Address:		City:			
State (or Province):		Zip Code (or Foreign Postal Code):			
First Name:		Last Name:		Title:	
Mailing Address:		City:			
State (or Province):		Zip Code (or Foreign Postal Code):			

☐ Check here to add more officers, directors, and/or trustees.

Part II Organizational Structure

- 1** You must be a corporation, limited liability company (LLC), unincorporated association, or trust to be tax exempt.

Select your type of organization.

☒ Corporation

At the end of this form, you must upload a copy of your articles of incorporation (and any amendments) that shows proof of filing with the appropriate state agency.

☐ Limited Liability Company (LLC)

At the end of this form, you must upload a copy of your articles of organization (and any amendments) that shows proof of filing with the appropriate state agency. Also, if you adopted an operating agreement, upload a copy, along with any amendments.

☐ Unincorporated Association

At the end of this form, you must upload a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments.

☐ Trust

At the end of this form, you must upload a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments.

- 2** Enter the date you formed. (MM/DD/YYYY)

12/11/2024

- 3** Select your state (or U.S. territory) of incorporation or other formation. If you were formed under the laws of a foreign country, select Foreign Country.

Indiana

- 4** Have you adopted bylaws? If "Yes," at the end of this form, upload a current copy showing the date of adoption. If "No," explain how you select your officers, directors, or trustees.

☒ Yes ☐ No

- 5** Are you a successor to another organization?

☐ Yes ☒ No

Answer "Yes" if you have taken or will take over the activities of another organization, you took over 25% or more of the fair market value of the net assets of another organization, or you were established upon the conversion of an organization from for-profit to nonprofit status. If "Yes," complete Schedule G.

Part III Required Provisions in Your Organizing Document

Part III helps ensure that, when you submit this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3).

If you cannot check "Yes" in both Lines 1 and 2, your organizing document does not meet the organizational test. DO NOT file this application until you have amended your organizing document. Remember to upload your original and amended organizing documents at the end of this form.

- 1** Section 501(c)(3) requires that your organizing document limit your purposes to one or more exempt purposes within section 501(c)(3), such as charitable, religious, educational, and/or scientific purposes.

The following is an example of an acceptable purpose clause: The organization is organized exclusively for charitable, religious, educational, and scientific purposes under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

Does your organizing document meet this requirement?

☒ Yes ☐ No

- 1a** State specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document (Page/Article/Paragraph):

Article II of the Articles of Incorporation

- 2** Section 501(c)(3) requires that your organizing document provide that upon dissolution, your remaining assets be used exclusively for section 501(c)(3) exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Depending on your entity type and the state in which you are formed, this requirement may be satisfied by operation of state law.

The following is an example of an acceptable dissolution clause: Upon the dissolution of this organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

Does your organizing document meet this requirement?

☒ Yes ☐ No

- 2a** State specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document (Page/Article/Paragraph) or indicate that you rely on state law.

Article VII of the Articles of Incorporation

Part IV Your Activities

1 Describe completely and in detail your past, present, and planned activities. Do not refer to or repeat the purposes in your organizing document.

For each past, present, or planned activity, include information that answers the following questions:

- a. What is the activity?
- b. Who conducts the activity?
- c. Where is the activity conducted?
- d. What percentage of your total time is allocated to the activity?
- e. How is the activity funded (for example, donations, fees, etc.) and what percentage of your overall expenses is allocated to this activity?
- f. How does the activity further your exempt purposes?

(a) We plan to operate one or more free, open-enrollment public charter schools serving middle school and high school students. (b) The activity will be headed by a principal of the school and administrators and employees will include teachers and other staff members necessary for the smooth operation of a school. Before the school opens, the directors and officers in consultation with others, such as school administration and community members, will engage in the process of applying for a school charter under the Indiana Code, funding for school operations, engaging community members and support, and recruiting students. (c) All time expended by the organization will be spent in furtherance of these activities. (d) The school will be located in Indianapolis, IN and/or other locations in IN with some pre-opening and post-opening management activities occurring in Illinois, where the current directors and officers are located. (e) Directors and officers in consultation with school administration will seeking funding from public sources (state and federal) and private donation to support the opening and enrollment of the school, with the vast majority of the funds coming from state and federal public agencies. (f) All of the activities of the organization will be in support of exempt purpose of advancing public education and are necessary and appropriate activities associated with the opening, operation and management of public charter schools.

Part IV Your Activities (continued)

- 2 Enter the 3-character NTEE Code that best describes your activities.

B29

Or check here if you want the IRS to select the NTEE Code that best describes your activities.

☐

- 3 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes" if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program.

☐ Yes☒ No

- 4 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors? If "Yes," explain how these related individuals are eligible for goods, services, or funds.

☐ Yes☒ No

- 5 Do you or will you support or oppose candidates in political campaigns in any way? If "Yes," explain.

☐ Yes☒ No

- 6 Do you or will you attempt to influence legislation? If "Yes," explain how you attempt to influence legislation.

☐ Yes☒ No

Part IV Your Activities *(continued)*

- 6a** Did you or will you make an election to have your legislative activities measured by expenditures by filing Form 5768? ☐ Yes ☐ No
If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities.

- 7** Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other intellectual property? If "Yes," describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. ☐ Yes ☒ No

- 8** Do you or will you provide educational information to the general public on budgeting, personal finance, financial literacy, saving and spending practices, the sound use of consumer credit, and/or assist individuals and families with financial problems such as credit card debt and foreclosure by providing them with counseling? If "Yes," explain. ☐ Yes ☒ No

- 9** Do you or will you make grants, loans, or other distributions to organizations? If "Yes," describe the type and purpose of the grants, loans, or distributions, how you select your recipients including submission requirements (such as grant proposals or application forms), and the criteria you use or will use to select recipients. Also describe how you ensure the grants, loans, and other distributions are or will be used for their intended purposes (including whether you require periodic or final reports on the use of funds and any procedures you have if you identify that funds are not being used for their intended purposes). Finally, describe the records you keep with respect to grants, loans, or other distributions you make and identify any recipient organizations and any relationships between you and the recipients. If "No," continue to Line 10. ☐ Yes ☒ No

Part IV Your Activities *(continued)*

- 9a** Do you or will you make grants, loans, or other distributions to organizations that are not recognized by the IRS as tax exempt under section 501(c)(3)? If "Yes," name and/or describe the non-section 501(c)(3) organizations to whom you do or will make distributions and explain how these distributions further your exempt purposes. ☐ Yes ☐ No

- 9b** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," name each foreign organization (if not already provided), the country and region within each country in which each foreign organization operates, any relationship you have with each foreign organization, and whether the foreign organization accepts contributions earmarked for a specific country or organization (if so, specify which countries or organizations). If "No," continue to Line 10. ☐ Yes ☐ No

- 9c** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. ☐ Yes ☐ No

- 9d** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. ☐ Yes ☐ No

- 9e** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including periodic reporting requirements, auditing grantees, site visits by your employees or compliance checks by impartial experts, etc., to verify that grant funds are being used appropriately. ☐ Yes ☐ No

Part IV Your Activities (continued)

- 9f** Do you share board members or other key personnel with the recipient organization(s)? If "Yes," identify the relationships.

☐ Yes ☐ No

- 9g** When you make grants, loans, or other distributions to foreign organizations, will you check the OFAC List of Specially Designated Nationals and Blocked Persons for names of individuals and entities with whom you are dealing to determine if they are included on the list? Describe any other practices you will engage in to ensure that foreign expenditures or grants are not diverted to support terrorism or other non-charitable activities.

☐ Yes ☐ No

- 9h** Will you comply with all United States statutes, executive orders, and regulations that restrict or prohibit U.S. persons from engaging in transactions and dealings with designated countries, entities, or individuals, or otherwise engaging in activities in violation of economic sanctions administered by OFAC?

☐ Yes ☐ No

- 9i** Will you acquire from OFAC the appropriate license and registration where necessary?

☐ Yes ☐ No

- 10** Do you or will you operate in a foreign country or countries? If "Yes," name each foreign country and region within each country in which you do or will operate and describe your operations in each one. If "No," continue to Line 11.

☐ Yes ☒ No

- 10a** When you conduct activities in foreign countries, will you check the OFAC List of Specially Designated Nationals and Blocked Persons for names of individuals and entities with whom you are dealing to determine if they are included on the list? Describe any other practices you will engage in to ensure that foreign expenditures or grants are not diverted to support terrorism or other non-charitable activities.

☐ Yes ☐ No

- 10b** Will you comply with all United States statutes, executive orders, and regulations that restrict or prohibit U.S. persons from engaging in transactions and dealings with designated countries, entities, or individuals, or otherwise engaging in activities in violation of economic sanctions administered by OFAC?

☐ Yes ☐ No

- 10c** Will you acquire from OFAC the appropriate license and registration where necessary?

☐ Yes ☐ No

Part IV Your Activities (continued)

- 11** Are you a sponsoring organization that maintains one or more donor advised funds? If yes, please provide a complete description of your program, including the specific advice that such donors may provide. Describe in detail the control you maintain (or will maintain) over the use of the funds. ☐ Yes ☒ No

- 12** Do you or will you operate a school? ☒ Yes ☐ No
If "Yes," complete Schedule B.

- 13** Is your principal purpose or function to provide hospital or medical care? ☐ Yes ☒ No
If "Yes," complete Schedule C.

- 14** Do you or will you provide low-income housing? ☐ Yes ☒ No
If "Yes," complete Schedule F.

- 15** Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? ☐ Yes ☒ No
If "Yes," complete Schedule H - Section I.

- 16** Check any of the following fundraising activities that you will undertake (check all that apply):

- ☒ Website, mail, email, personal, and/or phone solicitations ☒ Foundation grant solicitations
☐ Receive donations from another organization's website ☐ Government grant solicitations
☐ Bingo ☐ Other (non-bingo) gaming activities
☒ Other (describe)

We anticipate hosting fundraising events to introduce potential donors to the school and its mission, to celebrate the accomplishments of students and staff, and to solicit donations.

- ☐ We will not engage in fundraising activities.

- 17** Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements, including the names or descriptions of the organizations for which you raise funds. ☐ Yes ☒ No

Part V Compensation and Other Financial Arrangements

- 1** Do you or will you compensate officers, directors, or trustees, or do or will you have highest compensated employees, or highest compensated independent contractors? If "No," continue to Line 2. ☒ Yes ☐ No

In establishing compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors:

- 1a** Do or will the individuals that approve compensation arrangements follow a conflict of interest policy? ☒ Yes ☐ No
- 1b** Do or will you approve compensation arrangements in advance of paying compensation? ☒ Yes ☐ No
- 1c** Do or will you document in writing the date and terms of approved compensation arrangements? ☒ Yes ☐ No
- 1d** Do or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? ☒ Yes ☐ No
- 1e** Do or will you approve compensation arrangements based on information about compensation paid by similarly situated taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? ☒ Yes ☐ No
- 1f** Do or will you record in writing both the information on which you relied to base your decision and its source? ☒ Yes ☐ No
- 1g** Do or will you have any other practices you use to set reasonable compensation? If "Yes," describe these practices. ☐ Yes ☒ No

- 2** Have you adopted a conflict of interest policy consistent with the sample conflict of interest policy in Appendix A to the instructions? If you are a hospital, answer "Yes" if your conflict of interest policy includes provisions consistent with the additional healthcare related provisions in the sample document. If "No," describe the procedures you will follow to ensure that persons who have a conflict of interest will not have influence over setting their own compensation or regarding business deals with themselves. ☒ Yes ☐ No

- 3** Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. ☐ Yes ☒ No

Part V Compensation and Other Financial Arrangements *(continued)*

- 4 Do you or will you purchase or sell any goods, services, or assets from or to: (i) any of your officers, directors, or trustees; (ii) any family of any of your officers, directors, or trustees; (iii) any organizations in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest; (iv) your highest compensated employees; or (v) your highest compensated independent contractors? If "Yes," describe any such transactions that you made or intend to make, with whom you make or will make such transactions, how the terms are or will be negotiated at arm's length, and how you determine you pay no more than fair market value or you are paid at least fair market value. ☐ Yes ☒ No

- 5 Do you or will you have any leases, contracts, loans, or other agreements with: (i) your officers, directors, or trustees; (ii) any family of any of your officers, directors, or trustees; (iii) any organizations in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest; (iv) your highest compensated employees; or (v) your highest compensated independent contractors? If "Yes," describe any written or oral arrangements that you made or intend to make, with whom you have or will have such arrangements, how the terms are or will be negotiated at arm's length, and how you determine you pay no more than fair market value or you are paid at least fair market value. ☐ Yes ☒ No

- 6 Do you or will you contract with another organization to develop, build, market, or finance your facilities? ☒ Yes ☐ No
If "Yes," describe each facility, the role of the other organization, and any business or family relationship between the organization and your officers, directors, or trustees. Explain how that entity is selected, how the terms of any contract(s) are negotiated at arm's length, and how you determine you will pay no more than fair market value for services.

We anticipate using a lender to help finance any facility we decide to purchase for our school. That lender would not have any other business or any family relationship with the organization or our officers, directors or trustees. We also may contract with a public entity, such as the Indianapolis Mayor's Office, or third party organization, to use space in public or low cost facilities. We also may elect to lease space from a commercial enterprise for the location of the school. None of these entities, third party organizations or other commercial enterprises would have any other business or any family relationship with the organization or our officers, directors or trustees.

Part V Compensation and Other Financial Arrangements (continued)

- 7 Does or will someone other than your own employees or volunteers manage your activities or facilities? ☐ Yes ☒ No
- If "Yes," describe the activities or facilities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and any business or family relationship between the organization and your officers, directors, or trustees. Explain how these managers were or will be selected, how the terms of any contracts or other agreements were or will be negotiated, and how you determine you will pay no more than fair market value for services.

- 8 Do you participate in any joint ventures, including partnerships or limited liability companies treated as partnerships, in which you share profits and losses with partners? If "Yes," state your ownership percentage in each joint venture, list your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes. ☐ Yes ☒ No

Part VI Financial Data

- 1 Select the option that best describes you to determine the years of revenues and expenses you need to provide.
- ☒ You completed less than one tax year.
Provide a total of three years of financial information (including the current year and two future years of reasonable and good faith projections of your future finances) in the following Statement of Revenues and Expenses.
- ☐ You completed at least one tax year but fewer than five.
Provide a total of four years financial information (including the current year and three years of actual financial information or reasonable and good faith projections of your future finances) in the following Statement of Revenues and Expenses.
- ☐ You completed five or more tax years.
Provide financial information for your five most recent tax years (including the current year) in the following Statement of Revenues and Expenses.

Part VI Financial Data (continued)**A. Statement of Revenues and Expenses**

Type of revenue	Current tax year	4 prior tax years or 2 succeeding tax years			
	From: 12/11/2024 To: 06/30/2025	From: 07/01/2025 To: 06/30/2026	From: 07/01/2026 To: 07/01/2027	From: __/__/____ To: __/__/____	From: __/__/____ To: __/__/____
1 Gifts, grants, and contributions received (do not include unusual grants)	\$0.	\$250,000.	\$300,000.		
2 Membership fees received	\$0.	\$0.	\$0.		
3 Gross investment income	\$0.	\$0.	\$0.		
4 Net unrelated business income	\$0.	\$0.	\$0.		
5 Taxes levied for your benefit	\$0.	\$0.	\$0.		
6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)	\$0.	\$0.	\$0.		
7 Any revenue not otherwise listed above or in lines 9 - 12 below (provide an itemized list below)	\$0.	\$0.	\$1,640,000.		
8 Total of lines 1 through 7	\$0.	\$250,000.	\$1,940,000.	\$0.	\$0.
9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (provide an itemized list below)	\$0.	\$0.	\$0.		
10 Total of lines 8 and 9	\$0.	\$250,000.	\$1,940,000.	\$0.	\$0.
11 Net gain or loss on sale of capital assets (provide an itemized list below)	\$0.	\$0.	\$0.		
12 Unusual grants (provide an itemized list below)	\$0.	\$0.	\$0.		
13 Total Revenue (add lines 10 through 12)	\$0.	\$250,000.	\$1,940,000.	\$0.	\$0.
Type of expense	Current tax year	4 prior tax years or 2 succeeding tax years			
14 Fundraising expenses	\$0.	\$5,000.	\$15,000.		
15 Contributions, gifts, grants, and similar amounts paid out (provide an itemized list below)	\$0.	\$0.	\$0.		
16 Disbursements to or for the benefit of members (provide an itemized list below)	\$0.	\$0.	\$0.		
17 Compensation of officers, directors, and trustees	\$0.	\$0.	\$0.		
18 Other salaries and wages	\$0.	\$150,000.	\$1,350,000.		
19 Interest expense	\$0.	\$0.	\$0.		
20 Occupancy (rent, utilities, etc.)	\$0.	\$50,000.	\$400,000.		
21 Depreciation and depletion	\$0.	\$0.	\$0.		
22 Professional fees	\$0.	\$15,000.	\$15,000.		
23 Any expense not otherwise classified, such as program services (provide an itemized list below)	\$0.	\$20,000.	\$30,000.		
24 Total Expenses (add lines 14 through 23)	\$0.	\$240,000.	\$1,810,000.	\$0.	\$0.

25 Itemized financial data

First succeeding year - Item 23 - Expenses associated with curriculum development, professional development training for administration and staff, and any corporate compliance filings. Second succeeding year - Item 7 Revenue associated with state (\$1,300,000) and federal (\$340,000) funding of schools providing middle school and high school public education (based on student enrollment projections). Second succeeding year - Item 23 - Expenses associated with curriculum development, professional development training for administration and staff, and any corporate compliance filings.

Part VI

Financial Data (continued)

B. Balance Sheet (for your most recently completed tax year)		Year End: 06/30/2025
Assets		
1	Cash	\$0.
2	Accounts receivable, net	\$0.
3	Inventories	\$0.
4	Bonds and notes receivable (provide an itemized list below)	\$0.
5	Corporate stocks (provide an itemized list below)	\$0.
6	Loans receivable (provide an itemized list below)	\$0.
7	Other investments (provide an itemized list below)	\$0.
8	Depreciable assets (provide an itemized list below)	\$0.
9	Land	\$0.
10	Other assets (provide an itemized list below)	\$0.
11	Total Assets (add lines 1 through 10)	\$0.
Liabilities		
12	Accounts payable	\$0.
13	Contributions, gifts, grants, etc. payable	\$0.
14	Mortgages and notes payable (provide an itemized list below)	\$0.
15	Other liabilities (provide an itemized list below)	\$0.
16	Total Liabilities (add lines 12 through 15)	\$0.
Fund Balances or Net Assets		
17	Total fund balances or net assets	\$0.
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	\$0.

19 Itemized financial data

Part VII Foundation Classification

Part VII is designed to classify you as an organization that is either a private foundation or a public charity. Public charity classification is a more favorable tax status than private foundation classification. If you are a private foundation, this part will further determine whether you are a private operating foundation.

1 Select the foundation classification you are requesting from the list below.

- ☐ You are described in 509(a)(1) and 170(b)(1)(A)(vi) as an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- ☐ You are described in 509(a)(2) as an organization that normally receives not more than one-third of its financial support from gross investment income and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- ☐ You are described in 509(a)(1) and 170(b)(1)(A)(i) as a church or a convention or association of churches. Complete Schedule A.
- ☒ You are described in 509(a)(1) and 170(b)(1)(A)(ii) as a school. Complete Schedule B.
- ☐ You are described in 509(a)(1) and 170(b)(1)(A)(iii) as a hospital, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete Schedule C.
- ☐ You are described in 509(a)(1) and 170(b)(1)(A)(iv) as an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- ☐ You are described in 509(a)(1) and 170(b)(1)(A)(ix) as an agricultural research organization directly engaged in the continuous active conduct of agricultural research in conjunction with a college or university.
- ☐ You are described in 509(a)(3) as an organization supporting either one or more organizations described in 509(a)(1) or 509(a)(2) or a publicly supported section 501(c)(4), (5), or (6) organization. Complete Schedule D.
- ☐ You are described in 509(a)(4) as an organization organized and operated exclusively for testing for public safety.
- ☐ You are a publicly supported organization and would like the IRS to decide your correct classification.
- ☐ You are a private foundation.

- 1a** As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check this box to confirm that your organizing document includes these provisions or you rely on state law. ☐

State specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document (Page/Article/Paragraph) or state that you rely on state law.

- 1b** Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes?
If "Yes," complete Schedule H - Section II.

☐ Yes ☐ No

- 1c** Are you a private operating foundation?

☐ Yes ☐ No

To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations.

Part VII Foundation Classification (continued)

- 1d** Describe how you meet the requirements for private operating foundation status, including how you meet the income test and either the assets test, the endowment test, or the support test. If you've been in existence for less than one year, describe how you are likely to satisfy the requirements for private operating foundation status.

- 2** If you have been in existence more than 5 years, you must confirm your public support status. To confirm your qualification as a public charity described in 509(a)(1) and 170(b)(1)(A)(vi) in existence for five or more tax years, you must have received one-third or more of your total support from governmental agencies, contributions from the general public, and contributions or grants from other public charities; or 10% or more of your total support from governmental agencies, contributions from the general public, and contributions or grants from other public charities and the facts and circumstances indicate you are a publicly supported organization. Calculate whether you meet this support test for your most recent five-year period.

- i. Did you receive contributions from any person, company, or organization whose gifts totaled more than the 2% amount of line 8 in Part VI-A? ☐ Yes ☐ No

If "Yes," identify each person, company, or organization by letter (A, B, C, etc.) and indicate the amount contributed by each. Keep a list showing the name of and amount contributed by each of these donors for your records.

- ii. Based on your calculations, did you receive at least one-third of your support from public sources or did you normally receive at least 10 percent of your support from public sources and you have other characteristics of a publicly supported organization? ☐ Yes ☐ No

- 2a** If you have been in existence more than 5 years, you must confirm your public support status. To confirm your qualification as a public charity described in 509(a)(2) in existence for five or more tax years, you must have normally received more than one-third of your support from contributions, membership fees, and gross receipts from activities related to your exempt functions, or a combination of these sources, and not more than one-third of your support from gross investment income and net unrelated business income. Calculate whether you meet this support test for your most recent five-year period.

- i. Did you receive amounts from any disqualified persons? ☐ Yes ☐ No

If "Yes," identify each disqualified person by letter (A, B, C, etc.) and indicate the amount contributed by each. Keep a list showing the name of and amount contributed by each of these donors for your records.

- ii. Did you receive amounts from individuals or organizations other than disqualified persons that exceeded the greater of \$5,000 or 1% of the amount on line 10 of Part VI-A Statement of Revenues and Expenses? ☐ Yes ☐ No

If "Yes," identify each individual or organization by letter (A, B, C, etc.) and indicate the amount contributed by each. Keep a list showing the name of and amount contributed by each of these donors for your records.

- iii. Based on your calculations, did you normally receive more than one-third of your support from a combination of gifts, grants, contributions, membership fees, and gross receipts (from permitted sources) from activities related to your exempt functions and normally receive not more than one-third of your support from investment income and unrelated business taxable income? ☐ Yes ☐ No

Part VIII Effective Date

In general, a determination letter recognizing exemption of an organization described in section 501(c)(3) is effective as of the date of formation of an organization if: (1) its purposes and activities prior to the date of the determination letter have been consistent with the requirements for exemption; and (2) it has filed an application for recognition of exemption within 27 months from the end of the month in which it was organized.

1 Are you submitting this application within 27 months of the end of the month in which you were legally formed?

☒ Yes☐ No

If "No," complete Schedule E.

Part IX Annual Filing Requirements

If you fail to file a required information return or notice for three consecutive years, your exempt status will be automatically revoked.

1 Certain organizations are not required to file annual information returns or notices (Form 990, Form 990-EZ, or Form 990-N, e-Postcard). If you are granted tax-exemption, are you claiming to be excused from filing Form 990, Form 990-EZ, or Form 990-N?

☐ Yes☒ No

If "Yes," are you claiming you are excepted from filing because you are:

☐ A church or association of churches

☐ An integrated auxiliary (such as a men's or women's organization, religious school, mission society, or religious group)

☐ A church-affiliated organization (other than a section 509(a)(3) organization) that is exclusively engaged in managing funds or maintaining retirement programs and is described in Revenue Procedure 96-10, 1996-1 C.B. 577

☐ A school below college level affiliated with a church or operated by a religious order

☐ A mission society (other than a section 509(a)(3) supporting organization) sponsored by, or affiliated with, one or more churches or church denominations, if more than half of the society's activities are conducted in, or directed at, persons in foreign countries

☐ An affiliate of a governmental unit that meets the requirements of Revenue Procedure 95-48, 1995-2 C.B. 418 (other than a section 509(a)(3) supporting organization)

☐ Other (describe)

Part X Signature

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, and to the best of my knowledge it is true, correct, and complete.

Samuel Finkelstein

(Type name of signer)

DIRECTOR, PRES. & TREAS.

(Type title or authority of signer)

12/12/2024

(Date)

Upload checklist:

- ☒ Organizing document (and any amendments)
- ☒ Bylaws, if adopted
- ☐ Form 2848, Power of Attorney and Declaration of Representative (if applicable)
- ☐ Form 8821, Tax Information Authorization (if applicable)
- ☐ Supplemental responses (if applicable)
- ☐ Expedited handling request (if applicable)

Schedule A. Churches

- 1 Do you have a written creed, statement of faith, or summary of beliefs? If "Yes," describe your written creed, statement of faith, or summary of beliefs. ☐ Yes ☐ No

- 2 Do you have a literature of your own? If "Yes," describe your literature. ☐ Yes ☐ No

- 3 Do you have a formal code of doctrine and discipline? If "Yes," describe your code of doctrine and discipline. ☐ Yes ☐ No

- 4 Describe your religious hierarchy or ecclesiastical government.

- 5 Are you part of a group of churches with similar beliefs and structures? If "Yes," explain. ☐ Yes ☐ No

- 6 Do you have a form of worship? If "Yes," describe your form of worship. ☐ Yes ☐ No

- 7 Do you have regularly scheduled religious services? If "Yes," describe the nature of the services. ☐ Yes ☐ No

- 7a What is the average attendance at your regularly scheduled religious services?

- 8 Do you have an established place of worship? If "Yes," describe your established place of worship or where you meet to hold regularly scheduled religious services. ☐ Yes ☐ No

Schedule A. Churches (continued)

9 Do you have an established congregation or other regular membership group? If "No," continue to Line 10. ☐ Yes ☐ No

9a How many members do you have?

9b Do you have a process by which an individual becomes a member? If "Yes," describe the process. ☐ Yes ☐ No

9c Do your members have voting rights, rights to participate in religious functions, or other rights? If "Yes," describe the rights your members have. ☐ Yes ☐ No

9d May your members be associated with another denomination or church? ☐ Yes ☐ No

9e Are all of your members part of the same family? ☐ Yes ☐ No

10 Do you conduct baptisms, weddings, funerals, or other religious rites? ☐ Yes ☐ No

11 Do you have a school for the religious instruction of the young? ☐ Yes ☐ No

12 Do you have ministers or religious leaders? If "Yes," describe these roles and explain whether the ministers or religious leaders are ordained, commissioned, or licensed after a prescribed course of study. ☐ Yes ☐ No

13 Do you have schools for the preparation of your ordained ministers or religious leaders? ☐ Yes ☐ No

14 Do you ordain, commission, or license ministers or religious leaders? If "Yes," describe the requirements for ordination, commission, or licensure. ☐ Yes ☐ No

15 Do you have other information you believe should be considered regarding your status as a church? If "Yes," explain. ☐ Yes ☐ No

Schedule B. Schools, Colleges, and Universities

- 1 Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? ☒ Yes ☐ No
- 2 Is the primary function of your school the presentation of formal instruction? If "No," continue to Line 3. ☒ Yes ☐ No

2a Select the best description(s) of your school:

- ☒ Elementary school
- ☒ Secondary school
- ☒ Charter school
- ☐ College or university
- ☐ Technical school
- ☐ Other school (describe)

- 3 Are you a public school because you are operated by a state or subdivision of a state or operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. ☒ Yes ☐ No

As a free, open-enrollment public charter school in Indiana serving grades 6-12, we will be funded predominantly through state funds, and also will receive federal funds, including funds directed to schools serving students from low income households and students with individualized education plans (IEPs). We anticipate that a significant portion of our students will be students from low income households and that a portion of students also will have IEPs.

- 4 Were you formed or substantially expanded at the time of public school desegregation in the school district or county in which you are located? ☐ Yes ☐ No

- 5 Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. ☐ Yes ☐ No

- 6 Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. ☐ Yes ☐ No

Information Required by Revenue Procedure 75-50 as Modified by Revenue Procedure 2019-22

- 7 Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? ☐ Yes ☐ No

State where the policy is located or if adopted by resolution of your governing body.

- 8 Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? If "Yes," continue to Line 9. ☐ Yes ☐ No

- 8a ☐ By checking this box, you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.

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

9 Have you made your racially nondiscriminatory policy known to all segments of the general community you serve by: Yes No
a) publishing a notice of your policy in a newspaper of general circulation that serves all racial segments of the community; b) publicizing your policy over broadcast media in a way that is reasonably expected to be effective; or c) displaying a notice of your policy at all times on your primary, publicly accessible internet home page in a manner reasonably expected to be noticed by visitors to the homepage? If "Yes," continue to Line 10.

9a ☐ By checking this box, you agree that you will publicize your nondiscriminatory policy in a way that meets the requirements of Revenue Procedure 75-50, 1975-2 C.B. 587, as modified by Revenue Procedure 2019-22, I.R.B. 1260.

10 Do or will you (or any department or division of your organization) discriminate in any way on the basis of race with respect to admissions, use of facilities or exercise of student privileges, faculty or administrative staff, or scholarship or loan programs? If "Yes," for any of the above, explain fully. Yes No

11 Complete the table below to show the racial composition for the current academic year and projected for the next academic year. If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community you serve).

For each racial category, enter the number of (a) students, (b) faculty, and (c) administrative staff. Provide actual numbers rather than percentages for each racial category.

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

12 In the table below, enter the number and amount of loans and scholarships awarded to enrolled students by racial categories. Provide actual numbers rather than percentages for each racial category.

☐ Check here if you will not provide any loans or scholarships to students.

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

Schedule B. Schools, Colleges, and Universities *(continued)*

- 13** List your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

- 14** Do any of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations, have an objective to maintain segregated public or private school education? If "Yes," explain.

☐ Yes☐ No

- 15** Will you maintain records according to the nondiscrimination provisions contained in Revenue Procedure 75-50? If "No," explain.

☐ Yes☐ No

Schedule C. Hospitals and Medical Research Organizations

- 1** Are you a medical research organization (an organization whose principal purpose or function is medical research and which is directly engaged in the continuous active conduct of medical research) operated in conjunction with a hospital? If "No," continue to Line 2. ☐ Yes ☐ No

- 1a** Name the hospitals with which you have a relationship and describe the relationship.

- 1b** List your assets showing their fair market value and the portion of your assets directly devoted to medical research.

Do not complete the remainder of Schedule C.

- 2** Are you applying for exemption as a cooperative hospital service organization described in section 501(e)? ☐ Yes ☐ No
If "Yes," explain.

Do not complete the remainder of Schedule C.

- 3** Are all the doctors in the community eligible for staff privileges? If "No," give the reasons why and explain how the medical staff is selected. ☐ Yes ☐ No

Schedule C. Hospitals and Medical Research Organizations *(continued)*

- 4** Do or will you provide medical services to all individuals in your community who can pay for themselves or are able to pay through some form of insurance? If "No," explain. ☐ Yes ☐ No

- 5** Do you or will you maintain a full-time emergency room? If "Yes," continue to Line 6. ☐ Yes ☐ No

- 5a** Are you a specialty hospital or would emergency services be duplicative based on your region or locality? ☐ Yes ☐ No

- 6** Do you provide free or below cost services? If "Yes," describe your policy for determining when and to whom you provide these services and how these services promote the organization's benefit to the community. ☐ Yes ☐ No

- 7** Do you or will you carry on a formal program of medical training or medical research? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliations with other hospitals or medical care providers with which you carry on the medical training or research programs. ☐ Yes ☐ No

- 8** Do you or will you carry on a formal program of community education? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliation with other hospitals or medical care providers with which you offer community education programs. ☐ Yes ☐ No

Schedule C. Hospitals and Medical Research Organizations *(continued)*

- 9** Is your board of directors composed of a majority of individuals who are representative of the community you serve, or do you operate under a parent organization whose board of directors is composed of a majority of individuals who are representative of the community you serve? If "Yes," continue to Line 10. ☐ Yes ☐ No

- 9a** List each board member's name and business, financial, or professional relationship with the hospital. Also, identify each board member who is representative of the community and describe how that individual is a community representative. If you operate under a parent organization whose board of directors is not composed of a majority of individuals who are representative of the community you serve, provide the requested information for your parent's board of directors as well.

- 10** Do you operate a facility which is required by a state to be licensed, registered, or similarly recognized as a hospital? If "No," do not complete the rest of Schedule C. ☐ Yes ☐ No

- 10a** Do you conduct a community health needs assessment (CHNA) at least once every three years and adopt an implementation strategy to meet the community health needs identified in the assessment as required by section 501(r)(3)? If "No," explain. ☐ Yes ☐ No

- 10b** Do you have a written financial assistance policy (FAP) and a written policy relating to emergency medical care as required by section 501(r)(4)? If "No," explain. ☐ Yes ☐ No

Schedule C. Hospitals and Medical Research Organizations *(continued)*

10c Do you both (1) limit amounts charged for emergency or other medically necessary care provided to individuals eligible for assistance under your FAP to not more than amounts generally billed to individuals who have insurance covering such care, and (2) prohibit use of gross charges as required by section 501(r)(5)? If "No," explain.

☐ Yes ☐ No

10d Do you make reasonable efforts to determine whether an individual is FAP-eligible before engaging in extraordinary collection actions as required by section 501(r)(6)? If "No," explain.

☐ Yes ☐ No

Schedule D. Section 509(a)(3) Supporting Organizations

- 1** List the names, addresses, and EINs of the organizations you support.

- 2** Are all your supported organizations public charities under section 509(a)(1) or (2)? If "Yes," continue to Line 3. ☐ Yes ☐ No

- 2a** Are your supported organizations tax exempt under section 501(c)(4), 501(c)(5), or 501(c)(6) and do your supported organizations meet the public support test under section 509(a)(2)? If "No," explain how each organization you support is a public charity under section 509(a)(1) or 509(a)(2). ☐ Yes ☐ No

- 3** Which of the following describes your relationship with your supported organization(s)?

- ☐ A majority of your governing board or officers are elected or appointed by your supported organization(s). (Type I supporting organization)
- ☐ Your control or management is vested in the same persons who control or manage your supported organization(s). (Type II supporting organization)
- ☐ One or more of your officers, directors, or trustees are elected or appointed by the officers, directors, trustees, or membership of your supported organization(s), or one or more of your officers, directors, trustees, or other important office holders, are also members of the governing body of your supported organization(s), or your officers, directors, or trustees maintain a close and continuous working relationship with the officers, directors, or trustees of your supported organization(s). (Type III supporting organization)

- 4** Describe how your governing board and officers are selected. If you are a Type III organization, also describe how your officers, directors, or trustees maintain a close and continuous working relationship with the officers, directors, or trustees of your supported organization(s).

Schedule D. Section 509(a)(3) Supporting Organizations *(continued)*

- 5** Do any persons who are disqualified persons (except individuals who are disqualified persons only because they are foundation managers) with respect to you or persons who have a family or business relationship with any disqualified persons appoint any of your foundation managers? If "Yes," (1) describe the process by which disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons and the foundation managers they appoint, and (3) explain how control is vested over your operations (including assets and activities) by persons other than disqualified persons. ☐ Yes ☐ No

- 6** Do any persons who are disqualified persons (except individuals who are disqualified persons only because they are foundation managers) have any influence regarding your operations, including your assets or activities? If "Yes," (1) provide the names of these disqualified persons, (2) explain how influence is exerted over your operations (including assets and activities), and (3) explain how control is vested over your operations (including assets and activities) by individuals other than disqualified persons. ☐ Yes ☐ No

- 7** Does your organizing document specify your supported organization(s) by name? ☐ Yes ☐ No
If "Yes" and you selected Type I above, continue to Line 8.
If "Yes," and you selected Type II, do not complete the rest of Schedule D.
If "No" and you selected Type III above, amend your organizing document to specify your supported organization(s) by name or you will not meet the organizational test and need to reconsider your requested public charity classification; then continue to Line 8.

- 7a** Does your organizing document name a similar purpose or charitable class of beneficiaries as to your supported organization(s)? If "No," amend your organizing document to specify your supported organization(s) by name, purpose, or class or you will not meet the organizational test and need to reconsider your requested public charity classification. ☐ Yes ☐ No

If you selected Type II above, do not complete the rest of Schedule D.

- 8** Do you or will you receive contributions from any person who alone, or combined with family members or an entity at least 35% controlled by that person, controls any of your supported organizations, or will you receive contributions from any family member of, or an entity at least 35% controlled by, any person who controls any of your supported organizations? If "Yes," explain. ☐ Yes ☐ No

If you selected Type I above, do not complete the rest of Schedule D.

Schedule D. Section 509(a)(3) Supporting Organizations *(continued)*

- 9** Do the officers, directors, or trustees of your supported organization have a significant voice in your investment policies, the timing and making of grants, the selection of grant recipients, and in otherwise directing the use of your income or assets? If "Yes," explain. ☐ Yes ☐ No

- 10** In each taxable year, do you or will you provide each of your supported organizations with (a) a written notice addressed to a principal officer of the supported organization describing the type and amount of all of the support you provided to the supported organization during the immediately preceding taxable year, (b) a copy of your most recently filed Form 990-series return or notice, and (c) a copy of your governing documents? If "No," explain. ☐ Yes ☐ No

- 11** Do you exercise a substantial degree of direction over the policies, programs, and activities of your supported organization(s) and appoint or elect (directly or indirectly) a majority of the officers, directors, or trustees of your supported organization(s)? If "Yes," explain. ☐ Yes ☐ No

- 12** Do substantially all of your activities directly further the exempt purposes of one or more supported organizations to which you are responsive by performing the functions of, or carrying out the purposes of, such supported organization(s) and but for your involvement would normally be engaged in by such supported organization(s). If "Yes," explain and do not complete the rest of Schedule D. ☐ Yes ☐ No

Schedule D. Section 509(a)(3) Supporting Organizations *(continued)*

- 13** Do you distribute at least 85% of your annual net income or 3.5% of the aggregate fair market value of all of your non-exempt-use assets (whichever is greater) to your supported organization(s)? If "No," explain.

☐ Yes ☐ No

- 13a** How much do you contribute annually to each supported organization?

- 13b** What is the total annual revenue of each supported organization?

- 13c** Do you or the supported organization(s) earmark your funds for support of a particular program or activity? If "Yes," explain.

☐ Yes ☐ No

Schedule E. Effective Date

- 1** Are you applying for reinstatement of exemption after being automatically revoked for failure to file required returns or notices for three consecutive years? If "No," continue to Line 2. ☐ Yes ☐ No

- 1a** Revenue Procedure 2014-11, 2014-1 C.B. 411, provides procedures for reinstating your tax-exempt status. Select the section of Revenue Procedure 2014-11 under which you want us to consider your reinstatement request.

☐ Section 4. You are seeking retroactive reinstatement under section 4 of Revenue Procedure 2014-11. By selecting this line, you attest that you meet the specified requirements of section 4, that your failure to file was not intentional, and that you have put in place procedures to file required returns or notices in the future. Do not complete the rest of Schedule E.

☐ Section 5. You are seeking retroactive reinstatement under section 5 of Revenue Procedure 2014-11. By selecting this line, you attest that you meet the specified requirements of section 5, that you have filed required annual returns, that your failure to file was not intentional, and that you have put in place procedures to file required returns or notices in the future.

Describe how you exercised ordinary business care and prudence in determining and attempting to comply with your filing requirements in at least one of the three years of revocation and the steps you have taken or will take to avoid or mitigate future failures to file timely returns or notices. Do not complete the rest of Schedule E.

☐ Section 6. You are seeking retroactive reinstatement under section 6 of Revenue Procedure 2014-11. By selecting this line, you attest that you meet the specified requirements of section 6, that you have filed required annual returns, that your failure to file was not intentional, and that you have put in place procedures to file required returns or notices in the future.

Describe how you exercised ordinary business care and prudence in determining and attempting to comply with your filing requirements in each of the three years of revocation and the steps you have taken or will take to avoid or mitigate future failures to file timely returns or notices. Do not complete the rest of Schedule E.

☐ Section 7. You are seeking reinstatement under section 7 of Revenue Procedure 2014-11, effective the date you are filing this application. Do not complete the rest of Schedule E.

- 2** Generally, if you did not file Form 1023 within 27 months of formation, the effective date of your exempt status will be the date you filed Form 1023 (submission date). Requests for an earlier effective date may be granted when there is evidence to establish you acted reasonably and in good faith and the grant of relief will not prejudice the interests of the government.

☐ Check this box if you accept the submission date as the effective date of your exempt status. Do not complete the rest of Schedule E.

☐ Check this box if you are requesting an earlier effective date than the submission date.

- 2a** Explain why you did not file Form 1023 within 27 months of formation, how you acted reasonably and in good faith, and how granting an earlier effective date will not prejudice the interests of the Government.

You may want to include the events that led to the failure to timely file Form 1023 and to the discovery of the failure, any reliance on the advice of a qualified tax professional and a description of the engagement and responsibilities of the professional as well as the extent to which you relied on the professional, a comparison of (1) what your aggregate tax liability would be if you had filed this application within the 27-month period with (2) what your aggregate liability would be if you were exempt as of your formation date, or any other information you believe will support your request for relief.

Schedule F. Low-Income Housing

- 1** Describe each facility including the type of facility, whether you own or lease the facility, how many residents it can accommodate, the current number of residents, and whether the residents purchase or rent housing from you.

- 2** Describe who qualifies for your housing in terms of income levels or other criteria and explain how you select residents.

- 3** Do you meet the safe harbor requirements outlined in Revenue Procedure 96-32, 1996-1 C.B. 717, which provides guidelines for providing low-income housing that will be treated as charitable, including for each project that (a) at least 75 percent of the units are occupied by residents that qualify as low-income and (b) either at least 20 percent of the units are occupied by residents that also meet the very low-income limit for the area or 40 percent of the units are occupied by residents that also do not exceed 120 percent of the area's very low-income limit, and less than 25 percent of the units are provided at market rates to persons who have incomes in excess of the low-income limit?

☐ Yes☐ No

- 4** Is your housing affordable to low-income residents? If "Yes," describe how your housing is made affordable to low-income residents.

☐ Yes☐ No

- 5** Do you impose any restrictions to make sure that your housing remains affordable to low-income residents? If "Yes," describe these restrictions.

☐ Yes☐ No

Schedule F. Low-Income Housing *(continued)*

- 6** In addition to rent or mortgage payments, do residents pay periodic fees or maintenance charges? If "Yes," describe what these charges cover and how they are determined. ☐ Yes ☐ No

- 7** Do you provide social services to residents? If "Yes," describe these services. ☐ Yes ☐ No

- 8** Do you participate in any government housing programs? If "Yes," describe these programs. ☐ Yes ☐ No

Schedule G. Successors to Other Organizations

- 1** List the name, last address, and EIN of your predecessor organization and describe its activities.

- 2** List the owners, partners, principal stockholders, officers, and governing board members of your predecessor organization. Include their names, addresses, and share/interest in the predecessor organization (if for-profit).

- 3** Are you a successor to a for-profit organization? If "Yes," explain your relationship with the predecessor organization that resulted in your creation and explain why you took over the activities or assets of a for-profit organization or converted from for-profit to nonprofit status; continue to Line 4. ☐ Yes ☐ No

- 3a** Explain your relationship with the other organization that resulted in your creation and why you took over the activities or assets of another organization.

Schedule G. Successors to Other Organizations *(continued)*

- 4** Do or will you maintain a working relationship with any of the persons listed in question 2 or with any for-profit organization in which these persons own more than a 35% interest? If "Yes," describe the relationship. ☐ Yes ☐ No

- 5** Were any assets transferred, whether by gift or sale, from the predecessor organization to you? If "Yes," provide a list of assets, indicate the value of each asset, explain how the value was determined, and attach an appraisal, if available. For each asset listed, also explain if the transfer was by gift, sale, or combination thereof and describe any restrictions that were placed on the use or sale of the assets. ☐ Yes ☐ No

- 6** Were any debts or liabilities transferred from the predecessor for-profit organization to you? If "Yes," provide a list of the debts or liabilities that were transferred to you, indicating the amount of each, how the amount was determined, and the name of the person to whom the debt or liability is owed. ☐ Yes ☐ No

- 7** Will you lease or rent any property or equipment to or from the predecessor organization or any persons listed in Line 2 or a for-profit organization in which these persons own more than a 35% interest? If "Yes," describe the arrangement(s) including how the lease or rental value was determined. ☐ Yes ☐ No

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures**Section I Public charities and private foundations complete lines 1 through 8 of this section.**

- 1** Describe the types of educational grants you provide to individuals, such as scholarships, fellowships, loans, etc., including the purpose, number and amount(s) of grants, how the program is publicized, and if you award educational loans, the terms of the loans.

- 2** Do you maintain case histories showing recipients of your scholarships, fellowships, educational loans, or other educational grants, including names, addresses, purposes of awards, amount of each grant, manner of selection, and relationship (if any) to officers, trustees, or donors of funds to you? If "No," explain. ☐ Yes ☐ No

- 3** Describe the specific criteria you use to determine who is eligible for your program (for example, eligibility selection criteria could consist of graduating high school students from a particular high school who will attend college, writers of scholarly works about American history, etc.).

- 4** Describe the specific criteria you use to select recipients (for example, specific selection criteria could consist of prior academic performance, financial need, etc.).

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures *(continued)*

- 5** Describe any requirement or condition you impose on recipients to obtain, maintain, or qualify for renewal of a grant (for example, specific requirements or conditions could consist of attendance at a four-year college, maintaining a certain grade point average, teaching in public school after graduation from college, etc.).

- 6** Describe your procedures for supervising the scholarships, fellowships, educational loans, or other educational grants. Explain whether you obtain reports and grade transcripts from recipients, or you pay grants directly to a school under an arrangement whereby the school will apply the grant funds only for enrolled students who are in good standing. Also, describe your procedures for taking action if the terms of the award are violated.

- 7** How do you determine who is on the selection committee for the awards made under your program?

- 8** Are relatives of members of the selection committee, or of your officers, directors, or substantial contributors eligible for awards made under your program? If "Yes," what measures do you take to ensure unbiased selections?

☐ Yes ☐ No

Do not complete the rest of Schedule H. If you are a private foundation, you will be directed to complete Section II of Schedule H later in the application.

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures (continued)**Section II Private foundations complete lines 1 through 7 of this section. Public charities do not complete this section.**

- 1** As a private foundation, do you want this application to be considered as a request for advance approval of grant making procedures? ☐ Yes ☐ No

If "No," do not complete the rest of Schedule H.

- 1a** Check the box(es) indicating under which section(s) you want your grant making procedures to be considered.

- ☐ 4945(g)(1) - Scholarship or fellowship grant to an individual for study at an educational institution
- ☐ 4945(g)(3) - Other grants, including loans, to an individual for travel, study, or other similar purposes, to enhance a particular skill of the grantee or to produce a specific product

- 2** Do you represent that you will (1) arrange to receive and review grantee reports annually and upon completion of the purpose for which the grant was awarded, (2) investigate diversions of funds from their intended purposes, and (3) take all reasonable and appropriate steps to recover diverted funds, ensure other grant funds held by a grantee are used for their intended purposes, and withhold further payments to grantees until you obtain grantees' assurances that future diversions will not occur and that grantees will take extraordinary precautions to prevent future diversions from occurring? ☐ Yes ☐ No

- 3** Do you represent that you will maintain all records relating to individual grants, including information obtained to evaluate grantees, identify whether a grantee is a disqualified person, establish the amount and purpose of each grant, and establish that you undertook the supervision and investigation of grants described in Line 2? ☐ Yes ☐ No

- 4** Do you or will you award scholarships, fellowships, and educational loans to attend an educational institution based on the status of an individual being an employee of a particular employer? ☐ Yes ☐ No

If "No," do not complete the rest of Schedule H.

- 5** Will you comply with the seven conditions and either the percentage tests or facts and circumstances test for scholarships, fellowships, and educational loans to attend an educational institution as set forth in Revenue Procedures 76-47, 1976-2 C.B. 670, and 80-39, 1980-2 C.B. 772, which apply to inducement, selection committee, eligibility requirements, objective basis of selection, employment, course of study, and other objectives? ☐ Yes ☐ No

- 6** Do you or will you provide scholarships, fellowships, or educational loans to attend an educational institution to employees of a particular employer? If "No," continue to Line 7. ☐ Yes ☐ No

- 6a** Will you award grants to 10% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? ☐ Yes ☐ No

- 7** Do you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer? ☐ Yes ☐ No

If "No," do not complete the rest of Schedule H.

- 7a** Will you award grants to 25% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? ☐ Yes ☐ No

If "Yes," do not complete the rest of Schedule H.

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures *(continued)*

- 7b** Will you award grants to 10% or fewer of the number of employees' children who can be shown to be eligible for grants (whether or not they submitted an application) in that year, as provided by Revenue Procedures 76-47 and 80-39? If "Yes," describe how you will determine who can be shown to be eligible for grants without submitting an application, such as by obtaining written statements or other information about the expectations of employees' children to attend an educational institution; do not complete the rest of Schedule H.

☐ Yes ☐ No

- 7c** Will you award grants based on facts and circumstances that demonstrate that the grants will not be considered compensation for past, present, or future services or otherwise provide a significant benefit to the particular employer? If "Yes," describe the facts and circumstances you believe will demonstrate that the grants are neither compensatory nor a significant benefit to the particular employer. In your explanation, describe why you cannot satisfy either the 25% test or the 10% test in questions 7a and 7b.

☐ Yes ☐ No



Laura Miller <lmiller@legalprep.org>

Pay.gov Payment Confirmation: Form 1023

1 message

notification@pay.gov <notification@pay.gov>
To: lmiller@legalprep.org

Thu, Dec 12, 2024 at 12:56 PM



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You successfully submitted your Form 1023 user fee payment to Pay.gov and the details are below. For information on the status of your application, visit [IRS.gov](https://irs.gov) and search for Where's My Application. If you submitted your application before the date indicated on that page and haven't been contacted, you can call the toll-free Customer Account Services number, Monday through Friday, 8 a.m. - 5 p.m. (local time), at 877-829-5500 to check on the status. You will need the information specified on the Where's My Application page, including your name and employer identification number (EIN), when calling.

Application Name: Form 1023
Pay.gov Tracking ID: 27JVTCKA
Agency Tracking ID: 76906973252
Transaction Type: Sale
Transaction Date: 12/12/2024 01:56:52 PM EST
Account Holder Name: Samuel Finkelstein
Transaction Amount: \$600.00
Card Type: Visa
Card Number: *****1832

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Attachment 5 to Legal Prep Charter Academy Prospectus - Bylaws and Conflict of Interest Policy

BY-LAWS

OF

LEGAL PREP CHARTER ACADEMY INDIANA, INC.

ARTICLE 1

Formation and Powers

Section 1.1 Formation and Purp. This Corporation is formed as a not-for-profit corporation, pursuant to the laws of the state of Indiana, and for the purposes stated in the Articles of Incorporation for the Corporation. The Corporation having been formed by Legal Prep Charter Academies, an Illinois not-for-profit corporation (hereafter “LPCA”), as a not-for-profit corporate subsidiary of LPCA, shall operate as an independent corporation and not an agent of LPCA or vice-versa.

Section 1.2 Filing Compliance. The Board of Directors of LPCA having approved and adopted the Articles of Incorporation, the Board of Directors of this Corporation acknowledges and agrees that the Articles of Incorporation have been filed with the state of Indiana and all filing fees have been paid and satisfied.

Section 1.3 Powers. Except as provided otherwise by the Articles of Incorporation or by these By-Laws, the Corporation shall have all powers which a not for profit corporation may have if organized under the Indiana Nonprofit Corporation Act of 1991, as amended, and shall have such additional powers as are permitted by any applicable law.

ARTICLE 2

Office and Agent

The Corporation shall have and continuously maintain in the State of Indiana a registered office and a registered agent whose business office is identical with such registered office, and may have other offices within or without the State of Indiana as stated in the Articles of Incorporation and/or as the Board of Directors may from time to time determine, including business offices within the State of Illinois.

ARTICLE 3

Members

The Corporation shall have no Members.

ARTICLE 4

Board of Directors

Section 4.1. General Powers. The affairs of the Corporation shall be managed by or under the direction of its Board of Directors.

Section 4.2. Number and Qualifications. The number of directors of the Corporation shall be no less than three (3) and may be increased to any number from time to time by resolution of the Board of Directors. Directors need not be residents of the State of Indiana. Directors, other than non-voting *ex officio* directors may not be employees of the Corporation.

Section 4.3. Election and Tenure. Subject to approval of the Board of Directors of Legal Prep Charter Academies, an Illinois Not-For-Profit corporation, the directors shall be elected by the Corporation's Board of Directors at its annual meeting which shall take place in May of each calendar year, and each director shall hold office effective as of July 1 of that year until July 1 of the following year and until a successor has been elected at the next annual meeting of directors and qualified. If the election of directors shall not be held at such meeting, such election shall be held as soon thereafter as conveniently possible. Elections of directors may be conducted by mail, email or other agreed upon electronic correspondence. Newly elected directors may request from the presiding officers information including but not limited to meeting minutes and financial statements from past meetings of the Board of Directors.

Section 4.4. Resignation. A director may resign at any time by written notice delivered to the Board of Directors or to the President or Secretary of the Corporation. A resignation is effective when the notice is delivered unless the notice specifies a date later than the date of delivery.

Section 4.5. Removal of Directors. (a) One or more directors may be removed, with or without cause, including for conflict of interest. A director may be removed by the affirmative vote of two-thirds of the Board of Directors of Legal Prep Charter Academies, an Illinois Not-For-Profit corporation, or by the affirmative vote of two-thirds of the Board of Directors of the Corporation, subject to the approval of the Board of Directors of Legal Prep Charter Academies, an Illinois Not-For-Profit corporation. (b) No directors shall be removed at a meeting of directors unless written notice of such meeting is delivered to all of the directors. Such notice shall state that a purpose of the meeting is to vote upon the removal of one or more directors named in the notice. Only the named director or directors may be removed at such meeting.

Section 4.6. Vacancies. Any vacancy occurring in the Board of Directors and any directorship to be filled by reason of an increase in the number of directors may be filled by the Board of Directors. A director elected or appointed, as the case may be, to fill a vacancy shall be elected or appointed for the unexpired term of his or her predecessor in office or, if the director is elected or appointed because of an increase in the number of directors, the term of such director shall expire at the next annual meeting of the Board of Directors.

Section 4.7. Meetings.

Section 4.7.1. Initial Meeting of the Board. The Board has conducted and completed the initial meeting necessary to begin the business operations of the Corporation, including the adoption of these Bylaws. At the initial meeting of the Board, the initial directors were appointed to their respective terms, and such appointments were approved by the Board of Directors of Legal Prep Charter Academies, an Illinois not-for-profit corporation.

Section 4.7.2. Regular Meetings. A regular annual meeting of the Board of Directors shall be held

without other notice than these By-Laws. The Board of Directors may provide by resolution the time and place, within the state of Indiana, for the holding of additional regular meetings of the Board without other notice than such resolution.

Section 4.7.3. Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the President or any two directors, and such person or persons may fix any place, within the State of Indiana, as the place for holding any special meeting of the Board so called.

Section 4.8. Notice of Meetings. Notice of any special meeting of the Board of Directors shall be given in accordance with these By-Laws at least two (2) days in advance thereof by written notice to each director at the address shown for such director on the records of the Corporation. Notice of any special meeting of the Board of Directors may be waived in a writing signed by the person or persons entitled to such notice either before or after the time of the meeting. Attendance of a director at any meeting shall constitute a waiver of notice of such meeting except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Except in the case of a special meeting called for the purposes of removing a director, neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board of Directors need be specified in the notice or waiver of notice of such meeting, unless specifically required by law, the Articles of Incorporation or these By-Laws.

Section 4.9. Action Without a Meeting. Subject to the requirements of the Open Meetings Act, as applicable, any action required by law to be taken at a meeting of the Board of Directors, or any other action which may be taken at a meeting of the Board of Directors or a committee thereof, may be taken without a meeting, if a consent in writing setting forth the action so taken shall be signed by all directors or by all the members of such committee entitled to vote with respect to the subject matter thereof, as the case may be. The consent shall be evidenced by one or more written approvals, each of which sets forth the action taken and bears the signature of one or more directors or committee members. All the approvals evidencing the consent shall be delivered to the Secretary to be filed in the records of the Corporation. The action taken shall be effective when all the directors or the committee members, as the case may be, have approved the consent unless the consent specifies a different effective date. Any such consent shall have the same force and effect as a unanimous vote.

Section 4.10. Attendance by Telephone. Subject to the requirements of the Open Meetings Act, as applicable, Directors or nondirector committee members may participate in and act at any meeting of such board or committee through the use of a conference telephone or other communications equipment by means of which all persons participating in the meeting can communicate with each other. Participation in such meeting shall constitute attendance and presence in person at the meeting of the person or persons so participating.

Section 4.11. Quorum. One-third of the directors then in office shall constitute a quorum for the transaction of business at any meeting, provided if less than one-third of the directors are present, a majority of the directors then present may adjourn the meeting to another time without further notice. Withdrawal of directors from any meeting shall not cause failure of a duly constituted quorum at that meeting.

Section 4.13. Action at a Meeting. The act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by law, by the Articles of Incorporation or by these By-Laws.

Section 4.14. Proxy Prohibited, Presumption of Assent. No director may act by proxy on any matter. A director who is present at a meeting at which action on any corporate matter is taken by the Board of Directors, or by a committee thereof acting on its behalf, is conclusively presumed to have assented to the action taken unless such director's dissent is entered in the minutes of the meeting or unless such director files his or her written dissent or abstention to such action with the person acting as the secretary of the meeting before the adjournment of such meeting or forwards such dissent or abstention by registered or certified mail to the Secretary immediately after the adjournment of such meeting. Such right to dissent or abstain does not apply to a director who voted in favor of such action.

Section 4.15. Compensation. The Board of Directors shall not receive any salaries for their services; provided that nothing herein contained shall be construed to preclude any director serving the Corporation in another capacity and receiving compensation therefore, subject to the preclusions in Section 4.2.

Section 4.16. Interested Directors. The presence of an interested director, as defined by the Conflict of Interest Policy, or of a director who is otherwise not disinterested may be counted in determining whether a quorum of the members, the Board of Directors or a committee of the Board is present but may not be counted when action is taken on the transaction.

Section 4.17. Conflict of Interest Policy. The Directors shall agree to and abide by the Conflict of Interest Policy adopted by the Corporation as may be amended from time to time. The Directors of the Corporation shall annually affirm that they are aware of and have complied with this Conflict of Interest Policy, and such other Conflict of Interest Policies as may be imposed on such Directors by federal, state or local law or regulation by virtue of their position as Director of the Corporation, and shall complete such documentation as is reasonably requested by the Corporation or federal, state or local government confirming such compliance.

ARTICLE 5

Committees

Section 5.1. Committees of the Board of Directors. A majority of the Board of Directors, by resolution, may create one or more committees of the Board and appoint directors or such other persons as the Board shall designate to serve on the committee or committees. Each committee may exercise the authority of the Board of Directors to the extent permitted by law and as specified by the Board of Directors or in the Articles of Incorporation or these By-Laws, but the designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any individual director, of any responsibility imposed upon it or him or her by law. Each such committee shall have two or more directors as members, a majority of its membership shall be directors, and all committee members shall serve at the pleasure of the Board.

Section 5.2. Action of Committees. A majority of a committee of the Board of Directors shall constitute a quorum. The act of a majority of committee members present and voting at a meeting at which a quorum is present shall be the act of the committee. A committee may act by unanimous consent in writing without a meeting or may participate in and act at any meeting through the use of a conference telephone or other similar communications equipment in the manner provided by these By-Laws for written consents and for meetings of the Board of Directors. No member of such

committee of the Board may act by proxy. Subject to these By-Laws and to action by the Board of Directors, a majority of the members of a committee of the Board shall determine the time and place of meetings and the notice required for meetings.

Section 5.3. Advisory Committees. The Board of Directors may create one or more advisory committees or other advisory bodies and appoint persons to such advisory committees or bodies who need not be directors. Such advisory committees or bodies may not act on behalf of the Corporation or bind it to any action but may make recommendations to the Board of Directors or to the officers.

ARTICLE 6

Officers

Section 6.1. Enumeration. The initial officers of the Corporation shall be a President who shall serve as Chairman of the Board, a Secretary, a Treasurer, and such other officers or assistant officers as may be elected or appointed by the Board of Directors. Officers whose authority and duties are not prescribed in these By-Laws shall have the authority and perform the duties prescribed from time to time by the Board of Directors. Any two or more offices may be held by the same person.

Section 6.2. Election and Term of Office. The officers of the Corporation shall be elected at the Initial Meeting of the Board and thereafter annually at the annual meeting of the Board of Directors, or as soon thereafter as conveniently possible. Each officer shall hold office until a successor is elected and qualified or until such officer's earlier death, resignation or removal in the manner hereinafter provided. Vacancies may be filled or new offices created and filled at any meeting of the Board of Directors. Election or appointment of an officer or agent shall not of itself create any contract rights.

Section 6.3. Resignation, Removal and Disclosure of Interest. (a) Any officer may resign at any time by giving notice to the Board of Directors, the President, or the Secretary. A resignation is effective when the notice is delivered unless the notice specifies a date later than the date of delivery. The resignation of an officer need not be accepted in order to be effective. (b) The Board of Directors of the Corporation may remove any officer, either with or without cause, whenever in its judgment the best interests of the Corporation would be served thereby. Any officer that has a financial or personal interest in a matter coming before the Board of Directors, shall comply with the disclosure requirements of Section 4.17.

Section 6.4. Vacancies. A vacancy in any office, however caused, may be filled by the Board of Directors for the unexpired portion of the term.

Section 6.5. Compensation and Conflict of Interest Policy. The Board of Directors, by affirmative vote of a majority of directors then in office and in full compliance with Sections 4.2 hereof, shall have authority to establish reasonable compensation of all corporate officers for their services. The Officers shall agree to and abide by the Conflict of Interest Policy adopted by the Corporation as may be amended from time to time. The Officers of the Corporation shall annually affirm that they are aware of and have complied with this Conflict of Interest Policy, and such other Conflict of Interest Policies as may be imposed on such Officers by federal, state or local law or regulation by virtue of their position as Officer of the Corporation, and shall complete such documentation as is reasonably requested by the Corporation or federal, state or local government confirming such compliance.

Section 6.6. Chief Executive Officer. Subject to the directions and supervision of the Board, the Board of Directors may also elect a Chief Executive Officer, subject to the approval of the Board of Directors of the LPCA, who shall serve as the principal executive officer of the Corporation, and shall be responsible for the operation of and exercise control over the business and affairs of the Corporation, including negotiation, execution and implementation of agreements, contracts and other instruments on behalf of the Corporation, except in cases in which execution of said instruments has been reserved by the Board. The Chief Executive Officer may delegate this authority to other employees of the Corporation. To the extent, the Board of Directors elects a Chief Executive Officer, the Chief Executive Officer, if employed by or otherwise compensated by the Corporation, shall serve as a non-voting *ex officio* member of the Board.

Section 6.7. President. Subject to the directions of the Board of Directors, the President shall be the Chairman of the Board and shall in general supervise the business and affairs of the Corporation and shall perform all duties incident to the office of President and such other duties as may be assigned to him or her from time to time by the Board of Directors. The President may sign, alone or with the Secretary or any other proper officer of the Corporation thereunto authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors has authorized to be executed, except in cases in which the execution thereof shall be expressly delegated by the Board of Directors or by these By-Laws to some other officer or agent of the Corporation, or shall be required by law to be otherwise executed. The President may vote all securities which the Corporation is entitled to vote except as and to the extent such authority shall be vested in a different officer or agent of the Corporation by the Board of Directors. When present, the President shall preside at all meetings of the members and of the Board of Directors.

Section 6.8. Vice-President. To the extent the Board of Directors elects or appoints a Vice President as an officer of the Corporation, the Vice President shall perform the functions of the President to the extent the President is absent or otherwise unavailable.

Section 6.9. Treasurer. If required by the Board of Directors, the Treasurer shall give a bond (which shall be renewed regularly) in such sum and with such surety or sureties as the Board of Directors shall determine for the faithful discharge of his or her duties and for the restoration to the Corporation, in case of such Treasurer's death, resignation, retirement or removal from office, of all books, papers, vouchers, money and other property of whatever kind in such Treasurer's possession or under such Treasurer's control belonging to the Corporation. The Treasurer shall: (a) have charge and custody of and be responsible for all funds and securities of the Corporation; (b) receive and give receipts for moneys due and payable to the Corporation from any source whatsoever, deposit all such moneys in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with these By-Laws; (c) disburse the funds of the Corporation as ordered by the Board of Directors or as otherwise required in the conduct of the business of the Corporation and render to the President or the Board of Directors, upon request, an account of all his or her transactions as Treasurer and on the financial condition of the Corporation. The Treasurer shall in general perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the President or by the Board of Directors.

Section 6.10. Secretary. The Secretary shall (a) keep the minutes of meetings of members and of the Board of Directors and committees of the Board of Directors in one or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these By-Laws or as required by law; (b) be custodian of the corporate records and of the seal of the Corporation; (c)

affix the seal of the Corporation or a facsimile thereof, or cause it to be affixed and, when so affixed, attest the seal by his or her signature, to all documents the execution of which on behalf of the Corporation under its seal is duly authorized by the Board of Directors or otherwise in accordance with the provisions of these By-Laws (provided, however, the Board of Directors or the President may give general authority to any other officer to affix the seal of the Corporation and to attest the affixing by his or her signature); (d) keep a register of the post office address of each member, director or committee member, which shall be furnished to the Secretary by such member, director or committee member; and (e) in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the President or the Board of Directors.

Section 6.11. Assistant Treasurers and Assistant Secretaries. The Assistant Treasurers shall, respectively, if required by the Board of Directors, give bonds (which shall be renewed regularly) for the faithful discharge of their duties in such sums and with such sureties as the Board of Directors shall determine. The Assistant Treasurers and Assistant Secretaries shall, in general, perform such duties as shall be assigned to them by the Treasurer or the Secretary, respectively; but such assignment or delegation shall not relieve the principal officer of the responsibilities and liabilities of his or her office. In the absence of the Secretary or in the event of his or her inability or refusal to act, the Assistant Secretaries in the order determined by the Board of Directors (or if there be no such determination, then in the order determined by the President) shall perform the duties and exercise the powers of the Secretary. In addition, the Assistant Treasurers and Assistant Secretaries shall, in general, perform such duties as may be assigned to them by the President or the Board of Directors.

ARTICLE 7

Contracts and Financial Transactions

Section 7.1. Contracts. The Board of Directors may authorize any officer or officers, agent or agents of the Corporation, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 7.2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in the name of the Corporation unless authorized by a resolution of the Board of Directors or by action of a duly empowered committee of the Board. Such authority to make loans may be general or confined to specified instances. No loan shall be made by the Corporation to a director or officer of the Corporation.

Section 7.3. Checks, Drafts, Etc. All checks, drafts or other orders for the payment of money, notes or other evidence of indebtedness, issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors. In the absence of such determination, such instruments may be signed by the Treasurer or an assistant treasurer and countersigned by one other officer.

Section 7.4. Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

Section 7.5. Gifts. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

ARTICLE 8

Records

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its members, Board of Directors and committees having any authority of the Board of Directors, and shall keep at its registered office or principal office a record giving the names and addresses of the members entitled to vote. All books and records of the Corporation may be inspected by any director, any member entitled to vote, or any director's or such member's agent or attorney, for any proper purpose at any reasonable time.

ARTICLE 9

Fiscal Year

The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June in the succeeding year.

ARTICLE 10

Seal

The Board of Directors may provide a corporate seal which shall be in the form of a circle and shall have inscribed thereon the name of the Corporation and the words "Corporate Seal" and "Indiana."

ARTICLE 11

Notices

Section 11.1. Manner of Notice. Whenever under the provisions of law, the Articles of Incorporation or these By-Laws, notice is required to be given to any member, director or member of any committee designated by the Board of Directors, it shall not be construed to require personal delivery. Such notice may be given in writing by depositing it in a sealed envelope in the United States mails, postage prepaid and addressed to such member, director, or committee member at his or her address as it appears on the books of the Corporation, and such notice shall be deemed to be given at the time when it is thus deposited in the United States mails; or such notice may be given in writing by any other means and if given by such other means, shall be deemed given when received. Such requirement for notice shall be deemed satisfied, except in case of meetings of members with respect to which written notice is required by law, if actual notice is received orally or in writing by the person entitled thereto as far in advance of the event with respect to which notice is given as the minimum notice period required by law, the Articles of Incorporation or these By-Laws.

Section 11.2. Waiver of Notice. Whenever any notice is required to be given by law, by the Articles of Incorporation or by these By-Laws, a waiver thereof in writing signed by the person or persons

entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE 12

Indemnification and Insurance

Each person who at any time is or shall have been a director, officer, employee or agent of the Corporation or is or shall have been serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, shall be indemnified by the Corporation in accordance with and to the full extent permitted by the Indiana Nonprofit Corporation Act of 1991, as in effect at the time of adoption of this by-law or as amended from time to time, and by any subsequent Indiana not for profit corporation law. The foregoing right of indemnification shall not be deemed exclusive of any other rights to which a person seeking indemnification may be entitled under any by-law, agreement, vote of members or disinterested directors, or otherwise. If authorized by the Board of Directors, the Corporation may purchase and maintain insurance on behalf of any person to the full extent permitted by the Indiana Nonprofit Corporation Act of 1991 as in effect at the time of the adoption of this by-law or as amended from time to time, and by any subsequent Indiana not for profit corporation law.

ARTICLE 13

Amendment

A majority of the Board of Directors at a meeting at which a quorum is present may alter, amend, or repeal the By-Laws or adopt new By-Laws. Such action may be taken at a regular or special meeting for which written notice of the purpose shall be given.

Adopted by the Board of Directors
December 11, 2024

CONFLICTS OF INTEREST POLICY LEGAL PREP CHARTER ACADEMY INDIANA, INC.

ARTICLE I: Purpose

The purpose of this “Conflicts of Interest Policy” is to protect the interests of Legal Prep Charter Academy Indiana, Inc., an Indiana not-for-profit corporation (the “Corporation”) when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation. This Conflicts of Interest Policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable corporations.

ARTICLE II: Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board-delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement,
- b. a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
- c. a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

ARTICLE III: Procedures

1. Duty To Disclose

In connection with any actual or possible conflicts of interest, an interested person must disclose the existence and nature of his or her financial interest (and be given the opportunity to disclose all material facts) to the directors and members of committees with governing board-delegated powers considering the proposed transaction or arrangement.

2. Determining Whether A Conflict Of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, the interested person shall leave the board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures For Addressing The Conflict Of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The person acting as chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the board or committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether the transaction is fair and reasonable to the Corporation. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a. If the governing board or committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and making further investigation as warranted by the circumstances, the governing board or committee determines that the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

ARTICLE IV: Records of Proceedings

The minutes of the board and all committees with board-delegated power shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was

present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

ARTICLE V: Compensation

- a. A voting member of the governing board who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE VI: Annual Statements

Each director, principal officer and member of a committee with governing board-delegated powers shall annually sign a statement which affirms that such person:

- a. Has received a copy of the Conflicts of Interest Policy,
- b. Has read and understands the Conflicts of Interest Policy,
- c. Has agreed to comply with the Conflicts of Interest Policy, and
- d. Understands that the Corporation is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

ARTICLE VII: Periodic Reviews

To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and are the result of arm's length bargaining.

- b.** Whether acquisitions of services result in inurement, impermissible private benefit or in an excess benefit transaction.
- c.** Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further the Corporation's charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.
- d.** Whether agreements with providers, employees, and third party payors further the Corporation's charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

ARTICLE VIII: Use of Outside Experts

In conducting the periodic reviews provided for in Article VII, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring that periodic reviews are conducted.

Adopted by the Board of Directors
as of December 11, 2024

Attachment 6 to Legal Prep Charter Academy Prospectus - Statements of Economic Interest

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 and Business Manager.
2. The name of my spouse was N/A
3. The name of my employer and the nature of its business was Legal Prep Charter Academies. Educational Institution.
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 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 ZAN Associates LLC. Restaurant service.
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.

Melissa Almanzan Melissa Almanzan
Signature and Printed Name

2/07/25
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, **Jason L. Brown**, the undersigned, certify the following:

1. The role I am seeking is Board Member of Legal Prep Charter Academy of Indiana.
2. The name of my spouse is Tara Brown.
3. The name of my employer and the nature of its business is GE Appliances, a Haier Company. We manufacture and sell household appliances.
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 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 Jefferson Community & Technical College Foundation – I serve as an officer of the foundation of the community college that serves the Louisville metro area.
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.



Jason L. Brown

Feb 14, 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, **Heather Davis**, the undersigned, certify the following:

1. The role I am seeking is Director of Curriculum and Instruction.
2. The name of my spouse was N/A.
3. The name of my employer and the nature of its business was
Legal Prep Charter Academy, Chicago.
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
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.

Heather Davis Heather Davis
Signature and Printed Name

02/10/2025
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, **Rita Deng**, the undersigned, certify the following:

1. The role I am seeking is: Member, Chair of Academic Excellence Committee.
2. The name of my spouse was Sami Nazif.
3. The name of my employer and the nature of its business was BGS Advisors, strategic firm in education.
4. The name of the employer of my spouse and the nature of its business was CitiBank, M&A Finance.
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 BGS Advisors, LLC.
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.

Rita Deng

Signature and Printed Name

02/10/2025

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, **Samuel Finkelstein**, the undersigned, certify the following:

1. The role I am seeking is Board Member and CEO
2. The name of my employer and the nature of its business was Legal Prep Charter Academies - operates a legal-themed charter high school as part of Chicago Public Schools
3. The name of the employer of my spouse and the nature of its business was Self-employed: Chief Hearing Officer at the City of Chicago's Human Resource Board (independent contractor); matchmaker at Life Match LLC
4. If I owned a sole proprietorship, the name of the sole proprietorship and the nature of its business was N/A
5. If I operated a professional practice, the name of the professional practice and the nature of its business was N/A
6. If I was a member of a partnership, the name of the partnership and the nature of its business was N/A
7. If my spouse was a member of a partnership, the name of the partnership and the nature of its business was N/A
8. If I was a member of a limited liability company, the name of the LLC and the nature of its business was N/A
9. If my spouse was a member of a limited liability company, the name of the LLC and the nature of its business was Life Match LLC
10. 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
11. 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.

Samuel Finkelstein
Signature and Printed Name

2/10/25
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, **Nicole Goodson**, the undersigned, certify the following:

1. The role I am seeking is _____ board member _____.
2. The name of my spouse was _____ Spencer Goodson _____.
3. The name of my employer and the nature of its business was _____ Kids' Voice of Indiana, nonprofit agency _____.
4. The name of the employer of my spouse and the nature of its business was _____ Salesforce, technology company _____.
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.



Nicole Goodson

Signature and Printed Name

2/11/2025

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 and Chief Development Officer.

2. The name of my spouse was N/A.

3. The name of my employer and the nature of its business was Legal Prep Charter Academies (public charter school in Chicago).

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 N/A.

If I operated a professional practice, the name of the professional practice and the nature of its business was N/A.

6. If I was a member of a partnership, the name of the partnership and the nature of its business was N/A.

7. If my spouse was a member of a partnership, the name of the partnership and the nature of its business was N/A.

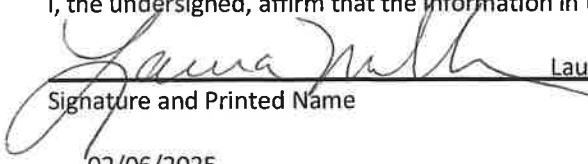
8. If I was a member of a limited liability company, the name of the LLC and the nature of its business was N/A.

9. 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.

10. 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 I am an Officer and ex officio director of Legal Prep Charter Academies (public charter school in Chicago).

11. 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.


 Signature and Printed Name Laura Miller

02/06/2025
 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, **Joseph Williams**, the undersigned, certify the following:

1. The role I am seeking is Principal.
2. The name of my spouse was "NOT APPLICABLE".
3. The name of my employer and the nature of its business was Legal Prep Charter Academy – Education.
4. The name of the employer of my spouse and the nature of its business was "NOT APPLICABLE".
5. If I owned a sole proprietorship, the name of the sole proprietorship and the nature of its business was "NOT APPLICABLE".
6. If I operated a professional practice, the name of the professional practice and the nature of its business was "NOT APPLICABLE".
7. If I was a member of a partnership, the name of the partnership and the nature of its business was "NOT APPLICABLE".
8. If my spouse was a member of a partnership, the name of the partnership and the nature of its business was "NOT APPLICABLE".
9. If I was a member of a limited liability company, the name of the LLC and the nature of its business was "NOT APPLICABLE".
10. If my spouse was a member of a limited liability company, the name of the LLC and the nature of its business was "NOT APPLICABLE".
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 "NOT APPLICABLE".
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 "NOT APPLICABLE".

I, the undersigned, affirm that the information in this Statement of Economic Interests is true and complete.

 Joseph T. Williams
Signature and Printed Name

02/05/25
Date

Attachment 7 to Legal Prep Charter Academy Prospectus - Five-Year Budget, Staff Plan and First-Year Cash Flow Analysis - separately submitted as excel spreadsheet

Attachment 8 to Legal Prep Charter Academy Prospectus - Replication Workbook - separately submitted as excel spreadsheet

Attachment 10 to Legal Prep Charter Academy Prospectus - Letters of Support



Building Hope

creating solutions for charter schools

February 18, 2025

Sherilyn Moore
Chief Impact Officer
Building Hope
1730 Pennsylvania Avenue NW, Suite 250
Washington, D.C. 20006

Re: Support for Legal Prep Charter Academy's Proposed Indianapolis Mayor-Sponsored Charter School

To Whom it May Concern:

Please accept this letter of support for Legal Prep's efforts to open a legal-themed, college-prep school that emphasizes academic excellence and equips students of diverse backgrounds with the skills to become advocates for themselves and their communities.

Building Hope is a national non-profit that empowers advancements in education through our work with charter schools providing unparalleled facility financing, real estate development, and operational services. During our 20-year history, Building Hope has supported over \$1Billion in charter school projects schools serving nearly 200,000 children.

During the rigorous grants process for the 2023 Building Hope IMPACT Awards, The school won the top grant prize in Educational Innovation, rising above a competitive nationwide field of applicants. Their legal-themed/college-prep education model is an innovative and exciting way to engage students with a rigorous curriculum alongside regular collaborations with legal and business professionals.

As a valued member of our professional network of charter school leaders, Sam's commitment to provide students with the highest needs with engaging, results-driven education is constant and his advice is highly valued. This successful group of fellow charter leaders enthusiastically supports Sam's plans to expand this high-impact model of education to serve more students.

Indianapolis families deserve to have such a unique, effective, and engaging educational experience for their children. We fully support Legal Prep's proposed school and look forward to helping Legal Prep's growth and success blossom in Indianapolis.

Sincerely,

Sherilyn Moore
Chief Impact Officer

February 18, 2025

Shaina Cavazos
Director
Office of Education Innovation
Office of the Mayor – City of Indianapolis
200 E. Washington Street
Suite 2501
Indianapolis, IN 46204

Re: Letter in Support of Legal Prep Charter Academy's Proposed Indianapolis Mayor-Sponsored Charter School

Dear Director Cavazos:

Please accept this letter as confirmation of my support for Legal Prep's efforts to open a legal-themed, college-prep school that emphasizes academic excellence and equips students of diverse backgrounds with the skills to become advocates for themselves and their communities. As a member of the legal profession, I am acutely aware of the lack of diversity in the profession and business communities that we serve. Legal Prep's innovative curriculum and its partnerships with law firms and corporations to provide students with the opportunity to see themselves as lawyers and judges is not just changing the trajectory for its students, but also creating the potential for a stronger and diverse legal profession. Even if these students do not pursue a legal career, they learn the skills of critical thinking, oral advocacy and perseverance that will serve them well in whatever profession they choose.

Our firm has been a long time partner in Legal Prep's monthly law program in Chicago, hosting students in our offices and coaching them on negotiation skills throughout their freshmen year. I am excited for the chance to extend that partnership to Indianapolis where my colleagues in our Indy office will now have the opportunity to participate in this program once the school opens.

I also have had the opportunity to get to know Mr. Finkelstein and the other members of Legal Prep's School Leadership Team. They have consistently demonstrated a commitment to providing students with an engaging and results-driven education. I am confident they will positively impact the educational narrative of Indianapolis in the years to come. I enthusiastically support the opening of a Legal Prep school in Indianapolis.

Sincerely,

A handwritten signature in black ink, appearing to read "Mike Gustafson", written over a horizontal line.

Mike Gustafson
Partner & Incoming Chicago Office Leader
Faegre Drinker Biddle & Reath



Sharing a mission of change

Illinois

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

Indiana

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

Michigan

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

Minnesota

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

Missouri

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

Ohio

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

Wisconsin

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

February 14, 2025

Shaina Cavazos, Director
Office of Education Innovation
Office of the Mayor – City of Indianapolis
200 E. Washington Street, Suite 2501
Indianapolis, IN 46204

Re: Letter in Support of Legal Prep Charter Academy's Proposed Indianapolis Mayor-Sponsored Charter School

Dear Director Cavazos:

IFF is pleased to support Legal Prep's efforts to open a legal-themed, college-prep school that emphasizes academic excellence and equips students of diverse backgrounds with the skills to become advocates for themselves and their communities. IFF and I have worked with Legal Prep since its inception in connection with its lease, purchase and property improvement plan for the location of its Chicago campus. Supporting this school fits squarely within IFF's mission of leveraging knowledge, capital and resources to advance transformational outcomes for children.

Not only does Legal Prep offer its students an exciting educational option with its legal-themed curriculum, but it also has demonstrated its ability to operate a facility and to service its financial obligations. We would support the facility expansion in Indiana with our capital and resources.

Please accept this letter of support for Legal Prep Charter Academy. We look forward to finding new and meaningful opportunities to partner with Legal Prep as it brings its innovative learning model to Indianapolis students.

Sincerely,

Andrea Poole
School Consultant, IFF



1630 N Meridian Street, Suite 450
Indianapolis, IN 46202
317.822.8102

February 20, 2025

Shaina Cavazos
Director
Office of Education Innovation
Office of the Mayor – City of Indianapolis
200 E. Washington Street
Suite 2501
Indianapolis, IN 46204

**Re: Letter in Support of Legal Prep Charter Academy's Proposed Indianapolis
Mayor-Sponsored Charter School**

Dear Director Cavazos:

The Mind Trust is pleased to submit this letter in strong support of Legal Prep Charter Academy's application to open a campus in Indianapolis. We believe that Legal Prep's proven model will provide Indianapolis students with a high-quality, college-preparatory education while equipping them with the critical thinking, leadership, and advocacy skills necessary for lifelong success.

Legal Prep's impact in Chicago—where it has been recognized for academic innovation and student achievement—demonstrates its ability to serve students from historically underserved communities with excellence. The school's legal-themed approach, combined with rigorous academics and deep community partnerships, will bring a unique and valuable educational option to Indianapolis families.

At The Mind Trust, we are committed to ensuring that every student in our city has access to an excellent education. Legal Prep's mission and track record align with this vision, and we look forward to supporting their successful launch in Indianapolis.

Sincerely,

Luke Lennon
The Mind Trust

themindtrust.org