



GRACE SCHOOLS CHARTER AUTHORITY LLC

Charter School Full Proposal

For Experienced School Operators

For Fall 2023

Dear Charter School Applicant:

In May 2011, House Enrolled Act 1002 was enacted by the Indiana legislature and signed into law by Indiana Governor Mitch Daniels. Among other provisions, HEA 1002 established the authority for public and private universities to serve as an authorizer for charter schools throughout the state.

Thank you for your interest in applying to Grace Schools Charter Authority, LLC to launch a new charter school. Opening and operating a high-performing charter school requires an enormous investment of time and energy by a school's board of directors, administration and staff, and we are grateful for your desire to serve Indiana's students in this manner.

Grace Schools Charter Authority, LLC is committed to the highest levels of quality for itself and the schools it sponsors. The work of GSCA is guided by four core principles:

- Students First. When performing its duties, GSCA will always assess whether the needs of students are being served in a substantially better way.
- Excellence in Leadership. Operating a high-performing charter school requires excellent leadership from school boards and staff. GSCA will authorize schools that can demonstrate strong leadership at both the school governance and administrative levels.
- High Expectations. GSCA expects charter schools to set high academic achievement expectations and ethical standards for students and staff. Similarly, GSCA will establish high performance expectations and ethical standards for itself and the schools it authorizes.
- Rigorous and Transparent Accountability. GSCA will hold schools accountable for performance through rigorous and transparent accountability mechanisms. In turn, GSCA will be held to a high-performance bar by the State Board of Education.

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

As you complete the proposal, please feel free to contact GSCA staff with any questions. We are committed to responding in a timely manner and can be reached at. More information can be found on GSCA website:

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

**CHARTER SCHOOL REPLICATION PROPOSAL:
Experienced Operators**

TABLE OF CONTENTS

Introduction	4
Instructions	8
Proposal Overview & Enrollment Projection	9
Executive Summary	11
Founding Group & School Leadership	12
Education Plan	13
Performance Management	18
Governance	19
Network Management	21
School Staffing	22
Parent & Community Involvement	24
Start-Up & Operations	24
Facilities	25
Budget & Finance	26
Replication Capacity	27
Portfolio Review & Performance Record	27
Exhibits:	
Charter School Board Member Information Form	30
Background Check Authorization Form	33
Statement of Assurances	34

INTRODUCTION

In accordance with Indiana Charter Schools Law as described within IC § 20-24, GSCA is pleased to invite proposals for quality charter schools seeking to open in or later.

For its inaugural proposal cycle, GSCA will accept proposals only from the following types of applicants:

- New Operators seeking to launch a new charter school.
- Experienced Operators seeking to launch a new charter school.

GSCA defines "New Operators" as those applicants who have not previously operated a charter school and who do not intend to contract with an experienced Education Service Provider (ESP) to oversee school operations. "Experienced Operators" are defined as either: (a) applicants that have previously operated a charter school or managed a network of charter schools; or (b) applicants that have not previously operated a charter school, but intend to contract with an experienced ESP.

In creating its proposal materials, GSCA has benchmarked with successful charter school authorizers from around the country. Every effort has been made to establish a rigorous, transparent and streamlined proposal review process. When assessing applicant qualifications and capacity, GSCA will draw upon the expertise of its staff and external evaluators experienced with charter school proposal reviews. The final decision on all charter school proposals will be made by representatives from GSCA.

If you need assistance with the proposal, please contact, or at Additional information and proposal resources can be found on the GSCA website.

PROPOSALTIMELINE

Charter School Proposal Process for Schools Opening in Fall of 2024

Grace Schools Charter Authority LLC (GSCA) welcomes any Organizing Group wanting to start a charter school to apply by following the Charter School Proposal Process below. Written submissions should provide compelling reasons for GSCA to authorize the proposed charter school. Meeting deadlines does not guarantee approval during the current review cycle. If you have any questions, please contact Tim Ziebarth, Executive Officer of Academic Affairs, 574-372-5100 ex. 6190 or email charterschools@grace.edu.

Stage		Due Date
1	<p>Letter of Intent Form Due</p> <p>A Letter of Intent (LOI) must be submitted to GSCA. Information contained within the LOI will be utilized for planning purposes by GSCA and will be released to the public.</p>	September 01, 2023
2	<p>Request for Prospectus</p> <p>GSCA will send a request for Prospectus. This gives the GSCA board a brief overview of the proposed school. If GSCA deems the proposal viable for the community in which the charter is proposed and based on the GSCA capacity, the GSCA board will make recommendations for a Full Proposal or notify the organizer the reasons for denial at this time.</p>	September 11, 2023
3	<p>Proposals Due</p> <p>Applicants that meet the LOI deadline may be eligible to submit a Full Proposal. During each proposal cycle, the Full Proposal should be submitted to the GSCA no later than the established deadline. Please note that failure to submit a timely or complete proposal may serve as grounds to reject the proposal. GSCA of Charter accepts charter school proposals during an open window period.</p>	September 25, 2023
4	<p>Proposal Evaluation and Due Diligence Reviews</p> <p>GSCA evaluates all proposals for capacity of plan, educational plan, and business plan. The review process for Full Proposals includes: (1) a review by GSCA board and staff, external experts, and legal counsel; (2) interviews with GSCA board and/or staff; (3) regional public hearings; (4) a time range for open written comments; and (5) final evaluation and recommendation.</p>	September 25- December 08, 2023
5	<p>GSCA Authorizing Charter Board Decisions</p> <p>The GSCA board will submit qualifying recommendations to the Senior Leadership based on determinations from the GSCA board and staff, evaluation teams and any additional information received. Decisions at this time will allow proposed charter schools to file appropriate paperwork with the state.</p>	December 08, 2023

PROPOSAL INSTRUCTIONS: EXPERIENCED OPERATORS

The Proposal Narrative section of this Request for Proposal (RFP) seeks information about all major aspects of:

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

The proposal questions are organized to solicit information efficiently and to aid quality review and decision making by GSCA. **GSCA staff reserves the right to reject proposals that do not adhere to the proposal specifications.**

More information about GSCA's proposal process and helpful proposal resources can be found on the GSCA website.

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

Notice of Disclosure

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

The applicant acknowledges that if the foregoing procedure is not followed, and a proposal is submitted, all information shall be subject to disclosure to the public unless GSCA determines that it must withhold from disclosure certain information in the proposal pursuant to the Public Records Act. Each applicant, by the submission of a proposal, acknowledges its understanding that all proposal materials are subject to disclosure under the Public Records Act and may be subject to review and copying by the public. Each applicant and its representatives, employees and agents acknowledges and agrees that GSCA employees and staff, the Indiana Department of Education, and any official, agent, employee or representative of the State of Indiana shall not be held liable or legally responsible in any way for any such disclosure pursuant to the Public Record

Act, and such parties hereby waive any rights to redress or claims of action pursuant to any such disclosure.

Specifications

- The proposal must be typed, single-spaced, and single-sided, on white, 8.5"x 11" paper, with 1-inch page margins and a minimum of 9-point font.
- Applicants must use the following formats in preparing their proposals:
 - Proposal Overview and Enrollment Projection Template (MS Word Document)
 - Proposal Narrative Template (MS Word Document)
 - Charter School Board Member Information Sheet Template (MS Word Document)
 - Background Check Authorization Forms (MS Word Document; signed forms in PDF)
 - Statement of Assurances Template (MS Word Document; signed template in PDF)
 - Financial Plan Workbook (MS Excel Document)
- If a particular question does not apply to your team or proposal, simply respond "Not Applicable," and briefly explain why the question is not applicable to your team or proposal.
- **Do not exceed 50 pages** for the proposal narrative. Attachments do not count toward the proposal narrative page limit.
- All required attachments should be numbered in the order noted below, clearly labeled, and included with the file names specified. While there is no page limit for attachments, applicants are requested to keep the number of pages per attachment to a minimum.
- The following is a list of attachments to accompany the proposal:
 1. Founding Group Resumes and Bios
 2. Head of School/Principal Candidate Information
 3. School Administrator Information
 4. Course Scope and Sequence
 5. Academic and Exit Standards
 6. School Calendar and Schedule
 7. Enrollment Policy
 8. Student Discipline Policy
 9. Articles of Incorporation, Board Bylaws and Policies
 10. Statement of Assurances
 11. Organizational Charts
 12. Board Member Information
 13. Code of Ethics and Conflict of Interest
 14. Education Service Provider (ESP) Documentation
 15. Staffing Chart
 16. Personnel Policy
 17. Head of School/Principal and Faculty Evaluation Tools
 18. Evidence of Support from Community Partners
 19. Start-Up Plan
 20. Insurance Coverage
 21. Detailed Budget Forms
 22. Budget Narrative
 23. Portfolio Summary
 24. Indiana School Financials
 25. Operator Financials
 26. Litigation Documentation
- When submitting resumes and bios, please label each document with the individual's

affiliation with the proposed school (Founding Group member, Board member, Head of School/Principal, Teacher, etc.).

- Review your proposal for completeness before submitting.
- **Late or incomplete submissions will not be accepted.**

SUBMISSION INSTRUCTIONS

Letter of Intent

The non-binding Letter of Intent (LOI) should be emailed to GSCA staff using the following address no later than 5 PM EDT on the date established by GSCA and described in the proposal timeline.

Proposal

The Proposal should be submitted no later than 5 PM EDT on the date established by GSCA and described in the proposal timeline. Please email the proposal, including all required attachments to charterschools@grace.edu.

Please be aware that it is the applicant's responsibility to ensure all proposal materials reach GSCA. Failure to submit a complete proposal may serve as grounds to reject the proposal. Please note that all submissions are final; revised versions of the proposal may not be submitted.

PROPOSAL OVERVIEW & ENROLLMENT PROJECTION

Please provide information for the **designated representative** for the applicant group. This individual will serve as the contact for all communications, interviews, and notices regarding the submitted proposal. *Note: Names and contact information may be shared with external groups by GSCA.*

Name of proposed charter school:

Proposed charter school location:

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

School district(s) of proposed school location:

Legal name of group applying for charter:

Names, roles, and current employment for all persons on applicant team:

Designated applicant representative:

Address:

Office and cell phone:

Email address:

Fax:

Model or focus of proposed school:

(e.g., arts, college prep, dual language, etc.)

Proposed Grade Levels and Student Enrollment

Specify the planned year of opening for the charter school, and indicate both the planned and maximum number of enrolled students by grade level for each year.

Academic Year Grade Levels Student Enrollment (Planned/Maximum)

Year 1 (specify)

Year 2

Year 3

Year 4

Year 5

At Capacity

Does the school expect to contract or partner with an Education Service Provider (ESP) or other organization for school management/operation?* Yes No

If yes, identify the ESP or other partner organization:

**Note: If the applicant intends to partner with a service provider or partner that has NO previous experience in operating a school, the applicant should use the RFP for New Operators.*

Proposed Head of School/Principal Information *(If Known)*

Name of proposed candidate:

Current employment:

Daytime phone:

Cell phone:

Email address:

Will an proposal for the same charter school be submitted to another authorizer in the near future? Yes No

If yes, identify the authorizer(s):

Planned submission date(s):

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

Authorizer(s):

Submission date(s):

PROPOSED SCHOOL NARRATIVE

Please respond to the following Applicant Questions, limiting your narrative response to all sections to 50 pages total, excluding attachments.

Notes:

The term "**network**" as used in this RFP may refer either to an existing network of multiple schools operated by the applicant or partner organization, or to an emerging network of two or more schools (which may result from the addition of the proposed school). Thus, a school or organization that is applying for its first replication should answer "network"-related questions applicable to the emerging or nascent network.

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

EXECUTIVE SUMMARY

The Executive Summary should provide a concise overview of the targeted community and your community engagement to date; the school design being proposed for replication; the general vision for growth; and the applicant's performance record and organizational capacity to carry out the proposed school replication successfully. Provide an Executive Summary for the proposed school that includes the following elements:

1. **Mission and Vision.** State the mission and vision of the proposed school. Identify and briefly describe the community the school proposes to serve, including assets and challenges relevant to the proposed school.
2. **Educational Need and Target Population.** Describe the educational needs and challenges of the targeted student population. Explain how the decision to serve this targeted population, including the grade levels you have chosen, would meet community needs. Identify any enrollment priorities you have set and explain how these will comply with Indiana's open enrollment requirements as described in IC § 20-24-5.
3. **Community Engagement.** Explain the relationships, if any, that you have already established to engage students, parents, and the community for the proposed school. If you have assessed demand and/or solicited support for the school, briefly describe these activities and the status of your efforts.
4. **Education Plan/School Design.** Provide an overview of the education program of the proposed school, including major instructional methods and assessment strategies, and key non-negotiable elements of the school model. Briefly explain the research base that demonstrates the school model will be successful in improving academic achievement for the targeted student population. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population and how the school would achieve its goals.
5. **Vision for Growth.** Outline your vision and five-year growth plan for the proposed new school.

If you are planning to add grades or expand enrollment in the second or subsequent years of school operation, explain your plan and the rationale for it. Explain how this school fits in the vision for growth of the school network or organization, including:

- Whether this would be your first school replication;
- The number and locations (city, state) of charter schools currently managed by the organization, including any opening in Fall 2023 or planned for Fall 2024;
- Whether you envision applying for additional schools in Indiana in the future. (*Your response to this question implies no commitment; the question is simply intended to understand your present vision and the broader context for this proposal.*)

6. **Leadership and Governance.** Provide an overview of the school's governance and management structure and leadership team for both a) the proposed school, and b) the network or organization supporting this school. Highlight the strengths of the school leadership team, the proposed governing board, and any central support the school will receive from the network or organization. Explain how the governance and management structure will provide for stable, effective governance and leadership throughout the five-year charter term, leading to fulfillment of the school's mission and charter.

FOUNDING GROUP & SCHOOL LEADERSHIP

Founding Group Membership

1. Identify the key members of the founding group for the proposed school. Identify only individuals who will play a substantial ongoing role in school development, governance and/or management, and will thus share responsibility for the school. These may include proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school's development and operation.

Explain the Founding Group's collective qualifications for establishing a high-quality school in Indiana and assuming stewardship of public funds, including your capacities in areas such as:

- School leadership, administration and governance
- Curriculum, instruction and assessment
- Financial, business and school operations management
- Performance management
- Parent and community engagement
- Facilities management

Provide, as **Attachment 1**, full resumes (including contact information) and professional bios for the individuals named. Identify members of the Founding Group who are proposed as board members, school leaders, or other key staff members of the school proposed for 2024 opening. Please label each document with the individual's affiliation with the proposed school.

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

Background

1. Explain the circumstances and motivations that brought the Founding Group together to propose this school.
2. Describe the Founding Group's ties to and knowledge of the local community. Summarize each person's experience, qualifications and affiliations directly relevant to developing a quality charter school. Explain why he or she was chosen to participate in this founding group. Explain what role each individual will play.

School Leader and Leadership Team

1. Identify the Principal/Head of School candidate and explain why this individual is well qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates the leader's capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that he/she has completed or is currently participating in. Also provide, as **Attachment 2**, the qualifications, resume, professional bio and signed national background check authorization form for this individual. NOTE: Completed background check forms will not be posted on the GSCA website. If no candidate is yet identified, explain your timeline, criteria, recruiting and selection process for hiring the school leader.
2. If the Principal/Head of School candidate has been identified, provide specific data that demonstrates strong evidence of the leader's ability to effectively serve the proposed target population. If the candidate is not yet identified, summarize the Board's academic and organizational performance record and provide specific data that demonstrates strong evidence of the Board's ability to effectively serve the proposed target population.
3. Who will work on a full-time or nearly full-time basis immediately after approval to lead development of the school? How will this person be compensated?
4. Describe the responsibilities and qualifications of the school's leadership/management team (beyond the school leader). If known, identify the individuals who will fill these positions and provide, as **Attachment 3**, the qualifications, resumes, professional bios and signed national background check authorization forms for these individuals. NOTE: Completed background check forms will not be posted on the GSCA website. If these positions are not yet filled, explain your timeline, criteria, and process for recruitment and hiring.

EDUCATION PLAN

Curriculum and Instructional Design

1. Provide a framework for the proposed instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed Indiana's Academic Standards as described in IC § 20-31-3. Please also describe how the proposed instructional design will align with the Common Core Standards. More information about Indiana's adoption of the Common Core Standards can be found at <http://doe.in.gov/commoncore/>.

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

- the basic learning environment (e.g., classroom-based, independent study, virtual)
- class size and structure,

- an overview of the curriculum,
 - the use of technology in delivering instruction (if applicable),
 - teaching methods, and
 - evidence-based support.
2. Present evidence that the proposed educational program is evidence-based and has been or will be rigorous, engaging and effective for the anticipated student population. (You may refer to your response in the "Portfolio Review & Performance Record" section of your proposal.)
 3. Specify instructional strategies that your school will implement to support the education plan and why they are well-suited for your targeted student population. Describe the methods and systems that teachers will use to provide differentiated instruction to meet the needs of all students.
 4. Identify any key educational features that would differ from your current education model. Explain why you would implement these features, any new resources they would require, and how these features would improve student achievement.
 5. Provide an overview of the planned curriculum. As **Attachment 4**, provide a course scope and sequence by subject for each grade level the school would serve. In addition, identify course outcomes and demonstrate clear alignment with Indiana's Academic Standards and the Common Core Standards.

Pupil Performance Standards

State your proposed school's pupil performance standards, consistent with Indiana's Academic Standards and the Common Core Standards. In particular:

1. Provide, in **Attachment 5**, a complete set of the school's proposed learning standards for one grade for each division of the school as applicable (elementary, middle or high school), addressing the skills and knowledge each student will be expected to attain by the end of that grade. If the school will serve only one division, the exit standards provided in response to Question 4 in this section will suffice. (Approved schools will be required to submit a full set of learning standards for all grades in the school before opening.)
2. If you plan to adopt or develop additional academic standards beyond Indiana's Academic Standards, explain what kinds of standards (content areas, grade levels, etc.) you intend to adopt or develop, and describe the adoption or development process that has taken place or will take place.
3. Explain the school's policies and standards for promoting students from one grade to the next. How and when will promotion and graduation criteria be communicated to parents and students?
4. Provide, in **Attachment 5**, the school's exit standards for graduating students. Exit standards should clearly set forth what students in the last grade you anticipate serving will know and be able to do.

High School Graduation Requirements *(High Schools Only)*

High schools approved by GSCA will be expected to meet Indiana Graduation Requirements, described in IC § 20-32-4 and explained on the Indiana Department of Education's website: <http://www.doe.in.gov/core4o/overview.html>

1. Explain how the school will meet these requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Indiana, explain any additional requirements.
2. Explain how your graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).
3. Explain what systems and structures the school will implement for students at risk of dropping out of high school and/or not meeting the proposed graduation requirements.

School Calendar and Schedule

1. Provide, in **Attachment 6**, the school's proposed calendar for the first year of operation and daily schedule of classes; academic and non-academic programs; and total number of days/hours of instruction. Detail below the number of instructional hours/minutes in the day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain how the calendar will support the success of the educational program.
2. Describe the structure of the school day and week. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade, and provide, in **Attachment 6**, a sample daily and weekly schedule. What is the average number of minutes of academic instruction to be provided each day? Explain how the school's daily and weekly schedule aligns with the plan for curriculum and instruction.

School Culture

1. Describe the culture of the proposed school and how this culture will promote a positive academic environment and reinforce student intellectual and social development.
2. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school.
3. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, English Language Learners, and any students at risk of academic failure.
4. Summarize, for illustrative purposes, a typical day from the perspective of a student in a grade level of your choice.
5. Summarize, for illustrative purposes, a typical day from the perspective of a teacher of any subject or grade of your choice.

Supplemental Programming

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

2. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.
3. Describe the school's programs or strategies to address student mental, emotional, and social development and health.
4. If applicable, describe any other student-focused activities and programs that are integral to your educational and student-development plans.

Special Populations and At-Risk Students

Charter schools are responsible for hiring licensed and endorsed special educators pursuant to federal and state law. School personnel shall participate in developing Individualized Education Programs (IEPs), identify and refer students for assessment of special education needs, maintain records, and cooperate in the delivery of special education instruction and services, as appropriate.

1. Describe the school's overall plan to serve students with special needs, including but not limited to those with Individualized Education Programs, students with Section 504 plans, English Language Learners, students identified as intellectually gifted, and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, whether through deliberate targeting or otherwise.

2. Explain how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies and supports you will provide for students with mild, moderate, and severe disabilities, including:

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

3. Explain how the school will meet the needs of English Language Learner (ELL) students, including:

- a. How the school will identify ELL students.
- b. The specific instructional programs, practices and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.
- c. How the school will assess and monitor the progress and success of ELL students, including exiting students from ELL services.
- d. How the school will provide qualified staffing for ELL students.

4. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies and supports you will provide for these students.
5. Explain how the school will identify and meet the needs of intellectually gifted students, including:
 5. The specific evidence-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.
 6. How the school will provide qualified staffing for intellectually gifted students.
 7. How the school will assess and monitor the progress and success of intellectually gifted students.

Student Recruitment and Enrollment

1. State the maximum enrollment school-wide and per grade level you are setting to facilitate student academic success and the school's ability to achieve other performance expectations.
2. Explain the plan for student recruitment and marketing that will provide equal access to any family interested in the new school. Specifically describe the plan for outreach to families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.
3. Provide, as **Attachment 7**, the school's Enrollment Policy, which should include the following:
 - a. Any admission requirements, including explanation of the purpose of any pre-admission activities for students or parents
 - b. Tentative dates for proposal period; and enrollment deadlines and procedures, including explanation of how the school will receive and process Intent to Enroll forms
 - c. Lottery dates (tentative) and procedures
 - d. A timeline and plan for student recruitment and enrollment
 - e. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

Student Discipline

1. Describe the philosophy of student discipline that supports your school model, including procedures to ensure the integrity and authenticity of student work product and assessment scores. How will parents be informed of the school's discipline policy?
2. Provide as **Attachment 8** the school's discipline policy, which should include the following:
 - a. Practices the school will use to promote good discipline in the school, including both penalties for infractions and incentives for positive behavior
 - b. A preliminary list of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively
 - c. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings
 - d. A description of the appeal process that the school will employ for students facing expulsion.

PERFORMANCE MANAGEMENT

GSCA will evaluate every charter school's performance annually and for renewal purposes according to a set of academic, financial and organizational performance standards that will be incorporated into the charter agreement. The academic performance standards will consider growth and comparative performance based on federal, state, and school-specific measures. The financial performance standards will be based on standard accounting and industry standards for sound financial operation. The organizational performance standards will be based primarily on compliance with legal obligations including fulfillment of the governing board's fiduciary obligations related to sound governance.

Applicants may propose to supplement GSCA's performance standards with school-specific academic or organizational goals.

1. Describe any mission-specific **educational** goals and targets that the school will have. State your goals clearly in terms of the measures or assessments you plan to use.
2. Describe any mission-specific **organizational** goals and targets that the school will have. State your goals clearly in terms of the measures or assessments you plan to use.
3. In addition to mandatory state assessment and testing requirements (ILEARN, IRead, as applicable), identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (e.g., NWEA, Acuity). Explain how these interim assessments align with the school's curriculum, performance goals and state standards.
4. Explain how the school will measure and evaluate academic progress — of individual students, student cohorts, and the school as a whole — throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.
5. Describe the information system the school will use to manage student performance data. Identify the staff member(s) who will be responsible for warehousing the data, interpreting the data for classroom teachers, and leading or coordinating professional development to improve student achievement.
6. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.
7. Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide, classroom or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

GOVERNANCE & MANAGEMENT

Note:

As used in this RFP, a school "**network**" may refer either to an existing network of multiple schools operated by the applicant or partner organization, or to an emerging network of two or more schools (which may result from the addition of the proposed school). Thus, a school or organization that is applying for its first replication should answer "network"-related questions applicable to the emerging or nascent network.

Legal Status and Governing Documents

Describe the proposed school's legal status. Furnish copies of all organizational documents for the entity proposing to hold the charter as **Attachment 9**, including Articles of Incorporation, 501(c)(3) Letter of Determination from the Internal Revenue Service (or evidence that the applicant has applied for federal tax-exempt status from the IRS). Attach the proposed Board Bylaws and policies in **Attachment 9** as well. Provide, as **Attachment 10**, the completed and signed Statement of Assurances.

Organizational Charts

Provide as **Attachment 11** the following organizational charts:

- a. Year 1 network as a whole (including both network management and schools within the network)
- b. Year 1 school-level organizational chart
- c. School-level organizational chart at full expansion.

The organizational charts and accompanying descriptions should clearly delineate the roles and responsibilities of — and lines of authority and reporting among — the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The school-level organizational charts should likewise present clear lines of authority and reporting within the school. If the governing body would contract with a charter management organization or other education management provider, clearly show the provider's role in the organizational structure of the school. Explain how the relationship between the governing board and school administration will be managed.

Governing Board

1. **Governance Structure and Composition.** Describe the governance structure at both the network and school levels. Will the new school have an independent governing board, or will there be a single network-level board governing multiple schools? If there will be a network-level board, what is the plan for satisfying Indiana's Public Access Laws and ensuring members of the community — including parents of enrolled students- are able to attend board meetings? Describe the size, as well as the current and desired composition for the governing board.
2. **Roles and Responsibilities.** Describe the primary roles and responsibilities of the governing board, including the relationship between governance and school leadership. List all currently-identified board members and their intended roles. Summarize their interests in and qualifications for serving on the board. Explain how the proposed governance structure and composition will help ensure that there will be active and effective representation of key stakeholders.
3. **Board Creation/Transition.** If the Founding Group is not the governing board for the proposed school, explain how and when the Founding Group will transition to the formal

governing board, and how the Founding Group will support the proposed school during startup and in the longer term. In **Attachment 12**, provide a completed and signed Board Member Information Sheet for each proposed Board member. Also in **Attachment 12**, provide the required signed national background check authorization form for each proposed Board member. NOTE: Completed background check forms will not be posted on the Grace College website.

4. **Pre-Existing Nonprofit Organization.** If this proposal is being submitted by an existing nonprofit organization or institution other than a charter school governing board:
 - a. Will the existing nonprofit board govern the proposed school? If so, what steps will the existing board take to transform its board membership, mission and bylaws to support the charter school expansion/replication?
 - b. If a new board will be formed, describe how and when the new board will be created and what, if anything, its ongoing relationship to the current board will be.
5. **Procedures.** Explain the procedure by which board members have been and will be selected. How will the board fulfill its responsibilities? What will be the planned frequency and focus of meetings? Identify any standing subcommittees the board expects to have. Describe how the school and governing board will comply with Indiana's Public Access Laws as described within IC § 5-14. Additional guidance is available from the Office of the Public Access Counselor at <http://www.in.gov/pac/> and at (317) 234-0906 or (800) 228-6013.
6. **Ethics and Conflicts of Interest.** Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment 13**, the board's proposed Code of Ethics and Conflict of Interest policy.
7. **Advisory Bodies.** Describe any network- or school-level advisory bodies or councils to be formed, including the roles and duties of that body. Describe the planned composition of the advisory body; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the governing board and leadership.
8. **Board Expansion, Development and Succession.** Explain the plan for increasing the capacity of the governing board. How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation. If there will be a network-level board, identify any board development requirements relative to the organization's proposed growth and governance needs?
9. **Grievance Process.** Explain the process that schools will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure or practice at the school. Describe the types of corporate or school documents that will be available to parents free of charge and how those will be made available.

School Management Contracts

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

If the proposed school intends to contract with a Charter Management Organization or other Education Service Provider for school management, provide the following information (and provide

the requested documentation as **Attachment 14**):

- a. An explanation of how and why the ESP or CMO was selected;
- b. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the service provider; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;
- c. A draft of the proposed management contract detailing all of the above terms;
- d. Explanation of the relationship between the school governing board and the ESP or CMO, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations;
- e. Disclosure and explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities; and
- f. Evidence that the service provider is authorized to do business in Indiana.

Please be aware that any contract with an ESP or CMO will be null and void until approved by GSCA’s office. Once approved, the contract will be made available to the public on the GSCA website.

NETWORK MANAGEMENT

1. Identify the network organization's leadership team and their specific roles and responsibilities. Explain the network-level positions that will provide services and support to the school. (The network organization chart requested in the above section should clearly illustrate these positions and how they relate to the proposed school.)
2. Explain any shared or centralized support services the network organization will provide. Describe the structure, the services to be provided, the cost of those services, how costs will be allocated, and specific service goals. How will the organization know whether it is successfully delivering these services? (In the case of a governing board proposing to contract with a management organization, service goals should be outlined in the term sheet and draft contract to be provided with the charter proposal.)
3. Using the table below, define school- and organization-level decision-making authority as it relates to key functions, including curriculum, professional development, culture, staffing, etc.

Function	Network/ Management Organization Decision-Making	School Decision-Making
Performance Goals		
Curriculum		
Professional Development		
Data Management and Interim Assessments		

Promotion Criteria		
Culture		
Budgeting, Finance, and Accounting		
Student Recruitment		

School Staff Recruitment and Hiring		
H/R Services (payroll, benefits, etc.)		
Development		
Community Relations		
IT		
Facilities Management		
Vendor Management / Procurement		
Other operational services, if applicable		

SCHOOL STAFFING

Staff Structure

1. Provide, as **Attachment 15**, a complete staffing chart for the proposed school. The staffing chart and accompanying notes or roster should identify:
 - Year 1 positions, as well as positions to be added in future years
 - Administrative, instructional and non-instructional personnel
 - The number of classroom teachers, paraprofessionals, and any specialty teachers
 - Operational and support staff.

2. Describe the administrative and staff structure planned for the school, including the number and types of positions. Note the teacher-student ratio, as well as the ratio of adults to students for the school. Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed.

Staffing Plans, Management and Evaluation

1. Explain the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Provide, as **Attachment 16**, any personnel policies or an employee manual, if developed.
2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.

Describe the strategy, plans and timeline for recruiting and hiring the teaching staff in accordance with Indiana and federal law (see IC § 20-24-6-5). Explain key selection criteria and any special considerations relevant to your school design. What aspects of teacher recruitment and hiring will be managed at the school level vs. the network level? Who is responsible for managing this process? Identify known sources from which you will recruit teachers.

3. Outline the school's procedures for hiring and dismissing school personnel, including conducting national criminal background checks as required by Grace College.
4. Explain how — and how frequently — the school/network will evaluate the performance of the school leader and faculty. What key elements will drive evaluations, and who will conduct them? Provide, in **Attachment 17**, relevant evaluation tools.
5. Explain how the school would handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover. How will the school/network identify and address development needs or concerns?

Professional Development

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

1. Identify who will be responsible for developing, leading and evaluating professional development. Identify school-level and network-level responsibilities. How will the network identify and coordinate common professional development needs across schools?
2. Describe how school leadership and teachers will be supported and developed throughout the year.
3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.
4. Include the expected number of days/hours for professional development throughout the school year and explain how the school's calendar, daily schedule, and staffing plan will be structured to accommodate this plan. Note when teachers will have time for common planning or collaboration, and how such time will typically be used. Explain how professional development will be aligned with the interim assessment process and adjusted during the year

to address areas of need that are identified.

5. Explain how the professional development program will be evaluated to assess its effectiveness and success.

PARENT & COMMUNITY INVOLVEMENT

1. Describe the role of any parents and community members involved in developing the proposed school.
2. How will you inform parents and the community about the school's development?
3. Describe how you will engage parents in the life of the school. How will the school build family-school partnerships to strengthen support for learning and encourage parental involvement? Describe any commitments or volunteer activities the school will seek or offer to parents.
4. What community resources will be available to students and parents? Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships. Describe any fee-based or in-kind commitments from community organizations or individuals that would enrich student learning opportunities. Provide, as **Attachment 18**, evidence of support from community partners, which may include letters of intent/commitment, memoranda of understanding, and/or contracts, and should specify the resources to be committed or contributed from the partner, as applicable.

START-UP & OPERATIONS

1. **Start-Up Plan.** Provide, as **Attachment 19**, a detailed start-up plan for the school proposed to open in 2024, specifying tasks, timelines, and responsible individuals. Also complete the Start-Up (Year 2023) Budget in the Financial Plan Workbook (**be sure to complete all pages in the Financial Plan Workbook, and provide as Attachment 21**).
2. **Transportation.** If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events. Describe how the school will comply with the federal McKinney-Vento Homeless Assistance Act, 42 USC 11431, for homeless students, if applicable.
3. **Safety and Security.** Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.
4. **Technology Specifications and Requirements** (for Blended Learning and Virtual Operators only).
 - a. Describe all technological equipment and services that the charter school will provide, including hardware, software, connectivity, and media storage devices, and property controls and equipment tagging that will be in place. Specify any equipment or

technological support that students and families will be responsible for purchasing or obtaining.

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

5. Insurance Coverage. Schools receiving a charter from GSCA will be required to indemnify GSCA administrators, faculty and staff, the Indiana Department of Education, related entities and their respective officers, employees and agents. In addition, charter schools must obtain liability insurance coverage. The applicant should provide, as **Attachment 20**, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, commercial general liability, sexual abuse, property, indemnity, directors and officers, automobile, and others. The applicant must also provide in **Attachment 20** an estimate from an insurance agent/broker for the insurance coverage described, with a minimum A-BEST rating. GSCA provides the following guidelines for insurance coverage:

- Commercial General Liability: \$1,000,000 per occurrence; \$2,000,000 aggregate. NOTE: Such comprehensive general liability insurance must expressly cover corporal punishment liability and athletic participation medical coverage.
- Directors' and Officers' Liability/Educators' Legal Liability/Employment Practices Liability: \$1,000,000 per occurrence; \$3,000,000 aggregate.
- Sexual Abuse Liability: \$1,000,000. NOTE: Such Sexual Abuse Liability must be a separate policy or a separate coverage part with limits independent of other coverage parts in the general liability policy.
- Automobile Liability: \$1,000,000 combined single limit.
- Umbrella (Excess Liability): \$2,000,000 per occurrence; \$2,000,000 aggregate. NOTE: Umbrella policy must include: commercial general liability, directors' and officers' liability/educators' legal liability/employment practices liability, automobile liability and sexual abuse liability.
- Workers' Compensation Liability: As required by Indiana law.

FACILITIES

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

If you are in the process of identifying a facility, describe with as much detail as possible your plan for identifying a target location, any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. Charter school facilities must comply with state and local health and safety requirements as described in IC § 20-26-7, 20-24, and as required by the Indiana Department of Health, Office of the State Fire Marshall, Department of Public Works, and the corresponding local agencies. In addition, charter school applicants must be prepared to follow applicable city or town planning review procedures. Describe the organization's capacity and experience in managing these strategies, including

managing build-out and/or renovations.

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

BUDGET & FINANCE

Schools chartered by GSCA are required to adhere to Generally Accepted Accounting Principles (GAAP). Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors.

1. **Budget Form.** Provide, as **Attachment 21**, a detailed budget for the school. Applicants may either complete the Financial Plan Workbook (all sections), or may submit financial forms in the organization's existing format. Be sure to provide a detailed budget narrative that clearly describes assumptions and revenue estimates, including but not limited to the basis for Per-Pupil Revenue projections, staffing levels and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising).
2. **Budget Narrative** (provide as **Attachment 22**):
 - a. **Per-Pupil Revenue.** Applicants are encouraged to contact the Indiana Department of Education's Office of School Finance at (317) 232-0840 for additional guidance about Per-Pupil Revenue for budget planning purposes. Note that all budget analyses should assume a July 1-June 30 fiscal year.
 - b. **Anticipated Funding Sources.** Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of firm commitments, where applicable. What is the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than the estimated budget?
 - c. **Accounting for All Anticipated Expenditures.** Explain how the school will ensure it has sufficient funds to cover all anticipated expenses, including (a) any special education costs incurred, (b) any transportation costs necessary to ensure the school will be accessible for all enrolled students, and (c) required retirement plan contributions. In addition, provide for a capital and insurance reserve fund.
4. **Audits and Compliance.** Describe the annual audit of the financial and administrative operations of the school. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Indiana as required by the Indiana State Board of Accounts. <http://www.in.gov/sboa/>

REPLICATION CAPACITY

Provide the following information about the organization's capacity to carry out the proposed school replication with quality and integrity.

Note:

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

1. Identify any other jurisdictions or markets (in Indiana or other states) where the organization is currently operating, developing, planning, or planning to apply for a charter school. If the organization's existing portfolio or growth plan includes schools in other states, explain how Indiana fits into the larger growth plan and how the organization will support and ensure quality in the proposed school.
2. Summarize the organization's capacity to support and ensure the quality and long-term success of the new school proposed. Outline specific tasks and timelines for building or deploying organizational capacity to support the proposed school.

PORTFOLIO REVIEW & PERFORMANCE RECORD

GSCA will base qualification decisions, in substantial part, on the organization's past performance. Provide the following information about schools operated by the organization. GSCA retains discretion to request additional information from applicants at any time during the review process.

Note:

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

1. Provide, as **Attachment 23**, a summary of all of the schools in the operator's portfolio, including the following information:
 - Year opened;
 - City/location and school contact information;
 - Number of students and grade levels served;
 - Demographic and socioeconomic data — particularly free/reduced-price lunch status, race/ethnicity, special education, and English Language Learner data; and
 - Contact information for the authorizer.
2. Select one or more of the consistently high-performing schools that the organization operates and discuss the school's performance.
 - Be specific about the results on which you base your judgment that the school is high performing. Include student achievement status, growth, absolute and comparative

academic results, as available.

- Discuss the primary causes to which you attribute the school's distinctive performance.
 - Discuss any notable challenges that the school has overcome in achieving its results.
 - Identify any ways in which the school's success has informed or affected how other schools in the network operate. Explain how the effective practice, structure or strategy was identified and how it was implemented elsewhere in the network.
3. Select one or more of the organization's schools whose performance is relatively low or not satisfactory and discuss the school's performance.
- Be specific about the results on which you base your judgment that performance is unsatisfactory. Include student status, growth, absolute and comparative academic results, as available.
 - Describe the primary causes to which you attribute the school's problems.
 - Explain the specific strategies that you are employing to improve performance.
 - How will you know when performance is satisfactory? What are your expectations for satisfactory performance in terms of performance levels and timing?
4. *For any and all schools operating in the State of Indiana*, provide the following as **Attachment 24**: (a) the last three years of audited financial statements for the school; and (b) the most recent internal financial statements including balance sheets and income statements (at least through the end of June 2023) for the organization and any related business entities. Be sure that the school level, ESP/CMO level, and the overall operations are distinctly represented.
5. For the organization as a whole and any related business entities, provide the following as **Attachment 25**: (a) the last three years of audited financial statements and management letters; and (b) the most recent internal financial statements including balance sheets and income statements (at least through the end of June 2023). Be sure that the ESP/CMO level and the overall operations are distinctly represented.
6. List any contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for "material breach."
7. List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization and explain.
8. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years, and how such deficiencies or violations were resolved.
9. Identify any current or past litigation, including arbitration proceedings, by school, that has involved the organization or any charter schools it operates. Provide the following as **Attachment 26**: (a) the demand, (b) any response to the demand, and (c) the results of the arbitration or litigation.

EXHIBITS

NOTE: To the extent permitted by law, information obtained through background checks, and any other personal information, will remain confidential.

Charter School Board Member Information Form
Background Check Authorization Forms
Statement of Assurances

CHARTER SCHOOL BOARD MEMBER INFORMATION
(To be completed individually by each proposed charter school board member)

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

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

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

Background

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

2. Full name:

Business Name and Address:

Telephone No.:

E-mail address:

3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)

Resume and professional bio are attached.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

Does not apply to me. Yes

5. Why do you wish to serve on the board of the proposed charter school?

6. What is your understanding of the appropriate role of a public charter school board member?

7. Describe any of your previous experiences that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

8. Describe the specific knowledge and experience that you would bring to the board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
2. What is your understanding of the school's proposed educational program?
3. What do you believe to be the characteristics of a successful school?
4. How will you know that the school is succeeding (or not) in its mission?

Governance

1. Describe the role that the board will play in the school's operation.
2. Provide a forecast of where you see the school after its first year of operation and then again in four years.
3. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
4. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Disclosures

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

organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons. Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A. I / we have no such interest. Yes

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A. I / we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes

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

Certification

I, _____, certify to the best of my knowledge and ability that the information I am providing to Grace College as a prospective board member for Charter School is true and correct in every respect.

Signature

Date

BACKGROUND CHECK AUTHORIZATION FORM

I, _____, submit this background check authorization as part of the proposal from _____ [name of school] for a charter pursuant to IC § 20-24-2.1 from Grace Schools Charter Authority, LLC.

I certify that all of the information provided in my resume is true and accurate to the best of my knowledge. I also certify that the following information, which should facilitate the background check process, is also accurate, true and correct to the best of my knowledge:

Other names or aliases you are known by (indicate maiden name):	
Have you ever been convicted of a criminal offense?	
If yes, please indicate date, charge and city where convicted:	
Please list all of your residences (by city, county and state) during the past ten (10) years:	

I hereby give my written consent to any and all investigation and checks into my background that the sponsor deems relevant to the consideration of the proposal, including a national criminal background history check and/or a check of my credit history.

I hereby authorize and request all persons to whom this request (original or reproduction) is presented, having information relating to or concerning me, to furnish such information to Grace Schools Charter Authority Executive Director or the Executive Director's representatives, and understand and agree that any such information may be disclosed to representatives of Grace Schools Charter Authority and the Indiana Department of Education as is necessary to evaluate the proposal submitted by _____ (name of school). Furthermore, I authorize the disclosure of such information to the organizer and/or its Board of Directors, or other party related to this proposal.

I am aware that this information may be of a personal nature and may otherwise be protected from disclosure by my constitutional, statutory, or common law privileges. Although I understand that the information is intended to remain confidential, I understand that Indiana law may require release of any or all information obtained. I hereby waive all privileges which may attach to such communication or disclosure and release all persons, firms, and corporations, as well as the GSCA staff and Board members, the Indiana Department of Education, the State of Indiana, and all their officers, employees and agents for all claims, of any nature, as a result of said communication or disclosure. These records will be retained on file with GSCA.

Signature Social Security Number

Date of Birth Date

Position with proposed school (e.g., school leader, board member, chief operating office, etc.)

This form must be signed by the duly authorized representative of the applicant and submitted with the Full Proposal. A proposal will be considered incomplete if it is not accompanied by the Statement of Assurances form signed by the applicant's authorized representative.

Statement of Assurances

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

- 1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this proposal, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the proposal and to provide such additional information as required.
- 2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
- 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by Grace Schools Charter Authority, LLC and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
- 4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
- 5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
- 6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
- 7. Recipients will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the *Boy Scouts of America Equal Access Act*, the *Armed Forces Recruiter Access to Students and Student Recruiting Information*, the *Unsafe School Choice Option*, the *Family Educational Rights and Privacy Act (FERPA)* and assessments.
- 8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.
- 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.

- 10. Recipients will indemnify and hold harmless GSCA, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.
- 11. Recipients understand that GSCA may revoke the charter if GSCA deems that the recipient is not fulfilling the academic goals and/or fiscal management responsibilities outlined in the charter.

Signature from Authorized Representative of the Charter School Applicant

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this proposal is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

Print Name and Sign	Date