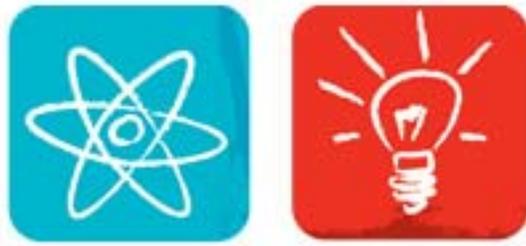




INDIANA CHARTER SCHOOL BOARD

Charter School Application
For New School Operators

September 2015



STEM

science • technology
engineering • math

Northwest Indiana Science and Engineering
(NiSe)
Public Charter School

PROPOSAL OVERVIEW AND ENROLLMENT PROJECTIONS

Name of proposed charter school:	Northwest Indiana Science and Engineering Pubic Charter School (NiSe)
Proposed charter school location: * Please indicate the city/town and, if known, potential address or neighborhood of location. Virtual operators should indicate the relevant geographies the operator intends to serve.	Merrillville, Indiana
School district(s) of proposed location:	Merrillville
Legal name of group applying for charter:	TRON/AGEK Educational Foundation, Inc.
Names, roles, and current employment for all persons on applicant team, including each board member:	Augusta DeNeal, Ph.D., Ivy Tech Community College Elonda Ervin Ph.D., Indiana State University Dwayne Tucker, Boeing Amber Cain, Griffith High School Val Carr, Highly Flavored Inc. Atty. Dawn Dawkins
Designated applicant representative:	Augusta DeNeal, Ph.D.
Address:	TRON-AGEK' Foundation, Inc. P.O. Box 11393 Merrillville, Indiana 46410
Office and cell phone numbers:	(219) 381-8287
Email address:	Elon159@msn.com
Planned opening year for the school:	2016
Model or focus of proposed school: (e.g., arts, college prep, dual-language, etc.)	STEM Education

Proposed Grade Levels and Student Enrollment

Indicate the grade levels the school intends to serve. Specify both the planned and maximum number of enrolled students by grade level for each year.

Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1	5-8	250
Year 2	5-9	300
Year 3	5-10	350
Year 4	5-11	375
Year 5	5-12	400
At Capacity	5-12	400

Will an application for the same charter school be submitted to another authorizer in the near future?

Yes No

If yes, identify the authorizer(s): _____

Planned submission date(s): _____

Please list the number of previous submissions 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): Ball State and ICSB

Submission date(s): 2011, 2012, 2013, 2014,2015

Table of Contents

PROPOSAL OVERVIEW AND ENROLLMENT PROJECTIONS	3
PROPOSAL NARRATIVE	7
Executive Summary	7
Mission Statement.....	7
Vision Statement.....	7
Educational Need	8
Education Plan/School Design.....	8
Governance and Leadership.....	10
SECTION I: EVIDENCE OF CAPACITY	10
Community Engagement.....	12
School Leader and Leadership Team.....	12
SECTION II: SCHOOL DESIGN	17
Overall Academic Goal.....	17
Educational Plan	19
STEM Content Integration.....	20
Project Lead the Way (PLTW) Software	22
Medibotics Engineering Software.....	24
Purdue University Calumet Pre-Collegiate Summer Engineering Program	24
Dual Credit (College credits)	25
NiSe’s Basic Learning Environment.....	25
SciQ Outdoor Laboratory.....	25
Einstein Organic Garden Laboratory	26
Biomedical Science Laboratory	27
Technology	27
Parent and Community Involvement.....	46
Performance Management	50
SECTION III: IMPLEMENTATION PLAN	54
Human Capital	54
Faculty Recruitment.....	54
Start-Up & Operations	61
Facility Plan	63
Budget & Finance	63

Financial Plan.....	63
Exhibits	66

PROPOSAL NARRATIVE

Executive Summary

TRON /AGEK' Educational Foundation, Inc. is an Indiana not-for-profit corporation, exempt from tax under I.R.C. 501 (c) (3) (See Attachment 4). TRON/AGEK' is authorized under the Indiana law to organize and operate a public charter school and is vested with all powers necessary for carrying out its planned programs including power to contract for services, equipment, and educational services. We will adhere to the measures to be utilized to access Compliance – Legal and Governance Compliance according to Office of Charter Schools Policy for School Assessment and Interventions (Feb. 4, 2009).

The TRON/AGEK' Educational Foundation, Inc. proposes a science, technology, engineering and science school in Merrillville, Indiana to serve children grades 5-12. The name of the proposed school is the Northwest Indiana Science and Engineering (NiSe) Public Charter School.

Mission Statement

NiSe Public Charter School, in collaboration with students, parents, and the community, endeavors to create an environment that challenges and supports lifelong “STEM” learners. It is our mission to provide a “quality” learning environment that will utilize STEM curricula to prepare students to enter science, technology, engineering, and mathematic programs at 2 and 4-year post-secondary institutions.

Vision Statement

NiSe's ultimate goal is to assist in producing the next generation of STEM teachers, practitioners, innovators, inventors, researchers and environmentalists from Northwest Indiana. There are some major employment opportunities that will continue to occur in Northwest Indiana and nationally. However, according to the Indiana STEM Initiative Plan (2014) Indiana students are not ready for the present and predicted STEM jobs. According to this document, by 2018 there will be a shortage of 3,000,000 workers with U.S. college degrees (Carnevale, Smith, & Srohl, 2010). For our students to be competitive in the workforce, there has got to be an educational paradigm shift regarding student science learning beginning in the middle school grades to produce more STEM high school and college graduates. This proposed charter school's mission is to make sure our children from Northwest Indiana will be prepared for these STEM career opportunities.

As recommended by empirical data, our STEM plan will be an interdisciplinary educational approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply science, technology, engineering, and mathematics in contexts that make connections between school, community, work, and the global enterprise that makes sense and will be stimulating to the students. This learning approach will enable students to develop not only state standards intellect but STEM training that keeps them motivated to learn and want to pursue post-secondary STEM degrees. According to our proposed plan, if a student decides not to further his or her education after high school, at least they will be STEM trained upon completion of the 12th grade. This training of course depends on how long the student is enrolled at the school.

After review of research on education and STEM curriculums, tested methodologies from other states with STEM schools and recommendations from the state of Indiana on how and why

students should be STEM educated, we believe our vision for a STEM charter school proposed in this application will prove to be successful.

The aforementioned *mission* and *vision* above is the theoretical framework that supports the design and purpose of this charter application. If approved, this will be the first “exclusive” STEM public school in Northwest Indiana.

Educational Need

First and foremost there is no other public school choice in the town of Merrillville. When students are dropped from the Merrillville school district for any reason there is no other public school they can attend. So, parents find themselves seeking other cities to enroll their children which causes undue extra burdens for our families in the town of Merrillville.

So, the funding of this proposal will provide in some cases, and enhance in many others, the necessary educational STEM courses, supplemental and corrective services that can significantly reduce or actually eliminate most of the barriers to a secondary and post-secondary education for the population of students we plan to serve. We believe our proposed plan will help close the achievement gap for children; particularly first generation and low-income children which data reflects will probably be the population of students that we plan to serve.

The *Education Supports Racial and Ethnic Equality in STEM Report* (2011) states, disparities in STEM educational attainment were reviewed by the Economics and Statistics Administration. They found and the report highlighted that non-Hispanic Whites and Asians are more likely than other minority groups to be employed in STEM related professions. The report promoted the increase of underrepresented groups in STEM fields. Recently, the Indiana STEM Initiative Plan (2014) explains that a STEM school is needed in our state with STEM classrooms. These non-traditional classrooms shifts students away from learning discrete bits and pieces of phenomenon and rote procedures but works toward investigating and questioning the interrelated facets of the real world which is depicted in our educational plan.

But, first we wanted to highlight four significant community educational needs and we reference them as:

1. An increase in state math assessment scores
2. An increase in state science assessment pass rates
3. An increase in state high school graduation rates
4. Need to meet or exceed the Indiana state average of eligible students in the graduating class excelling in advance placement (AP) courses. In Northwest Indiana, only a small percentage of students passed advanced placement classes (IDOE, 2015)

The school will open in the town of Merrillville but; will serve the entire area of Northwest Indiana.

Education Plan/School Design

NiSe’s educational plan will go beyond content knowledge to include a strong emphasis on 21st century skill STEM development. However, our education plan will use research based supplemental instruction that supports the notion of every class subject having a STEM content. Literature refers to this concept of merging STEM with the curriculum as *infusion* or

integration. Student project and lesson planning will include STEM engineering software technology that will be used to unite core academic subject matter, interdisciplinary themes, hands-on scientific skills, and teacher collaboration to provide an instructional process that meets the goal of an Indiana standard based charter school. We believe that retired school teachers offer schools experienced, reliable personnel to handle jobs for which they may not have the resources to hire a full-time teacher. Experienced qualified teachers have much to share with new charter school leadership and beginning STEM teachers and can be useful in raising student achievement. Retired teachers benefit from being able to do the job they love without many of the hassles regular teachers must deal with daily. Research shows that retired teachers who have returned to the classroom feel less burdened with bureaucratic annoyances regular teachers face. Hiring retired educators gives school systems the benefit of getting an experienced educators at a reduced price. Policies allow retired teachers to return to the classroom without losing retirement benefits. We will strategically match each lead teacher with a retired teacher assistant or substitute teacher.

Additionally, we will adopt the Indiana STEM Initiative Plan (2014) strategic plan that suggests under their K-12 recommendation that a STEM school plan should include the following elements: (1) STEM teacher professional development, (2) curriculum/schedule/staff changes (3) partner with Higher Ed-AP-technical outcomes and expand out of school programming. It goes on to state that the discussion of a secondary STEM school cannot be held without a discussion of (4) assessment, curriculum, professional development, collaboration and accountability which are all addressed in this proposal.

The Board will ensure quality oversight that maintains both high educational and operational standards to safeguard the school. We will practice sound governance and management. The board will be good stewards of public funds, and information as well as operate in transparency in accordance with the law. We will keep our parents and students informed about the education provided by our charter school.

We, like any other community do not want any child to be left out. Because of its importance, STEM education must **prepare, inspire** and **engage** all students. *It does not matter where they come from, their gender, race or socio-economic background.* The lack of STEM training limits students' opportunities to attain well-paid jobs in high growth professions. The lack of STEM training deprives the nation of the full benefit of students' talents and perspectives (PCAST).

The Board and Northwest Indiana community believe that a STEM charter school, will deliver endless possibilities for our children. If students acquire basic STEM learning early in middle school (MMGW, 2011), they will be prepared for not only STEM subjects but will also be equipped to master AP courses and a curricula based on standards. Through our educational program, students will receive college dual credits as well as secondary, post-secondary guidance and counseling to help students' map their plans of study so that they are able to complete college within the maximum government mandated timeline. For many students, this lack of guidance deters them from finishing college. Consequently, our community is losing generations of Northwest Indiana students because of students' inability to pass standardized testing and the math section of the Accuplacer Assessment for community college admissions, increased college admission standards for four year institutions, lack of financial aid and most importantly, lack of

role models.

Vision for growth

There are no enrollment restriction priorities for which the school is based. As stated, NiSe proposes to serve 400 - 5th to 12th grade students who live in the target area by the year 2021. We are confident that we will exceed the number of student applications in the first year of operation.

Target population

Table 1: Age and Grade Range of Students to be Enrolled – (proposed)

Grade Level	Number of Students					
	Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019	Year 5 2020	At Capacity 2020
5	63	60	60	54	50	50
6	63	60	60	54	50	50
7	62	60	58	54	50	50
8	62	60	58	54	50	50
9		60	58	53	50	50
10			58	53	50	50
11				53	50	50
12					50	50

Governance and Leadership

The Board and applicant team are living and witnessing the down spiral of the community’s educational system and believe that a STEM charter school will be far reaching in making sure students that enroll in the school are STEM trained and can pass the state standards in order to be competitive STEM job market which will allow them to live productive lives.

Overall, our Board will provide fiscal oversight for the public school. We will follow both national and state regulatory regulations and compliance. We will ensure that all public funds are used for the mission of the school. The board’s primary responsibilities will include hiring of the principal, approval of all budgets, oversight of board member responsibilities, selecting and training board members. The Principal and team of three lead teachers will report to the board as outlined in our NiSe Board Training Manual (Exhibit 1).

SECTION I: EVIDENCE OF CAPACITY

1. Identify Key members of the Founding Group for the proposed school

The Board and founding team backgrounds and expertise include instructional design, public school, nonprofit management, governance, law, finance and accounting to provide the strong leadership and oversight that is necessary to operate and sustain a successful charter school in Northwest Indiana, the state’s community with the lowest persistence, retention, secondary and college graduate and transfer rates. Our school was founded on the philosophical view that all children can learn science, technology, engineering and mathematics guided by community successful high achievers from the community.

The applicant team's three founding members include two members with earned Ph.Ds. in Educational Leadership and have experience in working in secondary and post-secondary education. Dr. Elonda Ervin (founder/board member) has experience in business as an insurance fraud investigator, professor, and diversity director for an Indiana public university. Dr. Augusta DeNeal (founder and president of the Board) has worked in Student Affairs for PUC and Ivy Tech Community with TRIO programs serving low-income, first generation students for the past twenty years and has authored and managed grants for over fifteen years totaling more than a half-million dollars annually for all fifteen years. Just recently Ivy Tech Community College received \$1m for over five years for competing in a recent grant competition. Dr. DeNeal is also the founder and co-chair of the Minority Male Initiative at Ivy Tech Community College – Gary campus. Both Drs. Ervin and DeNeal wrote dissertations on subgroups of the population our school will serve (e.g., Black males in predominately White institutions of higher education and African-American women in pursuit of a doctoral degree).

The third founding member, Dwayne Tucker, is an engineer with Boeing Airlines and has already started the field-work for making sure our children have the opportunity to be included in the established ITT Boeing Scholars Academy (See Exhibit 2). Contact has already been made and the ITT Boeing Scholars Academy is eagerly awaiting the list of names of children from our community for this STEM initiative. Also, included is an applicant member who served as the superintendent of the Gary Public School System (Dr. Mary Steel Agee – applicant team member). Also, assisting with this process is Dr. Lavada Brandon (applicant team member) from PUC Teacher's Preparation program who has expert knowledge in the area of Indiana State Standards. Another member has an Education Specialist and a Master's Degree in Special Education and holds a public school superintendent license and) has taught in the Gary Community School and Northwest Indiana charter school system (Geraldine Roby – applicant team member). This member worked in the K-12 environment for more than 30 years. Amber Cain (Board member) has served as a principal and teacher for charter schools in Northwest Indiana. Valarie Carr (Board member) is an educator and serves as Administrator and Board Chair for the Highly Flavored, Inc. (501 C 3 for the past fifteen years to assist children and teenagers at risk in Northwest Indiana. Ann Walker, Gary retired school teacher (consultant) and Attorney Dawn Dawkins (board member) – legal advisor.

Additionally, throughout the past six years of preparing charter school applications, we have sought the advice of charter school experts, finance and special education personnel. Board members and applicant team members also attended finance and special education workshops for Indiana charter schools. Moreover, we have networked with other Northwest Indiana charter schools for feedback on this proposal. **See Attachment 1** for full resumes (including contact information) for founding members and board members.

1. Identify any organizations, agencies or consultants that are partners in planning and establish the school....

**Ivy Tech Community College of Northwest – a two year community college
Purdue University (PUC) – a four year public university**

Urban League of Northwest Indiana – community service

NAACP – community service

East Chicago Foundation – community service

Majestic Star Casino – casino industry

Lakeshore Dunes and Conservation in Northwest Indiana – Northwest Indiana conservation

Northwest Indiana Teachers Union – retired school teachers

City of Gary - (Mayor’s Office)

Centier Bank of Northwest Indiana - bank

Allstate Real Estate – real estate

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

Community Engagement

A 2011 survey was conducted by the foundation to gauge parent’s understanding of the purpose of charter schools and the need for STEM training. The results illustrated that 39% of respondents believed that charter schools were public schools; 53% stated they were not.

A need assessment for a STEM charter school was also conducted in 2011 via a survey tool to 325 Northwest Indiana (including Gary and Merrillville) area students and parents. *Survey questions*

1. Is there a need for a school in Northwest Indiana, particularly Gary, Indiana where students can focus on science, technology, engineering and math studies centered on the Core 40 curriculum?
2. Is there another school in the area with this type of curriculum to your knowledge?
3. If these offerings were offered in your area would you consider this a high school choice for your children?
4. Is there a need for a school that will prepare students for jobs while enrolled in high school by allowing students to work on science/technology community projects and hands on engineering/medical/science internships before leaving high school?

Eighty-two percent responded and indicated a strong need for a STEM charter school in Northwest Indiana. The community realized that jobs will require STEM post-secondary training, certification, or an apprenticeship. So as a Board, we knew that a content-rich curriculum that included adequate opportunities for students to read, write, and communicate thoughtfully through STEM and Indiana State Standards would provide a solid foundation for our children’s future success.

School Leader and Leadership Team

1. **Identify the Principal/Had of School candidate and explain why this individual is well-qualified to lead the school in achieving its mission...Provide in Attachment 2 qualifications..... If no candidate is yet identified, explain your timeline, criteria, and process for recruiting and hiring the leader**

Several candidates have been considered from the Northwest Indiana community for the principal position. However; the principal selection has not been finalized. Academics will be the primary responsibility of the Principal. Principal will be responsible for faculty and staff and the academic success of the school. The Principal will be developed by being *intimately* aware of the charter expectations, vision and goals outlined by the NiSe leadership team. The Principal will be the "keeper of the vision" of the charter school, and be able to clearly articulate the vision and the mission in all interactions relative to the charter. Most importantly, the Principal must create cooperative partnerships with the student, staff, parents and community partners.

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

Based on a school opening date of August 2016 and receipt of start-up funding for Year 1, outlined below is the development team following the charter application approval.

Table 2: Development Team Following Application Approval (start up to opening)

Name-Title	*% of Time	Projected Start Time	Potential Funding
Principal	5%	January 2016	Start-Up
Curriculum Design Specialist	5%	January 2016	Start-Up
Legal	5%	January 2016	Start-Up
Accountant	5%	January 2016	Start Up
Assessment Coordinator/Data Specialist	5%	January 2016	Start Up
Lead Teachers	5%	January 2016	Start Up
Facilities-Safety Manager	5%	January 2016	Start Up
HR/Financial Manager	5%	January 2016	Start Up

The contract, faculty, and staff members above will be in place following school approval starting Oct. 2015 at a 5% or less FTE in order to have all employees trained by school opening August 2016 at which time a full contract will be executed for personnel as outlined in this application.

3. Describe the responsibilities and qualifications of the school’s administrative/management team (beyond the school leader). If known, identify the individuals who will fill these positions and provide as Attachment 3, the qualifications and resumes for these individuals. If these positions are not yet filled, explain your timeline, criteria, and process for recruitment and hiring

Candidates for Assessment Coordinator/Data Specialist, Lead Teachers, Teachers, Facilities-Safety Manager and HR/Financial Manager positions are being considered. We will post job vacancies on websites and local and state resources to identify applicants that fit the dynamics and professionalism of our proposed charter school. Not only will we use referral and on line tools but; hold a community job fair immediately after the school is approved. We will have three lead teachers: Science (PLTW/Medibotics), Special Education/ELL and English/Social Studies.

Quality teachers will be sought to deliver day-to- day instruction to students, teachers who possess the knowledge and experience to deliver STEM and standard based instruction

effectively. Teachers will be supported by ensuring that continuous learning is acquired through many methods, such as workshops, professional reading, professional dialogue, and a process to observe how this learning is refined in the classroom.

Table 3: Timeline, Criteria, Recruitment and Hiring Protocol for **Principal**

Process	Timeline	Responsible Party(s)
Step 1: Identify Vacancy and Evaluate Need	December 2015	Board
Step 2: Develop Position Description	December 2015	Board
Step 3: Develop Recruitment Plan	December 2015	Board
Step 4: Select Search Committee	December 2015	Board
Step 5: Post Position and Implement Recruitment Plan	December 2015	Board
Step 6: Review Applicants and Develop Short List	December 2015	Board
Step 7: Conduct Interviews	December 2015	Board
Step 8: Select Hire	December 2015	Board
Step 9: Finalize Recruitment	December 2015	Board

Table 4: Timeline, Criteria, Recruitment and Hiring Protocol for **Data Specialist, Financial Manager and Facilities Safety Manager, Lead Teachers, Teachers**

Process	Timeline	Responsible Party(s)
Step 1: Identify Vacancy and Evaluate Need	January 2016	Board & Principal
Step 2: Develop Position Description	January 2016	Board & Principal
Step 3: Develop Recruitment Plan	January 2016	Board & Principal
Step 4: Select Search Committee	January 2016	Board & Principal
Step 5: Post Position and Implement Recruitment Plan	January 2016	Board & Principal
Step 6: Review Applicants and Develop Short List	January 2016	Board & Principal
Step 7: Conduct Interviews	January 2016	Board & Principal
Step 8: Select Hire	January 2016	Board & Principal
Step 9: Finalize Recruitment	January 2016	Board & Principal

Legal Status and Governing Documents: Attachment 4 and 5

Governing Board:

- 1. Governance Structure and Composition. Describe the governance structure of the proposed school. Describe the current and desired size and composition of the governing board. In addition, list the name of each current board member with the proposal narrative. In attachment 6, provide a completed and signed Board Member Information sheet for each current board member for the governing entity/charter holder.***

Table 5: Board Members and Roles

Full Name	Current Job Title and Employer	Position
Augusta DeNeal, Ph.D.	Director TRIO Services, Ivy Tech Community	Board President
Elonda Ervin, Ph.D.	Executive Director of Multicultural Indiana State University	Board Secretary
Dwayne Tucker	Engineer, Boeing	Board Member
Dawn Dawkins, Esq.	Law	Board Member
Val Carr	Non-profit	Board Member
Amber Cain	Griffith High School	Board Member

NiSe will be governed by the Board of Trustees and will be held responsible for the governance, financial and academic accountabilities of the school. Presently, our Trustee Board consists of six voting members: Elonda Ervin, Dwayne Tucker, Atty. Dawkins, Augusta DeNeal (non-voting), Amber Cain and Valarie Carr. Membership will consist of 5 or more members. NiSe’s Board capacity to successfully open and operate a high quality school can be drawn from our past and present education and professional experiences. Our team founders and applicant team received public school, secondary, post-secondary and graduate degrees from Indiana public schools. This charter application is a collection of voices with one goal; creating a high quality charter public school in our community all of whom were reared in Northwest Indiana (Gary and East Chicago) and who are passionate and committed to the success of a STEM charter school in Northwest Indiana. The Board responsibilities and expectations are further found in the NiSe Board Training Manual (Exhibit 1).

2. Pre-Existing Nonprofit Organization. If this application is being submitted. (N/A)

3. Governing Entity’s Responsibilities. Explain how the proposed governance structure and composition will help ensure that there will be active and effective oversight of the charter school.

Per our stated Bylaws, all the business of our school or corporation is handled by the Board of Trustees. The Board entity will be responsible and accountable to the Indiana Charter School Board (ICSB) and all community constituencies and stakeholders. First, we are accountable to the students and parents because we have promised that their children will be STEM trained and pass the state standards and they will be taught by high quality teachers in a high quality STEM environment. A charter school’s Board of Trustees is charged with three primary responsibilities: overseeing the use of public funds to educate Indiana students; complying with all applicable federal and state laws; and adhering to the terms of the charter agreement. We understand the duties and obligations as the charter holder. The founders enlisted expert and competent applicant leadership in areas essential to charter school oversight. We started board training months prior to the application submission. This training centered on charter school mission, vision and goals, short and long term strategic goals that included on-line board meeting computer training. All of our training included areas of: legal, finance and accounting, planning, policy, grant contracts and compliance, decision making, resource development, community (internal and external) relationships and personnel. All future members will be trained before their approval. We have identified additional members for the Board of Trustees. Further Board Structure and

Responsibilities can be found on page 6 of the NiSe Board Training Manual (Exhibit 1). Dr. Mary Steel Agee (former Gary superintendent) is presently providing board training at no cost.

- 4. Procedures. How many times has the current board met to date? What will be the planned frequency and focus of meetings? Identify any standing subcommittees the board expects to have. Describe how the school and governing board will comply with Indiana's Public Access Laws.**

The Board of Trustees has plans for expanding and developing the board over time (See Board Training Manual - Exhibit 1) which includes timeline for new members to be recruited and added, process for vacancies to be filled, and orientation or training. Criminal background checks are provided for all foundation and Board of Trustee members. Board meetings will be the first Wednesday of every month. Also, board meetings will be public knowledge. They will be announced on school's website and posted in local newspapers.

The Board of Trustees has met for three executive sessions and will continue to meet until the school is approved. Board meetings will be scheduled once a month to discuss emerging issues and to obtain any reports on going subcommittee work. Subcommittees will be formed after the school is approved and on a need basis. All Board of Trustee meetings will be chaired by the President.

- 5. Ethics and Conflicts of Interest. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 7, the board's Code of Ethics policy and Conflict of Interest Policy. Both documents should be included in the attachment.**

Each member must sign the Conflict of Interest Statement. Board members may not benefit financially, personally, and/or politically from any action of the foundation. All persons interested, as defined by our bylaws has a responsibility and duty to disclose any actual or possible conflict of interest to the members that propose a transaction, arrangement or contract (Contract Law).

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

First, the Board of Trustees has the authority to appoint all committees to conduct business for the school not delegated in the Bylaws. All advisory board members will be on a volunteer basis. We are certain that we will have a strong Parent Advisory Committee that consists of parents, which will include foster parents and grandparents as a representative body between school and the community.

- 7. Grievance Process. Explain the process that the school 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.**

If a student feels that his/her rights have been infringed for any reason, full "due process" will be

offered to the student and parent. For all grievances, the student and parent will be encouraged to seek resolution with the Principal (with approval from our legal advisor). If in fact parents and students are not in agreement with the resolution, they may (in writing) request a meeting with the Board of Trustees and this governing body will offer a resolution that is consistent with the school Bylaws. All Board of Trustee meetings will be posted prior to each meeting. All school documents will be adhered to by rules such as FERPA and issued free of charge.

SECTION II: SCHOOL DESIGN

- 1. Provide a framework for the proposed instructional design that reflects the needs of the school’s target population and will ensure all students meet or exceed the Indiana Academic Standards adopted by the Indiana State Board of education in April 2014.**

Overall Academic Goal

We will use Indiana State Standards and Core 40 to guide the curriculum and instructional design. Additionally, our educational plan will be correlated with other STEM educational practices. Our first and foremost goal is to meet or surpass Indiana Standards showing a **70% pass rate for all grades** which includes a **70% pass rate for math and science, 75% AP pass rate for high school seniors that take AP courses and a 90% pass rate for high school graduation.**

This application highlights four board agreed upon community educational needs the charter school will target and are referenced as **Priority One, Priority Two, Priority Three and Priority Four.** In this section we also cite the communities that have indicated a desire to enroll their children in this STEM school from the beginning of this charter school application process.

Priority One: To increase state math assessment scores

Table 6: Sample of 2012 Math & ELA Pass Rates for 6, 7 & 8 Grades by School Corporations

School District	6	7	8
Merrillville	67%	60%	59%
Lake Station	77%	59%	49%
Lake Ridge	55.0%	55%	51%
East Chicago	38%	27%	32%
Gary	46%	34.8%	24%

Source: IDOE (2012)

For the sample above, all municipal schools had a less than 60% math pass rates in the 8th grade. Lake Ridge’s rates decreased by 28 points from 6th to 8th grades.

Priority Two: To increase the state science assessment pass rates.

Table 7: Sample of Science Total Pass Percentages for District – Grade 6

School District	Rates
Merrillville	56.7%, 64.9%, 52.6%, 71.4%, 75.7%
Lake Central	43.7%
Lake Ridge	37%
East Chicago	41.7%
Lake Station	43.7%
Gary	11.1%-56.2%, one school with 81.5%

Source: IDOE (2012)

According to the above table, most of the neighboring cities had low pass rates in science, except for two schools in the Merrillville school district. Note students enrolled in the Gary Community School District are enrolled persistently in low achieving schools where pass rates are dismal.

Priority Three: To increase state high school graduation rates

Table 8: Sample of High School Graduation Rates

High School	Rates
Merrillville	98%
Lake Station	90%
Lake Ridge	93%
East Chicago	79.3%
Gary	51.4%

Source: IDOE (2012)

In 2014, most municipal school corporations were reporting a graduation rate above 70%. As of 2015, seven high schools in Lake County reached the state goal of 90 % – Munster, Highland, Hobart, Crown Point, Lake Central, Lowell and Hanover Central. Hebron had a high school graduation rate of 97.5%. They are all neighboring cities. Two cities East Chicago and Gary continue to have the lowest graduation rates (well below the other local school districts). According to IDOE data, Gary high school graduation rates declined except for one school Wirt/Emerson. Students without an academic diploma are counted as high school dropouts in the secondary school data collection. Students that do graduate need at least a cumulative grade point average of 2.5 GPA for most state 4-year institutions. Based on these facts and rates from the tables above, there is an academic need for a high quality charter school. The presumption is without an academic diploma, students will not be admitted to any postsecondary institution in Indiana. Also, the city of East Chicago has the highest high school drop-out rate among migrant children, over 40% to date.

Priority Four: To meet or exceed the Indiana state average of eligible students in the graduating class excelling in advance placement (AP) courses

Table 9: Sample of High School Graduates Advanced Placement Courses in 2010 & 2011 (the last date information could be retrieved)

School Districts	2010	2010	2011	2011
	Tested	Passed	Tested	Passed
Merrillville	91	7.1%	126	7.7%
Lake Station	21	7.7%	22	1.6%
Lake Ridge	25	0.0%	27	2.2%
East Chicago	25	0.6%	47	2.9%
Gary	95	1.0%	95	0.9%
Hobart	61	14.9%	82	7.8%

Source: IDOE (2014)

In Northwest Indiana, only a small number of students in Northwest Indiana passed advanced placement classes (see Table 4 above).

In summation, all of the priority tables above depict how dismal academic percentages are for our area. These priorities will be referenced though out this application. Schools cannot continue educating students the same way they have for decades and expect different results; particularly for science and mathematics. Our high school graduates must be adept problem solvers, innovators, and inventors who are also self-reliant. They must be able to think logically. They must possess the confidence and understanding to know when and how to appropriately use the tools and technology that enhance success in STEM-related fields. In our view, the key to developing skills is strengthening STEM competencies for every student starts in the 5th grade which will result in an increase in overall assessment scores for our community. We believe what has been missing in our present public school systems is the unaddressed non-cognitive issues such understanding the need and benefits of an STEM education. For the most part students in our area are not exposed to science minded mentors every day, all day.

Educational Plan

We are prepared to teach a STEM curriculum. However; research states that there are no national STEM standards as a whole. So, we propose a science, technology, engineering and stem educational plan that is ambitious but we also believe it is attainable and one that will not only address the needs of the above priorities, but will continue to use expert contractors like the empirically known Pearson Learning Company, high quality principal and lead teachers to build and guide the Indiana based standards and Core 40 (English Language Arts, Math, Science, Social Studies, Foreign Language Art, Music and Education curriculums to drive and provide “high quality” STEM instruction, learning and environment with year-end school test rates and a school rating grade to prove our educational plan meets the instructional design of this proposed charter application. After research of STEM literature and recommendations, we decided to add four learning practices to our educational plan to make our curriculum an all exclusive STEM plan and school:

1. A STEM subject content integrated in every class subject (5 – 12th grades)

2. A Blocked STEM Learning Module (a block of time for exclusive “direct” STEM teaching, learning and assessment that includes learning engineering software programs)
3. PUC Summer Engineering Program (7th & 8th grade)
4. Dual college credits (starting in the 8th grade)

Descriptive information for (1) – (4) follows:

STEM Content Integration

A STEM content will be integrated in every academic Core 40 curriculum. Presently, we continue to review the Massachusetts Institute of Technology model for this integration. The state of Massachusetts is graded with one of the highest math and science rates in the nation. Our Principal, Pearson Company, lead teachers and teachers will work together to meet this integration goal. For example, in English I, students may be asked to write about the Pythagorean Theorem and why all math subjects stem from this subject. In history, students may be asked to present on why science was regarded as a myth or black art in the 1600’s and it was not until the president of Harvard University decided to hide a laboratory in the basement for a student in the early 1800s that the subject of science in the academy finally begun to be supported in America.

Just recently, researchers are giving more thought to this method of teaching. So, driven by math and science goals based on the principals of Indiana’s rigorous standards, our instructional plan for STEM integration will focus particularly on reading, writing, mathematics, and science. The reason for this is clear. Students with good reading skills have a greater chance of success in science and mathematics leading to comprehension of all other subjects. Every language arts and English class will require a reading and writing science content. The focus will be on questioning, critical thinking and problem solving. We will use differentiated instruction to support and enhance students’ reading levels. Through this approach we hope to enable students to acquire science content learning while reinforcing key literacy needs. The goal is for students to be able to actually analyze, evaluate, and synthesize scientific data, write and communicate their findings in ways that are correlated and aligned with the state standards. This focus will lead to higher academic abilities across other subjects and disciplines.

Most importantly, students will be able to read and resolve conflicting views to exercise judgment and to engage in critical thinking early. Our 21st century curriculum will develop citizens who are flexible, who embrace new ideas, and who can reason well when faced with complex new concepts (Berliner & Biddle 1995). At the same time, we will enable teachers and students to succeed together in the classroom and on state and national assessments.

Indiana standards certainly will correlate well with our STEM instructional design because it is standard based and it requires a basic foundation of math, reading, writing, and critical thinking. The board and applicant team members participated in several Indiana Standards training workshops for students in K-12 grades developed to provide a clear consistent understanding of what students are expected to learn at each grade level in math, English/language arts, social studies and science. As mentioned, one of our applicant team members is a professor at PUC that prepares teachers for standard based instruction and implementation. One of the training sessions included a common core standard training on October 24, 2012 at the Hammond Center presented by the Indiana Public Charter School Association. The researchers agree that foundational standards are *reading*, *writing* and

mathematics.

Reading – reading standards are closely aligned with what students need to succeed in college and careers. In reading, the standards place a heavy emphasis on the ability to comprehend complex texts. We realize that the complexity of workplace materials and college textbooks has increased over the past 50 years. And in many high schools, teachers often do not require students to read or comprehend even easier texts. Instead, the practice of many teachers is to make comprehension simpler for students by presenting material via PowerPoint or reading aloud by teacher and students. NiSe students will read books from the Indiana required school book list. We will have books available for students and provide a library tool that reviews critical points of the book. Students will receive small tokens for each book read and completion of the required book reading assessments.

Writing - writing standards reflect college and career readiness by reducing the traditional emphasis on narrative writing and placing a greater emphasis on information and explanatory writing. Personal narratives are a staple of schooling (*How I Spent My Summer Vacation*). Except for college application essays, students will seldom be required to write personal narratives in college or the workplace in traditional schools. We will teach informational and technical writing skills, in which the student explain or inform others about a topic. Our students will not only prepare annual projects; but research, write and present scientific processes starting in the 5th grade. Our students will learn how to write descriptively. Students will write and receive feedback on writing if not daily, weekly.

Mathematics – mathematic standards are intended to represent the threshold level necessary for college and career readiness. Standard research note and research on college and career readiness suggest that much of the mathematics necessary for postsecondary success is taught in grades 6-8. This includes applying rational reasoning in solving problems; computing fluently with fractions and decimals; and solving problems involving angle measure, surface area, and volume. However, the standards also include content that students would need to know if they pursue higher-level mathematics, such as calculus, discrete mathematics, or statistics. Our middle school curriculum instructional design includes the math pre subject matter for each of these subjects through our integrated subject content and our Blocked Learning Modules every academic year.

Our mathematic content will include historical aspects of mathematics to provide meaning as to “why” mathematics is so important in life i.e. history and inventors of mathematics, normal curves, algebra, trigonometry, etc. and their timelines and applications. We believe that if students are taught the “whys” of mathematics, they will understand how to apply and solve problems. All teachers will continuously be professionally prepared to teach standards and STEM integrated instruction within their subject areas. Standards will only become more rigorous in the State of Indiana. It has been indicated that more statewide tests will be used. In the first year of operation, instructional staff will be prepared to meet the needs of the state as they adapt to new standards and assessments. We will make all efforts to stay abreast of state standards and STEM technologies through continuous professional development.

Blocked STEM Learning Modules. Our curriculum design will include a Blocked STEM Learning Module which is a block or “cluster” of time for a hands-on, individualized and direct

STEM learning. In this block of time middle and high school students will work on exclusive STEM designs. For illustration purposes the table below displays our middle school blocked learning and instruction concept. As recommended by MMGW (2014) research, the 5 to 8 grade curricula should introduce and re-introduce students to relevant and fulfilling STEM content and engineering designs in an integrated fashion through exploration of the world around them in early grades to capture and hold their attention prior to the entering the 9th grade is critical. Students will be allowed to select their own personal projects guided by their teachers, build and repair computers, build LEGO robots and participate in STEM career summer initiatives (p. 37). This concept will advance inquiry-based science instruction with science engineering technologies that moves from teacher directed to student centered learning. As MMGW states this student engagement model will help motivate students to learn and keep their attention from one grade to the next.

Table 10: 5th and 8th grade Blocked STEM Learning Module

5 th grade	Summer	6 th grade	Summer	7 th grade	Summer	8 th grade	Summer
History of Math and Science	*Summer Career Option	PLTW Build a Computer	Summer Career Option	PLTW Medibotics Build a Robot	Summer Career Option	PLTW Metirobotics Dual Credit Pre-engineering, CAD or Manufacturing	PUC and Summer Career Option
		Science Project		Science Project		Science Project and competition	

The middle school module includes two computerized engineering software: (a) *Project Lead the Way* (PLTW) and (b) *Medibotics*. We will use an extensive version of PLTW for high school (See Exhibit 3). This curriculum starting in the 9th grade includes PLTW subjects: *Introduction to Engineering, Aerospace Engineering, Civil Engineering, Architecture, Computer Integrated Manufacturing, Computer Science and Software Engineering, Digital Electronics, Environmental Sustainability and a capstone course in the 12th grade entitled Engineering Design and Development*. Standards will be correlated into each subject.

Following is a description and details of the PLTW and Medibotics engineering software. Our IT lead teacher will be responsible for instruction, assessment of standards and reporting back to teacher teams and Principal.

Project Lead the Way (PLTW) Software

Barrow, Markman, and Rouse, (2009) research questions and hypothesis tested for an average effect of instruction enhanced by the use of technology and attempted to understand why computer-aided instruction like PLTW and Medibotics might improve student achievement. They looked for evidence consistent with some of the common hypotheses such as instructional time, individualized instruction with the computer, attendance and academic achievement using the state standardized curriculum. They assessed the impact of computer- aided instruction using test instruments. They also took in consideration the motivation of teachers. In their final finding

report they concluded that computer-aided instruction has the potential to significantly enhance student achievement; especially in science and math.

PLTW is the leading provider of rigorous and innovative computer STEM curricular programs used by over 4,000 schools in the U.S. including Indiana. PLTW exists to prepare students for the global economy through its world-class computer based curriculum, and high-quality professional development. This is an activity oriented and hands-on project based program that engages students on multiple levels, exposes them to STEM areas of study that they typically do not pursue, and provides them with a foundation and proven path to college and career readiness. PLTW programs have been successfully implemented in public, private, independent, magnet and charter schools as well as specialized academies over the country.

PLTW teachers, at a minimum, will have a bachelor's degree and be in compliance with state teacher licensure or certification requirements. In addition, they will have successfully completed at least two semesters of college-level biology with a laboratory, and have experience in the techniques and methods of modern biology, molecular biology or physiology. The PLTW curriculum is provided at no charge to schools. Classroom equipment including computer software, kits for hands-on activities, other supplies, and required teacher training are the main costs associated with implementation. PLTW professional training includes a 2-week session held at a PLTW affiliate university. This training is designed to provide in-depth overview and hands-on, course specific training in the curriculum with a strong focus on pedagogy, professional networking and professional development. PLTW software and professional development is included in our professional development plan.

The typical PLTW computer lab consists of 25 computer modules where students can build prototypes and work with robotics and large circuit boards. The entire program is comprised of seven independent units. All PLW schools are required to offer foundation units ending with a capstone course.

Northwest Indiana schools like the Hammond Academy of Science and Technology, 21st Century Charter School, Gavit High School, and Theo Bowman have PLTW modules. However their PLTW instructional time is not all inclusive in their daily curriculums for all students. On November 27, 2012 we met with representatives of PUC and the Hammond Academy of Science and Technology and toured the newly constructed building and networked with the children in their PLTW laboratory. On December 6, 2012, we visited Lew Wallace STEM Academy and also toured their PLTW laboratory as well. Today that STEM school in the city of Gary is closed. The board attended a STEM Education Forum for K-12 teachers sponsored on February 23, 2013 at Notre Dame. We also attended a conference on April 13, 2013 at Indiana University Northwest geared towards high school students with aspirations of becoming a doctor. We toured the campus facility, received information about how to increase the chances of being accepted into Indiana University's medical school and networked with pre-med students. We will continue to visit other STEM education programs (e.g. Northeastern University Center for STEM Education, Metro West Employment Board: Lift Program, and STEAM, etc.) to build relationships with other Indiana STEM educators and policy advocates workshops and conferences to stay current and enhance our instructional design. Also, board members attended PUC Student Research Project Day on April 4, 2013. PUC's Engineering, Mathematics, Science, Liberal Arts, Social Sciences,

Education, Management, Nursing and Technology students presented their science projects.

PUC is the PLTW representative for the state of Indiana. Dr. Edward Pierson (PUC engineering professor and state representative for PLTW) and Dr. Yeow Siow (PUC Senior Engineering faculty and staff faculty) both have agreed to provide us engineering professional development to help meet our charter objectives starting Spring (2016), if approved.

Medibotics Engineering Software

In the 7th and 8th grades students will be instructed on another software entitled Medibotics used in science curriculums in the state of New Jersey. Medibotics is a software designed to expand efforts to increase the number of students from underrepresented populations entering the STEM workforce. Medibotics focuses on solutions to real-world biomedical engineering problems by developing curriculum units and modules that are aligned with national standards. This software integrates robotics into the curricula as a way to apply mathematics and science knowledge to real-life problems, to engage in the process of technology, to solve problems, and to communicate ideas. The curriculum developed for Medibotics enables the incorporation of IT, engineering, and robotics into the science and mathematics curricula of secondary school classrooms by teaching students to design and build robots to perform simulated computer-assisted surgeries. The field of robotics; particularly medical robotics is one of the medical fields that cannot find workers to meet the job demands in our country according to the Labor Statics (2015). Our children will be taught this concept starting in middle school. The Medibotics curriculum uses LEGO MINDSTORMS with ROBOLAB programming software kits to solve biomedical engineering problems. This icon-based environment enables students at lower grades to perform simple to complex programming tasks.

Purdue University Calumet Pre-Collegiate Summer Engineering Program

Our 7th and 8th grade students will enroll in Purdue Calumet Engineering Pre-collegiate Program (PUC) during the summer of each grade. All activities will be held on PUC college campus. This program started in 1999 as a result of the college's concern over the large number of minority and economically disadvantaged students in the Northwest Indiana community not completing or attempting to enroll in engineering programs. Upon charter approval, Dr. Pierson (the designer of this program and staff) and/or representative will provide these educational services for our children and train our staff.

As stated very few minorities have been enrolled as engineering students at postsecondary institutions, especially females. We want to expose our students to the field of engineering early (5th grade) so that they can be assured that learning STEM subjects is not hard. This is why it is so important that we peak the students interest early in middle school with targeted and hands-on experiences (STEM Blocked Learning Module) that will keep them interested in school. According to MMGW, if this is done early, it actually alters the way children think about themselves and what they can achieve. We will recruit teachers/mentors that have had similar educational, cultural and social experiences as our students at every possible means. At a recent Nipsco program, that introduces girls to engineering, an engineering and role model stated to female students: "And who better than girls like all of you to have all those skills and be able to be really good engineers when you grow up. We are hoping to get more folks like you at our company [Nipsco] 15-20 years from now." We believe that NiSe charter school will be recognized as a charter school where colleges and businesses can recruit STEM educated students

starting in 2016. We believe that companies and universities will seek out our students for employment and college opportunities after the first graduating class.

PUC's program activities have been developed by PUC specialists to emphasize student areas of interest. Their activities include laboratory and computer sessions, design competitions (fun activities) that introduce engineering decision-making based on cost, environment, and reliability. Scientific basics are introduced (e.g., DC electric circuits, math (simultaneous), hands-on experience (electrical circuit lab), computer applications (circuit analysis using PSpice or Electronic Workbench) and plant and company visits to showcase the work of engineers and scientists from their own area. These are firms that students see daily in our community but; have no idea of their operation and processes. Children will realize that they too can work at these firms if they stay focused on their STEM secondary and postsecondary education.

Dual Credit (College credits)

A meeting was held with Dr. Thomas G. Coley, chancellor of Ivy Tech on September 3, 2014 regarding dual credit (see Attachment 8 - letter of support) who wholeheartedly supports a STEM charter school. He believes the proposed school fits into the college's agenda based on the college's overall strategic plan. The dual credit agreement for college admission to dual credit classes will be no different from other charter school agreements (i.e. 21st Century Charter School – Gary, Indiana, etc.).

NiSe and Ivy Tech Admissions Department will be responsible for completion of college applications, new student testing, orientation, and adviser assignment. Our school will become a school vendor and tuition payment will be submitted to Ivy Tech after students are enrolled each semester. Classes will be held at Ivy Tech or the charter school. We will provide transportation. The summer of the 8th grade, students will be enrolled in either Pre-engineering, Cad Drafting Program or Manufacturing. If students take six credit hours each year, they will have the opportunity to earn an Ivy Tech Technical Certificate at high school graduation. The State of Indiana requires students to earn 40 credit hours to receive a Core 40 diploma. All our students will meet or surpass the Core 40 high school credit requirements because of dual credit hours.

NiSe's Basic Learning Environment

As suggested by the Indiana School Plan, a STEM classroom should be a non-traditional classroom that shifts students away from learning discrete bits and pieces of phenomenon and rote procedures but works toward investing and questioning the interrelated facets of the real world because when instruction does not make connections across STEM disciplines, isolated courses and coursework may prevent students from building necessary competencies and connections among the four STEM disciplines. This research also states that a STEM education intentionally makes the connections across subjects where appropriate. But, it requires a pedagogical shift in instruction that connects education to students own interests and experiences. Our overall learning environment will always be scientific, hands-on and taught in classroom laboratories. So, in addition to regular classrooms including PLTW classroom, the school will have three classroom laboratories:

SciQ Outdoor Laboratory

There will be a SciQ – Outdoor laboratory where students will experiment and learn in an outdoor Northwest Indiana classroom simulation. The SciQ Lab classroom will play an integral part in the

curriculum and the key for learning science. Learning in an outdoor simulated environment will help instruct children in data gathering, analysis, and other evidence obtained through direct observation or experiments; reflect inferences that will be broadly shared and communicated; and accompanied by an instructional model that offers a naturalistic explanation expressed in conceptual, mathematical and/or mechanical terms taught in the classroom – one that they can relate to. Northwest Indiana has an abundance of forestry and wildlife spread out in the community. Our community is nested on Lake Michigan and the National Dunes. The community is known for features like the Dunes National Park and Conservatory located on Lake Michigan. We will simulate these outdoor features that will allow students to relate and appreciate their own environment.

To illustrate this point, one demonstration in the SciQ lab will illustrate the following examples:

- How the sun appears to move each day from the eastern horizon to the western horizon
- Models to show how virtually all objects released near the surface of the earth sooner or later fall to the ground
- Animal Family charts to show how parents and their offspring are similar (e.g. lobsters produce lobsters, not cats)
- Plant models to explain how green became the predominate color of plants
- Models to show why some objects float while others sink
- Models on why fire yields heat
- Why the weather in North America generally moves from west to east
- Models of organisms that once inhabited the earth no longer do so

Student scientific and student models will be displayed in the lab as well.

Einstein Organic Garden Laboratory

This laboratory classroom will be an actual inside garden managed by our Health and Wellness instructor. This classroom will play a major role in our curriculum, especially the health & wellness class initiatives. We will maintain an outside garden as well.

According to research over a third of the U.S. population is obese and our children are inheriting bad eating habits (CNN, 2012). Research shows that in 12-years of primary school, most children do not learn about food, nutrition and health (apart from tangential references in biology) where the human digestive system and metabolism are studied. Home economics, a class previously restricted to female students, has been widely abandoned as a result of curriculum changes. Even degreed medical education spends limited time on nutrition and health. Unfortunately, the media overwhelms our children with commercials highlighting unhealthy food choices. As a result, we have a nation with high obesity among our children leading to disease. Research shows this is the first generation that will die before their parents because of poor eating habits. Today, one-third (twenty-five million) of our youth are overweight or obese. That is absolutely tragic (CNN, 2013).

A health & wellness component is part of our integrated curriculum and will be included in aspects of teaching, student experimentation and engineering software. For example, annual class projects will include student assigned tasks in our indoor/outdoor gardens where students will learn the key elements in soil that nourishes plants like nitrogen, phosphorus and potassium and

be able to write and speak on what they have learned while working in the gardens. Students will be taught how to seed, grow and collect vegetables. These vegetables will be used in our school's food plan. Also, students will investigate various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia and infectious diseases using the PLTW and Medibotics curriculum in the laboratories.

Biomedical Science Laboratory

This laboratory will be a simulation of a medical center equipped with donated hospital furniture and monitoring equipment donated by vendors. Also this classroom/laboratory will house the PLTW Biomedical Sciences (PBS) program. Students actually explore the concepts of human medicine and are introduced to topics such as physiology, genetics, microbiology and public health. Through activities like dissecting a heart, students examine the process, structures and interactions of the human body – often playing the role of biomedical professionals. They also explore the prevention, diagnosis and treatment of disease, working collaboratively to investigate and design innovative solutions to the health challenges of the 21st century such as fighting cancer with nanotechnology (PLTW, 2014). PLTW and Medibotics software have a component that demonstrates the factors that lead to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. For example, all of the aforementioned is part of PLTW Principles of the Biomedical Sciences (PBS), which students will be enrolled in the 9th and 10th grade. Middle school grades (6-8) will actually get early biomedical learning with Medibotics instruction also. These activities and projects will introduce students to human physiology, medicine, and research processes. This instructional design will only help students understand why it is so important to eat well, exercise and encourage students to pursue science post-secondary degrees.

Research documents the importance of creating a school environment that provides science directed learning early. Creating a science environment promotes student interest in STEM careers as early as middle school grades (MMGW). We believe, as do the MMGW and PCAST report that middle -school children do not think as simplistically about STEM subjects as conventional curricula assume. Young children are capable of grasping both concrete examples and abstract concepts at remarkably early ages. When students understand and realize that they can discover new things about the world and construct explanations about how the world works, discovery can become a deeply personal and [a] lifelong passion.

All labs will adhere to the National Science Teachers Association (NSTA) standards for scientific laboratories. We will also adhere to MIT's policy on laboratory safety and hazards.

Technology

As mentioned in this charter application, we will use high quality, cutting edge technology (PLTW, Medibotics, PowerSchool, etc.). All of our technology will be used as a tool to help accomplish our school STEM mission, even corrective learning. Technology will focus on the continuation of major building goals, improved student academic practices; teacher embedded technological skills, instructional relationship to instruction, and enhanced communication in order to meet the goals of the school. It is understandable that teachers and staff must first and foremost be the forerunners of technology and STEM knowledge to support our charter mission. Professional development will start and continue to accomplish this mission. All classrooms will

be equipped with computers and computer aided instructional programs.

It has been proven that children with IPADs do better academically in school. All students will be loaned an IPAD to stay connected to the school and monitored by IT staff. This effort will level the technology playing field for our children. The IPADS will play a significant role in re-teaching and tutoring. Software utilized by teachers and students will not only be aligned to standards; but ACT, SAT, and GED standards as well. In all cases, technology will be used to assess student progress in mastering skills. We will utilize online technology like Blackboard and WIMBA where students can work on their class assignments anytime of the day. Our students will have access to an instructor and a computer lab on Saturdays. IT personnel will work with the children at designated times. We will purchase academic subject licenses (i.e. IXL Mathematic Basic) and use on line free assessments like KAHN Math Academy. Parents and children will never have to worry about having computer access while enrolled. We will make sure we prepare an IDOE technology plan each year. Also students (starting in the 6th grade) will begin to be taught a simple statistical software to use to write science project findings. They will be taught early about report finding evaluations like mean, mode, median, normal curves manually and using software. By the 12th grade our students will be running statistical reports like correlations and simple Anovas and beyond using SPSS software.

As Attachment 8, provides:

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

Our foundational philosophy is taken from Howard Gardner's Multiple Intelligence Theory that states that every child can learn and John Dewey's thought that education is not preparation for life; education is life itself. We, therefore, believe that every child can learn STEM subject content that correlates with state and national standards. More importantly, we now have a document that supports our vision and designed by the state of Indiana. More importantly, every element of this literature recommendation is included in our instructional design to meet the needs of our students.

We believe, the "how we will to implement our plan" is clearly stated in this proposal. Our implementation strategy as suggested by the Indiana plan includes: *curriculum, program assessment, professional development (teacher collaboration), teacher accountability, community, and higher education* as follows:

Curriculum: According to the Indiana plan, STEM disciplines is experiential and a student must have meaningful, relevant experiences in order to understand and apply STEM concepts. These experiences must continue throughout graduation. Three years of mathematics and science are the only STEM requirements for Core 40. At NiSe math will be a basic foundation to some degree in every class. The plan goes on to state that the STEM curriculum should and will provide points of integration between multiple STEM disciplines and allow students to innovate. Our courses will provide students with opportunities to innovate and produce both individually and collaboratively, through real-world applications and projects. Our courses will provide students with engaging, hands-on, and relevant experiences that build logical and quantitative reasoning.

Our middle school grade learning will strengthen student's academic foundation. We will establish a supportive academic environments that value young people. The curriculum should cross subject boundaries and allow for mastering content by gaining experiences from projects, collaboration, group learning, and self-assessment. The curriculum should ensure that students will see their academics as part of their preparation for life.

The plan states that teachers should encourage students to question and investigate; require students to complete projects; encourage students to be creative; and teach students to work collaboratively. Student-centered approaches will benefit all students. Rather than direct students, teachers should set up and facilitate conversations and small group activities explicitly on how to talk with peers about math, science, or other subjects. Teachers should continually evaluate their instructional practices and curricular materials to ensure they are actively building these competencies in their students. Teachers should have a continued commitment to improving learning outcomes for all students.

Program Assessment: According to the plan, research shows that a STEM education has shown to improve student performance on standardized tests, including closing the gap between ethnic and socio-economic groups. As suggested, our STEM learning will be designed to focus on student engagement, knowledge acquisition, literacy analysis, synthesis and critical thinking skills that will impact the depth of student learning. We will assess our STEM program continuously. Teachers will strategically collect and analyze data to gauge students' progress toward their educational goals. According to the plan collecting and analyzing assessment data allows for informed instructional decisions and for students to have greater success in a classroom. Our assessment strategy will be a well-planned strategy for collecting information about student STEM literacy ability and using the information to focus on STEM literacy goals. Testing each student's prior knowledge will be an imperative part of the STEM pre-testing and will allow teachers to target those gaps for more effective teaching and learning. The plan will include pre-assessments for prior knowledge, formative assessment for monitoring, and summative assessments for student performance as recommended.

Professional Development (teacher collaboration): The plan states that STEM instructional models require students to be actively engaged in their learning environments. Professional development and pre-service training should be designed to train teachers to design curriculum that is integrated as well as problem based. As suggested, teachers will learn to engage in professional learning opportunities to ensure their instructional methods are aligned with STEM best practices. Our professional development will serve as a catalyst for educators' growth and learning. As recommended, it will focus on developing teachers' capabilities and knowledge to teach and integrate content and subject matter, address classroom work and the problems encountered in teacher's settings. Professional development will be an ongoing process where teachers will strengthen their content knowledge, become skilled at utilizing effective instructional strategies and curricular materials, and increase their ability to address the learning needs of the students. As recommended, professional development will focus on the following:

- Initial training (teachers learn what they actually will be teaching)
- RTI (students with/without disabilities)
- Ongoing professional development (teachers will experiment with new strategies in their classrooms, report back on their experiences, discuss, reflect, and learn from their

- colleagues – (weekly teacher institute day)
- On-site professional support (allow for regular interaction and collaboration with colleagues and school leaders – professional learning communities to learn new content, gain experience with differentiated instruction, assessment methods, etc.)
- Off-site professional support (teachers will conduct site visits and training i.e. Purdue, etc.)
- Provide multiple and sustained opportunities for continued learning over identified time frames
- Webinars, conferencing i.e. Pearson Learning, standards taught by PUC Teacher’s Preparation faculty

Professional development is meant to provide teachers with the content knowledge and pedagogical skill to afford their students a high quality education.

Teacher Accountability: RISE, teacher accountability measures, provides an excellent opportunity for a STEM education for teachers and schools. In conjunction with RISE, our teachers will be required to demonstrate student centered planning, instruction and collaboration leadership with colleagues. These requirements allow schools and teachers to allocate resources such as time, professional development, and professional learning communities, and teacher collaboration to the STEM initiatives and teacher accountability. RISE has competencies for communicating content knowledge, engaging students in content to promote mastery, and develop higher levels of understanding through rigorous instruction and work. Teachers will be provided the tools and resources to become highly effective educators as defined by the RISE evaluation.

Community College/University: According to this plan, higher education plays a particularly important role in preparing students for careers in STEM. Colleges and universities can provide mentoring to students in STEM fields. We will work with local universities and colleges in implementing our plan and align their visions with ours (where possible) to educate Northwest Indiana and the nations’ workforce of the future. As we have stated in this application, the plan states also that research show that minority students are underrepresented in STEM fields. STEM curriculum will encourage and prepare more minority students to enter STEM fields. As recommended, we will promote advanced STEM courses (Dual Credit courses) which allow students who qualify for the opportunity to obtain college credit while in high school.

Business/Industry: The Indiana Plan states that schools should work with local businesses to create a relationship, benefiting both parties. Business and industry will be able to provide a great deal of support for promoting STEM education within our community using business and industry as a resource is essential to our STEM work. These partnerships will be a means of providing mentoring, internships, in-kind and financial sources that will be leveraged to support our school.

3. **As Attachment 8, provide a core curriculum scope and sequence by subject, for each grade level proposed, that demonstrated clear alignment with the Indiana Academic Standards. The scope and sequence...Note: Limit attachments to thirty (30) pages.**
4. **For Blended Learning Operators Only. Not applicable**

Pupil Performance Standard:

1. **Provide in Attachment 9, the school’s exit standards for graduating students for each division of the school as applicable (elementary, middle and/or high school). Exist standards should clearly set forth what students in the last grade in each division will know and be able to do. NOTE: Limit attachment to fifteen (15 pages)**

Formative assessments aligned to curriculum are critical for a school’s success. We will use Acuity, the diagnostic assessments aligned with the Standards/indicators and Learning Targets on the state curriculum maps to provide student data for teachers. Student progression toward mastery of standards will be assessed and evaluated with tools (e.g. ISTEP, ECA).

We realize that K-12 schools in Indiana, including charter schools are assessed according to Indiana’s A- F Accountability Model under Public Law 221.

Table 11: Description of Pupil Performance

<i>Goals</i>	<i>Objectives</i>
By the Spring 2017, > 70% of students in all grades will meet or exceed the Mathematics state standards Goal: Percentages increase by 5% for next four years	Instruction time will be dedicated to modeling, coaching, guiding, and explaining the process needed to solve multi-step mathematics problems. Practice and journaling will be incorporated at each grade level.
By the Spring of 2017, > 70% of students in all grades will meet or exceed the Reading state standards Goal: Percentages increase by 5% for next four years	Instructional time will be dedicated to modeling, coaching, guiding and explaining teaching strategies in reading instruction in vocabulary and comprehension development focusing on open-ended, text supported responses, text-based short answer responses and constructed responses. Practice and journaling will be incorporated at each grade level. Students will read a state of Indiana required book annually for each grade.
By the Spring 2017, > 70% of students in all grades will meet or exceed the Writing state standards Goal: Percentages increase by 5% for next four years	Teachers will provide instruction and feedback daily in writing that includes skills lessons, coaching, modeling, writing, editing, conferencing, and publishing.
By the Spring 2017, > 70% of students in all grades will meet or exceed the Science standards measured by ISTEP+. Goal: Percentages increase by 5% for next four years	Teachers will provide instruction daily in science that includes coaching, guiding, modeling and skills lessons.
By the Spring 2017, > 70% of students in all grades will meet or exceed the STEM state standards set by the school as depicted in student’s projects. Goal: Percentages increase by 5% for next four years	Teachers will provide instruction daily in lessons. Principal will be responsible for design and implementation of these standards and monitor progress

All student assessments will measure student attainment of all school standards. The results from these assessments will indicate whether students are on track for college and career readiness on a progression basis. Even more significant, these assessments will give leadership guides for building instruction; particularly in areas where assessments shows student weaknesses.

Additional Academic Standards beyond the Indiana Academic Standards

PLTW, Medibotics and MIT (integrated and software instructional designs) will be correlated with state standards. PLTW has already included standards for the state of Indiana. Medibotics is issued by the state of New Jersey and MIT is issued by the state of Massachusetts. Pearson Company will be instructed to work with both vendors for assurance of the Indiana standard practices. As stated, science, math, reading and writing standards have basically the same themes for every state. Engineering and technology standards are new but some states have already begun the process of integration into their curriculums like Massachusetts and New Jersey. According to research, MIT has the most success with this academic process. We will continue to monitor their best practices.

2. Explain the school's Policies and Standards for Promoting Students from one grade to the next. How and when will promotion and graduation criteria be communicated to parents and students?

The Board recognizes that the personal, social, physical and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their individual needs at various stages of their development and growth. It will be the policy of the school that each student be moved forward in a continuous pattern of achievement and growth that is in harmony with the child's own development. Therefore, a student will be promoted to the next grade level when they have completed the course requirements at the present grade assigned (See Attachment 9). They must also demonstrate a degree of academic, social, emotional, and physical maturation necessary for a successful learning experience at the next grade level. No student who has completed a grade successfully shall be retained or allowed to repeat a grade in order to improve his/her ability or lengthen his/her eligibility to participate in extra-curricular athletic programs. The school leadership will discourage skipping of grades.

NiSe will have parent and student conferences four times each year (twice during the fall term and twice during the spring term). Teachers will meet with students and parents during these periods to discuss a student's academic progression, their needs, and individual plans to be used for any needed academic improvement. Additional parent/teacher conferences may be scheduled as needed. Parents will also receive progress reports monthly. Also, teachers, parents, and students will be able to consistently monitor students' progress through the school's website to make necessary adjustments to avoid students' failing. Students' progression will always be monitored and students will always know what is expected of them.

High School Graduation requirements (High Schools Only)

- 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.**

High schools approved by ICSB are expected to meet Indiana Graduation Requirements (described in IC §20-32-4). Our students will surpass the number of credits to graduate because of dual college credit as well as summer initiatives. In order for students to graduate from NiSe he/she must meet the following graduation requirements for the State of Indiana (See Exhibit 4).

According to IDOE, students will earn a Core 40 diploma by earning grades in the following requirements:

Grade point averages

GPA's will be calculated using a 4–point grading scale. Each letter grade is assigned a value below. The grade point average is figured by adding the value of each grade to arrive at a sum total. The next step is dividing the total by the number of courses for the grading period.

For example:

Math	B+	=	3.35
English	B-	=	2.70
History	A-	=	3.72
Health	C+	=	2.34
Science	B	=	3.00
PE	A	=	4.00
Art	B	=	3.00

7 courses 22.11 22.11 divided by 7 = 3.16 cumulative grade point average (GPA)

Students are expected to pass classes with a 69% or higher.

Transcripts

Transcripts will include but are not limited to grades from each semester, GPA, attendance, SAT, ACT, AP and all state assessment scores.

In addition students will be required to take AP course(s), SAT and ACT assessments prior to graduation.

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

Assessment will be the most important tool in making sure students are successful. Students will be required to pass assessments throughout their school tenure which include End of Course Assessment in English 10, Algebra 1 and Biology according to testing Indiana assessment timeline. Also our students' first introduction to our STEM concept will be driven by the ideology that all students "must" receive a college degree. That is why it is so important for us to make sure that students receive dual college credits that accumulate to the 33 credit hours needed for a 2 year degree at Ivy Tech upon high school graduation. This will only add to the low college attendance and graduation rates in our area. All of our students will take the ACT and SAT pre-assessment early in the 8th grade and student weaknesses will be incorporated in the records for personal academic assistance and monitoring which can be daily, after school and on Saturday (s). Also, our students will have the option of taking a class entitled Quantitative Reasoning which help students pass the Accuplacer assessment which is used by many of the post-secondary institutions.

Our instruction design requires students to pass Quantitative Reasoning in high school. If students pass Quantitative Reasoning they will be able to pass the newly implemented Math 080 which we call the “flunk out course” that causes a significant number of students to be denied admissions to Ivy Tech, even though it is an open admissions college. Our students will receive college admissions, financial aid/scholarship counseling to make sure that students are prepared for post-secondary education; especially for community colleges and not have to worry about this educational barrier that students face today in our community. Post-secondary guidance and academic assistance will be part of our student counseling throughout student’s academic life at the school. No student weakness will go unaddressed and undocumented.

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.

With all the student tracking and monitoring systems in place and lead teacher evaluations of this data, our promotion policy is intended to promote preparedness for each child to progress through the grade levels successfully. Children who are not prepared to exit a grade level are not permitted to continue to the next grade until they have attained adequate achievement in their present grade level. The promotion policy is designed to promote quality learning for each child. With these early monitoring systems in place, principal and lead teachers will be held responsible for making sure no student issue goes unaddressed that may cause them to drop out of school. No child will be promoted to the next grade unless they meet the Indiana state requirements.

Students drop out of school for various reasons such as low achievers, low self-esteem, social economic levels or disciplinary problems. Student at risk for dropping out display certain identifiable characteristics (poor attendance, class not interesting, parents not involved, come from low income families, etc.). Our school will identify the students who most likely to drop out and intervene with effective intervention programs. We will use the What Works Clearing House at the Institute for Educational Sciences (IES) which evaluates educational interventions.

School Calendar and Schedule

1. Provide, in Attachment 10, the school’s proposed calendar for the first year of operation, as well as the weekly schedule of classes. Provide an overview of academic and non-academic programs, as well as the total number of instructional days in an academic year...in the day of core subjects such as language arts, mathematics, science and social studies

Attachment 10 explains the annual academic year and the structure of the school day, core subjects, and length of days. The average school year for most public schools is 190 days. Research shows that countries that have a longer school year that includes Saturdays and summers have better performance results. Our school calendar year will be more than 190 days. Our current plan involves 204 days, 14 days longer than the normal public school academic year.

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

In a community and school environment that the foundation, board and applicant members are all too familiar, a safe, inviting, protected school culture is crucial. Also, we are convinced that

teachers from outside of our community such as Teach for America is not the best option to take for this community according to data. Research shows that these teachers are in transition and frequently move from one district to another seeking employment. We believe, students must be able to see the same teacher on a daily basis to establish trust and a communication pipeline with their teacher/mentors. That is why we chose to allow part-time retired teachers to mentor and guide both faculty and staff because they have a wealth of knowledge that they can share not only with the teachers but students and leadership as well. The culture will be scientific and professional at all times. We cannot lose sight of the fact that we will be the first STEM charter school in Northwest Indiana. The community will be watching and monitoring every component of the school, if possible. Establishing and maintaining a high quality charter school that meets ICSB standards is foremost on our minds.

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

Our goal is to prepare students to become responsible scientific learners and of course citizens, by learning how to conduct themselves at all times and in accordance with established school policy. All parents and students will receive a Student Handbook, orientation and parent contract where parents will be committed to volunteering at the school. We expect our students to: abide by all school policies; procedures and rules; respect the civil rights of others; act respectfully to adults and their peers; be on time for school and be attentive in class. We expect students to work well with others when working in class on projects regardless of the other school partner's ability to perform, race, religion, sexual orientation, gender and/or ethnic background. We expect students to complete all tasks on time and most importantly take pride in the school and the school environment. The best and most appropriate way for school leadership to accomplish this is to be a model of excellence and professionalism. Students will become self-directed, develop lifelong learning skills, display respect for others and accept responsibilities for their choices, and most importantly be challenged to become high-level scientific thinkers.

Excellent student behavior starts the day students walk into the school and continues throughout the school year. We will always work in a preventive mode and never in a punishment mode to make sure that teachers teach and students learn. We will immediately address any behavior that is not acceptable in the school environment through a peer mediation program. We will focus on discipline. However, our focus will be on appropriate behavior and etiquette. We will have a cooperative school environment for students, teachers, parents, and the community. The plan is the same for students enrolling at mid-term. All these students will receive the same admissions packet as the other students. The school's climate will provide a safe, supportive and nurturing environment. Our school culture will cultivate an atmosphere of continuous improvement. We will regularly celebrate the efforts and achievements of students, staff and parents. We will make all efforts to integrate new students and staff to feel welcome and become a part of the mission, vision, and goals of the school. The primary instructional strategy to be used is a team approach. Lead teachers will be completely responsible for the success of their discipline and other assigned disciplines and tasks. All staff will be versed in the school's strategic goals, plans, and missions as well as be held accountable for implementing and monitoring the success and the recommended corrective actions of the curriculum. Therefore, the first task under professional development is the reading of the approved charter school application by faculty and staff and creating our first standard of operations manual so that our school goals will not only be stated and re-stated but

documented and agreed upon by all faculty and staff. We believe, meetings and team collaboration is the key process for the success of this school. School members will always know the concerns, process and goals for the school in order to get and keep their “buy in” of the school’s mission and vision. Leadership will always have an “open door” policy, staff meetings and continuous professional development to allow the staff to share concerns and for leadership to address those concerns. Parents and guardians will be encouraged from day one to be part of their children’s educational journey at the school. Parent participation and involvement in the daily business of educating children will be an essential part of life at NiSe. We will make sure that the school is a professional and family friendly environment. The very active Parent Advisory Board will be recognized and honored at award functions. The Parent Advisory Board will support school programs and sponsors events in and outside of the school. To name a few:

- Fun Fridays
- Parent Wednesdays on Campus
- Open House
- Orientation
- Fundraising

Parents will be involved in Title 1 initiatives where the school will offer parenting classes, incentives such as reimbursement for mileage when traveling with and for the school under the guidelines of the school finance rules. As noted in the curriculum under Health & Wellness, families will be invited to Family Night where staff, students and parents will dine together and receive presentations on family and health related issues. As stated earlier under enrollment, parents have to sign a contract stating that they will volunteer for two school activities per year.

3. Summarize, for illustrative purposes, a typical School Day - Student Perspective

I am an 8th grade school student at NiSe Charter School. Every year, I have made it a habit of walking down the halls of the school memorizing the Greek names on the classroom doors and science and mathematical formulas displayed on the school walls. Each year, the school changes the names and formulas around. I think this is done just to test us. I finally arrived for Ms. Sellars’ class, my science teacher.

Ms. Sellars introduced the concept of a weather station to our class. After a discussion of our experiences and ideas about the weather, I realized that most of what I knew came from watching television. Ms. Sellars asked the class what kinds of information would be important to collect about the weather and how they might go about collecting it. We identified the need to record whether the day was sunny or cloudy, the presence of precipitation, and the temperature because these are all the things we as children had heard from the TV weather people. Ms. Sellars asked hard questions that made us think like, what kinds of clouds are evident. How much precipitation accumulated? How does the temperature change day to day and over the course of a given day? What is the wind speed and direction? One student said that she heard there was a high-pressure front moving in. Then she asked “What is a front,” and is it important? At the end of the discussion, someone mentioned humidity and recalled the muggy heat wave of the summer. We spent time discussing and planning how we were going to measure the weather conditions, what tools we would need and how we would collect and analyze the data. We worked in groups, and each group focused on one aspect of the weather. We worked in the SciQ Lab (one of three NiSe labs) where weather models were on display and experiments were conducted. We were asked to create a weather station and present the station at the community science fair. Students wore

their lab jackets in the lab. Wearing my jacket makes me feel like a scientist. Sometimes we address each other as doctors!

Several weeks later, the weather station that we had created was in operation. We recorded data twice a day. We made an anemometer and a wind vane and used them to observe wind direction speed. There was a windmill outside of the SciQ classroom on display donated by an organization. Even before our lesson, we all were curious about the windmill outside the building. Now, we understand the reason for windmills and some of us are planning on building another windmill for our next school project. I am very excited because this is the last week of school and this summer all 7th and 8th graders will participate in Purdue University Calumet's Summer Engineering Program. I remember attending the program last summer. It was exciting and I learned so much about becoming an engineer. I want to be a forensic engineer or robotic engineer. Some students say, this year, we might even compete in the next Science Fair in Indianapolis in 2016 or compete in the 2017 Calumet Regional Science Fair held at Indiana University (Northwest). Who knows, Ms. Sellars might include us in the M.A.T.H. Bowl because we learned some math techniques with this project that helped us understand our algebra assignment given to us by our math teacher. My dream is to participate in the White House Science Fair in Washington, D.C. in 2017.

After one month, it was time for each group to analyze the data and write the first report for the class weather book. I used my IPAD loaned to me by the school that made research available when I needed it at home. We all discussed our ideas and several questions were raised for further study: Is the temperature getting lower? What is the relationship between the direction of the wind and the weather the following day? What happens when the air pressure goes down or up? Was it colder when it was cloudy? One group created a bar graph that showed the total number of sunny, cloudy and rainy days. Groups created different weather projects and wrote their findings using a statistical software we begin to learn in 5th grade.

With this project we learned how to ask questions, create tools to gather data, collect, and organize data. We learned how to describe daily weather changes in terms of temperature, wind speed, direction, precipitation, and humidity. Now, I know what the weather-man is talking about when he explains the weather. A local meteorologist was surprised that we knew about components of the weather when he visited our class. We also read a class assignment on the weather in my English class and had to write an essay that I will tweak for my Language Arts class. I really appreciate my English teacher allowing us to prepare papers using science topics because it helps me to understand.

4. Summarize, for illustrative purposes, a Typical School Day – Teacher Perspective

My name is Mr. David and I teach 8th grade science. For this lesson, my 8th grade earth science students investigated the interconnections between Earth systems by studying river basins and the geologic materials through which they flow. I began this activity by asking the students "How do rivers affect their surroundings?" I instructed them to write down their thoughts with what they knew about geology and plant life of the nearby retention pond located in back of the school. The class discussed their thoughts.

The following day, the class visited the Indiana Dunes Environmental Center in Chesterton,

Indiana to gather geologic and ecological data. An Indiana Dunes ranger helped the students identify areas along Lake Michigan where erosion and deposition occurs. My goal was to get students interested in a community problem like the trees that are causing flooding in the Little Calumet River in the town of Merrillville.

The students used a recording system to identify and record mathematical measurements so that they could later compare and examine. Students recorded this data and returned to school. I asked the students to use their observations and data to draw the river and indicate where material was collected. Students prepared a manual drawing and later as a group drew on the computer using a Computer-aided design (CAD) software program. They used websites, maps and other resources to collect additional information about the river. Students used their school IPADs. Across from the school is a nature path where students walked and observed the landscape and the river bank. We actually compared both areas - the Dunes and our community. Our SciQ Lab has a simulation of the actual Dunes site that we toured which helped me explain the assignment and for the students to get a clear understanding of what I was teaching.

Students were then paired and assigned another river in the area to investigate. Students as a group collected data. As a class, the students discussed the similarities and differences between Lake Michigan and their assigned rivers. As a result of this experience, students learned how to make ground-based observations according to standards and STEM curriculum and to accurately collect and analyze data. Students were able to read, interpret, and analyze images; describe how rivers create landscapes; and explain how surface processes impact human decisions (MIT, 2006).

This lesson centered on geographic locations in the children's own living environment. This certainly helped reinforce learning. Our team of teachers made sure we were following the agreed upon infused science curriculum so that we plan our lesson plans accordingly within the school's STEM mission and goal guidelines. I will report my lesson plan, objectives and student achievement at weekly meetings with the lead teacher, Mrs. Clark.

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?**

Our uniquely planned enriched and supportive summer school program will combine a top-rated curriculum with technology, talented teachers, the flexibility to learn at home, and direct family involvement to ensure each student realizes his/her full potential.

Academic summer school will reinforce specific curriculum objectives in subjects. The tentative dates for summer school is during the months of June-July (no classes on Fridays). The student can take no other vacation since missed assignments cannot be made up. Tentative schedule for summer school will be Monday-Thursday from 7:30am – 11:55 am. Requirements for summer school classes: number of students, dates, and times will adhere to the guidelines of IDOE Summer School Programs. Instruction that allows students with disabilities to participate in general education programs will be included. We will use individualized tutoring practices and

small group sessions to re-teach subjects and academic areas where students fail short of passing these areas. We will use diagnostic assessments to monitor student progression. The intent is that all summer school students will be prepared for the next academic school year.

Also there will be a 4-week intensive program offered students that include STEM initiatives and STEM internships for students that do not need summer school support.

Table 12: Summer Curriculum for 5-8 Grade and Summer Youth College for 9-12 grades

Summer-curriculum career services (5-8)	Summer Youth College (9-12)
History of Science and Mathematics II & second science project – 5 th grade	Junior Pre-Med (Internship) Program (9-grade): students s and shadow local doctors in offices and hospitals, MCAT tips and pre-med assessment basics throughout the summer.
Computer teardown, test, build and install computer operating system II – 6 th grade	Junior Pharmacy School (11 & 12 grades): students learn pharmacy basics and shadow local pharmacy technicians
Build a robot II – 7 th Grade	Junior Teacher’s Preparation Program (11-12): students learn pre-Praxis tips, shadow teachers at local schools
First Foreign Language & International Bridge students Program 8 th grade	Junior Veterinarian program (12 th grade): learn and shadow local veterinarian at animal hospitals
PUC Summer Pre-Engineering Program 7 th – 8 th grades	
NWI Habitat one day community service 8 th – 12 th grades	

Summer school will be funded by grant funds and in-kind donations. Lead teachers will be responsible for the coordination of summer school with approved compensation by the Principal and board.

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

Student engagement is the number one factor in keeping children enrolled in both secondary and postsecondary schools. We believe student engagement, behavior modification through special program that rewards students for their success and progression is the key in student developments. We plan to structure this ideology in several ways:

End of the year - Annual Student Research Day Celebration

A Student Research Day will be held at the end of each year to showcase student projects. Students will make presentations to the community, parents and receive some type of monetary reward funded by STEM grants. A committee of teachers and staff will decide the award. This event seeks to promote, inspire and display opportunities by which students learn through

engagement and experiential learning required by all students. Each project will include a written summary and oral poster presentation.

Extra- and Co-curricular Activities/Programming

All students will be encouraged to support and participate in extra-curricular activities. The organization of clubs will be vital for student life success. Research shows that students are more successful if they are engaged with the school. At the beginning of the year, students will be asked to become members in at least one club. However; clubs will be developed based on student feedback and interest. Each club sponsor will announce the date and time of the club meetings and the requirements for joining. In addition, all children (except where determined) will participate in a gym class or be active in a sport or other humanity class. NiSe will provide a variety of competitive sports for both boys and girls at all grade levels. Prior to participation in practices or competition, student-athletics must have a completed physical form and required cumulative grade point average. Students must abide by all school policies, rules, and regulations while in attendance at school functions or school sponsored activities, on or off school or Charter School's Guidance for Special Education (See Exhibit 5). The goal of the special education team is to implement this guideline into practice for students with disabilities. The school will provide student health services comprised of a nurse and counselor whose primary responsibility will be to assess and monitor each student's physical, mental, emotional health, and social development.

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

Research shows the significant role of Social and Emotional Learning (SEL) in promoting the healthy development and academic achievement of all students by reducing problem behaviors and emotional distress. Research shows that SEL programming significantly raises test scores and lowers levels of emotional distress, disruptive behavior, and alcohol or drug use. SEL addresses an effective approach for addressing core elements of safe learning environments, violence and substance abuse prevention, behavioral, social, and emotional supports and mental health services. Therefore, NiSe will develop an evidenced based curriculum program and school wide structure that address the academic, social, emotional needs of all our students. NiSe's leadership and staff will play a pivotal role in providing students with the opportunity to gain greater social and emotional awareness and to practice interpersonal skills as they learn and grow. SEL can help students develop the understanding, strategies and skills that support a positive sense of self, promote respectful relationships and build student capacity to recognize and manage their own emotions and make responsible decisions. We will use a SEL curriculum such as RULER which consist of five pillars; Purpose, Teach, Joy, Grit and Power. Additionally, we will take advantage of a program such as School Connect, a multimedia curriculum designed to improve high school students' social, emotional, and academic skills and strengths, relationships between students and teachers. School Connect focus on the following modules: Creating a Supportive Learning Community, Developing Self-Awareness, Self-Management, Building Relationships and Resolving Relationships. We will also partner with local mental health facilities professionals, fraternities and sororities, Boys and Girls Clubs, religious organizations and other mentorships for further support for students and families.

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

Data conducted by DOE clearly show that many high-poverty schools receive less than their fair share of state and local funding, leaving students in high-poverty schools with fewer resources than schools attended by their wealthier peers. Students who live in poverty have not been exposed to broadening experiences such as traveling, trips to museums, mass media or eating at restaurants. In order to address these concerns, we will implement a student development plan for cognitive and non-cognitive initiatives that will include the following:

- Summer School (5-12 grades with internships (pre-med, pre-pharmacy, teacher's preparation program, Boeing Airlines
- Science projects correlated with Chicago's Museum of Science and Industry
- Computer building and repair
- Building robots
- Foreign Language and International Bridge students Program
- Volunteer for Habitat for Community experience
- PUC Middle School Summer Engineering Program

Because of our collective experiences and understanding of working with the students we plan to serve, we will make our school a meaningful haven for students by providing access to computers, magazines, newspapers and books (printed materials), arrange a bank of supplies for students access and will not require students to pay for costly activities of any kind.

Special Populations and "At-Risk" Students

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

Identification Plan

Ball State University offers charter school guidance for special education (See Exhibit 5). The goal of the special education team is to implement these guidelines into practice for students with disabilities. The school will provide student health services comprised of a nurse and counselor whose primary responsibilities will be to assess and monitor the students' physical, mental, emotional health and social development. We will develop a STEM curriculum that will provide all students' opportunities to learn, develop, and acquire skills that will provide success in life. As stated, our curriculum will provide students with opportunities to innovate and produce, both individually and collaboratively through real-world applications and projects where students with special needs will be provided the same opportunities of access to address their individual needs. Our curriculum design will include a Blocked STEM Learning Module that includes hands-on, individualized and direct training just for these students. Our special education team will seek to ensure that students with disabilities (IEP/504/Language barriers) receive the necessary support and individual interventions for progress and achievement in the least restricted environment. We will have an inclusion model of "push-in" or "pull-out" in addition to self-contained where appropriate to accommodate the special needs of all students. We will accommodate homebound or hospitalized programs for students unable to attend school because of special health problems, temporary illnesses or injuries that preclude their attendance at school. Note: NiSe will contract

with a School Psychologist to provide psychological services. A draft copy of contractor's Independent Contract Agreement (See Exhibit 6).

1. 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.

NiSe's initial enrollment documentation will include a request for release of records to obtain prior school records, IEP OR 504 plan documentation. Once all document has been received the Principal and special education team will meet with the parents/guardians and the student (intake process) to discuss IEP/504 details which consist of goals and objectives, LRE, student's disability, educational concerns and the schools' and student' expectations. Response to Intervention (RTI) framework (a general education initiative) will be implemented for students with disabilities, specifically. NiSe will use Brigance Diagnostic Inventory as the framework to provide additional assistance to students with disabilities. Brigance is a comprehensive assessment tool that combines assessment and interventions to help students achieve success. It also measures academic achievements and tracks student progress. While students complete work provided by Brigance, the students' academic levels and needs are embedded. This is important because it allows the teacher to know immediately the specific needs of each student. Additionally these embedded testing scores prevent the school from administering, yet another test to students. The special education staff will share their expertise, strategies, experience, laws, and address any concerns of the general education staff during our weekly staff meetings. NiSe will incorporate ongoing professional development and training to share their learning and then act on what they learn. The goal is to enhance effectiveness as professionals so that students benefit. It is our goal to serve every disabled, school-aged child in accordance to federal and state laws.

Educational Plan

Our leadership team will strive to ensure that all teachers and staff are prepared to implement a STEM based curriculum with research-based practices while recognizing the inherent strengths of students, their families and communities with regard to individual differences in language, culture and ability. We will make the following services available to all students with disabilities through age 21 residing in our school:

- A free, appropriate public education
- A fair, accurate, and unbiased evaluation to assist in deciding exceptional STEM and related services
- An Individualized Educational Program (IEP) based upon each student's individual capabilities and needs
- An education in the most typical setting in which each student can make educational progress (push in/pull out)
- A range of options from the least restrictive to the most restrictive
- The same array of academic, non-academic, physical education, and extracurricular activity services that is available to students without disabilities
- Appropriate accommodations (timing, format, setting, scheduling, assistive technology, presentation, etc.

All staff will receive ongoing professional development and pre-service training to ensure their instructional methods are aligned with best practices, follow federal and state laws, and increase their ability to address the learning needs of students with disabilities

Policy Regarding Special Education

1. Explain how the school will meet the needs of English Language Learner (Meeting the Needs of English Language Learner (ELL) Students

At the time of enrollment students will be required to take a home Language Survey to identify students in need of English language development services. Survey questions such as:

- What is the native language of the student?
- What language does the student speak most often?
- What language does the student speak at home?

If students test scores as limited English proficient on the placement test (administered by a certified EL teacher, the student is considered Limited English Proficient (LEP). NiSe will provide English language development that will be annually assessed. An Individual Learning Plan (ILP) will be created for any student that has been identified as LEP. The ILP will document accommodations or strategies that the student will be able to use both in the classroom and with state assessments. NiSe will develop appropriate evaluation standards, including program exit criteria for measuring student progress. NiSe will also assess the success of the program and modify where needed.

1. Identifying and Meeting the Learning Needs of Student Performing Below Average

NiSe will use best practice/research-based prevention and intervention program designed to meet the social, emotional and behavioral needs of students – Response to Intervention (RTI) – Exhibit 7. We will use the last standardized test scores/entry level scores for placement in our school wide RTI program. Tier 1 are preventive and proactive practices and supports will be designed to all students in the STEM general curriculum. Tier 2 & 3 will be supplemental services and interventions that are provided in addition to school-wide prevention programs. We will continuously monitor and assess the RTI program and modify where needed.

Identifying and Meeting the Needs of Intellectually Gifted Students

Schools spend so much time on lower achieving children. The school's intent is to spend equal amount of time on high achieving students only because the low achieving students, especially at the lower grades will be motivated to achieve in order to participate in the following activities:

M.A.T.H. Bowl Statewide Competition

Grades 5 and 6 will compete in an annual mathematics competition. The M.A.T.H. Competition is a team concept with no individual winners. Each round of competition consists of math problems while competing against team members from other schools. Grade level math teachers will refer participating students.

Robotics Team

Students that demonstrate robotic skills beginning in the 7th grade and have at least a 2.0 GPA will be encouraged to join the Robotics Team to compete with other community Robotic teams

nationally and state-wide. For the target area we plan to serve, Gary and East Chicago does not have a Robotic team.

SciQ Freshman Academy

All 8th graders transitioning to the 9th grade with a 3.5 GPA will be accepted in the SciQ Freshman Academy where funds will be available for a STEM summer academy and other learning opportunities like STEM and college STEM field trips.

Gifted and Talented Girls STEM Club and Boys STEM Club

All students that excel in PLTW and Medibotics subjects will be able to join the gifted and talented STEM Club and compete in international and national STEM fairs representing the school and community locally, state and nationally.

Honor Classes

NiSe will have an honors program. However, whenever a student achieves a grade of “C” or below on a 4-week progress report and/or semester report card in an honors course, he/she will be given the opportunity to improve their grades. The team of lead teachers will be responsible for identifying, monitoring, and providing re-teaching to enhance student abilities and keep their spirits lifted that they are an honor student. NiSe will recognize two honor roll periods at the end of each grading period and each semester. The Distinguished Honor Roll will recognize those students who receive no letter grade lower than an A- on their report cards. The A/B Honor Roll acknowledges those individuals who have received no letter grade below a B- on their semester report card.

National Junior Honor Society

NiSe will be a member of the National Junior Honor Society. To be eligible for membership, a student must first have a grade point average of at least a 3.70. In addition to meeting the academic requirement of scholarships, a student must demonstrate excellence in leadership, citizenship, service, and character. This will be determined by staff recommendations and satisfactory completion of a student application upon being nominated. Induction will take place in the spring of every year. Once a student has become a member, he or she must maintain the standards of organization. Thus, upon induction, if the grade point average of the student falls below the requirement he or she will be put on probation for 9 weeks. At the end of that time, the grade point average will be reviewed. Failure to maintain the grade point average or any other standard of leadership, citizenship, service or character will result in a forfeiture of membership to this society. These activities will involve the parents.

Student Recruitment and Enrollment

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

In adherence to IC 20-24-1 Sec. 1, a charter school must be open to any student who resides in Indiana. It is the stated policy of the school to admit all students using fair practices without regard to race, religion, origin or gender. This non-discrimination policy applies to: students' access to courses and programs to physical education and athletics; to counseling and guidance; vocational education programs; financial assistance; extracurricular activities; and other matters related to students. It is the responsibility of the school to see that this non-discrimination policy for students is followed. Recruitment efforts will include Northwest Indiana programs like: 21st Century Scholars, TRIO, social service agencies (e.g. Urban League of Northwest Indiana, Youth Homeless Shelters like Sojourner Truth House) and other key agencies. The student application period for all students will be 6-weeks to ensure adequate time. Direct mail announcements targeted to families in the areas with school aged children will be implemented: radio commercials, cable TV spots, newspaper stories and paid ads and letters and flyers to local community organizations.

The marketing process will begin approximately one month after formal notification that the charter school proposal contract has been signed between the foundation and ICSB. Applications will be sent to interested parties by mail or may be accessed through the school's website. All requests for applications will also include a copy of school's policies and regulations. All students with cognitive and behavior needs will receive educational services from the Special Education teacher (e.g. push ins/pull out) on the school premise. However, specialized services will be provided by the Contracted Psychologist. Indiana Special Education Grants will be used to financially support the needs of the students (materials, and staff professional development) and part-time staff.

2. Provide, as Attachment 11, the school's Enrollment Policy.

Application notices will be placed on the school website, cable stations, local newspapers, and posted throughout the Northwest Indiana community. All applications must be postmarked by the last day of the 6-week enrollment period. All applicants will be enrolled in grades where the number of students does not exceed 25 students per class room. We will adhere to the McKinney Vento Act (2002) authorized educational rights and protections for children and youth experiencing homelessness. This act provides guidelines for services that are available to homeless children. To be eligible for admission, parents or guardians must complete the application process at the time of acceptance. As a condition of acceptance and continued attendance, students and parents will be encouraged to abide by the standards and policies set by the school. As long as a student is enrolled, he/she represents the school both on and off campus and will be held to school standards. As stated earlier, there are no enrollment restriction priorities for which the school is based. We propose to serve 400 students who live in the target area. If the school is undersubscribed, children will be accepted into admission. If the school is oversubscribed in any year, they will be entered in a lottery and all lottery policies will apply. Once all available slots are filled, applicants will be placed on a waitlist. Students will be admitted from the waitlist in the order that the applications were received as places become available in each grade.

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**

Discipline Code

No student will be expelled or counseled out. However, we expect all students to conduct themselves in a socially responsible manner at all times. Disciplinary measures will be used to maintain a safe and orderly school environment that promotes our philosophy of providing a college preparatory STEM education for all students. Our discipline policy applies to all the actions of students during school hours, before and after school, while on school property, at all sponsored events, and when the actions affect the mission of the school. Students may also be subject to discipline for serious acts of misconduct, which occur either off- campus or during non-school hours when the misconduct disrupts the orderly education process. Each discipline case will carry its own merit and will be adjudicated according to the facts. Leadership shall consider all mitigating circumstances prior to disciplinary action. Mitigating circumstances shall include, but are not limited to, the following: Age, health, maturity, academic placement, prior conduct, attitude of a student, willingness to make restitution, seriousness of offense and willingness to enroll in a student assistance program

- 2. Provide as Attachment 12 the school’s discipline policy.** Also, please review NiSe’s Student Handbook in Exhibit 8.

Parent and Community Involvement

- 1. What other school options exist in the targeted location for your proposed school? In list or table format, please describe all other schools – traditional public, charter and/or private – in the immediate vicinity with the same or similar grade level configuration.**

The proposed Charter school will be located in the town of Merrillville. However, we list two areas based on school inquiries by students, families and proximity: the town of Merrillville and city of Gary. Note there is no middle school in the town of Merrillville.

Table 13: Schools in Targeted Location

<i>Schools in the targeted location – town of Merrillville</i>	<i>Grades</i>	<i>Type of School</i>	<i>Ranking (last date info could be retrieved – 2014)</i>
Merrillville High School	9-12	Public	A
Clifford	5-6		C
Merrillville Intermediate	5-6	Public	B
Fieler	K-4	Public	D
Iddings	K-4	Public	D
Salk	K-4	Public	A
John Woods	K-4		A
Edgar		Public	A
Homer	K-4	Public	D
Miller	K-4	Public	

Table 14: Gary Community School District

<i>Schools in the targeted location – city of Gary</i>	<i>Grades</i>	<i>Type of School</i>	<i>Ranking (last date info could be retrieved – 2014)</i>
Aspire	K-8	Charter	D
Gary Lighthouse	K-12	Charter	D
Dunes	K-12	Charter	F
Thea Bowman	K-12	Charter	D
21st Century	K-12	Charter	D
Gary Middle School	9-12	Charter	C
Bailly	K-6	Public	B
Beveridge	K-6	Public	F
Watson	K-6	Public	C
Glen Park Academy	K-6	Public	D
Jefferson	K-6	Public	F
Daniel hale	K_6	Public	A
Frankie McCullough	K-7	Public	A
Banneker	K-8	Public	A
Wirt/Emerson	5-12	Public	C
West Side	7-12	Public	F
Roosevelt	7-12	Public	F
New Tech	9-12	Public	F

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

We have shown in this application that our charter school will use a multidisciplinary “STEM across the curriculum” approach to integrate STEM into subjects. According to research, an integrated curriculum has many benefits for all children. Students learn that in school, as in life information is interconnected, and the skills that serve them well in one subject can help with problem solving in another. We believe a multidisciplinary approach is more interesting for students than a one-dimensional, single-focus approach, helping students to retain lessons longer. For example, springboard to storytelling, having children write about their science experience is one common way that teachers will combine science and language arts. Children will have science notebooks in which they write about the activities and experiments conducted in class, including predictions, procedures and conclusions.

We believe science writing should be both technical and creative. Couched in informed evidence, students will write fiction and poetry based on STEM field trips and observations of nature etc. Reinforcing math skills also flows naturally into science. A study of the weather for instance yields many opportunities for integrating math and science skills, including measuring barometric pressure, temperature and wind speed. Science can even be integrated with the creative arts, with great success. Research shows that if students are taught science and mathematics concepts and skills while solving engineering or engineering like problems, they will be able to grasp these concepts and learn these skills more easily and retain them better because the engineering design approach which is generally very abstract can provide real world meaning.

Each student in their junior and/or senior year will have the opportunity to complete an internship with a STEM company like the Chicago Museum Internship Program or other STEM related business or program. Student tours will include industries in the community that students have wondered about and probably never visited like BP-Amoco Oil Company, Whiting Refinery, Gary airport, Arcelor Mittal, US Steel, NipSCO, Boeing Airlines and local medical facilities.

Our overall instructional design will ensure that all students will not only be provided with STEM training upon high school graduation but will have the opportunity to earn six or more college credit hours from local colleges. Most importantly, our goal is to prepare students for college and reduce or eliminate the need for college remediation classes depleting their financial resources that causes most students to drop out of college, default on student loans and never returning to school. Additionally, students will learn in a nurturing and respectful environment where bullying will not be allowed and where they all will be empowered by teacher mentors to be lifelong STEM learners. They will be made to feel safe to express themselves academically.

In summation, it is clearly noted in our community survey on notes on page 10. In 2013, ACT expanded its Condition of College & Career Readiness series to include a special report focused on students who indicated an interest in STEM – related fields by using the ACT Interest Inventory. Of the 899, 684 students surveyed who had an interest in STEM, more than 418,000 (47%) were underserved students. This work stated that underserved students are far less prepared for STEM coursework than are students overall. This report suggest that in order to best help underserved students succeed in STEM related subjects and fields, we need to better understand and remove some of the barriers that include:

- Start STEM conversations with students at an early age.
- Bring parents into the conversation earlier
- Include diverse STEM role models in the education process
- Raise student awareness of college, scholarship, internship and financial aid availability and opportunities.
- Provide high quality teachers and provide continuous professional development

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

Parents, and families are by far the most important influences in a child’s life. Their support can play a vital role at all stages of education. Parents who take on a supportive role in their child’s learning make a difference in improving achievement and behavior. The active involvements of parents in the life of the school can help promote a learning community in which pupils can engage positively with school staff and their peers. NiSe will benefit from developing positive partnerships with parents by involving them in all decisions affecting their child’s education and learning. Engaging with parents gives them the chance to understand the role that they play in their child’s learning and development and fosters parental involvement. Our aims to help parents include: parent involvement with their child’s education and learning through our initiatives in this application, parents will be welcomed as an active participant in the life of the school and be encouraged to express their views on our school education which include parent forums and councils and an active school website.

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

Once the school is approved, a public announcement will be made locally and nationally. In fact, we have a growing list of parents and students that want to enroll in our science school. NiSe will hold a community meeting once a month starting in January 2016 advising the community on the status of the school and listening to the public for feedback and concerns before the school opens in 2016. The community will be able to attend open monthly Board meetings. The governing board will be made up of community members, leaders and parents from across Northwest Indiana. This group and other advisory groups will have community, corporate management, and governance of state program experience and will be comprised of an extensive network of community leaders, advisors, and partners which include local profits and nonprofit agencies. We expect in-kind and financial contributions from local, state and national agencies through grants and scholarships. Our constituencies are prepared and eager for the opportunity to assist and/or give recommendations and feedback on designing, implementing and maintaining a STEM Charter School in the Northwest Indiana community.

5. Provide, as Attachment 13, evidence of demand from the community. See Attachment 13.

Attachment 13 provides evidence of support from the community.

Performance Management

1. Each school authorized by the ICSB will be evaluated according to a consistent set of indicators and measures as described in the ICSB Accountability System, which is posted on the ICSB website. Apart from these indicators and measures, what others will students at the school will be expected to achieve by the end of the first 5 year charter term?

NiSe will outperform all other public schools in the targeted area. The progression of all students will be assessed on a consistent basis toward achieving the goals as outlined below. To measure proficiency with the State System of Accountability, the school will submit a continuous report to ICSB demonstrating the testing results in comparison with other schools and districts in Northwest Indiana. Students will demonstrate adequate yearly progress (AYP) on all the measurements of the Indiana Accountability system. We will meet or exceed state standards. Students will score 70% or higher for all student in all areas with a 5% increase each year to demonstrate their ability to master subjects across all content areas as stated in the table below.

Table 15: Measuring and Evaluating Academic Progress

Strategies	Desired Result	Staff Responsible for collection and analysis of data and reporting to school community	Professional Development	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Use all teacher recommendations and assessments results to admit students in courses that are consistent with their ability to succeed. Teachers will integrate and teach state standards in all classes By the 12 th grade 70% of students will pass the state assessment to solve real life problems in Math, Writing, Reading and Science	Students to achieve 70% class average in all classes	Lead teachers, individual teachers and parents	Individual training on how to all data from each class and make comparisons with teaching teams in individual student action plans	Goal 70% attained/ exceeded	Goal 75% attained/ exceeded	Goal 75% attained/ exceeded	Goal 75% attained / exceeded	Goal 80% attained exceeded
Use pre-test/post-test process to evaluate student improvement	Data will be used for aligning with state standards	Principal, Lead teachers, Data Specialist	Principal and Lead teachers will be given training by NiSe consultant and time to revise	Goal 70% attained/ exceeded	Goal 75% attained / exceeded	Goal 75% attained / exceeded	Goal 75% attained / exceeded	Goal 80% attained / exceeded

			pre and post-test to fit student learning					
Students will keep charts of grades in all subjects (progress reports) in journals	Determination Placement of students in each class as a result of student data	Principal, Lead teachers, Data Specialist	Continuous Service in the Summer and as needed	Goal 70% attained / exceeded	Goal 75% attained/ exceeded	Goal 75% attained/ exceeded	Goal 75% attained / exceeded	Goal 75% attained / exceeded

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

Assessment will drive every core of our education foundation that includes all our academic priorities that we have outlined in this application which will lead to the expected student performance on state standardized assessments which are geared toward college readiness which will only demonstrate the promise we have committed to in this charter application. First, 5-7th grade students will start the academic year with the NWEA MAP assessment to provide baseline data and we will continuously monitor and assure student academic growth. At the end of the year all students will be assessed by the Acuity assessment. In 8th-12th grade, we will administer the ACT Aspire system for grades 8th -11th. We will use Acuity exams that are aligned to the End of Course Assessments.

Table 16: Other Assessments Aligned with Academic Goals:

Assessment	Alignment
Indiana Academic Standards	Academic Standards
SAT/ACT	College Readiness Assessment
Pre-Med	Medical Assessment (Summer Initiative)
NiSe Pre-assessment after enrollment and before start of classes	Evaluation of student’s math, writing, reading post admissions
Accuplacer	Ivy Tech college assessment
Praxis Prep	Teacher’s Preparation Program (Summer Initiative)
Physician Assistant Program	Course assessments (Summer Initiative)
PLTW/Medibotics	End of course assessment (Fall & Spring)
PUC	Class quizzes (7 th & 8 th grade)

- 3. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the persons(s), positions(s), and/or entities that will be responsible.**

We will implement data driven instruction across all grades. It is important for us to be able to produce continuous assessments results from continuous evaluation and action and we begin this process early on. Starting the first year, the summer prior to enrolling in the Fall academic year, all students will be assessed, mid-semester and at the end of the semester to measure student growth. Student files that include student data will be maintained and reviewed to provide a clear snapshot of each student's progress toward achieving adequate academic skills. These files will be reviewed at each weekly meeting between lead teachers and assigned teachers. To ensure compliance with academic requirements, the maintenance of appropriate records will be monitored by the Data Specialist/Counselor who will be responsible for securing and maintaining the technology to oversee and implement assessment tools. All information will be shared within a timely manner with the Board, Principal and Lead teachers. All student information will be kept in the student's file in the Student Affairs office and maintained in accordance with the Family Rights and Privacy Act (FERPA).

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

We are reviewing several data driven paradigms for the school. At present the PowerSchool software appears to be able to accommodate what the school needs for accountability and across all grade levels. PowerSchool data management technology can manage the production of state and national assessments like ACT and SAT, assessments for other data driven software, in-class quizzes and assessments and non-cognitive abilities such as behavior, attendance and track counseling notes.

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

Analyzing data will be at the root of every academic component and the foundation for professional development. The important variable for us is to provide a timeline for professional development that provides strong support for our teachers. This timeline would account for interim and state assessments and time for analysis and re-teaching academic subjects. All of this will be built into our calendar, explained and discussed for feedback and agreement. Transparency of data results will be one of the primary factors because all constituents and investors need to know where we are and we should be able to readily share that information. Throughout this application there has been running themes of how we will analyze, interpret and use performance data to improve student learning and teaching practices.

6. Describe the corrective actions the organization will take if the school falls short of student academic achievement expectations or goals as established by the ICSB and the Indiana Department of Education.

The most prevalent corrective actions that would fall short of the expected ICSB and IDOE goals prior to or at year end would probably fall in the following areas: low student assessment scores, low financial expectations and problems with governance structures including conflict of interests. But, if all factors are monitored as promised in this application the School leader and board will be able to immediately rectify concerns and seek assistance from ICSB if necessary to make the most informed decisions immediately.

7. Explain what would trigger such corrective actions and who would be responsible for implementing them.

Student Assessment: Most importantly, we will use student data among the array of strategies to monitor student progress. Principal and lead teachers will conduct classroom observations for acquisition of knowledge being addressed in the lesson, appropriate content and format of the task appropriate in terms of the Indiana State Standards, and list instructional strategies that would be more effective when teaching the lesson in the future, what materials could be used to make the lesson more effective, prerequisite skills that the student needs to master standards, appropriate ways to increase rigor for the grade level and next steps to be taken to make sure this occurs. All classes will be designed to challenge students' intellectual and educational abilities. However, if data indicates that a student is not demonstrating mastery, additional support will be coupled with instruction. The Lead teacher will step in at this time, make a diagnosis and share with principal. At that time, a corrective action plan will be developed. Again, all students that are less than mastery will be addressed immediately and all will be held responsible. The Board will be informed of plan and student progress.

Curriculums: If in fact data is showing that students are not comprehending the STEM instructional designs and data is pointing to consistent and measureable weaknesses in student learning and low assessment scores, then Principal will immediately go back to the drawing table to reevaluate our designs and decide on a plan to correct the problem(s) and to make sure students are learning and report to the board.

Teacher Support and Professional Development: Research indicates that STEM instruction must be undergirded with continuous STEM professional development that is why it is critical for us to provide STEM curriculum development at least six months prior to school opening and continuous thereafter. We will make sure that we hire the most qualified teachers. However, if they fall short, then the Lead teacher will step in coach and co-teach if need be. If matters do not improve then the Principal will make recommendations and be held accountable.

Student Support: Based on our experiences with our targeted group, we have provided in this proposal planned supportive services that we believe will work, co-teaching (retired school teacher-in class tutoring), after school tutoring, week-end tutoring and RTI services. We will use data from student assessments to gage whether students are receiving not only the academic services but; counseling services needed to perform at the school. If we see these plans are not working, principal and lead teachers will be held accountable.

Administrative Support: If all the above matters are not improved to produce the results we mention in this proposal, from site visits, the board will work out a short plan for improvement with the Principal. Low student assessments or and poor site visits are unacceptable. Principal and lead teachers will be held accountable.

SECTION III: IMPLEMENTATION PLAN

Human Capital

School Staffing Structure:

- 1. Provide, as Attachment 14, an organizational chart for the proposed school at Year 1 and at Full capacity. See Attachment 14.**

School Leadership & Staff Hiring, Management and Evaluation:

- 1. Describe your strategy and timeline for recruiting and hiring teachers in accordance with IC 20-24-6. Explain key selection criteria and any special considerations relevant to your school design. What key partnerships will support staff hiring? Identify known sources from which you will recruit teachers.**

Upon approval of the charter, the foundation will hire a “highly” qualified credentialed principal. This individual will be hired within thirty days of school approval. We will hire remaining staff for the first year within 30 days of Principal hire date. All candidates will be selected after board and foundation interviews. We will recruit nationally and locally. NiSe will adhere to Indiana Code IC 20-24-6-1, 2,3,4,5,6,7,8. It will be the policy of NiSe not to discriminate. As an affirmative Action/Equal Opportunity Employer, the school is committed to compliance with Title IX of the Federal Education Amendment of 1972, (GEPA), and the Americans with Disabilities Act. The Board will not offer tenured or guaranteed employment to any of its personnel. Employment will be defined as “at will” but may be terminated by NiSe at any time according to NiSe’s employer/employment agreement. Employment does not exist unless a Letter of Commitment or Annual Contract has been received.

Faculty Recruitment

The assumption is that we will hire high quality teachers.

We as the foundation realize and as suggested by the National Science Foundation that there are the teacher challenges; especially with STEM recruitment:

- A paucity of teachers who have the necessary knowledge and skills to effectively teach STEM subjects. Nationally, in academic year 2002-between 17-28% of public high school science and math teachers lack full certification
- In academic year 1999, between 23-29% of middle and high school science and math teachers did not have a college major or minor in their teaching field Indiana Standard challenges

Therefore, faculty recruitment and training will start early Spring 2016 and be ongoing to ensure faculty and staff is current with skills to provide STEM instruction. For example, PLTW has developed an intensive, comprehensive training program for teachers. Their program consists of three parts: Pre-assessment, Summer Training Institute, and on-going training throughout the academic year. Faculty is the most important resource for

professionally and effectively conducting a high quality learning environment and program. So, we have to do what is best for our students by investing in our teachers so they can feel confident about their work. It takes a team effort from all constituencies to make sure this takes place. NiSe will hire the most competent personnel and provide continuous staff development and establish rules, policies and procedures which are conducive to high morale and enable each staff member to make the fullest contribution to the school mission, nothing less.

NiSe will have adequate compensation and professional development as outlined in this charter application to prepare and retain “high quality” teachers. NiSe will ensure that all teachers meet the Indiana state teacher certification and licensure requirements at the time of hire by requiring legal copies of licensures through the Department of Education. NiSe will use all possible avenues to attract and retain teachers that meet the requirements of No Child Left Behind Act and with STEM credentials. In return, the school will support the teachers with a salary (within the guidelines of the proposed budget) to attract and retain qualified faculty because students need to trust that the relationships they form with their teachers will be a true lasting mentoring relationship. Students need to trust that their teachers will be at the school as they expect them to be. So, if NiSe makes all efforts to support their faculty in this manner, it is highly likely that this will add not only to the school’s success but an increase in student’s persistence, retention, graduation and state assessment rates and low teacher turnover as well. Additionally, our teacher’s working conditions are our children’s learning conditions. So, we will make every effort to make sure teachers are provided with comfortable up-to-date working conditions i.e. teacher’s lounge and planning area.

Table 17: Recruitment & Hiring Timeline for Lead Teachers and Teachers

Process	Timeline	Responsible Party(s)
Step 1: Identify Vacancy and Evaluate Need	October 2015	Board & Principal
Step 2: Develop Position Description	October 2015	HR Manager & Principal
Step 3: Develop Recruitment Plan	October 2015	HR Manager & Principal
Step 4: Select Search Committee	October 2015	HR Manager & Principal
Step 5: Post Position and Implement Recruitment Plan	October 2015	HR Manager
Step 6: Review Applicants and Develop Short List	November 2015	HR Manager & Principal
Step 7: Conduct Interviews	November 2015	HR Manager & Principal
Step 8: Select Hire	November 2015	HR Manager & Principal
Step 9: Finalize Recruitment	November 2015	HR Manager & Principal

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

Attachment 14 shows the reporting roles.

Table 18: Faculty and Staff for First 5-Years

	Year 1	Year 2	Year 3	Year 4	Year 5
Principal	1	1	1	1	1
Lead Teachers	3	3	3	3	3
HR/Financial Manager	1	1	1	1	1
Assessment Coordinator/Data Spec.	1	1	1	1	1
Facilities Manager	1	1	1	1	1
Teachers	5	7	9	11	13
Social Worker	1	1	1	1	1
Retired Teachers (part-time)	6	6	6	6	6
Custodian (part-time)	1	1	1	1	1
Coach	0	1	1	1	1
Nurse (part-time)	1	1	1	1	1
Total	21 (13 full-time)	24 (16 full-time)	26 (18 full-time)	28 (20 full-time)	30 (22 full-time)

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

Non-Academic Job Appraisals

For all non-academic staff, school leadership will utilize the Halogen eAppraisal's online appraisal systems which feature:

- Performance Journals
- Authoring Tools and Aids
- Employee Onboarding
- Automated Email Reminders
- Real-Time Reporting
- Activity Tracker
- Dashboard Analytics

Whenever job performance does not meet the school's requirements, attempts will be made as explained under discipline procedures to identify and correct actions. An investigation interview will be conducted by Board of Trustees and NiSe Attorney for the sole purpose of determining the facts involved. After careful review, if it is found that the staff's performance does not uphold the standards set forth from the beginning of their contract either they will be given an opportunity to perform at another level, if possible or released because of just cause. The Board believes that all employees should be evaluated periodically by their immediate supervisor. The appraisal program established will be directly related to the written position description for each employee or job

classification.

Academic Evaluation System – RISE

A system for teachers, RISE was created with classroom teachers in mind. Faculty and staff will be evaluated at least twice during the academic year (end of Fall and Spring). Teachers will be formally evaluated by the Principal and Lead Teachers. Every personnel whether faculty or staff will have an evaluation session with their immediate supervisors. In order to invest in acquiring and keeping the best teaching staff, a continuous effort will be placed on teacher training throughout the year. NiSe will utilize the Indiana Department of Education RISE Evaluation and Development System for instruction evaluation. According to the RISE handbook, RISE relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. All teachers will be evaluated on two major components:

1. Professional Practice – Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Indiana Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism
2. Student Learning – Teachers' contribution to student academic progress, assessed through multiple measures of student academic achievement and growth, including Indiana Growth Model data as well as progress towards specific Student Learning Objectives using state-, corporation-, or school-wide assessments

Teachers that meet or exceed expectations will receive an Intent Letter to Return prior to the end of the school year. The Principal and teachers have to be held accountable for school success. Everybody has their part to play in that success. Research shows that effective teachers play a significant role in student's education. Ineffective teachers will be removed after careful consideration and legal consultation.

Performance Bonuses

Teachers are our greatest asset and we will reward performance with bonuses at the end of the academic year. Approval of the bonuses is at the discretion of the Principal, Board based on formal evaluations. All teachers that master core areas as defined will be eligible for a salary adjustment not to exceed \$3,000 annually. Bonuses will be determined prior to the Spring term. Salary adjustments will be made based on an agreed upon given set of criteria and approved by the Board.

Employee Benefits

- Tuition Reimbursement – Teachers and board members will be reimbursed up to \$500 per semester for pre-approved courses
- 403b Tax Shelter – A voluntary pretax 403b is available for employees who choose to participate
- Sick days – Employees will be allowed six sick days each calendar year
- Personal Leave Days – Employees will be allowed two personal leave days per school year subject to administrative procedures
- School leader's legal/professional insurance

Hiring

The school will conduct a recruitment campaign in accordance with IC 20-24-6, including the school's plan for hiring "Highly Qualified" staff in accordance with the Elementary and Secondary Education Act (ESEA). The marketing and intent to hire process will begin no later than one month after formal notification that the charter has been signed. The campaign will be conducted in consultation with the Board and Attorney.

NiSe's vision for hiring is to make sure the right candidate meet the job requirements whether faculty or staff. We will be open and honest with all employees because internal relationships and open communication are keys to the holistic climate of the school.

Criminal Background Checks

All faculty and staff whether full time or part time must pass criminal background checks prior to the start date of employee contract.

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

Discipline

The administration and Board shall work constructively with employees as it pertains to their performance. The discipline process includes verbal warning, written warning, probation, extended probation, or discharge. Each case will be handled according to the seriousness of the incident and past performance. Accordingly:

1. If an employee is not meeting performance standards for performance, the immediate supervisor (lead teacher) shall:
 - a. Meet with the employee to discuss the issue
 - b. Make sure employee understands what the problem is and share with the employee a plan to correct the issue
 - c. Prepare documentation of Step 1 and Step 2 for employee's file and Human Resource or our attorney
2. If a second occurrence, a written reprimand will be issued, employee will be warned, documentation will be prepared and employee will be asked to sign. This information will be forwarded to Human Resource and the our attorney
3. If a third or more occurrences occur, the supervisor should give the employee a written warning and/or suspend for 10 days without pay or recommend to the School Leader for termination
 - a. Some violations, if proven, constitute grounds for immediate dismissal: abuse, drugs/alcohol, insubordination, threats of violence and theft

Separation Policy

Job abandonment for more than two days without proper documentation, (e.g. medical, a written letter of resignation) are considered separation from the school. In this case, all employees are required to return all school owned property before last day of separation. Failure to comply will result in reduction of monies owed. As in all legal matters, the board and attorney will approve school termination/separation actions.

5. Provide an overview of the school’s compensation system (including benefits) and how this aligns with the performance evaluation process. For Indiana requirements regarding employee benefits, see for example the following: IC 20-24-6-7

We believe that a compensation system should be in place that will not only attract but retain the most highly qualified teacher, one that children will see every day and not one that is in transient. Therefore, we will have a compensation system in place that will attract the best new and experienced teachers. As stated in our budget our compensation will be as follows:

Student Teacher (registered in a university Teacher’s Preparation Program): supported with tuition and scholarships and/or stipends.

New Teacher Recruit: baseline salary \$45,000 with approved bonuses

Lead Teacher: baseline starting salary \$50,000 with approved bonuses

New and Lead Teacher both will have the opportunity to receive annual pay increases based on their annual evaluations and school goals. Lead and new teachers will be compensated for taking on projects like our summer initiatives i.e. coordination of different school activities were appropriate. All faculty and full time support staff will have employer-subsidized medical, dental, and vision, retirement insurances. In addition, additional benefits will be awarded teachers for exemplary STEM instruction and practices with state, federal and local grants.

Professional Development

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

Development plan for key team members

Development, planning and implementation time is critical. We have learned that it takes approximately 18 months or longer to effectively open a charter school (R. Mara, 2012). This application process allows sufficient time. Immediately after the school is approved and start-up funds and grants are received, all staff hiring and professional development will begin. Faculty and staff will be supported by all resources available within our budgetary and academic means to provide all the support needed to accomplish our STEM goals. Faculty and staff will be hired at a reduced FTE of the employee’s contracted annual salary pre-opening. The goal is to state and restate the process and outcomes for our proposed high performing and quality school. The vision must be clear including priorities, goals and time frames for achievement. Time frames include evaluation of work against strategic plan goals and plans for improvement when falling short of its mission.

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

Table 19: Professional development process (Start Date and Continuous)

Curriculum of Professional Development	Intended Audience	Person Responsible	Schedule - Timeline of implementation date	Explanations
Indiana Standards for all subjects	Faculty & Staff	Principal / Educational Consultant	Jan. 2016	Indiana Standards Professional Development SOP
Curriculum Development / Teacher Training for all subjects	Faculty & Staff	Principal/ Educational Consultant	Jan. 2016	Indiana Standards, Purdue University Calumet Pre-Collegiate Engineering Program, NRC, Mass. and Consultant, Project Lead Way facts and curriculum SOP
School Safety: School Safety and Emergency Preparedness Plan approved by the state of Indiana	Faculty & Staff	Health & Wellness Instructor and Facilities / Safety Manager	Jan. 2016	NiSe SOP
Parental, Health procedures, i.e. immunization	Community Parents / Guardian	Principal/ Educational Consultant /Parent Partner	Jan. 2016	NiSe SOP
Assessment Performance	Faculty & Data Specialist	Principal / Educational Consultant	Jan. 2016	NiSe SOP
Special Education-Behavioral Intervention Plans (BIP)	Faculty & Staff	Principal	Jan. 2016	NiSe SOP
RTI	Faculty	Principal	Jan. 2016	NiSe SOP
Technology-PowerSchool Kahn Math & IXL Math Techniques	Faculty & Staff	Educational Consultant, IT Manager, Data Specialist	Jan. 2016	NiSe SOP
Board member / Strategic planning training and CAS standards Rise Professional Development	Board Members / Advisory Board	Educational Specialist	Continuous	NiSe SOP
Multiculturalism / diversity / Student Development	Faculty, Staff, Principal, Educational	Principal / Educational Specialist	Jan. 2016	NiSe SOP

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

The school will have an aggressive professional development process. The state allows 6 1/2 days of professional development. However, the school will ask for a waiver pursuant to IC 20-10, 2-3-4 and IC 20-10, 2-3-5 for an additional three days. If approved, the school will allow up to 9½ days for professional development as outlined in the school calendar. Staff and faculty will receive a SOP manual on hire date with all the school's procedures and practices listed below. Agreed upon and approved SOPs will be added so that every employee will be knowledgeable of school practices and all staff will be continuously informed. Pre-opening professional development training will start Spring 2016 to be prepared for school opening in 2016. The chart above explained how we will implement professional development and the timeline for this implementation. We will continue this training throughout academic year which includes:

- Weekly meetings with Principal and Lead Teachers
- Seven - Nine full days of Professional Development after summer school annually
- Five full days of Professional Development for planning, class room designs immediately after seen full days (above)

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

Our evaluation tool to determine the value and effectiveness of professional development will be a tool to answer such questions: Is this program or activity achieving its intended results? Is it better than another, competing tool? Is it worth the costs? Teachers and staff will be required to complete a questioner after each professional development activity. The bottom line for us is how did the professional development activity affect students? Did it benefit them in anyway?

Start-Up & Operations

- 1. Start-Up Plan. Provide, as Attachment 15, a detailed start-up plan. See Attachment 15.**
A Start-Up Plan for the school is attached (See Attachment 15).
- 2. Start-Up Staffing Costs. Complete the Start-Up (Year 0) Budget and Staffing worksheets in the Budget and Staffing Workbook (be sure to complete all pages in the Budget and Staffing Workbook, and provide as Attachment 17). See Attachment 17.**
- 3. Transportation. If the school will provide transportation, describe the transportation arrangements for prospective students.**

Transportation Plan and Policy

Limited bus transportation will be provided. Contingent negotiations are underway with the Merrillville School system and Geminus Bus Services because we anticipate having an extracurricular events like field trips, sports events and dual credit. We will contact

IDOE Director of school transportation prior to planning of each student trip to discuss the rules and regulations regarding transporting students.

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

Safety measures

We will have an approved safety plan prior to the school opening that includes emergency preparedness for natural disasters and manmade crises for all staff and students, including students who disabilities require special evacuation procedures. We will participate in the Indiana School Safety Specialist Academy sponsored by the Town of Merrillville after school facility is located and prior to school opening. This plan is part of the Town of Merrillville's zoning process.

Our Safety Measurement plan also includes:

- Employment a Facilities/Safety Manager
- Maintain a part-time security officer
- Apply for and receive the Cops in School Grant
- Maintain a security video camera system
- Develop a School Crisis Management Plan
- Professional Development

- 5. Technology Specifications and Requirements (PLTW, MEDIBOTICS, SPSS)**

- 6. Insurance Coverage. Attachment 16**

We have received a quote of insurance from a provider who does business with other Indiana Charter schools and is very knowledgeable of what is required for a charter school (See Attachment 16).

We will maintain insurance agent's recommended insurance at all times. Such as:

- Health Insurance
- Dental Insurance
- Term Life Insurance
- Accidental Death and Dismemberment Insurance
- Worker's compensation as required by law

Lunch Plan

We will take part in the National Lunch Programs as with most of the public school programs. In 2014 this program was updated this year by DOE to provide a more nutritional meal. In addition we will have a day out of the week where students will have an option to select food from our local vendors; particularly farm vendors that school will partner with on school projects and in-kind donations. Our student food plan will be taken very seriously. Some vegetables will come from the school garden where students, teachers and parents will have the chance to work together i.e. Family Night. Our plan will fall within our budget; but it certainly will be one that is well planned out to make sure food guidelines are met and the food is nourishing to the human

body. Our food service plan will include a cooked wholesome breakfast and lunch daily. How can you teach children when they are hungry? Our children will be able to eat a wholesome breakfast from 7:30-7:55 a.m. in the morning and lunch between 11- 12 noon provided local vendors, if possible. Student lunches will meet the nutritional state requirements. All vending machine products and snacks will include fruits and low-fat menus. None of this food will have a high degree of fat and sugar.

Health measures

NiSe will comply with the health requirements described in 511 IAC 6.1-2-4. NiSe will insure that every child in the school corporation has been immunized in accordance with IC 20-34-4. The school will conduct visual acuity screenings in accordance with IC 20-34-3-12 and 511 IAC 4-2-1 and 511 IAC-2-1.1. NiSe will conduct annual audiometer screenings in accordance with IC 20-34-3-14. NiSe will have in place for the day-to-day health and emergency needs of students.

- Immunizations required for students enrolled in public schools in Indiana law
- Children and Hoosiers Immunization Registry Program connection (CHIRP)
- Proper handling of medical records
- First Aid and emergencies
- Medical Records

Facility Plan

- 1. If you are in the process of identifying a facility, describe the viable facility options that your team has identified.**

The Board is actively researching and touring viable facility options. All facility options are in the areas of Merrillville. We are conducting walk through feasibility studies for each site. Presently, we have included the last two sites facility drafts we are considering (Attachment 15). Facilities, safety and emergency management are under the direction of the Principal. The preparation of this charter school application considered plans for the facilities, safety and management for the school. Recommendations were sought from professionals including a real estate broker who has owned, operated, purchased, and sold several facilities and land in the Northwest Indiana. This individual played an instrumental part in the execution of the contingent school lease. For budget purposes, we anticipate spending an estimated \$10 per square foot for space. Leadership will ensure that the selected facility complies with the state and local health and safety requirements, Fire Marshall and local agencies. Leadership has toured over 7(seven) sites to date. Presently, we are negotiating with Novogroder and the Laurel Church both located in Merrillville (See Exhibit 9).

- 2. Not applicable**

Budget & Finance

Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and the required annual audit. Specify any administrative services expected to be contracted for the school. Describe the school's financial/internal controls.

Financial Plan

We have and will continue to devote financial resources to fulfill financial responsibilities in

accordance with national standards and commensurate with the scale of the charter school requirements. We will build our financial portfolio in a manner that avoids conflicts of interest, inducements, incentives, or disincentives that might compromise its judgment in charter approval and accountability decision-making. We will always be transparent and effectively and efficiently release funds with the public's interest in mind. This charter application includes budget and financial plans that are reasonable and cost effective. It has been structured to cover all necessary expenses to ensure NiSe's successful implementation and maintenance of regulatory guidelines and state objectives. We worked with Booking Plus Company to prepare the school's budget and financial plans. This company has a history of successfully working with new charter schools. Our financial plans will be cost effective because the Principal, attorney and Board will oversee all the expenditures of the charter school funds. Together, they will review program budgets to ensure that funds are spent according to stated guidelines. The operational management of the school's finances will be under the control and auspices of the accounting firm. The Bookkeeping Plus Services has been hired to perform all financial services required for the daily operations of the school. Bookkeeping Plus will provide the following services:

- prepare financial statements monthly; and upon request for the Board's review
- make a report at every monthly meeting
- oversee daily financial transactions

During times that the Indiana State Board of Accounts does not perform a financial audit, the Board will annually authorize an audit by a state qualified accounting firm. All corrective action responses on all findings will occur within 90 days after meeting the accounting firm. The Board will have direct oversight and responsibility of financial matters of the school. NiSe will submit a monthly statement of net assets, revenues, and expenditures by the last day of each month to the Board.

1. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and the required annual audit. Specify any administrative services expected to be contracted for the school. Describe the school's financial/internal controls.

We will follow the Generally Accepted Accounting Practices and State Board of Account requirements in all of its bookkeeping for the school. Day to Day financial operations will be managed by the HR/Financial Manager. Payroll, audits and any other financial report will be managed by our accountant. The State Board of Accounts conducts a bi-annual audit as part of normal state oversight. Currently, the State of Indiana has complex funding formulas. But we are aware that several factors are considered for funding including enrollment, poverty, special education, and honor courses all of which has been included in this charter application for Title funds. As publicly funded schools, charter schools receive money for the students they enroll. In addition, the foundation is prepared to write STEM grants. One grant that we are presently seeking to write is a TRIO – STEM Educational Talent Search grant due Jan. 2016. If approved, this grant will provide revenue of over \$200,000 annually for five years for the charter school. Also, other STEM grants will be considered (NASA, etc.). Our financial plan as with all other components of this school will adhere to ICSB and NACSA accountability standards.

For charter school financial compliance, we will follow published measures:

- State Board of Accounts Audit

- Independent audit
- Strategic Plans revenue
- Cash balances
- Annual Audit

Most importantly, we will provide plans for sound financials, facilities, governance, community support, accountability and adhere to the principles of The National Association of Charter School Authorizers (NACSA). Quality and transparency will always be the focus of our charter school. The Budget Narrative and Staffing and Budget Worksheets can be found in Attachments 17 and 18.

- 2. Provide, as Attachment 17, a detailed 5-Year Pro-Forma Budget for the school by completing the Budget and Staffing Workbook Template. NOTE: Please use the provided form included in this RFP. See attachment 17.**
- 3. Provide, as Attachment 18, a detailed budget narrative. Please see Attachment 18.**

Section IV: Innovation

Does not apply to Northwest Indiana Science and Engineering Public Charter School (NiSe).

Exhibits

Exhibit 1 – Board Training Manual

Exhibit 2 – ITT Boeing Academy

Exhibit 3 – Project Lead the Way

Exhibit 4 – State Standards

Exhibit 5 – Ball State University Office of Charter School Guidance for Special Education

Exhibit 6 – Independent Contract Agreement

Exhibit 7 – Response to Intervention

Exhibit 8 – Student Handbook

Exhibit 9 – Facilities

NORTHWEST INDIANA

SCIENCE AND ENGINEERING

PUBLIC CHARTER SCHOOL

(NISE)

BOARD OF TRUSTEES

TRAINING HANDBOOK

Table of Contents

Introduction..... 5

Promoting the Mission and Vision of the School..... 5

 Mission Statement..... 5

 Vision Statement..... 5

 Characteristics of an Effective Charter School Board 6

 Compensation..... 6

Board Structure and Responsibilities..... 6

 Board of Trustees Members 7

 Engaging in Strategic Planning..... 7

The Strategic Planning Team..... 8

 Process of Strategic Planning..... 8

 Setting goals 8

 Implementing strategy 9

 Code of Ethics 9

 Conflict of Interest Policy 10

Board Composition..... 11

 Appointed or elected board members..... 11

 Size of the board..... 11

 Candidates for the Board..... 11

 Board Offices 11

 Election..... 11

 Terms..... 11

 New Board Member Recruitment 12

 Term Limits..... 12

 Vacancies 12

 Governance Structure/Model 12

 Board Committees..... 12

 Finance and Audit Committee..... 13

 Curriculum and Assessment Committee 13

 Personnel Committee..... 13

Facilities Operations Committee	13
Strategic Planning Committee	13
Community-Building Committee	13
Board Member Training.....	13
Board Assessment	14
Holding Productive Board Meetings	14
Regular Board Meetings.....	14
Quorum.....	14
Meeting Attendance	14
Meeting Organization.....	14
Developing an agenda	14
Beginning the meeting.....	15
Maintaining the pace	15
Considering the issues:	15
Executive session.....	15
Keeping minutes	15
Ending the meeting.....	15
After the meeting.....	15
Interaction with parents	15
Board Member Conduct.....	15
Code of ethics.....	15
Conflict of interest.....	16
Overcoming indecision and conflict	16
Developing Sound Policy.....	16
Types of Policies	16
Establishing a Policy	16
Planning for Emergencies	16
Providing Guidance on Legislative and Legal Issues	17
Federal Laws Governing Charter Schools	17
State Laws Governing Charter Schools	17
Other Legal Agreements	17

Tracking Legislative Changes.....	17
Training for Excellence.....	17
Financial Planning/Fundraising	18
Guiding Renewal and Accreditation.....	18
Providing Financial Security and Oversight.....	18
Grants.....	18
Reviewing and Supporting the Principal	18
Serving on a search committee.....	19
Interviewing candidates.....	19
Checking references and prior job performance	19
Evaluating School Leadership/Staff Performance	19
Board Member Relationships	19
Board and Staff Relationships	19
Board and Administrator Relationships.....	20
Board and Parent Relationships	20
Board and Community Relationships	20
Grievance Confidentiality.....	20
Grievance Resolution Process.....	20
Pitfalls to Avoid	21
Micromanagement	21
Overdependence on the Administrator	21
Overextending Administrators.....	21
Lack of Continuity and Institutional Memory	21

Introduction

NiSe has a Board of Trustees, TRON/AGEK' Educational Foundation, which is a separate entity. The Board of Trustees is responsible for creating policy and sustaining the needs of NiSe. The Board of Trustees works in partnership with the school district, the community, students and their families, to promote and protect the welfare of NiSe Charter School.

The TRON/AGEK' Educational Foundation, Inc. is a 501(c)(3) not-for-profit organization. The Board will immediately assume governance of the NiSe Charter School upon confirmation by Ball State University that a charter has been awarded. While the foundation engages in a wide number and variety of activities it will oversee the proposed charter school as follows:

- The foundation will retain all legal and fiduciary authority and responsibility for the school
- The foundation will establish a Northwest Indiana Science and Engineering Charter School (NiSe)
- The foundation will assure compliance with all state/local/federal agencies and Ball State Charter authority
- The School Leader/Principal will report to the Board

The Organizing body has no other purpose but to develop a high quality charter school with the purpose of addressing the needs of the population of students that the school plans to educate and serve. It will have no legal or fiduciary rights but will act in an oversight and advisory capacity.

Promoting the Mission and Vision of the School

An effective Board is committed to promoting the mission and vision of the NiSe Charter School. These statements define NiSe's goals and philosophy and are foundational to the school's culture and direction. Board members should be able to clearly state the mission and vision of the school and describe how the school is working toward meeting these objectives. They should also regularly use these guiding documents in planning, budgeting, marketing, evaluation, and other essential activities.

Mission Statement

NiSe, in collaboration with students, parents, and community, endeavors to craft a challenging and supportive school environment that creates and embraces lifelong learners. It is our mission to actively engage the faculty, parents and community in working together in providing our students with a Science, Technology, Engineering and Mathematical foundation.

Vision Statement

NiSe will be located in a community where diversity is a reality. The school will be located geographically at the crossroads of the town of Merrillville, cities of Hobart, Griffith, Munster, Crown Point, and Gary. All our families will represent a diverse group of citizens ethnically, racially and religiously coming together for one cause a high quality education for all children. This school will be unlike any other educational setting in Northwest Indiana. So, it is paramount that we have a close knit internal and external constituency that involves not only staff but parents and the community.

Characteristics of an Effective Charter School Board

- Passionate, unwavering belief in the charter school's mission and core values
- A firm understanding of the charter promises and a clear, consistent way to measure them
- Clarity of collective vision—where the school is and where it wants to be in the future
- Focus on results
- Clarity of roles and responsibilities of the full board, individual trustees and committees
- The right structure in terms of board size, composition, committees and officers
- Board meetings focused on strategic issues, not just reporting
- Clear understanding of the difference between governance and management
- A school leader who has the time to assist in the creation of effective governance
- A strong partnership between the board and the school leader which is built on mutual trust and respect

Compensation

Trustees receive no payment for their services. With board approval, trustees may be reimbursed for out-of-pocket expenses incurred on approved board business. Trustees must present receipts for all such expenses, which shall be for the trustee only, and shall be itemized and documented. Such expenses must be approved by a motion of the board at the meeting immediately following the expenditure(s). Each year, at the annual meeting, the Board of Trustees shall set a schedule of allowable charges for meals, lodging, and mileage expended on board business. Reimbursements shall not exceed these limitations.

All official travel related expenses shall be reimbursed based on the General Services Administration established Per Diem rates for the lower 48 Continental United States (CONUS), which are the maximum allowances federal employees are reimbursed. Per Diem rates will be determined by utilization of the GSA site:
<http://www.defensetravel.dod.mil/site/perdiemCalc.cfm>.

Board Structure and Responsibilities

These responsibilities include regular attendance at Board meetings and special school events; taking training courses; engaging in respectful discourse during periods of conflict; or providing support for administration and faculty in the performance of their jobs. Board members may not abstain from a vote simply because they do not want to vote on a particular decision.

The operational management of the charter school's financial regards will be under the control and auspices of the Board and NiSe, audited twice a year by an accounting firm. This management team will include an accountant who will manage the financial office will provide financial statements monthly and upon request for the Board's review and make a report at every monthly meeting. During the times that the Indiana State Board of Accounts does not perform a financial audit, the school Board will authorize an audit by a state qualified accounting firm. The Board will have direct oversight of financial matters of the school. The Board members will hold the fiduciary responsibility of the school, a voted upon finance committee will exist and report financial matters to the full Board at Board meetings for full recording and review of constituencies.

To make certain that the financial affairs of the school are in order, an independent timely, annual audit will be conducted at the close of the school year or whenever there seems to be

some inconsistencies in the fiscal operations of a school. Funds will be used as outlined in the budgets both preoperational and post-operational with transparency for financial department and Board to track and account for all funds.

- Funds will be designed and encumbered from correct accounts as provided by the state laws
- The Board of Trustees will review monthly reports of expenditures and to make sure signature authority is appropriate
- The Board will make sure all funds are designated for correct accounts
- No funds will be transferred from accounts to accounts without approval of the legal department and the Board

Before NiSe opens, the organizing board will structure how the board will be selected, how subsequent members will be added (by appointment or election), the length of term, required training, expectations for conduct, conflict of interest guidelines, individual roles and responsibilities, emergency protocols, procedures for meetings, workshops, and committees, and board evaluation. Organizing Board Members also establish policies for handling conflict and working with board members who are no longer productive or are struggling to keep their commitment. Board member agreements contain these types of expectations and are signed by all seated board members on an annual basis. In addition, many of these decisions should be written into the bylaws of the school and/or board policy manual. The bylaws should also include any board requirements required by the school's authorizer.

The legal entity, which serves as the organizer of the NiSe Charter School is the TRON/AGEK Educational Foundation, Inc. a not-for-profit organization. This group brings an educated, community experience constituents to the idea of designing not only an excellent but "elite" school to the Northwest Indiana community. This group has a collective and shared experience with the community, managing corporate, state and government programs.

The role of the Board is primarily an advisory one only. The Board of Trustees ensures the mission of the school is adhered to, approves the hiring of qualified personnel to manage NiSe operations and academic divisions. The Board must ensure that the school is complying with all of the state and federal laws that apply to the school.

Board of Trustees Members

- President
- Vice-President
- Secretary
- Treasurer
- Community member
- Parent member
- Parent member
- Board member
- Board member

Engaging in Strategic Planning

The Board shall assist NiSe leadership in developing a strategic long-term plan to ensure the school stays on a path toward fulfilling its mission and vision. While it is the responsibility of the

School Leader/Principal to manage the day-to-day operations, the Board assists in establishing the school's direction in its long-range strategic plan. The strategic plan will help guide evaluation and school improvements, provide continuity from year-to-year and as staff and boards change, ensure consensus and buy-in, and assists in outreach and grant writing. The process should articulate the mission/vision into clear goals and behaviors that can be followed by the Board, staff, parents, and other stakeholders. During the development of the strategic plan, staff should be invited to provide ideas and feedback. Board members should also attend school functions.

The Strategic Planning Team

The team should be small and manageable, and include individuals with a variety of backgrounds, personalities and thinking styles.

Process of Strategic Planning

A strategic plan is typically developed during a retreat held in July. One Board member from the strategic planning committee reports to the Board on the team's progress. The purpose of the strategic planning process is to produce a four to five page document that can be understood by all stakeholders including parents and community members. The completed plan should contain the vision and mission statements, the school's Strengths, Weaknesses, Opportunities and Threats (SWOT analysis), annual and long-term objectives, functional strategies, individual responsibilities, and status toward meeting goals. There are three steps in strategic planning:

Asking strategic questions: The committee starts by discussing the following questions:

- What are the goals described in the mission and vision statements?
- Is the school in line with the founding statements? Does the school or do the statements need to change?
- What external factors impact the school?
- What are the social factors impacting the school and its enrollment such as dissatisfaction with local school achievement or safety?
- How is the legislative or regulatory environment affecting the school?
- With which public (traditional and charter) and private schools is the school in competition?
- What are the demographics of the students enrolled? What are the employment needs?
- What are the school's Strengths, Weaknesses, Opportunities and Threats (SWOT analysis)?
- What are the strengths (e.g. quality staff, dedicated parents, strong financial plan)?
- What are the weaknesses (e.g. size of the facility, lower than expected student achievement)?
- What are the opportunities (e.g. collaboration with YMCA for after-school activities program, strong relationship with neighboring businesses)?
- What are the threats (e.g. strained district relationship, unfriendly political environment)?

The committee should use the answers and discussion notes to produce the goals and an implementation plan.

Setting goals: Using the vision and mission statements and the answers to the strategic questions, the strategic planning committee should create long-term goals that are:

- Understandable: Goals state what will be achieved and when it will be achieved

- Acceptable: Goals reflect consensus of all stakeholders
- Flexible: Goals may be adjusted over time
- Measurable: Goals can be tracked by data
- Inspirational: Goals are challenging, but not frustrating
- Suitable: Goals reflect vision and mission
- Achievable: Goals are realistic

At a minimum, goals should cover student achievement, professional development for the Board, administration, and staff, educational program objectives, facility development or improvements, financial stability, and external (parents, authorizer, community) and internal (staff and Board) relationships. The plan should include short-term (annual) and long-range (5-10 years) objectives.

Implementing strategy: After setting goals, the strategic planning committee focuses on implementation. Long-range goals are broken down into annual objectives. The committee should select the functional strategies the school will employ to reach the objectives. These steps may include training, new policies, new instructional materials and other purchases, or staff changes. The committee should also note how and by whom progress will be tracked and reported.

Code of Ethics

Board of Trustees are responsible for promoting the best interests of NiSe, and, to that end, shall adhere to the following educational and ethical standards:

- Refrain from using the Board position for personal, financial, or partisan gain
- Bring about desired changes through legal and ethical procedures, upholding and enforcing all laws, Indiana Board of Education rules, and court orders pertaining to schools
- Make decisions in terms of the educational welfare of all children attending NiSe, regardless of ability, race, creed, sex, or social standing
- Recognize that decisions must be made by the Board as a whole and make no personal promise or take private action that may compromise the Board
- Focus Board action on policymaking, goal setting, planning, and evaluation, and insist on regular and impartial evaluation of all staff
- Support and protect school personnel in the proper performance of their duties
- Hold confidential all matters pertaining to NiSe that, if disclosed, may needlessly injure individuals or NiSe, and respect the confidentiality of information that is privileged under applicable law
- Attend all regularly scheduled Board meetings insofar as possible and become informed concerning the issues to be considered at those meetings
- Delegate authority for the administration of the school to the School Principal
- Endeavor to make policy recommendations only after full discussion at publicly held Board meetings, and render all recommendations based on the available facts and refuse to surrender that judgment to individuals or special groups
- Encourage the free expression of opinion by all Board members and seek systematic communications between the Board, students, staff, and community

- Keep informed of current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by my state and national school Board associations

Conflict of Interest Policy

The proper governance of NiSe Charter School depends upon the active participation of its Board of Trustees. It is important for the Board of Trustees to be aware that the appearance of conflict can be troublesome even though there is in fact no conflict whatsoever. Therefore, the Board must be fully informed at all times as to events or circumstances which might create the appearance of conflict.

The Board of Trustees is guided by the Conflict of Interest Policy and Code of Ethics Policy whenever they are carrying out functions for or representing the TRON AGEK Educational Foundation or NiSe. In this role, each has a duty of loyalty to the Board and NiSe Charter School. The duty of loyalty generally requires a Board Member to prefer the interests of Board and NiSe over the Board Member's interests. In addition Board Members shall avoid acts of self-dealing which may adversely affect the tax-exempt status of TRON AGEK and NiSe or cause there to arise any sanction or penalty by a government authority.

Self-dealing is the conduct that consists of taking advantage of your position in a transaction and acting for your own interests rather than for the interests of TRON AGEK Educational Foundation or NiSe Charter School. Self-dealing is a form of conflict of interest.

Because Board Members may be involved in other organizations or have an existing or potential ownership or investment interest in, or compensation arrangement with, any entity whose business or operation has been or will be directly affected by a decision or action:

1. Each Board Member shall maintain the highest level of ethical conduct and shall exercise the highest standard of care, diligence and prudence when conducting any activity on behalf of NiSe Charter School Board.
2. In the event any Board Members or member of his/her immediate family has a personal or business interest in, or is involved in any way with, an organization with which the Board is considering a business contract, such interest or involvement shall be disclosed to the Board.
3. In such event, the interested Board Members are prohibited from pursuing monetary gain in regards to TRON AGEK Educational Foundation and/or NiSe Charter School financial/business dealings.
4. The minutes of the meeting shall indicate that the interested director disclosed the interest or involvement in the matter being considered by the Board, recuse herself/himself from the discussion, and abstained from voting the matter. All business dealings with that entity shall cease on the grounds of conflict of interest.

Board Composition

Appointed or elected board members

The Organizing Board member will review applicants for the Board.

Size of the board

Board members will be no more than nine members selected by the foundation. The Board will function under the umbrella of the foundation. It will have no legal or fiduciary rights but will act in an oversight and advisory capacity.

Length of service on the board: The length of the term of Board members will be 2- to 4-years with staggered terms. The offices of President, Vice-President, Secretary, and Treasurer are permanent elected officers of the Board.

Candidates for the Board

Diversity is the hallmark of an effective board. Boards benefit from having members with varied expertise in education, human resources, personnel management, finance, law, marketing, strategic planning, or fundraising, as well as individuals with connections to the community, local businesses, and political leaders. Depending on the stage of development, the school may benefit from having Board Members with specific skills. Expertise in real estate, code compliance, or contracting, for example, is valuable during facility expansion. Diversity of perspective is also important.

Board Offices

Election

The Officers shall be elected from among the Board of Trustees at each annual meeting of the Trustees and shall serve for one year and until their successors are elected and qualified.

Terms

The president may serve no more than three consecutive terms. Trustees elected to the other officer positions may serve no more than five consecutive terms. Former officers, after a break in service of two years, may be elected to another term as an officer.

President: The President establishes the meeting's agenda and ensures members have all the information they need in their packets. The president is usually the chief liaison to the administrator, acts as the primary signing agent for official board documents, and is responsible for ensuring the board is in compliance with the charter contract, board manual, and bylaws.

Vice-President: The Vice-President serves when the President is absent. The VP ensures the Board follows appropriate parliamentary procedures.

Secretary: The Secretary records minutes for the meetings and keeps copies of agendas and minutes, correspondence between the board and other parties, committee reports, articles of incorporation, and the bylaws.

Treasurer: The Treasurer keeps financial records and inventory lists, tracks and records deposits to school accounts, provides assistance during financial audits, and interacts with NiSe's HR/Finance Manager.

New Board Member Recruitment

The Organizing Board established the following policy for recruiting Board Members. Subsequent replacements will be overseen by the Board of Trustees. The process begins by developing a profile of the present Board and determining the types of expertise needed at the stage of school development. The committee then recruits individuals who can commit sufficient time to serve and who are internally motivated, reliable, and dedicated to the school and its mission and vision. Potential Board members will be given enough information about the expectations of the Board to determine whether they should make the commitment. If he or she consents, the new member should be selected (by vote) or appointed to the board according to the bylaws. Once on the Board, new members receive a current copy of the board manual.

Term Limits

To maintain a level of continuity, institutional memory, and expertise, the term of initial Board will be staggered. The initial Board will have three members with a four-year term limit, three members with a three-year term limit, and three members with a two-year term limit. As Board members retire, replacement Board Members serve three-year terms.

Vacancies

A vacancy on the Board of Trustees, including a vacancy caused by an increase in the number of trustees, may be temporarily filled by a majority vote of the remaining Trustees to elect a person(s) to fill the vacancy(ies) until the next annual meeting of Trustees, at which time trustees so elected must be re-elected as specified in the Bylaws or step down from the Board as soon as his or her successor is duly elected and qualified.

Governance Structure/Model

A "shared" governance structure will be employed on the Board of Trustees. The Board will be comprised of community members, leaders and parents from across Northwest Indiana. The community will be able to attend open Board meetings.

Board Committees

Committees comprise between three and five members headed by a chairperson with relevant expertise. Committees, formed by the President of the Board, assist the Board by conducting research on critical issues enabling the whole board to focus on the big picture (i.e. strategic planning, policy development, and financial management). Committees increase member buy-in and ensure work is fairly distributed. The committees are empowered to provide information to the whole Board.

The President of the Board has the authority to create and appoint members to two types of committees. The first type is a standing committee which is a part of the permanent structure of the school. The function of this committee is to describe in board policy and generally related to the governance of the school. The second type is an ad hoc committee that focuses on specific, timely issues and is dissolved upon their resolution. Standing committees are as follows:

Finance and Audit Committee: The Finance and Audit Committee shall, along with the Principal, prepare and present a proposed financial budget to the Board of Trustees, prepare and implement a system of internal fiscal controls, and when appropriate, secure alternative funding sources.

Curriculum and Assessment Committee: The Curriculum and Assessment Committee shall review the curriculum changes presented by the Principal and refer such changes to the Board of Trustees for consideration. The committee may make recommendations to the curriculum for the administration to evaluate. The committee may also recommend for administration's review educational strategies and criteria for the evaluation of student performance.

Personnel Committee: The Personnel Committee shall, in conjunction with the Principal, review the criteria for the performance and evaluation of the employees of the school and makes recommendations when changes to current programs are needed. This committee will work with the Principal to monitor the morale of employees.

Facilities Operations Committee: The Facilities Operations Committee shall, in conjunction with administration, review proposals for physical expansion and safety protocols, and ensure the maintenance of the facilities, including technology and security.

Strategic Planning Committee: This committee will focus on long-term planning. The committee will work with administration to review risk areas, succession plans, staff turnover, and work with the Facilities Operations Committee regarding facilities expansion projects.

Community-Building Committee: This committee will focus on donations, corporate visits (by students), volunteerism (by corporations in the school and students in the community). This includes participation in Collegium community activities.

Board Member Training

In addition to annual charter school board assessments, individual training sessions will be required for all new Board Members. All new Board Members must complete the six charter school Orientation Board training modules within 30-days of joining the Board. The orientation training is designed to maximize the effectiveness of the Boards. Each module will be delivered via an online tool with quiz questions to test Board Members knowledge. At the completion of each module, a Certificate of Completion will be printed. A copy of all certificates should be given to the Board Secretary.

The Board Orientation modules will provide training on:

- Orientation Module 1 – Board governance
- Orientation Module 2 - Conflict of interest
- Orientation Module 3 - Board ethics
- Orientation Module 4 – Board financial responsibility
- Orientation Module 5 - Legal responsibilities of the Board
- Orientation Module 6 - Charter school laws and regulations

Board Assessment

The Board will be regularly evaluated for effectiveness. Evaluations will include self-assessment and assessment from parents, staff, administration, and even students regarding the Board's communication, support, finance management, policy development, dedication to the mission and vision, and relationship building. The evaluation process will include individual Board Member self-evaluations regarding their contribution. Board Members will utilize the Halogen eAppraisal online system for their annual assessment.

Holding Productive Board Meetings

Regular Board Meetings

Board meetings will be scheduled once a month to discuss emerging issues and to obtain any reports on ongoing committee work. Board meetings should be conducted within a 4-hour window. Board meetings will be scheduled in the evening in an environment that can comfortably seat board members and guests. Regular meetings consist of an examination of unfinished business from previous meetings, reports from committees, and new business.

The Board President sets the agenda and assembles appropriate materials for board packets. The President will distribute these well ahead of the meeting so that Board Members have ample time to review the documents under consideration. Board guests will receive the agenda only. The President has the authority to call working meetings that are generally longer and are focused on a single topic (e.g. facility expansion, budget development, or strategic planning). Working meetings should occur on a different time and date as regularly scheduled Board meetings. Board meetings should be audio-recorded and kept on file for 90 days by the Board Secretary.

Quorum

A majority of the full number of Trustees shall constitute a quorum of the Board for the transaction of business. When a quorum is present, a majority of the Trustees present may take any action on behalf of the Board, except to the extent that a larger number is required by law, by the Charter, or by these By-laws. Every act of a majority of the Trustees present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Trustees.

Meeting Attendance

Trustees are expected to attend all Board meetings. It shall be the duty of the Secretary of the Board to communicate with any trustee after such trustee's three unexcused, consecutive absences to ascertain the trustee's interest in retaining Board membership. Failure to provide an adequate response may qualify as sufficient cause for removal from the Board of Trustees.

Meeting Organization

Developing an agenda: On the agenda, the President will note the action expected for each item such as "consider for approval" or "up for discussion. The President will consider time when developing the agenda items so as not to overload the meeting. The President has the authority to determine which items can wait for consideration may be moved to the next month; or topics that take considerable time to discuss may be delegated to a small group in order to investigate and summarize findings to the whole board. Items that have largely been decided and are up for a second reading may be placed on a consent agenda to be accepted in one motion. The board may discuss the items but the process of voting is shortened into one step.

Beginning the meeting: The Vice-President plays an important role in keeping meetings moving, following rules of order, and maintaining decorum. The VP opens the meeting by greeting all members, directors, and guests. The VP sets the tone of the meeting by reading the mission and vision statements of NiSe and note whether a quorum is present according to the school bylaws. A quorum is required in order to vote.

Maintaining the pace: The VP should make every effort to stick to the agenda and keep the conversation focused. Roberts Rules of Order will be followed at all meetings. The Chair may set limits on time used for less important issues, request that in-depth issues be assigned to committees for outside work, or tactfully end discussions that are unproductive. The Chair ensures all board members and guests have an opportunity to speak and to take breaks as needed.

Considering the issues: Weighty and emotional issues require especially thoughtful consideration, the following steps should be followed to help address problems systematically:

- Describe the problem
- Brainstorm potential solutions
- Establish a fact-finding committee to pursue additional information, as needed
- Cull the list to the most viable choices
- Evaluate the choices in light of the mission and vision statements.
- Evaluate the costs and benefits
- Make the decision
- Evaluate the impact

Executive session: Executive Session may be held in regular or working meetings when the proceedings are confidential (e.g. contract negotiations, agreements, personnel. Executive sessions should be audio-recorded and kept on file for 90 days by the Board Secretary.

Keeping minutes: The Secretary will ensure that minutes are taken that provide a clear, accessible record of the decisions made and actions taken by the board during a meeting.

Ending the meeting: When drawing the meeting to a close, the Chair should review individual assignments to clarify the tasks and to establish topics for the next meeting.

After the meeting: The Secretary should distribute the minutes as soon as possible so that they can be checked for accuracy. Minutes may not be released to the general public until they have been approved by the Board at the next meeting. The President should place unfinished business on the agenda for the next meeting.

Interaction with parents: A Board must adhere to the established grievance process for bringing a concern to the Board. Board policy should also explain to parents how they can provide input to the board during the Public Comment portion of the agenda. Public input during the board meeting is generally not permitted.

Board Member Conduct

Code of ethics: Each Board member must sign the Code of Ethics Statement.

Conflict of interest: Each Board member must sign the Conflict of Interest statement. Board members **may not benefit** financially, personally, and/or politically from an action of TRON AGEK Educational Foundation and/or NiSe Charter School

Overcoming indecision and conflict: Indecision often occurs when members avoid making unpopular or difficult decisions. To delay decisions, members should request additional reports when the facts conflict with their intentions.

Developing Sound Policy

Guided by the school's mission and vision, an effective board recommends policies regarding finances, enrollment, program evaluation, and other operational aspects. Written policies have two purposes: they provide direction to the board and staff in implementing the school's goals; and they ensure the school meets legal requirements. A written copy of school policies should be available to anyone who requests it. Copies should be kept in the school office and on the school's website.

Types of Policies

In general, the Board recommends policies and the Principal create procedures. Policies indicate what should be done whereas procedures indicate how something should be done. The Board has no role in developing administrative procedures. There are four types of policies a charter school board should consider:

- Policies required by law (e.g. discrimination, sexual harassment)
- Policies required by the contract or charter application (e.g. lottery/enrollment, uniforms)
- Policies that give broader definition to the vision/mission (e.g. educational program philosophy, administrative structure, dress code)
- Policies that communicate Board decisions (e.g. facility use, withholding diplomas/transcripts/grades)

Establishing a Policy

The Board should work diligent work to draft and adopt all of the necessary policies. The Board's first priority is to adopt those policies that are required by the articles of incorporation, charter school application, charter contract, and Indiana law. The second priority is to establish policies that will further the vision and mission of the school.

Once the policy is established, the Principal create procedures. The Board may also adopt policies throughout the year to address situations and crises. To adopt proven practices and avoid adopting unsound or illegal policies, the Board should research policies established at other schools. Guided by research, the Board then recommends policy. Once a policy has been adopted by the Board, the Board should note the date it was adopted. Periodic changes to federal and state law, State Department of Education rules, or district policies may require the charter school board to update their policies. If the policy is later amended, this date should be noted as well. These steps maintain a written history of the policy.

Planning for Emergencies

Boards should adhere to the NiSe's policies for managing school.

Providing Guidance on Legislative and Legal Issues

The Board should identify legal and regulatory changes that impact the school and communicates these changes to school personnel as applicable. Charter schools function under the authority of local, state and federal laws and regulations. These laws govern contracts, employment, building safety, finances, discrimination, and other educational and operational aspects of schooling. The Board, administration, and school personnel should know legal requirements and remain in compliance with them. The Board should seek NiSe’s legal consultation when negotiating the charter contract, requesting waivers, leasing a building, filing bylaws, hiring and firing employees, or confronting other liability issues.

Federal Laws Governing Charter Schools

Federal laws that impact charter schools include civil rights laws, the No Child Left Behind Act (NCLB), and the Individuals with Disabilities Education Act (IDEA).

State Laws Governing Charter Schools

The Board should be aware of all state governing bodies.

Other Legal Agreements

NiSe will engage in contract negotiations with employees, parents, and service providers (e.g. janitorial, food service). The Board must approve all contracts entered to by NiSe.

Tracking Legislative Changes

Board members need to know of and be prepared to accommodate new legislative requirements.

Training for Excellence

An effective board demonstrates a strong commitment to continuous improvement by engaging in professional development and training. Training increases the Board’s capacity to accomplish their responsibilities, overcome challenges, and work together.

Through greater understanding of school curriculum, state standards and testing, and other programmatic operations and their impact on student achievement, the Board can make better long and short-term planning decisions. Through a needs assessment, Boards can determine what additional training they need. Training is available online.

During their tenure on the Board, all Board members must complete an additional 5-hour of professional development modules. A minimum of one module must be completed every 6-months of their tenure. Board Members are responsible for completed all professional development modules.

- Module 1 - Maximizing board resources
- Module 2 - Managing within the board committee structure
- Module 3 - Principles of building collaborative relationship with employees and community
- Module 4 - Ethical situations that occur in organizations and provides strategies for improving decision-making skills on ethical issues
- Module 5 – Facilitating effective board meetings

- Module 6 - Proactive strategic implementation planning
- Module 7 –Budget development, budget management, financial planning, facility financing, and fundraising

Financial Planning/Fundraising

The Board will work with NiSe leadership to ensure that financial planning and fundraising strategies are developed.

Guiding Renewal and Accreditation

The Board actively will participate in evaluating the success of the school in meeting its mission and vision. The Board will review internal yearly evaluations are essential to school improvement and assist in the preparation of NiSe for the external evaluation required in the renewal process.

Providing Financial Security and Oversight

The Board will provide financial security for the school through oversight of the budget and financial operations. This responsibility requires knowledge of business plans, grants, budgeting, accounting, fundraising, financial reporting, safeguarding of assets, and annual audits. With the assistance of an external auditing firm and NiSe’s HR/Finance Manager, and contract Accountant, the Board will ensure the timely, accurate financial reporting.

Grants

Grants typically constitute 20% of an overall development plan. Board, NiSe leadership, and faculty, directly or through the use of NiSe’s Consultant, must pursue grants funded by state and federal governments and state and national private foundations. The Board President may create a grants/fundraising committee that actively pursues grant funding for startup costs, special projects, technology upgrades, curriculum materials (e.g. interactive technology, supplemental readers), classroom or program equipment, professional development opportunities, performing arts, athletics, and library materials. Grant funding ideas may arise from the strategic planning process or a needs assessment designed to identify funding priorities. The committee identifies grant opportunities and recommends actions in acquiring the grant funds.

Networking: It is important to build relationships with several funding agencies. Granting agencies are more likely to maintain their support if the school can demonstrate results. Before contacting an agency, Board Members should learn about the organization, its giving patterns, and partners by reading annual reports or by attending events sponsored by the agency. The next step is to request a meeting with the agency before applying for the grant. State/federal and large foundation personnel are not generally available. In the meeting, board members should describe the project needs and get feedback from the grant officer. This information will enable the board to decide whether the grant program is a good fit for the project.

Reviewing and Supporting the Principal

The Board will have the authority to recommend the hiring of capable NiSe administration and staff who share the mission and vision of the school. The Board is also responsible for working with the Principal in the annual evaluation of NiSe leadership and the setting of professional

goals for improvement. Boards support administrators by ensuring that they have the necessary resources to accomplish goals and by conveying confidence in their day-to-day decisions.

Serving on a search committee: The Board President will provide a Board member to service on all search committees. Recruitment strategies include contacting other charter schools and trusted peers within the education community for candidate recommendations and advertising the position in places that cater to the charter community such as job postings websites.

Interviewing candidates: It is illegal to ask questions about age, marital status, family planning, religious affiliation, disabilities and should never be addressed in an interview. The board/committee should prepare a list of standard questions such as:

- What strengths and weaknesses would you bring to the leadership position?
- What have you or are you doing to address the deficits?
- What is the most satisfying experience in education you have had?
- What has been your experience in teaching and leadership in other schools?
- How has your educational background contributed to where you are today?
- What do you believe are the greatest contributions of charter schools?
- How are charter schools different from traditional public schools?
- What experience do you bring to this position that you believe will be helpful?
- What will you do to help the school to fulfill its mission and vision?
- What concerns you most about taking over the leadership of this school at this time?

Checking references and prior job performance: The Board should ensure that a check with former employers to verify dates of employment and ask questions about the candidate's past performance. Boards may also learn about the applicant by inquiring with individuals who know the candidate, but may not be listed as a reference. If a candidate has been terminated by another school, the Board should assume the situation had two sides and ask questions of several individuals involved.

Evaluating School Leadership/Staff Performance

The Board should annually review the performance evaluations of the leadership and staff to identify opportunities for professional growth and acknowledge areas of excellence (e.g. adherence to mission and vision, personnel management, communication, finances and operations, student achievement, school safety, encouraging continuous improvement).

Board Member Relationships

Building positive working relationships between Board members is essential to effective governance. These relationships can be strengthened via the orientation training for new members and participation in the professional development training modules offered.

Board and Staff Relationships

Boards should form a positive relationship with school administration and staff while maintaining an appropriate distance from day-to-day decision making. Frequent communication dispels rumors, mistrust and alienation between the Board and NiSe staff. Before each Board meeting, the Board will hold "board visit days" where NiSe's leadership, staff, and faculty are

invited to informally interact with the Board to ask questions, listen to reports, and provide input into important decisions.

Board and Administrator Relationships

The board should work toward having an open and honest relationship with NiSe's leadership. They should work together when developing the strategic plan, long-term growth plans, and policy development. The Board should also invite the leadership to evaluate the Board's effectiveness.

Board and Parent Relationships

The Board should engage parent participation in the operation of the school and the maintenance of a high achieving, safe, fun environment. The Board must follow the established grievance procedures.

Board and Community Relationships

Developing relationships with the community can provide benefits to the school including monetary and in-kind donations, discounts on goods and services, volunteers, activities for students, marketing, and new ideas. For example, a school could form a relationship with a nearby company whereby the company provides computer technical assistance to the school in exchange for use of the school's technology lab for training.

Grievance Confidentiality

Throughout this process it is important to maintain confidentiality, particularly if the issue concerns the performance of a staff member or sensitive issues regarding other students and their families. Concerns about all staff member's performance must only be raised with the School Leader/Principal. Concerns about the Principal can only be raised with the Board.

Grievance Resolution Process

Concerns may be raised as follows:

- **Step 1**
The individual (e.g. parent, community member) should contact the staff member involved and arrange an appointment to discuss the matter without distractions. Contacting the office can result in a return phone call or an appointment being made for you with the staff member involved. This meeting must occur within five business days.
- **Step 2**
If the issue raised is unresolved, then the individual must make an appointment within five business days with the School Principal/Principal to inform of the concern.
- **Step 3**
If the issue raised is still unresolved at this point, then the individual must make an appointment within five business days with the Board to inform of the concern. At this point, the individual can choose to arrange for a support person to accompany them.
- **Step 4**
Within 30 days from the meeting with the Board, if the individual is still dissatisfied with the outcome of the meeting, they may write to the Board of Trustees. The Board President will create a special Grievance Committee to review any complaints. If no new information is presented, then the matter is closed.

Pitfalls to Avoid

An effective board must avoid actions or habits that impede decision making, cause conflicts of interest, overwhelm the administrator and staff, micromanage day-to-day activities, and squander resources and opportunities.

Micromanagement

Once the doors are open for the school, the Board should step back and focus on policy and fiscal development while allowing day-to-day activities to become the primary responsibility of the Principal.

Overdependence on the Administrator

While Board must hand over the day-to-day operations to the leadership, they retain an oversight responsibility. The Board must be prepared in the event that an administrator leaves unexpectedly, to ensure the school's programming continues while the board assists in the search for a replacement. The Board should confer with the remaining leadership in such an event.

Overextending Administrators

The job of a charter school administrator is exceptionally demanding. As an instructional and business leader, they bear more responsibility than their traditional public school counterparts, particularly when the school is new or experiencing significant growth. Overextension leads to burnout and high turnover. The Board can take steps to ensure the demands on the administrator remain at a reasonable level. The Board should provide recommendations that will enable the administrator to effectively delegate and develop leadership roles among the staff.

Lack of Continuity and Institutional Memory

As charter schools mature and original board members retire, new members may have little knowledge of why the founders created the school and the reasons for their decisions. Without institutional memory, leaders may make avoidable mistakes or undermine the distinct character of the school. It is wise to keep the original founders associated with the school to gain historical context for policies.

IIT BOEING SCHOLARS ACADEMY

Fields marked with an asterisk (*) are required.
Attach all required documents to this application.

Student Information

*Applicant name _____
First Middle Last

Preferred name, if not first name _____

*Gender: Female Male *Age, as of July 1, 2013 _____

*Preferred phone (____)____-____ Other phone (____)____-____

*Email address: _____

*Permanent home address:

Street address _____ Street address line 2 _____

City _____ State/province/region _____ Postal/zip code _____ Country _____

If different from above, please give your current mailing address:

Street address _____ Street address line 2 _____

City _____ State/province/region _____ Postal/zip code _____ Country _____

Good through: ____/____/____
MM DD YYYY

*Would you like to be added to Illinois Institute of Technology's mailing list? Yes No

*Please check all that apply:

- I am a US Citizen or Permanent Resident
- I am a citizen of _____
- Other (specify) _____

*Birthplace _____
City State/province/region Country

If not born in the US, how many years have you lived here? _____

*First language _____ *Language(s) spoken at home _____

List any languages in which you are proficient. _____

Optional: How do you identify yourself? (Please check all that apply and specify below, if desired.)

- American Indian or Alaska Native (including all Original Peoples of the Americas)
- Asian (including Indian subcontinent and Philippines)
- Black or African American (including Africa and Caribbean)
- Hispanic or Latino(a) (including Spain)
- Native Hawaiian or Other Pacific Islander (Original Peoples)
- White (including Middle Eastern)
- Other
- I prefer not to respond

Specify, if desired: _____

Family Information

Parent/Legal Guardian 1

*Name _____
Title First Last Suffix

*Relationship to you:

- Mother Father Legal Guardian Ward of the Court/State
 Other _____

*Preferred phone (____) _____ - _____ *Phone type: Home Cell Work

*Email address _____

Home address, if different from yours:

Street address _____ Street address line 2 _____

City _____ State/province/region _____ Postal/zip code _____ Country _____

*Occupation _____ *Employer _____

*Highest education level completed:

- Below high school Two-year college degree (Associate's) Graduate or professional degree
 Some high school Some four-year college
 High school degree Four-year college degree (Bachelor's)

Parent/Legal Guardian 2

Name _____
Title First Last Suffix

Relationship to you:

- Mother Father Legal Guardian Ward of the Court/State
 Other _____

Preferred phone (____) _____ - _____ Phone type: Home Cell Work

Email address _____

Home address, if different from yours:

Street address _____ Street address line 2 _____

City _____ State/province/region _____ Postal/zip code _____ Country _____

Occupation _____ Employer _____

Highest education level completed:

- Below high school Two-year college degree (Associate's) Graduate or professional degree
 Some high school Some four-year college
 High school degree Four-year college degree (Bachelor's)

Academic and Extracurricular Information

*I am a: sophomore in high school (class of 2015).

*High school name _____

*School address:

Street address _____ Street address line 2 _____

City _____ State/province/region _____ Postal/zip code _____ Country _____

*School phone (____) _____ - _____ *School fax (____) _____ - _____ CEEB/ACT code _____

*Counselor's name _____
Title First Last Suffix

*Counselor's phone (____) _____ - _____ *Counselor's email _____

List any other high schools you have attended since 9th grade (school name, CEEB/ACT code, location [city, state/province, postal/zip code, country], dates attended [mm/yyyy-mm/yyyy]).

If not listed on the official high school transcript you are submitting with this application, what courses are you taking right now? Indicate level (AP, IB, honors, etc.) where applicable.

*What courses do you plan to take during the 2013-14 school year? Indicate level (AP, IB, honors, etc.) where applicable.

*As of now, what are three college majors, careers, or jobs you are considering pursuing after high school?

1. _____
2. _____
3. _____

*As of now, are you planning to continue your education after graduating from high school?

Yes No I do not know

If "yes," what level(s) of education do you plan to pursue? Please check all that apply.

Two-year college degree (Associate's) Graduate or professional degree (such as law or medicine)
 Four-year college degree (Bachelor's) Other (please specify) _____

If "no," why not? Please check all that apply.

I do not know how I am going to pay for it. I do not know what I want to study or do.
 I do not need college to do what I want to do. Other (please specify) _____

*Have you ever visited the campus of Illinois Institute of Technology? Yes No

Comment: _____

Do you know anyone who is associated with IIT? If yes, please check all that apply.

Parent/Guardian Sibling Faculty Staff Student Alumnus/a Coach
 Other _____

*How did you learn about the IIT Boeing Scholars Academy? Please check all that apply.

IIT representative Current IIT Boeing Scholar _____ Teacher Counselor
 Friend Email Mail summer.iit.edu Other _____

Respond to the following questions in 100 words or less; do not feel as if you must fill the space.

*What activities outside of high school (e.g., extracurricular clubs, volunteer positions, afterschool jobs, weekend or summer programs) are most important to you, and why?

*What do you consider to be your greatest strengths, talents, and personal attributes, and what are some areas in which you hope to grow?

*Why are you interested in participating in the IIT Boeing Scholars Academy, and what do you hope to get out of the program?

Please share anything else you would like us to know about you.

*Critical Response

Type a 500-word response to the following prompt and submit it with this application.

Identify and describe what is the most urgent social, environmental, and/or economic challenge facing the United States today—from your perspective. What causes and perpetuates this problem? Who or what is affected by it, and what is at stake if this problem persists? If you were given access to \$1000, what could you do to address that problem in the next year? Use your imagination, and be specific.

I certify that all information submitted in this application is my own work, factually true, and honestly presented.

Signature _____ Date / /

Current Chicago-area high school sophomores should apply by Thursday, February 14, 2013, to participate in this free, two-year summer academic enrichment program, which offers

- four weeks of intensive, project-based STEM programming at IIT each summer
- workshops, field trips, and career exploration events during the school year
- guidance and support in developing leadership projects (junior year only)
- college advising and application assistance (senior year only)

for 100 Chicago-area teens per year.

Eligibility

Applicants to the IIT Boeing Scholars Academy should:

- be current sophomores (class of 2015) at Chicago-area high schools
- have demonstrated strong performance (As and Bs) in a college prep curriculum
- be on track to take pre-calculus or higher by senior year

First-generation college students, women, and students from populations underrepresented in STEM fields are especially encouraged to apply.

Because this is our state of emergency today:

- Of all Black fourth-graders, 58% are functionally illiterate.
- In some cities, 80% of our boys drop out before finishing high school.
- Every day 1,000 Black children are arrested.
- 1 in every 8 African American males ages 25-29 is incarcerated.
- The number one cause of death for our boys is homicide.

es of Engineering
 based survey course to help students understand
 and engineering technology and identify career
 Theoretical and hands-on problem-solving activities
 are emphasized

***Computer Integrated Manufacturing**
 builds on skills in computer modeling design and exposes students
 to the fundamentals of computerized manufacturing technology.
 The course covers prototyping, CNC equipment, CAM software,
 robotics, and flexible manufacturing systems.

***Engineering Design and Development**
 involves two-to-four person teams that research an open-ended
 problem and then design and construct a solution to it. Each team
 must submit progress reports and a final research paper. The team
 members then defend the solution with an oral presentation before
 an outside review panel.

Standards-Driven: National Mathematics, Science and Technology Education

The project-based curriculum challenges students of all ability
 levels to use mathematical, scientific and technological principles in
 solving real-world problems. Students who complete the program
 will:

- Understand technology as a tool for problem-solving
- Understand the scientific process, problem-solving in engineering, and the application of technology in engineering
- Be prepared for the rigor of college-level programs in engineering or engineering technology
- Understand technological systems and how they interact with other systems
- Apply appropriate technological systems in analyzing and solving problems
- Use mathematical principles to solve problems
- Communicate effectively through reading, writing, listening and speaking
- Work well in teams

Expenses and Commitments—A Partnership Project Lead The Way® provides:

- Free curriculum (regularly updated)
- Free resource guides for students (regularly updated)
- Curriculum review, revision and distribution
- Teacher assessment
- Summer teacher institutes (classrooms, instructors, curriculum, learning materials)
- Ongoing teacher training (instruction only)
- Counselor Conferences (professional development and career awareness (accommodations, materials and facilities))
- Electronic communication among teachers and staff

- Increased purchasing power—coordinated bidding and purchasing of furniture, hardware, software and supplies
- Management personnel (supports nationwide implementation)
- Public relations materials for students and parents
- Systematic program evaluation
- Information and support for schools and teachers
- Technical support
- National leadership (Board of Directors and National Oversight committee)

Schools Provide:

- Equipment and software
- Each PLTW teacher with a laptop and software
- Pre-core training prior to Summer Training Institute (if necessary)
- Summer Training Institute-teacher expenses (stipends, room/board/incidentals, travel)
- Travel costs for Counselor Conference
- Future lab expansion when needed
- Annual budget for supplies and materials
- Implementation of the entire five-unit, PLTW curriculum of high school courses in four years or less and/or implementation of Gateway to Technology in three years or less
- Participation on local leadership and partnership teams
- Participation in evaluation of the program

Contact Information:

Project Lead The Way® is a 501 (c) (3) not-for-profit national corporation that forms partnerships among public schools, higher education, institutions and private sector to increase the quantity and quality of engineers graduating from our educational system.

Support for Project Lead The Way® activities is provided by a not-for-profit charitable foundation.

For More information on the Indiana PLTW Pre-engineering initiative, contact:

Ken Thompson, Indiana Department of Education
 Phone 317-234-0268

<-mail kthompso@doe.state.in.us>

Dave Wilkinson, Indiana Department of Education
 Phone 317-233-3604

<-mail dwwilkins@doe.state.in.us >

Greg Steele, Indiana Department of Education
 Phone 317- 232-9105

<-e-mail gsteele@doe.state.in.us

Indiana



Project Lead The Way®

Pre-Engineering Programs

Indiana Department of Education

Benefits to Students

- Exposure to vigorous pre-engineering coursework
- Awareness of high-demand, high-wage careers
- Relevant application of mathematical and scientific principles
- Opportunity to solve real-world problems
- In-depth application of knowledge
- Exposure to latest computer software and equipment used by industry, colleges and universities
- Hands-on activities that utilize team effort
- Skills required for jobs and post-secondary education
- Improved performance in academic work
- Improved communications skills
- Articulated credit arrangement with New Hampshire Technical Institute

Benefits to Schools

- Efficiency in program planning, purchasing, training and curriculum development
- Free, regularly updated best practices curriculum
- Free, regularly updated resource guides for students
- Student assessment rubrics and other materials
- Consistent curriculum and training that help to with PLTW that supports the program's implementation and continued use
- A plan for selecting appropriate equipment, software and materials that incorporates a highly cost-effective bidding system
- An organizational structure that offers program support at the local, regional, state and national levels

Benefits to Business, Industry, and Colleges and Universities

- A program that addresses a national shortage of highly skilled engineers and technicians
- A program that will enhance economic and work-force development
- An opportunity to work with and support the local educational systems through local and regional partnership teams
- High school graduates who are prepared for college programs in engineering and technical fields.

*Training and Support for Teachers . . .

Teacher training is a critical component of any new instructional program. Project Lead The Way® has developed an intensive, comprehensive training program for teachers. This training model consists of three parts:

*Pre-assessment . . .

Significant attention is paid to gauge staffs readiness for training through a self-assessment. PLTW teachers analyze the results and recommend work, if necessary, to prepare them for the summer institute.

*Summer Training Institute . . .

The institute, an intensive two-week training program, prepares teachers to teach the course scheduled for the fall term. Graduate credit is available through the Rochester Institute of Technology

*Ongoing Training . . .

Teachers receive continuous support for skill improvement as they implement the program. PLTW manages electronic communication among teachers and staff at all PLTW sites to encourage them to work together to solve problems.

*Training and Support for Counselors . . .

PLTW understands that no other key to success is awareness. The Counselor conference is designed to inform school counselors about the program's benefits and about the various careers in technology and engineering that are available to students who pursue this training. Counselors receive PLTW materials, including brochures and videos to use with students and their parents.

Many opportunities await young people who complete an upgraded academic core and a career/technical concentration, such as pre-engineering technology. The Project Lead The Way (PLTW) pre-engineering program of study helps achieve this goal.

High-Demand, High-Wage Careers . . .

The United States is suffering from a severe shortage of engineers and well-educated technical workers. The nation has more than one million jobs available in these fields with few qualified candidates to fill them. One reason for this problem is that more than half of the students who enroll in post-secondary engineering and engineering/technology programs drop out because they were not adequately prepared in school.

"U.S. students generally do not get the comprehensive math and science courses in grades K-12 they need to succeed in an engineering program."

(Travis Egnen, chairman and chief executive of IIT Industries Inc. in USA Today)

Introducing students in middle school and high school to engineering and engineering technology will attract more of them to these fields and will allow them to determine (before college) whether they are interested in pursuing an engineering-related career. The PLTW graduate will be better prepared for engineering programs in college or technical school and will be more likely to succeed.

Rigorous and Relevant Curriculum Project Lead The Way® Pre-engineering Program

- Meets national standards for math, science and technology education
- Offers a complete career/technical concentration with an emphasis on both mathematics and science
- Links demanding math and science courses with quality career/technical courses

Middle School Technology Program Gateway to Technology

The middle school curriculum is designed to give students a broad overview of technology-related fields and processes. Because engineers use technology to solve problems, the course is 'activity-oriented'. It incorporates, four 10-week units, each of which is developed specifically for grades six through eight. It is recommended that these units be taught in the following order:

Designs and Modeling The Magic of Electrons The Science of Technology Automation and Robotics

High School Sequential Program of Study . . .

The high school curriculum is a rigorous four-year sequence of courses that, when combined with college preparatory mathematics and science, allows students to explore careers in engineering and engineering technology. This exposure helps students prepare to enter a two-or four-year college or technical school; however, even students who do not intend to pursue further formal education will benefit greatly from the knowledge and logical thought processes taught in these courses.

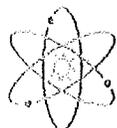
High School Courses

*Introduction to Engineering Design

is an introductory course that develops students' problem-solving skills, with emphasis on visualization and communication skills using a computer and 3-D solid modeling software.

*Digital Electronics

is a course of study in applied digital logic, using electronic logic circuits that first are designed and then tested using the latest computer digital-logic modeling technology.



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[OUR PROGRAMS](#)

Pathway To Engineering | High School Engineering Program

The PLTW Pathway To Engineering (PTE) program is a sequence of courses, which follows a proven hands-on, real-world problem-solving approach to learning. Throughout PTE, students learn and apply the design process, acquire strong teamwork and communication proficiency and develop organizational, critical-thinking, and problem-solving skills. They discover the answers to questions like how are things made and what processes go into creating products? Students use the same industry-leading 3D design software used by companies like Intel, Lockheed Martin and Pixar. They explore aerodynamics, astronautics and space life sciences. Hello, NASA. Students apply biological and engineering concepts related to biomechanics – think robotics. They design, test and actually construct circuits and devices such as smart phones and tablets and work collaboratively on a culminating capstone project. It's STEM education and it's at the heart of today's high-tech, high-skill global economy.

During the first year of implementation, schools are required to offer at least one of the foundation courses and ultimately implement both foundation courses and one or more of the five specialization courses and/or capstone course.

PTE courses complement traditional mathematics and science courses and can serve as the foundation for STEM-centered or specialized academies. The program is designed to prepare students to pursue a post-secondary education and careers in STEM-related fields.

Foundation Courses

- **Introduction to Engineering Design (IED)**
 - Designed for 9th or 10th grade students, the major focus of IED is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community.
- **Principles of Engineering (POE)**
 - Designed for 10th or 11th grade students, this survey course exposes students to major concepts they'll encounter in a post-secondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions.

Specialization Courses

- **Aerospace Engineering (AE)**
 - AE explores the evolution of flight, navigation and control, flight fundamentals, aerospace materials, propulsion, space travel, and orbital mechanics. In addition, this course presents alternative applications for aerospace engineering concepts. Students analyze, design, and build aerospace systems. They apply knowledge gained throughout the course in a final presentation about the future of the industry and their professional goals. This course is designed for 10th, 11th or 12th grade students.
- **Biotechnical Engineering (BE)**
 - In this course students explore the diverse fields of biotechnology. Hands-on projects engage students in engineering design problems related to biomechanics, cardiovascular engineering, genetic engineering, tissue engineering, biomedical devices, forensics and bioethics. Students, usually at the 11th and 12th grade level, apply biological and engineering concepts to design materials and processes that directly measure, repair, improve and extend living systems.

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IN THIS SECTION

- > Overview
- > High School Engineering
- > Middle School Engineering
- > High School Biomedical Sciences
- > Implementing a PLTW Program

- **Civil Engineering and Architecture (CEA)**
 - Students learn about various aspects of civil engineering and architecture and apply their knowledge to the design and development of residential and commercial properties and structures. In addition, students use 3D design software to design and document solutions for major course projects. Students communicate and present solutions to their peers and members of a professional community of engineers and architects. This course is designed for 11th or 12th grade students.
- **Computer Integrated Manufacturing (CIM)**
 - How are things made? What processes go into creating products? Is the process for making a water bottle the same as it is for a musical instrument? How do assembly lines work? How has automation changed the face of manufacturing? While students discover the answers to these questions, they're learning about the history of manufacturing, robotics and automation, manufacturing processes, computer modeling, manufacturing equipment, and flexible manufacturing systems. This course is designed for 10th, 11th or 12th grade students.
- **Digital Electronics (DE)**
 - Digital electronics is the foundation of all modern electronic devices such as mobile phones, MP3 players, laptop computers, digital cameras and high-definition televisions. Students are introduced to the process of combinational and sequential logic design, engineering standards and technical documentation. This course is designed for 10th or 11th grade students.

Capstone Course

- **Engineering Design and Development (EDD)**
 - In this capstone course, students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. Students perform research to choose, validate, and justify a technical problem. After carefully defining the problem, teams design, build, and test their solutions while working closely with industry professionals who provide mentoring opportunities. Finally, student teams present and defend their original solution to an outside panel. This course is appropriate for 12th grade students.

Please click here for more information on individual courses in this program.

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Home / our programs / middle school engineering program

OUR PROGRAMS

Gateway To Technology | Middle School Engineering Program

The PLTW Gateway To Technology (GTT) program features a project-based curriculum designed to challenge and engage the natural curiosity and imagination of middle school students. They envision, design and test their ideas with the same advanced modeling software used by companies like Lockheed Martin, Intel and Sprint. They study mechanical and computer control systems; think robotics and animation. Students also explore the importance of energy, including innovative ways to reduce, conserve and produce it using solar, thermal and wind power. The knowledge that students gain and the skills they build from GTT create a strong foundation for further STEM learning in high school and beyond.

Throughout GTT, students acquire knowledge and skills in problem solving, teamwork and innovation as well as explore STEM careers. Taught in conjunction with a rigorous academic curriculum, the program is divided into seven, nine-week independent units, assuming a 45-minute class period. Schools implement both foundation units and may add any combination of the specialization units.

GTT, intended for grades six through eight, is designed to spark an interest in STEM subjects and prepare students for further study in high school.

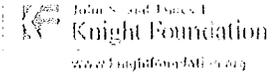
Foundation Units

- **Automation and Robotics (AR)**
 - Students trace the history, development, and influence of automation and robotics. They learn about mechanical systems, energy transfer, machine automation and computer control systems. Students use a robust robotics platform to design, build and program a solution to solve an existing problem.
- **Design and Modeling (DM)**
 - In this unit, students begin to recognize the value of an engineering notebook to document and capture their ideas. They are introduced to and use the design process to solve problems and understand the influence that creative and innovative design has on our lives. Students use industry standard 3D modeling software to create a virtual image of their designs and produce a portfolio to showcase their creative solutions.

Specialization Units

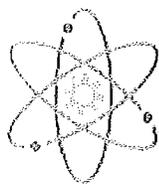
- **Energy and the Environment (EE)**
 - Students investigate the impact of energy on our lives and the environment. They design and model alternative energy sources and participate in an energy expo to demonstrate energy concepts and innovative ideas. Students evaluate ways to reduce energy consumption through energy efficiency and sustainability.
- **Flight and Space (FS)**
 - The rich history of aerospace comes alive through hands-on activities, research, and a presentation in the form of a short informational video. Students explore the science behind aeronautics and use their knowledge to design, build and test an airfoil. Custom-built simulation software allows students to experience space travel.
- **Green Architecture (GA)**
 - In a world of reduced resources and environmental challenges, it is important to present the concept of "being green" to the next generation of designers and builders. In this unit, students are introduced to architectural plans, construction styles, alternative materials and processes, dimensioning, measuring and architectural sustainability. Students use a 3D architectural software program to create an environmentally friendly home using shipping containers.
- **Magic of Electrons (ME)**

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IN THIS SECTION

- > Overview
- > High School Engineering
- > Middle School Engineering
- > High School Biomedical Sciences
- > Implementing a PLTW Program



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Biomedical Sciences | High School Biomedical Sciences Program

The PLTW Biomedical Sciences (BMS) Program is a sequence of courses, all aligned with appropriate national standards, which follows a proven hands-on, real-world problem-solving approach to learning. Students explore the complexity of human medicine and are introduced to topics such as physiology, genetics, microbiology and public health. Through hands-on activities, like dissecting a heart, students examine the processes, structures and interactions of the human body – playing the role of biomedical professionals. They also explore the prevention, diagnosis and treatment of disease, working collaboratively to investigate and design innovative solutions to the health challenges of the 21st century such as fighting cancer with nanotechnology.

Throughout BMS, students acquire strong teamwork and communication practices, and develop organizational, critical thinking, and problem-solving skills. Along the way students investigate a variety of careers in biomedical sciences. During the first year of implementation, schools are required to offer at least one of the foundation courses and ultimately implement three foundation courses. The capstone course is optional.

BMS courses complement traditional science courses and can serve as the foundation for STEM-centered or special academies. The program is designed to prepare students to pursue a post-secondary education and careers in the biomedical sciences.

Foundation Courses

- **Principles of the Biomedical Sciences (PBS)**

- Students investigate various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. Hands-on activities and projects introduce students to human physiology, medicine, and research processes. This course provides an overview of all the courses in the Biomedical Sciences program and lays the scientific foundation for subsequent courses. This course is designed for 9th or 10th grade students.

- **Human Body Systems (HBS)**

- Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflexes, voluntary action, and respiration. Exploring science in action, students build organs and tissues on a manikin, work through interesting real world cases and often play the roles of biomedical professionals to solve medical mysteries. This course is designed for 10th, 11th or 12th grade students.
- **Medical Interventions (MI)**
 - Students investigate a variety of interventions involved in the prevention, diagnosis and treatment of disease. They follow the life of a fictitious family. The course is a “How-To” manual for maintaining overall health and homeostasis in the body. Students explore how to prevent and fight infection; screen and evaluate the quality of human DNA; prevent, diagnose and treat cancer; and prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. This course is designed for 11th or 12th grade students.

Capstone Course

- **Biomedical Innovation (BI)**
 - Students design innovative solutions for the health challenges of the 21st century. They work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physical therapy, biomedical engineering, and public health. They have the opportunity to work on an independent project with a mentor or advisor from a university, hospital, research institution, or the biomedical industry. Through this course, students are expected to present their work to an audience of STEM professionals. This course is designed for 12th grade students.

Please click here for more information on individual courses in this program.

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IN THIS SECTION

- > Overview
- > High School Engineering
- > Middle School Engineering
- > High School Biomedical Sciences
- > Implementing a PLTW Program

Our Programs

PLTW's hands-on, Activities-, Project-, Problem-Based (APPB) comprehensive curriculum is aligned with relevant national standards and is collaboratively developed and updated by subject matter experts – including teachers, university educators, engineering and biomedical professionals, and school administrators.

PLTW's programs emphasize critical thinking, creativity, innovation and real-world problem solving. The hands-on learning engages students on multiple levels, exposes them to areas of study that they may not otherwise pursue, and provides them with a foundation and proven path to post-secondary training and career success in STEM-related fields.

PLTW's Pathway To Engineering (PTE) and Biomedical Sciences (BMS) programs for high schools and the Gateway To Technology (GIT) program for middle schools set the highest standards for rigorous, focused and engaging study, developing students' innovative, collaborative, critical-thinking and problem-solving skills.

Our courses are designed to appeal to all students and help them make the critical connections between STEM principles and solving the real challenges in our communities and the world.

Benefits of the PLTW program include:

- A comprehensive, turnkey curriculum package
- Online resources and professional communities
- A program based on national standards
- Teacher training (PLTW Core Training) through our University Affiliates
- Conferences for school counselors and administrators that demonstrate how courses fit into students academic and career paths
- End-of-Course assessments
- Access to a nationwide support network that includes postsecondary institutions, state education officials, business and industry partners and professional associations.

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Assessment and Accountability Transition 2014-15

The following outlines expected changes to the Assessments and Accountability Systems in the 2014-15 school year. The guidance will be updated regularly with new information as it becomes available.

	School Year 2013-14	School Year 2014-15
Assessed Standards	Indiana Academic Standards	College- and career-ready Indiana Academic Standards for English/Language Arts and Mathematics (2014)
Assessment Rigor	ISTEP+ (Aligned to previous IAS) (One Assessment- March Applied Skills/May Multiple Choice)	ISTEP+ (Aligned to 2014 ELA/Math IAS/college- and- career ready) (One Assessment – Part 1 March Applied Skills/ Part 2 May Multiple Choice/TE)
Accountability System	2012 Accountability A-F	2012 Accountability A-F
Accountability Growth	1 Year Projected Targets. Target scale scores are compared to actual scale scores to categorize Low, Typical, or High Growth.	1 Year Projected Targets with equi-percentile concordance. Target scale scores are compared to actual scale scores to categorize Low, Typical, or High Growth. Due to the transition in Assessment, equi-percentile concordance will be utilized to translate the target score from the previous assessment scale to a target score on the new assessment scale. Additional validations will be implemented to ensure continuity during the transition.
Grade Levels Tested	<ul style="list-style-type: none"> ◦ ISTEP+ used to assess grades 03 thru 08; and grade 10 End of Course Assessments. ◦ IMAST allowed as modified assessment for grades 03 thru 08. ◦ ISTAR allowed as alternate assessment for grades 03 thru 08; and grade 10. 	<ul style="list-style-type: none"> ◦ ISTEP+ used to assess grades 03 thru 08; and grade 10 End of Course Assessments. ◦ IMAST no longer available. Students participate in standard (ISTEP+) or alternate assessment (NCSC) based on decision of case conference committee. ◦ NCSC replaces ISTAR for E/LA and mathematics for grades 03 thru 08; and grade 10.
Growth Availability Grade Levels	04-08	04-08
AMO-Annual Measurable Objectives	2012 Baseline	2015 Baseline will be determined



Indiana Department of Education

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

Educator Effectiveness Growth Rating Availability Grade Levels	<p>Student Growth Percentile.</p> <p>The median SGP along with the standard error is used to generate Educator Effectiveness Growth Ratings (1-4 or 1-5).</p>	<p>Student Growth Percentile.</p> <p>The median SGP along with the standard error is used to generate Educator Effectiveness Growth Ratings (1-4 or 1-5). While Student Growth Percentiles are assessment neutral, results will be closely evaluated to ensure accuracy in calculation as well as fidelity in implementation of new academic standards.</p>
Educator Effectiveness Growth Ratings	<p>04-08</p>	<p>04-08</p>
Educator Effectiveness Negative Impact	<p>Median SGP less than 15 and Mean ISTEP+ scale score decrease of 15 points.</p>	<p>Median SGP less than 15 and equivalence of Mean ISTEP+ scale score decrease of 15 points.</p>

GUIDANCE FOR SPECIAL EDUCATION LOCAL PROCEDURES

Article 7 Reference	Area	Specifics
<i>Child Find</i>		
511 IAC 7-40-1(b) & (c)	Child Find	<ul style="list-style-type: none"> ▪ Written procedures are required to ensure the location, identification, and evaluation of all students attending the charter school who are in need of special education services, regardless of the severity of their disability. ▪ Develop and implement a practical method to determine which students are currently receiving needed special education and related services.
<i>Educational Evaluations</i>		
511 IAC 7-40-3(a), (c), & (e)	Educational Evaluations	<ul style="list-style-type: none"> ▪ Written procedures associated with educational evaluations need to address the requirements set forth in 511 IAC 7-40-3, as well as specific detailed school-specific procedures regarding the following: <ul style="list-style-type: none"> ○ Initial Evaluations <ul style="list-style-type: none"> ▪ Parent initiated referral for student not in RTI process; ▪ School initiated referral for student not in RTI process; ▪ Parent initiated referral for student in RTI process who has not completed the RTI process; ▪ Parent initiated referral for student who has successfully completed the RTI process; ▪ School initiated referral for student in RTI process who has completed the RTI process but failed to make adequate progress. ○ Written Notice Requirements and Timeline (10 instructional days after a parental request for an evaluation made verbally or in writing) ○ Parental Consent ○ Evaluation Timelines ○ Conducting Evaluation and Multidisciplinary Team ○ Move-In Student with a referral pending in a previous school district ○ Reevaluation <ul style="list-style-type: none"> ▪ Reevaluation consideration every 3 years ▪ Reevaluation request under 511 IAC 7-40-8(e)
511 IAC 7-40-5	Initial Educational Evaluations	
511 IAC 7-40-2	Comprehensive and coordinated early intervening services (commonly referred to as RTI)	
511 IAC 7-40-4(d) & (e)	Written Notice	
511 IAC 7-40-4(h)-(m)	Parental Consent	
511 IAC 7-40-5(d)	Evaluation Timelines	
511 IAC 7-40-5	Conducting Evaluation and Multidisciplinary Team	
511 IAC 7-40-8	Reevaluation	
511 IAC 7-40-7	Independent Educational Evaluation	
<i>Case Conference Committee (CCC)</i>		
511 IAC 7-42-1	Case Conference Committee Procedures	<ul style="list-style-type: none"> ▪ School must have in place written procedures to ensure the appropriate implementation of the CCC process. (Specific requirements stated under 511 IAC 7-42-1(a).) <ul style="list-style-type: none"> ○ Scheduling CCC meetings and providing appropriate Notice of CCC meetings ○ CCC Participants ○ Excusing CCC Participants
511 IAC 7-42-2	Notice of CCC Meetings	
511 IAC 7-42-3	CCC Required Participants	
511 IAC 7-42-3(g) & (h)	Excusal Process for Participants	

Ball State University, Office of Charter Schools

511 IAC 7-42-2(b)	Parental Participation Requirements for Convening a CCC Meeting	<ul style="list-style-type: none"> o Parental Participation in CCC and Alternative Ways to Participate (e.g., phone conference) ▪ Requirements for convening a CCC meeting (e.g., Move-In Students)
Individualized Education Program (IEP)		
511 IAC 7-42-6	IEP Components	<ul style="list-style-type: none"> ▪ Ensure all components are included in all students' IEPs ▪ Understand requirements for IEP implementation and what occurs when parent challenges IEP as written (511 IAC 7-42-8(a)(2)). <ul style="list-style-type: none"> o Parental Consent required for Initial IEP o Parental Consent is not required for all other IEPs ▪ After annual CCC meetings, changes to the IEP made without a CCC meeting as stipulated in Article 7. Transition IEP required for students who enters into grade 9 or turn 14 years of age (whichever occurs first). ▪ Schools must have in place written policies and procedures to ensure a least restrictive environment as stipulated at 511 IAC 7-42-10.
511 IAC 7-42-8	Implementing of IEP	
511 IAC 7-42-9(e)	Revising IEP without CCC	
511 IAC 7-43-4	Transition IEP	
511 IAC 7-42-10	Least Restrictive Environment	
Discipline		
511 IAC 7-44-1	Removal/Suspension	<ul style="list-style-type: none"> ▪ A school's discipline procedures should specify that a removal is a suspension. Also, the suspension procedures should comply with Indiana statute (IC 20-33-8-7). Ensure administrators and staff understand the definitions and have a tracking system that accurately collects discipline data. ▪ Disciplinary Change of Placement <ul style="list-style-type: none"> o Beyond first 10 days of removal/suspension o Understand when removals do not constitute a disciplinary change of placement ▪ Schools must have appropriate procedures for conducting a manifestation determination. ▪ Ensure administrators understand special circumstances associated with an Interim Alternative Educational Setting (IAES) for misconduct associated with weapons, drugs, and serious bodily injury. ▪ Administrators must understand and ensure the school affords the necessary protections for students not yet eligible for special education. A school must know the difference between "having knowledge" and "not having knowledge." In addition, an expedited initial educational evaluation may be required under 511 IAC 7-44-9(f).
511 IAC 7-44-2, 7-44-3, 7-44-4	Disciplinary Change of Placement	
511 IAC 7-44-5	Manifestation Determinations	
511 IAC 7-44-6	Interim Alternative Educational Setting	
511 IAC 7-44-9	Protections for Students not yet Eligible	
Notice of Procedural Safeguards		
511 IAC 7-37-1	Notice of Procedural Safeguards	<ul style="list-style-type: none"> ▪ Each school shall establish, maintain, and implement procedures in accordance with this section to ensure that students with disabilities and their parents are afforded procedural safeguards with respect to the provision of a free appropriate public education by the school. <ul style="list-style-type: none"> o Must be in native language or the school must take necessary steps to ensure parent's understanding (511 IAC 7-37-1(c)) o Know the requirements when the school must provide parent a copy of the notice of procedural safeguards (511 IAC 7-37-1(d)) o Election by parent to receive notice via electronic mail. (511 IAC 7-37-2) <p>Indiana Department of Education – SAMPLE Notice of Procedural Safeguards (English and Spanish Version): http://www.doe.in.gov/achievement/individualized-learning/laws-rules-and-interpretations</p>
Educational Records		

Ball State University, Office of Charter Schools

511 IAC 7-38-1	Access and Disclosure of Educational Records	<ul style="list-style-type: none"> Administrators and Teachers should understand the requirements set forth by the Family Educational Rights and Privacy Act (FERPA) and how it relates to students with disabilities. Each school must have procedures in place for amending educational records. Such procedures include convening a hearing if the school disagrees with a parent's request. Each school must establish and implement procedures to protect the confidentiality of personally identifiable information at the collection, storage, disclosures, and destruction stages. <p>Note: These procedures may already be developed in the school's student record policies; however, it is important to ensure compliance for students with disabilities.</p>
511 IAC 7-38-2	Procedures for Amending Educational Records	
511 IAC 7-38-3	Confidentiality Safeguards	
Emergency Preparedness Plan		
511 IAC 7-36-6(b)	Emergency Preparedness Plan	<ul style="list-style-type: none"> Each school when developing written emergency preparedness plans in accordance with 511 IAC 6.1-2-2.5 must include special warning and evacuation procedures for students with disabilities as stipulated under 511 IAC 7-36-6(b).
Medication Administration		
511 IAC 7-36-9	Medication Administration	<ul style="list-style-type: none"> Each school shall establish and implement written policies and procedures on the administration of medication with the requirements stipulated in 511 IAC 7-36-9(a). <ul style="list-style-type: none"> Documentation of any special training provided to persons authorized to administer medication is required (511 IAC 7-36-9(b)). A school is prohibited from requiring a parent to obtain a prescription for medication for a student as a condition for attending school, receiving an educational evaluation, or receiving special education (511 IAC 7-36-9(c)).
Educational Surrogate Parent (ESP)		
511 IAC 7-39-1	Determining Whether a Student Needs an ESP	<ul style="list-style-type: none"> Each school must establish and implement written procedures regarding: 1) how the school determines a student is in need of an ESP; and 2) how eligible persons will be trained to serve as ESP.
511 IAC 7-39-2	Method for Assigning an ESP	<ul style="list-style-type: none"> Each school must establish and implement written procedures regarding the assignment of ESPs that including the following: 1) a system to assign ESP; 2) a system for determining the eligibility of individuals to serve as ESP; and 3) a system for training individuals to serve as ESP that includes training regarding special education law and rules.
Appropriately Licensed and Certified School Personnel		
511 IAC 7-36-2	Appropriately Licensed and Certified School Personnel Providing Special Education Services	<ul style="list-style-type: none"> All personnel employed or contracted by a school to provide special education or related services must be appropriately licensed or certified and must have the content knowledge and skills necessary to provide the services for which the individual is employed or contracted in accordance with standards established by the department of education. <ul style="list-style-type: none"> Teacher of Record requirements (511 IAC 7-36-2(a)) School may allow paraprofessionals and assistants who are appropriately trained to work under the direction and supervision of: 1) licensed teachers; 2) highly qualified teachers; or 3) related services personnel to assist student in areas that relate to personal, social, and educational needs.
511 IAC 7-36-2(e)-(i)	Teacher of Record Paraprofessionals and Assistants	
511 IAC 7-36-3	Highly Qualified Teachers	<ul style="list-style-type: none"> A special education teacher who teaches in a public elementary, middle, junior high, or high school in the state must be highly qualified as a special education teacher by meeting the requirements set forth in 511 IAC 7-36-3(a).
Revocation of Consent		
511 IAC 7-42-15, 7-42-	Revocation of Consent for	<ul style="list-style-type: none"> School administrators must understand the implications and requirements of a parent's right to revoke

Special Education and Related Services

consent. At any time after the parent gives consent for the initiation of special education and related services the parent may revoke that consent as stipulated at 511 IAC 7-42-15(a).
 ▪ Schools are required to provide written notice 10 instructional days after receiving the parent's written revocation. Schools may ask the parent why the parent is revoking consent, but the school may not require the parent to provide an explanation as a condition of termination the provisions of special education.

SPECIAL EDUCATION TRAINING REQUIREMENT

Article 7 Reference	Area	Specifics
<i>Paraprofessionals</i> 511 IAC 7-36-2(f)	Pre-service and In-service for Paraprofessionals	<ul style="list-style-type: none"> ▪ A school must provide pre-service and in-service for paraprofessionals in the following areas: 1) the role or the paraprofessional related to the role of the professional person providing supervision and direction; 2) the specific skill and content knowledge necessary to carry out the assigned responsibilities; and 3) information on the specific special needs and characteristics of students with whom the para will be working and special education procedures, including confidentiality of personally identifiable information. ▪ Written documentation regarding the training provided to paraprofessionals must be on record.
<i>Assistive Technology (AT)</i> 511 IAC 7-32-8(5)	AT and Technical Assistance	<ul style="list-style-type: none"> ▪ If AT is included in a student's IEP, training and technical assistance <i>may</i> be needed for: 1) the student with a disability or, if appropriate, the student's family and 2) professionals, employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of students with disabilities.
<i>Supports and Training for Charter School Personnel</i> 511 IAC 7-35-2	Staff Support and Training	<ul style="list-style-type: none"> ▪ A school must carry out activities to ensure that school personnel are: <ol style="list-style-type: none"> 1. Fully informed about their respective responsibilities for implementing Article 7; 2. Provided with: <ol style="list-style-type: none"> a. Technical assistance and training necessary to assist them in this effort; and b. The necessary knowledge and skills to implement each student's IEP. ▪ A student's CCC, during the development, review, or revisions of a student's IEP, must consider, under knowledge and skills necessary to implement the student's IEP. If determined necessary, the school must document the training. <p>Note: Schools should always document such professional development provided to staff associated with special education.</p>
<i>Medication Administration</i> 511 IAC 7-36-9(b)	Special Training for Authorized Persons to Administer Medication	<ul style="list-style-type: none"> ▪ A school shall document any special training provided to person authorized to administer medication.

Ball State University, Office of Charter Schools

Confidentiality / Educational Records

511 IAC 7-38-3(a)(1)(B)

Training for Personnel Using or Collecting Personally Identifiable Information

A school shall provide training or instruction for all persons collecting or using personally identifiable information regarding the following: 1) the student and parent procedural safeguards with respect to he provision of a free and appropriate public education; and 2) confidentiality provision of Article 7 and the Family Educational Rights and Privacy Act.

Educational Surrogate Parents

511 IAC 7-39-2(a)(3)

Training System for Individuals Servicing as ESPs

As stated above, schools shall provide a system of training individuals to serve as ESPs that includes training regarding special education laws and rules.
Schools may contract with an outside organization to provide training to individuals -- this will also help provide a "pool" of qualified ESPs if needed.

Case Conference Committee Process

511 IAC 7-42-1(b)

Training on CCC Process

A school must provide information and training that addresses the requirements set forth in Article 7 to ensure that school staff have the necessary knowledge regarding the following:

1. How to arrange and document CCC meetings;
2. How to develop an IEP, including the required components of an IEP;
3. How to serve as the public agency representative (PAR), including information about the availability of, and has the authority to commit, resources of the school.

Guidance for Special Education Programs

A charter school must assure that:

1. FREE APPROPRIATE PUBLIC EDUCATION

A free appropriate public education shall be available to all children with exceptionalities attending this school, including children with disabilities who have been suspended or expelled from school.

A free appropriate public education be available to any child with an exceptionality who needs special education and related services, even though the child is advancing from grade to grade.

2. PROCEDURAL SAFEGAURDS

Any child with an exceptionality and his/her parent(s) [or guardian(s)] be provided with safeguards, as required by law, at least one time per year, and upon referral for an evaluation, first request for due process hearing, disciplinary removal which is a change in placement or upon parent request.

3. EVALUATION/REEVALUATION

An evaluation and/or reevaluation for each child with an exceptionality shall be provided in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally. This includes a review of existing data, evaluations and information provided by the parents and current classroom-based, local, or state assessments, and classroom observations. These assessments must be used for their validated purposes. This charter school must assure that an evaluation/reevaluation is multidisciplinary; and 1) assessment materials and procedures are not racially or culturally discriminatory; 2) assessments are administered by trained personnel qualified in accordance with all federal regulations and state standards; and 3) assessments are administered in conformance [[compliance]] with the instructions provided by the producer.

4. INDIVIDUALIZED EDUCATION PROGRAM

An individualized education program (IEP) shall be developed for each child with an exceptionality who needs special education. The IEP shall be designed to meet the unique needs of the child and shall be developed in a meeting of the Case Conference Committee (CCC), as set forth in state special education rules. The IEP shall be reviewed and revised as often as necessary, but at least annually.

5. REQUIREMENTS THAT PROGRAMS BE IN EFFECT

For students who transfer into the school from another Indiana district during the school year, the charter school shall provide a free appropriate public education, including services comparable to those described in the previous IEP, in consultation with the parents until such time as the school adopts or develops an IEP that is consistent with state and federal law. Students transferring from districts outside the state will be afforded comparable IEP services until the school conducts an evaluation and, if determined necessary by the school, develops a new IEP.

6. LEAST RESTRICTIVE ENVIRONMENT

Children with disabilities shall be educated in the least restrictive environment; special education services shall be appropriate and designed to meet the unique needs of each child with a disability; to the maximum extent appropriate, children with disabilities, shall be educated with children who do not have disabilities; and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment, shall occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

7. CONFIDENTIALITY

The confidentiality of personally identifiable data relating to children with exceptionalities and their families shall be protected during collection, storage, disclosure, and destruction; and that one official of this charter school shall be assigned the responsibility for protecting the confidentiality of personally identifiable data. This school must follow all federal regulations and state standards related to the confidentiality of student records.

8. DUE PROCESS

It utilizes procedures that allow for differences of opinion between parents and this school or between agencies and this school, to be aired and resolved. These procedures shall provide for utilization of mediation; filing of a formal complaint with the State; initiation of impartial due process hearings, including resolution meetings as required; and state-level appeals and appeals to the courts that involve any proposal or refusal by this school to initiate or change the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education to a child.

9. EDUCATIONAL SURROGATE PARENT

Whenever the parents or guardian(s) of a child with an exceptionality are not known or cannot be located, the school shall be responsible for identifying, training, and appointing an educational surrogate parent, so that the child's rights are protected. This individual shall not be an employee of the Indiana Department of Education (IDOE) or the charter school.

10. STATEWIDE AND DISTRICTWIDE ASSESSMENTS

Students with disabilities shall participate in district-wide and statewide assessment programs or be provided an alternate assessment. The CCC of the student shall make the determination of which assessments are appropriate. The school shall make available to the public and report to the public with the same frequency and in the same detail as it reports on the district-wide assessments of non-disabled children.

11. PERSONNEL STANDARDS

All personnel providing special education and related services to children with exceptionalities, including paraeducators, meet the standards set by the Indiana Department of Education.

12. PROHIBITION OF MANDATORY MEDICATION

Parents will not be required to obtain a prescription for substances identified under schedules I, II, III, IV, or V in section 202 (c) of the Controlled Substances Act (21 U.S.C.812 (c)) for a child as a condition of attending school, receiving an evaluation, or receiving services under IDEA.

13. USE OF FUNDS

Federal special education funds must be expended in accordance with Individuals with Disabilities Education Improvement Act (IDEA). Funds must be used only to pay the excess costs of providing special education and related services to children with disabilities, and must be used to supplement state, local, and other federal funds and not to supplant those funds.

14. INFORMATION REPORTING

It will provide IDOE with information necessary to enable IDOE to carry out its duties under Part B of IDEA. All information provided to IDOE shall be accurate.

15. CLASS SIZE AND CASELOAD

It will have a procedure in place for determining an appropriate class size and caseload that will ensure the provision of a free appropriate public education for each child with an exceptionality.

16. PUBLIC REVIEW

All federal grant applications shall be available to the public for review upon request.

17. HEARING PROCEDURES FOR NON-COMPLIANCE

It has the opportunity to request a hearing if the State educational agency finds areas of noncompliance and consequently disapproves a federal grant application and receipt of federal funds. The hearing procedures will be conducted according to Education Department General Administrative Regulations (EDGAR), 34 CFR 76.401 which are available at <http://www.ed.gov/policy/fund/reg/edgarReg/edlite-part76a.html>.

18. NATIONAL INSTRUCTIONAL MATERIALS ACCESSIBILITY STANDARD – NIMAS

It shall adopt the National Instructional Materials Accessibility Standard for the purposes of providing instructional materials to blind persons or other persons with print disabilities.

19. NATIONAL INSTRUCTIONAL MATERIALS ACCESSIBILITY CENTER – NIMA

It shall coordinate with the National Instructional Materials Access Center. As part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials, each charter school shall:

- 1) require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Materials Access Center electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard; or
- 2) purchase instructional materials from the publisher that are produced in, or may be rendered in, specialized formats, 20 U.S.C. 1412(a)(23)(C).

Exhibit 6 - Independent Contractor Agreement

This agreement, effective _____, 20__ between Northwest Indiana STEM Public Charter School (NiSe) hereinafter referred to as “NiSe”) and _____, _____ (Referred to as “Contractor”).

Whereas, NiSe in providing educational services to its students desires to have certain of these services to be performed by an independent contractor, Contractor agrees to perform services. In consideration of the mutual promises the parties agree to the following terms:

Qualifications: Contractor, _____, is a fully licensed/certified _____ in the State of Indiana. If additional assistance is required, _____ services may be provided by _____, who is also a fully licensed/certified _____ in the State of Indiana.

1. Detailed Contract Obligations: The Contractor shall provide the services as referred by and directed by the respective individual school principals and their special education designees. Evaluations will be conducted in a timely manner, in accordance with state regulations. When applicable, contractor will interpret test results at case conferences, scheduled at mutually agreed upon times.
2. Location of Services: Contractor’s obligations will be rendered on site as designated by the school principal.
3. Hours of Service: The Contractor will provide services on a per _____ (e.g. case, monthly) basis, during regularly scheduled school hours.
4. Term of Agreement: The term of this agreement shall begin at the date specified above for the 20____/20____ school calendar and will end on the last day of June, 20____.
5. Remuneration: The Contractor will be paid for _____ services rendered, as follows: _____. NiSe and Contractor agree that Contractor has been contracted for the purpose of providing the above described services to NiSe and that the relationship between the parties is one of purchaser of services and provider of services. The Contractor shall be responsible for submitting itemized invoices on a regular basis to NiSe for payment of contract obligations. Payment shall be made within 30 days following receipt of invoice.
6. Independent Contractor Status: The parties to this agreement intend that the relationship between them created by this Agreement is that of charter school/independent contractor. NiSe is interested only in the results obtained under this Agreement; the matter and means of conducting the work are under the sole control of Contractor. Contractor will adhere to professional standards and will perform all services under this Agreement. Contractor will be solely and entirely responsible for the acts of Contractor and her agents during the performance of the Agreement.
7. Equipment: NiSe shall provide and make available to contractor sufficient evaluation space, as needed, at each school building to enable Contractor to provide competent and adequate services to students. All _____ (e.g. equipment and supplies) will be provided by Contractor.
8. Waive or Modification Ineffective Unless in Writing: Additional provisions to this contract may be added if agreed upon by both Contractor and NiSe. No waiver, alteration

Response to Intervention (RtI) Program Manual

Table of Contents

Introduction..... 3

 Components of NiSe’s Middle and Secondary RtI model 4

 NiSe’s Middle grades RtI:..... 4

 Tier 3..... 4

 Tier 2..... 4

 Tier 1..... 4

 NiSe’s High School RtI..... 4

 Tier 3..... 4

 Tier 2..... 4

 Tier 1..... 4

Continuum of Time, Intensity and Data Increase 5

Introduction

Response to Intervention (RtI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RtI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities" (National Center on Response to Intervention, 2008).

Response to Intervention holds promise for middle and high schools by aligning curriculum, instruction, assessment, infrastructure, social/emotional, behavioral supports and interventions to increase learning opportunities and improve achievement for secondary students.

RtI across the country has been clearly focused on elementary grades to this to point. While there are fewer attempts at implementation at the secondary level, there is a growing need to establish secondary response models in an effort to build strong core curriculum and proactive interventions at a systematic level, K-12 (Burns & Gibbons, 2008).

This document provides NiSe's guidance for designing, implementing and sustaining a Response to Intervention model at the middle and high school levels. The goal of NiSe's RtI program is to improve student achievement using research-based interventions matched to the instructional need and level of the student.

High quality instruction, standards-aligned instruction, universal screening, shared ownership, data-based decision making, tiered intervention and service delivery system, and parental engagement are key components of NiSe's RtI framework that are aligned with state and Indiana standards which is a collaborative product of research and good practice that identifies six distinct elements which provides a common framework for continuous school enhancement or improvement. The six common elements are as follows: Clear Standards, Fair Assessments, Curriculum Framework, Instruction, Materials and Resources, and Interventions.

Clear Standards	Clear, high standards that establish what all students need to know and be able to accomplish.
Fair Assessments	Fair assessments aligned to the standards.
Curriculum Framework	A framework specifying Big Ideas, Concepts, and Competencies in each subject area/at each grade level.
Instruction	Aligned instruction--aligning instruction with standards involves identifying strategies that are best suited to help students achieve the expected performance.
Materials and Resources	Materials that address the standards.
Interventions	A safety net/intervention system that insures all students meet

Components of NiSe’s Middle and Secondary RtI model

1. High-quality general education instruction using a standards-aligned “core curriculum” for all students
2. Relational Support (In-school, Family, and Community) systems to provide students the social/emotional and behavioral supports needed to be engaged in the learning process and to complete their elected course of study
3. Scientific or evidence based interventions that include instructional methodologies and strategies and application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs for identified at-risk students
4. Tiered Interventions in which students are provided increasing levels of support, (i.e. time and intensity of instruction and assessment) matched to their identified needs
5. Data-based decision-making to design and modify instruction based upon formative and summative assessments including universal screening, progress monitoring, benchmark assessment and outcome assessment
6. Relevant professional development for all staff

NiSe’s Middle grades RtI:

Tier 3: Weekly Progress Monitoring, Double period or additional period of explicit instruction, increased parent communication, and Interagency Supports

Intensive (intensive behavior, attendance and stay in school programs including Community links & social services)

Tier 2: Additional assessment tool to identify skill deficits, Interventions, Study Island More frequent parent collaboration, Check In/Check Out used for monitoring daily behavior, Small groups of targeted skills in social interactions

Strategic (School-wide behavior, attendance and stay in school program)

Tier 1: Universal screening for all students, Curriculum aligned to Standards and Assessment Anchors, Establishing essential questions and vocabulary across all content areas, Daily writing for various purposes, Parents as partners and frequent communication, Benchmark (Targeted behavior, attendance and stay in school program)

NiSe’s High School RtI

Tier 3: Additional Daily Interventions Reading Systems, Corrective Reading Weekly Progress Monitoring

Tier 2: Mandatory Tutoring Lab Functional Behavior Assessments Academic Support Classes --targeted remediation based on data Progress Monitoring and teacher/student review of results—student active participator in his/her intervention selection

Tier 1: Enhanced English/Language Arts Core w/ Academic Literacy/Reading Apprenticeship, Differentiated Instruction Co-Teaching, Power Teaching Common Assessments, Positive Behavior Intervention Support, Advisory Programs (building relationships/mentoring/goal setting), Prevention Program, Parent on-line access to grades, attendance, behavior

Continuum of Time, Intensity and Data Increase - the Percentage of Students Requiring Supports decreases

Successful components of systems change at the secondary level (Waters, et al., 2003 & Witt, 2006):

1. Active involvement of students
2. Active and visible involvement, commitment, and leadership by administrators
3. Start with small scale and initial implementation
4. Integrate “new” initiatives into already existing programs and initiatives.
5. Re-organize into smaller learning communities
6. Develop understanding among faculty:
 - a. Not all students are self-motivated by academic and social success
 - b. Natural consequences (e.g., not graduating, not getting senior privileges) will not be sufficient for behavior change for all students
 - c. Student knowledge of and capacity to perform appropriate social/behavior skills should not be assumed and must be explicitly taught

Northwest Indiana
Science and Engineering
Public Charter School
(NiSe)
Student Handbook
&
Code of Conduct Discipline
Policy

“Where students matter”

Letter from the Principal

August 2016

Dear Students and Parents:

We welcome you to the only STEM Academy in Northwest Indiana where we will create an environment that welcomes excellence in both our students and staff.

Our intent is to: (1) provide a “quality” learning environment that will teach 5th -12th STEM and Indiana Academic Standards and Indiana State Standards; and (2) prepare students to enter programs at local 2 and 4 year post-secondary institutions in any science, technology, engineering, and math fields.

Our goal is to prepare students to become responsible scientific learners and of course citizens, by learning how to conduct themselves all the time and in accordance with established school standards. We expect our students to abide by all laws and rules of the school, respect the civil rights of others, act respectfully to adults and their peers; be on time for school and very attentive in class, work well with others when working in class on science projects regardless of the other school partner’s ability to perform, race, gender or ethnic background, complete all tasks on time and most importantly take pride in the school and the school environment. The best and most appropriate way for the school’s administration to accomplish is model excellence and professionalism and make sure the school provides a safe, friendly and productive climate. Students will become self-directed, develop lifelong learning skills, display respect for others and accept responsibilities for their choices and most important be challenged to become high-level thinkers.

The Disciplinary Code describes the specific policies and procedures that will be implemented to encourage appropriate conduct and ensure a safe learning environment.

Should you have a question that is not answered within these pages, please feel free to contact me, another member of the NiSe’s leadership team, or your child’s teacher.

Sincerely,

Principal

Table of Contents

Section 1 - School Overview	7
Diversity Statement	7
Mission Statement	7
Vision Statement	7
Goal	7
Leadership.....	7
Board of Trustees Members	8
NiSe Leadership	8
Location	8
Hours of Operation	9
School Calendar 2016-2017	9
Days of school.....	10
Length of school day.....	10
Breakfast	10
Lunch.....	10
Description weekly / Daily schedule (required classes).....	10
Weekly.....	10
Section 2 – Office Information.....	11
Office Information	11
Hall Passes	11
Lockers	11
Visitors	11
Work Permits	11
Insurance.....	11
Health/Illness/Injury	12
School Closing/Emergencies	12
Section 3 – General Information.....	13
School Lunch Policy	13
Students in Building After School	13
Telephone Calls and Messages to Students	13
Parent Involvement and Communications	13
Health and Safety	13

Prescribed Medication.....	13
Non-prescription medications.....	14
Accidents.....	14
Visitor Identification.....	14
Fire Drills/Evacuations.....	14
Student Arrival and Departure.....	14
Solicitation.....	15
Money and Other Valuable Property.....	15
Candy, Gum, and Toys.....	15
Use of Cell Phones.....	15
Section 4 - Curriculum and Instructional Methods.....	16
Education Program - Program Overview.....	16
Basic Learning Environment.....	17
Planned Curriculum.....	17
Course Requirements.....	18
Class Changes.....	18
Failure Reports.....	18
Honor Roll.....	18
Semester Exams.....	18
Transfer.....	18
Progress Reports and Report Cards.....	19
Textbooks and Supplies.....	19
Section 5 – School Policies.....	20
Admission / Re-admission Policy.....	20
Application Period – Jan - April, 2016.....	20
Enrollment.....	21
Waiting List.....	21
Re-admission.....	21
Homework Policy.....	22
Extra-curricular Activities.....	22
Field Trip Policy.....	22
Uniform Dress Code Policy.....	23
GIRLS: Navy and Khaki.....	23

BOYS: Navy and Khaki	23
GYM Uniform for Boys and Girls	23
Restrictions.....	24
Attendance Policy	24
Absence Policy	25
Excused Absences.....	25
Unexcused with Authorized Make-up	25
Unexcused with No Make-up	25
Tardy Policy	26
Truancy Policy	26
Graduation Policy	26
Promotion Policy	27
Withdrawal Policy	27
Suspension and Expulsion Policy	28
Procedural Guidelines for Students with Disabilities	28
Section 6 - Code of Conduct Policy.....	30
Policy Statement.....	31
Disciplinary Removal from Classroom	31
Discipline Policy	32
Category 1	32
Category 2.....	33
Category 3.....	33
In School Disciplinary Actions.....	34
Out-of-School Suspensions are Classified as:.....	34
Secret Society/Gang Activity	34
Gang Symbols	35
Vandalism	35
Violent and Aggressive Behavior	35
Bullying Prevention and Behavior	36
Policy Against Cyber-Bullying.....	36
Weapons in School or on School Grounds	37
Student Searches.....	37
Search of School Property	37

Seizure of Items..... 37
Discipline of Special Education Students 37
Distribution of Conduct and Discipline Policy38

Section 1 - School Overview

Diversity Statement

NiSe admits students of any race, color, or national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, or national and ethnic origin in administration of its educational policies, admission policies, and other school-administered programs.

Mission Statement

NiSe, in collaboration with students, parents, and community, endeavors to craft a challenging and supportive school environment that creates and embraces lifelong learners. It is our mission to actively engage the faculty, parents and community in working together in providing our students with a Science, Technology, Engineering and Mathematical foundation.

Vision Statement

NiSe will be located in a community where diversity is a reality. The school will be located geographically at the crossroads of the town of Merrillville, cities of Hobart, Griffith, Munster, Crown Point, and Gary. All our families will represent a diverse group of citizens ethnically, racially and religiously coming together for one cause a high quality education for all children. This school will be unlike any other educational setting in Northwest Indiana. So, it is paramount that we have a close knit internal and external constituency that involves not only staff but parents and the community.

Goal

The goal of our educational framework is to ensure that by the end of 12th grade, all students:

- Will have an appreciation for the sciences
- Will have a knowledge of science and engineering to engage or debate in public discussion on STEM issues
- Are knowledgeable of scientific technological information as it relates to their lives
- Are able to continue to learn about STEM subjects beyond secondary school; and have the skills for STEM careers

Leadership

The Board will function under the umbrella of the TRON/AGEK Educational Foundation, Inc. This Board will be comprised of nine members. The NiSe's Board of Trustees of the will work with the Principal to ensure that your child receives an education that will prepare them for our new global society. The Board will support efforts to promote, develop and implement programs which meet the learning needs of students in cognitive, affective and psychomotor performance and behavior on an individual student basis according to Indiana law.

Board of Trustees Members

- President
- Vice-President
- Secretary
- Treasurer
- Community member
- Parent member
- Parent member
- Board member
- Board member

NiSe Leadership

The team's individual and collective qualifications for implementing the school design successfully, including experience/knowledge in areas such as:

- Obtained degrees from Indiana school systems (K-16)
- Reside in the area that will benefit from the charter school
- School leadership, administration, and governance experience
- Curriculum, instruction, and assessment
- Performance management
- Parent and community engagement
- Extensive budget management skills
- Training program development
- Grant writing skills
- Scholarship development skills
- Career development skills
- Higher education experience
- Management experience
- 1st Generation college students
- Special education training/certification
- Teaching experience in K-12 environment
- Teaching experience in higher education environment

Location

Northwest Indiana Science and Engineering (NiSe) Charter School

8380 Louisiana

Merrillville, IN 46410

Office: (219) 302-8228

Email: info@nisestemacademy.com

Website: <http://www.nisestemacademy.org/>

Hours of Operation

Regular Schedule

August to June

Monday – Friday

8:00am – 4:00pm

Summer Schedule

June and July

Monday – Thursday

7:30am – 11:55am

School Calendar 2016-2017

August	.....	Teacher In-Service
August	.....	Parent/Student Welcome
August	.....	First day of school
September	.....	Labor Day (No School)
October	.....	1 st Semester Ends
November	.....	Thanksgiving Holiday (No School)
December	.....	Christmas Holiday (No School)
January	.....	Martin L. King Holiday (No School)
January	.....	2 nd Semester Ends
February	.....	Science/Engineering Project Fair
March	.....	3 rd Semester Ends
April	.....	Spring Break
May	.....	4 th Semester Ends
June	.....	School Ends/Summer School Begins
July	.....	Summer School Ends

Days of school

204

Length of school day

8:00am – 4:00pm

Breakfast

7:30am – 7:55am

Lunch

11:00am – 12:00pm (grades 5-8)

11:30 – 12:30pm (grades 9-12)

Summer School

June of each year

Report Card pick up

December and June

Description weekly / Daily schedule (required classes)

5 – 8

9 - 12

Language /Arts

English

Reading

Math (ALG 1, ALG 2, TRIG, CALCULUS)

Math

Science

Science

Experiential Learning (PLTW)

Social Studies

Social Studies/History

Physical Education

Computer Tech

Experiential Learning (PLTW)

Computer Tech

Foreign Language

Electives

Weekly

7 classes for 55 minutes daily -some classes will alternate during week (e.g. choir, gym, arts)

STEM block consist of Science, Technology, Engineering and Math

Section 2 – Office Information

Office Information

The administrative offices will remain open from 7:30 a.m. to 4:30 p.m.

Hall Passes

Students not in their assigned classroom should have a hall pass. Hall passes can be issued by the student's assigned teacher or a school administrator. **STUDENTS WHO ARRIVE LATE TO SCHOOL MUST REPORT TO THE OFFICE FOR A PASS.**

Lockers

Each student will be assigned a locker in the main building. A charge will be assessed to persons damaging lockers. The principal possesses the authority to examine the content and condition of any locker in the building when he has reason to believe that the locker is not being properly maintained or is being used to house items that:

1. Present an immediate threat to the health, safety, and welfare of the student body or physical plant
2. Are illegal to possess
3. Would contribute to the disruption of the normal education program
4. Have been reported lost or stolen.

Any student having difficulty opening or closing his or her locker should report to the office immediately for assistance.

Visitors

All visitors are to register at the office. Students will not be permitted casual visitors during the school day. For the safety of students, loitering at the school will not be tolerated.

Work Permits

Any student between 14 and 17 years of age who is employed must secure an employment certificate. It is the responsibility of the employer to require working permits. The following are the requirements of the work permit:

1. The student must have a job
2. The student must apply at the superintendent's office for an "Intention to Employ Card" (to be filled out by the prospective employer) and a "Certificate of Physical Fitness Card" to be filled out by the family physician
3. Cards that have been properly filed in and signed by the prospective employer and the physician should be presented with a birth certificate to the superintendent's office

Insurance

NiSe provides accident coverage for all NiSe students. The coverage is for medical bills resulting from accidents only and is limited to school sponsored and supervised functions only. This coverage is excess coverage and payment is made only after payment has been made by your primary carrier.

Health/Illness/Injury

A school nurse is available on a scheduled basis. A student who becomes ill during the school day and needs to leave class must report to the nurse's office or main office for assistance. Any medication (prescription and non-prescription) brought to school must be brought to the school nurse or main office. Prior to dispensing medication to a student, the school must have written instructions from a physician and parents.

School Closing/Emergencies

During periods of inclement weather it is sometimes necessary to close school. Students and parents are requested to listen to local radio stations for information. Please do not call the radio station or school officials. All available information will be given as soon as possible and repeated at regular intervals thereafter.

Section 3 – General Information

School Lunch Policy

NiSe serves a Type A regular lunch and a Type B a-la-carte lunch. Applications for free and reduced priced lunches may be made through the office. Students must remain in the cafeteria during the lunch period. To conduct business in the office or guidance area during lunch time, a pass must be obtained. Breakfast and lunch program is based on the Healthy, Hunger-Free Kids Act of 2010 (HHFKA).

Students in Building After School

Students are expected to leave the building after school unless they are supervised by a member of the faculty. If a student stays for an extra-curricular activity, the student is expected to get his/her books and coat and take them to the activity. A visit to the locker after 3:15 p.m. is not permissible.

Telephone Calls and Messages to Students

Students are to use the phone only during their lunch period. Messages will be conveyed to students from the office in emergency situations. Students are not allowed to bring nor have possession of cell phones, beepers, etc.

Parent Involvement and Communications

We will hold a community meeting once a month starting in Jan. 2017 advising the community on the status of the school and listening to the public for feedback and concerns. Parents and community members are invited to apply to the NiSe Parent Advisory Council where parents will be invited to board meetings on a quarterly basis to listen and give feedback on school activities and academic planning.

We will adopt school-wide parental communication goals: return all voicemail and e-mail from parents within 24 hours, send bi-weekly correspondence informing parents of upcoming assignments, quizzes, tests, and classroom projects and updates. The school will update the Web grade system each week and provide a mid-year progress report and final grades via the web. Excellent customer services will be provided at all times.

NiSe will protect the rights of students and their parents throughout the special education process. Parents must approve the initial evaluation and initial placement of their child, participate in developing the IEP, and have advanced notice of proposed changes in their child's program. Parents also have the right to call an IEP meeting to review the educational program of their child.

Parents will be involved in every process of their child's education where it will be expected that they participate in school programs and meetings with teachers. Parents will be allowed to volunteer, attend college tours and assist with marketing of fruits and vegetables from the school's community garden.

Health and Safety

Prescribed Medication

The Administration office and the student's teacher must be informed of any **prescription**

medication that a student is required to take at school. To dispense prescription medication to students, the school must receive a written order from the student's doctor and a permission slip from the student's parent. All medication must be brought to the Administration Office in its original prescription container, labeled with the student's name, the name of the medication, the date of expiration, and the proper dosage. If medication needs to be administered to the child, the Teacher will administer the medication.

Non-prescription medications

If, during the course of the school day, it is necessary for a student to receive common, non-prescription medication (e.g., Tylenol), the parent/guardian must fill out a Medicine Administration Form. Parents/guardians must inform the school of any allergies to or restrictions on non-prescription medication that their children might have. Parents/guardians are required to notify the school in writing if your child has a chronic illness that may affect his or her performance at school.

Accidents

The Nurse will administer initial treatments of minor injuries. The student's emergency contact will be notified immediately by phone and email whenever medical treatment is administered to a student, and an Incident Report will be kept in the student's permanent file. Please be diligent in keeping the school's records for your child up-to-date.

Visitor Identification

To help ensure a safe and secure learning environment for your children, all visitors to must need to sign-in at the school Administration Office and to wear a visitor's pass. Staff has been instructed to escort anyone not having a pass immediately to the office for identification.

Fire Drills/Evacuations

NiSe will have at least one fire drill per month within the school hours. Specific signals and procedures have been established for all types of disaster drills, and safety areas have been designated. Teachers are equipped with instructions, and all drills will be practiced with students on a regular basis. The entire school will practice weather and security lockdowns. During these drills, no one will be allowed to enter or leave the school.

Student Arrival and Departure

Parents should thoroughly familiarize themselves with the map depicting designated pick-up and drop-off points and visitor parking areas at the school, and carefully follow the school's instructions for operating a motor vehicle in the vicinity of the school and its students.

Students arriving after 8:00 AM must be accompanied into the school by a parent or guardian that will need to sign them in.

Note: A **legal document** is required to support any questions of custody between divorced or separated parents. Unless the Principal is informed otherwise, either natural parent is considered to have access to or request dismissal of a student.

Solicitation

Solicitation of or by any student, parent, or staff member on school property for any cause except those authorized by the Principal is strictly prohibited.

Money and Other Valuable Property

Students are encouraged to leave all money and other valuable property at home. **NiSe assumes no responsibility for the loss or theft of such articles.**

Candy, Gum, and Toys

Students may not bring candy, toys, or other non-school related items to school unless approved by the teacher. The student assumes responsibility for any items brought from home. Toy weapons are strictly prohibited, and no headphones, radios, games, virtual pets, Game Boys, etc., are allowed and will be confiscated and only returned to a parent. Gum is **NEVER** allowed in school. Students caught with gum will be referred to the School Counselor.

Use of Cell Phones

Cell phones are **PROHIBITED** in classroom. If a student brings a cell phone to school, they must leave it their lockers during school hours.

Section 4 - Curriculum and Instructional Methods

Education Program - Program Overview

The intent of the proposed instructional design is to: (1) provide a “quality” learning environment that will teach 5th -12th (STEM) and Indiana Academic Standards and Indiana State Standards; and (2) prepare students to enter programs at local 2 and 4 year post-secondary institutions in any science, technology, engineering, and math fields.

Research states that there are no national STEM standards. So, the vision for the NiSe STEM curriculum will be driven by Indiana Standards centered on science, technology, engineering, math disciplines drawn from researched based theoretical frames.

The context of NiSe curriculum is to:

- Target problem solving and critical thinking
- Align with state standards
- Continuous improvement to facilitate development of students
- Be innovative and challenging for all students
- Utilize state of the art technology to support learning
- Utilize multiple assessments to measure student growth and guide curriculum instruction

NiSe’s STEM curriculum will be aligned with the Indiana Academic Standards. Our foundational philosophy is taken from Howard Gardner’s Multiple Intelligence Theory which states that every child can learn and John Dewey’ thought that “education is not preparation for life, education is life itself”. We believe that every child can learn STEM subject content that correlates with the Indiana state standards. STEM subjects permeate nearly every facet of modern life. Yet, few U.S. workers have strong backgrounds in these fields.

The goal of our educational framework for 5-12 grade STEM education is to ensure that by the end of 12th grade, all students:

- Will have an appreciation for the sciences
- Will have a knowledge of science and engineering to engage or debate in public discussion on STEM issues
- Are knowledgeable of scientific technological information as it relates to their lives
- Are able to continue to learn about STEM subjects beyond secondary school; and have the skills for STEM careers

A pre and post assessment will be given to students to assess their strengths and weaknesses each Fall, Spring, and Summer terms to identify student needs and establishment interventions to master Indiana Standards and STEM standards.

Driven by STEM goals based on the common core’s rigorous standards, we will use innovative approaches to make science instruction accessible to all learners. At the same time enabling teachers and students to succeed together in the classroom and on state and national assessments. We hope to advance inquiry-based science instruction with science technologies that moves from teacher directed to student centered learning focused on questioning, critical thinking and problem solving. The goal is for students to be able to analyze, evaluate and synthesize scientific

data and write about their findings correlated and aligned with the standards. This focus will lead to higher academic abilities across other subjects and disciplines.

Indiana standards and STEM will be taught concurrently in grades 5-12. We realize that the standards will become more rigorous. It has been stated that more statewide tests are coming to Indiana. This could mean that the Indiana Standards could affect all aspects of instruction including school letter grading by the state to teacher's evaluations.

Basic Learning Environment

Our learning environment will always be scientific and hands-on. Our hope is through our academic program students will build up accurate generalizations or scientific principles using Indiana standards and acquire a problem-solving attitude of mind. The only and best way to do that is to match students with the best teachers as mentors and allow the students to be inquisitive and free to test for results. Our teacher's purpose will be to see that they develop ideals of scientific inquiry through classroom instruction that includes reading and writing, accurate observations and tested knowledge drawn from textbooks and in-class projects. There will be no more than 15 students to every teacher (15:1). Students will study independently and in groups. There will be two classroom-based laboratories for students to apply their academic preparation.

Planned Curriculum

We realize that rigorous, standards-based, grade and content level aligned curriculum is an important component of NiSe becoming a high performing school. The implementation of coherent curriculum, effective lessons and abundant amounts of purposeful reading, writing, and talking will be our highest priority. Our teachers will teach from the curriculum aligned with standards from one grade to the next. In this way, students are prepared for the next grade because they have gained the right content knowledge that the next year's teachers expects them to have and students stay motivated.

The graduation requirements of NiSe are as follows:

1. 40 credits are required for graduation.
2. Upon graduation a student should have a minimum of
 - a. Two majors in different fields. A major is 6 credits in the same field.
 - b. Two minors in different fields. A minor is 4 credits in the same field.
3. Students who have completed eight semesters of high school and are within two credits of graduation will be authorized to participate in commencement ceremonies.

Course Requirements

English	8 credits
Science	4 credits
Mathematics	4 credits
Social Studies (one in U.S. Gov't and one in U.S. History)	4 credits
Physical Education	1 credit
Health	1 credit
TOTAL REQUIREMENTS	22 credits
Electives	16 credits
TOTAL REQUIRED FOR GRADUATION	38 credits

An Academic Honors diploma can be earned by students who meet certain requirements above those necessary for graduation. Students wishing to earn such a diploma should obtain information from the guidance office.

Class Changes

Class changes in the fall will be limited to the correction of scheduling errors and academic adjustments. All such changes must be approved and directed by the counselor. Any desired changes must be affected before the 5th full day of school. **NO ADDITIONAL CHANGES WILL BE MADE AFTER THIS TIME UNLESS AUTHORIZED BY THE PRINCIPAL.**

Failure Reports

Grade reports to parents will be made at the close of each six week period. Grades assigned are indicators of the student's progress during the grading period. The semester grade is the grade of record used to compute grade point average and class standing. NiSe uses an accumulative grading scale in which the student's grade is compiled and accumulated throughout the entire semester. Report cards are distributed on the Friday after the end of each six-week grading period.

Honor Roll

Honor Rolls are based on the student's G.P.A. The Honor Roll would include students who have a six-week or semester G.P.A. of 3.0 to 3.49. "Distinguished Honors" would include students who have a six-week or semester G.P.A. of 3.5 or higher.

Semester Exams

An exam schedule will be given for students to follow. Students who miss a scheduled exam must make up that exam or receive an "F" for the exam or exams missed. Students should not expect to be allowed to take exams earlier than scheduled.

Transfer

A withdrawal and/or transfer student needs to report to the guidance counselor's office to complete the procedure. The student reports to the bookstore for return of his/her rental

textbooks and payment of any fees that may be outstanding. Transfer of grades will not be completed until the student has paid for any outstanding fees. The student will then return to the office and the withdrawal/transfer will be completed.

Progress Reports and Report Cards

Parents will be notified of students' academic progression by progress reports. Progress reports will be mailed according to the following schedule.

Report Card Pick Up
December (midterm)
June (final)

Textbooks and Supplies

NiSe furnishes textbooks and instructional materials that remain school property. Parents may be required to reimburse the school for lost or damaged books, before new books are issued. Students are asked to furnish some of their own supplies.

Section 5 – School Policies

Admission / Re-admission Policy

NiSe will accept applications for attendance from anywhere in Indiana, in accordance with the state charter school law. The marketing emphasis of the school will, however, focus on the Northwest Indiana area. NiSe will engage in no policies, which discriminate against students on account of race, gender, religion, national origin, ancestry or color.

The student application time for all students will be six weeks to ensure adequate time. Application notices will be placed on the school website, cable stations, local newspapers, and posted in the Northwest Indiana community. All applications must be postmarked by mail by the last day of the six week period. All applicants will be enrolled in grades where the number of students does not exceed 20 per classroom. If the class reaches capacity a student lottery will take place.

To be eligible for admission, parents or guardians must complete the application process. As a condition of acceptance and continued attendance, a student must agree to abide by the standards and policies set by the school. As long as a student is enrolled at NiSe, he/she represents the school both on and off campus.

There will be a placement assessment given to each student after enrollment. These assessments will be used to determine group placement once a student is enrolled. Once all available slots are filled, applicants will be placed on a waitlist. Students will be admitted from the waitlist as places become available in each grade, in the order that the applications were received.

Application Period – Jan - April, 2016

NiSe will accept applications for attendance from anywhere in Indiana, in accordance with the state charter school law. The marketing emphasis of the school will, however, focus on the Northwest Indiana area. NiSe will engage in no policies, which discriminate against students on account of race, gender, religion, national origin, ancestry or color or disability.

All applicants are considered on the basis of their school records, completion of the required registration procedures, and a personal interview with school administration. A student's previous academic progress, behavior, attitude, and IEP (if applicable) are also considered in the acceptance process.

To be eligible for admission, parents or guardians must complete the application process. At the point of acceptance, a student will be asked to agree to abide by the standards and policies set by the school. As long as a student is enrolled at NiSe, he/she represents the school both on and off campus.

There will be a placement test admission required and an assessment will be given to each student. Tests are used to determine group placement once a student is enrolled. Once all available slots are filled, applicants will be placed on a waitlist. Students will be admitted from the waitlist as places become available in each grade, in the order that the applications were filled.

There are no enrollment restrictions priorities for which the school is based. NiSe proposes to

serve 400 students who live in the target area by the year 2019. If the school is undersubscribed, children will be accepted into admission. If the school is oversubscribed in any year, they will be entered in a lottery and all lottery policies will apply.

Enrollment

The following information will be required to enroll a student into NiSe:

1. Student application
2. Waiver of liability
3. Physical
4. Birth certificate
5. Social security card
6. Proof of residence
7. Proof of guardianship
8. Discipline records
9. Educational testing
10. IEP (if applicable)
11. Parent request for prior school records
12. Attendance records
13. Standardized testing results
14. Health/immunization records - Any student who has not attended NiSe previously must present proof of immunization for diphtheria, tetanus, whooping cough, measles, rubella polio, meningitis, and mumps. Students who fail to provide the immunization information will be excluded from school until which time proof is secured by the school.
15. Signed Permission to photograph form
16. Signed Medication permission form
17. Signed Free and reduced lunch form
18. Signed Internet use acknowledgement and agreement form
19. Signed Code of Conduct form
20. NiSe reserves the right to deny enrollment to any student who has been expelled from another educational institution during the current year

Waiting List

A waiting list will be established for applications not selected in the lottery. The position on the waiting list will be determined by the application submission date. Preference may be given to siblings of existing or already admitted students. Applicants will be notified of their position on the waiting list within 10 days after the application deadline has passed.

Re-admission

Students are re-admitted on a best-qualified basis. All applicants are considered on the basis of their school records, completion of the required registration procedures, and a personal interview with school administration. A student's previous academic progress, behavior, and attitude are also considered in the acceptance process. The Principal will recommend acceptance or non-acceptance of a new student and will make the final decision regarding a students' acceptance.

Homework Policy

Homework will be given on an as needed basis which is determined by his/her teacher. Each student is responsible for completing his/her assignments and for turning them in the specified time frame given by the teacher. If homework is turned in late, it will affect your student's grade. Homework is an integral part of the educational process. The core curriculum used requires student preparation outside of school, and is enhanced by parent involvement with homework completion. Students who do not hand in homework will lose recess for the day.

Homework assignments are computed into each student's grade, therefore, missing homework assignments must be turned in. Students are also responsible for homework assignments missed during an absence from school.

- Parents may be required to work with their child on special projects and provide materials that can be found in the home
- Parents and student reading, particularly in their primary grades, is strongly recommended
- Parents should discuss and check homework assignment on a daily basis
- Parents should review the homework folder sent home with their child every **Thursday in order to be informed about current units of study, child's progress,** area in need of improvement, etc.

Students missing three 3(three) homework assignments will be assigned a detention. Continual failure to complete homework assignments will result in appropriate disciplinary procedures as determined by the School Counselor.

When homework is sent home with your student, please review the homework assignment and ensure that your child is completing their homework assignments.

Extra-curricular Activities

The Principal and School Counselor will monitor and determine student eligibility to participate in extra-curricular activities. All students are encouraged to support and participate in extra-curricular activities.

Many different clubs are available at NiSe. At the beginning of the year each club sponsor will announce when the first club meeting will be and the requirements for each club.

We believe that participation in athletics is important in the development of character, teamwork, self-discipline, healthful living, integrity, respect for others and positive, competitive behavior.

If school is cancelled because of weather, all practices and games are also cancelled.

Field Trip Policy

The Principal and School Counselor will monitor and determine student eligibility to participate in field trips. Cultural and educational field trips are scheduled during each school year. Trips are planned to enhance the educational process and must be relevant to what the students are studying at the time the field trip is planned.

Permission slips from parents must be signed and returned to the teacher before a student may participate in any field trip. Students must have written parental approval before going on a field trip.

Uniform Dress Code Policy

The School Counselor will monitor and enforce the Uniform Dress Code Policy.

The Staff and students take pride in their appearance. We believe that good dress and work habits reflect a proper school attitude. Students are required to be in proper dress code during school hours, and for field trips, unless otherwise notified.

GIRLS: Navy and Khaki

- Clean, white collared shirt/blouse (short or long-sleeved)
 - Shirts must be properly buttoned and tucked into pants or skirt
- Clean khaki (beige) dress slacks with a belt or NiSe uniform jumper or skirt
 - Jumper and/or skirt must be 1-inch below the knee
 - Jumpers and skirts above the knee are not allowed.
- NiSe navy cardigan sweater or vest
- Dark dress shoes
- White, black or navy solid color tights or socks

BOYS: Navy and Khaki

- Clean, white collared shirt (short or long-sleeved)
 - Shirts must be properly buttoned and tucked inside the pants
- Clean khaki (beige) dress slacks worn with a belt
- NiSe navy sweater or vest
- Dark dress shoes with soft soles
- White, black or navy solid color tights or socks
- White, black or navy solid color tie
- Navy turtleneck accepted in winter – with shirt and tie over it

GYM Uniform for Boys and Girls

- Navy sweats or shorts with a white t-shirt (NiSe) logo shirt or plain only
 - Only ankle length sweat pant legs can be worn
- White low-top gym shoes – Permitted only on gym days
- White gym socks

Restrictions

Students may not wear the following in school:

No sunglasses	No rollers/curlers	No sagging pants
No sandals	No hanging belts	No tattoos
No tank tops	No t-shirts	No hair glitter/body glitter
No sleeveless shirts	No key cords	No combs or picks
No jeans	No hanging suspenders	No shorts (non-uniform)

- No hats or other head coverings, including sweatbands and handkerchiefs are permitted in any building or classroom
- Girls may only wear earrings in ears
- No visible body piercing, including Band-Aids covering piercing are permitted
- No designs of any kind are permitted to be in the hair or eyebrows
- Any clothing or jewelry that is distracting to the learning process is not permitted

A student who fails to meet the dress code guidelines may be sent home to retrieve their appropriate uniform. **Student may be disciplined for repeated violations of the Uniform Dress Code Policy.**

Attendance Policy

The School Counselor will monitor and enforce the Attendance Policy. Regular attendance by students is essential. Students at NISE Charter School are expected to demonstrate punctuality and dependability in meeting assigned responsibilities. The attendance policy for NISE is listed below:

1. Students are permitted a maximum of 10 absences per semester without losing credit. The only exceptions are hospitalization and/or an extended illness at home. These exceptions must be verified by a medical doctor.
2. When a student has been absent five (5) times from any class in a semester, the parent/guardian will be notified. This notification will advise the parent/guardian of a review of the attendance policy. Teachers will notify the attendance office when a student has missed class for the fifth time.
3. After eight (8) absences from any class, the parent/guardian will again be notified and a parent conference will be conducted. This conference is mandatory and will be held with the attendance officer.
 - a. Upon the eleventh (11) absences in any class, the parent/guardian will be notified in writing that the student will lose all credit in that class for the semester. If the parent/guardian wishes to appeal the attendance ruling written request must be filed within ten (10) calendar days with the attendance officer.
 - b. If loss of credit occurs, the students will:
4. Remain in the classroom and receive a (W) for withdrawn but do the work as required and not become a discipline problem. This means that the course will not count against the grade point average.

5. Receive a withdrawal failure (WF) if the requirements listed in Option 1 are not followed. This means the course will be listed failing and will be made a part of the permanent record, which will adversely affect the grade point average.

Failure of the student to comply with the action of the school could result in suspension and/or expulsion from nth school due to insubordination.

The appeal process if requested by the parent/guardian will be arranged after ten (10) absences in any class. The appeal board will consist of the principal, the guidance counselor and a faculty member. The faculty member shall be appointed by the principal with the appointee's approval.

There are three types of absences: 1) excused, 2) unexcused with authorized make-up, and 3) unexcused with no make-up. Each one is explained below:

Absence Policy

The School Counselor will monitor and enforce the Absence Policy.

Excused Absences

Excused absences are those that involve: personal illness, death in the family, and/or personal emergencies. Although these types of absences are excused, it is the student's responsibility to complete missed classroom assignment(s) as directed by the classroom teacher.

Unexcused with Authorized Make-up

These may include absence involving certain emergencies or extenuating circumstance as interpreted by the principal. When it is necessary to be absent from school for pre-planned trips, students should bring a note signed by their parent or guardian to the school principal at least one week prior to leaving. This note must state clearly what the request is and why it is necessary.

Unexcused with No Make-up

All absences other than those listed above will be considered unexcused in which no make-up of classroom assignment(s) for credit is allowed. A test given during the student's unexcused absence will receive an automatic grade of "F". If the unexcused absence is considered to be truancy (an absence without the parent approval and the schools knowledge) additional corrective action may be taken.

When a student misses school the following procedures should be followed:

1. Parents are asked to call the school @ _____ by 9:00 a.m. each day the student is absent.
2. Ensure your child's brings a note written and signed by a parent or guardian to the Attendance Office upon return to school after an absence.

Tardy Policy

The School Counselor will monitor and enforce the Tardy Policy. It is imperative that students are punctual. Tardiness is disruptive to the educational process, and is inconsiderate to both teachers and students. A student is considered tardy when he/she arrives to class after the bell has rung. The following policy is for all students of NiSe.

1. Three (3) tardy arrivals within one calendar month
 - a. Warning letter sent home to parent/guardian
 - b. Student sent to School Disciplinarian
2. 4(four) tardy arrivals within one calendar month
 - a. Parent Conference with Team Leader and/or School disciplinarian
3. 5(five) tardy arrivals within one calendar month
 - a. Suspension

Continuous infractions of this policy may result in expulsion

Truancy Policy

The School Counselor will monitor and enforce the Truancy Policy.

Truancy is an absence without parent/guardian approval and school knowledge. The compulsory attendance laws of the State of Indiana requires each child who is more than seven years of age and not more than seventeen years of age to be in school each day that school is in session. A child who habitually absents himself/herself from school in violation of compulsory laws may be tried by the judge of any juvenile circuit or superior court. If the judge finds that the child is a confirmed truant, he may:

1. Commit the child to an Indiana Boy's School or the Indiana Girl's School, as appropriate
2. Commit the child to another custodial institution in this state, or
3. Place the child in the care of a probation officer.

In truancy situations, the student has no privilege to make up any classroom assignments or a test given. During the truancy absence, the child will receive an automatic "F. Also, the school may impose further disciplinary measures in truancy cases.

Graduation Policy

The Principal will monitor and enforce the Graduation Policy.

Students of NiSe must meet the following minimum requirements to receive an eighth grade diploma:

1. Students must meet the academic requirements of NISE of Grade *. This includes passing grades in the core subjects of Mathematics, Language Arts, Science, Social Studies, and Engineering, and Social Studies. End-of-year grades in each subject are determined by averaging each of the semester grades
2. Students must achieve 8.0 grade level achievement standards in Reading and Mathematics as determined by Indiana standardized tests
3. Students may not receive more than one failing grade in any Specials classes (Arts, Computer, Music, Physical Education, Foreign Language) for Grade 8
4. Students must pass an examination on the Indiana Constitution

Should a student does not meet the above requirements:

1. He/she must attend summer school to make up any deficiencies. These students will not be permitted to participate in graduation exercisers
2. If a student has consistently failed most subjects in Semesters 1, 2, 3, it is likely that the student will not be able to pass Grade 8. Summer School attendance is not sufficient time to teach all of the material that the student has missed over the course of an academic year, and that student will most likely be retained in Grade 8 for the following school year
3. Students reaching age 15 by the end of the calendar year who do not meet the academic standards will not receive a graduation diploma, but rather a certificate of attendance

Promotion Policy

The Principal will monitor and enforce the Promotion Policy.

The Promotion Policy is intended to promote preparedness for each child to progress through the grade levels successfully at NiSe.

Children who are not prepared to exit a grade level are not permitted to continue to the next grade until they have attained adequate achievement in their present grade level. The promotion policy is designed to cease social promotion and promoter quality learning for each child.

Students who receive a final grade of “F” in Reading and/or Math will not be promoted to the following grade. Students will receive one of two classifications:

1. Must attend and pass summer school to be promoted to their next grade level. Summer school absences of more than one day will result in automatic retention. There may be a charge for tuition costs for summer school attendance
2. Must be retained in present grade for the following year. Summer school is not required, but strongly recommended.

Student classification is the final decision of the Principal.

Withdrawal Policy

Students who plan to withdraw from NiSe must contact the counselor at least one day in advance in order to have the proper records to take with them to the new school. The parent should also contact the school when a student withdraws. A withdrawal form will be given to the student, which enables the student to receive grades up to the date of withdrawal. Students will return books, library books, and should pay any fees before withdrawal. A health record will also be given at this time, as some schools require this record before enrolling a new student.

Students may withdraw at any time with parent’s permission. Students and parents must complete a Withdrawal Form and have to attend an exit interview with the NiSe counselor to make sure that the school has exerted all efforts to serve the student. The withdrawal form must be approved by both the Principal and School Counselor. If the student needs to be referred to another agency, this process will be worked out between NiSe and the referral agency.

Under Indiana law, any student who is at least sixteen (16) years of age but is not yet eighteen (18) years of age may withdraw from school prior to high school graduation after an exit

interview with the student's parents or guardian is conducted. If the exit interview fails to occur, the Principal will notify the proper authorities and ask that legal action be taken against the student and parent/guardian. I.C. 20-8.1-3-170. P.L. 121-1989 states a student may withdraw from school when the student graduates, turns 17, or turns 16 and has the written consent of a parent or guardian.

Suspension and Expulsion Policy

The Principal will monitor and enforce the Suspension and Expulsion Policy.

When a student's misconduct results in the need to suspend or expel the student, the following procedures shall be following:

1. **Suspension Not Exceeding Ten School Days:** Students suspended for ten school days or less shall be afforded due process in the following manner:

The student shall be given oral or written notice of the charges against him/her, an explanation of the basis for the accusation, and a chance to present his/her version of the incident.

2. **Suspension In Excess of Ten Days and Expulsion:** Students suspended for more than 10 school days and/or expelled as a result of gross disobedience or misconduct shall be afforded due process in the following manner:

NiSe's Campus will request that the student's parents or guardian appear before the NiSe's Board of Directors, an appointed hearing officer, or a Board representative. Such requests will be made by registered or certified mail and state the time, place, and purpose of the meeting. In addition to advanced written notice of the hearing, the student shall be afforded sufficient time to prepare for the hearing, the right to be represented by counsel, the right to present evidence and witnesses and school personnel. The expulsion hearing need not take the form of a judicial or quasi-judicial hearing. In no event shall a hearing be considered public. Further, at the discretion of the board the hearing may be closed to those individuals deemed advisable, except the student, the student's parents or guardians, the student's attorney, at least one school official, and board's attorney at all times. Witnesses shall be admitted to a closed hearing to the extent necessary to testify.

Procedural Guidelines for Students with Disabilities

The Principal will monitor and enforce the Procedural Guidelines for Students with Disabilities.

NiSe's staff may suspend students with disabilities and cease educational services for up to ten consecutive or ten cumulative school days in one school year without providing special education procedural safeguards. When school staff anticipates a recommendation to an alternative school, a referral for expulsion, or anticipates that suspensions may exceed ten cumulative school days, the following apply:

1. NiSe staff must provide written notice to their parent or guardian that a disciplinary action is being considered and the date of an Individualized Education Program (IEP) meeting, which must be held within ten days of the date of this misconduct.
2. The IEP team must:

- a. Determine whether the misconduct is related to the student's disability by reviewing evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP and placement. The behavior is not a manifestation of a student's disability if:
 - i. The student was given appropriate special education supplementary aides and intervention strategies, and
 - ii. The disability does not impair the ability to control behavior
- b. Review and revise, if necessary, the behavior intervention plan or, as necessary, develop a functional behavior assessment and intervention plan to address the misconduct
- c. Include in the IEP those services and modifications that will enable the student to continue to participate in the general curriculum and address the behavior so that it will not recur
- d. Determine the appropriateness of an interim educational setting

If the student's behavior is not a manifestation of the disability, school staff may apply the NiSe Discipline Code, taking into consideration the student's special education and disciplinary records. In no event, however, may the student be suspended for more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services.

If the student's behavior is a manifestation of the disability, the student's placement may be changed to an appropriate interim educational setting for 45 days if the student carried a weapon to school or a school function, knowingly possessed or used illegal drugs, sold or solicited the sale of a controlled substance while at school or at a school function, or is substantially likely to cause injury to himself/herself or others.

Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative education setting.

New federal regulations offer some flexibility in suspending students with disabilities in excess of ten school days in the school year in certain circumstances. In order to determine whether the circumstances permit a suspension in excess of ten days per school year, consultation by NiSe staff is absolutely necessary. Without such consultation and approval from the Board the current procedures limiting suspension from disabled students to ten school days in a school year will continue to apply.

Section 6 - Code of Conduct Policy

The Principal will monitor and enforce the Code of Conduct Policy.

Below is a list of behaviors and offenses that would warrant appropriate disciplinary action, in alphabetical order, including suspension and expulsion:

- Absenteeism (including cutting class), unexcused or excessive
- Aggressive behaviors, including but not limited to hitting, pushing, shoving
- Assault or attempted assault
- Cheating and/or plagiarism
- Dangerous articles
- Defacing or destruction of school property (includes writing on walls, etc.)
- Detention, failure to report to
- Detention, refusal of
- Disobedience to teacher or other staff member
- Disrespectful behavior toward teacher or other staff member
- Disruption of class, study or instruction
- Dress Code violations
- Failure to report to office as directed
- Fighting
- Forgery of notes or passes, etc.
- Leaving class without teacher's permission
- Leaving school grounds without proper authorization
- Loitering on school property, including halls and classrooms
- Lying /falsehood
- Misuse of school property or property of others
- Misuse of electronic communication devices
- Obscene and/or profane language or gestures, use of
- Obscene and/or profane writing, pictures, or articles, or possession of
- Refusal to follow directions of teacher or other staff member
- Removal of food from cafeteria
- Rude behavior to others
- Sexual harassment
- Sleeping in class
- Tardiness, unexcused or excessive
- Theft or attempted theft
- Threatening bodily harm or property damage
- Threatening language or gestures, use of
- Truancy from school
- Violence, acts of
- Any violation of this code, policies of the Board of Trustees, or local, state or federal law
- Any other conduct considered by the Principal to be disruptive, disrespectful or disobedient

The following five situations will result in immediate discipline referral to the office (including but not limited to):

- Fighting
- Abusive language directed toward a teacher or another student
- Student actions that disrupt the class to the extent that a teacher's authority is being challenged
- Student actions that present a danger to the safety and well-being of themselves or others
- Other criminal acts in violation of local, state, or federal laws

Policy Statement

NiSe is responsible for establishing and carrying out policies under which their schools operate. To promote desirable student conduct and behavior, the following discipline policy will be enforced. The discipline code recognizes that NiSe is responsible for ensuring that the school environment is safe for all students. Furthermore, NiSe expects all students enrolled to accept full responsibility for their actions and behavior.

The use of corporal punishment in any form is strictly prohibited by NiSe. No student will be subject to the infliction of corporal punishment by any teacher other student, administrator or other personnel.

Disciplinary Removal from Classroom

It is the policy of NiSe to maintain classrooms in which student behavior does not interfere with the ability of the teacher to teach effectively or the ability of other students to participate in classroom learning activities.

Students shall be expected to abide by the code of conduct adopted by NiSe and any other appropriate classroom rules of behavior established by the Principal and/or classroom teacher for the purpose of maintaining order and a favorable academic atmosphere. Any student who violates the code of conduct or other classroom rules may be subject to removal from class and/or disciplinary action.

Student removal from class is a serious measure and should not be imposed in an arbitrary, casual, or inconsistent manner. Behavioral expectations are always more constructive and more likely to be followed when they are communicated as clearly as possible to students. However, it is neither possible nor necessary to specify every type of improper or inappropriate behavior, or every circumstance that would justify removal from class under this policy. Teachers are expected to exercise their best professional judgment in deciding whether it is appropriate to remove a student from class in any particular circumstance. All instances of formal removal from class shall be documented.

A teacher is authorized to immediately remove a student from the teacher's classroom if the student's behavior;

1. Violates the code of conduct adopted by NiSe
2. Is dangerous, unruly, or disruptive
3. Seriously interferes with the ability of the teacher to teach the class or other students to learn

A student with a disability may be removed from class and placed in an alternative educational setting only to extent authorized by state and federal laws and regulations.

Discipline Policy

NiSe expects all students to conduct themselves in a socially responsible manner. Disciplinary measures used to maintain a safe and orderly school environment which promotes NiSe's philosophy of providing a college preparatory education for all students.

The NiSe Discipline Policy applies to all the actions of students during school hours, before after school, while on school property, at all NiSe sponsored events, and when the actions affect the mission of NiSe. Students may also be subject to discipline for serious acts of misconduct, which occur either off-campus or during non-school hours when the misconduct disrupts the orderly education process at NiSe.

Each discipline case will carry its own merit and will be adjudicated according to the facts accompanying the case. NiSe staff shall consider all mitigating circumstance prior to disciplinary action. Mitigating circumstances shall include, but are not limited to, the following:

- Age, health, maturity, academic placement
- Prior conduct
- Attitude of a student
- Willingness to make restitution
- Seriousness of offense
- Willingness to enroll in a student assistance program

In some cases the school's administrative personnel may deem public service a necessary component of the disciplinary action. Public service may include, but is not limited to: repairing or cleaning property damaged as a result of the offense(s); participating in landscaping, gardening and/or other projects aimed at beautifying school property or the community; and/or providing services that improve the quality of life for community members.

Each category of offense listed below has a minimum and maximum disciplinary action associated with it. After considering the actual disciplinary action within the minimum/maximum range to which the student shall be subjected.

Category 1

These acts of misconduct include, but are not limited to, the following:

- Running and/or making excessive noise in the hall or school building or premises
- Violating the dress code
- Persistent tardiness to school or class

Students who commit any of these acts are subject to teacher-student conferences as a result of a first offense and may, as a result of repeated violations and depending on the circumstances, be subject to the maximum penalty of a one-day, in-school suspension. As a supplement and/or alternative to suspension, school staff may require students to complete between 1 and 8 hours of public service as commensurate with the seriousness of offense(s).

Category 2

These acts of misconduct include, but are not limited to, the following student behaviors that disrupt the educational process at NiSe.

- Excessive truancy (absence without just cause)
- Use of profane, vulgar or obscene words, gestures or other actions which disrupt the school environment.
- Insubordination (refusal to follow orders, directions or stated school rules)
- Participation in acts designed to disrupt classroom or school activities
- Repeated failure to follow state school rules and procedures
- Smoking on school property
- Acts that obstruct or interrupt the instructional process in the classroom
- Repeated refusal to participate in classroom activities or complete academic assignments
- Fighting or threatening any student or staff member
- Carrying of cell phones, pages or other electronic devices
- Leaving the classroom without permission

Students who commit any of these acts are subject to one after school or Saturday in-school detention and teacher-student conference as a result of a first offense and may, as a result of repeated violations and depending on the circumstances, be subject to the maximum penalty of a five-day out-of-school suspension and teacher-parent conference. The degree of the suspension whether in-school or external, as well as length of suspension, shall be determined by NiSe's staff and/or Board. As a supplement and/or alternative to suspension, school staff may require students to complete between 3 and 12 hours of public service as commensurate with the seriousness of offense(s).

Category 3

These acts misconduct those student behaviors that very seriously disrupt the orderly educational process in the classroom, in the school, and/or on the school grounds. These acts of misconduct include, but are not limited to, the following:

- Assault on a student or any school employee (assault is interpreted as an attempt to do bodily harm to a student or to any staff member)
- Persistent refusal to follow stated school rules and procedures
- Arson
- Destruction of property
- Creating a false fire alarm
- Repeated Category 1 and Category 2 offenses
- Possession of weapons
- Any act that endangers the safety of the other students, teachers or any school employee
- Theft
- Trespassing
- Involvement in gang activity
- Sex violations
- Use, possession, sale, or delivery of alcohol, illegal drugs, narcotics, controlled substances, contraband or look alike contraband/drugs

Students who commit any of these acts are subject to a maximum ten-day, out-of-school suspension and teacher-parent conference and may, depending on the circumstances, be subject to the maximum penalty of expulsion. As a supplement and/or alternative to suspension or expulsion, school staff may require students to complete between 6 and 30 hours of public service as commensurate with the seriousness of offense(s).

In School Disciplinary Actions

Disruptive student behavior is subject to disciplinary actions by the teacher or the administration. Action taken by teachers toward students who are disruptive may include but is not limited to:

- Time out in the classroom or other secure, supervised area
- A conference with the student
- A reprimand
- Detention
- A conference with the parent/guardian

A discipline referral will be sent to the administration office when the teacher feels that the student's improper behavior cannot be corrected through the teacher's classroom management practices. After consultation with the student and the teacher (if needed), the administrator will determine the course of action required to provide a safe, secure school environment. Action taken by an administrator toward students who are disruptive may include but is not limited to:

- A conference with the student and/or parent/guardian
- A reprimand
- Entering into a behavioral contract between student, parent, and administrator
- In-school suspension (ISS: up to three days)
- Out-of-school suspension (OSS: up to ten days)
- Recommendation for long-term suspension (more than 10 days)
- Recommendation for expulsion

For a student who has been suspended for three or more days, the school requires the parent to meet with the administration, teacher, parent, and student to develop a corrective action plan for re-admission.

Out-of-School Suspensions are Classified as:

- Short-term: student may be suspended up to 10 days
- Long-term: student can be suspended for more than 10 days
- Expulsion: student can be expelled based on appropriate recommendations
 - Expulsion hearing with the NiSe Leadership Group will be scheduled for appeal process
- Expulsion excludes the student from regular school attendance until re-admitted by the school

Secret Society/Gang Activity

The school administrative and the Board desires to keep the school and students free from the threats of harmful influence of any groups of gangs which advocate drug use, violence, or disruptive behavior. The Principal or designee shall maintain continual, visible supervision of

school premises, school vehicles, and school-related activities to deter gang intimidation of students and confrontations between members of different gangs.

Gang Symbols

NiSe prohibits the presence on school premises, in school vehicles, and at school-related activities of any apparel, jewelry, accessory, notebook, or manner of grooming which, by virtue of its color, arrangement, trademark, or any other attribute, denotes memberships in gangs which advocate drug use, violence, or disruptive behavior. This policy shall be applied at the principal's discretion after consultation with the school board as the need for it arises.

Vandalism

In cases where students willfully destroy school property, it shall be the responsibility of the parent and student to pay for the damages. The school shall either contract for repairs and bill the parents for the amount of the repairs, or repairs shall be made by school staff with a record of time and materials used and parents billed accordingly. When an item must be replaced, the school shall secure the item and bill the parents for the cost. Payments shall be made to NiSe. A receipt shall be issued at the time payment is received in the Administration Office.

Students who willfully or maliciously destroy school property through vandalism or arson or who create a hazard to the safety of other people on school property may be referred to law enforcement authorities. Vandalism includes the knowing and unauthorized use, alteration, damage, or destruction of any computer, computer system, software, program, or computerized data. Students who are caught vandalizing school property may be suspended and/or expelled.

Violent and Aggressive Behavior

NiSe recognizes there are certain behaviors that, if tolerated, would quickly destroy the type of learning environment to which the students and staff of the school are entitled. These behaviors, categorized as violent or aggressive, will not be tolerated and shall in immediate action taken by the school administration.

Students exhibiting violent or aggressive behavior or warning signs of future violent or aggressive behavior shall receive appropriate attention before a crisis occurs and shall be subject to disciplinary action when appropriate

Students shall be taught to recognize the warning signs of violent and aggressive behavior and shall report questionable behavior or potentially violent situations to appropriate school officials. All reports shall be taken seriously.

Acts of violence and aggression shall be well documented and communicated by the staff to the administration when appropriate. The immediate involvement of the parents/guardians is also essential. Law enforcement officials shall be involved if there is any violation of law. An act of violence and aggression is any expression, direct or indirect, verbal or behavioral, of intent to inflict harm, injury, or damage to persons or property. A threat of violence and aggression carries with it implied notions of risk of violence and probability of harm or injury.

The following behaviors are defined as violent and aggressive:

- Possession, threat with, or use of weapon on or towards another person
- Physical assault, the act of striking or touching a person or a person's property with a part of the body or with any object with the intent of causing hurt or harm
- Verbal abuse includes, but is not limited to, swearing, screaming, obscene gesture, or threats directed orally (including by telephone) or in writing at an individual, his or her family, or a group
- Intimidation an act intended to frighten or coerce someone into submission or obedience.
- Extortion: the use of verbal or physical coercion in order to obtain financial or material gains from others
- Bulling, the use of physical coercion to obtain control over others or to be habitually cruel to others
- Gang activity, as described in this handbooks section on secret societies/gang activity
- Sexual harassment, against students or staff
- Stalking is the persistent following, contacting, watching, or any other such threatening actions that compromise the peace of mind or the personal safety of an individual
- Defiance, is a serious act or instance of defying or opposing legitimate authority
- Discriminatory or racial slurs are insulting, disparaging, or derogatory comments made directly or by innuendo regarding a person's race, sex, sexual orientation, religion, national or ethnic background, or handicap
- Vandalism is damaging or defacing property owned by or in the rightful possession of others
- Terrorism is a threat to commit violence communicated with the intent to terrorize or with reckless disregard for the risk of creating such terror. Also, a threat causing serious public inconvenience, such as the evacuation of a building regardless of the perceived or actual ability of the person(s) issuing the threat to commit the act

Bullying Prevention and Behavior

The purpose of this policy is to create a climate in which all types of bullying are regarded as unacceptable.

Bullying is defined as any written or verbal expression, physical act or gesture, or a pattern thereof that is intended to cause distress upon one or more students in the school environment. For purposes of this policy, the school environment includes buildings, grounds, vehicles, bus stops, and all school-sponsored activities and events.

A student who engages in any act of bullying is subject to appropriate disciplinary action including suspension, expulsion, and/or referral to law enforcement authorities. The severity and pattern, if any, of the bullying behavior shall be taken into consideration when disciplinary decisions are made. The administration and staff address bullying at all school levels.

Policy Against Cyber-Bullying

- Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself. By cyber-bullying, we mean bullying by electronic media:
- Bullying by texts or messages or calls on mobile phones

- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in chat rooms, to include Facebook, Youtube and Ratemyteacher

Weapons in School or on School Grounds

The possession and/or use of a weapon by students is unacceptable within the school.

Student Searches

To ensure the safety of all students, it may be necessary for NiSe personnel to search the person and/or the personal property of the student and to seize any property deemed injurious or detrimental to the safety and welfare of students and staff. Searches may be conducted by a school official who has reasonable grounds for suspecting that a search will turn up evidence that the student has violated either the law or school policy. When reasonable grounds for a search exist, school personnel may search a student and/or the student's property while on school premises or during a school activity under the circumstances outlined in this policy and may seize any illegal, unauthorized, or contraband materials.

Search of School Property

School lockers, desks, and other storage areas are school property and remain at all times under the control of the school. School property provided for the use of students is subject to inspection, clean-outs, access for maintenance, and search pursuant to this policy. Students shall assume full responsibility for the security of their lockers and/or other storage areas in the manner approved by the administration. Students shall be responsible for whatever is contained in desks and lockers assigned to them by the school. The principal or designee may search a desk, locker, or any other storage areas and its contents when there are reasonable grounds for a search. Whenever possible, another person shall be available to witness the search.

Seizure of Items

Anything found in the course of a search conducted by school officials which is evidence of a violation of law or school policy or school rules or which by its presence presents an immediate danger of physical harm may be:

1. Seized and offered as evidence in any suspension or expulsion proceeding if it is tagged for identification at the time it is seized
 - a. Such material shall be kept in a secure place by the Principal until it is presented at the hearing
2. Returned to the student or the parent/guardian
3. Turned over to any law enforcement officer in accordance with this policy

Discipline of Special Education Students

Students with disabilities are neither immune from a school's disciplinary process nor entitled to participate in programs when their behavior impairs the education of other students. Students with disabilities who engage in disruptive activities and/or actions dangerous to themselves or

others will be disciplined in accordance with their IEP, any behavioral intervention plan, and this policy.

When a disciplinary change in placement is being considered related to a disabled student's behavior, the IEP team, Counselor, and Principal shall review the relationship between the student's disability and the behavior. Such a review must take place immediately, if possible, but not later than 10 business days from the date of the decision to take disciplinary action.

Distribution of Conduct and Discipline Policy

The Principal shall arrange to have the conduct and discipline code distributed once to each student in elementary, and middle, and high school each academic year. Copies shall be posted clearly in the school. In addition, any significant change in the code shall be distributed to each student and posted.

LEASE OF SCHOOL FACILITIES

This Lease of School Facilities ("**Lease**") is made as of November ____, 2014 by **LAUREL CHURCH MINISTRIES, INC.**, an Indiana nonprofit corporation ("**Landlord**") and **TRON-AGEK EDUCATIONAL FOUNDATION, INC.**, an Indiana nonprofit corporation ("**Tenant**"). Based upon the mutual agreements stated in this Lease, Landlord and Tenant agree as follows:

ARTICLE 1 - LEASED PREMISES

1.1 **Contingencies.** This Lease and all rights and obligations of the parties hereunder are and will be contingent upon:

- (a) The final approval by Ball State University of the Charter Proposal of Tenant;
- (b) The issuance of a Certificate of Occupancy for the space leased hereunder by the Indiana Department of Health, pursuant to which Tenant may operate a charter school on the space leased hereunder;
- (c) The need for a zoning variance, as required by the Town of Merrillville; and
- (d) The receipt of State of Indiana start-up funds.

If any or all of these contingencies are not met, this Lease and all rights and obligations of the parties hereunder will be terminable at the option of either party by giving notice of such termination to the other party on or before November 30, 2015. If this Lease is so terminated, any and all rent payments made hereunder will be refunded to Tenant.

1.2 **Lease of Premises.** Landlord is the owner of the land and improvements commonly known as 7525 Taft Street, Merrillville, Lake County, Indiana (the "**Leasing Center**"). Landlord hereby leases to Tenant the right to the exclusive use of portions of the Leasing Center, and the non-exclusive right to use other portions of the Leasing Center, as follows:

- (a) **Prior to First School Year.** For the period from January 1, 2016 (or such earlier date on which the term of this Lease may commence) through June 30, 2016, Tenant will have sole and exclusive possession of the first-floor office area adjacent to the kitchen and lunch

area, containing approximately 1,036 square feet of interior space (the "**Office Space**"). In addition, during this period Tenant will have non-exclusive use of the hallways extending from the entrance to the Leasing Center and the adjacent rest rooms, along with such other common facilities as the parties may agree from time to time. The use and occupancy of such facilities will be on the terms and conditions stated in this Lease.

(b) **During School Years.** From and after July 1, 2016, during the term of this Lease, Tenant will have:

(i) the sole and exclusive use (subject to the provisions of Section 1.4 hereof) of certain classrooms, offices (including but not limited to the Office Space), rest rooms and storage areas, and the outdoor garden area, as described on Exhibit A, which is attached hereto and made a part hereof (collectively, the "**Exclusive Leased Facilities**");

(ii) the non-exclusive right to use the parking areas, roadways and walkways, front and rear foyers, hallways, rest rooms, lunch area, kitchen, gymnasium, and auditorium, as described on Exhibit A, which is attached hereto and made a part hereof (collectively, the "**Shared Leased Facilities**"), will be limited subject to the provisions of Section 1.3 hereof; and

(iii) the occasional use of the sanctuary portion of the Leasing Center, provided that such use will be only at times mutually acceptable to Landlord and Tenant, with the agreement and understanding that Landlord in its discretion may decline to permit such use at any time.

(collectively, the "**Leased Premises**") on the terms and conditions stated in this Lease.

1.3 **Use of Shared Leased Facilities.**

(a) **Lunch Areas and Kitchen.** The lunch areas and kitchen will be used exclusively by Landlord on: (i) Sundays (any times), (ii) Thursdays 5:00 p.m. to 10:00 p.m., (iii) the second Saturday of each month 9:00 a.m. through 11:00 a.m., (iv) the last Saturday of each month from 7:00 a.m. to 9:00 a.m., (v) Saturday afternoons for occasional play-land rentals, and (vi) other special events as reasonably agreed by the parties from time to time, and holidays.

(b) **Music Auditorium.** The upstairs music auditorium will be used exclusively by Landlord on: (i) Sundays (any times), (ii) Thursdays 6:00 p.m. to 10:00 p.m., (iii) occasional Saturdays for special events, and (iv) other special events as reasonably agreed by the parties from time to time, and holidays.

(c) **Gymnasium (Big City Jungle).** The gymnasium (Big City Jungle) will be used exclusively by Landlord on: (i) Sundays (any times), (ii) Thursdays 6:00 p.m. to 10:00 p.m., (iii) Wednesdays 5:00 p.m. to 7:00 p.m., (iv) occasional Saturdays for baptisms, and (v) other special events as reasonably agreed by the parties from time to time, and holidays. In addition, Landlord will have use of the gymnasium (Big City Jungle) during normal day care and school hours through June 30, 2016, provided that Landlord and Tenant will cooperate in order to permit Tenant to make approved alterations to this facility prior to the commencement of the 2016-2017 school year.

(d) **Hallways and Rest Rooms.** Landlord retains the right to use all hallways and rest rooms that are not part of the Exclusive Leased Facilities as necessary or appropriate with respect to the uses provided in Subsections 1.3(a) through (d) hereof and with respect to all uses of the sanctuary area.

(e) **Outdoor Areas.** Tenant's use of the portions of the Shared Leased Facilities constituting parking areas, roadways, hallways and outdoor walkways will be non-exclusive at all times, provided that Tenant will have no right to any use thereof on Sundays, except as may otherwise be agreed by Landlord and Tenant from time to time, and Landlord and its other tenants and assignees may use such facilities at any and all times.

(f) **Dream Chic.** In addition to the foregoing, Landlord will have the sole and exclusive right to the use of all Shared Leased Facilities annually, in the second week of September, from Thursday at 6:00 p.m. through Saturday at 5:00 p.m.

(g) **Modifications to Use.** Landlord and Tenant will make reasonable efforts to agree to changes to the scheduled times for use of the Shared Leased Facilities by the parties in order to accommodate any special needs or changes for the other party.

(h) **Condition of Shared Leased Facilities.** Tenant will cause the Shared Leased Facilities to be used by Landlord to be in reasonably good and clean condition prior to scheduled use thereof by Landlord. Landlord, after each use of the Shared Leased Facilities under this Section 1.3, will cause the facilities so used to be in reasonably good and clean condition after each use thereof by Landlord.

1.4 **Area of Leased Premises.** The parties acknowledge and agree that the Exclusive Leased Facilities are be deemed to contain 6,979 square feet of interior space, that the Shared Leased Facilities are be deemed to contain 16,036 square feet

of interior space, and that the sanctuary is deemed to contain 8,900 square feet of interior space.

1.5 **Condition of Title.** The Leased Premises are leased by Landlord to Tenant subject to all liens, covenants, easements, restrictions, and conditions of record, to all rights of public utilities, and to all applicable laws, ordinances, statutes, rules, rulings, regulations, and governmental requirements of any sort, including but not limited to zoning ordinances.

Prior to the commencement of the term of this Lease, Landlord will provide to Tenant a commitment for the issuance of a leasehold title insurance policy by Chicago Title Insurance Company or Fidelity National Title Insurance Company, in compliance with the requirements of the previous paragraph. As of the Rent Commencement Date (as defined herein), Landlord will cause a leasehold title insurance policy in the amount of \$100,000.00 to be issued pursuant to such commitment, listing Tenant as the insured party. Landlord will pay all premiums with respect to the issuance of such title policy, provided that Tenant will pay all costs of any endorsements and all customary tenant's charges.

1.6 **Modifications to Shared Leased Facilities and Sanctuary.** The parties acknowledge and agree that Landlord may, from time to time, re-configure, relocate, enlarge, reduce, or otherwise change the Shared Leased Facilities and/or the sanctuary (sometimes collectively referred to herein as the "**Common Areas**"), provided that no such modifications will materially affect Tenant's use thereof under this Lease. Landlord will give notice of the intention of Landlord to make any such changes to the Common Areas to Tenant prior to commencing any such work, and will consider any concerns of Tenant with respect thereto prior to the commencement of any such work.

Tenant's right to use the Common Areas will be subject to reasonable uniform rules and regulations which Landlord may, from time to time, adopt and amend. Notwithstanding any other provisions hereof, Tenant and its students, employees, agents and invitees may use the Common Areas only with respect to Tenant's permitted uses of the Leased Premises, as provided in Section 4.1 of this Lease.

Tenant may make renovations and alterations to the Exclusive Leased Facilities and/or the Shared Leased Facilities with the prior consent of Landlord as provided in Article 11 hereof.

ARTICLE 2 - TERM

2.1 **Initial Term.** The term of this Lease will begin at on such date as Tenant may designate, provided that such commencement date will not be later than January 1, 2016, and the term of this Lease will end at 11:59 p.m. on June 30, 2019. Landlord

agrees that the Leased Premises will be delivered to Tenant at the commencement of the term, free from all tenancies.

2.2 **Access Prior to Commencement of Term**. Tenant may enter onto the Leasing Center at reasonable times with the prior approval of Landlord, prior to the commencement of the term of this Lease, for the purpose of making measurements and inspections of the Exclusive Leased Facilities and/or the Shared Leased Facilities, provided that such entries will not interfere with Landlord's operations, and further provided that Tenant will be responsible for any and all damage to the property resulting from such entries. Notwithstanding the foregoing, Tenant may not commence any construction, remodeling, renovation, rehabilitation or other activities on the Exclusive Leased Facilities and/or the Shared Leased Facilities prior to the commencement of the term of this Lease.

ARTICLE 3 - RENTAL CONSIDERATION

3.1 **Rent Amount.**

(a) **Base Rent**. Tenant will pay rent from and after the Rent Commencement Date (as defined in Section 3.3 of this Lease) as provided in this Article. The total rental amount will be equal to the Base Rent (as defined herein) plus rental amounts payable pursuant to Sections 3.1(c), 3.1(d) and 8.5.

(b) **Base Rent.**

(i) During the period commencing on the commencement date of the term of this Lease and ending on June 30, 2016, the "**Base Rent**" amount will be \$1,000.00 multiplied by the number of months in such period. The first month's rent will be paid on or before December 1, 2015 or, if earlier, the commencement date of the term of this Lease. All other rent payments for such period will be paid in monthly installments in advance in the amount of \$1,000.00.

(ii) During the period from July 1, 2016 through June 30, 2017, the "**Base Rent**" amount will be \$58,800.00, payable in monthly installments in advance in the amount of \$4,900.00.

(iii) During the period from July 1, 2017 through June 30, 2018, the "**Base Rent**" amount will be \$61,740.00, payable in monthly installments in advance in the amount of \$5,145.00.

(iv) During the period from July 1, 2018 through June 30, 2019, the "**Base Rent**" amount will be \$64,827.00, payable in monthly installments in advance in the amount of \$5,402.25.

(c) **Sanctuary Rent.** As and when Landlord and Tenant agree that Tenant may use the sanctuary portion of the Leasing Center, Tenant will pay no additional rental amounts for the first three days (or any portion thereof) during any period described in paragraphs 3.1(b)(i), 3.1(b)(ii) or 3.1(b)(iii) hereof on which Tenant makes any use of the sanctuary. If Tenant makes any use of the sanctuary for more than three (3) days (or any portion thereof) during any such period, Tenant will pay, along with its next-payable monthly rent installment, in addition to all other amounts payable pursuant to this Section 3.1, a special rental equal to \$500.00 for each day (or portion thereof), after the third such day (or portion thereof) during which Tenant makes use of the sanctuary.

(d) **Utility Expenses.** In addition to all other amounts payable hereunder, Tenant will pay, as additional rent, an amount equal to the Applicable Utility Percentage (as defined herein) of all utility costs for or with respect to the Leasing Center that accrue during the term of this Lease. Such utility costs will include, gas, electric, water, sewer, storm water and other utility costs, including but not limited to all costs relating to storm water retention, detention and disposal, but will exclude telephone, cable television and internet costs. Landlord and Tenant will each pay their respective charges for telephone, cable television and internet in full.

For purposes hereof, the "**Applicable Utility Percentage**" will be thirty-nine percent (39%). Landlord and Tenant will review the utility allocation three months after Tenant takes possession of the Exclusive Leased Facilities on July 1, 2016, and will reasonably attempt to agree to a modification to this allocation, if applicable, such that the allocation accurately reflects the relative uses of the utilities on the Leasing Center; if and when the parties agree to such modification, such modified allocation will thereafter be the Applicable Utility Percentage.

3.2 **Payment of Rent.** All rent will be paid in monthly installments, in advance on the Rent Commencement Date and on the first day of each calendar month after the calendar month that includes the date of commencement of the term of this Lease during the term of this Lease. Tenant will pay a pro rata sum for the first month if the Rent Commencement Date does not fall on the first day of a calendar month and/or the last month if the term of this Lease does not end on the last day of a calendar month.

Payments of rent and all other amounts payable by Tenant under this Lease will be made to Landlord at 7525 Taft Street, Merrillville, Indiana 46410, or at such other address as Landlord may, from time to time, designate by notice to Tenant.

3.3 **Rent Commencement Date.** For all purposes of this Lease, the "Rent Commencement Date" will be December 1, 2015 or, if earlier, the first day of the term of this Lease.

3.4 **Late Payments**. Any installments of rent accruing under the provisions of this Lease, and any other sums which may become payable by Tenant, that are not paid within five (5) days from the due date thereof, will bear interest at the rate of eight percent (8%) per year, compounded annually, until paid, without relief from valuation and appraisal laws, with a minimum late charge of fifty dollars (\$50.00) per occurrence.

ARTICLE 4 - USE AND OCCUPANCY

4.1 **Permitted Use**. Tenant agrees that the Leased Premises will, during the term of this Lease, be used as a charter school for students up to and including grade 12, and for administration thereof, and for such other allied purposes as may be incidental thereto. The allied purposes will include, but will not be limited to, events associated with the operation of a school, such as parent meetings, community meetings, fundraising and sporting events. The Leased Premises will be used for no other purpose.

The charter school to be operated by Tenant will be under the name "Northwest Indiana Science and Engineering Charter School" (NiSe), or another name reasonably acceptable to Landlord.

Tenant expressly acknowledges and agrees that the Leased Premises are situated on the grounds of a place of worship and that Landlord has a compelling interest in maintaining the dignity, morality, and reputation of the Leasing Center. Accordingly, notwithstanding any other provisions hereof, Landlord reserves the right to prohibit any use of the Leased Premises by any persons, by any organizations, and/or for any use or activity which Landlord, in its discretion, determines is not in the best interests of Landlord and/or its congregation. In the event of any such prohibition, Tenant will refrain from any violations of such prohibition, and such prohibition will not constitute a breach of the lease by Landlord.

All operations and activities of Tenant and the students, employees, agents and invitees of Tenant on the Leased Premises and the Common Areas will be in accordance with all applicable federal, state, county, and local laws, ordinances, statutes, rules, rulings, regulations, and governmental requirements of any sort.

4.2 **Expressly Prohibited Uses**. Tenant will not use and will not suffer or permit any person to use the Leased Premises or the Common Areas in any manner or for any purpose which may injure the reputation of the Leasing Center, the Leased Premises, or any other premises in the Leasing Center, or which may impair the value of the Leasing Center or the Leased Premises. Tenant will neither commit nor permit waste upon the Leased Premises or the Common Areas. Tenant will permit nothing to be done upon the Leased Premises or the Common Areas in any way tending to create

a nuisance or to injure the reputation of the Leasing Center or the Leased Premises or to annoy occupants of neighboring property.

The prohibitions expressed in this Section 4.2 will not limit any other provisions of this Lease.

4.3 **Hazardous Materials**. Tenant may use and store hazardous materials in the Exclusive Leased Facilities as necessary and appropriate for science education purposes, provided that all such storage and uses will be in compliance with all applicable laws, regulations, ordinances, statutes, and orders of all applicable governmental entities.

Except as provided in the preceding paragraph, Tenant will not use or permit the use of the Leased Premises or the Common Areas for the transportation, treatment, storage, or disposal of any hazardous substances or other materials subject to regulation by the Indiana Department of Environmental Management or the United States Environmental Protection Agency, or any materials or substances which Landlord reasonably determines to be hazardous. The foregoing will not be construed to prohibit the presence of medical wastes generated from Tenant's operations on the Leased Premises (if any), provided that such medical wastes are generated, stored and disposed in accordance with all applicable laws, statutes, regulations, rules and orders, and further provided that all such medical wastes are removed from the Leased Premises and the Leasing Center upon or prior to termination of this Lease.

4.4 **Labor Relations**. Not in limitation of any other provisions of this Article, Tenant will conduct its labor relations and its relations with employees and agents in such a manner as to avoid all strikes, picketing, and boycotts of, on, or about the Leased Premises and the Leasing Center. Tenant further agrees that if any of its employees or agents strike, or if picket lines or boycotts or other visible activities objectionable to Landlord are established or conducted or carried out against Tenant or its employees or agents, or any of them, on or about the Leased Premises or the Leasing Center, Tenant will immediately close the Leased Premises to the public and remove all employees therefrom until the dispute giving rise to such strike, picket line, boycott, or objectionable activity has been settled to Landlord's satisfaction.

4.5 **Additional Restrictions**. Not in limitation of any other provisions of this Article, Tenant will:

- (a) occupy the Leased Premises and the Common Areas in a safe and careful manner;
- (b) neither do nor permit anything to be done or kept in or about the Leased Premises which contravenes any of Landlord's policies of

insurance with respect to the Leasing Center of any part thereof or increases the premiums therefor;

(c) permit no reproduction of sound which is audible outside the Leased Premises and permit no odors to be unreasonably dispelled from the Leased Premises;

(d) cause all employees and invitees of Tenant to park their vehicles only in such places as may be designated from time to time by Landlord for employee parking;

(e) keep all refuse in proper containers on the Leased Premises until removed, and permit no refuse to accumulate in or around the Leased Premises or the Leasing Center;

(f) solicit no business, distribute no handbills or other advertising matter, and place no handbills or other advertising matter in or on automobiles in the Common Areas; and

(g) comply with all reasonable rules and regulations which Landlord may from time to time establish for the use and care of the Leased Premises, the Common Areas, and other facilities and buildings in the Leasing Center.

4.6 **Property Taxes.** Landlord will be fully and solely responsible for all real property taxes and assessments, and all use charges, with respect to the Leasing Center. Tenant will be solely responsible for any personal property taxes payable with respect to the personal properties of Tenant. Tenant will provide all reasonable assistance to allow Landlord to obtain and maintain tax-exempt status for and with respect to real property taxes.

ARTICLE 5 – UTILITIES

5.1 **Utilities.** Landlord and Tenant agree that the allocation of utility expenses as provided in Section 3.1(d) hereof constitutes a reasonable allocation based on present expectations. The parties may agree to modify the allocation provided in Section 3.1(d) hereof, but neither party will be obligated to modify such allocation

During all times that the Leasing Center is in use by either party, the interiors will be adequately and reasonably heated and cooled.

5.2 **Installed Fixtures and Equipment.** Tenant will not install any fixtures or place any equipment in the Leased Premises that may exceed the capacity of any utility facilities on the Leased Premises. If any fixtures or equipment Tenant wishes to install

on the Leased Premises requires additional utility facilities, Tenant will be fully and solely responsible for full and timely payment of all costs relating to the increase in utility capacity, as reasonably determined by Landlord.

ARTICLE 6 - SECURITY DEPOSIT

6.1 **No Security Deposit.** No security deposit is required.

ARTICLE 7 - MAINTENANCE AND REPAIRS

7.1 **Maintenance and Repairs by Landlord.** During the term of this Lease, Landlord will keep the foundation, exterior walls, canopy (if any), roof, mechanical systems, downspouts, and gutters of the Leasing Center and the interior portions of the Shared Leased Facilities and sanctuary in good order, condition, and repair. In addition, Landlord will operate, maintain, and repair the Common Areas. Notwithstanding the foregoing, except as otherwise provided in this Lease, Tenant will be responsible for and will pay all expenses and costs arising from the negligence or other misconduct of Tenant and its students, agents, employees and invitees.

Tenant will promptly notify Landlord of any damage to any portion of the Leased Premises as and when such damage occurs.

7.2 **Maintenance by Tenant.** During the term of this Lease, Tenant will keep and maintain all interior portions and utility connections of the Exclusive Leased Facilities in good and slightly condition at all times, in compliance with all applicable laws, codes, ordinances, rules and regulations.

7.3 **Right to Inspect.** Landlord and its agents and representatives will have the right at all reasonable times to enter into and upon the Leased Premises for the purpose of inspecting the Leased Premises and determining the compliance by Tenant with the terms of this provision of this Lease.

7.4 **Janitorial Service.** Tenant will provide janitorial services, at its sole expense, for the Exclusive Leased Facilities. Landlord and Tenant will jointly provide reasonable janitorial services for the Shares Leased Facilities and will equally pay all reasonable costs with respect to such services, provided that each party will pay all costs with respect to janitorial service arising from activities outside the ordinary course of the parties' respective operations (including but not limited to all construction activities).

ARTICLE 8 - INSURANCE

8.1 **Insurance by Landlord.** Landlord may maintain such insurance with respect to the Leasing Center, any portions thereof, and/or any operations thereon, as Landlord, in its reasonable discretion, deems advisable. The insurance which Landlord may elect to maintain may include, but is not limited to, fire and extended coverage insurance, insurance against liability for personal injury, death and property damage, worker's compensation insurance, and rent interruption insurance.

Neither the purchase nor maintenance of any policy or policies of insurance by Landlord, nor the failure of Landlord to purchase and/or maintain any policy or policies of insurance will in any way limit or change the obligation of Tenant to maintain insurance as provided in this Article.

Landlord will cause Tenant to be included as a named insured on Landlord's casualty and liability insurance policies that relate to the Leased Premises and/or outdoor areas that are or may be used by Tenant hereunder. Notwithstanding the foregoing, the liability insurance carried by Tenant pursuant to Section 8.2(a) hereof will be deemed to be the primary coverage, with Landlord's liability policy or policies deemed to be the secondary coverage, for and with respect to all claims for injury, death and/or property damage of Tenant and all persons present on the Leasing Center under Tenant, including but not limited to all students, employees, parents, staff, and other invitees of Tenant. However, Landlord will notify Tenant within 15 days prior to the expiration date of such insurance and/or its intent to discontinue its insurance coverage to permit Tenant to increase or change their insurance coverage accordingly.

8.2 **Insurance by Tenant.**

(a) **Liability Insurance.** Tenant will carry public liability insurance on the Leased Premises and the operations of Tenant thereon during the term of this Lease, covering Tenant and naming Landlord and Landlord's mortgagee (if required) as additional named insured parties with limits of not less than \$2,000,000 per person and \$4,000,000 per occurrence for bodily injury, including death, and \$250,000 for property damage.

(b) **Casualty Insurance.** At all times during the term of this Lease, Tenant will carry insurance against fire and such other risks as are from time to time included in standard fire and extended coverage insurance for the full replacement value, covering all of Tenant's merchandise, trade fixtures, furnishings, wall coverings, plate glass, floor coverings, carpeting, drapes, equipment, and all items of personal property of Tenant located on or within the Leased Premises.

(c) **Additional Insurance.** Tenant's insurance obligation will be subject to additional and/or different types of insurance at any time, and from time to time, during the term of this Lease, as may be required pursuant to any applicable law, statute, ordinance, regulation, rule or order.

(d) **Evidence of Insurance.** Copies of the policies or certificates evidencing that all insurance required in this Section 8.2 is in full force and effect and stating the terms thereof will be furnished by Tenant to Landlord prior to occupancy of the Leased Premises by Tenant. At least 15 days prior to the expiration date of such insurance, Tenant will furnish to Landlord satisfactory evidence that such insurance has been renewed and the premium paid for the extended period. All insurance required to be provided by Tenant will be written by a company or companies authorized to conduct business in the State of Indiana and approved by Landlord. Upon the request or requests of Landlord from time to time, Tenant will deliver to Landlord, or to Landlord's mortgagee, for inspection any and all of such insurance policies showing said policies to be in force.

8.3 **Mutual Waiver of Subrogation Rights.** Whenever:

(a) any loss, cost, damage or expense resulting from fire, explosion or any other casualty or occurrence is incurred by either of the parties to this Lease in connection with the Leased Premises, and

(b) such party is then covered in whole or in part by insurance with respect to such loss, cost, damage or expense,

then the party so insured hereby releases the other party from any liability it may have on account of such loss, cost, damage or expense to the extent of any amount recovered by reason of such insurance and waives any right of subrogation which might otherwise exist in or accrue to any person or account thereof, provided that such release of liability and waiver of the right of subrogation will not be operative in any case where the effect thereof is to invalidate such insurance coverage or increase the cost thereof (provided that in the case of increased cost, the other party will have the right, within thirty (30) days following written notice, to pay such increased cost and thereupon keeping such release and waiver in full force and effect).

8.4 **Waiver of Claims.** To the extent permitted by law, Landlord and its agents and employees will not be liable for, and Tenant waives all claims for damages, including, but not limited to, consequential damages to person, property, or otherwise sustained by Tenant or any person claiming through Tenant resulting from any accident or occurrence in or upon any part of the Leasing Center including, but not limited to, claims for damages resulting from: (a) any equipment or appurtenances becoming out of repair; (b) Landlord's failure to keep any part of the Leasing Center in repair; (c) injury done or caused by wind, water or other natural element; (d) any defect in or failure of plumbing, heating or air conditioning equipment, electric wiring or installation thereof, gas, water and steam pipes, stairs, porches, railings or walks; (e) broken glass; (f) the backing up of any sewer pipe or downspout; (g) the bursting, leaking or running of any tank, tub, washstand, water closet, waste pipe, drain or any other pipe or tank in, upon

or about the Leasing Center or the Leased Premises; (h) the escape of steam or hot water; (i) water, snow or ice upon the Leasing Center or the Leased Premises; (j) the falling of any fixture, plaster or stucco; (k) damage to or loss by theft or otherwise of property of Tenant or others; (l) acts or omissions of persons in the Leased Premises or other tenants in the Leasing Center, occupants of nearby properties, or any other persons; and (m) any act or omission of owners, tenants, customers, or invitees of adjacent or contiguous property. All property of Tenant kept in the Leased Premises will be so kept at Tenant's risk only, and Tenant will save Landlord harmless and indemnified from claims arising out of damage to the same.

8.5 **Increase in Fire Insurance Premium.** Tenant will not keep or use in or upon the Leased Premises any article which may be prohibited by the standard form of fire insurance policy. Tenant agrees to pay any increase in premiums for fire and extended coverage or other insurance that may be charged during the term of this Lease on the amount of such insurance which may be carried by Landlord on the Leasing Center resulting from any articles brought onto the Leasing Center by Tenant or persons claiming under Tenant, whether or not Landlord has consented to the same. In determining whether increased premiums are the result of Tenant's use of the Leased Premises, a schedule, issued by the organization making the insurance rate on the Leasing Center showing the various components of such rate, will be conclusive evidence of the several items and charges which make up the fire insurance rate on the Leasing Center.

8.6 **Indemnification.** Tenant will indemnify and forever save harmless Landlord and its agents and beneficiaries from and against any and all liabilities, liens, claims, demands, damages, expenses, attorneys' fees, costs, fines, penalties, suits, proceedings, actions and causes of action of any and every kind and nature arising or growing out of, or in any way connected with, Tenant's use, occupancy, management or control of the Leased Premises and the Common Areas or Tenant's operations, conduct or activities in the Leasing Center or any part thereof, or occasioned wholly or in part by any act or omission of Tenant, its invitees, agents, employees or servants. If Landlord is made a party to any litigation commenced by or against Tenant, Tenant will protect and forever hold Landlord, its agents and beneficiaries harmless and will pay all costs, expenses and reasonable attorneys' fees incurred or paid by Landlord in connection with such litigation.

ARTICLE 9 – CONDITION OF LEASED PREMISES

9.1 **Condition of Leasing Center.** Tenant will accept the Leased Premises and the Leasing Center "as is" in their present condition. Landlord makes and has made no representations, warranties or promises that the Leased Premises are or will be suitable for the operation of a school or for any other purpose. Tenant will be solely responsible for obtaining any necessary governmental licenses, permits or approvals for

its operations on the Leased Premises, and for making any improvements or alterations necessary or appropriate for such matters.

ARTICLE 10 - FIXTURES AND ALTERATIONS

10.1 **Alterations**. During the term of this Lease, Tenant may make alterations and renovations of the Exclusive Leased Facilities and/or the Shared Leased Facilities, provided that no renovations, alterations or improvements of any sort and no structural changes of any sort will be made, and no fixtures will be installed or removed, in or upon the Exclusive Leased Facilities and/or the Shared Leased Facilities without the prior written consent of Landlord. Any request to Landlord will be accompanied by drawings, specifications, and/or other documents which Landlord may require, fully describing the changes to be made, along with the names and addresses of all contractors and subcontractors which will be performing the work and written estimates of all costs. Upon submission of such items by Tenant, Landlord will, within a reasonable time and in any event within thirty (30) days, approve such proposed alterations or will deny such request, providing comments to Tenant stating the reasons for any such denial and any changes to such proposal that would result in approval by Landlord.

All such work, if permitted by Landlord, will be at the sole expense of Tenant, and will be performed as described in the submissions to Landlord, as approved by the Landlord, and will be done in a good workmanlike manner in conformity with all applicable ordinances, rules, statutes, regulations, laws, and permits. Tenant will submit to Landlord paid bills or final lien waivers for all work done and all materials supplied. Tenant will be solely responsible for obtaining all necessary building permits and governmental approvals with respect to all such work.

Without limiting any other requirements of this Article, Tenant will, with respect to all work, provide such builder's risk and worker's compensation insurance coverage as Landlord may reasonably require, containing such terms as Landlord may reasonably designate.

All such work will be performed in a manner to reasonably minimize disruptions to Landlord's operations on the Leasing Center. Notwithstanding any other provisions hereof, no work will be performed on any Sunday, except as may be specifically authorized by Landlord from time to time.

10.2 **Liens**. Tenant will keep the Leased Premises free from any mechanics' or materialmen's liens for any labor or material furnished in connection with the Leased Premises, except that Tenant may, with the written consent of Landlord, which consent will not be unreasonably withheld, contest the validity or amount of any such lien. If Tenant so contests any such lien prior to payment, as a prerequisite to Landlord's consent, Tenant will meet all reasonable requirements of Landlord and Landlord's

mortgagee, including but not limited to the posting of a reasonable bond, and Tenant will save Landlord and Landlord's mortgagee harmless from any loss caused by Tenant's failure to discharge said claim.

10.3 **Improvements to Remain**. Except as provided in Section 10.4, and except as Landlord may require as a condition for its approval of any alterations or improvements, all erections, additions, fixtures and improvements, whether temporary or permanent in character (except the movable office furniture and fixtures of Tenant), made in or upon the Leased Premises, will remain upon the Leased Premises at the termination of this Lease by lapse of time or otherwise, and will be the sole property of Landlord.

10.4 **Trade Fixtures**. Subject to the provisions of Section 10.1 of this Lease, Tenant may, with the consent of Landlord, install in and upon the Leased Premises such trade fixtures, decorations, equipment and appliances as Tenant deems appropriate, subject to the prior written approval of Landlord. Upon the expiration of the term of this Lease, Tenant will, at Tenant's sole expense, remove all of such trade fixtures, decorations, equipment, and appliances so installed on the Leased Premises and will repair any damage to the Leased Premises which may be caused by such installation, operation, or removal.

ARTICLE 11 - ASSIGNMENT

11.1 **Assignment by Tenant**. Tenant agrees that neither this Lease, nor any rights under this Lease, may be assigned, nor may any portion of the Leased Premises be sublet, without the prior written consent of Landlord, which consent will not be unreasonably withheld. Any transfer of this Lease from Tenant by merger, consolidation, liquidation or otherwise by operation of law will constitute an assignment for the purpose of this Lease and will require the written consent of Landlord. Tenant will not permit any business to be operated in or from the premises by any concessionaire or licensee without the prior written consent of Landlord. If Tenant seeks Landlord's permission to assign this Lease or to sublet the Leased Premises, Tenant will provide to Landlord in writing at least sixty (60) days prior to the date of the proposed assignment or subletting, the name, address and financial statement of the proposed assignee or subtenant and such other information concerning such proposed assignee or subtenant as Landlord may require. It will be a condition to any consent by Landlord to an assignment or subletting that Tenant will accompany such written request with a payment in the amount of \$300.00 to reimburse Landlord for administrative and legal expense for the review and preparation of necessary documents. Any consent by Landlord to any assignment or subletting or to the operation by a concessionaire or licensee will not constitute a waiver of the necessity for such consent to any subsequent assignment or subletting or operation by a concessionaire or licensee. If Tenant at any time during the term of this Lease sublets all or any part of the Leased Premises or assigns this Lease, either with the consent of

Landlord as hereinbefore provided or without the consent of Landlord, Tenant will nevertheless remain fully liable under all the terms, covenants, and conditions of this Lease. If this Lease is assigned or if the Leased Premises or any part thereof is subleased or occupied by anyone other than Tenant, Landlord may collect from the assignee, subtenant, or occupant any rent or other charges payable by Tenant under this Lease, and apply the amount collected to the rent and other charges herein reserved, but such collection by Landlord will not be deemed an acceptance of the assignee, subtenant, or occupant as a tenant nor release of Tenant from the performance by Tenant under this Lease.

11.2 **Assignment by Landlord.** If Landlord sells or transfers the Leasing Center or any part thereof, and, as a part of such sale or transfer, effectively assigns its rights under this Lease, the entity then constituting Landlord, upon transfer of all amounts then held as security deposit to the purchaser, assignee, or other successor, will be entirely relieved of liability for any and all of its obligations, covenants, liabilities, and responsibilities under this Lease, or arising out of any act occurrence or omission relating to the Leased Premises, the Leasing Center, or this Lease, occurring after the consummation of such sale, transfer, or assignment, and such purchaser, assignee or successor will succeed to all such liabilities.

ARTICLE 12 - SIGNS

12.1 **Identification of Leased Premises.** Tenant may install a free-standing sign on Taft Street, provided that the location and appearance of such sign will be acceptable to Landlord and will be installed and maintained in accordance with all applicable laws. Prior to such installation, Tenant will obtain all necessary consents and permits from all applicable governmental entities. Any such sign which is permitted by Landlord will, at all times, be maintained in good condition and repair so as to be structurally sound and to not detract from the general appearance of the Leasing Center.

ARTICLE 13 - LANDLORD'S TITLE AND QUIET ENJOYMENT

13.1 Landlord warrants that at the time possession of the Leased Premises is delivered to Tenant and on the first day of the term of this Lease, Landlord will have full right to lease the same for the term aforesaid, and it is expressly understood and agreed that this covenant of Landlord constitutes a warranty by it, and that in case Landlord does not have the right aforesaid, this Lease will become null and void, and no rent will accrue for the term aforesaid or for any part thereof. Landlord agrees to put Tenant in actual possession of the Leased Premises at the beginning of the term of this Lease or on such other date as may be agreed by the parties and Tenant, upon paying the said rent and performing the covenants herein agreed by it to be performed, will and may peaceably and quietly have, hold, and enjoy the Leased Premises for the term of this Lease.

ARTICLE 14 - DAMAGE TO OR DESTRUCTION OF LEASED PREMISES

14.1 **Repair of Damage.** If the Leased Premises are damaged by fire, explosion, windstorm or any other casualty, such damage is covered under any policy of insurance for the benefit of Landlord with respect to the Leased Premises, and such damage may reasonably be repaired within one hundred fifty (150) days after such occurrence, Landlord will repair such damage and put the Leased Premises in good condition as rapidly as reasonably practical.

During such repair, the rental payable by Tenant will abate in proportion to the loss of the ability of Tenant to operate its business on the Leased Premises.

14.2 **Severe Damage.** If the Leased Premises are damaged by fire, explosion, windstorm or any other casualty, and such damage may not reasonably be repaired within one hundred fifty (150) days after such occurrence, this Lease will be terminable at the option of either party by giving written notice of such termination within thirty (30) days after such occurrence.

ARTICLE 15 - CONDEMNATION

15.1 **Total Taking.** Should the entire area of the Leased Premises and/or the Common Areas, or such portion thereof as to materially interfere with or curtail Tenant's operation of its business, be taken by condemnation, this Lease will be void and of no effect from the effective date of such taking, and Landlord and Tenant will be under no further obligation to each other, save that Landlord will return to Tenant any portion of unearned rental paid in advance.

15.2 **Partial Taking.** Should a portion of the Leased Premises and/or the Common Areas taken by condemnation, and the portion thus taken be of such an

amount as not to materially interfere with or curtail the operation of Tenant's business, then and in that event there will be a proportionate reduction in the annual rental.

15.3 **Interruption of Business.** If any such taking results in the suspension of business in the Leased Premises, all rents and other charges payable by Tenant hereunder will abate from the date of such suspension of business until the earlier of (i) the date such business is resumed, or (ii) the date ten (10) days following the completion of said restoration by Landlord.

15.4 **Condemnation Award.** The parties agree that Landlord will have the exclusive right to negotiate, settle, or contest any condemnation or proposed condemnation. It is specifically understood and agreed that Tenant will have no interest in, nor will it in any way share in any condemnation award received by Landlord, unless an award is received which is specifically designated by the relevant governmental authority as constituting compensation for losses suffered exclusively by Tenant.

ARTICLE 16 - DEFAULT

16.1 **Events of Default.** Each of the following will constitute an event of default under this Lease:

- (a) any failure to pay any rent or any other amount payable by Tenant under this Lease within five (5) days after the due date thereof, regardless of whether notice of such failure has or has not been given by Landlord;
- (b) any failure to perform any covenant, promise, or other obligation of Tenant under this Lease, other than the payment of money, within fifteen (15) days after Landlord gives notice to Tenant of such failure;
- (c) the adjudication of Tenant as a bankrupt,
- (d) the making of an assignment for the benefits of creditors, or the petition or application to any tribunal for the appointment of a custodian, receiver, or trustee for Tenant, or for a substantial part of their assets;
- (e) the appointment of a permanent receiver for the property of Tenant;
- (f) whether voluntarily or involuntarily, Tenant takes advantage of any debtor relief proceeding under any present or future law whereby

the rent, or any part thereof, is or is proposed to be reduced or payment thereof deferred;

(g) the making of an assignment for the benefit of creditors by Tenant;

(h) any levy or attachment of the Leased Premises or Tenant's effects or interest therein under process against Tenant; or

(i) repeated failures on the part of Tenant to make payment of any amounts payable by Tenant under this Lease within five (5) days after the due date thereof, regardless of whether any late charge is imposed or waived by Landlord, and/or repeated failures on the part of Tenant to keep, observe, or perform any of the other covenants or agreements of Tenant contained in this Lease, provided that notices of such defaults were given to Tenant, but without regard to whether Tenant timely cured any such defaults.

16.2 **Landlord's Remedies.** Upon the occurrence of any event of default, as defined in Section 16.1, Tenant will be deemed to have breached this Lease and Landlord will have the right, at its option, to

(a) enter upon and take possession of the Leased Premises as Tenant's agent without terminating this Lease, and re-rent the Leased Premises at the best price obtainable by a reasonable effort and on such term as Landlord deems proper. Tenant will thereupon become and thereafter be liable and indebted to Landlord for and upon demand then or from time to time thereafter will promptly pay to Landlord the difference between the amount of the rent collected and received from the Leased Premises for each month during the residue of the term herein provided remaining after taking of possession by Landlord, as well as all rents due and owing from the time of notice of default until Landlord's taking of possession hereunder.

(b) forthwith cancel and terminate this Lease by notice in writing to Tenant; and if such notice is given, all rights of Tenant to the use and occupancy of the Leased Premises will terminate as of the date set forth in such notice, and Tenant will at once surrender the possession of the Leased Premises to Landlord and remove all of Tenant's effects therefrom, and Landlord may forthwith re-enter the Leased Premises and repossess itself thereof. No termination of this Lease prior to the normal expiration thereof will affect Landlord's right to collect rent for the period prior to the termination thereof. If Tenant holds over after said notice of termination hereunder for a period of thirty (30) or more days, by failing to

deliver possession, use, and occupancy to Landlord, or by failing to remove all of Tenant's effects therefrom, or otherwise, then Tenant will be deemed to be a tenant from month to month, and the value of the use of the premises by Tenant as such tenant will equal twice the rental which Tenant would otherwise have been obligated for under the terms of this Lease.

16.3 **Attorneys' Fees.** Tenant will pay all reasonable fees, costs, and expenses, including but not limited to reasonable attorneys' fees, incurred by Landlord in collecting any amounts payable under this Lease or in otherwise enforcing any of the obligations of Tenant or any of the rights of Landlord under this Lease, regardless of whether any suit is filed, or in any litigation, arbitration, or negotiation which Landlord, without its fault, becomes involved through or on account of this Lease.

16.4 **Non-Exclusivity of Remedies.** No remedy herein or otherwise conferred upon or reserved to Landlord will be considered exclusive of any other remedy but the same will be cumulative and will be in addition to every other remedy given hereunder or now or hereafter existing at law or in equity or by statute, and every power and remedy given by this Lease to Landlord may be exercised from time to time and as often as occasion may arise or as may be deemed expedient. No delay or omission of Landlord to exercise any right or power arising from any default will impair any such right or power or will be construed to be a waiver of any such default or an acquiescence therein.

16.5 **Rights of Landlord to Perform Tenant's Covenants.**

(a) **Right to Perform Acts and Make Payments.** If Tenant fails to perform any act or to make any payment required to be performed or paid by Tenant under this Lease, Landlord will have the right, but not the obligation, at any time and without notice, to perform any such act or to make any such payment, and in exercising such right, to incur any and all necessary and incidental costs and expenses, including but not limited to attorneys' fees. Nothing in this Section 17.5 will imply any obligation on the part of Landlord to perform any act or to make any payment required of Tenant under the terms of this Lease.

(b) **No Release.** The exercise by Landlord of any of its rights under this Section 16.5 will not constitute a release of any obligation of Tenant under this Lease or a waiver of any remedy available under this Lease; nor will such exercise constitute an estoppel to the exercise by Landlord of any right or remedy of Landlord for a subsequent failure by Tenant to perform any act or make any payment required by Tenant under this Lease.

(c) **Reimbursement by Tenant.** Tenant will, within seven (7) days after notice from Landlord, pay to Landlord an amount equal to the total of all payments

made and all costs and expenses incurred by Landlord in connection with any payment or performance under this Section 16.5, plus an administrative charge equal to twenty percent (20%) of such total amount, plus interest at the rate of eighteen percent (18%) per year, compounded annually, on such total amount plus administrative charge from the date of such payment or payments by Landlord.

16.6 **Defaults by Landlord.** In the event of a material breach of the terms of this Lease by Landlord, Tenant, in addition to all other rights, will be entitled to seek specific performance and/or actual (and not consequential or punitive) damages available to Tenant in equity or at law.

16.7 **Attorneys' Fees.** In the event any party to this Lease is compelled to enforce any provisions hereof in litigation or arbitration commenced against another party hereto, then the prevailing party in such litigation will be entitled to recover its reasonable attorney fees, court costs and other litigation expenses from the non-prevailing party in such litigation or arbitration.

ARTICLE 17 - SUBORDINATION

17.1 **Estoppel Certificate.** Within ten (10) days after any request or requests of Landlord, Tenant will execute and deliver to Landlord an Estoppel Certificate in a form prescribed by Landlord. Such Estoppel Certificate will be in recordable form, directed to any person or persons designated by Landlord: (a) ratifying this Lease; (b) stating the commencement and termination dates; and (c) certifying: (i) that this Lease is in full force and effect and has not been assigned, modified, supplemented or amended (except by such writings as are stated); (ii) that all conditions under this Lease to be performed by Landlord have been satisfied (stating exceptions, if any); (iii) that no defenses or offsets against the enforcement of this Lease by Landlord exist (or stating those claimed); (iv) the advance rent, if any, paid by Tenant; (v) the date to which rent has been paid; (vi) the amount of security deposited with Landlord; and (vii) such other information as Landlord or its mortgagees may require. All persons receiving such statement will be entitled to rely upon such statement.

17.2 **Attornment.** Tenant will, in the event of a sale or assignment of Landlord's interest in the Leasing Center, the Leased Premises, or this Lease, or if the Leasing Center, the Leased Premises, or this Lease, come into the hands of a mortgagee, ground lessor, or any other person, whether because of a mortgage foreclosure, exercise of a power of sale under a mortgage, termination of the ground lease, or otherwise, attorn to the purchaser or such mortgagee or other person and recognize the same as Landlord thereunder. Tenant will execute, at Landlord's request, any attornment agreement required by any mortgagee, ground lessor or other such persons to be executed, containing such provisions as such mortgagee, ground lessor or other person may require.

17.3 **Subordination**. This Lease and Tenant's rights under this Lease are subject and subordinate to the liens of any mortgages or any lien resulting from any method of financing or refinancing, together with any renewals, extensions, modifications, consolidations and replacement of them (hereinafter collectively referred to as "Mortgage"), which now or at any subsequent time affect the Leasing Center or the Leased Premises, or any interest of Landlord in the Leasing Center or the Leased Premises, or Landlord's interest in this Lease and the estate created by this Lease (except to the extent that any such instrument expressly provides that this Lease is superior to it), provided that Tenant's possession of the Leased Premises under this Lease will not be disturbed so long as Tenant is not in default hereunder. This provision will be self-operative and no further instrument of subordination will be required in order to effect it. Nevertheless, Tenant will execute, acknowledge, and deliver to Landlord at any time and from time to time, upon demand by Landlord, such documents as may be requested by Landlord or any mortgagee, or any holder of a deed of trust or other instrument described in this paragraph, to confirm or effectuate any such subordination so long as said instrument provides that Tenant's possession of the Leased Premises will not be disturbed so long as it is not in default under the terms of this Lease.

17.4 **Attorney-In-Fact**. Tenant, upon any request of any party in interest, will promptly execute such instruments or certificates to carry out the intent of this Article as may be requested from time to time by Landlord. If Tenant fails or refuses to execute, acknowledge, and deliver any such document within ten (10) days after written demand, Landlord, and its successors and assigns, will be entitled to execute, acknowledge, and deliver any such document on behalf of Tenant as Tenant's attorney-in-fact. Tenant hereby irrevocably appoints Landlord and its successors and assigns as attorney-in-fact for Tenant with full power and authority to execute and deliver in the name of Tenant any such instruments or certificates.

17.5 **Financial Statements**. If requested by any mortgagee with respect to the Leasing Center, upon Landlord's written request or requests, Tenant will promptly furnish Landlord's mortgagee from time to time financial statements reflecting Tenant's current financial condition.

ARTICLE 18 - TERMINATION

18.1 **Delivery of Leased Premises**. Tenant will quit and deliver possession of the Leased Premises to Landlord, its successor, agents, or assigns, when this Lease terminates by limitation or forfeiture, with all of the Leased Premises, including but not limited to all keys, locks, bolts, plumbing fixtures, heating appliances, and air conditioning appliances in as good order and condition as the same are when let, or may hereafter be made by repair, in compliance with all the covenants of this Lease, excepting only the wear thereof from reasonable and careful use thereof.

18.2 **Advertisement by Landlord.** Tenant hereby gives to Landlord the right to place and maintain its usual "For Rent" signs upon the Leased Premises and to place the same as they are usually displayed on the properties similar to that hereby demised for the last 90 days of the term of this Lease.

18.3 **Holdover.** If Tenant holds over or occupies the Leased Premises beyond the termination of this Lease (it being agreed that there will be no such holding over without the written consent of Landlord), Tenant will pay to Landlord for each day of such holding a sum equal to twice all amounts which would then be payable as Base Rent under the terms of this Lease, prorated for the number of days of such holding over. In addition, Tenant will be liable to Landlord for any and all damages which Landlord may suffer by reason of such holding over, and Tenant will indemnify Landlord against all claims and demands made by any succeeding tenants against Landlord which are founded upon delay by Landlord in delivering possession of the Leased Premises to such succeeding tenants. If Tenant holds over without Landlord's written consent, at the option of Landlord (which option may be exercised with or without notice to Tenant), such tenancy will be deemed to be in violation of this Lease or will be deemed to be an additional tenancy on a month-to-month basis subject to all other terms and provisions of this Lease.

ARTICLE 19 - NOTICES

19.1 **Place of Notice.** All notices, demands and requests hereunder will be in writing and given by United States registered or certified mail, by messenger delivery, by personal delivery, or by facsimile transmission, in the case of Landlord to Landlord's address at the Leasing Center, or to such other address as Landlord may, from time to time designate, and in the case of Tenant either at 319 East 60th Drive, Merrillville, Indiana 46410, or at the Leased Premises. Tenant may change its address for notice purposes by notice to Landlord; however, any notices to Tenant may be delivered at the Leased Premises at any time, and depositing of a written notice, demand or request in, or on the door of, the Leased Premises will be deemed to constitute full delivery thereof to Tenant for all purposes of this Lease.

19.2 **Time of Notice.** Any notice, demand or request given by United States registered or certified mail, as provided herein, will be deemed served on the date it is deposited in the United States mail properly addressed and with postage fully prepaid. Notice delivered by facsimile transmission will be deemed to be given when delivered to Tenant's fax terminal. Notice delivered by personal or messenger delivery will be deemed to be given when delivered at Tenant's address for notice purposes hereunder.

19.3 **Notice by Mail.** If a party gives a notice hereunder by certified or registered mail and the other party refuses to accept or fails to claim such certified or registered mail, at the option of the party giving such notice, such notice may be given

in writing by first class mail. Such notice will be deemed served on the date it is deposited in the United States mail properly addressed and with postage fully prepaid.

ARTICLE 20 - MEMORANDUM OF LEASE

20.1 This Lease will not be recorded or otherwise made a public record. The parties will, upon the request of either party, execute a Memorandum of Lease in recordable form, indicating that Tenant has an interest in the Leased Premises. Such Memorandum may be recorded by either party.

ARTICLE 21 - MISCELLANEOUS PROVISIONS

21.1 **Interpretation.** Whenever required by the context, the use of the words "term of this Lease" or any variation thereof, will be deemed to include any extension or renewal of this Lease. Words of any gender used in this Lease will be held to include any other gender, and words in singular will be held to include the plural, and vice versa, when the sense so requires.

21.2 **Captions.** The captions of this Lease and the Table of Contents are for convenience only and are not to be construed as part of this Lease and will not be construed as defining or limiting in any way the scope or intent of the provisions thereof.

21.3 **Enforceability.** If any term or provision of this Lease is to any extent be held invalid or unenforceable, the remaining terms and provisions of this Lease will not be affected thereby, but each term and provision of this Lease will be valid and be enforced to the fullest extent permitted by law.

21.4 **Governing Law.** This Lease will be construed and enforced in accordance with the laws of the State of Indiana.

21.5 **Entity Parties.** The individuals executing this document on behalf of any corporation, partnership, limited liability company, trust or other legal entity each certify and warrant that such entity is in good standing, that the execution of this Lease by such entity and by such individual on behalf of such entity has been duly authorized by the governing body of such entity, and that the execution of this Lease will not violate the documents under which such entity was established.

21.6 **Successors and Assigns.** The covenants of this Lease will be obligatory upon and will extend to the successors and assigns of Landlord, and to the successors and assigns of Tenant.

21.7 **Partial Payment.** No payment by Tenant or receipt by Landlord of a lesser amount than the rental herein stipulated will be deemed to be other than on account of the earliest stipulated rent, nor will any endorsement or statement on any

check or any letter accompanying any check or payment as rent be deemed an accord and satisfaction, and Landlord may accept such check or payment without prejudice to Landlord's right to recover the balance of such rent or pursue any other remedy provided in this Lease or available at law or in equity.

21.8 **Waivers**. No waiver of any condition or legal right or remedy will be implied by failure of Landlord to declare a forfeiture or for any other reason, and no waiver of any condition or covenant will be valid unless it is in writing signed by Landlord. No waiver by Landlord with respect to one or more tenants or occupants of the Leasing Center will constitute a waiver in favor of any other tenant, nor will the waiver of a breach of any condition be claimed or pleaded to excuse a future breach of the same condition or covenant.

21.9 **Brokerage**. Landlord has not retained the services of any broker with respect to the transactions described in this Lease, and will pay no commissions for or with respect hereto. Tenant will be fully and solely responsible for payment of any commissions to any brokers or salespersons retained by Tenant, or otherwise brought into the deal by Tenant.

21.9 **Entire Agreement**. This Lease and the exhibits attached hereto set forth all the covenants, promises, agreements, conditions and undertakings between Landlord and Tenant concerning the Leased Premises and there are no covenants, promises, agreements, conditions or understandings, either oral or written, between them other than are herein set forth. Except as herein otherwise provided, no subsequent alteration, amendment, change or addition to this Lease will be binding upon Landlord or Tenant unless reduced to writing and signed by them.

21.10 **Counterparts**. This Lease may be executed in several counterparts, all of which will constitute one Lease, binding on all parties hereto, notwithstanding that all of the parties are not signatories to the same counterpart.

* * * * *

[Signatures appear on the following page.]

IN WITNESS WHEREOF, the parties hereunto caused this Lease to be executed, individually, by their duly authorized corporate officers, by their duly authorized partners, or by their duly authorized trustee or trust beneficiary, the day and year first above written.

Landlord:

LAUREL CHURCH MINISTRIES, INC.
an Indiana nonprofit corporation

By: _____
Lawrence C. Raftery, President

Tenant:

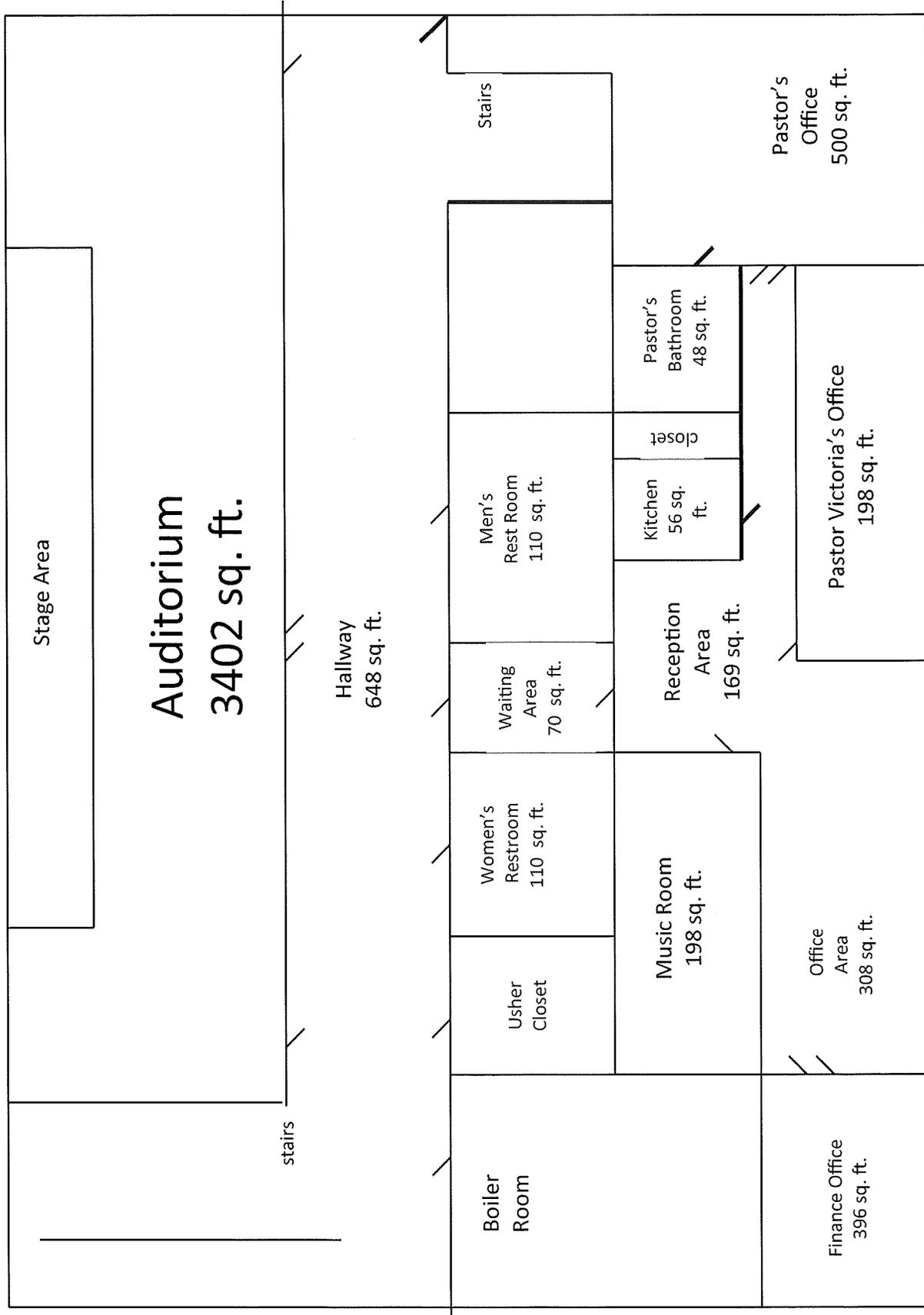
**TRON-AGEK EDUCATIONAL
FOUNDATION, INC.**, an Indiana
nonprofit corporation

By: _____
Dr. Augusta Deneal, President

EXHIBIT A

Drawing of Leased Premises

(Exclusive Leased Facilities and Shared Leased Facilities depicted in different colors)



*Total Upper Level Space is 7128 sq. ft.

- MOU

08/01/2014 15:59 3129511230

08/01/2014 13:59 310-457-2206

08/01/2014 15:47 3129511230

NOVOGRODER CO 1130

PAGE 02/02

NOVOGRODER CO 1130

PAGE 02/02
PAGE 02/02



NOVOGRODER COMPANIES, INC.

August 1, 2014

Page: 1 Page

Dawn Dawkins
TRON/AGEK Educational Foundation, Inc.
P.O. Box 3126
East Chicago, IN 46312

Tel: 219-997-6994
Fax: 219-997-6994

Dear Dawn:

This letter will confirm that you have an Option on up to 7,000 square feet through September 30, 2014 at Westlake Commons Office Building, 8374 Louisiana Street in Merrillville, IN.

You agree to pay the following amounts for this Option:

1. By July 25, 2014 - \$1,500.00
2. By August 15, 2014 - \$1,500.00
3. By September 25, 2014 - \$1,500.00
4. By October 15, 2014 - \$3,500.00

Both Landlord and Tenant will negotiate in good faith for a lease for up to 7,000 square feet by September 30, 2014.

This Option will be null and void if any payments are not made on a timely basis.

We look forward to working with you on your charter school. Thank you.

Very truly yours,
THE NOVOGRODER COMPANIES, INC.
a/k/a WESTLAKE COMMONS

George Novogroder
President

GN/rb
cc: File

Accepted by:
TRON/AGEK EDUCATIONAL FOUNDATION, INC.
an Indiana Nonprofit Corporation

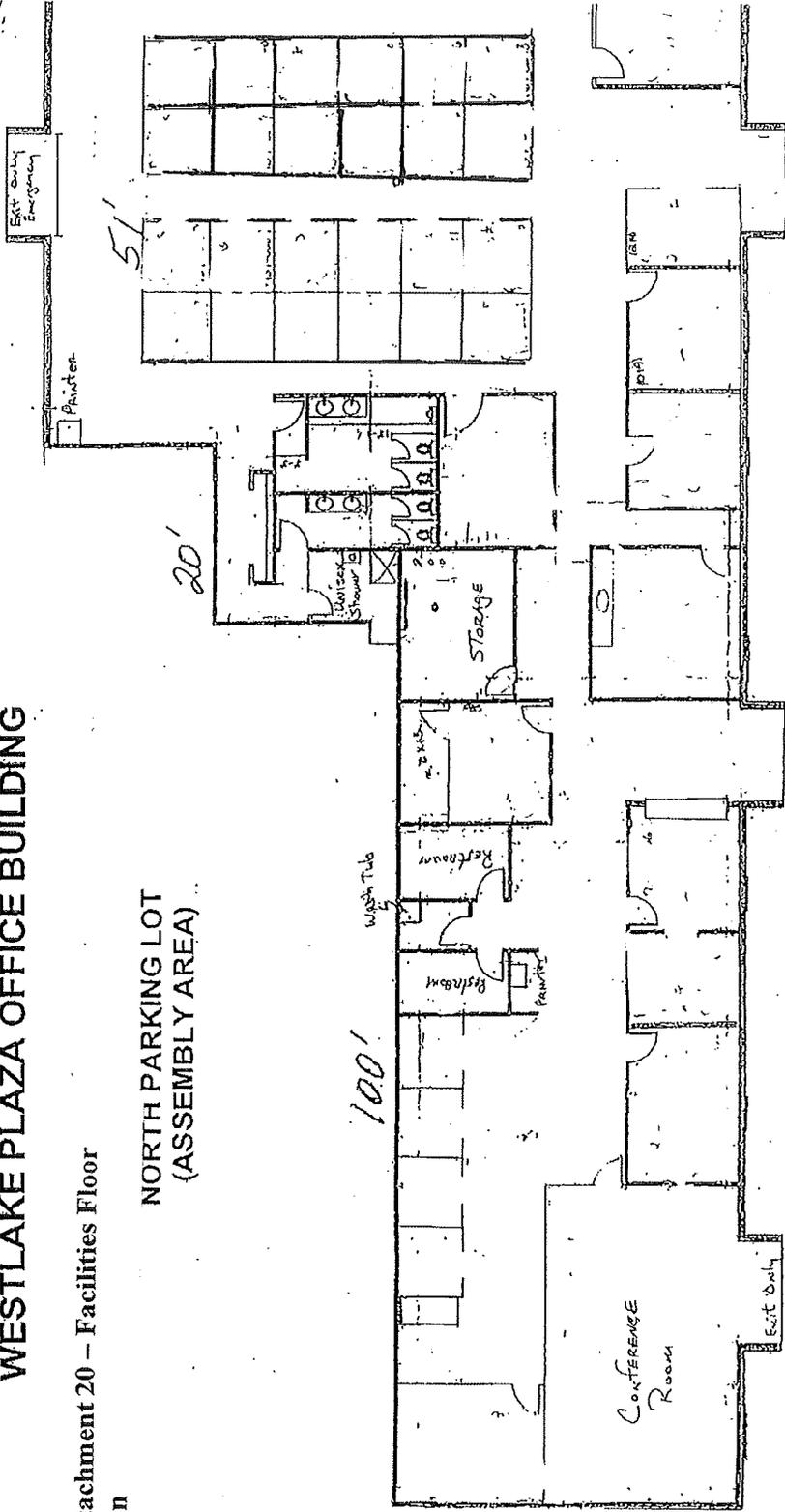
By: [Signature]
Dawn Dawkins

By: [Signature]
D. Dawn Dawkins

By: [Signature]
Dwayne Tucker

INDIANA DEPARTMENT OF ENVIRONMENTAL MANAGEMENT
WESTLAKE PLAZA OFFICE BUILDING

Attachment 20 - Facilities Floor
Plan



NORTH PARKING LOT
(ASSEMBLY AREA)

SOUTH PARKING LOT
(ASSEMBLY AREA)

SOUTH PARKING LOT
(ASSEMBLY AREA)

Navigator Companies

VITA

AUGUSTA WARE - DENEAL

EDUCATION

Ph.D., Educational Leadership Administrations and Foundations, May 3, 2008, Magna Cum Laude

M.S., Purdue University, 1993, Instructional Design in Education Curriculum
Ronald E. McNair (TRIO) Graduate – Concentration: Education

B.A., Purdue University, 1990, Organizational Leadership and Supervision
Student Support Services (TRIO) Graduate – Concentration: Education

REPRESENTATIVE PROFESSIONAL ACTIVITIES

Professional Associations

TRON/AGEK' Educational Foundation, Inc. - CEO
Mid-America Association of Educational Opportunity Program Personnel
American Counseling Association
Indiana Association for College Admission Counseling
Indiana Governor's Planning Council for People with Disabilities
Urban League of Northwest Indiana, Inc. - past executive board member
Gary Community School Family Involvement Committee
Northwest Indiana Youth Council Committee
Northwest Indiana Cultural Society

Dissertation Topic: ***“The Good, Bad and Ugly Doctoral Educational Experiences of Selected African American Women (Persistence)”*** – LAP Lambert Academic Publishing AG & Co.

Publications in the Works: ***“It is Not About Race based on the Critical Race Theory”***

RELEVANT EMPLOYMENT HISTORY

9/09 – Present Adjunct Professor-Ivy Tech Community College, Gary, IN
Subject Area: ENG 024 and ENG 025

6/08 – Present Adjunct Professor-Purdue University (Calumet), Hammond, IN
Subject Area: (a) Multiculturalism and Religion (b) History and Philosophy - (Teacher Elementary/Secondary Preparation Program)

8/00 – Present Director - Educational Talent Search and Student Support Services
(TRIO) Ivy Tech Community College - Northwest

12/92-08/00 Associate Dean of Student Affairs, Ivy Tech Community College,
East Chicago, IN

01/92-12/92 Adjunct Faculty-Ivy Tech Community College, East Chicago
Subject: Ivy 070 (College Success Skills)

8/90-11/92 High School Counselor, Educational Talent Search, Purdue
University Calumet
Adjunct Instructor, Ivy Tech Community College, Hammond, IN
Subject Area: College Success Skills

Augusta DeNeal
319 East 60th Drive
Merrillville, Indiana 46410
Work Phone: (219) 981-4825
Home Phone: (219) 980-6042
Cell Phone: (219) 381-8287
E-mail: adeneal@ivytech.edu

Resume

Dwayne J Tucker, ASQ Certified CQE and CQA
7601 Morton Street
Merrillville, IN 46410
Phone: 219-738-1097

Work Experience

- 2005-Present
Boeing IDS and BDS
Supplier Quality Sub-region Team Lead
Provided leadership for Supplier Quality team in daily operations and assisted Regional Supplier Quality management. This job function included being acting West Region Supplier Quality Manager in 2009. Participated in BCA/IDS Supplier Principle Rep transitions. Served as team training coordinator. Serves as Maintenance Repair and Overhaul System Compliance Representative (MROSC). Coordinate and implement Supplier Quality Surveillance (SQS) strategies with site supplier management, supplier quality and quality engineering functions.
- 1998- 2005
Boeing IDS
SQM Field Representative Midwest
Performs supplier surveillance through Process Validation Assessments (PVA), investigations, MRB audits, First Article Inspections, statistical analysis, source inspections and root cause corrective action requests.
- 1996- 1998
McDonnell Douglas and Boeing
SQM Supplier Corrective Action Team Leader
Lead Supplier Performance Improvement Board (SPIB) and corrective action group within Supplier Quality Management department. Conducted SPIB meetings with programs and functional personnel in attendance.
- 1990-1996
McDonnell Douglas
Quality Engineer
Performed T45, AV8, F15, program quality engineering functions as assigned to the Avionics commodities.
Reviewed program contracts for QA tasks and submitted monthly customer status reports.
- 1985- 1990
McDonnell Douglas

Elonda V. Ervin, Ph.D.

HOME ADDRESS:

4363 S. Hilton Street
Apartment 6
Terre Haute, Indiana 47802
Elonda.Ervin@indstate.edu
Cell (219) 985-4960

ACADEMIC PREPARATION:

PH. D. in Leadership in Higher Education, Indiana State University, Terre Haute, IN 2008

Concentration: Educational Administration
Dissertation: *"I Don't Want to Let People Down Who are Really Counting on Me": A Study of Black Men at a Predominantly White Institution*
Chair: Dr. Mary Howard-Hamilton

M.A. in Communication, Purdue Calumet University, Hammond, IN 1998

Certified Paralegal, Roosevelt University, Chicago, IN 1989

B.S. in Criminology, Indiana State University, Terre Haute, IN 1983

HIGHER EDUCATION PROFESSIONAL EXPERIENCE:

University Diversity Officer 11/2011 – current
Indiana State University – Office of Diversity

Director 6/2010 – 11/2011
Indiana State University – Career Center

Interim Director 3/2010 – 6/2010
Indiana State University – African American Cultural Center

Associate Director for Experiential Learning 6/2008 – 06/2010
Indiana State University – Career Center

Program Assistant 2007 – 6/2008
Indiana State University – Student Activities and Organizations (SAO)
Dual Role: Greek Advisor and Program Assessment.

HIGHER EDUCATION TEACHING EXPERIENCE:

- Guest Lecturer** **Fall 2011**
Indiana State University – Correctional Education Program
- Guest Lecturer** **Fall 2010**
Indiana State University – Student Affairs in Higher Education
- Academic Staff** **Summer 2007**
Indiana State University – Upward Bound Program
Courses developed: Creative writing, Multimedia, Black Heritage Studies
- Adjunct Faculty** **1995 – 2007**
Purdue Calumet University, Communication Department, Hammond, IN
Indiana University Northwest, Communication Department, Gary, IN
Ivy Tech State College, General Education, Lafayette, Valparaiso, & Michigan City, IN
Courses: Development of curriculum Communications, Speech and Techniques in College Success, & Interpersonal Communications (including distance education internet courses).
Adopted various learning modalities to facilitate learning by students.

CORPORATE PROFESSIONAL EXPERIENCE:

- Healthcare Underwriting Specialist** **2000 – 2001**
Great American Custom Insurance Company, Chicago, IL
- Medicare Part B Fraud Supervisor** **1995 – 2000**
Wisconsin Physician Services, Chicago, IL
Blue Cross Blue Shield of Illinois, Chicago, IL
- Fraud Investigator** **1990 – 1995**
Medicare Part B Blue Cross Blue Shield of Illinois

UNIVERSITY INVOLVEMENT:

Dissertation Committee Involvement

Myeshia Smith, Indiana State University, Doctoral Candidate	2014
Tommy Reed, Grand Canyon University, Doctoral Candidate	2014
Kevin Totty, University of Pittsburgh, Doctoral Student, Administrative & Policy Studies	2013
Michael Baker, Indiana State University, Doctoral Candidate, Education Leadership	2013
Lakesha Denton, Indiana State University, Doctoral Candidate, Education Leadership	2010
Janet Sobrieski, Indiana State University, Doctoral Candidate, Education Leadership	2010

Indiana State University Committee Involvement

- *Strategic Planning Goal 6 Initiation 4A – Diversifying the Staff Initiative Chair* 2013 – present
- *Women of Promise Committee* 2013 – present
 - *Black Women Summit Planning Committee 2014*
- *African American Alumni Council member* 2012 – present
- *President Council on Diversity* 2009 – present
 - *President Diversity Council Co-Chair* 2014 – present
 - *President Diversity Council Chair* 2013 – 2014
 - *President Diversity Council Co-Chair* 2011 – 2013
 - *Diversity Study for Residential Life Sub-Committee Chair* 2009 – 2010
 - *Student Initiative Sub-Committee* 2010 – 2011
- *Institutional Review Board* 2011 – present
- *All-University Court Appointment* 2009 – present
- *Mentoring Assistance for Prospective Scholars mentor* 2008 – present
- *Retaining African Students Committee member* 2012 – 2014
- *Alumni Association Distinguished Alumni Award Committee Member* 2010 – 2013
- *Student Judicial Program Advisor* 2008 – 2013
- *Strategic Planning Goal 6 Initiation 4 – Diversifying the Faculty and Staff Initiative Co-Chair* 2011 – 2013

- *New Student Orientation Committee Member* **2009 – 2012**

- *Minority Freshmen Retreat Committee Member* **2008 – 2010**
 The mission of the Freshman Retreat is to assist freshmen with the transition from high school to college and to increase the persistence, retention, and graduation rates of minority students.

- *Special Emphasis Committee member* **2008 – 2010**
 The special emphasis Self-Study is an option made available to accredited, mature institutions that have a recent history of decennial review cycles in conjunction with their comprehensive evaluation visits and with no major interim monitoring.

- *Black Leadership Committee member* **2007 – 2010**
 This conference offered students the opportunity to engage in leadership development, through academic and professional success. Primary duties involved the development, administration and correlation of feedback of assessment. My report generated from the assessment can be found at:
<http://www.indstate.edu/studentaffairsresearch/Microsoft%20Word%20-%20AACC%20town%20hall%20meeting%20REPORT.pdf>.

- *Alternative Spring Break* **Spring 2009**
Atlanta, GA: Refugee Family Services
 Worked with international refugees through Refugee Family Services (<http://refugeefamilyservices.org>).

- *African American Cultural Center Task Force* **2008 – 2009**

- *Staff Advisor (student organizations)*
 - Miss Ebony Scholarship Pageant **2013 – present**
 - Omicron Delta Kappa Leadership Society **2009 – present**
 - NAACP **2010 – 2012**
 - Kappa Alpha Psi Fraternity, Inc. **2009 – 2011**
 - Sigma Gamma Rho Sorority, Inc. **2008 – 2011**
 - Disney College Program Student Reps **2008 – 2011**
 - Intellectual Sisters Inspiring Sisters (I.S.I.S.) **2009 – 2011**
 - McNair Scholar Mentor **2009 – 2010**

- *Search Committee Participation – Indiana State University*
 - Department of Kinesiology, Recreation, & Sport Chair (College of Nursing, Health, and Human Services) **Spring 2014**

 - Department of Kinesiology, Recreation, and Sport
 - Tenure track Exercise Science **Fall 2013/Spring 2014**
 - Tenure track Sport Management **Fall 2013/Spring 2014**

- Residential Life (Academic Affairs)
 - Executive Director **Spring 2013**
- Student Employment (Academic Affairs)
 - Program Coordinator **Summer 2011**
- Web Director (Business Affairs) **Fall 2010**
- African American Cultural Center Co-Chair (Student Affairs)
 - Director **Fall 2009**
- Counseling Center (Student Affairs)
 - Associate Director **Spring 2008**

CERTIFICATIONS:

- Certified Diversity Professional (CDP) **2012**

AWARDS:

- International Service Award **2013**
- NAACP Image Award President's Award **2013**
- International Programs and Services Director's
Unsung Hero Award **2011**
- Greek Awards – Distinguished Advisor of the Year **2009**

COMMUNITY INVOLVEMENT:

- *United Campus Ministries Board Member* **2012 – present**
- *Disability Awareness Working Group Committee Member* **2011 – present**
- *TRIAD Committee Member* **2013 – 2014**
- *Special Olympics Volunteer* **Summer 2013**
- *United Way Review Team Volunteer* **2012**
- *Wabash Valley Pride (LGBT) Board Member* **2011 – 2012**
- *Farrington Renaissance Board Member* **2010 – 2011**

PRESENTATIONS/PAPERS:

Ervin, E. & Clark, J. (2015, March). *Students' perception of discrimination in the academe: Diversity climate review at a Midwest PWI.*

Poster session at the National Association for Diversity Officers in Higher Education Annual Conference, Washington, DC.

Ervin, E. & Clark, J. (2014, November). *Big Fat Lies Women Tell Themselves.* Indiana State University, Terre Haute, IN.

Ervin, E. & Childs, C. (2013, October). *ISU's climate for diversity: Results of 2013 Diverse Learning Environments Study.*

Presenter at the Fall Student Success Conference, Indiana State University, Terre Haute, IN.

Ervin, E. & Huffman, D. (2012, June). *Guiding students to overcome barriers.*

Presenter at the National Association of Colleges and Employers Annual Conference, Las Vegas, NV.

Ervin, E. (2010, August). *Why they came? Why they stayed? How Black males persisted in a Predominantly White institution.*

Presenter at the Midwest Association of Colleges and Employers Annual Conference, Minneapolis, MN.

Ervin, E. (2010, March). *Why they came? Why they stayed? How Black males persisted in a Predominantly White institution.*

Presenter at the Cooperative Education & Internship Association Annual Conference, Boston, MA.

Ervin, E. (2009). *Career Center Spring 2009 Career Opportunity Fair Report.* The report can be found at: <http://www1.indstate.edu/studentaffairsresearch/CareerCtrRA.htm>.

Ervin, E. (2008, Fall). *Why am I here?* Presenter at the Minority Freshmen Retreat, Indiana State University, Terre Haute, IN.

Ervin, E. (2008, October). *"McNair Program: Navigating the Graduate Application Process."*

Presenter at the 2008 McNair Scholars Orientation session, Indiana State University, Terre Haute, IN.

Ervin, E. (2008, April). *"I Don't Want to Let People Down Who are Really Counting on Me": A Study of Black Men at a Predominantly White institution.*

Poster Session at the Undergraduate and Graduate Research Showcase, Indiana State University, Terre Haute, IN.

Ervin, E., Malone, M., Pool, R., & Powers, J., Dr. (2006, November). *Delivering the College Promise.* Paper presented at the 31st Annual Association of the Study of Higher Education Conference, Anaheim, CA.

The study was executed in two phases. In phase one, a conceptual model was built and tested of state level factors that previous research had shown affected state higher education performance in one or more of the arenas of college preparation, participation, completion, and the benefits of a college educated populace. This nine state factor set was drawn from various data sources including *Measuring Up 2004*, the U.S. Census Bureau, and the National Center for Education Statistics.

PROFESSIONAL MEMBERSHIPS:

National Conference for Race & Ethnicity	2012 – present
National Advisory Council member	2013 – present
The Society for Diversity	2012 – present
National Association of Diversity Officers in Higher Education	2012 – present
<i>Conference Committee Member</i>	2012 – present
National Association for the Advancement of Colored People	2009 – present
Order of Omega, Indiana State University Chapter	2008 – present
Omicron Delta Kappa, Indiana State University	2008 – present
Midwest Cooperative Education and Internship Association	2009 – 2012
<i>Chair of Awards and Recognition Committee</i>	2010 – 2012
<i>Board of Governors Member</i>	2010 – 2012
National Society of Experiential Education	2010 – 2011
Cooperative Education and Internship Association	2009 – 2011
National Association of Colleges and Employers	2008 – 2012
Indiana Council for Internships and Cooperative Education	2008 – 2012
<i>Executive Board – President</i>	2011 – 2012
<i>Executive Board – President Elect</i>	2010 – 2011
<i>Executive Board – State Director</i>	2010 – 2011
<i>Executive Board – Treasurer</i>	2009 – 2010
<i>2009 Conference Planning Committee Member</i>	2008 – 2009
<i>Council Member</i>	2007 – 2012
Midwest Association of Colleges and Employers	2008 – 2011
<i>Experiential Committee Member</i>	2008 – 2011
<i>Honors and Recognition Committee Chair</i>	2008 – 2009
<i>Diversity Committee Member</i>	2008 – 2009
National Association of Student Personnel Administrators	2007 – 2011
Association for the Study of Higher Education	2006 – 2011
Certified Fraud Examiners	1989 – 2001
Healthcare Fraud Examiners Association	1989 – 2001

SOCIAL MEMBERSHIPS:

Sigma Gamma Rho Sorority, Inc	2006 – present
20 th Century Baptist Church Board of Trustee Member – Gary, IN	2005 – present

REFERENCES:

The following persons have written letters of recommendation on my behalf:

Dr. Carmen Tillery
Vice President
Division of Student Affairs
California State University Long Beach
Brotman Hall, Room 377
Long Beach, California
(562) 985-5587
carmen.taylor@csulb.edu

Dr. Joshua B. Powers
Associate Vice-President for Student Success
Parsons Hall, Room 203
Indiana State University
Terre Haute, Indiana 47809
(812) 237-8378
joshua.powers@indstate.edu

Patsy Tisdale
5620 W. Huron
Chicago, IL 60644
(312) 213-6694
Pst1949@comcast.net

Ambre Joi Cain

Merrillville, IN 46410 • 219-588-4769 • ajoibooker@yahoo.com

SUMMARY OF QUALIFICATIONS

Seasoned educator with exceptional leadership, analytical, communication, and organizational skills. Over ten years of experience in both the public and charter school arena. Extensive experience evaluating teachers, analyzing test data, creating School Improvement Plans, providing instructional guidance to staff, team building, and reviewing and analyzing policies and procedures.

- Curriculum Development and Mapping
- Date-Driven Instruction
- Recruitment and Hiring
- Instructional Coaching
- Professional Development
- Community Engagement
- Student Discipline
- Teacher Effectiveness
- Student Achievement

EDUCATION

Master in Elem./Sec. Education., Aug. 2009
Indiana University Northwest, Gary, IN
Concentration: Educational Leadership
GPA: 4.0/4.0

Transition to Teach Certificate, Aug. 2005
Calumet College of St. Joseph, Whiting, IN
Concentration: Elementary Education
GPA: 3.9/4.0

Master of Public Affairs, Aug. 2004
Indiana University Northwest, Gary, Indiana
Concentration: Criminal Justice
GPA: 3.9/4.0

Post Baccalaureate Certificate, Dec. 2002
Indiana University Northwest, Gary, Indiana
Concentration: Criminal Justice Criminology
GPA: 3.9/4.0

Bachelor of Science, Dec. 2001
Ball State University, Muncie, Indiana
Concentrations: Criminal Justice & Criminology
Legal Assistance Studies
GPA: 3.6/4.0

CREDENTIALS

- State of Indiana Building Level Administrator License (K-12)
- State of Indiana Professional Educator's License (K-6)

PROFESSIONAL EXPERIENCE

American Quality Schools; Chicago, IL (Thea Bowman Leadership Academy-Gary, IN)

Assistant Principal/Instructional Team Leader

August 2010-September 2014

- Oversaw staff development for the School Improvement Plan (SIP)
- Assigned and monitored the placement of students that are enrolled in education programs
- Analyzed test data and provided a plan of action for student success
- Coordinated, supervised and administered the administration of ISTEP, IREAD-3 and NWEA
- Supervised the attendance and discipline of students
- Completed IDOE reports for Special Education, Reading Plan, ISTEP and IRead-3 testing
- Drafted syllabus for secondary level courses
- Used the RISE and Charlotte Danielson rubric to evaluate teachers
- Coached and developed teachers to establish the foundations for successful classrooms
- Served as the Public Representative for Case Conferences (IEP and 504)
- Monitored the implementation and effectiveness of the TBLA education program
- Presented professional development workshops
- Met with teachers regularly to discuss data trends and create action plans for achievement
- Assisted with the creation of PBIS plan which set high expectations for student behavior
- Mediated conflict between students, staff and parents
- Recruited, hired and trained staff in accordance with TBLA's mission
- Instituted the Student and Staff of the Month initiative and the High Five program
- Communicated a plan of action with parents for all students that performed in the 35th percentile or below on the NWEA

VALERIE D. CARR

6925 FOREST AVENUE | GARY, INDIANA 46403 | 219.588.5406
VDCARR@HOTMAIL.COM | WWW.LINKEDIN.COM/IN/VALCARR/

SUMMARY

Accomplished, enterprising and resourceful Executive Administrative Support Professional with extensive experience in client services and management, and specialized expertise in the non-profit arena. Successful in supporting organizational objectives, both individually and collaboratively; adept at balancing and addressing priorities with ease. Expert at relationship building, yielding long term, effective business alliances and strategic partnerships. Comprehensive knowledge of non-profit structure and board development; experienced in community outreach; practiced in designing and implementing training program curricula. Creative, innovative approach to fundraising, grant writing and sponsorship identification; able to effectively interface at all levels, and with both internal and external stakeholders.

Superior liaison skills; impactful writer and communicator; capable mentor; dedicated team player. Highly organized, flexible and motivated; known to inspire and encourage top performances from colleagues.

Proficient in Windows XP, Microsoft Office Suite, MS Outlook and Lotus Notes.

Areas of Expertise:

- Non-Profit Infrastructure
- Strategic Alliances
- Program Development
- Grant Writing
- Liaison & Communication Skills
- Executive Administrative Support
- 501 (3) c Compliance
- Team Building
- Fundraising Initiatives
- Public Relations
- Talent Acquisition
- Training & Mentoring
- Community Outreach

CAREER HIGHLIGHTS AND SELECTED ACHIEVEMENTS

- Played integral role on *African American Disparities Action (AADA) Task Force Committee*, created by ACS Illinois Division to address and reduce disproportionate number of African American cancer cases in Illinois (*American Cancer Society*);
- Facilitated the *Social Justice Youth Leadership Summer Program* for two consecutive years; secured \$15,000 in funding and awarded \$4,000 in college scholarships (*Highly Flavored, Inc.*);
- Coordinated nationwide educational meetings for medical specialists, and assisted in developing retreats to enhance successful team-building in hospitals and private practices (*Karen Zupko & Associates, Inc.*).

PROFESSIONAL HISTORY

Highly Flavored, Inc., Gary, IN

Highly Flavored, Inc., is a grassroots, community-based organization committed to the leadership development of children and teenagers in at-risk situations and/or communities via life-skills management training, empowerment programs and mentoring support services.

Founder and Administrator, 1999 – present

Spearheaded the origin and growth of community non-profit in 1999, acquiring 501(c) 3 status in 2003. Instrumental in creating Highly Flavored, Inc., mission statement. Responsible for ongoing government compliance for 501(c) 3 status.

- Preside over all Board meetings; manage multiple in-house subcommittees and team supervisors;
- Create and implement marketing initiatives including newsletters, videos, retreats and community service activities;
- Develop ongoing training programs/workshops and relevant curricula;
- Design and oversee community outreach efforts; establish and nurture strategic partnerships with civic organizations, faith communities, corporate leaders, arts and entertainment associations, educational facilities and more;
- Participate in grant source identification and application process; design effective fundraising initiatives;
- Build, mentor and manage volunteer teams comprised of client peers, college students, professional instructors and supportive citizens within the greater Gary region; currently supervise a volunteer staff of 20+.

Key Accomplishments:

- In partnership with the Barden Gary Foundation, created the **Scholarship Program and Activism Project** (2010); awarded college scholarships of \$2,000 to 25 students who completed required leadership training and community service objectives;
 - Coordinated *They Can't Have Us!* mentoring project aimed at high-risk, urban youth; since 2005, project has served 75+ clients;
 - Established *Gary Freedom School* aimed at educating students in becoming community-focused leaders and agents of social change; secured \$12,000 in funding; currently serves 30+ students;
 - Directed *Social Justice Youth Leadership Summer Program* for two consecutive years, encouraging high school students to design/implement community service projects; secured \$15,000 in funding; awarded \$4,000 in college scholarships;
 - Partnered with NFL's Chicago Bears and Chicago Speedway for educational fundraising "concession stand" initiative.
-

American Osteopathic Association (AOA), Chicago, IL

Professional association representing more than 110,000 osteopathic physicians (DOs) and osteopathic medical students; promotes public health; encourages scientific research; serves as the primary certifying body for DOs.

Director, Executive Administration and Governance, 2013 - Present

Muscular Dystrophy Association (MDA), Inc., Tucson, AZ

For over 70 years, MDA, one of the world's major non-profit health organizations, has supported research, health care and services covering the 40+ neuromuscular diseases affecting more than one million Americans nationwide.

Executive Assistant to President and CEO and Coordinator of Board Operations, 2013

Charged with management and support of administrative needs of President and CEO, as well as coordination of activities of Board of Directors. Also manage special projects as assigned by the CEO.

- Manage incoming and outgoing communications on behalf of the President and CEO, including phone calls, memoranda, letters, inquiries, reports and email;
- Coordinate calendar management including scheduled appearances, travel arrangements, meetings and conferences;
- Interact with internal/external Executives and EAs to plan executive meetings;
- Engage in projects on behalf of President and CEO requiring collaboration across all divisions of MDA;
- Complete, review and process Executive Office and Board expense reports;
- Manage and address Executive Office technology needs and procurement, including cloud storage, document sharing, and Intranet for Executive team and Board members;
- Handle logistical arrangements for Board and committee meetings including teleconferences and virtual meetings;
- Maintain contact list and relevant records for Board of Directors, including bios, CVs, resumes, pictures and service records.

American Cancer Society (ACS), Illinois Division, Inc., Chicago, IL

The American Cancer Society (ACS) is a nationwide, community-based voluntary health organization dedicated to eliminating cancer as a major health problem. The ACS has 12 chartered Divisions, over 900 local offices nationwide, and a presence in more than 5,100 communities.

Executive Assistant to the Office of the Chief Executive Officer, 2006 – 2013

Provided executive level administrative support for Chief Executive Officer, Director of Board Services and Executive Office Administration. Maintained all Board participation records.

- Charged with oversight of daily operations to ensure accurate execution of scheduled meetings, projects, commitments, communications, travel agenda and functions for Illinois Division's CEO;
- Acted as ACS community liaison to CEO; regularly interfaced with volunteers and media representatives;
- Organized and managed teams for special projects as needed;
- Completed ACS SumTotal Pathways Training, 2008.

Key Accomplishments:

- Played major role on *African American Disparities Action Task Force Committee*, created to address and reduce disproportionate number of African-American cancer cases in Illinois; assembled data provided by internationally respected cancer experts and created comprehensive Final Report; assisted in selection of initiatives for community implementation.
- Served as Project Coordinator for all meetings of Illinois Division's Board of Directors and Executive Team.

Karen Zupko & Associates, Inc., Chicago, IL

Founded in 1985, Karen Zupko & Associates is a management consulting and training firm servicing physicians and medical practices in the greater Chicago area and throughout the United States.

Executive Assistant to the President, 2001 – 2006

Performed executive level administrative support duties including calendar maintenance, travel and appearances scheduling, correspondences, inter-office communication and customer service.

Additional Experience:**Special Events Coordinator for the Office of the Chancellor, Indiana University Northwest, Gary, IN (1998 – 2001)**

Coordinated programs, conferences and special events sponsored by Chancellor's Office, campus units, external agencies and clients held on campus locations. Designed collateral marketing for Special Events Office in accordance with university image.

EDUCATION AND PROFESSIONAL DEVELOPMENT

Monmouth University, Long Beach, NJ; Business Administration

Arise Foundation, North Palm Beach, FL; Certification, Master Life Skills Trainer for at-risk youth populations

Reading Teacher (Grade Level: Fifth)

August 2007-June 2010

- Assessed incoming students for readiness
- Created student portfolios for each child
- Prepared students for ISTEP, and encouraged making connections across the curriculum
- Maintained classroom management using a daily bell ringer, agenda, prompts and one on one check-ins
- Adapted lessons for advanced students and students with learning disabilities
- Facilitated open tutoring Monday through Thursday for any student who needed extra help
- Strengthened comprehension skills such as making connections and predictions, and asking questions
- Incorporated the use of technology into lessons in order to provide students with interactive hands-on experiences

School City of East Chicago; East Chicago, IN

Teacher (Grade Levels: Kindergarten and Fourth)

February 2006-June 2007

- Administered DIBELS assessment and used data to drive instruction
- Participated in team meetings in order to collaborate on lesson plans and assess student progress
- Collaborated with parents during parent-teacher conferences and by way of weekly progress reports to ensure academic excellence
- Developed centers in order to provide differentiated instruction and both formative and summative assessments to evaluate student work
- Designed various cross-curriculum warm-up activities to enhance connections between school subjects
- Implemented Reading First strategies with fidelity (1. Phonemic Awareness 2. Phonics 3. Reading Fluency 4. Vocabulary Development 5. Reading Comprehension Strategies)

Gary Community School Corporation; Gary, IN

February 2002-February 2006

Substitute Teacher (Grade Levels: Kindergarten-Twelfth)

- Created and implemented lesson plans if teacher was unable to do so
- Employed lecture, demonstration, and discussion teaching methods in class
- Demonstrated and reinforced social standards of behavior
- Established norms of class behavior and maintained order at all times
- Followed policies and regulations as established by the school corporation

SPECIALIZED SKILLS & TRAINING

- Indiana IEP proficient
- Study Island, Achieve 3000, Read 180, PowerSchool and Plato proficient
- Microsoft Word, Outlook, Excel and PowerPoint proficient 2010
- DIBELS administration (Initial Sound, Nonsense Words, Phoneme Segmentation)
- CPR, First Aid and Suicide Prevention certified
- Indiana University-Bloomington Voyager 2007 participant
- Reading First Academy Summer participant 2006

AWARDS & ACHIEVEMENTS

- Gary Teacher Union Presenter: Funds for the Underfunded Classroom October 2014
- Thea Bowman Leadership Academy Title I Parent Presenter: Deciphering IREAD-3 Spring 2012, 2013, 2014
- Thea Bowman Leadership Academy: Staff of the Month March 2013
- Donors Choose: Reading Adventures grant recipient 2010
- Thea Bowman Leadership Academy Presenter: Entertaining Readers Fall 2009
- Thea Bowman Leadership Academy: Soaring Eagle Award 2008-2009
- East Chicago Urban Enterprise: Science Fair Committee Member 2007
- Washington Elementary School: Recipient of Multi-cultural Education Grant 2006-2007

REFERENCES

- **Dr. Augusta DeNeal**, Grant/Project Manager (Ivy Tech Northwest)
319 East 60th Drive, Merrillville, IN 46410 • (219) 381-8287 • adeneal@ivytech.edu
- **Ms. Leslie Dillon**, Physical Education Teacher (GCSC- Daniel Hale Williams Elementary School)
8055 Hemlock Avenue, Gary, IN 46403 • (219) 718-1155 • dillonleslie@hotmail.com
- **Mrs. Alethea Fontleroy**, Director of Student Services (Lighthouse College Preparatory Academy)
7423 Clark Road, Merrillville, IN 46410 • (219) 512-3352 • afontleroy@lhacs.org
- **Mrs. Cheri Jones**, Retired Dean of Students (Thea Bowman Leadership Academy)
3870 Madison Street, Gary, IN 46408 • (219) 616-8525 • cherijones@outlook.com
- **Mrs. Ellen McGee**, Program Monitor (Geminus)
8400 Louisiana St, Merrillville, IN 46410 • (219) 741-3309 • mcgee.ellen@yahoo.com
- **Dr. Vernon G. Smith**, Professor (Indiana University Northwest)
4333 Broadway Street, Gary, IN 46409 • (219) 887-2046 • vesmith@iun.edu
- **Mrs. Chartia Wade**, Assistant Principal (GCSC-West Side Leadership Academy)
1485 West 84th Avenue, Merrillville, IN 46410 • (219) 201-1699 • clwade@garycsc.k12.in.us

Attachment 2 – School Leader/Principal Candidate Job Description

The qualifications required for the school leader must meet Indiana’s educational requirements including Ed.S. or Ph.D. degree from a recognized college or university as well as hold a state certificate. The school leader must create cooperative partnerships with the student, staff, parents and community partners.

JOB TITLE: Principal

REPORTS TO: Board

SUPERVISES: Students, staff, and all teachers of the school

Nature and scope of job:

The school Principal serves as the educational leader, responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe traditional Catholic learning environment that meets the approved curricula and mission of the school.

Achieving academic excellence requires that the school Principal work collaboratively to direct and nurture all members of the school staff hired by the Board of Directors and to communicate effectively with parents. Inherent in the position are the responsibilities for scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations.

The School Leader/Principal has not been identified. The School Leader/Principal will provide day-to-day academic leadership not limited to:

- To discuss, review and initiate school policy
- To work directly with the Foundation on school direction
- To oversee and monitor the operation of the school as executed by the foundation
- To meet in open meetings at least once per month to fulfill the above responsibilities and to build a strong relationship with parents and the community
- To report to the foundation on a quarterly basis of their observations, findings, conclusions and recommendations regarding the operation of NiSe and academic progress of the student body
- To review financial reports of the school and present the findings to the Foundation with recommendations for changes, actions and/or acceptance
- To evaluate the performance of the Foundation
- To present recommendations to the Foundation regarding their retention as the educational provider
- To reappoint current or solicit new members will be the responsibility of the Board
- Develop and implement educational activities both strategic and operational, including metrics to track and evaluate progress
- Ensure campus compliance with state Department of Education, accreditation regulations and policies, including coordinating the educational activities in the Institutional Effectiveness Plan (IEP)
- Research and identify trends and needs and establish program directions accordingly
- Assess quality of program operations. Modify existing program services or creates new program offerings to maintain or enhance program standing

- Set and communicate program priorities and performance standards and assess operations using these criteria
- Provides for quality assurance reviews and addresses areas in need of attention
- Monitor attrition analysis and assists with campus issues relating to retention
- Coordinate strategies with college leadership staff to achieve desired organizational results in areas of customer satisfaction, student retention, graduation rates and satisfactory student progress
- Provide leadership to ensure campuses maintain satisfactory academic progress in the areas of attendance, grades, matriculation, and graduation
- Assist in developing and managing the educational budget
- Facilitate creative changes in educational programming, processes, and procedures
- Develop business plans and projections for assigned education projects and proposed projects
- Lead campuses in program direction, development of goals, and objectives
- Establish and maintain compliance with academic policy and procedure

This position in conjunction with the Lead Teachers, will oversee;

- teacher/faculty recruitment
- orientation
- professional development
- evaluation and curriculum implementation
- control and calculation and awarding of faculty performance bonuses

Attachment 3 – School Administrators’ Job Descriptions

Human Resource/Finance Manager

- Bachelor's degree in finance or accounting, or equivalent business experience.
- 5+ years of progressively responsible experience

Job Responsibilities

- This person will be responsible for the overall good maintenance of accounting books and systems. As such, s/he will sanction all transactions posted in the accounting MIS.
- S/he will ensure compliance with organizational financial policy as well as statutory financial requirements.
- S/he will prepare monthly and annual financial reports.
- This person will make recommendations for update of financial policy and procedures as necessary. S/he will be responsible for documentation (i.e. update of written procedures) of such changes and dissemination of the same among relevant staff (training).
- In consultation with the Principal, This person will maintain and operate bank accounts of the organization so as to ensure efficient management of the organization’s financial resources.
- This person will also forecast cash flow requirements and, in consultation with the Principal, request inter-bank transfers to meet cash needs.
- S/he will prepare bank reconciliation statements to keep track of balances.
- In consultation with the General Manager and heads of departments, the FAM will be responsible for the preparation and maintenance of organization’s financial forecast and more particularly:
 - Annual budget of the organization (updated twice a year).
 - Annual budget variance;
- This person is expected to define the Human Resource Strategy and policies in line with overall organizational strategy. Such a task will be performed in close collaboration with the Board and Principal.
- In consultation with the IT consultant and the Board and Principal, maintain and review from time to time all systems related to HR management in the organization (leave, payroll, medical payments, staff loans, employee files).
- Maintain and review from time to time job descriptions for all positions in the organization.
- Maintain, implement and review from time to time an annual staff appraisal system and other tools such as a skill mapping tool, a role clarity tool, etc.
- Maintain and review from time to time the staff manual for the organization.
- On a monthly basis assist in the preparation of payroll, statutory deductions and other related payments.
- In cooperation with the Board and Principal, approve and monitor leave applications.
- In cooperation with the Board and Principal, coordinate recruitment and promotion processes.
- Address all industrial relations issues.
- Ensure that organization’s HR rules and regulations are in compliance with local/national regulations.

- In collaboration with the Principal and Lead Teachers, design and implement a staff training needs assessment tool.
- Address staff training needs through internal or external facilitators.
- This person is responsible for the design of procurement policies and procedures as well as for their enforcement.
- S/he will deal with rent commitments, office furniture/equipment, utilities, sanitation, security and transport.
- S/he is also responsible for regular servicing of equipment and will therefore deal with external customers such as auditors, banks, landlords, suppliers and service providers.

Assessment Specialist/Data Specialist

- Assists school (e.g. Board members, administration, teachers, students, parents, outside agencies, etc.) for the purpose of ensuring that testing processes, student scores and statistical results are understood and utilized effectively.
 - Assists in the desegregation of student testing and related data for the purpose of ensuring that student testing data is compiled, analyzed, presented and utilized in an accurate, effective and efficient manner.
 - Collaborates with department staff, administrators, testing coordinators, teachers and principals for the purpose of ensuring that standardized testing process are planned and implemented in a manner that enhances student performance and is in compliance with all relevant regulations, guidelines and objectives.
 - Facilitates the administration of standardized student testing for the purpose of ensuring that mandated student testing processes are maintained in a manner that is positive and effective for students and is in compliance with all relevant laws, guidelines and regulations.
 - Maintains a variety of records and files in both manual and electronic formats for the purpose of documenting activities and ensuring compliance with established guidelines.
 - Orders supplies, forms, etc. needed for student testing as needed and/or assigned for the purpose of ensuring the availability of needed supplies in an efficient and cost effective manner.
 - Oversees the training of District employees in the appropriate dissemination, collection and storage of forms, supplies, results, etc. of District student testing processes for the purpose of ensuring compliance with established guidelines.
 - Participates in meetings, workshops and seminars for the purpose of conveying and/or gathering information required to perform functions.
 - Prepares a wide variety of materials in both manual and electronic formats (e.g. reports, memos, instructions, presentations, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
 - Researches regulations, technologies and emerging trends in student testing and assessment for the purpose of providing additional information and/or recommendations, to address a variety of program related requirements.
-

SPEC/ESL Lead Teacher

- Required education: Bachelor's or master degree, state license required to teach K-12 students
- Additional preferred education: ESL/SPEC certified

- 3-5 years classroom teaching experience in SPEC/ESL
- State-issued license

Job Description

- Instruct students who are native speakers of other languages.
- ESL teacher acts as a liaison between the student, family, school and community.
- Responsible for administering standardized tests and tracking their students' progress against state standards.
- ESL teacher also helps the student and family understand U.S. culture and social norms.
- The ESL teacher may work with interpreters to communicate information to the family about student progress, school programs or district events.
- Maintain accurate and complete student records, and prepare reports on children and activities, as required by laws, district policies, and administrative regulations.
- Teach socially acceptable behavior, employing techniques such as behavior modification and positive reinforcement.
- Prepare materials and classrooms for class activities.
- Establish and enforce rules for behavior and policies and procedures to maintain order among students.
- Confer with parents, administrators, testing specialists, social workers, and professionals to develop individual educational plans designed to promote students' educational, physical, and social development.
- Instruct through lectures, discussions, and demonstrations in one or more subjects such as English, mathematics, or social studies
- Employ special educational strategies and techniques during instruction to improve the development of sensory- and perceptual-motor skills, language, cognition, and memory.
- Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate.
- Teach personal development skills such as goal setting, independence, and self-advocacy.
- Establish clear objectives for all lessons, units, and projects, and communicate those objectives to students.
- Develop and implement strategies to meet the needs of students with a variety of handicapping conditions.
- Modify the general education curriculum for special-needs students, based upon a variety of instructional techniques and technologies.
- Meet with other professionals to discuss individual students' needs and progress.
- Confer with parents or guardians, other teachers, counselors, and administrators in order to resolve students' behavioral and academic problems.
- Meet with parents and guardians to discuss their children's progress, and to determine their priorities for their children and their resource needs.
- Guide and counsel students with adjustment and/or academic problems, or special academic interests.
- Coordinate placement of students with special needs into mainstream classes.

- Observe and evaluate students' performance, behavior, social development, and physical health.
 - Monitor teachers and teacher assistants to ensure that they adhere to inclusive special education program requirements.
 - Prepare, administer, and grade tests and assignments to evaluate students' progress.
 - Instruct students in daily living skills required for independent maintenance and self-sufficiency, such as hygiene, safety, and food preparation.
 - Meet with parents and guardians to provide guidance in using community resources, and to teach skills for dealing with students' impairments.
 - Provide additional instruction in vocational areas.
 - Prepare objectives and outlines for courses of study, following curriculum guidelines or requirements of states and schools.
 - Confer with other staff members to plan and schedule lessons promoting learning, following approved curricula.
 - Instruct and monitor students in the use and care of equipment and materials, in order to prevent injuries and damage.
-

STEM Coordinator (Science, Technology, Engineering, Mathematics Lead Teacher

- Education Bachelor's degree from an accredited educational institution with an emphasis in STEM areas and/or Career and technical education.
- 3-5 years classroom teaching experience in STEM related areas and/or experience in career and technical education preferred.
- State-issued license.

Technology Requirements

- Word processing skills
- Spreadsheet skills
- Electronic presentation skills
- Web navigation skills
- E-mail management skills
- Computer network knowledge applicable to the position
- Knowledge of computer-related storage devices
- Ability to effectively use PDAs (personal digital assistants) for communication and scheduling
- Knowledge of instructional technology integration
- Knowledge of educational copyright laws
- Knowledge of computer security expectations

Job Description

This position is responsible for coordinating the development, delivery, implementation and monitoring of STEM curriculum, initiatives, events and projects.

- Coordination, development, implementation of STEM curriculum and programs K-12
- Develops, evaluates and recommends new or expanded programs and curricula in STEM education for K-12
- Assists in the development of STEM curriculum aligned with career pathways that ensure integration of academic and career technical education with 21st century skills.

- Provide plans to implement STEM curricula into existing courses or develop new courses.
 - Ensures initiatives are directly connected to the district's vision.
 - Works directly with school administrators and staff in the development, implementation and evaluation of STEM initiatives and curriculum.
 - Analyzes current best practices in STEM education
 - Organizes, develops, coordinates and provides trainings for administrators and professional staff related to STEM integration in the classroom.
 - Creates a follow-up plan to ensure implementation and best practices in classroom implementation
 - Shares/presents information and best practices and implementation plans for district staff.
 - Schedules/coordinates or provides training for educators for pilots and follow-up.
 - Provides technical assistance/ follow-up in the implementation phase.
 - Plans/coordinates partnership activities for STEM content area teachers.
 - Integrates and expands STEM awareness with educators through the website, meetings, and print materials.
 - Coordinates and helps organize any special STEM events/activities
 - Promotes and models continuous professional development.
 - Maintains current knowledge of district, state and federal laws, regulations and policies affecting STEM education.
 - Coordinates and articulates STEM services and programs with all district divisions.
 - Promotes activities related to STEM education and legislative issues.
 - Assembles and delivers reports to the Board of Education.
 - Understands the profile of the community, responding to and influencing the larger political, social, economic, legal and cultural context.
 - Communicates and works effectively with a variety of audiences.
 - Adheres to high ethical standards and demonstrates professionalism when acting as an agent of the district.
 - Supports efforts in the development and implementation of STEM initiatives.
 - Builds Stem capacity regarding all curriculum, initiatives, projects among staff and administrators.
-

Teacher Job Description

Responsible for instructing students

- Creates lesson plans, administers praise and constructive criticism, instructs students on subjects such as science, literature, and math, and creates a well-rounded, comprehensive instructional program.
- Create instructional resources for use in the classroom.
- Plan, prepare and deliver instructional activities
- Create positive educational climate for students to learn in.
- Meet course and school-wide student performance goals.
- Participate in ongoing training sessions.
- Create lesson plans and modify accordingly throughout the year.
- Maintain grade books.
- Grade papers and perform other administrative duties as needed.
- Write grant proposals to gain funding for further research.

- Create projects designed to enhance lectures.
 - Read and stay abreast of current topics in education.
 - Create lesson plans.
 - Utilize various curriculum resources.
 - Integrate competencies, goals, and objectives into lesson plans.
 - Utilize curricula that reflect the diverse educational, cultural, and linguistic backgrounds of the students served.
 - Develop incentives to keep participants in class.
 - Develop professional relationships with other agencies and programs.
 - Utilize public library resources.
 - Work with program coordinators to ensure initiatives are being met.
 - Tutor students on an individual basis.
 - Establish and communicate clear objectives for all learning activities.
 - Prepare and distribute required reports.
 - Observe and evaluate student's performance.
 - Manage student behavior in the classroom by invoking approved disciplinary procedures.
-

Facilities Manager

- Demonstrate managerial experience and abilities, as well as knowledge of purchasing, supplies, grounds keeping, and equipment repair.
- Bachelor's degree in business management or a similar field.

Job Responsibilities

- Responsible for planning, directing, and overseeing building operations and services.
- Analyzes utility bills and energy output, allocates office space to departments, purchases equipment.
- Allocate parking spaces and decals.
- Take pictures of employees and visitors for employee IDs and visitor badges.
- Purchase insurance coverage for building.
- Inspect structure of building and determine if repairs are needed.
- Oversee printing and reproduction services.
- Management telecommunications, including installation of a telecommunications systems.
- Allocate office space.
- Supervise renovations and additions.
- Oversee grounds keeping.
- Transport, dispose of, or relocate office equipment and furniture.
- Supervise custodial staff.
- Evaluate and adjust energy expenditures.
- Install greener appliances and fixtures to reduce energy output.
- Advise staff on how to reduce utility bills.
- Organize meeting and lounge spaces.
- Ensure beverage and refreshment stands are adequately stocked and maintained.
- Maintain vendor relationships.
- Perform facility plant equipment obsolescent planning, budgeting and replacement.
- Perform environmental hazard management/planning and remediation.
- Ensure roofs and elevators have updated inspections.

- Implement programs and provide leadership.
-

Social Worker

- Possession of a Master's degree in counseling or social work or related field such as Psychology
- 5-7 years of experience providing services to K-12 age group students

Job Responsibilities

- An understanding of the IEP process.
- Leadership skills in working with individuals and groups (i.e. initiating individual or group discussion, listening, clarifying and facilitating interactions and sharing of ideas).
- Ability to prepare social and family histories and cooperate on the formulation of committee reports; social work case reporting and writing skills.
- Ability to counsel students, parents, staff and lay persons individually and in groups; skills in conducting effective meetings and conferences (including the resolution of disagreements).
- Skill in socio-environmental analysis and diagnosis on problem students; a knowledge of community resources.
- Skill in communicating concepts and information accurately orally or in writing, including formal statistical reports.
- Ability to demonstrate effective liaison relationships with parents, schools, and agencies.
- Ability to coordinate activities from many sources for the benefit of an individual student, and to make arrangements for groups of students.
- Ability to aid in program development.
- Skills in supervising and motivating school social work interns.

Attachment 4 – Governance Documents

BYLAWS

OF

TRON-AGEK EDUCATIONAL FOUNDATION, INC.

ARTICLE I - ORGANIZATION

Section 1. Corporate Name. The name of the corporation is TRON-AGEK EDUCATIONAL FOUNDATION, INC., a non-for-profit corporation organized pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991 (hereinafter referred to as the “Act”.) The place in this state where the principal office of the corporation is to be located is in the city of Merrillville, Lake County, Indiana.

Section 2. Purpose. Said organization is organized exclusively for the charitable, religious, educational, and scientific purposes, including, for such purposes the making of distributions to organizations under section 501 ©(3) of the Internal Revenue Code or the corresponding section of any future federal tax code; to establish a charter school which will provide a quality learning environment that will instruct students from grades 6-12 through a science, technology, engineering and math (STEM) centered on the Indiana Graduation Requirements Core 40 curriculum based on research best practices in leading states with the STEM curriculum; and to accept donations, gifts and bequest in furtherance of the above objectives.

Section 3. Registered Agent. The registered agent in charge thereof shall be: Augusta DeNeal, 319 E. 60th Drive, Merrillville, Indiana 46410.

Section 4. Seal. The corporate seal shall have inscribed thereon the name of the corporation, the year of its organization and State of Indiana, with the words “Corporate Seal” through the center. The Secretary shall be in charge of the seal.

Section 5. Period of Existence. The period during which the Corporation shall continue is perpetual.

ARTICLE II - BOARD OF DIRECTORS

Section 1. Powers and Duties. The business and affairs of the Corporation shall be managed and controlled by the Board Directors, seven (7) in number. They shall be elected by the members at the annual meeting of members of the corporation, and each director shall be elected for the term of one year, and until his/her successor shall be elected and shall qualify or until his/her earlier resignation or removal.

The names and addresses of the persons, who are the initial members of the board, two of whom are the incorporators, are as follows:

<u>NAME</u>	<u>ADDRESS</u>
Elonda Ervin, Ph.D.	4362 S. Hilton Street, Apt. 6, Terre Haute, IN 47802
Augusta DeNeal, Ph.D.	319 E. 60th Drive, Merrillville, Indiana 46410
Grayling Gordon	3718 Euclid Avenue, East Chicago, IN 46312

The Board shall employ such agents and servants as they may deem advisable, and fix the rate of compensation of all agents, employees and officers.

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to the Board of Director, officers or other private person, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the Article of Incorporation. No substantial part of the activities of the corporation shall be the carry-on of propaganda, or otherwise participate in, or intervene in (including publishing or distribution statements any political campaign on behalf of, in opposition to, any candidate for public office. Notwithstanding any other provision of this articles, the corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501 (3) of the Internal Revenue Code or the corresponding section of any future federal tax code or (b) by a corporation contributions to which are deductible under section 170 (c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Section 2. Annual Meetings. The annual meeting of the corporation shall he held each year at such time and place as shall be determined by the Board of Directors for the purpose of electing Directors and of transacting such other business as may properly he brought before the meeting.

Section 3. Regular Meetings. Regular meetings of the Board of Directors shall be held, without notice, at least quarterly, at the registered office of the corporation, or at such other time and place as shall be determined by the Board.

Section 4. Special Meetings. A special meeting of the Board of Directors may called by the President on two (2) days' notice to each director, either personally or by mail, fax or by telegram. The President or Secretary shall call special meetings in like manner and on like notice on the written request of a majority of the directors in office.

Section 5. Notice of Meetings.

(A) **Regular Meetings**. Regular meetings may be held with or without notice.

(B) **Special Meetings**. Special meetings shall be held upon written or oral notice stating the

time and place being given to each Board Member at least three days before such meeting, except as otherwise required in these Bylaws. If written, such notice shall be delivered either personally or deposited in the United States Mail, addressed to the Board Members' address, with postage thereon prepaid (and shall be deemed received the following day).

(C) **Purpose.** The business to be transacted, or the purpose of, any meeting should be specified in the notice or waiver of notice of the meeting.

Section 6. Waiver or Notice. A Board Member may waive in writing notice of any meeting of the Board of Directors before, at or after such meeting; and their waiver shall be deemed the equivalent of giving notice. Attendance of a Board Member at a meeting constitutes a waiver of notice of the meeting, except where the meeting is attended for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened, and the Board Member does not vote for or assents to any action taken at the meeting.

Section 7. Action By Unanimous Written Consent. Action required or permitted to be taken by the Board of Directors at meeting may be taken without a meeting if, before or after the consent to the action in writing. The written consents shall be filed with minutes of the proceedings of the Board of Directors. The consent shall have the same effect as a vote of the Board of Directors for all purposes.

Section 8. Electronic Participation. A member of the Board of Directors may participate in a meeting of the Board of Directors by means of telephone conference or similar communications equipment by means of which all persons participating in the meeting can hear each other. Participation in a meeting pursuant to this section constitutes presence in person at the meeting.

Section 9. Quorum. A majority of the members of the Board of Directors then in office shall constitute a quorum for the transaction of business, and the vote of a majority of the directors present at any meeting at which a quorum is present constitutes the acts of the Board of Directors. If a quorum shall not be present at any meeting of the Board of Directors, a majority of the directors present may adjourn the meeting from time to time without notice other than announcement at the meeting until a quorum shall be present, at which time any business may be transacted which might have been transacted at the meeting as first convened had there been a quorum present. However, if a quorum shall be present at any duly constituted meeting of the Board of Directors, such directors may continue to do business until adjournment notwithstanding the withdrawal or removal of such directors as may leave less than a quorum. In the event of a tie vote, the President shall vote to break the tie vote.

Section 10. Number and Term of Directors.

(A) The initial Board of Directors shall be composed of seven in number. The term of office of directors shall expire every third year at the annual meeting, or until their successor is elected and qualified, or until their resignation or removal. At no time shall the

Board of Directors exceed seven members.

(B) The initial Board of Directors shall be comprised of the following: Elonda Ervin, Augusta DeNeal, Dawn Dawkins, Grayling Gordon, and an individual to be determined.

Section 11. Vacancies.

(A) Vacancies in the Board of Directors shall be filled by appointment made, upon recommendation by the affirmative vote of a majority of the remaining Board of Directors, even if there is less than a quorum of the Board of Directors.

(B) Each person so elected to fill vacancy shall remain a Board Member until expiration of their term and until a successor is elected and qualified, or until their removal or resignation.

Section 12. Removal or Resignation of Board Members. At a meeting of the Board of Directors called for such purpose, upon the motion of any member(s) a member may be removed with cause by a vote of the majority of the Board of Directors then in office. Unless a later date is specified in such written notice, a resignation shall take effect upon delivery thereof to the Board of Directors. A director may resign at any time by filing his written resignation with the secretary.

Section 13. Committees. The Board of Directors may designate one or more committees, each committee to include one or more of the members of the Board of Directors. The Board of Directors may designate one or more of its members as alternate members of a committee, who may replace an absent or disqualified member at a meeting of the committee. In the absence or disqualification of a member of a committee, the members thereof present at a meeting and not disqualified from voting, whether or not they constitute a quorum, may unanimously appoint another member of the Board of Directors to act at the meeting in place of such an absent or disqualified member. A committee, and each member thereof, shall serve at the pleasure of the Board of Directors.

Section 14. Order of Business. The order of business at all meetings of the Board of Directors shall be as follows:

1. Roll call
2. Reading of the minutes of the preceding meeting and action thereon
3. Reports of officers
4. Reports of committees
5. Unfinished business
6. Miscellaneous business
7. New business
8. Adjournment

Section 15. Code of Ethics

Board of Trustees are responsible for promoting the best interests of NiSe, and, to that end, shall adhere to the following educational and ethical standards:

1. Refrain from using the Board position for personal, financial, or partisan gain
2. Bring about desired changes through legal and ethical procedures, upholding and enforcing all laws, Indiana Board of Education rules, and court orders pertaining to schools
3. Make decisions in terms of the educational welfare of all children attending NiSe, regardless of ability, race, creed, sex, or social standing
4. Recognize that decisions must be made by the Board as a whole and make no personal promise or take private action that may compromise the Board
5. Focus Board action on policymaking, goal setting, planning, and evaluation, and insist on regular and impartial evaluation of all staff
6. Support and protect school personnel in the proper performance of their duties
7. Hold confidential all matters pertaining to NiSe that, if disclosed, may needlessly injure individuals or NiSe, and respect the confidentiality of information that is privileged under applicable law
8. Attend all regularly scheduled Board meetings insofar as possible and become informed concerning the issues to be considered at those meetings
9. Delegate authority for the administration of the school to the School Principal
10. Endeavor to make policy recommendations only after full discussion at publicly held Board meetings, and render all recommendations based on the available facts and refuse to surrender that judgment to individuals or special groups
11. Encourage the free expression of opinion by all Board members and seek systematic communications between the Board, students, staff, and community
12. Keep informed of current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by my state and national school Board associations

Section 16. Conflict of Interest Policy

The proper governance of NiSe Charter School depends upon the active participation of its Board of Trustees. It is important for the Board of Trustees to be aware that the appearance of conflict can be troublesome even though there is in fact no conflict whatsoever. Therefore, the Board must be fully informed at all times as to events or circumstances which might create the appearance of conflict.

The Board of Trustees is guided by the Conflict of Interest Policy and Code of Ethics Policy whenever they are carrying out functions for or representing the TRON AGEK Educational Foundation or NiSe. In this role, each has a duty of loyalty to the Board and NiSe Charter School. The duty of loyalty generally requires a Board Member to prefer the interests of Board and NiSe over the Board Member's interests. In addition Board Members shall avoid acts of self-dealing which may adversely affect the tax-exempt status of TRON AGEK and NiSe or cause there to arise any sanction or penalty by a government authority.

Self-dealing is the conduct that consists of taking advantage of your position in a transaction and acting for your own interests rather than for the interests of TRON AGEK Educational Foundation or NiSe. Self-dealing is a form of conflict of interest.

Because Board Members may be involved in other organizations or have an existing or potential ownership or investment interest in, or compensation arrangement with, any entity whose business or operation has been or will be directly affected by a decision or action:

1. Each Board Member shall maintain the highest level of ethical conduct and shall exercise the highest standard of care, diligence and prudence when conducting any activity on behalf of NiSe Charter School Board.
2. In the event any Board Members or member of his/her immediate family has a personal or business interest in, or is involved in any way with, an organization with which the Board is considering a business contract, such interest or involvement shall be disclosed to the Board.
3. In such event, the interested Board Members are prohibited from pursuing monetary gain in regards to TRON AGEK Educational Foundation and/or NiSe Charter School financial/business dealings.
4. The minutes of the meeting shall indicate that the interested director disclosed the interest or involvement in the matter being considered by the Board, recuse herself/himself from the discussion, and abstained from voting the matter. All business dealings with that entity shall cease on the grounds of conflict of interest.

ARTICLE III - OFFICERS OF THE CORPORATION

Section 1. Officers. The officers of the corporation shall consist of a President, Vice-President, a Secretary and a Treasurer. The Board of Directors may also choose one or more Vice-Presidents and such other officers, as it shall deem necessary. The same person may hold any two or more offices, except that the same person shall not perform the duties of the president and secretary. The Board of Directors by resolution may create and define the duties of other offices in the corporation and shall elect or appoint persons to fill all such offices.

Section 2. Vacancies. Whenever any vacancies shall occur in any office by death, resignation, increase in the number of offices of the corporation, or otherwise, the Board of Directors shall fill the same, and the officer so elected shall hold office until his successor is chosen and qualified.

Section 3. President. The President shall preside at all meetings of members and directors, discharge all the duties which devolve upon a presiding officer, and perform such other duties as this code of bylaws, provide, or the Board of directors may prescribe.

Section 3. Vice-President. The Vice-President shall perform all duties incumbent upon the President during the absence or disability of the President, and perform such other duties as this code of bylaws, provide, or the Board of directors may prescribe.

Section 4 Secretary. The Secretary shall have the custody and care of the corporate seal, records, and minutes of the corporation. The Secretary shall attend all meetings of the Board of Directors, and shall keep, or cause to be kept in a book provided for the purpose, a true and complete record of the proceedings of such meetings, and shall perform a like duty for all standing committees appointed by the Board of Directors, when required. The Secretary shall attend to the giving and serving of all notices of the corporation, shall file and take charge of all papers and documents belonging to the corporation and shall perform such other duties as this code of bylaws may require or the Board of Directors may prescribe.

Section 6. Treasurer. The Treasurer shall keep correct and complete records of account, showing accurately at all times, the financial condition of the corporation. The Treasurer shall be the legal custodian of all moneys, notes, securities and other valuables, which may from time to time come into the possession of the corporation. The Treasurer shall immediately deposit all funds of the corporation coming into his hands in some reliable bank or other depository to be designated by the Board of Directors, and shall keep such bank account in the name of the corporation. He or she shall furnish at meetings of the Board of Directors, or whenever requested, a statement of the financial condition of the corporation, and shall perform such other duties as this code of bylaws may require or the Board of Directors may prescribe. The Treasurer may be required to furnish bond in such amount as shall be determined by the Board of Directors.

Section 7. Delegation of Authority. In case of the absence of any officer of the corporation, or for any other reason that the Board of Directors may deem sufficient, the Board of Directors may delegate the powers or duties of such officer to any other officer or to any director, for the time being, provided a majority of the entire Board of Directors concurs therein.

Section 8. Execution of Documents. Unless otherwise provided by the Board of Directors, all contracts, leases, commercial paper and other instruments in writing and legal documents, shall be signed by the President and attested by the Secretary. All bonds, deeds and mortgages shall be signed by the President and attested by the secretary. All checks, drafts, notes and orders for the payment of money shall be signed by those officers or employees of the corporation as the directors may from time to time designate.

ARTICLE IV - CORPORATE BOOKS AND RECORDS

Section 1. Place of Keeping, In General. Except as otherwise provided by the laws of the State of Indiana, by the Articles of Incorporation of the corporation or by these bylaws, the books and records of the corporation may be kept at such place or places, within or without the State of Indiana, as the Board of Directors may from time to time by resolution determine.

ARTICLE V - AMENDMENTS

Section 1. Amendments. Bylaws may be adopted, amended or repealed at any meeting of the Board of Directors by the vote of a majority thereof.

ARTICLE VI - FISCAL YEAR

Section 1. Fiscal Year. The fiscal year of the corporation shall begin on the first day of July in each year and end on the thirtieth day of June in each year.

ARTICLE VII - ANY CONFLICTS WITH REGULATORY AGREEMENTS

It is understood that In the event the terms of the Regulatory Agreement conflicts with the terms of any of the organizational documents, then the Regulatory Agreement takes precedence.

ARTICLE VIII – DISSOLUTION OF THE CORPORATION

Section 1. 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 corresponding section of any future federal tax code, or shall be distributed to the federal government, state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by the Court of Competent Jurisdiction of the county in which the principal office of the organization is located, exclusively for such purposes or to such organizations(s), as said Court shall determine, which are organized and operated exclusively for such charitable purposes.

Section 2. Upon dissolution: 1) the remaining assets of the charter school shall be distributed first to satisfy outstanding payroll obligations for employees of the charter school, then to creditors of the charter school; 2) remaining funds received from the Indiana Department of Education shall be returned to the department not more than 30 days after dissolution. If the assets of the charter school are insufficient to pay all parties to who the charter school owes compensation under subdivision (1), the priority of the distribution of assets may be determined by a court.

IMPORTANT INFORMATION FOR S CORPORATION ELECTION:

If you intend to elect to file your return as a small business corporation, an election to file a Form 1120-S must be made within certain timeframes and the corporation must meet certain tests. All of this information is included in the instructions for Form 2553, Election by a Small Business Corporation.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, Electronic Choices to Pay All Your Federal Taxes. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents (payroll service providers) are available to assist you. Visit the IRS Web site at www.irs.gov for a list of companies that offer IRS e-file for business products and services. The list provides addresses, telephone numbers, and links to their Web sites.

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you do not have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

IMPORTANT REMINDERS:

- * Keep a copy of this notice in your permanent records. This notice is issued only one time and IRS will not be able to generate a duplicate copy for you.
- * Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- * Refer to this EIN on your tax-related correspondence and documents.

If you have questions about your EIN, you can call us at the phone number or write to us at the address shown at the top of this notice. If you write, please tear off the stub at the bottom of this notice and send it along with your letter. If you do not need to write us, do not complete and return this stub. Thank you for your cooperation.

State of Indiana
Office of the Secretary of State
CERTIFICATE OF INCORPORATION
of

TRON-AGEK EDUCATIONAL FOUNDATION, INC.

I, Charles P. White, Secretary of State of Indiana, hereby certify that Articles of Incorporation of the above Non-Profit Domestic Corporation has been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Wednesday, September 21, 2011.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, September 22, 2011

Charles P. White

CHARLES P. WHITE,
SECRETARY OF STATE

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RECEIVED 09/21/2011 05:24 PM

APPROVED AND FILED
CHARLES P. WHITE
INDIANA SECRETARY OF STATE
9/21/2011 5:20 PM

ARTICLES OF INCORPORATION

Formed pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991.

ARTICLE I - NAME AND PRINCIPAL OFFICE

TRON-AGEK EDUCATIONAL FOUNDATION, INC.

319 E. 60TH DRIVE, MERRILLVILLE, IN 46410

ARTICLE II - REGISTERED OFFICE AND AGENT

AUGUSTA DENEAL

319 E. 60TH DRIVE, MERRILLVILLE, IN 46410

ARTICLE III - INCORPORATORS

ELONDA ERVIN

4362 S. HILTON STREET, APT. 6, TERRE HAUTE, IN 46410

Signature: //ELONDA ERVIN

ARTICLE IV - GENERAL INFORMATION

Effective Date: 9/21/2011

Type of Corporation: Public Benefit Corporation

Does the corporation have members?: Yes

The purposes/nature of business

TO ESTABLISH A CHARTER SCHOOL WHICH WILL PROVIDE A QUALITY LEARNING ENVIRONMENT THAT WILL INSTRUCT STUDENTS FROM GRADES 6-12 THROUGH A SCIENCE, TECHNOLOGY, ENGINEERING AND MATH (STEM) CENTERED ON THE INDIANA GRADUATION REQUIREMENTS CORE 40 CURRICULUM BASED ON RESEARCH BEST PRACTICES IN LEADING STATES WITH THE STEM CURRICULUM.

Distribution of assets on dissolution or final liquidation

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 CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE, OR SHALL BE DISTRIBUTED TO THE FEDERAL GOVERNMENT, STATE OR LOCAL GOVERNMENT, FOR A PUBLIC PURPOSE. ANY SUCH ASSETS NOT SO DISPOSED OF SHALL BE DISPOSED OF BY THE COURT OF COMMON PLEAS OF THE COUNTY IN WHICH THE PRINCIPAL OFFICE OF THE ORGANIZATION IS LOCATED, EXCLUSIVELY FOR SUCH PURPOSES OR TO SUCH ORGANIZATIONS(S), AS SAID COURT SHALL DETERMINE,

WHICH ARE ORGANIZED AND OPERATED EXCLUSIVELY FOR SUCH CHARITABLE PURPOSES.

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **FEB 13 2015**

TRON-AGEK EDUCATIONAL FOUNDATION
C/O ELONDA ERVIN
4363 S HILTON ST
TERRE HAUTE, IN 47802

Employer Identification Number:
90-0846739
DLN:
305014038
Contact Person:
JOHN J MCGEE ID# 31169
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
May 15, 2014
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

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

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

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,



Director, Exempt Organizations

TRON-AGEK EDUCATIONAL FOUNDATION

ADDENDUM

Based on the information submitted with your application, we approved your request for reinstatement under Revenue Procedure 2014-11. Your effective date of exemption, as shown in the heading of this letter, is retroactive to the date of revocation.

If you have been in existence for at least three years and you have not filed a Form 990 return or notice for three consecutive years, you may soon receive a letter (Notice CP120A) that we automatically revoked your exempt status, as required by law, for failure to file a return or notice for three consecutive years. This letter will serve to reinstate your exempt status, so you will not need to re-apply. However, you may need to file the appropriate delinquent Forms 990 for all years you have operated as a tax-exempt organization.

INFORMATION FOR CHARTER SCHOOLS

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

INDIANA CHARTER SCHOOL BOARD: CHARTER SCHOOL APPLICANT

Statement of Assurances

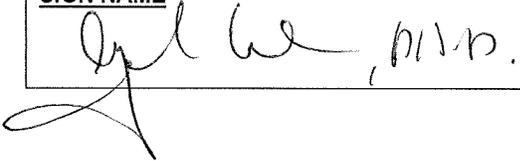
The charter school agrees to comply with all of the following provisions: *(Read and check)*

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

11. Recipients understand that the ICSB may revoke the charter if the ICSB deems that the recipient is not fulfilling the academic goals and/or fiscal management responsibilities outlined in the charter.

Signature from Authorized Representative of the Charter School Applicant

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

<u>PRINT NAME & TITLE</u>	<u>DATE</u>
Augusta DeNeal, Member THON/AGEIC	3-7-15
<u>SIGN NAME</u> 	

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

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

2. Your full name: Dwayne J Tucker

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

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
The NISE Charter school 3 years board experience

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

Disclosures

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

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

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

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

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

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

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

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

Certification

I, Dwayne J Tucker, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for *NiSe* Charter School is true and correct in every respect.

Signature 
 Dwayne J Tucker

03/11/15

Date

Resume

Dwayne J Tucker, ASQ
7601 Morton Street
Merrillville, IN 46410
Phone: 219-738-1145

Work Experience

- 1985- 1990** **McDonnell Douglas**
Associate Quality Engineer
Performed equipment calibration checks, ESD bench Measurements and surveillance of depot level test equipment sell-off at supplier facilities. Reviewed and approved supplier requests for MR
- 1990-1996** **McDonnell Douglas**
Quality Engineer
Performed T45, AV8, F15, program quality engineering functions as assigned to the Avionics commodities. Reviewed program contracts for QA tasks and submitted monthly customer status reports.
- 1996- 1998** **McDonnell Douglas and Boeing**
SQM Supplier Corrective Action Team Leader
Lead Supplier Performance Improvement Board (SPIB) and corrective action group within Supplier Quality Management department. Conducted SPIB meetings with programs and functional personnel in attendance.
- 1998- 2005** **Boeing IDS**
SQM Field Representative Midwest
Performs supplier surveillance through Process Validation Assessments (PVA), investigations, MRB Audits, First Article Inspections, statistical analysis, source inspections and root cause corrective action requests.
- 2005-Present** **Boeing, Integrated Defense Systems, Seattle.**
Procurement Quality Specialist
Work with supplier's in Illinois, Indiana and Ohio conducting Supplier Surveillance, Source Inspection, System and Process Audits/Assessments, Maintenance Repair and Overhaul Audits, FAA Conformities (8130-9s), and FAIs in support of multiple Divisions and Programs: P8A, AEW&C, Delta IV, B2, C-17, F15.

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Background

1. Name of charter school on whose Board of Directors you intend to serve:
Northwest Indiana Science and Engineering (NiSe) Public Charter School
2. Your full name: Elonda Ervin, Ph.D., CDP
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on several boards in different capacities. I have been a board member on the Midwest Association of Colleges and Employers, National Conference on Race and Ethnicity, African American Alumni Council Ex-Officio Board Member, Institutional Review Board Member, and Farrington Renaissance Board Member

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

Disclosures

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

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

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

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

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

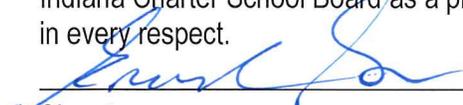
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I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

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

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

Certification

I, Elonda Ervin, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for NiSe Charter School is true and correct in every respect.



 Signature

3-11-15

 Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Northwest Indiana Science and Engineering Public Charter School
2. Your full name: Augusta DeNeal
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I currently serve on several boards in the Northwest Indiana community and recently on a the 21st Century Charter School in Gary, Indiana
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

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

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes
 3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
 4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes
 5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
 6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
 7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes
 8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes
-

Certification

I, Augusta DeNeal, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for NiSe Charter School is true and correct in every respect.

Augusta DeNeal
Signature

3-12-15
Date

Attachment 7 –Code of Ethics and Conflict of Interest Policies

Code of Ethics

As a member of the NiSe Board of Trustees, I shall promote the best interests of NiSe, and, to that end, I shall adhere to the following educational and ethical standards:

- Bring about desired changes through legal and ethical procedures, upholding and enforcing all laws, Indiana Board of Education rules, and court orders pertaining to schools
- Make decisions in terms of the educational welfare of all children attending NiSe, regardless of ability, race, creed, sex, or social standing
- Recognize that decisions must be made by the Board as a whole and make no personal promise or take private action that may compromise the board
- Focus Board action on policymaking, goal setting, planning, and evaluation, and insist on regular and impartial evaluation of all staff
- Support and protect school personnel in the proper performance of their duties
- Hold confidential all matters pertaining to NiSe that, if disclosed, may needlessly injure individuals or NiSe, and respect the confidentiality of information that is privileged under applicable law
- Attend all regularly scheduled Board meetings insofar as possible and become informed concerning the issues to be considered at those meetings
- Delegate authority for the administration of the school to the School Leader/Principal
- Endeavor to make policy recommendations only after full discussion at publicly held board meetings, and render all recommendations based on the available facts ad refuse to surrender that judgment to individuals or special groups
- Encourage the free expression of opinion by all Board Members and seek systematic communications between the Board, students, staff, and all elements of the community
- Inform myself about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by my state and national school board associations
- Refrain from using my Board position for personal or partisan gain
- Make certain the Board remains responsive to the community

Adopted in part from <http://board.sbcisd.net/2011/07/code-of-ethics/>

I HAVE READ AND UNDERSTAND THE FOREGOING CODE OF ETHICS POLICY, I AGREE TO ITS TERMS, AND MY ACTIONS HAVE BEEN AND WILL CONTINUE TO BE GUIDED THEREBY.

Board of Director’s Name

Board of Director’s Name

Date

CEO’s Signature

Date

Conflict of Interest Policy

The proper governance of NiSe Charter School depends upon the active participation of its Board of Trustees (BOT). It is important for the Board of Trustees and staff to be aware that the appearance of conflict can be troublesome even though there is in fact no conflict whatsoever. Therefore, the Board President must be fully informed at all times as to events or circumstances which might create the appearance of conflict.

The Board of Trustees of NiSe is guided by this Conflict of Interest Policy whenever they are carrying out or representing NiSe. In this role, each has a duty of loyalty to the NiSe Charter School. The duty of loyalty generally requires a director to prefer the interests of NiSe over the director's interests of others. In addition directors of NiSe shall avoid acts of self-dealing which may adversely affect the tax-exempt status of NiSe or cause there to arise any sanction or penalty by a government authority.

Because directors may be involved in other organizations or have an existing or potential ownership or investment interest in, or compensation arrangement with, any entity whose business or operation has been or will be directly affected by a decision or action of the NiSe Charter School Board:

1. Each director shall maintain the highest level of ethical conduct and shall exercise the highest standard of care, diligence and prudence when conducting any activity on behalf of NiSe Charter High School Board.
2. In the event any director or member of his/her immediate family has a personal or business interest in, or is involved in any way with, an organization with which the Board is considering a business contract, such interest or involvement shall be disclosed to the board. In such event, the interested director may participate in the initial discussion of the matter. The interested director will be excused from the final discussion and vote.
3. The minutes of the meeting shall indicate that the interested director disclosed the interest or involvement in the matter being considered by the Board, recuse herself/himself from the discussion, and abstained from voting the matter.

I HAVE READ AND UNDERSTAND THE FOREGOING CONFLICT OF INTEREST POLICY, I AGREE TO ITS TERMS, AND MY ACTIONS HAVE BEEN AND WILL CONTINUE TO BE GUIDED THEREBY.

Board of Director's Name

Board of Director's Name

Date

CEO's Signature

Date

Governing Board Responsibilities

NiSe has a Board of Trustees, TRON/AGEK' Educational Foundation, which is a separate entity. The Board of Trustees is responsible for creating policy and sustaining the needs of NiSe. The Board of Trustees works in partnership with the school district, the community, students and their families, to promote and protect the welfare of NiSe Charter School.

The TRON/AGEK' Educational Foundation, Inc. is a 501(c)(3) not-for-profit organization. The Board will immediately assume governance of the NiSe Charter School upon confirmation by Ball State University that a charter has been awarded. While the foundation engages in a wide number and variety of activities it will oversee the proposed charter school as follows:

- The foundation will retain all legal and fiduciary authority and responsibility for the school
- The foundation will establish a Northwest Indiana Science and Engineering Charter School (NiSe)
- The foundation will assure compliance with all state/local/federal agencies and Ball State Charter authority
- The School Leader/Principal will report to the Board

The Organizing body has no other purpose but to develop a high quality charter school with the purpose of addressing the needs of the population of students that the school plans to educate and serve. It will have no legal or fiduciary rights but will act in an oversight and advisory capacity.

Promoting the Mission and Vision of the School

An effective Board is committed to promoting the mission and vision of the NiSe Charter School. These statements define NiSe's goals and philosophy and are foundational to the school's culture and direction. Board members should be able to clearly state the mission and vision of the school and describe how the school is working toward meeting these objectives. They should also regularly use these guiding documents in planning, budgeting, marketing, evaluation, and other essential activities.

Board Structure and Responsibilities

These responsibilities include regular attendance at Board meetings and special school events; taking training courses; engaging in respectful discourse during periods of conflict; or providing support for administration and faculty in the performance of their jobs. Board members may not abstain from a vote simply because they do not want to vote on a particular decision.

The operational management of the charter school's financial regards will be under the control and auspices of the Board and NiSe, audited twice a year by an accounting firm. This management team will include an accountant who will manage the financial office will provide financial statements monthly and upon request for the Board's review and make a report at every monthly meeting. During the times that the Indiana State Board of Accounts does not perform a financial audit, the school Board will authorize an audit by a state qualified accounting firm. The Board will have direct oversight of financial matters of the school. The Board members will hold the fiduciary responsibility of the school, a voted upon finance committee will exist and report financial matters to the full Board at Board meetings for full recording and review of constituencies.

To make certain that the financial affairs of the school are in order, an independent timely, annual audit will be conducted at the close of the school year or whenever there seems to be some inconsistencies in the fiscal operations of a school. Funds will be used as outlined in the budgets both preoperational and post-operational with transparency for financial department and Board to track and account for all funds.

- Funds will be designed and encumbered from correct accounts as provided by the state laws
- The Board of Trustees will review monthly reports of expenditures and to make sure signature authority is appropriate
- The Board will make sure all funds are designated for correct accounts
- No funds will be transferred from accounts to accounts without approval of the legal department and the Board

Before NiSe opens, the organizing board will how the initial board will be selected, how subsequent members will be added (by appointment or election), the length of term, required training, expectations for conduct, conflict of interest guidelines, individual roles and responsibilities, emergency protocols, procedures for meetings, workshops, and committees, and board evaluation. Organizing Board Members should also establish policies for handling conflict and working with board members who are no longer productive or are struggling to keep their commitment. Board member agreements contain these types of expectations and are signed by all seated board members on an annual basis. In addition, many of these decisions should be written into the bylaws of the school and/or board policy manual. The bylaws should also include any board requirements required by the school's authorizer.

The legal entity, which serves as the organizer of the NiSe Charter School is the TRON/AGEK Educational Foundation, Inc. a not-for-profit organization. This group brings an educated, community experience constituents to the idea of designing not only an excellent but "elite" school to the Northwest Indiana community. This group has a collective and shared experience with the community, managing corporate, state and government programs.

The role of the Board is primarily an advisory one only. The Board of Trustees ensures the mission of the school is adhered to, approves the hiring of qualified personnel to manage NiSe operations and academic divisions. The Board must ensure that the school is complying with all of the state and federal laws that apply to the school.

Board of Trustees Members

- President
- Vice-President
- Secretary
- Treasurer
- Community member
- Parent member
- Parent member
- Board member
- Board member

Engaging in Strategic Planning

The Board shall assist NiSe leadership in developing a strategic long-term plan to ensure the school stays on a path toward fulfilling its mission and vision. While it is the responsibility of the School Leader/Principal to manage the day-to-day operations, the Board assists in establishing the school's direction in its long-range strategic plan. The strategic plan will help guide evaluation and school improvements, provide continuity from year-to-year and as staff and boards change, ensure consensus and buy-in, and assists in outreach and grant writing. The process should articulate the mission/vision into clear goals and behaviors that can be followed by the Board, staff, parents, and other stakeholders. During the development of the strategic plan, staff should be invited to provide ideas and feedback. Board members should also attend school functions.

The Strategic Planning Team

The team should be small and manageable, and include individuals with a variety of backgrounds, personalities and thinking styles.

Process of Strategic Planning

A strategic plan is typically developed during a retreat held in July. One Board member from the strategic planning committee reports to the Board on the team's progress. The purpose of the strategic planning process is to produce a four to five page document that can be understood by all stakeholders including parents and community members. The completed plan should contain the vision and mission statements, the school's Strengths, Weaknesses, Opportunities and Threats (SWOT analysis), annual and long-term objectives, functional strategies, individual responsibilities, and status toward meeting goals. There are three steps in strategic planning: Asking strategic questions: The committee starts by discussing the following questions:

- What are the goals described in the mission and vision statements?
- Is the school in line with the founding statements? Does the school or do the statements need to change?
- What external factors impact the school?
- What are the social factors impacting the school and its enrollment such as dissatisfaction with local school achievement or safety?
- How is the legislative or regulatory environment affecting the school?
- With which public (traditional and charter) and private schools is the school in competition?
- What are the demographics of the students enrolled? What are the employment needs?
- What are the school's Strengths, Weaknesses, Opportunities and Threats (SWOT analysis)?
- What are the strengths (e.g. quality staff, dedicated parents, strong financial plan)?
- What are the weaknesses (e.g. size of the facility, lower than expected student achievement)?
- What are the opportunities (e.g. collaboration with YMCA for after-school activities program, strong relationship with neighboring businesses)?
- What are the threats (e.g. strained district relationship, unfriendly political environment)?

The committee should use the answers and discussion notes to produce the goals and an implementation plan.

Setting goals: Using the vision and mission statements and the answers to the strategic questions, the strategic planning committee should create long-term goals that are:

- Understandable: Goals state what will be achieved and when it will be achieved
- Acceptable: Goals reflect consensus of all stakeholders
- Flexible: Goals may be adjusted over time
- Measurable: Goals can be tracked by data
- Inspirational: Goals are challenging, but not frustrating
- Suitable: Goals reflect vision and mission
- Achievable: Goals are realistic

At a minimum, goals should cover student achievement, professional development for the Board, administration, and staff, educational program objectives, facility development or improvements, financial stability, and external (parents, authorizer, community) and internal (staff and Board) relationships. The plan should include short-term (annual) and long-range (5-10 years) objectives.

Implementing strategy: After setting goals, the strategic planning committee focuses on implementation. Long-range goals are broken down into annual objectives. The committee should select the functional strategies the school will employ to reach the objectives. These steps may include training, new policies, new instructional materials and other purchases, or staff changes. The committee should also note how and by whom progress will be tracked and reported.

Attachment 8 – Core Scope and Sequence

STEM Infused Learning (all subjects)

Research states that there are no national STEM standards. So, driven by math and science goals based on the principals of Indiana's rigorous standards, our instructional plan for STEM literacy will focus on reading, writing, mathematics, and science. The reason for this is clear. Students with good reading skills have a greater chance of success in science and mathematics. Every language arts and English class will require reading science content. We hope to advance inquiry-based science instruction with science technologies that moves from teacher directed to student centered learning. The focus will be on questioning, critical thinking and problem solving. We will use differentiated instruction to support and enhance students' reading levels. Through this approach we will enable students to acquire science content while reinforcing key literacy needs.

The goal is for students to be able to analyze, evaluate, and synthesize scientific data and write about their findings in ways that are correlated and aligned with the state standards. This focus will lead to higher academic abilities across other subjects and disciplines.

Most importantly, students will be able to read and resolve conflicting views to exercise judgment and to engage in critical thinking. Our 21st century curriculum will develop citizens who are flexible, who embrace new ideas, and who can reason well when faced with complex new concepts (Berliner & Biddle 1995). At the same time, we will enable teachers and students to succeed together in the classroom and on state and national assessments.

Indiana Standards

Indiana standards certainly will correlate well with our instructional design because it is program based and requires a basic foundation of math, reading, writing, and critical thinking.

The board and applicant team members participated in several Indiana Standards training workshops for students in K-12 grades developed to provide a clear consistent understanding of what students are expected to learn at each grade level in math, English/language arts, social studies and science. One of our applicant team members is a professor at PUC and prepares teachers for common core implementation. One of these training sessions included a common core standard training on October 24, 2012 at the Hammond Center presented by the Indiana Public Charter School Association. Authors of the standards agree that foundational standards are *reading*, *writing* and *mathematics* and the common core authors describe each as follows:

Reading - standards are closely aligned with what students need to succeed in college and careers. In reading, the standards place a heavy emphasis on the ability to comprehend complex texts. We realize that the complexity of workplace materials and college textbooks has increased over the past 50 years. And in many high schools, teachers often do not require students to read or comprehend even easier texts.

Instead, the practice of many teachers is to make comprehension simpler for students by presenting material via PowerPoint or reading aloud. NiSe students will read books from the Indiana required school list. We will have books available for students through an agreement with

Pearson Learning. Students will receive small tokens for each book read and complete required reading assessments.

Writing - state standards reflect college and career readiness by reducing the traditional emphasis on narrative writing and placing a greater emphasis on information and explanatory writing. Personal narratives are a staple of schooling (*How I Spent My Summer Vacation*). Except for college application essays, students will seldom be required to write personal narratives in college or the workplace in traditional schools. NiSe will teach informational and technical writing skills, in which the student explain or inform others about a topic. Our students will not only prepare annual projects; but research, write and present scientific processes starting in the 5th grade. Our students will learn how to write descriptively. Students will write and receive feedback on writing if not daily, weekly.

Mathematics – mathematic standards are intended to represent the threshold level necessary for college and career readiness. Standard research note and research on college and career readiness suggest that much of the mathematics necessary for postsecondary success is taught in grades 6-8. This includes applying rational reasoning in solving problems; computing fluently with fractions and decimals; and solving problems involving angle measure, surface area, and volume. However, the standards also include content that students would need to know if they pursue higher-level mathematics, such as calculus, discrete mathematics, or advanced statistics.

Mathematic contents will include historical aspects of mathematics to provide meaning as to “why” mathematics is so important in life i.e. history and inventors of mathematics, Pythagorean, normal curves, algebra, trigonometry, etc. and their timelines and applications historically. We believe that if students are taught the “whys” of mathematics, they will understand how to apply and solve problems. Math is used in everyday practices. For example, the Pythagorean Theorem is the foundation for all mathematics. Students will be taught historically how every math topic branches from this theorem. All of our students starting in the 5th grade will have access to IXL and KHAN online math software to help support our math instructional design 24 hours a day. All students will be provided with 24-hour NiSe IT monitored iPads.

All student assessments will measure student attainment of all school standards. The results from these assessments will indicate whether students are on track for college and career readiness on a progression basis. Even more significant, these assessments will give NiSe leadership guides for building instruction; particularly in areas where assessments shows student weaknesses.

All NiSe teachers will be prepared to teach the new standards within their subject areas. Standards will only become more rigorous in the State of Indiana. It has been indicated that more statewide tests will be used by the year 2015. In the first year of operation, NiSe will be prepared with an instructional mission that will be constantly upgraded and supported by technologies and professional training to meet the needs of the state as they adapt to new standards and assessments. We will make all efforts to stay abreast of state standards and STEM technologies through continuous professional development with other STEM agencies and proven data.

See sample curriculum – Attachment 2.

To help us with our instructional design goal, we decided to supplement the curriculum with two earning modules: (a) *Project Lead the Way (PLTW)* and (b) *Purdue University Calumet (PUC) Pre-collegiate Engineering Program*.

Project Lead the Way (PLTW)

Barrow, Markman, and Rouse, (2009) research questions and hypothesis tested for an average effect of instruction enhanced by the use of technology and attempted to understand why computer-aided instruction like PLTW might improve achievement. They looked for evidence consistent with some of the common hypotheses such as instructional time, individualized instruction with the computer, attendance and academic achievement using the state curriculum. They assessed the impact of computer- aided instruction using test instruments. They also took in consideration the motivation of teachers. In their final finding report they concluded that computer-aided instruction has the potential to significantly enhance student achievement; especially in math.

We will use PLTW who is the leading provider of rigorous and innovative computer STEM curricular programs used by over 4,000 schools in the U.S. PLTW exists to prepare students for the global economy through its world-class computer based curriculum, and high-quality professional development. This is an activity oriented and hands-on project based program that engages students on multiple levels, exposes them to STEM areas of study that they typically do not pursue, and provides them with a foundation and proven path to college and career readiness. PLTW programs have been successfully implemented in public, private, independent, magnet and charter schools as well as specialized academies over the country.

PLTW teachers, at a minimum, will have a bachelor's degree and be in compliance with state teacher licensure or certification requirements. In addition, they will have successfully completed at least two semesters of college-level biology with a laboratory, and have experience in the techniques and methods of modern biology, molecular biology or physiology. The PLTW curriculum is provided at no charge to schools. Classroom equipment including computer software, kits for hands-on activities, other supplies, and required teacher training are the main costs associated with implementation. PLTW professional training includes a 2-week session held at a PLTW affiliate university. This training is designed to provide in-depth overview and hands-on, course specific training in the curriculum with a strong focus on pedagogy, professional networking and professional development. PLTW software and professional development is included in our professional development plan.

The typical PLTW computer lab consists of 25 computer modules where students can build prototypes and work with robotics and large circuit boards. The entire program is comprised of seven independent units. All PLW schools are required to offer foundation units ending with a capstone course.

Northwest Indiana schools like the Hammond Academy of Science and technology, 21st Century Charter School, Gavit High School, Lew Wallace High School and Theo Bowman have PLTW modules. On November 27, 2012 we met with representatives of PUC and the Hammond Academy of Science and Technology and toured the newly constructed building and networked with the children in their PLTW laboratory. On December 6, 2012, we visited Lew Wallace

STEM Academy and also toured their PLTW laboratory as well. The board attended a STEM Education Forum for K-12 teachers sponsored on February 23, 2013 at the University of Notre Dame. We also attended a conference on April 13, 2013 at Indiana University Northwest geared toward high school students with aspirations of becoming a doctor. We toured the campus facility, received information about how to increase the chances of being accepted into medical school and networked with pre-med students.

We will continue to visit other STEM education programs (e.g. Northeastern University Center for STEM Education, Metro West Employment Board: Lift Program, and STEAM, etc.) to build relationships with other Indiana STEM educators and policy advocates workshops and conferences to stay current and enhance our instructional design. Also, board members attended PUC Student Research Project Day on April 4, 2013. PUC's Engineering, Mathematics, Science, Liberal Arts, Social Sciences, Education, Management, Nursing and Technology students presented their science projects.

Drs. Edward Pierson (PUC engineering professor and state representative for PLTW) and Yeow Siow (PUC Senior Engineering faculty) both have agreed to provide us engineering professional development to help meet our charter objectives starting Spring (2015) after the charter is approved. PUC is the PLTW representative for the state of Indiana.

Purdue University Calumet Pre-Collegiate Engineering Program

Our 7th and 8th grade students will enroll in Purdue Calumet Engineering Pre-collegiate Program (PUC) during the summer of each grade. All activities are held on PUC college campus. This program started in 1999 as a result of the college's concern over the large number of minority and economically disadvantaged students in the communities surrounding Purdue Calumet not attending engineering programs. Upon charter approval, Dr. Pierson (the designer of this program and staff) will provide these educational services for our children and train our staff.

Very few minorities have been enrolled as engineering students at Purdue, especially females in our area. One of our school goals is to expose our students to the field of engineering early so that we can be assured that learning STEM subjects will not be hard. According to MMGW, if this is done early, it actually alters the way children think about themselves and what they can achieve. At a recent Nipsco program that introduces girls to engineering, an engineering and role model stated to female students: "And who better than girls like all of you to have all those skills and be able to be really good engineers when you grow up. We are hoping to get more folks like you at our company [Nipsco] 15-20 years from now." NiSe school children will lead the way starting in 2015.

PUC's program activities have been developed by PUC specialists to emphasize student areas of interest. Their activities include laboratory and computer sessions, design competitions (fun activities that introduce engineering decision-making based on cost, environment, and reliability. Scientific basics are introduced (e.g., DC electric circuits – as illustrated on <http://openbookproject.net/electricCircuits/index.htm>, math (simultaneous), hands-on experience (electrical circuit lab), computer applications (circuit analysis using PSpice or Electronic Workbench) and plant and company visits to showcase the work of engineers and scientists. This activity is included in our budget.

Dual Credit

A meeting was held with Dr. Thomas G. Coley, chancellor of Ivy Tech on September 3, 2014 regarding dual credit (see Attachment 8 - letter of support) who wholeheartedly supports a STEM charter school. He believes the proposed school fits into the college's agenda based on the college's overall strategic plan. The dual credit agreement for college admission to dual credit classes will be no different from other charter school agreements (i.e. 21st Century Charter School – Gary, Indiana).

NiSe and Ivy Tech will be responsible for completion of college applications, new student testing and orientation. NiSe will become a school vendor and tuition payment will be submitted to Ivy Tech after students are enrolled. Classes will be held at Ivy Tech or NiSe. NiSe will provide transportation. As depicted in the curriculum of this proposal, starting the summer of the 8th grade, students will be enrolled in either Pre-engineering or Cad Drafting Program. If students take six credit hours each year, they will earn an Ivy Tech Community College one year technical certificate at high school graduation. This was proven by the 2013 graduating class of 21st Century Charter School.

The State of Indiana requires students to earn 40 credit hours to receive a Core 40 diploma. A minimum of seven additional credits hours can be earned and used towards a Core 40 Technical Honors diploma or Core 40, Academic Honors diploma pending students' coursework. All our students will meet or surpass the Core 40 high school credit requirements.

NiSe's Basic Learning Environment

Our overall learning environment will always be scientific and hands-on. Our instructional methodology will include technology aligned with Indiana State Standards infused with STEM inquiry. Our hope is through this academic approach, students will attain the skills necessary to draw evidence-based conclusions using Indiana State Standards while acquiring a problem-solving frame of mind. The only and best way to do this is to match students with the best teachers as mentors that allows them to be inquisitive and free to test for results. Our teachers will see that students develop ideals of scientific inquiry through classroom instruction that includes reading, writing, observations and testing knowledge drawn from textbooks and in-class projects. There will be no more than 15 students to every teacher (15:1). Students will study independently and in groups. In addition to regular classrooms including PLTW classroom, the school will have three classroom laboratories:

SciQ Outdoor Laboratory

There will be a SciQ – Outdoor laboratory where students will experiment and learn in an outdoor classroom simulation. This will be an outdoor simulated laboratory where students will prepare science projects. The SciQ Lab classroom will play an integral part in the curriculum and the key for learning science. Learning in an outdoor simulated environment will help instruct children in data gathering, analysis, and other evidence obtained through direct observation or experiments; reflect inferences that will be broadly shared and communicated; and accompanied by an instructional model that offers a naturalistic explanation expressed in conceptual, mathematical and/or mechanical terms taught in the classroom. Northwest Indiana has an abundance of forestry and wildlife spread out in the community. Our community is nested on Lake Michigan and the National Dunes. The community is known for the features like the Dunes

National Park and Conservatory. We will simulate these outdoor features that will allow students to relate and appreciate their own environment.

To illustrate this point, one demonstration in the SciQ lab will illustrate the following examples:

- How the sun appears to move each day from the eastern horizon to the western horizon
- Models to show how virtually all objects released near the surface of the earth sooner or later fall to the ground
- Animal Family charts to show how parents and their offspring are similar (e.g. lobsters produce lobsters, not cats)
- Plant models to explain how green became the predominate color of plants
- Models to show why some objects float while others sink
- Models on why fire yields heat
- Why the weather in North America generally moves from west to east
- Models of organisms that once inhabited the earth no longer do so

Student scientific and student models will be displayed in the lab as well.

Einstein Organic Garden Laboratory

This laboratory classroom will be an actual inside garden managed by our NiSe Health and Wellness instructor. This classroom will play a major role in our curriculum, especially the Health & Wellness class initiatives. Many of our academic activities will be integrated with the inside garden.

According to research over a third of the U.S. population is obese and our children are inheriting bad eating habits (CNN, 2012). Research shows that in 12-years of primary school, most children do not learn about food, nutrition and health (apart from tangential references in biology) where the human digestive system and metabolism are studied. Home economics, a class previously restricted to female students, has been widely abandoned as a result of curriculum changes. Even degreed medical education spends limited time on nutrition and health. Unfortunately, the media overwhelms our children with commercial highlighting unhealthy food choices. As a result, we have a nation with high obesity among our children leading to disease. Research shows this is the first generation that will die before their parents because of poor eating habits. Today, one-third (twenty-five million) of our youth are overweight or obese. That is absolutely tragic (CNN, 2013).

A Health & Wellness component will be infused into our curriculum from 5-12 grades and will be included in aspects of teaching and student experimentation. For example, annual class projects will include student assigned tasks in our indoor garden where students will learn the key elements in soil that nourishes plants like nitrogen, phosphorus and potassium and be able to write and speak on what they have learned while working in the garden. Students will be taught how to seed, grow and collect vegetables. These vegetables will be used in our school's food plan. Additionally, our food service plan will include a cooked wholesome breakfast and lunch daily. How can you teach children when they are hungry? Our children will be able to eat a wholesome breakfast from 7:30-7:55 a.m. in the morning and lunch between 11- 12 noon provided by Seasons Restaurant in Merrillville, Indiana. Student lunches will meet the nutritional state requirements. All vending machine products and snacks will include fruits and

low-fat menus. None of this food will have a high degree of fat and sugar. Some vegetables will come from the school garden where students, teachers and parents will have the chance to work together i.e. Family Night.

Also, students will investigate various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia and infectious diseases using the PLTW curriculum in this laboratory. This curriculum will demonstrate the factors that lead to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. These activities and projects introduce students to human physiology, medicine, and research processes. All of the aforementioned is part of PLTW Principles of the Biomedical Sciences (PBS), which students will be enrolled in the 9th and 10th grade.

This instructional design will only help students understand why it is so important to eat well, exercise and encourage them to pursue science post-secondary degrees.

Biomedical Science Laboratory

This laboratory will be a simulation of a medical center equipped with hospital furniture and donated monitoring equipment. Also this classroom will house the PLTW Biomedical Sciences (PBS) program. This program is a sequence of medical courses and activities aligned with learning standards with proven hands-on, real-world problem solving approach to learning. Students actually explore the concepts of human medicine and are introduced to topics such as physiology, genetics, microbiology and public health. Through activities like dissecting a heart, students examine the process, structures and interactions of the human body – often playing the role of biomedical professionals. They also explore the prevention, diagnosis and treatment of disease, working collaboratively to investigate and design innovative solutions to the health challenges of the 21st century such as fighting cancer with nanotechnology.

Research documents the importance of creating a school environment that provides science directed learning. This promotes student interest in STEM careers as early as middle school grades (MMGW). We believe, as do the MMGW and PCAST report that middle -school children do not think as simplistically about STEM subjects as conventional curricula assume. Young children are capable of grasping both concrete examples and abstract concepts at remarkably early ages. When students understand and realize that they can discover new things about the world and construct explanations about how the world works, discovery can become a deeply personal and [a] lifelong passion.

All labs will adhere to the National Science Teachers Association (NSTA) standards for scientific laboratories. We will also adhere to MIT's policy on laboratory safety and hazards.

With this learning environment, we will be able to get children to relate to the world around them and motivating them to ask questions, seek out knowledge, make inferences, and explain or debate their realisms. This learning will not just take place in a traditional class room surrounded by books; but, in a laboratory classroom.

As a result, NiSe children will have:

- Exceptional gain in new content knowledge infused with Indiana standards among all student subgroups
- In-depth learning of STEM concepts
- Critical thinking and problem solving skills
- Know how to work in teams and share responsibilities
- Overcome a fear of failure of science and mathematic
- Improved self-esteem in science learning
- Understand concepts as opposed to memorizing them
- Take risks in order to advance their scientific ideas
- Pursue a new direction; look for a “best solution”
- Learn content knowledge in a new context
- Learn to make decisions based on criteria and data
- Learn hypothesis instruction and
- Learn how to interpret basic statistical results
- Learn how to develop innovation skills
- Learn how to think in unconstrained ways or “out of the box”

If children acquire this foundational and basic learning early in middle school, they will be prepared for not only STEM subjects, but ISTEP, ECA, and Advance Placement courses as well.

NiSe will start in the 5th grade beginning with an educational framework that will be individualized and differentiated for each child. Each child will prepare a science project centered on problem solving. Upon passing the 5th and 6th grades, students will continue the STEM curriculum incorporating upper level training. Upon successful completion of the 5th grade, students will be placed in STEM (PLTW) tracks. In the 8th grade students will start taking dual credit classes at a local college or university where they will receive college, transferable credits. The goal here is for students to complete the Core 40 dual credit courses and most importantly, eliminate college remedial credits and transitioning directly into post-secondary programs centered on medicine, computer science, education, engineering, mathematics, etc. The College Board reported that even among college-bound seniors, only 43% met college-ready standards, meaning that more college students need to take remedial courses using up their financial aid as stated earlier.

If a child enrolls in NiSe by the 8th grade chances are that student will be prepared for taking college classes after completing the 10th grade because most college assessments (Accuplacer Assessment) are based on 10th grade skills.

All classes will have Smart Labs where the classroom furniture, technology, curriculum and assessment tools work together to engage the students on assignments. In a Smart Lab, students will use technology to help design projects, test their ideas, create ePortfolios and give presentations on what they have learned. Smart Labs also come with integrated project based curriculum that is aligned with national and common core standards.

Attachment 9 - Academic and Exit Standards

Indiana Standards

Students must successfully complete the Indiana Standards to be considered for admission to Indiana's 2 and 4-year colleges. Listed below are the Indiana requirements:

Language Arts	8 credits in Literature, Composition, and Speech
Mathematics	6-8 credits of Algebra I, Geometry, Algebra II, Discrete Math, Pre-Calculus, Calculus, and Probability Statistics
Science	6 credits in laboratory science: 2 Biology; 2 Chemistry, Physics, or Earth Science; and 2 additional credits from advanced levels of college prep science
Social Studies	6 credits in laboratory science: 2 Biology; 2 Chemistry, Physics, or Earth Science; and 2 additional credits from advanced levels of college prep science
Physical Education	1 credit (two semesters)
Health/Safety	1 credit

Minimum Graduation Requirements

English	4 years	8 credits
Math	2 years	4 credits
Science	2 years	4 credits
Social Studies	2.5 years	5 credits
Physical Education	1 year	1 credit
Health and Safety	1 semester	1 credit
Total required credits		23
Elective credits		22
Credits required for graduation		45

Sample: Aim highest achievement goal for all grades

Curriculum Description	Courses Offered	Technology	Academic Standards
Our nation suffers from students with STEM training. To address this problem, all NiSe curriculum will include:	5, 6, 7, 8 Grades ➤ Pre-Algebra ➤ Pre-Biology ➤ Pre-Chemistry ➤ Computer applications ➤ Required	Microsoft Office ➤ Word ➤ Excel ➤ PowerPoint ➤ Access Internet/Web Visual Basic Digital Camera	NiSe curriculum will align all standards into class subjects. For example: <u>Mathematics</u> 1. Computation 2. Estimation 3. Statistics
➤ A realism of the global economy			
➤ Acquisition of			

secondary and postsecondary educational course credit hours	<ul style="list-style-type: none"> ➤ Reading ➤ Science Projects 	<ul style="list-style-type: none"> Scanner Microsoft Front Page Cad Drafting 	<ul style="list-style-type: none"> 4. Probability 5. Algebra 6. Functions 7. Problem Solving Reasoning 8. Communication 9. Technology Connections
<ul style="list-style-type: none"> ➤ Providing students with foundational training of their choice in Science, Technology, Engineering or Mathematics ➤ Providing continuous academic support ➤ Administration of pre and post-tests 	9 th Grade <ul style="list-style-type: none"> ➤ Algebra ➤ Biology ➤ Chemistry ➤ Geometry ➤ Computer Applications ➤ Required Reading ➤ Science Projects ➤ STEM Dual Credit 		<ul style="list-style-type: none"> <u>Reading</u> 1. Word 2. Recognition 3. Vocabulary 4. Development 5. Comprehensive 6. Application <u>Writing</u> 1. Applications 2. Process 3. Conventions <u>Speaking & Listening</u>

Grade point averages

GPA’s will be calculated using a 4–point grading scale. Each letter grade is assigned a value (below). The grade point average is figured by adding the value of each grade to arrive at a sum total. The next step is dividing the total by the number of courses for the grading period.

For example:

Math	B+	=	3.35
English	B-	=	2.70
History	A-	=	3.72
Health	C+	=	2.34
Science	B	=	3.00
PE	A	=	4.00
Art	B	=	3.00
7 courses	22.11	22.11 divided by 7 =	3.16 cumulative grade point average (GPA)

Transcripts

Transcripts will include but are not limited to grades from each semester, GPA, attendance, SAT, ACT, AP and all state assessment scores.

Graduation Scholarships

Graduation scholarships will be available for high school graduates with a 3.5 or above GPA. We will partner with programs like TRIO, NAACP, and Urban League, etc. for scholarships and additional academic services like college tours and paid internships.

College Readiness

Too many Hoosiers start college and never finish and most do not graduate on time (ICHE, 2013). The college completion rates are 38% and 23% respectively for the U.S. and Indiana. A recent report by ACT found that only 22% of U.S. high school students met college ready standards in all of their core subjects. These figures are even lower for African Americans and Hispanic students. In order to meet the challenge of ensuring student readiness for college or postsecondary opportunities, we have planned the following college readiness objectives that exceed the Lumina Foundation's post-secondary goal attainment of 60% for Hoosiers.

1. Secondary School Persistence: 80% of students served each year will complete the current academic year and continue in school for the next academic school
2. Secondary School Graduation (regular Core 40 Diploma and STEM): 80% of seniors served will graduate with a Indiana Standards/STEM diploma
3. Secondary School Graduation: (AP Core 40): 50% of seniors served will graduate with an AP diploma
4. Secondary School Graduation: 40% will graduate with Honors Distinction
5. Secondary School Graduation: 80% will enroll in a post-secondary institution of higher education in Science, Engineering, Technology, or Math disciplines

NiSe's 12th graders will receive assistance in completing their Financial Aid Form (FAFSA), assistance in writing college admission's essays, cover letters and resumes. All TRIO low-income students will receive college admission waivers. All 21st Century Scholars and ETV (foster children) will receive direct assistance in meeting agency requirements to receive college assistance funds.

Attachment 10 – School Calendar and Schedule

Days of school

204

Length of school day

8:00am – 4:00pm

Breakfast

7:30am – 7:55am

Lunch

11:00am – 12:00pm (grades 5-8)

11:30 – 12:30pm (grades 9-12)

Summer School

June of each year

Report Card pick up

December and June

Description weekly / Daily schedule (required classes)

5 – 8

9 - 12

Language /Arts

English

Reading

Math (ALG 1, ALG 2, TRIG, CALCULUS)

Math

Science

Science

Experiential Learning (PLTW)

Social Studies

Social Studies/History

Physical Education

Computer Tech

Experiential Learning (PLTW)

Computer Tech

Foreign Language

Electives

Weekly

7 classes for 55 minutes daily -some classes will alternate during week (e.g. choir, gym, arts)

STEM block consist of Science, Technology, Engineering and Math

Calendar for School Year – June 2016 to June 2017

June 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	24
26	27	28	29	30		

July 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					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
31						

August 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
2	22	23	24	25	26	27
28	28	30	31			

September 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	1	15	16	17
18	19	20	21	22	23	24
24	26	27	28	29	30	

October 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						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	31					

November 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
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27	28	29	30			

December 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				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	31

January 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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	31				

February 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			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				

March 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			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	31	

April 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						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						

May 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	4	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	31			

June 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				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	

Teacher's Summer Institute

Holiday/School Breaks

School Starts

Professional Development (teachers/staff – twice monthly)

School Year Ends

Spring Break

Report Card Pick Up

December (midterm)

****Day one (grades 5-7) Day two (grades 8-9)**

June (final)

****Day one (grades 5-7) Day two (grades 8-9)**

Summer School

2016 Holidays and Observances

Jan 1	<u>New Year's Day</u>	Oct 10	<u>Columbus Day</u>
Jan 18	<u>Martin Luther King Day</u>	Nov 11	<u>Veterans Day</u>
May 30	<u>Memorial Day</u>	Nov 24	<u>Thanksgiving Day</u>
Jul 4	<u>Independence Day</u>	Dec 24	<u>Christmas Eve</u>
Sep 5	<u>Labor Day</u>	Dec 25	<u>Christmas Day</u>
		Dec 31	<u>New Year's Eve</u>

2017 Holidays and Observances

Jan 1	<u>New Year's Day</u>	Oct 9	<u>Columbus Day</u>
Jan 2	<u>'New Year's Day' observed</u>	Nov 10	<u>'Veterans Day' observed</u>
Jan 16	<u>Martin Luther King Day</u>	Nov 11	<u>Veterans Day</u>
May 29	<u>Memorial Day</u>	Nov 23	<u>Thanksgiving Day</u>
Jul 4	<u>Independence Day</u>	Dec 24	<u>Christmas Eve</u>
Sep 4	<u>Labor Day</u>	Dec 25	<u>Christmas Day</u>
		Dec 31	<u>New Year's Eve</u>

Dec 31 New Year's Ev

Attachment 11 – Enrollment Policy

Application Period – Jan - April, 2016

NiSe will accept applications for attendance from anywhere in Indiana, in accordance with the state charter school law. The marketing emphasis of the school will, however, focus on the Northwest Indiana area. NiSe will not engage in policies, which discriminate against students on account of race, gender, religion, national origin, ancestry, or disability.

Student Recruitment

- Direct mail announcements targeted to families in the areas with school aged children
- Radio commercials
- Cable TV spots
- Newspaper stories and paid ads
- Letters and flyers to local community organizations

The marketing process will begin approximately one month after formal notification that the NiSe charter school proposal contract has been signed between the foundation and Ball State University. Applications will be sent to interested parties by mail or may be accessed through the school's website. All requests for applications will also include a copy of school's policies and regulations.

Enrollment – June, 2016

Under IC 20-24-4-10-1 a charter must not discriminate against students in any way. A charter school must be open to any student who resides in Indiana. The following information will be required to enroll all students:

1. Student application
2. Waiver of liability
3. Physical examinations
4. Birth certificate
5. Social security card
6. Proof of residence
7. Proof of guardianship
8. Disciplinary records
9. Educational testing
10. IEP (if applicable)
11. Parent's request for prior school records
12. Attendance records
13. Standardized testing results
14. Health/immunization records - Any student who has not attended NiSe previously must present proof of immunization for diphtheria, tetanus, whooping cough, measles, rubella polio, meningitis, and mumps. Students who fail to provide the immunization information will be excluded from school until which time proof is secured by the school. The NiSe school nurse will verify this information.
15. Signed Permission to photograph form
16. Signed Medication permission form
17. Signed Free and reduced lunch form

18. Signed Internet use acknowledgement and agreement form
19. Signed Student Code of Conduct form
20. Signed Parent Volunteer Program

NiSe reserves the right to deny enrollment to any student who has been expelled from another educational institution during the current school year. Upon enrollment, all students and parents will receive a NiSe t-shirt. Also, all students will receive lab jackets to be worn at all times in the labs.

In compliance with Senate Enrolled Act 416, NiSe will report to the Indiana Clearinghouse information on Missing Children any student who does not provide a birth certificate or other proof of the student's date of birth within twenty days of enrollment.

The school will adhere to the federal law that applies to educational agencies and institutions that receive funding under a program administered by the U.S. Department of Education. Under FERPA, schools must generally afford students who are 18 years or over, or attending a postsecondary institution: access to the education records, an opportunity to seek to have the records amended and some control over the disclosure of information from the records. We will be governed by the Title IX of the Education Amendments of 1972 that is a Federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities.

Timeline

The marketing for the school will continue prior to school opening. At that time, it will be determined if further marketing efforts are required to fill the various grades. If the grade slots are filled, parents/guardians of the accepted students will be notified in writing. If, as we anticipate, the number of applications exceeds available slots for a given grade, a random selection drawing (lottery) will be held no later than May 2016. The time, date and location of the random selection will be announced via local newspapers and radio outlets. The random selection will be done by an accounting firm. The same representative will conduct the random selection for the school's waiting list if such a list exists. We will forward Ball State's Lottery List Form during this process.

Student Acceptance

Within 10 days of the selection of students for NiSe, the parents/guardians of the students will be notified in writing of their acceptance. Parents of those students accepted will be asked to sign a form verifying that they will be sending their child to the school and that they understand and will comply with school policies and regulations. Students will be assigned a unique ID number after acceptance. This number will be used for all students tracking purposes. Parental acceptance forms must be returned to the NiSe office within two weeks or the child's name will be removed from the acceptance list and another student will be selected from the waiting list. By July 2016, parents/guardians will be invited to an open house that includes a school campus tour and introduction of NiSe staff.

Withdrawals

The parent should contact the school if a student wishes to withdraw. Students who plan to withdraw from NiSe must contact the counselor at least one day in advance in order to have the

proper records to take with them to their new school. A Withdrawal Form will be given to the parent, which enables the student to receive grades up to the date of withdrawal. Students will return books, library books, and should pay any fees before withdrawal. A health record will also be given at this time, as some schools require this record before enrolling a new student.

Students may withdraw at any time with their parent's permission. Students and parents must complete a Withdrawal Form and must attend an exit interview with the NiSe counselor to make sure that the school has exerted all efforts to serve the student. The Withdrawal Form must be approved by the Principal. If the student needs to be referred to another agency, this process will be worked out between NiSe and the referral agency.

Under Indiana law, any student who is at least 16-years of age but is not yet 18 years of age may withdraw from school prior to high school graduation after an exit interview with the student's parents or guardian is conducted. If the exit interview fails to occur, the Principal will notify the proper authorities and ask that legal action be taken against the student and parent/guardian. IC 20-8.1-3-170 PL 121-1989 states a student may withdraw from school when the student graduates, turns 17, or turns 16 and has the written consent of a parent or guardian.

Retention

In most cases students that are in the risk category involves retention consideration. Our purpose of grade retention is intended to help meet the academic, social, emotional and cognitive needs of the students and support their goals within the school environment. We will be committed to making individual decisions on persistence, promotion and retention based on what it is in the long-term best interest of an individual student. We will be committed to helping all students realize their potential that may include re-teaching subject matter more than once for those experiencing academic issues. However retention will be considered after attempts by the school without success.

In case of retention, the following steps will be used: (1) recommendation of retention; (2) classroom modifications, additional testing (psychological and academic) and school and home plans; (3) NiSe staff will meet to review student progress and make recommendations for student placement or referral. As a team, we will consider grades/test data, records and attendance, teacher recommendations, emotional state, and social development; and (4) a final decision will be made.

Attachment 12 - Student Discipline Policy

The Principal will monitor and enforce the Discipline Policy.

Below is a list of behaviors and offenses that would warrant appropriate disciplinary action, in alphabetical order, including suspension and expulsion:

- Absenteeism (including cutting class), unexcused or excessive
- Aggressive behaviors, including but not limited to hitting, pushing, shoving
- Assault or attempted assault
- Cheating and/or plagiarism
- Dangerous articles
- Defacing or destruction of school property (includes writing on walls, etc.)
- Detention, failure to report to
- Detention, refusal of
- Disobedience to teacher or other staff member
- Disrespectful behavior toward teacher or other staff member
- Disruption of class, study or instruction
- Dress Code violations
- Failure to report to office as directed
- Fighting
- Forgery of notes or passes, etc.
- Leaving class without teacher's permission
- Leaving school grounds without proper authorization
- Loitering on school property, including halls and classrooms
- Lying /falsehood
- Misuse of school property or property of others
- Misuse of electronic communication devices
- Obscene and/or profane language or gestures, use of
- Obscene and/or profane writing, pictures, or articles, or possession of
- Refusal to follow directions of teacher or other staff member
- Removal of food from cafeteria
- Rude behavior to others
- Sexual harassment
- Sleeping in class
- Tardiness, unexcused or excessive
- Theft or attempted theft
- Threatening bodily harm or property damage
- Threatening language or gestures, use of
- Truancy from school
- Violence, acts of
- Any violation of this code, policies of the Board of Trustees, or local, state or federal law
- Any other conduct considered by the Principal or Administration to be disruptive, disrespectful or disobedient

The following five situations will result in immediate discipline referral to the office (including but not limited to):

- Fighting
- Abusive language directed toward a teacher or another student
- Student actions that disrupt the class to the extent that a teacher's authority is being challenged
- Student actions that present a danger to the safety and well-being of themselves or others
- Other criminal acts in violation of local, state, or federal laws

Policy Statement

NiSe is responsible for establishing and carrying out policies under which their schools operate. To promote desirable student conduct and behavior, the following discipline policy will be enforced. The discipline code recognizes that NiSe is responsible for ensuring that the school environment is safe for all students. Furthermore, NiSe expects all students enrolled to accept full responsibility for their actions and behavior.

The use of corporal punishment in any form is strictly prohibited by NiSe. No student will be subject to the infliction of corporal punishment by any teacher other student, administrator or other personnel.

Disciplinary Removal from Classroom

It is the policy of NiSe to maintain classrooms in which student behavior does not interfere with the ability of the teacher to teach effectively or the ability of other students to participate in classroom learning activities.

Students shall be expected to abide by the code of conduct adopted by NiSe and any other appropriate classroom rules of behavior established by the Principal and/or classroom teacher for the purpose of maintaining order and a favorable academic atmosphere. Any student who violates the code of conduct or other classroom rules may be subject to removal from class and/or disciplinary action.

Student removal from class is a serious measure and should not be imposed in an arbitrary, casual, or inconsistent manner. Behavioral expectations are always more constructive and more likely to be followed when they are communicated as clearly as possible to students. However, it is neither possible nor necessary to specify every type of improper or inappropriate behavior, or every circumstance that would justify removal from class under this policy. Teachers are expected to exercise their best professional judgment in deciding whether it is appropriate to remove a student from class in any particular circumstance. All instances of formal removal from class shall be documented.

A teacher is authorized to immediately remove a student from the teacher's classroom if the student's behavior;

1. Violates the disciplinary policy adopted by NiSe
2. Is dangerous, unruly, or disruptive
3. Seriously interferes with the ability of the teacher to teach the class or other students to learn

A student with a disability may be removed from class and placed in an alternative educational setting only to extent authorized by state and federal laws and regulations.

Discipline Policy

NiSe expects all students to conduct themselves in a socially responsible manner. Disciplinary measures used to maintain a safe and orderly school environment which promotes NiSe's philosophy of providing a college preparatory education for all students.

The NiSe Discipline Policy applies to all the actions of students during school hours, before after school, while on school property, at all NiSe sponsored events, and when the actions affect the mission of NiSe. Students may also be subject to discipline for serious acts of misconduct, which occur either off-campus or during non-school hours when the misconduct disrupts the orderly education process at NiSe.

Each discipline case will carry its own merit and will be adjudicated according to the facts accompanying the case. NiSe staff shall consider all mitigating circumstance prior to disciplinary action. Mitigating circumstances shall include, but are not limited to, the following:

- Age, health, maturity, academic placement
- Prior conduct
- Attitude of a student
- Willingness to make restitution
- Seriousness of offense
- Willingness to enroll in a student assistance program

In some cases the school's administrative personnel may deem public service a necessary component of the disciplinary action. Public service may include, but is not limited to: repairing or cleaning property damaged as a result of the offense(s); participating in landscaping, gardening and/or other projects aimed at beautifying school property or the community; and/or providing services that improve the quality of life for community members.

Each category of offense listed below has a minimum and maximum disciplinary action associated with it. After considering the actual disciplinary action within the minimum/maximum range to which the student shall be subjected.

Category 1

These acts of misconduct include, but are not limited to, the following:

- Running and/or making excessive noise in the hall or school building or premises
- Violating the dress code
- Persistent tardiness to school or class

Students who commit any of these acts are subject to teacher-student conferences as a result of a first offense and may, as a result of repeated violations and depending on the circumstances, be subject to the maximum penalty of a one-day, in-school suspension. As a supplement and/or alternative to suspension, school staff may require students to complete between 1 and 8 hours of public service as commensurate with the seriousness of offense(s).

Category 2

These acts of misconduct include, but are not limited to, the following student behaviors that disrupt the educational process at NiSe.

- Excessive truancy (absence without just cause)
- Use of profane, vulgar or obscene words, gestures or other actions which disrupt the school environment.
- Insubordination (refusal to follow orders, directions or stated school rules)
- Participation in acts designed to disrupt classroom or school activities
- Repeated failure to follow state school rules and procedures
- Smoking on school property
- Acts that obstruct or interrupt the instructional process in the classroom
- Repeated refusal to participate in classroom activities or complete academic assignments
- Fighting or threatening any student or staff member
- Carrying of cell phones, pages or other electronic devices
- Leaving the classroom without permission

Students who commit any of these acts are subject to one after school or Saturday in-school detention and teacher-student conference as a result of a first offense and may, as a result of repeated violations and depending on the circumstances, be subject to the maximum penalty of a five-day out-of-school suspension and teacher-parent conference. The degree of the suspension whether in-school or external, as well as length of suspension, shall be determined by NiSe's staff and/or Board. As a supplement and/or alternative to suspension, school staff may require students to complete between 3 and 12 hours of public service as commensurate with the seriousness of offense(s).

Category 3

These acts misconduct those student behaviors that very seriously disrupt the orderly educational process in the classroom, in the school, and/or on the school grounds. These acts of misconduct include, but are not limited to, the following:

- Assault on a student or any school employee (assault is interpreted as an attempt to do bodily harm to a student or to any staff member)
- Persistent refusal to follow stated school rules and procedures
- Arson
- Destruction of property
- Creating a false fire alarm
- Repeated Category 1 and Category 2 offenses
- Possession of weapons
- Any act that endangers the safety of the other students, teachers or any school employee
- Theft
- Trespassing
- Involvement in gang activity
- Sex violations
- Use, possession, sale, or delivery of alcohol, illegal drugs, narcotics, controlled substances, contraband or look alike contraband/drugs

Students who commit any of these acts are subject to a maximum ten-day, out-of-school suspension and teacher-parent conference and may, depending on the circumstances, be subject to the maximum penalty of expulsion. As a supplement and/or alternative to suspension or expulsion, school staff may require students to complete between 6 and 30 hours of public service as commensurate with the seriousness of offense(s).

In School Disciplinary Actions

Disruptive student behavior is subject to disciplinary actions by the teacher or the administration. Action taken by teachers toward students who are disruptive may include but is not limited to:

- Time out in the classroom or other secure, supervised area
- A conference with the student
- A reprimand
- Detention
- A conference with the parent/guardian

A discipline referral will be sent to the administration office when the teacher feels that the student's improper behavior cannot be corrected through the teacher's classroom management practices. After consultation with the student and the teacher (if needed), the administrator will determine the course of action required to provide a safe, secure school environment. Action taken by an administrator toward students who are disruptive may include but is not limited to:

- A conference with the student and/or parent/guardian
- A reprimand
- Entering into a behavioral contract between student, parent, and administrator
- In-school suspension (ISS: up to three days)
- Out-of-school suspension (OSS: up to ten days)
- Recommendation for long-term suspension (more than 10 days)
- Recommendation for expulsion

For a student who has been suspended for three or more days, the school requires the parent to meet with the administration, teacher, parent, and student to develop a corrective action plan for re-admission.

Out-of-School Suspensions are Classified as:

- Short-term: student may be suspended up to 10 days
- Long-term: student can be suspended for more than 10 days
- Expulsion: student can be expelled based on appropriate recommendations
 - Expulsion hearing with the NiSe Leadership Group will be scheduled for appeal process
- Expulsion excludes the student from regular school attendance until re-admitted by the school

Secret Society/Gang Activity

The Principal and the Board desires to keep the school and students free from the threats of harmful influence of any groups of gangs which advocate drug use, violence, or disruptive behavior. The Principal or designee shall maintain continual, visible supervision of school premises, school vehicles, and school-related activities to deter gang intimidation of students and confrontations between members of different gangs.

Gang Symbols

NiSe prohibits the presence on school premises, in school vehicles, and at school-related activities of any apparel, jewelry, accessory, notebook, or manner of grooming which, by virtue of its color, arrangement, trademark, or any other attribute, denotes memberships in gangs which advocate drug use, violence, or disruptive behavior. This policy shall be applied at the principal's discretion after consultation with the school board as the need for it arises.

Vandalism

In cases where students willfully destroy school property, it shall be the responsibility of the parent and student to pay for the damages. The school shall either contract for repairs and bill the parents for the amount of the repairs, or repairs shall be made by school staff with a record of time and materials used and parents billed accordingly. When an item must be replaced, the school shall secure the item and bill the parents for the cost. Payments shall be made to NiSe. A receipt shall be issued at the time payment is received in the Administration Office.

Students who willfully or maliciously destroy school property through vandalism or arson or who create a hazard to the safety of other people on school property may be referred to law enforcement authorities. Vandalism includes the knowing and unauthorized use, alteration, damage, or destruction of any computer, computer system, software, program, or computerized data. Students who are caught vandalizing school property may be suspended and/or expelled.

Violent and Aggressive Behavior

NiSe recognizes there are certain behaviors that, if tolerated, would quickly destroy the type of learning environment to which the students and staff of the school are entitled. These behaviors, categorized as violent or aggressive, will not be tolerated and shall in immediate action taken by the school administration.

Students exhibiting violent or aggressive behavior or warning signs of future violent or aggressive behavior shall receive appropriate attention before a crisis occurs and shall be subject to disciplinary action when appropriate

Students shall be taught to recognize the warning signs of violent and aggressive behavior and shall report questionable behavior or potentially violent situations to appropriate school officials. All reports shall be taken seriously.

Acts of violence and aggression shall be well documented and communicated by the staff to the administration when appropriate. The immediate involvement of the parents/guardians is also essential. Law enforcement officials shall be involved if there is any violation of law. An act of violence and aggression is any expression, direct or indirect, verbal or behavioral, of intent to inflict harm, injury, or damage to persons or property. A threat of violence and aggression carries with it implied notions of risk of violence and probability of harm or injury.

The following behaviors are defined as violent and aggressive:

- Possession, threat with, or use of weapon on or towards another person
- Physical assault, the act of striking or touching a person or a person's property with a part of the body or with any object with the intent of causing hurt or harm

- Verbal abuse includes, but is not limited to, swearing, screaming, obscene gesture, or threats directed orally (including by telephone) or in writing at an individual, his or her family, or a group
- Intimidation an act intended to frighten or coerce someone into submission or obedience.
- Extortion: the use of verbal or physical coercion in order to obtain financial or material gains from others
- Bullying, the use of physical coercion to obtain control over others or to be habitually cruel to others
- Gang activity, as described in this handbooks section on secret societies/gang activity
- Sexual harassment, against students or staff
- Stalking is the persistent following, contacting, watching, or any other such threatening actions that compromise the peace of mind or the personal safety of an individual
- Defiance, is a serious act or instance of defying or opposing legitimate authority
- Discriminatory or racial slurs are insulting, disparaging, or derogatory comments made directly or by innuendo regarding a person's race, sex, sexual orientation, religion, national or ethnic background, or handicap
- Vandalism is damaging or defacing property owned by or in the rightful possession of others
- Terrorism is a threat to commit violence communicated with the intent to terrorize or with reckless disregard for the risk of creating such terror. Also, a threat causing serious public inconvenience, such as the evacuation of a building regardless of the perceived or actual ability of the person(s) issuing the threat to commit the act

Bullying Prevention and Behavior

The purpose of this policy is to create a climate in which all types of bullying are regarded as unacceptable.

Bullying is defined as any written or verbal expression, physical act or gesture, or a pattern thereof that is intended to cause distress upon one or more students in the school environment. For purposes of this policy, the school environment includes buildings, grounds, vehicles, bus stops, and all school-sponsored activities and events.

A student who engages in any act of bullying is subject to appropriate disciplinary action including suspension, expulsion, and/or referral to law enforcement authorities. The severity and pattern, if any, of the bullying behavior shall be taken into consideration when disciplinary decisions are made. The administration and staff address bullying at all school levels.

Weapons in School or on School Grounds

The possession and/or use of a weapon by students is unacceptable within the school.

Student Searches

To ensure the safety of all students, it may be necessary for NiSe personnel to search the person and/or the personal property of the student and to seize any property deemed injurious or detrimental to the safety and welfare of students and staff. Searches may be conducted by a school official who has reasonable grounds for suspecting that a search will turn up evidence that the student has violated either the law or school policy. When reasonable grounds for a search exist, school personnel may search a student and/or the student's property while on school

premises or during a school activity under the circumstances outlined in this policy and may seize any illegal, unauthorized, or contraband materials.

Search of School Property

School lockers, desks, and other storage areas are school property and remain at all times under the control of the school. School property provided for the use of students is subject to inspection, clean-outs, access for maintenance, and search pursuant to this policy. Students shall assume full responsibility for the security of their lockers and/or other storage areas in the manner approved by the administration. Students shall be responsible for whatever is contained in desks and lockers assigned to them by the school. The principal or designee may search a desk, locker, or any other storage areas and its contents when there are reasonable grounds for a search. Whenever possible, another person shall be available to witness the search.

Seizure of Items

Anything found in the course of a search conducted by school officials which is evidence of a violation of law or school policy or school rules or which by its presence presents an immediate danger of physical harm may be:

1. Seized and offered as evidence in any suspension or expulsion proceeding if it is tagged for identification at the time it is seized
 - a. Such material shall be kept in a secure place by the Principal until it is presented at the hearing
2. Returned to the student or the parent/guardian
3. Turned over to any law enforcement officer in accordance with this policy

Discipline of Special Education Students

Students with disabilities are neither immune from a school's disciplinary process nor entitled to participate in programs when their behavior impairs the education of other students. Students with disabilities who engage in disruptive activities and/or actions dangerous to themselves or others will be disciplined in accordance with their IEP, any behavioral intervention plan, and this policy.

When a disciplinary change in placement is being considered related to a disabled student's behavior, the IEP team, Counselor, and Principal shall review the relationship between the student's disability and the behavior. Such a review must take place immediately, if possible, but not later than 10 business days from the date of the decision to take disciplinary action.

Distribution of Discipline Policy

The Principal shall arrange to have the conduct and discipline code distributed once to each student in elementary, and middle, and high school each academic year. Copies shall be posted clearly in the school. In addition, any significant change in the code shall be distributed to each student and posted.



THOMAS G. COLEY, PH.D.
OFFICE OF THE CHANCELLOR

September 4, 2014

TRON/AGEK' Educational Foundation, Inc.
P.O. Box 11381
Merrillville, Indiana 46411

To the Organizing Board of NiSe STEM Academy:

As chancellor of Ivy Tech Community College, I fully support TRON/AGEK' Educational Foundation, Inc.'s efforts to establish the first charter school in the town of Merrillville and the first exclusive STEM school in the state of Indiana.

Working in the community with a variety of businesses and agencies, I have recognized the need for students with science, technology, and engineering (STEM) knowledge and the lack of students that fit this requirement. A STEM school in our area would provide an educational service to the children of our community, allowing them to earn, through dual credit, the technical certificates and associate degrees that are required for local and global job opportunities.

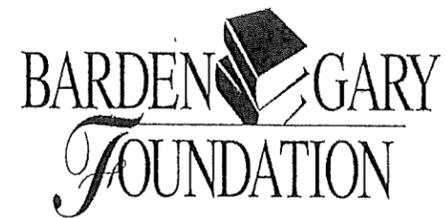
Ivy Tech Community College is committed to supporting a STEM school in our community by offering resources such as dual credit courses, in-kind services, presentations, and student referrals.

Sincerely,

A handwritten signature in cursive script that reads 'Thomas G. Coley'.

Thomas G. Coley, Ph.D.
Chancellor

220 DEAN JOHNSON BOULEVARD
SOUTH BEND, IN 46601
574 289-7601 EXT. 5706



July 17, 2013

TRON/AGEK' Educational Foundation, Inc.
319 East 60th Drive
Merrillville, Indiana 46410

To the Organizing Board of NiSe STEM Academy:

As Chareice White, President of Barden Gary Foundation is delighted to support the TRON/AGEK' Educational Foundation, Inc. efforts to establish the first charter school in the town of Merrillville and the first exclusive STEM school in the state of Indiana.

Working in the community as I do with a variety of businesses and agencies, we have witnessed the need for students with science, technology, engineering, technology (STEM) degrees and the lack of students to fit this requirement. A STEM school in our area would provide an educational service to the children of our community and help us provide the technical and associates degrees through dual credit that is required for not only local; but, global job opportunities. We can provide in-kind services, presentations to students, student referrals, etc.

Let this letter serve to document our commitment to supporting this educational endeavor. If we can be of further assistance, please let us know. I can be reached at (219) 977-7932.

Respectfully yours,

Chareice White

Chareice White
President
Barden Gary Foudnation



February 11, 2013

TRON/AGEK' Educational Foundation, Inc.
319 East 60 Drive
Merrillville, IN 46410

To the organizing Board of Northwest Indiana Science and Engineering STEM Charter School (NiSe):

It is with pleasure that I write this letter of support for the Northwest Indiana Science and Engineering STEM Charter School (NiSe).

There is a great need in Merrillville, Indiana for quality educational alternatives and we feel that this school offers an option with an innovative approach to meet the needs of our youth allowing them to exceed their educational expectations. Our school focuses on science; technology; engineering and math that are the key subjects that will better prepare students for college and careers.

I believe that as the director of the Gerald I. Lamkin Innovation and Entrepreneurship Center that this school is one that others will benchmark and it has my full support.

Sincerely,

A handwritten signature in black ink, appearing to read 'O'Merrial Butchee', written over a circular stamp.

O'Merrial Butchee, Director
Gerald I. Lamkin Innovation & Entrepreneurship Center
Ivy Tech Community College Northwest

1440 EAST 35TH AVENUE
GARY, INDIANA 46409
219-981-1111



CHRISTIAN REVIVAL CENTER

PASTOR M.I. OTANO | MESSAGE CENTER | 219.980.0229

805 W. 57TH AVE. | MERRILLVILLE, IN 46410

TRON/AGEK' Educational Foundation, Inc.
319 East 60th Drive
Merrillville, IN 46410

January 31, 2013

To the Organizing Board of Northwest Indiana Science and Engineering Charter School (NiSe);

It is with pleasure that I write this letter of support for the Northwest Indiana Science and Engineering STEM Charter School (NiSe). There is a great need in Merrillville, Indiana for quality educational options. A school with such strong focus on science, technology, engineering, and math will help better prepare students for college and careers. We at the Christian Revival Center Ministries believe that this school will be a great asset to our community. We believe in and fully support the NiSe Charter School.

Sincerely,

Pastor Michael L. Otano

THE CHURCH YOU'VE BEEN LOOKING FOR



OFFICE OF THE MAYOR

KAREN FREEMAN-WILSON
MAYOR

Phone 219.881.1302
Fax 219.881.1337

July 25, 2012

Mr. Todd Huston
Chair
Indiana Charter School Board
Indiana Department of Education
Indiana State House, Room 229
Indianapolis, IN 46204

Dear Mr. Huston:

Please consider this letter in support of the Northwest Indiana Science and Engineering Charter School under the leadership of Dr. Augusta DeNeal and her team. From my experience as an attorney and civic leader in Northwest Indiana, I can attest that community residents should have a choice in education. I also know that a school that focuses on science and engineering would be a great benefit to Merrillville students as they work to compete in a global economy. While Merrillville schools have a notable track record with many students, it is my belief that the STEM academy will address the learning and social needs of those students who may be struggling in the Merrillville schools for a variety of reasons.

I also know that Dr. DeNeal and her team bring vast experience to this endeavor. This experience includes success in motivating young people to explore vocations related to mathematics and science and supporting young people who face academic and social challenges. This history would bode well for the planned school.

Recently, I read an article about the low number of African-American engineers in the State of Indiana compared to other states. While I recognize that this school will be open to young people of all races, I am hoping that because of the demographics of Merrillville, the students will be inspired to pursue careers in engineering and other science disciplines where people of color are underrepresented.

For these reasons, I wholeheartedly support the Northwest Indiana Science and Engineering Charter School.

Sincerely,

A handwritten signature in black ink, appearing to read "Karen Freeman-Wilson".

Karen Freeman-Wilson,
Mayor, City of Gary, Indiana





July 12, 2012

TRON/AGE K' Educational Foundation, INC.
319 East 60th Drive
Merrillville, Indiana 46410

To the Organizing Board of Northwest Indiana Science and Engineering STEM Charter School:

As the Director of Lake County Community Development, Centier Bank, I am excited about supporting the Northwest Indiana Science and Engineering (NISE) STEM Charter to be located in Merrillville, Indiana.

In my working experiences in Northwest Indiana and collaborating with various businesses and agencies, I have observed a significant need for students to be equipped with science, technology, and engineering backgrounds. A STEM public school in our region would provide the significant educational opportunities for our children to excel and succeed with technical and associate degrees via college credit that is essential for all local and global markets.

We are happy to provide financial literacy education, in-kind services and student financial educational presentations.

Please view this letter as our committed effort to support this initiative and also to reiterate one of Centier's most significant corporate values, which is **promoting education**.

Best Regards,

Art Russell

Art Russell
Centier Bank
Vice President
Director of Lake County
Community Development

LAUREL CHURCH
B U I L D I N G L I V E S

TRON/AGEK' Educational Foundation, Inc.
319 East 60th Drive
Merrillville, IN 46410

July 12, 2012

To the Organizing Board of Northwest Indiana Science and Engineering STEM Charter School (NiSe);

It is with pleasure that I write this letter of support for the Northwest Indiana Science and Engineering STEM Charter School (NiSe). There is a great need in Merrillville, Indiana for quality educational options. A school with such strong focus on science, technology, engineering, and math will help better prepare students for college and careers. We at Laurel Church Ministries believe that this school will be a great asset to our community. We believe in and fully support the NiSe Charter School.

Sincerely,

Wendy Howard
Laurel Church Administrator

Prestige Preparatory Academy of The Arts Child Care
900 ARIZONA STREET
Dr. Mary Steele-Agee, President/ CEO

GARY, IN 46403
(219) 938-8949

Letter of Support

June 20, 2012

This communiqué' comes in support of the NiSe Charter Junior /Senior High School . I have known two of the founding members for over 20 years. They both are very knowledgeable competent professionals who *care* about children. In the educational arena, Dr. Augusta DeNeal and Geraldine Roby have shown personal initiative as they have worked diligently with students helping them achieved great academic outcomes. Their qualifications range from elementary to college leveled education in both mainstream and special needs populations. They bring to bear a proven track record of knowledge and commitment to both early childhood education and work with adults in education.

These founding members of NiSe have inspired, lead and guided members of the instructional and supportive services teams in public school and college settings to achieve the highest standards of excellence. Their work ethic demonstrates genuine care and concern for each individual student entrusted to them. Their commitment to provide a valuable, meaningful and personally rewarding education to each student in whom they come in contact is evident in all that I have observed them to undertake. I suspect that the mission of this Charter School would be no different. I know them to seek out other professionals to put together a great "team" for success. Dr. DeNeal has already begun to communicate the vision as a facilitator of knowledge pressing all involved with this charter to do their part in the fruition of realizing the fullest impact on the lives of every student in being successful and contributing citizens of society.

As a former superintendent of schools and associate college professor, I know how important it is to provide parents with quality educational options for their children for life-long successes. I was glad to hear that Dr. DeNeal could help facilitate a viable option for families. We were fellow members of the Board of Trustees of the Urban League of NWI. As Chairman, she worked with me to facilitated activities and literally keep the organization afloat until a new president was identified and hired in 2010.

Dr. DeNeal and Ms. Roby have proven to be good stewards of their own personal growth as both have sought and taken classes to increase their own knowledge and competence for maximum efficiency of this charter endeavor. I am not surprised that they are desiring to continue to serve the community through this charter offering. These founders have consistently performed at a high degree in all that I have personally witnessed. Dr. DeNeal will prove not only to be an excellent leader of this vision but also to be a great asset to the community at-large. I highly support the efforts of this team in providing a quality charter. I am certain that proper channels will be sought to garner the needed support to perform above expectations of any charter school.

Sincerely,

Dr. Mary Steele -Agee
President/CEO
Prestige Preparatory Academy of The Arts

ANITA UGENT
School Psychologist

1049 Heather Lane
Munster, IN 46321

PH: (219) 670-9466
FAX: (219) 924-5924

April 19, 2012

TRON/AGEK Educational Foundation, Inc.
319 East 60th Drive
Merrillville, Indiana 46410

To the Organizing Board of NiSe STEM Academy:

As an independent contractor of psychological and diagnostic services, I am happy to support the Northwest Indiana STEM Charter School (NiSe) to be located in an area bordering the town of Merrillville and the city of Gary, Indiana.

Working in the community as I do with a number of schools and agencies, I have witnessed the need for students with science, technology, engineering, technology (STEM) degrees and the lack of students to fit this requirement. A STEM school in our area would provide an educational service to the children of our community and help us provide the technical and associates degrees through dual credit that is required for not only local; but, global job opportunities.

Let this letter serve to document my commitment to supporting this educational endeavor. If I can be of further assistance, please let me know.

Respectfully yours,



Anita Ugent, M.A., NCSP
School Psychologist



Town of Merrillville

7820 Broadway
Merrillville, Indiana 46410
(219) 769-5711 • Fax (219) 756-6170
Residence (219) 980-0142
email: RHardaway@merrillville.in.gov
www.merrillville.in.gov

RICHARD L. HARDAWAY
Town Councilman Ward 2

October 28, 2011

Dr. Augusta DeNeal, Board President
TRON/AGEK Educational Foundation, Inc.
319 East 60th Drive
Merrillville, IN 46410

Dear Dr. DeNeal:

I am pleased to support the Northwest Indiana STEM Charter School (NISE). As you know, data reflects STEM training and education is necessary for the 21st Century. I am eager to support a STEM secondary school that will not only provide STEM and Core 40 curriculum, but; provide dual credit and working internships while in high school. This initiative will certainly help the economic base of our community as a whole.

Again, I applaud your efforts for a STEM charter school. Certainly, this training is vitally important to our area. Please let me know if I can be of further assistance.

Sincerely Yours,


Richard L. Hardaway
Merrillville Councilman

October 26th, 2011

Dr. Augusta DeNeal, Board President
TRON/AGEK Educational Foundation, Inc.
319 East 60th Drive
Merrillville, Indiana 46410

Greetings, Dr. DeNeal,

I am pleased to support the Northwest Indiana STEM Charter School (NISE). It has been proven that STEM training and education is necessary for the 21st Century. This initiative will certainly help the economic base of our community by positioning the Northwest Indiana region as a major global contributor.

Your vision of a STEM secondary school that will not only provide STEM and Core 40 curriculum, but also provide dual credit and working internships to students while still in high school is truly innovative. I am anticipating an overwhelmingly positive response from students and parents alike.

Again, I applaud your efforts for a STEM charter school. Certainly, this training is vitally important to our area. Please let me know if my office can be of further assistance.

Sincerely yours,



Shannon Watson
Counselor/Assessment Coordinator
Student Support Services (TRIO)
Ivy Tech Community College- Northwest
Gary Campus
Room T201
1440 East 35th Avenue
Gary, IN 46409
(219) 981-1111 ext. 2229
swatson29@ivytech.edu



Phone · 219 938 3318
Fax · 219 944 9660

September 14, 2011

Augusta Deneal, Phd
Director
Educational Talent Search (TRIO)
Ivy Tech Community College
1440 East 35th Avenue
Gary, IN 46409

Dear Dr. Deneal:

It is with great pleasure that I submit a Letter of Support for the Northwest Indiana Science and Engineering Charter School (NiSe). Highly Flavored, Inc. has always supported the work of charter schools in Northwest Indiana. We have worked with Northwest Indiana youth for almost 10 years and take a grassroots approach to empowering children and teens to take ownership of improving their immediate environments.

There is an increasing need for students to receive hands-on academic training, along with classrooms and curricula that is student-centered to enhance learning. Dr. Deneal, you have exemplified that approach in the hundreds of students you have impacted in this region through your Educational Talent Search (TRIO) Program. I have witnessed your undying commitment to youth in this region and am confident that same passion will spill over into this charter school.

We enjoy a fruitful partnership with you that continues to result in amazing and rare opportunities for youth leadership growth within Northwest Indiana. Highly Flavored, Inc. stands ready to assist your efforts in anyway we can.

NiSe gets our wholehearted recommendation. Best of luck in your new venture.

In Partnership,

Val Carr
Board Chair



AT&T Indiana
Tamara K Young-King
7220 Kennedy Avenue, Floor 1
Hammond, Indiana 46323

T: 219.972.4528
F: 219.972.4530
ty2568@att.com
www.att.com

November 2, 2001

Dr. Augusta DeNeal, Board President
TRON/AGEK Educational Foundation, Inc.
319 East 60th Drive
Merrillville, Indiana 46410

Dear Dr. DeNeal:

AT&T is pleased to support the Northwest Indiana STEM Charter School (NiSe). STEM training and education is necessary for the 21st Century and certainly for the emerging technology that my company represents. We feel that a STEM school will dovetail perfectly with our goals of helping to fund competent secondary school students that are more competitive within the workforce. A STEM school that will provide Core 40 curriculum and provide dual credit and working internships while in high school is something that our community needs and will be invaluable to the students that have the opportunity to participate in this great venture. This will be a driver for economics in a region that certainly could use the support. I applaud your efforts, and fully support this endeavor. Please let me know if AT&T can be of any further assistance.

Most Sincerely,

Tamara K. Young-King
AT&T Director of External Affairs, NWI

Attachment 14: Organization Structure

TRON/AGEK'
Educational Foundation
Board of Trustees

PRINCIPAL

*Science
(PLTW/Medibotics
Team Lead (full-time)*

*Special Ed/ELL
Team Lead (full-time)*

*English/Social Studies
Team Lead (full-time)*

*Counselor / RtI
(full-time)*

HR/Finance
Manager
(full-time)

(Language
Arts/English,
Social
Studies/History,
Dual
Credit/Electives)

Science,
Technology,
Engineering,
Math

Physical
Education,
Band/Choir, Fine
Arts, Foreign
Language,

Assessment
Coordinator/Data
Specialist
(full-time)

Facilities Manager
(full-time)

Year One Part-time Staffing:

- 5 (five) retired teaching staff
- Custodian
- Nurse

Attachment 15 - Start Up Plan

In addition to Year one, this is an exhausted list of inter-related tasks comprised under the assumption that the charter school application has been approved. However, some tasks were necessary for the

Facilities

- Secure a site in proposed attendance area (Merrillville)
- Contact city/county commissioner, and highway district for any building permits that may be needed
- Schedule facilities inspections (building, fire, and health) with town of Merrillville to obtain certificate of occupancy
- Ensure proper notice to all utility companies including phone, gas, electricity, water, sewer and cable
- Ensure that building temperatures, lighting , ventilation and space are adequate
- Ensure grounds are well maintained and safe (snow removal, lawn care)
- Design a learning environment that reflects, supports educational mission and vision of an science, technology, engineering and math school

Health and Safety

- Develop a comprehensive emergency response plan
- Establish fire drill procedures and schedule fire drills
- Post fire exits material in all occupied spaces
- Provide emergency preparedness training to all personnel
- Provisions for emergency closure before, after, during school

Contracted Services

- Complete transportation bids
- Secure fiscal support (accounting, budget, payroll, banking, auditing, purchasing)
- Outline fiscal policies regarding checks, PO's
- Secure telecommunications structure
- Secure IT support
- Retain legal advice

- Secure custodial service
- Secure food service agreements
- Secure insurance policies: liability, property, workers compensation
- Lease or purchase office equipment, computers, software, networking, servers

Policies and Procedures

- Finalize comprehensive set of policies and procedures
- Complete comprehensive parent/student handbook and orientation procedures:
- Attendance, homework, discipline, school hours, pickup and drop-off procedures, teacher contact, communication pathway, dress code, electronic devices
- Complete comprehensive personnel handbook
- Establish a school calendar

Documentation (onsite and accessible to appropriate personnel)

- Authorized charter document with all amendments
- Incorporation papers with bylaws
- Certificate of occupancy
- Transportation agreement, if applicable
- Food service agreement
- Adopted policies and procedures
- Facilities inspection, including fire and health
- Immunization records for all students
- Internet use policy, signed by all students and parents
- Documentation of all state and federal programs run by the school
- Documentation of all private, public and other grants
- Annual and continuous requested reports to ICSB including programmatic and fiscal audits
- Governing board: minutes, schedule of meetings agendas
- Schedule of board meetings
- Insurance policies: general liability, property and workers compensation
- Personnel files

- Student files including current IEP
- Documentation of effort to inform public of enrollment opportunities on file
- Documentation of lottery method and results: list of enrolled students, coded to show primary attendance area children, siblings, and founder's children, list of students who applied for the lottery or application forms and waiting list
- Continuous school improvement plan

Finance

- Create a budget for the charter application, include assumptions, adjust to reflect new developments
- Revisit assumptions to ensure they are still valid and update accordingly
- Hold annual public budget hearing
- Present monthly financial reports to the board in a public meeting
- Schedule annual fiscal audit and report the results
- Meet acceptable accounting standards of fiscal management
- File tax exempt paperwork with school vendors
- File non-profit forms with state each year
- Develop a fund development strategy

Personnel

- Negotiate contract with Principal – retain legal counsel to review contracts
- Establish and publicly approve a salary schedule
- Negotiate contracts with teaching staff – retain legal counsel to review all contacts
- Ensure all teachers hold valid Indiana teaching certificates for the grades they teach and that these are on file in their personnel file
- Ensure that all teachers are highly qualified according to NCLB
- Ensure staff contracts are written in form approved by ICSB and/or State of Indiana
- Ensure criminal background checks have been completed for all employees (including volunteers)
- Document teacher training opportunities through professional development plan or other

- .Enroll al staff in professional development
- Ensure that all paraprofessionals working in an instructional capacity meet state requirements
- Provide social security, unemployment insurance, worker’s compensation insurance and health insurance to all staff
- Ensure up-to-date and accurate personnel files for all employees that contain only appropriate information
- Ensure annual review of each teacher and staff

Governance

- Ensure that board has a set of bylaws that address key issues including how the board will be formed, role of board members, terms of board members, how board members can be removed time of annual meeting – how meetings conducted/process for order
- Post all meeting schedules for public
- Provide attendance logs and minutes for all public meetings including special meetings
- Provide parents with contact information of the board
- Adopt policies and procedures for the school – establish policies in key areas, including: attendance, check signing, credit card, enrollment, family medical leave, job sharing, use of facility by outside groups, communication, homework, dress code, student discipline, interned use, overnight excursion, background checks on volunteers, founders – adopt policies of authorizer with waivers in other areas
- Establish committee to assist in work of board – some will be standing others temporary
- Obtain training for the board in key areas including: open meetings law, parliamentary procedure, effective meetings strategies, role of a board member, governing vs. managing, policy development, fiscal records
- Conduct an annual review of the board – self- evaluation focusing on effectiveness of the board to meet its obligations to the school
- Establish a mechanism for the board to obtain updates about legislation and state rules that will affect charter schools
- Clarify roles and responsibilities of administration and of governing body

Educational Program

- Adopt curriculum consistent with charter STEM vision and mission
- Purchase furniture and learning supplies including computers, software, curriculum, etc.
- If curriculum or education program change, contact ICSB to ensure that students are meeting measurable educational standards as described in the charter application
- Identify a Data or Testing professional
- Install a student information system (SIS)
- Collect and analyze student baseline data: educational, demographic
- Demonstrate growth for students consistently enrolled in the school: compare results to district, states, and other charter schools using the same educational program, ensure students are demonstrating adequate yearly progress. If not, what measures are being implemented to ensure this happens and communicate this to Ball State and submit state standardized scores
- Track student demographics: compare to state, district, explore discrepancies in: # of students in special education, # of minority students, # number of LEP students; # GT students and # of low income students
- Ensure teachers teach to state curriculum and common core standards
- Ensure that adequate classroom materials, technology and books are available to all students
- Ensure that student performing below grade level are identified and provided with remedial instruction, especially in early literacy
- Ensure basic values of honesty, self-discipline, unselfishness, respect for authority and central importance of work are emphasized
- Ensure high school students will earn minimum credits prior to graduation including dual credit
- Ensure all special education students' IEP are current and that specified services in each are being met
- Ensure board and staff have mechanisms in place to stay updated about school reform measures that will affect educational progress

Community & Parent Involvement

- Keep parents and stakeholders involved
- Develop a procedure to report student progress to parents
- Schedule regular parent, teacher, and student conferences
- Publish a student handbook and endure it annual review by students and parents
- Develop a plan to involve parents and community in key aspects of the school
- Locate community partners
- Develop a community relations plan to build public awareness and support for school, include press strategy

General

- Submit a copy of the approved and any updated copies of the petition and notification or approval from ICSB
- Secure passwords
- Create a calendar of all state and ICSB deadlines
- Attend state meetings: Merrillville superintendent meetings, accreditation briefings, legislative briefings
- Conduct an annual review of the charter document
- Consult attorney before making major decision
- Maintain regular contact with ICSB

Attachment 16 - Insurance

We anticipate yearly increases in the cost of property and liability insurance coverage that are required to protect the school from events. In case additional insurance is required by insurance carriers, we will include in our insurance line items.

Insurance Coverage as required by a charter school:

- Workers Compensation Insurance
- Employee dishonesty Bonds covering the treasurer in the amount of \$100,000 and Bonds or crime insurance for theft and embezzlement for the amount of \$100,000 for employees
- Umbrella/excess liability insurance over the general liability policy, the vehicle coverage and the errors and omissions coverage for the Board of Directors in the amount of \$2,000,000
- School leaders/legal professional liability in the following amounts: board errors: \$2,000,000 aggregate and \$1,000,000 per occurrence
- Vehicle insurance for vehicles owned or leased by school and used for school purposes. Coverage shall be in the amounts equal to the greater of the amounts listed by Indiana law which include Liability \$1,000,000 aggregate/occurrence, Medical # \$5,000 per person occurrence, Uninsured motorist \$1,000,000, Underinsured motorist \$1,000,000, Property damage \$50,000 (Comprehensive maximum deductible \$500 and Collision maximum deductible \$500)
- General liability insurance in the amounts of \$2,000,000 aggregate and \$1,000,000 per occurrence with endorsements
- Real and personal property at replacement value which will be adjusted regularly to reflect and changes in the property or contents

Budgeted insurance in the first year totals \$36,275

DEZELAN INSURANCE agency

5420 North College Avenue, Suite 202
Indianapolis, IN 46220
PH 317-257-8210 ■ FX 317-257-8230



July 18, 2013

Dr. Augusta Dencal
CEO
TRON/AGEK' Education Foundation, Inc.
319 E. 60th Dr.
Merrillville, IN 46410-3011

RE: Northwest Indiana Science and Engineering Charter School

Dear Dr Dencal:

Dezelan Insurance Agency, Inc. has reviewed the insurance requirements contained within the charter school proposal documents for Ball State University. Provided the Northwest Indiana Science and Engineering Charter School receives a charter and we are fortunate enough to work with you as your insurance agent, Dezelan Insurance Agency, Inc. will ensure the school meets the guidelines as described in the following paragraphs.

General Liability will be offered at \$1,000,000 per occurrence and \$2,000,000 in the aggregate. Automobile Liability, will be offered as Hired and Non-Owned Auto with a combined single limit of \$1,000,000, unless the school purchases autos. Sexual Molestation and Misconduct coverage will be offered at a \$1,000,000 limit that is separate of the General Liability Limits. School Leaders Errors and Omissions would also be offered at separate \$1,000,000 limit and if required, an aggregate limit of \$2,000,000. Finally, Employee Benefits Liability and Employment Practices Liability would be offered at \$1,000,000 limits. Workers Compensation and Employers Liability will be offered at \$500,000 each accident, each employee and policy limit.

In addition to these underlying liability limits, umbrella liability of \$4,000,000 would be procured in order to meet authorizer requirements.

While not required by the authorizer, our agency also recommends that the school procure coverage for student accidents at a \$25,000 per occurrence limit.

All business personal property, computers, and any improvements to your building will be insured at full replacement cost with a deductible that meets the school's needs. Employee Dishonesty coverage will be procured at \$250,000 as well as a bond for the treasurer.

Providing a cost estimate at this point is somewhat challenging due to a changing market place and because our staff has not reviewed your budget and proposal. However, based on the estimated number of students and teachers you have communicated, we would estimate an annual premium between \$20,000 and \$25,000, which will be impacted by many factors.

Certificates of Insurance, in a form satisfactory to the Chartering Authority, showing evidence of coverage will be provided to the Chartering Authority prior to the commencement of performance of a Charter Agreement. Throughout the term of this Charter Agreement the sponsor will be provided updated certificates of insurance upon expiration of the current certificates.

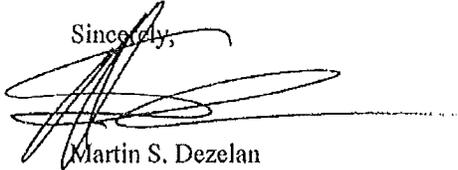
June 18, 2013

Dr. Augusta Deneal
CEO
TRON/AGEK' Education Foundation, Inc.
Page 2

Our agency is also prepared to assist you in procuring small group health insurance for your employees as well as a 403(b) retirement plan that can act as a compliment or alternative to the Teachers Retirement and Public Employee Retirement Funds.

Should you or anyone within the chartering authority have any questions regarding Northwest Indiana Science and Engineering Charter School's ability to meet these coverage requirements, please feel free to contact me via phone or by e-mail.

Sincerely,

A handwritten signature in black ink, appearing to read "Martin S. Dezelan", is written over a horizontal line. The signature is stylized and somewhat illegible due to the cursive nature of the handwriting.

Martin S. Dezelan
President

School Name: NiSe						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUE						
State Revenue						
Basic Grant		\$ 1,650,000	\$ 1,815,000	\$ 2,151,600	\$ 2,399,100	\$ 2,557,500
Common School Loan		\$ -	\$ -	\$ -	\$ -	\$ -
Charter School Start-Up Grant		\$ -				
State Matching Funds for School Lunch Program		\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development		\$ -	\$ -	\$ -	\$ -	\$ -
Remediation Program		\$ -	\$ -	\$ -	\$ -	\$ -
Full-Day Kindergarten		\$ -	\$ -	\$ -	\$ -	\$ -
Gifted and Talented Program		\$ -	\$ -	\$ -	\$ -	\$ -
Textbook Reimbursement		\$ 15,000	\$ 16,000	\$ 17,000	\$ 17,500	\$ 17,500
Summer School		\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue						
Public Charter School Program (PCSP) Grant	\$ 175,002	\$ 200,000	\$ 100,000			
Facilities Assistance Program Grant		\$ -	\$ -			
Title I		\$ 75,000	\$ 90,000	\$ 105,600	\$ 112,500	\$ 120,000
Title II		\$ 12,500	\$ 15,000	\$ 17,600	\$ 18,750	\$ 20,000
Federal Lunch Program		\$ 114,143	\$ 136,971	\$ 160,713	\$ 167,366	\$ 178,524
Federal Breakfast Reimbursement		\$ -	\$ -	\$ -	\$ -	\$ -
Public Law 101-476 (IDEA)	\$ -	\$ 35,000	\$ 40,000	\$ 45,000	\$ 50,000	\$ 50,000
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenues						
Committed Philanthropic Donations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Before and After Care Fees		\$ -	\$ -	\$ -	\$ -	\$ -
Interest Income		\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenue	\$ 175,002	\$ 2,101,643	\$ 2,212,971	\$ 2,497,513	\$ 2,765,216	\$ 2,943,524
EXPENDITURES						
Personnel Expenses						
Wages, Benefits and Payroll Taxes	\$ 79,200	\$ 880,938	\$ 1,095,072	\$ 1,234,443	\$ 1,398,079	\$ 1,631,148
Substitutes		\$ 48,000	\$ 60,000	\$ 66,000	\$ 72,000	\$ 78,000
Professional Development	\$ -	\$ 20,000	\$ 10,000	\$ -	\$ -	\$ -
Bonuses		\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Personnel Expenses	\$ 79,200	\$ 948,938	\$ 1,165,072	\$ 1,300,443	\$ 1,470,079	\$ 1,709,148	
Instructional Supplies and Resources							
Textbooks	\$ -	\$ 6,500	\$ 6,695	\$ 6,896	\$ 7,103	\$ 7,316	
Library, periodicals, etc	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Technology	\$ -	\$ 20,000	\$ 20,600	\$ 21,218	\$ 21,855	\$ 22,510	
Assessment materials	\$ -	\$ 10,500	\$ 10,815	\$ 11,139	\$ 11,474	\$ 11,818	
Computers	\$ -	\$ 60,000	\$ 12,000	\$ 12,360	\$ 12,731	\$ 13,113	
Software	\$ -	\$ 70,000	\$ 20,000	\$ 20,600	\$ 21,218	\$ 21,855	
Other classroom supplies	\$ -	\$ 8,000	\$ 8,240	\$ 8,487	\$ 8,742	\$ 9,004	
Field trips, other unclassified items	\$ -	\$ 2,500	\$ 2,575	\$ 2,652	\$ 2,732	\$ 2,814	
Co-curricular & Athletics	\$ -	\$ 2,500	\$ 2,575	\$ 2,652	\$ 2,732	\$ 2,814	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Instructional Supplies and Resources	\$ -	\$ 180,000	\$ 83,500	\$ 86,005	\$ 88,585	\$ 91,243	
Support Supplies and Resources							
Administrative Computers	\$ 12,000	\$ 17,500	\$ 18,025	\$ 6,000	\$ 4,000	\$ 4,120	
Administrative Software	\$ 10,000	\$ 20,000	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,725	
Administration Dues, fees, misc expenses	\$ 2,500	\$ 2,000	\$ 2,060	\$ 2,122	\$ 2,185	\$ 2,251	
Office supplies	\$ 2,500	\$ 10,000	\$ 10,300	\$ 10,609	\$ 10,927	\$ 11,255	
Copier Lease	\$ -	\$ 12,000	\$ 12,360	\$ 12,731	\$ 13,113	\$ 13,506	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Support Supplies and Resources	\$ 27,000	\$ 61,500	\$ 50,245	\$ 38,962	\$ 37,725	\$ 38,857	
Board Expenses							
Charter Board Services, including Board Training, retreats	\$ 5,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	
Charter Board Supplies & Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Charter Board Dues, fees, etc	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Board Expenses	\$ 5,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	
Professional Purchased or Contracted Services							

Legal Services	\$ 5,000	\$ 2,500	\$ 2,575	\$ 2,652	\$ 2,732	\$ 2,814
Audit Services	\$ -	\$ -	\$ 15,000	\$ 15,000	\$ 15,450	\$ 15,914
Payroll Services	\$ 2,000	\$ 5,000	\$ 5,150	\$ 5,305	\$ 5,464	\$ 5,628
Accounting Services	\$ 18,000	\$ 36,000	\$ 37,080	\$ 38,192	\$ 39,338	\$ 40,518
Printing/Newsletter/Annual Report Services	\$ -	\$ 5,000	\$ 5,150	\$ 5,305	\$ 5,464	\$ 5,628
Consultants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Internet Services	\$ -	\$ 12,000	\$ 12,360	\$ 12,731	\$ 13,113	\$ 13,506
Telephone/Telecommunication Services	\$ -	\$ 12,000	\$ 12,360	\$ 12,731	\$ 13,113	\$ 13,506
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ -	\$ 12,000	\$ 13,800	\$ 15,870	\$ 18,251	\$ 20,988
Travel	\$ 3,500	\$ 5,000	\$ 5,150	\$ 5,305	\$ 5,464	\$ 5,628
Postage	\$ -	\$ 2,500	\$ 2,575	\$ 2,652	\$ 2,732	\$ 2,814
Special Education Services	\$ -	\$ 25,000	\$ 25,750	\$ 26,523	\$ 27,318	\$ 28,138
Student Information Services	\$ -	\$ 10,000	\$ 10,300	\$ 2,500	\$ 2,575	\$ 2,652
Food service	\$ -	\$ 128,250	\$ 153,900	\$ 185,193	\$ 202,548	\$ 221,449
Pierson Indiana Standard Training	\$ -	\$ 5,000	\$ 5,150	\$ 5,305	\$ 5,464	\$ 5,628
Duel Credit & Board Trainig	\$ 25,000	\$ 25,000	\$ 25,750	\$ 26,523	\$ 27,318	\$ 28,138
Student Instruction/Project Lead the Way	\$ 10,000	\$ 10,000	\$ 10,300	\$ 10,609	\$ 10,927	\$ 11,255
IT Power School	\$ -	\$ 5,000	\$ 5,150	\$ 5,305	\$ 5,464	\$ 5,628
Summer Engineering Prog (PUC)	\$ -	\$ 5,000	\$ 5,150	\$ 7,000	\$ 8,000	\$ 9,000
Desktop Smartlabs	\$ -	\$ 40,000	\$ 10,000	\$ 5,000	\$ 5,000	\$ 5,000
Total Professional Purchased or Contracted Services	\$ 63,500	\$ 345,250	\$ 362,650	\$ 389,698	\$ 415,732	\$ 443,829
Facilities						
Rent, mortgage, or other facility cost	\$ -	\$ 120,000	\$ 120,000	\$ 120,000	\$ 120,000	\$ 120,000
Furniture	\$ -	\$ 120,000	\$ 40,000	\$ 15,000	\$ 15,000	\$ 15,450
Gas/electric	\$ -	\$ 36,000	\$ 39,600	\$ 36,000	\$ 39,600	\$ 43,560
Water/Sewer	\$ -	\$ 4,800	\$ 5,280	\$ 5,808	\$ 6,389	\$ 7,028
Grounds Keeping	\$ -	\$ 6,000	\$ 6,180	\$ 6,365	\$ 6,556	\$ 6,753
Maintenance Services	\$ -	\$ 35,000	\$ 36,050	\$ 37,132	\$ 38,245	\$ 39,393
Custodial	\$ -	\$ 50,000	\$ 51,500	\$ 53,045	\$ 54,636	\$ 56,275
Waste disposal	\$ -	\$ 3,600	\$ 3,708	\$ 3,819	\$ 3,934	\$ 4,052
Security	\$ -	\$ 19,440	\$ 2,023	\$ 2,084	\$ 2,146	\$ 2,211
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Facilities	\$ -	\$ 394,840	\$ 304,341	\$ 279,253	\$ 286,507	\$ 294,722
Other						
Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Indiana Charter School Board Administrative Fee	\$ -	\$ 49,500	\$ 54,450	\$ 64,548	\$ 71,973	\$ 76,725
CMO/EMO Fee	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other	\$ -	\$ 49,500	\$ 54,450	\$ 64,548	\$ 71,973	\$ 76,725
Total Expenditures	\$ 174,700	\$ 1,982,028	\$ 2,022,258	\$ 2,160,909	\$ 2,372,602	\$ 2,656,524
Carryover/Deficit	\$ 302	\$ 119,615	\$ 190,713	\$ 336,604	\$ 392,614	\$ 287,000
Cumulative Carryover/(Deficit)	\$ 302	\$ 119,917	\$ 310,630	\$ 647,234	\$ 1,039,848	\$ 1,326,848

Expected New School Annual Operating Budget and Cash Flow Projections -- YEAR 0 -- Pre-Opening Period

	Jun-13	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	TOTAL 2013		Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	TOTAL 2014
REVENUE																
Federal Revenue																
Public Charter School Program (PCSP) Grant (NOTE: this is a competitive grant. Funding is not guaranteed.)	-	-	-	-	-	-	-	-		29,167.00	29,167.00	29,167.00	29,167.00	29,167.00	29,167.00	175,002.00
Other Revenue Federal sources (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other Revenue Federal sources (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other Revenues																
Committed Philanthropic Donations	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Walton Family Foundation Grant	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Revenue	-	-	-	-	-	-	-	-		29,167.00	29,167.00	29,167.00	29,167.00	29,167.00	29,167.00	175,002.00
EXPENDITURES																
Personnel Expenses																
Wages, Benefits and Payroll Taxes (TOTAL must match "Staffing Year 0")	-	-	-	-	-	-	-	-		13,200.00	13,200.00	13,200.00	13,200.00	13,200.00	13,200.00	79,200.00
Professional Development	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Personnel Expenses	-	-	-	-	-	-	-	-		13,200.00	13,200.00	13,200.00	13,200.00	13,200.00	13,200.00	79,200.00
Instructional Supplies and Resources																
Textbooks	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Library, periodicals, etc	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Assessment materials	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Computers	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Software	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other classroom supplies	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Field trips, other unclassified items	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Co-curricular & Athletics	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Instructional Supplies and Resources	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Support Supplies and Resources																
Administrative Computers	-	-	-	-	-	-	-	-		12,000.00	-	-	-	-	-	12,000.00
Administrative Software	-	-	-	-	-	-	-	-		10,000.00	-	-	-	-	-	10,000.00
Administration Dues, fees, misc expenses	-	-	-	-	-	-	-	-		2,500.00	-	-	-	-	-	2,500.00
Office supplies	-	-	-	-	-	-	-	-		2,500.00	-	-	-	-	-	2,500.00
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Support Supplies and Resources	-	-	-	-	-	-	-	-		27,000.00	-	-	-	-	-	27,000.00
Board Expenses																
Charter Board Services, including Board Training, retreats	-	-	-	-	-	-	-	-		5,000.00	-	-	-	-	-	5,000.00
Charter Board Supplies & Equipment	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Charter Board Dues, fees, etc	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Board Expenses	-	-	-	-	-	-	-	-		5,000.00	-	-	-	-	-	5,000.00
Professional Purchased or Contracted Services																
Legal Services	-	-	-	-	-	-	-	-		5,000.00	-	-	-	-	-	5,000.00
Audit Services	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-		-	400.00	400.00	400.00	400.00	400.00	2,000.00
Accounting Services	-	-	-	-	-	-	-	-		3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	18,000.00
Printing/Newsletter/Annual Report Services	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Consultants	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Internet Services	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Telephone/Telecommunication Services	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Insurance Costs (per ICSB requirements detailed in charter school application)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-	-		2,000.00	500.00	500.00	500.00	-	-	3,500.00

	Jun-13	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	TOTAL 2013		Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	TOTAL 2014
Postage	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Special Education Services	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Student Information Services	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Food service	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Student Instruction/Project Lead the Way	-	-	-	-	-	-	-	-		25,000.00	-	-	-	-	-	25,000.00
IT Power School	-	-	-	-	-	-	-	-		10,000.00	-	-	-	-	-	10,000.00
Summer Engineering Prog (PUC)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Desktop Smartlabs	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Professional Purchased or Contracted Services	-	-	-	-	-	-	-	-		45,000.00	3,900.00	3,900.00	3,900.00	3,400.00	3,400.00	63,500.00
Facilities																
Rent, mortgage, or other facility cost	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Furniture	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Gas/electric	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Water/ Sewer	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Grounds Keeping	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Maintenance Services	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Custodial	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Waste disposal	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Facilities	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other																
Contingency	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Indiana Charter School Board Administrative Fee (0% in Year 0)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
CMO/EMO Fee	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Community Relations	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Other	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Expenditures	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 90,200	\$ 17,100	\$ 17,100	\$ 17,100	\$ 16,600	\$ 16,600	\$ 174,700
Net Income (Pre-Cash Flow Adjustments)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ (61,033)	\$ 12,067	\$ 12,067	\$ 12,067	\$ 12,567	\$ 12,567	\$ 302
CASH FLOW ADJUSTMENTS																
OPERATING ACTIVITIES																
Example - Add Back Depreciation	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
INVESTMENT ACTIVITIES																
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
FINANCING ACTIVITIES																
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
NET INCOME	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ (61,033.00)	\$ 12,067.00	\$ 12,067.00	\$ 12,067.00	\$ 12,567.00	\$ 12,567.00	\$ 302.00
Beginning Cash Balance	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
ENDING CASH BALANCE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ (61,033.00)	\$ 12,067.00	\$ 12,067.00	\$ 12,067.00	\$ 12,567.00	\$ 12,567.00	\$ 302.00

Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
		Be certain to reflect Indiana's ONGOING school funding formula payment lag. Note that funding for virtual charter schools differs from funding for bricks-and-mortar schools.
Basic Grant	\$ 1,650,000	
Common School Loan	\$ -	
Charter School Start-Up Grant (NOTE: this is Indiana's state-funded start-up grant and is different than the federal PCSP grant. Please contact the IDOE Office of School Finance for more information.)		
State Matching Funds for School Lunch Program	\$ -	
Professional Development	\$ -	
Remediation Program	\$ -	
Full-Day Kindergarten		
Gifted and Talented Program	\$ -	
Textbook Reimbursement	\$ 15,000	
Summer School	\$ -	
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
		NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed.
Public Charter School Program (PCSP) Grant	\$ 200,000	
Charter School Facilities Assistance Program Grant	\$ -	
Title I	\$ 75,000	
Title II	\$ 12,500	
Federal Lunch Program	\$ 114,143	
Federal Breakfast Reimbursement	\$ -	
Federal APC SPED	\$ 35,000	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Student Lunch		
Student Breakfast		
Textbook Fees		
Other (please describe)		
Total Revenue	\$ 2,101,643	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 880,938	Use staffing workbook
Substitutes	\$ 48,000	4 Retired teachers & 4 Sub
Professional Development	\$ 20,000	
Bonuses		
Professional Development Supplies		
Professional Development Travel		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 948,938	
Instructional Supplies and Resources		
Textbooks	\$ 6,500	
Library, periodicals, etc	\$ -	
Technology	\$ 20,000	Includes interactive projectors for classrooms

Assessment materials	\$	10,500	
Computers	\$	60,000	Includes teacher and lab computers
Software	\$	70,000	
Other classroom supplies	\$	8,000	
Field trips, other unclassified items	\$	2,500	Field trips & includes transportation
Co-curricular & Athletics	\$	2,500	
Other (please describe)			
Total Instructional Supplies and Resources	\$	180,000	
Support Supplies and Resources			
Administrative Computers	\$	17,500	
Administrative Software	\$	20,000	
Administration Dues, fees, misc expenses	\$	2,000	
Office supplies	\$	10,000	
Copier Leases	\$	12,000	
Other (please describe)			
Total Support Supplies and Resources	\$	61,500	
Board Expenses			
Charter Board Services, including Board Training, retreats	\$	2,000	TeamCFA sponsors board development yearly
Charter Board Supplies & Equipment	\$	-	
Charter Board Dues, fees, etc	\$	-	
Other (please describe)			
Total Board Expenses	\$	2,000	
Professional Purchased or Contracted Services			
Legal Services	\$	2,500	
Audit Services	\$	-	
Payroll Services	\$	5,000	
Accounting Services	\$	36,000	
Printing/Newsletter/Annual Report Services	\$	5,000	
Consultants	\$	-	School event planning and coordination
Internet Services	\$	12,000	
Telephone/Telecommunication Services	\$	12,000	Phone services provided by Skype
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	12,000	
Travel	\$	5,000	
Postage	\$	2,500	
Special Education Services	\$	25,000	
Student Information Services	\$	10,000	
Food service	\$	128,250	
Pierson Indiana Standard Training	\$	5,000	
Duel Credit & Board Trainig	\$	25,000	
Student Instruction/Project Lead the Way	\$	10,000	
IT Power School	\$	5,000	
Summer Engineering Prog (PUC)	\$	5,000	
Desktop Smartlabs	\$	40,000	
Total Professional Purchased or Contracted Services	\$	345,250	

Facilities			
Rent, mortgage, or other facility cost	\$	120,000	
Furniture	\$	120,000	
Gas/electric	\$	36,000	
Water/ Sewer	\$	4,800	
Grounds Keeping	\$	6,000	
Maintenance Services	\$	35,000	
Custodial	\$	50,000	
Waste disposal	\$	3,600	
Security	\$	19,440	System & quarterly monitoring
Equipment Rental			
Exterminating			
Janitorial Supplies			
Other (please describe)			
Total Facilities	\$	394,840	
Other			
Contingency	\$	-	
Indiana Charter School Board Administrative Fee	\$	49,500	Assume 3% of Basic Grant (Row 6)
CMO/EMO Fee	\$	-	Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Parent Workshops			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Other	\$	49,500	
Total Expenditures	\$	1,982,028	
Carryover/Deficit	\$	119,615	

Cumulative Carryover/(Deficit)

Expected New School Annual Operating Budget -- YEAR 2 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,815,000	Be certain to reflect Indiana's ONGOING school funding formula payment lag
Common School Loan		
State Matching Funds for School Lunch Program	\$ -	
Professional Development	\$ -	
Remediation Program	\$ -	
		Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,400 per full-day Kindergarten student.
Full-Day Kindergarten	\$ -	
Gifted and Talented Program	\$ -	
Textbook Reimbursement	\$ 16,000	
Summer School	\$ -	
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
		NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed.
Public Charter School Program (PCSP) Grant	\$ 100,000	
Charter School Facilities Assistance Program Grant		
Title I	\$ 90,000	
Title II	\$ 15,000	
Federal Lunch Program	\$ 136,971	
Federal Breakfast Reimbursement		
Federal APC SPED	\$ 40,000	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees	\$ -	
Interest Income		
Student Lunch		
Student Breakfast		
Textbook Fees		
Other (please describe)		
Total Revenue	\$ 2,212,971	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,095,072	Use staffing workbook
Substitutes	\$ 60,000	Sub & retired teachers
Professional Development	\$ 10,000	
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 1,165,072	
Instructional Supplies and Resources		
Textbooks	\$ 6,695	
Library, periodicals, etc	\$ -	
Technology	\$ 20,600	
Assessment materials	\$ 10,815	

Computers	\$	12,000	
Software	\$	20,000	
Other classroom supplies	\$	8,240	
Field trips, other unclassified items	\$	2,575	
Co-curricular & Athletics	\$	2,575	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)			
Total Instructional Supplies and Resources	\$	83,500	
Support Supplies and Resources			
Administrative Computers	\$	18,025	
Administrative Software	\$	7,500	
Administration Dues, fees, misc expenses	\$	2,060	
Office supplies	\$	10,300	
Copier Lease	\$	12,360	
Other (please describe)			
Total Support Supplies and Resources	\$	50,245	
Board Expenses			
Charter Board Services, including Board Training, retreats	\$	2,000	
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc			
Other (please describe)			
Total Board Expenses	\$	2,000	
Professional Purchased or Contracted Services			
Legal Services	\$	2,575	
Audit Services	\$	15,000	
Payroll Services	\$	5,150	
Accounting Services	\$	37,080	
Printing/Newsletter/Annual Report Services	\$	5,150	
Consultants	\$	-	
Internet Services	\$	12,360	
Telephone/Telecommunication Services	\$	12,360	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	13,800	
Travel	\$	5,150	
Postage	\$	2,575	
Special Education Services	\$	25,750	
Student Information Services	\$	10,300	
Food service	\$	153,900	
Pierson Indiana Standard Training	\$	5,150	
Duel Credit & Board Trainig	\$	25,750	
Student Instruction/Project Lead the Way	\$	10,300	
IT Power School	\$	5,150	
Summer Engineering Prog (PUC)	\$	5,150	
Desktop Smartlabs	\$	10,000	
Total Professional Purchased or Contracted Services	\$	362,650	
Facilities			

Rent, mortgage, or other facility cost	\$ 120,000	
Furniture	\$ 40,000	
Gas/electric	\$ 39,600	
Water/ Sewer	\$ 5,280	
Grounds Keeping	\$ 6,180	
Maintenance Services	\$ 36,050	
Custodial	\$ 51,500	
Waste disposal	\$ 3,708	
Security	\$ 2,023	
Equipment Rental	\$ -	
Exterminating	\$ -	
Janitorial Supplies	\$ -	
Other (please describe)		
Total Facilities	\$ 304,341	
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$ 54,450	Assume 3% of Basic Grant (Row 6)
CMO/EMO Fee		Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Parent Workshops	\$ -	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Other	\$ 54,450	
Total Expenditures	\$ 2,022,258	
Carryover/Deficit	\$ 190,713	

Cumulative Carryover/(Deficit)

Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 2,151,600	Be certain to reflect Indiana's ONGOING school funding formula payment lag
Common School Loan		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ -	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,400 per full-day Kindergarten student.
Gifted and Talented Program		
Textbook Reimbursement	\$ 17,000	
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Title I	\$ 105,600	
Title II	\$ 17,600	
Federal Lunch Program	\$ 160,713	
Federal Breakfast Reimbursement		
Public Law 101-476 (IDEA)	\$ 45,000	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Total Revenue	\$ 2,497,513	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,234,443	Use staffing workbook
Substitutes	\$ 66,000	Sub & retired teachers
Professional Development		
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 1,300,443	
Instructional Supplies and Resources		
Textbooks	\$ 6,896	
Library, periodicals, etc	\$ -	
Technology	\$ 21,218	
Assessment materials	\$ 11,139	
Computers	\$ 12,360	
Software	\$ 20,600	
Other classroom supplies	\$ 8,487	
Field trips, other unclassified items	\$ 2,652	

Co-curricular & Athletics	\$	2,652	
Other (please describe)			
Total Instructional Supplies and Resources	\$	86,005	
Support Supplies and Resources			
Administrative Computers	\$	6,000	
Administrative Software	\$	7,500	
Administration Dues, fees, misc expenses	\$	2,122	
Office supplies	\$	10,609	
Copier Lease	\$	12,731	
Other (please describe)			
Total Support Supplies and Resources	\$	38,962	
Board Expenses			
Charter Board Services, including Board Training, retreats	\$	2,000	
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc			
Other (please describe)			
Total Board Expenses	\$	2,000	
Professional Purchased or Contracted Services			
Legal Services	\$	2,652	
Audit Services	\$	15,000	
Payroll Services	\$	5,305	
Accounting Services	\$	38,192	
Printing/Newsletter/Annual Report Services	\$	5,305	
Consultants	\$	-	
Internet Services	\$	12,731	
Telephone/Telecommunication Services	\$	12,731	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	15,870	
Travel	\$	5,305	
Postage	\$	2,652	
Special Education Services	\$	26,523	
Student Information Services	\$	2,500	
Food service	\$	185,193	
Pierson Indiana Standard Training	\$	5,305	
Duel Credit & Board Trainig	\$	26,523	
Student Instruction/Project Lead the Way	\$	10,609	
IT Power School	\$	5,305	
Summer Engineering Prog (PUC)	\$	7,000	
Desktop Smartlabs	\$	5,000	
Total Professional Purchased or Contracted Services	\$	389,698	
Facilities			
Rent, mortgage, or other facility cost	\$	120,000	
Furniture	\$	15,000	
Gas/electric	\$	36,000	
Water/ Sewer	\$	5,808	

Grounds Keeping	\$	6,365	
Maintenance Services	\$	37,132	
Custodial	\$	53,045	
Waste disposal	\$	3,819	
Security	\$	2,084	
Equipment Rental	\$	-	
Exterminating	\$	-	
Janitorial Supplies	\$	-	
Other (please describe)			
Total Facilities	\$	279,253	
Other			
Contingency			
Indiana Charter School Board Administrative Fee	\$	64,548	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee			Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Parent Workshops	\$	-	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Other	\$	64,548	
Total Expenditures	\$	2,160,909	
Carryover/Deficit	\$	336,604	

Cumulative Carryover/(Deficit)

Expected New School Annual Operating Budget -- YEAR 4 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 2,399,100	Be certain to reflect Indiana's ONGOING school funding formula payment lag
Common School Loan		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ -	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,400 per full-day Kindergarten student.
Gifted and Talented Program		
Textbook Reimbursement	\$ 17,500	
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Title I	\$ 112,500	
Title II	\$ 18,750	
Federal Lunch Program	\$ 167,366	
Federal Breakfast Reimbursement		
Public Law 101-476 (IDEA)	\$ 50,000	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Total Revenue	\$ 2,765,216	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,398,079	Use staffing workbook
Substitutes	\$ 72,000	Sub & retired teachers
Professional Development		
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 1,470,079	
Instructional Supplies and Resources		
Textbooks	\$ 7,103	
Library, periodicals, etc	\$ -	
Technology	\$ 21,855	
Assessment materials	\$ 11,474	
Computers	\$ 12,731	
Software	\$ 21,218	
Other classroom supplies	\$ 8,742	
Field trips, other unclassified items	\$ 2,732	

Co-curricular & Athletics	\$	2,732	
Other (please describe)			
Total Instructional Supplies and Resources	\$	88,585	
Support Supplies and Resources			
Administrative Computers	\$	4,000	
Administrative Software	\$	7,500	
Administration Dues, fees, misc expenses	\$	2,185	
Office supplies	\$	10,927	
Copier Lease	\$	13,113	
Other (please describe)			
Total Support Supplies and Resources	\$	37,725	
Board Expenses			
Charter Board Services, including Board Training, retreats	\$	2,000	
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc			
Other (please describe)			
Total Board Expenses	\$	2,000	
Professional Purchased or Contracted Services			
Legal Services	\$	2,732	
Audit Services	\$	15,450	
Payroll Services	\$	5,464	
Accounting Services	\$	39,338	
Printing/Newsletter/Annual Report Services	\$	5,464	
Consultants	\$	-	
Internet Services	\$	13,113	
Telephone/Telecommunication Services	\$	13,113	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	18,251	
Travel	\$	5,464	
Postage	\$	2,732	
Special Education Services	\$	27,318	
Student Information Services	\$	2,575	
Food service	\$	202,548	
Pierson Indiana Standard Training	\$	5,464	
Duel Credit & Board Trainig	\$	27,318	
Student Instruction/Project Lead the Way	\$	10,927	
IT Power School	\$	5,464	
Summer Engineering Prog (PUC)	\$	8,000	
Desktop Smartlabs	\$	5,000	
Total Professional Purchased or Contracted Services	\$	415,732	
Facilities			
Rent, mortgage, or other facility cost	\$	120,000	
Furniture	\$	15,000	
Gas/electric	\$	39,600	
Water/ Sewer	\$	6,389	

Grounds Keeping	\$	6,556	
Maintenance Services	\$	38,245	
Custodial	\$	54,636	
Waste disposal	\$	3,934	
Security	\$	2,146	
Equipment Rental	\$	-	
Exterminating	\$	-	
Janitorial Supplies	\$	-	
Other (please describe)			
Total Facilities	\$	286,507	
Other			
Contingency			
Indiana Charter School Board Administrative Fee	\$	71,973	Assume 3% of Basic Grant (Row 6)
CMO/EMO Fee			Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Parent Workshops	\$	-	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Other	\$	71,973	
Total Expenditures	\$	2,372,602	
Carryover/Deficit	\$	392,614	

Cumulative Carryover/(Deficit)

Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 2,557,500	Be certain to reflect Indiana's ONGOING school funding formula payment lag
Common School Loan		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ -	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,400 per full-day Kindergarten student.
Gifted and Talented Program		
Textbook Reimbursement	\$ 17,500	
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Title I	\$ 120,000	
Title II	\$ 20,000	
Federal Lunch Program	\$ 178,524	
Federal Breakfast Reimbursement		
Public Law 101-476 (IDEA)	\$ 50,000	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Total Revenue	\$ 2,943,524	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,631,148	Use staffing workbook
Substitutes	\$ 78,000	Subs & retired teachers
Professional Development		
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 1,709,148	
Instructional Supplies and Resources		
Textbooks	\$ 7,316	
Library, periodicals, etc	\$ -	
Technology	\$ 22,510	
Assessment materials	\$ 11,818	
Computers	\$ 13,113	
Software	\$ 21,855	
Other classroom supplies	\$ 9,004	
Field trips, other unclassified items	\$ 2,814	

Co-curricular & Athletics	\$	2,814	
Other (please describe)			
Total Instructional Supplies and Resources	\$	91,243	
Support Supplies and Resources			
Administrative Computers	\$	4,120	
Administrative Software	\$	7,725	
Administration Dues, fees, misc expenses	\$	2,251	
Office supplies	\$	11,255	
Copier Lease	\$	13,506	
Other (please describe)			
Total Support Supplies and Resources	\$	38,857	
Board Expenses			
Charter Board Services, including Board Training, retreats	\$	2,000	
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc			
Other (please describe)			
Total Board Expenses	\$	2,000	
Professional Purchased or Contracted Services			
Legal Services	\$	2,814	
Audit Services	\$	15,914	
Payroll Services	\$	5,628	
Accounting Services	\$	40,518	
Printing/Newsletter/Annual Report Services	\$	5,628	
Consultants	\$	-	
Internet Services	\$	13,506	
Telephone/Telecommunication Services	\$	13,506	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	20,988	
Travel	\$	5,628	
Postage	\$	2,814	
Special Education Services	\$	28,138	
Student Information Services	\$	2,652	
Food service	\$	221,449	
Pierson Indiana Standard Training	\$	5,628	
Duel Credit & Board Trainig	\$	28,138	
Student Instruction/Project Lead the Way	\$	11,255	
IT Power School	\$	5,628	
Summer Engineering Prog (PUC)	\$	9,000	
Desktop Smartlabs	\$	5,000	
Total Professional Purchased or Contracted Services	\$	443,829	
Facilities			
Rent, mortgage, or other facility cost	\$	120,000	
Furniture	\$	15,450	
Gas/electric	\$	43,560	
Water/ Sewer	\$	7,028	

Grounds Keeping	\$	6,753	
Maintenance Services	\$	39,393	
Custodial	\$	56,275	
Waste disposal	\$	4,052	
Security	\$	2,211	
Equipment Rental	\$	-	
Exterminating	\$	-	
Janitorial Supplies	\$	-	
Other (please describe)			
Total Facilities	\$	294,722	
Other			
Contingency			
Indiana Charter School Board Administrative Fee	\$	76,725	Assume 3% of Basic Grant (Row 6)
CMO/EMO Fee			Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Parent Workshop	\$	-	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Other	\$	76,725	
Total Expenditures	\$	2,656,524	
Carryover/Deficit	\$	287,000	

Cumulative Carryover/(Deficit)

School Name: NiSe						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUE						
State Revenue						
Basic Grant		\$ 1,650,000	\$ 1,815,000	\$ 2,151,600	\$ 2,399,100	\$ 2,557,500
Common School Loan		\$ -	\$ -	\$ -	\$ -	\$ -
Charter School Start-Up Grant		\$ -				
State Matching Funds for School Lunch Program		\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development		\$ -	\$ -	\$ -	\$ -	\$ -
Remediation Program		\$ -	\$ -	\$ -	\$ -	\$ -
Full-Day Kindergarten		\$ -	\$ -	\$ -	\$ -	\$ -
Gifted and Talented Program		\$ -	\$ -	\$ -	\$ -	\$ -
Textbook Reimbursement		\$ 15,000	\$ 16,000	\$ 17,000	\$ 17,500	\$ 17,500
Summer School		\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue						
Public Charter School Program (PCSP) Grant	\$ 175,002	\$ 200,000	\$ 100,000			
Facilities Assistance Program Grant		\$ -	\$ -			
Title I		\$ 75,000	\$ 90,000	\$ 105,600	\$ 112,500	\$ 120,000
Title II		\$ 12,500	\$ 15,000	\$ 17,600	\$ 18,750	\$ 20,000
Federal Lunch Program		\$ 114,143	\$ 136,971	\$ 160,713	\$ 167,366	\$ 178,524
Federal Breakfast Reimbursement		\$ -	\$ -	\$ -	\$ -	\$ -
Public Law 101-476 (IDEA)	\$ -	\$ 35,000	\$ 40,000	\$ 45,000	\$ 50,000	\$ 50,000
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenues						
Committed Philanthropic Donations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Before and After Care Fees		\$ -	\$ -	\$ -	\$ -	\$ -
Interest Income		\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenue	\$ 175,002	\$ 2,101,643	\$ 2,212,971	\$ 2,497,513	\$ 2,765,216	\$ 2,943,524
EXPENDITURES						
Personnel Expenses						
Wages, Benefits and Payroll Taxes	\$ 79,200	\$ 880,938	\$ 1,095,072	\$ 1,234,443	\$ 1,398,079	\$ 1,631,148
Substitutes		\$ 48,000	\$ 60,000	\$ 66,000	\$ 72,000	\$ 78,000
Professional Development	\$ -	\$ 20,000	\$ 10,000	\$ -	\$ -	\$ -
Bonuses		\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Personnel Expenses	\$ 79,200	\$ 948,938	\$ 1,165,072	\$ 1,300,443	\$ 1,470,079	\$ 1,709,148	
Instructional Supplies and Resources							
Textbooks	\$ -	\$ 6,500	\$ 6,695	\$ 6,896	\$ 7,103	\$ 7,316	
Library, periodicals, etc	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Technology	\$ -	\$ 20,000	\$ 20,600	\$ 21,218	\$ 21,855	\$ 22,510	
Assessment materials	\$ -	\$ 10,500	\$ 10,815	\$ 11,139	\$ 11,474	\$ 11,818	
Computers	\$ -	\$ 60,000	\$ 12,000	\$ 12,360	\$ 12,731	\$ 13,113	
Software	\$ -	\$ 70,000	\$ 20,000	\$ 20,600	\$ 21,218	\$ 21,855	
Other classroom supplies	\$ -	\$ 8,000	\$ 8,240	\$ 8,487	\$ 8,742	\$ 9,004	
Field trips, other unclassified items	\$ -	\$ 2,500	\$ 2,575	\$ 2,652	\$ 2,732	\$ 2,814	
Co-curricular & Athletics	\$ -	\$ 2,500	\$ 2,575	\$ 2,652	\$ 2,732	\$ 2,814	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Instructional Supplies and Resources	\$ -	\$ 180,000	\$ 83,500	\$ 86,005	\$ 88,585	\$ 91,243	
Support Supplies and Resources							
Administrative Computers	\$ 12,000	\$ 17,500	\$ 18,025	\$ 6,000	\$ 4,000	\$ 4,120	
Administrative Software	\$ 10,000	\$ 20,000	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,725	
Administration Dues, fees, misc expenses	\$ 2,500	\$ 2,000	\$ 2,060	\$ 2,122	\$ 2,185	\$ 2,251	
Office supplies	\$ 2,500	\$ 10,000	\$ 10,300	\$ 10,609	\$ 10,927	\$ 11,255	
Copier Lease	\$ -	\$ 12,000	\$ 12,360	\$ 12,731	\$ 13,113	\$ 13,506	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Support Supplies and Resources	\$ 27,000	\$ 61,500	\$ 50,245	\$ 38,962	\$ 37,725	\$ 38,857	
Board Expenses							
Charter Board Services, including Board Training, retreats	\$ 5,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	
Charter Board Supplies & Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Charter Board Dues, fees, etc	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Board Expenses	\$ 5,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	
Professional Purchased or Contracted Services							

Legal Services	\$ 5,000	\$ 2,500	\$ 2,575	\$ 2,652	\$ 2,732	\$ 2,814
Audit Services	\$ -	\$ -	\$ 15,000	\$ 15,000	\$ 15,450	\$ 15,914
Payroll Services	\$ 2,000	\$ 5,000	\$ 5,150	\$ 5,305	\$ 5,464	\$ 5,628
Accounting Services	\$ 18,000	\$ 36,000	\$ 37,080	\$ 38,192	\$ 39,338	\$ 40,518
Printing/Newsletter/Annual Report Services	\$ -	\$ 5,000	\$ 5,150	\$ 5,305	\$ 5,464	\$ 5,628
Consultants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Internet Services	\$ -	\$ 12,000	\$ 12,360	\$ 12,731	\$ 13,113	\$ 13,506
Telephone/Telecommunication Services	\$ -	\$ 12,000	\$ 12,360	\$ 12,731	\$ 13,113	\$ 13,506
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ -	\$ 12,000	\$ 13,800	\$ 15,870	\$ 18,251	\$ 20,988
Travel	\$ 3,500	\$ 5,000	\$ 5,150	\$ 5,305	\$ 5,464	\$ 5,628
Postage	\$ -	\$ 2,500	\$ 2,575	\$ 2,652	\$ 2,732	\$ 2,814
Special Education Services	\$ -	\$ 25,000	\$ 25,750	\$ 26,523	\$ 27,318	\$ 28,138
Student Information Services	\$ -	\$ 10,000	\$ 10,300	\$ 2,500	\$ 2,575	\$ 2,652
Food service	\$ -	\$ 128,250	\$ 153,900	\$ 185,193	\$ 202,548	\$ 221,449
Pierson Indiana Standard Training	\$ -	\$ 5,000	\$ 5,150	\$ 5,305	\$ 5,464	\$ 5,628
Duel Credit & Board Trainig	\$ 25,000	\$ 25,000	\$ 25,750	\$ 26,523	\$ 27,318	\$ 28,138
Student Instruction/Project Lead the Way	\$ 10,000	\$ 10,000	\$ 10,300	\$ 10,609	\$ 10,927	\$ 11,255
IT Power School	\$ -	\$ 5,000	\$ 5,150	\$ 5,305	\$ 5,464	\$ 5,628
Summer Engineering Prog (PUC)	\$ -	\$ 5,000	\$ 5,150	\$ 7,000	\$ 8,000	\$ 9,000
Desktop Smartlabs	\$ -	\$ 40,000	\$ 10,000	\$ 5,000	\$ 5,000	\$ 5,000
Total Professional Purchased or Contracted Services	\$ 63,500	\$ 345,250	\$ 362,650	\$ 389,698	\$ 415,732	\$ 443,829
Facilities						
Rent, mortgage, or other facility cost	\$ -	\$ 120,000	\$ 120,000	\$ 120,000	\$ 120,000	\$ 120,000
Furniture	\$ -	\$ 120,000	\$ 40,000	\$ 15,000	\$ 15,000	\$ 15,450
Gas/electric	\$ -	\$ 36,000	\$ 39,600	\$ 36,000	\$ 39,600	\$ 43,560
Water/Sewer	\$ -	\$ 4,800	\$ 5,280	\$ 5,808	\$ 6,389	\$ 7,028
Grounds Keeping	\$ -	\$ 6,000	\$ 6,180	\$ 6,365	\$ 6,556	\$ 6,753
Maintenance Services	\$ -	\$ 35,000	\$ 36,050	\$ 37,132	\$ 38,245	\$ 39,393
Custodial	\$ -	\$ 50,000	\$ 51,500	\$ 53,045	\$ 54,636	\$ 56,275
Waste disposal	\$ -	\$ 3,600	\$ 3,708	\$ 3,819	\$ 3,934	\$ 4,052
Security	\$ -	\$ 19,440	\$ 2,023	\$ 2,084	\$ 2,146	\$ 2,211
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Facilities	\$ -	\$ 394,840	\$ 304,341	\$ 279,253	\$ 286,507	\$ 294,722
Other						
Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Indiana Charter School Board Administrative Fee	\$ -	\$ 49,500	\$ 54,450	\$ 64,548	\$ 71,973	\$ 76,725
CMO/EMO Fee	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other	\$ -	\$ 49,500	\$ 54,450	\$ 64,548	\$ 71,973	\$ 76,725
Total Expenditures	\$ 174,700	\$ 1,982,028	\$ 2,022,258	\$ 2,160,909	\$ 2,372,602	\$ 2,656,524
Carryover/Deficit	\$ 302	\$ 119,615	\$ 190,713	\$ 336,604	\$ 392,614	\$ 287,000
Cumulative Carryover/(Deficit)	\$ 302	\$ 119,917	\$ 310,630	\$ 647,234	\$ 1,039,848	\$ 1,326,848

Expected New School Annual Operating Budget and Cash Flow Projections -- YEAR 0 -- Pre-Opening Period

	Jun-13	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	TOTAL 2013		Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	TOTAL 2014
REVENUE																
Federal Revenue																
Public Charter School Program (PCSP) Grant (NOTE: this is a competitive grant. Funding is not guaranteed.)	-	-	-	-	-	-	-	-		29,167.00	29,167.00	29,167.00	29,167.00	29,167.00	29,167.00	175,002.00
Other Revenue Federal sources (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other Revenue Federal sources (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other Revenues																
Committed Philanthropic Donations	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Walton Family Foundation Grant	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Revenue	-	-	-	-	-	-	-	-		29,167.00	29,167.00	29,167.00	29,167.00	29,167.00	29,167.00	175,002.00
EXPENDITURES																
Personnel Expenses																
Wages, Benefits and Payroll Taxes (TOTAL must match "Staffing Year 0")	-	-	-	-	-	-	-	-		13,200.00	13,200.00	13,200.00	13,200.00	13,200.00	13,200.00	79,200.00
Professional Development	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Personnel Expenses	-	-	-	-	-	-	-	-		13,200.00	13,200.00	13,200.00	13,200.00	13,200.00	13,200.00	79,200.00
Instructional Supplies and Resources																
Textbooks	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Library, periodicals, etc	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Assessment materials	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Computers	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Software	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other classroom supplies	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Field trips, other unclassified items	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Co-curricular & Athletics	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Instructional Supplies and Resources	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Support Supplies and Resources																
Administrative Computers	-	-	-	-	-	-	-	-		12,000.00	-	-	-	-	-	12,000.00
Administrative Software	-	-	-	-	-	-	-	-		10,000.00	-	-	-	-	-	10,000.00
Administration Dues, fees, misc expenses	-	-	-	-	-	-	-	-		2,500.00	-	-	-	-	-	2,500.00
Office supplies	-	-	-	-	-	-	-	-		2,500.00	-	-	-	-	-	2,500.00
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Support Supplies and Resources	-	-	-	-	-	-	-	-		27,000.00	-	-	-	-	-	27,000.00
Board Expenses																
Charter Board Services, including Board Training, retreats	-	-	-	-	-	-	-	-		5,000.00	-	-	-	-	-	5,000.00
Charter Board Supplies & Equipment	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Charter Board Dues, fees, etc	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Board Expenses	-	-	-	-	-	-	-	-		5,000.00	-	-	-	-	-	5,000.00
Professional Purchased or Contracted Services																
Legal Services	-	-	-	-	-	-	-	-		5,000.00	-	-	-	-	-	5,000.00
Audit Services	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-		-	400.00	400.00	400.00	400.00	400.00	2,000.00
Accounting Services	-	-	-	-	-	-	-	-		3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	18,000.00
Printing/Newsletter/Annual Report Services	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Consultants	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Internet Services	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Telephone/Telecommunication Services	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Insurance Costs (per ICSB requirements detailed in charter school application)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-	-		2,000.00	500.00	500.00	500.00	-	-	3,500.00

	Jun-13	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	TOTAL 2013		Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	TOTAL 2014
Postage	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Special Education Services	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Student Information Services	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Food service	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Student Instruction/Project Lead the Way	-	-	-	-	-	-	-	-		25,000.00	-	-	-	-	-	25,000.00
IT Power School	-	-	-	-	-	-	-	-		10,000.00	-	-	-	-	-	10,000.00
Summer Engineering Prog (PUC)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Desktop Smartlabs	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Professional Purchased or Contracted Services	-	-	-	-	-	-	-	-		45,000.00	3,900.00	3,900.00	3,900.00	3,400.00	3,400.00	63,500.00
Facilities																
Rent, mortgage, or other facility cost	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Furniture	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Gas/electric	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Water/ Sewer	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Grounds Keeping	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Maintenance Services	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Custodial	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Waste disposal	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Facilities	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other																
Contingency	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Indiana Charter School Board Administrative Fee (0% in Year 0)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
CMO/EMO Fee	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Community Relations	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Other	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Expenditures	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 90,200	\$ 17,100	\$ 17,100	\$ 17,100	\$ 16,600	\$ 16,600	\$ 174,700
Net Income (Pre-Cash Flow Adjustments)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ (61,033)	\$ 12,067	\$ 12,067	\$ 12,067	\$ 12,567	\$ 12,567	\$ 302
CASH FLOW ADJUSTMENTS																
OPERATING ACTIVITIES																
Example - Add Back Depreciation	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
INVESTMENT ACTIVITIES																
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
FINANCING ACTIVITIES																
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
NET INCOME	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ (61,033.00)	\$ 12,067.00	\$ 12,067.00	\$ 12,067.00	\$ 12,567.00	\$ 12,567.00	\$ 302.00
Beginning Cash Balance	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
ENDING CASH BALANCE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ (61,033.00)	\$ 12,067.00	\$ 12,067.00	\$ 12,067.00	\$ 12,567.00	\$ 12,567.00	\$ 302.00

Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
		Be certain to reflect Indiana's ONGOING school funding formula payment lag. Note that funding for virtual charter schools differs from funding for bricks-and-mortar schools.
Basic Grant	\$ 1,650,000	
Common School Loan	\$ -	
Charter School Start-Up Grant (NOTE: this is Indiana's state-funded start-up grant and is different than the federal PCSP grant. Please contact the IDOE Office of School Finance for more information.)		
State Matching Funds for School Lunch Program	\$ -	
Professional Development	\$ -	
Remediation Program	\$ -	
Full-Day Kindergarten		
Gifted and Talented Program	\$ -	
Textbook Reimbursement	\$ 15,000	
Summer School	\$ -	
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
		NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed.
Public Charter School Program (PCSP) Grant	\$ 200,000	
Charter School Facilities Assistance Program Grant	\$ -	
Title I	\$ 75,000	
Title II	\$ 12,500	
Federal Lunch Program	\$ 114,143	
Federal Breakfast Reimbursement	\$ -	
Federal APC SPED	\$ 35,000	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Student Lunch		
Student Breakfast		
Textbook Fees		
Other (please describe)		
Total Revenue	\$ 2,101,643	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 880,938	Use staffing workbook
Substitutes	\$ 48,000	4 Retired teachers & 4 Sub
Professional Development	\$ 20,000	
Bonuses		
Professional Development Supplies		
Professional Development Travel		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 948,938	
Instructional Supplies and Resources		
Textbooks	\$ 6,500	
Library, periodicals, etc	\$ -	
Technology	\$ 20,000	Includes interactive projectors for classrooms

Assessment materials	\$	10,500	
Computers	\$	60,000	Includes teacher and lab computers
Software	\$	70,000	
Other classroom supplies	\$	8,000	
Field trips, other unclassified items	\$	2,500	Field trips & includes transportation
Co-curricular & Athletics	\$	2,500	
Other (please describe)			
Total Instructional Supplies and Resources	\$	180,000	
Support Supplies and Resources			
Administrative Computers	\$	17,500	
Administrative Software	\$	20,000	
Administration Dues, fees, misc expenses	\$	2,000	
Office supplies	\$	10,000	
Copier Leases	\$	12,000	
Other (please describe)			
Total Support Supplies and Resources	\$	61,500	
Board Expenses			
Charter Board Services, including Board Training, retreats	\$	2,000	TeamCFA sponsors board development yearly
Charter Board Supplies & Equipment	\$	-	
Charter Board Dues, fees, etc	\$	-	
Other (please describe)			
Total Board Expenses	\$	2,000	
Professional Purchased or Contracted Services			
Legal Services	\$	2,500	
Audit Services	\$	-	
Payroll Services	\$	5,000	
Accounting Services	\$	36,000	
Printing/Newsletter/Annual Report Services	\$	5,000	
Consultants	\$	-	School event planning and coordination
Internet Services	\$	12,000	
Telephone/Telecommunication Services	\$	12,000	Phone services provided by Skype
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	12,000	
Travel	\$	5,000	
Postage	\$	2,500	
Special Education Services	\$	25,000	
Student Information Services	\$	10,000	
Food service	\$	128,250	
Pierson Indiana Standard Training	\$	5,000	
Duel Credit & Board Trainig	\$	25,000	
Student Instruction/Project Lead the Way	\$	10,000	
IT Power School	\$	5,000	
Summer Engineering Prog (PUC)	\$	5,000	
Desktop Smartlabs	\$	40,000	
Total Professional Purchased or Contracted Services	\$	345,250	

Facilities			
Rent, mortgage, or other facility cost	\$	120,000	
Furniture	\$	120,000	
Gas/electric	\$	36,000	
Water/ Sewer	\$	4,800	
Grounds Keeping	\$	6,000	
Maintenance Services	\$	35,000	
Custodial	\$	50,000	
Waste disposal	\$	3,600	
Security	\$	19,440	System & quarterly monitoring
Equipment Rental			
Exterminating			
Janitorial Supplies			
Other (please describe)			
Total Facilities	\$	394,840	
Other			
Contingency	\$	-	
Indiana Charter School Board Administrative Fee	\$	49,500	Assume 3% of Basic Grant (Row 6)
			Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
CMO/EMO Fee	\$	-	
Parent Workshops			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Other	\$	49,500	
Total Expenditures	\$	1,982,028	
Carryover/Deficit	\$	119,615	

Cumulative Carryover/(Deficit)

Expected New School Annual Operating Budget -- YEAR 2 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,815,000	Be certain to reflect Indiana's ONGOING school funding formula payment lag
Common School Loan		
State Matching Funds for School Lunch Program	\$ -	
Professional Development	\$ -	
Remediation Program	\$ -	
		Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,400 per full-day Kindergarten student.
Full-Day Kindergarten	\$ -	
Gifted and Talented Program	\$ -	
Textbook Reimbursement	\$ 16,000	
Summer School	\$ -	
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
		NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed.
Public Charter School Program (PCSP) Grant	\$ 100,000	
Charter School Facilities Assistance Program Grant		
Title I	\$ 90,000	
Title II	\$ 15,000	
Federal Lunch Program	\$ 136,971	
Federal Breakfast Reimbursement		
Federal APC SPED	\$ 40,000	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees	\$ -	
Interest Income		
Student Lunch		
Student Breakfast		
Textbook Fees		
Other (please describe)		
Total Revenue	\$ 2,212,971	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,095,072	Use staffing workbook
Substitutes	\$ 60,000	Sub & retired teachers
Professional Development	\$ 10,000	
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 1,165,072	
Instructional Supplies and Resources		
Textbooks	\$ 6,695	
Library, periodicals, etc	\$ -	
Technology	\$ 20,600	
Assessment materials	\$ 10,815	

Computers	\$	12,000	
Software	\$	20,000	
Other classroom supplies	\$	8,240	
Field trips, other unclassified items	\$	2,575	
Co-curricular & Athletics	\$	2,575	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)			
Total Instructional Supplies and Resources	\$	83,500	
Support Supplies and Resources			
Administrative Computers	\$	18,025	
Administrative Software	\$	7,500	
Administration Dues, fees, misc expenses	\$	2,060	
Office supplies	\$	10,300	
Copier Lease	\$	12,360	
Other (please describe)			
Total Support Supplies and Resources	\$	50,245	
Board Expenses			
Charter Board Services, including Board Training, retreats	\$	2,000	
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc			
Other (please describe)			
Total Board Expenses	\$	2,000	
Professional Purchased or Contracted Services			
Legal Services	\$	2,575	
Audit Services	\$	15,000	
Payroll Services	\$	5,150	
Accounting Services	\$	37,080	
Printing/Newsletter/Annual Report Services	\$	5,150	
Consultants	\$	-	
Internet Services	\$	12,360	
Telephone/Telecommunication Services	\$	12,360	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	13,800	
Travel	\$	5,150	
Postage	\$	2,575	
Special Education Services	\$	25,750	
Student Information Services	\$	10,300	
Food service	\$	153,900	
Pierson Indiana Standard Training	\$	5,150	
Duel Credit & Board Trainig	\$	25,750	
Student Instruction/Project Lead the Way	\$	10,300	
IT Power School	\$	5,150	
Summer Engineering Prog (PUC)	\$	5,150	
Desktop Smartlabs	\$	10,000	
Total Professional Purchased or Contracted Services	\$	362,650	
Facilities			

Rent, mortgage, or other facility cost	\$	120,000	
Furniture	\$	40,000	
Gas/electric	\$	39,600	
Water/ Sewer	\$	5,280	
Grounds Keeping	\$	6,180	
Maintenance Services	\$	36,050	
Custodial	\$	51,500	
Waste disposal	\$	3,708	
Security	\$	2,023	
Equipment Rental	\$	-	
Exterminating	\$	-	
Janitorial Supplies	\$	-	
Other (please describe)			
Total Facilities	\$	304,341	
Other			
Contingency			
Indiana Charter School Board Administrative Fee	\$	54,450	Assume 3% of Basic Grant (Row 6)
CMO/EMO Fee			Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Parent Workshops	\$	-	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Other	\$	54,450	
Total Expenditures	\$	2,022,258	
Carryover/Deficit	\$	190,713	

Cumulative Carryover/(Deficit)

Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 2,151,600	Be certain to reflect Indiana's ONGOING school funding formula payment lag
Common School Loan		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ -	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,400 per full-day Kindergarten student.
Gifted and Talented Program		
Textbook Reimbursement	\$ 17,000	
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Title I	\$ 105,600	
Title II	\$ 17,600	
Federal Lunch Program	\$ 160,713	
Federal Breakfast Reimbursement		
Public Law 101-476 (IDEA)	\$ 45,000	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Total Revenue	\$ 2,497,513	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,234,443	Use staffing workbook
Substitutes	\$ 66,000	Sub & retired teachers
Professional Development		
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 1,300,443	
Instructional Supplies and Resources		
Textbooks	\$ 6,896	
Library, periodicals, etc	\$ -	
Technology	\$ 21,218	
Assessment materials	\$ 11,139	
Computers	\$ 12,360	
Software	\$ 20,600	
Other classroom supplies	\$ 8,487	
Field trips, other unclassified items	\$ 2,652	

Co-curricular & Athletics	\$	2,652	
Other (please describe)			
Total Instructional Supplies and Resources	\$	86,005	
Support Supplies and Resources			
Administrative Computers	\$	6,000	
Administrative Software	\$	7,500	
Administration Dues, fees, misc expenses	\$	2,122	
Office supplies	\$	10,609	
Copier Lease	\$	12,731	
Other (please describe)			
Total Support Supplies and Resources	\$	38,962	
Board Expenses			
Charter Board Services, including Board Training, retreats	\$	2,000	
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc			
Other (please describe)			
Total Board Expenses	\$	2,000	
Professional Purchased or Contracted Services			
Legal Services	\$	2,652	
Audit Services	\$	15,000	
Payroll Services	\$	5,305	
Accounting Services	\$	38,192	
Printing/Newsletter/Annual Report Services	\$	5,305	
Consultants	\$	-	
Internet Services	\$	12,731	
Telephone/Telecommunication Services	\$	12,731	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	15,870	
Travel	\$	5,305	
Postage	\$	2,652	
Special Education Services	\$	26,523	
Student Information Services	\$	2,500	
Food service	\$	185,193	
Pierson Indiana Standard Training	\$	5,305	
Duel Credit & Board Trainig	\$	26,523	
Student Instruction/Project Lead the Way	\$	10,609	
IT Power School	\$	5,305	
Summer Engineering Prog (PUC)	\$	7,000	
Desktop Smartlabs	\$	5,000	
Total Professional Purchased or Contracted Services	\$	389,698	
Facilities			
Rent, mortgage, or other facility cost	\$	120,000	
Furniture	\$	15,000	
Gas/electric	\$	36,000	
Water/ Sewer	\$	5,808	

Grounds Keeping	\$	6,365	
Maintenance Services	\$	37,132	
Custodial	\$	53,045	
Waste disposal	\$	3,819	
Security	\$	2,084	
Equipment Rental	\$	-	
Exterminating	\$	-	
Janitorial Supplies	\$	-	
Other (please describe)			
Total Facilities	\$	279,253	
Other			
Contingency			
Indiana Charter School Board Administrative Fee	\$	64,548	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee			Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Parent Workshops	\$	-	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Other	\$	64,548	
Total Expenditures	\$	2,160,909	
Carryover/Deficit	\$	336,604	

Cumulative Carryover/(Deficit)

Expected New School Annual Operating Budget -- YEAR 4 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 2,399,100	Be certain to reflect Indiana's ONGOING school funding formula payment lag
Common School Loan		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ -	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,400 per full-day Kindergarten student.
Gifted and Talented Program		
Textbook Reimbursement	\$ 17,500	
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Title I	\$ 112,500	
Title II	\$ 18,750	
Federal Lunch Program	\$ 167,366	
Federal Breakfast Reimbursement		
Public Law 101-476 (IDEA)	\$ 50,000	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Total Revenue	\$ 2,765,216	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,398,079	Use staffing workbook
Substitutes	\$ 72,000	Sub & retired teachers
Professional Development		
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 1,470,079	
Instructional Supplies and Resources		
Textbooks	\$ 7,103	
Library, periodicals, etc	\$ -	
Technology	\$ 21,855	
Assessment materials	\$ 11,474	
Computers	\$ 12,731	
Software	\$ 21,218	
Other classroom supplies	\$ 8,742	
Field trips, other unclassified items	\$ 2,732	

Co-curricular & Athletics	\$	2,732	
Other (please describe)			
Total Instructional Supplies and Resources	\$	88,585	
Support Supplies and Resources			
Administrative Computers	\$	4,000	
Administrative Software	\$	7,500	
Administration Dues, fees, misc expenses	\$	2,185	
Office supplies	\$	10,927	
Copier Lease	\$	13,113	
Other (please describe)			
Total Support Supplies and Resources	\$	37,725	
Board Expenses			
Charter Board Services, including Board Training, retreats	\$	2,000	
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc			
Other (please describe)			
Total Board Expenses	\$	2,000	
Professional Purchased or Contracted Services			
Legal Services	\$	2,732	
Audit Services	\$	15,450	
Payroll Services	\$	5,464	
Accounting Services	\$	39,338	
Printing/Newsletter/Annual Report Services	\$	5,464	
Consultants	\$	-	
Internet Services	\$	13,113	
Telephone/Telecommunication Services	\$	13,113	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	18,251	
Travel	\$	5,464	
Postage	\$	2,732	
Special Education Services	\$	27,318	
Student Information Services	\$	2,575	
Food service	\$	202,548	
Pierson Indiana Standard Training	\$	5,464	
Duel Credit & Board Trainig	\$	27,318	
Student Instruction/Project Lead the Way	\$	10,927	
IT Power School	\$	5,464	
Summer Engineering Prog (PUC)	\$	8,000	
Desktop Smartlabs	\$	5,000	
Total Professional Purchased or Contracted Services	\$	415,732	
Facilities			
Rent, mortgage, or other facility cost	\$	120,000	
Furniture	\$	15,000	
Gas/electric	\$	39,600	
Water/ Sewer	\$	6,389	

Grounds Keeping	\$	6,556	
Maintenance Services	\$	38,245	
Custodial	\$	54,636	
Waste disposal	\$	3,934	
Security	\$	2,146	
Equipment Rental	\$	-	
Exterminating	\$	-	
Janitorial Supplies	\$	-	
Other (please describe)			
Total Facilities	\$	286,507	
Other			
Contingency			
Indiana Charter School Board Administrative Fee	\$	71,973	Assume 3% of Basic Grant (Row 6)
CMO/EMO Fee			Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Parent Workshops	\$	-	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Other	\$	71,973	
Total Expenditures	\$	2,372,602	
Carryover/Deficit	\$	392,614	

Cumulative Carryover/(Deficit)

Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 2,557,500	Be certain to reflect Indiana's ONGOING school funding formula payment lag
Common School Loan		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ -	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,400 per full-day Kindergarten student.
Gifted and Talented Program		
Textbook Reimbursement	\$ 17,500	
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Title I	\$ 120,000	
Title II	\$ 20,000	
Federal Lunch Program	\$ 178,524	
Federal Breakfast Reimbursement		
Public Law 101-476 (IDEA)	\$ 50,000	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Total Revenue	\$ 2,943,524	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,631,148	Use staffing workbook
Substitutes	\$ 78,000	Subs & retired teachers
Professional Development		
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 1,709,148	
Instructional Supplies and Resources		
Textbooks	\$ 7,316	
Library, periodicals, etc	\$ -	
Technology	\$ 22,510	
Assessment materials	\$ 11,818	
Computers	\$ 13,113	
Software	\$ 21,855	
Other classroom supplies	\$ 9,004	
Field trips, other unclassified items	\$ 2,814	

Co-curricular & Athletics	\$	2,814	
Other (please describe)			
Total Instructional Supplies and Resources	\$	91,243	
Support Supplies and Resources			
Administrative Computers	\$	4,120	
Administrative Software	\$	7,725	
Administration Dues, fees, misc expenses	\$	2,251	
Office supplies	\$	11,255	
Copier Lease	\$	13,506	
Other (please describe)			
Total Support Supplies and Resources	\$	38,857	
Board Expenses			
Charter Board Services, including Board Training, retreats	\$	2,000	
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc			
Other (please describe)			
Total Board Expenses	\$	2,000	
Professional Purchased or Contracted Services			
Legal Services	\$	2,814	
Audit Services	\$	15,914	
Payroll Services	\$	5,628	
Accounting Services	\$	40,518	
Printing/Newsletter/Annual Report Services	\$	5,628	
Consultants	\$	-	
Internet Services	\$	13,506	
Telephone/Telecommunication Services	\$	13,506	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	20,988	
Travel	\$	5,628	
Postage	\$	2,814	
Special Education Services	\$	28,138	
Student Information Services	\$	2,652	
Food service	\$	221,449	
Pierson Indiana Standard Training	\$	5,628	
Duel Credit & Board Trainig	\$	28,138	
Student Instruction/Project Lead the Way	\$	11,255	
IT Power School	\$	5,628	
Summer Engineering Prog (PUC)	\$	9,000	
Desktop Smartlabs	\$	5,000	
Total Professional Purchased or Contracted Services	\$	443,829	
Facilities			
Rent, mortgage, or other facility cost	\$	120,000	
Furniture	\$	15,450	
Gas/electric	\$	43,560	
Water/ Sewer	\$	7,028	

Grounds Keeping	\$	6,753	
Maintenance Services	\$	39,393	
Custodial	\$	56,275	
Waste disposal	\$	4,052	
Security	\$	2,211	
Equipment Rental	\$	-	
Exterminating	\$	-	
Janitorial Supplies	\$	-	
Other (please describe)			
Total Facilities	\$	294,722	
Other			
Contingency			
Indiana Charter School Board Administrative Fee	\$	76,725	Assume 3% of Basic Grant (Row 6)
CMO/EMO Fee			Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Parent Workshop	\$	-	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Other	\$	76,725	
Total Expenditures	\$	2,656,524	
Carryover/Deficit	\$	287,000	

Cumulative Carryover/(Deficit)

