

Exhibit B

Proposal Overview

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

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

Name of proposed Charter School: Him by Her Performance Academy

Proposed Charter School location:* Broad Ripple High School , 1115 Broad Ripple Avenue, Indianapolis, IN 46220

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

School district of proposed location: Indianapolis Public Schools

Legal name of group applying for Charter: HIM by HER Foundation

Designated representative: Harry Dunn

Contact Information (Phone & Email): Dr. Wanda Riesz; wandariesz@gmail.com; ph: 317-538-2889

Planned opening year for the school: Jan., 2019

Model or focus of proposed school: Performance (magnet) & options for G & T & marginalized
(e.g., arts, college prep, dual-language, etc.)

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	6-9	300
Year 2	5-10	600
Year 3	4-11	700
Year 4	3-12	800
Year 5	2-12	900
At Capacity	Pre-K-12	1000

Target student population (if any): Performance (magnet) & G & T & marginalized

Harry C. Dunn

Feb. 27, 2018

Harry C. Dunn Feb. 27, 2018

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Please list the number of previous submissions (including withdrawn submissions) for request to authorize any charter school(s) over the past five years, as required under IC § 20-24-3-4.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

Number of Previous Submissions:

0

Authorizer(s):

Submission date(s):

Signature of Applicant's Designated Representative

Dr. Wanda Riesz
Signature

Feb. 27, 2018
Date

Harry C. Dunn

Feb. 27, 2018

HIM BY HER COLLEGIATE SCHOOL FOR THE ARTS CHARTER SCHOOL PROPOSAL

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19. Other Relevant Materials
 - Description of Industrial City™ for Adults
 - Evaluation Collection Data Table
 - [*Indianapolis Star*](#) article, July 2, 2016, “Why this IPS school is mostly white and wealthy,” [Stephanie Wang](#), [*Indianapolis Star*](#), July 2, 2016
 - Identifying Famous Drop-outs and Their Respective Talents
 - References

EXECUTIVE SUMMARY

History: The HIM By HER Foundation (HBHF) is a nonprofit corporation with Section 501(c)(3) status founded by Mr. Harry C. Dunn, a lead homicide detective with the Indianapolis Metropolitan Police Department (IMPD), to improve the life skills and economic prospects of at-risk youth and adults. **H**elping **I**mprove **M**ankind **b**y **H**ealing **E**very **R**ace, was established to benefit underserved youth and their families in the inner-city environment and to address the growing youth crime rate locally. HBHF’s first launched program was the “Enterprise City” (EC), with a curriculum designed to apply real-world learning and provide a unique glimpse of the adult world and why, staying in school and giving their best, is so important. Within the EC, the students learn and apply financial literacy, civics, teamwork, critical thinking, math, language arts, social studies, and technology skills. The students also take on roles as employees, employers, government officials, judicial system participants, consumers and citizens while running businesses, organizations and government offices, and create resumes and job applications, have real job interviews, and are hired by a business where they work together as a team. This can lead to entry into various trades that will be offered through the HIM By HER Collegiate School for the Arts (“HBHCSA”), such as in-demand vocational job skills, including potential training in carpentry, cement masonry, painting, HVAC, electrical, plumbing, landscaping, and many other skilled trades, and other overall employment-related “soft” skills including customer service, fairness, hard work, conflict resolution, team work, and courtesy. This has currently been an afterschool program with an established 5-day curriculum that that brings a miniature city set-up for students so they can see all of the jobs and opportunities that are in a city. HBHF has made this program mobile, and it is now housed inside a semi-truck so that it can visit area schools, churches, and communities, but a permanent version would be permanently housed in the new charter school. In the early stages of Enterprise City, the organization quickly saw a need for helping the adult population in these inner-city areas as well. Thus, it formed the “Industrial City™” (IC) program for “adult family members [to] also learn valuable and marketable vocational skills for today’s job market” (Attachment #19).

Mission: The mission of the HIM By HER Collegiate School for the Arts (“HBHCSA”) is to provide a wide range of opportunities leading to graduation and entry into a career or college for students whom other local schools are not meeting their needs, to improve the life skills and economic prospects—especially those marginalized—and to serve as a bridge for a successful, productive life in society as a positive outcome. It is called a “performance” school because all students will be engaged in some type of performance—with a hands-on/involvement approach to all learning, varying from the arts and building a theatrical set and performing on set to earning Union Apprenticeship skills building or repairing a house.

Vision: The HBHCSA will forge a new and powerful model of education, ensuring a positive outcome for its students. It will be a place where students are motivated to learn with the help of unique, hands-on, quality instruction and leading-edge strategies and technology. Students will graduate with the knowledge and skills they need to compete and excel in an increasingly technology-based world. Utilization of a diverse array of traditional and alternative methods of study, pedagogy, and educational media are coupled with community partnerships to provide wrap-around services in a student-first, relaxed, and nurturing family-based environment. Students, families, communities, volunteers, and educators will come together to prepare productive citizens for the world of tomorrow. Indianapolis will be enriched as far fewer youth slip between the cracks, participate in negative behaviors, are incarcerated, or move to public assistance; many more youth will demonstrate a capable, ready workforce with graduating students confident in their own abilities to enter a career field or college. HBHCSA commits to this vision for the successful future of its students.

Educational Need and Target Population—A Visitors’ Hometown: Indianapolis, the “Crossroads of America,” is one of the top 3 Convention Cities in the US and had almost 30 million visitors in 2016. A visitor is greeted by an overwhelming amount of places to visit as Indianapolis is home to a remarkable number of outstanding sites, events and historical landmarks, including museums, legendary sporting events and monuments. Yet, this is not the hometown that the majority of the inner city youth know. The hometown Indianapolis that the marginalized and low-income youth see daily shows a homicide on the average of every 3 days, with gun homicides ranking the highest among African American males, age 15-24. According to the FBI’s 2015 Uniform Crime Report, Indianapolis ranks as the 16th most dangerous city in the U.S., with 17.1 homicides per 100,000 people, compared with the U.S. rate of 4.9 homicides per 100,000 people. With 154 criminal homicides, 2017 marked the third consecutive year of record violence. FBI data showed a 7% increase in violent crimes committed in Indianapolis, outpacing the rest of the state and country.⁵ IMPD has labeled 6 areas of Indianapolis as “killing zones”; all in the IPS district. Homicides have now exceeded the all-time reporting rate for Indianapolis with the majority of victims and perpetrators, young Black males. In 2015, 1 of every 5 students in IPS were suspended or expelled, and US DOE data showed Black students are suspended/expelled at a rate 3 times greater rate than white students. The chart (right) shows other dangers facing local children. Extensive research shows the correlation between these societal dangers and a lack of success in schools. The State of Indiana formerly used failing 3rd and 4th grade reading scores to predict prison bed needs 10 years into the future. In 2012, the poverty rate in Marion County stood at 30.7% for children under 18 years of age. The overall poverty rate for Indianapolis exceeds the national average of 16.3%. The number of working poor in Indianapolis is so high, that 42% of food insecure people are ineligible for federal nutrition programs and must rely on private, charitable sources for food. The links between crime and lack of education/opportunity are well documented. Indy Star headlines (11/9/17) stated, “Teens are killing and being killed in Indianapolis” with teens 18 and under being arrested on murder charges at more than double the previous year’s rate. These crimes are taking place throughout Indianapolis

IPS has recently announced that it will close the long-recognized north side public school anchor—Broad Ripple High School (BRHS). This leaves the almost 700 students currently attending Broad Ripple Magnet for the Performing Arts with no similar place to go! What is to happen to their dreams? Can’t these students be directed to positive choices before the gangs get them? What is to happen to the famous

*78% increase in 5 years in homeless families (3,000 children/year)^(F);
*Almost ¼ of all households are single-parent
* Hispanic rate has grown almost 90% compared to ‘70’s¹¹⁸:
*In 2010 Census 40% of metropolitan Indpls’ racial composition was non-white
*100 youth/week go to Outreach, Inc.^(G) for homeless teens
*Indianapolis youths 4% of State youth population but 40% of DOC incarcerated^(H)
*Minority males are majority of homicides^(J)
*Eastside neighborhood named 17th Most Dangerous in U.S.^(L)
*Indianapolis per-capita violent crime rate at 12.0 (3x national average); worse than NYC^(K)
*Indiana suspension/expulsion rate- highest in US; leads w/ special needs and youth of color expulsions at 3x/greater rate^(I)

BRHS choir that has performed nationally? What is to happen to the future David Letterman (who graduated from BR)? Or architect Michael Graves; TV star, Abraham Benrubi (ER); attorney and 2nd Lady Marilyn Quayle; etc. Instead of expanding curricula to encourage students to stay in school, to meet their varied needs, IPS is narrowing options—pushing north side students’ parents to move--or pay expensive private school fees; pushing others to drop out or “act out” in some school where they don’t “fit”—where their needs are NOT being met. BRHS had a 98% graduation rate, above the State rate of 87%, and the IPS rate of 82%. 71% of its HS students passed both the Algebra and English 10 I-STEP+ tests, compared to 73% for the State—yet the district is closing this successful school that community members, parents, and students wanted to remain open; the district average was 45%.

Yet at the middle school level, BR I-STEP+ pass rate for both LA and Math was only 6%; with the majority of those students demonstrating reading and basic math deficiencies that may lead them to end up on the streets, as the I-STEP+ and ECA **FAILURE** rates, below, show. These children will not show

IPS Grade	% Minority Rate	% Free Re- duce Lunch	Failed IPS I-STEP+ Scores					Passed AP Exams	Non- wai- ver Grad Rate	State Re- port Card Grade
			Failed BOTH English/LA & Math	Alge- bra 1 9 th only)	Bio- logy 1 9 th only)	Scien ce	Soc. Stu- dies			
District avg.	92%	70%	55% Failed	63%	88%	72% Failed	70% Failed	8% (State- 17%)	55%	D (past 3 yrs) F (prior 2 yrs)
5 th gr			62%				74			
6 th gr			54			71				
7 th gr			61				68			
8 th gr			67							
9 th gr				64% Failed	88% Failed					

up as expulsions or suspensions or dropouts. They will be shown as “transfers” (aka “slip between the cracks” either now as the school closes or between 8th and 9th grade when it is easy for them to get lost). But the City will see them in the negative statistics- as the young girls get pregnant or gangs recruit the boys to be drug runners. (The gang “capos” believe that these young recruits either won’t get caught or the “system” will be much more lenient on them, if caught.) A few of those 6% passing I-STEP+ will enroll in other “innovative” (IPS push-out) schools, but as charters, those schools will find they can’t or don’t want to deal with these students “acting out.” Those are the students HBHF wants! No other school has this innovative approach to dealing with marginalized students (92% minority at BRHS; 70% Free Lunch)—finding out their needs and wants and meeting them. ***“If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away,”*** (Henry David Thoreau in Walden, 1845).

The Supporting Data for Need-is shown (above) for the wide assortment of students currently enrolled in IPS, with their many and varied needs. A recent study from Northeastern University in Boston stated, “On any given day, nearly 23 % of all young Black men ages 16 to 24 who have dropped out of high

school are in jail, prison, or a youth justice institution in America...” The need for schools that can close the achievement gap and raise the standard of living for young people of color is undeniable, nationally and locally. The actual graduation rate (when waivers are not granted for failing students) in IPS is at 55% -- not 80% as the district likes to boast. Wrap-around services at HBHCSA will include a health clinic inside the school by Marion County Health & Hospital, providing counseling, drug counseling referrals, pre-natal referrals, etc. An IMPD sub-station and a probation officer will be attached to the school. The IMPD officer could start a Police Pal League, a reserve unit for working sporting events, or a scout-like troop. An in-house probation officer would avoid students missing appointments or follow-up, as needed.

As the 3rd fastest growing Spanish-speaking community in the country, Indianapolis will soon have a job-aged workforce that is bi-lingual. But this bi-lingual population will be comprised of 90% Hispanic young people! Basically the Indianapolis schools have not recognized the need to educate all students—beginning in pre-K and Kindergarten—with a second language, Spanish locally. Every student at HBHCSA will take Spanish every year, beginning with a natural aural-oral approach, culminating in fluency at the high school level and work trips to Spanish-speaking countries. Not only will this increase the lingual skills of non-Hispanic youth, but in learning about various cultures it will decrease criminal gang activity directed towards those “different” than oneself.

HBHCSA will open in the fall of 2019 as a 6th- 9th grade school, recruiting students from the current BR Performing Arts Magnet and from other charter and public schools who find specific students “acting out” and in need of a performance-type of program. Students will also be referred by Judge Marilyn Moores from the Marion County Juvenile Court or School #259, housed in the Juvenile Detention Center. Many suspended/expelled students will be accepted on a long-term basis (not temporarily).

Community Engagement: Community partners will be a critical component of each day, providing wrap around services, mentoring students and serving as guest speakers. This will include such partnerships as the Indianapolis Housing Agency Truancy Prevention Program; Marion County Health & Hospital Corp providing a health clinic inside the building—a clinic for medical and mental health/counseling issues; IMPD establishing a police sub-station in the building; Browning Investments providing staff parking in the new parking garage and discounted housing for teachers in the new housing development on the current football field and parking areas; Jeremiah Hamman, (owner, Char Blue and other restaurants) providing internships for students IN Council on Educating Students of Color; and, a permanent home for the Enterprise Cities.

Each student (within a class group) will do community service with students often deciding the volunteer activity they would like to do, such as a fund-raiser for Race for the Cure because one of the student’s mother has breast cancer. Service learning will be a part of all students’ curricula with the goal that each student will view him/herself as an outstanding servant leader, giving back to their own community. Community service (or other service-learning or helping activities) also can be one of the best vehicles for providing opportunities to advance social competency development. In addition to learning new skills and participating in community service, youths also need opportunities to establish positive relationships and form new bonds. The Enterprise City curriculum is just part of the pro-social skills all students will acquire, leading to self-governing and positive decision making. Many outstanding pro-athletes have committed to assist HBHF Academy either as mentors, with their own character development/athletic programs, and/or financially, such as George Hill, Marlin Jackson, Jason Gardner, Tamika Catchings, and William Benjamin and Dave Calabro (Channel 13), ranging from art, theatre, music, athletics, the trades, or technology. Indianapolis needs a Performance School to rival Chicago, LA and NYC. HBHCSA is that school—that can serve as a model for other medium-sized cities with struggling school districts throughout the U.S.

Education Plan/School Design: It is important for the ICSB to realize what the term “alternative” means to the HBHF team: an alternative school means providing numerous different options for students to reach their ultimate goals, prepared after high school graduation, to enter and graduate from college or a career (as opposed to a “job”). Examples of such options include daily performance activities whether on stage, in a voc. ed. shop, or in an internship. If a 15 year-old girl is pregnant, it makes more sense to provide

her with English/Language Arts reading assignments on pre-natal care and child care with a nurse at a local hospital than it does to try to require her to read Silas Marner. If a young man's family is traveling to India for a business trip for 2 months, it makes more sense to provide him related requirements concerning mileage, travel, currency conversion, etc. for math; history of India and photos/reports on the Taj Mahal, Buddhism, India's fairly recent struggle for independence, Gandhi, etc. as requirements for social studies/language arts credits rather than telling him he cannot travel with his family or he will lose his credits for that term. If a student has free time during the day, let him take a course for credit at Ivy Tech, Martin University, or Purdue rather than a study hall; with the multitude of outstanding universities often willing to be partners—not to mention on-line courses—a student should never be bored. A young man clerking at a grocery store now, builds robots in his spare time—but said he was told he was “too dumb to get into school to do it!! Another quit before graduation to focus on singing, but had no idea of the business background needed to be a successful artist. Teaching strategies will align with the learning styles of the students. Most schools use Linguistic and Logical-mathematical intelligence (See Harold Gardner, pg. 48 and Attachments) approaches, lecturing at students with rote memorization and regurgitation.

The time calendar for the school day will be set up based on research on teenagers' brain engagement, starting after 9:00 a.m.—rather than an agrarian society that no longer exists. Older students will get City bus passes. An external evaluation will not only measure students' academic and social skills but also review the governance of HBHCSA. This on-going assessment will be reported each semester to the CAC (that will include at least 2 students and 2 parents) as well as the School Board and the ICSB. All activities and policies will be transparent with pre-established, rigorous, measured goals.

Vision of Future Growth: The Foundation Board interviewed potential students, parents, and community members, finding the majority had a strong desire to help at-risk youth by providing them a challenging and realistic approach to education. Those interviewed clearly believe the education system is failing their communities, and that reaching appropriate educational standards is not being met. Factors such as behavior, learning disabilities, family, and the student's home situation all impact students' capacity to learn. The school is projected to grow from a maximum Yr. 1 enrollment of 300 pupils to 650 in Yr. 2, continuing to add 100 students each year as grades are expanded up and down to 1,000 students in Yr. 5.

The growth of HBHF into establishing a school responds to an often articulated request by parents of other students on the street, expelled or suspended or court-active. Additionally, parents and students currently enrolled at BR Magnet are quite unhappy to see their program shut down and are calling for this type of performance program to be continued. Specifically, the Broad Ripple Village Association supports BRHS remaining a school, and, through breaking off the back lot, football field, and parking area, both designs of maintaining a school and providing more parking and housing for Broad Ripple residents and visitors can be achieved. HBHCSA will expand both downward to grades 4 and 5 and grow upward to grade 10 in Yr. 2, continuing until it contains year pre-K through 12. As many entering students now will need remediation, HBHF will provide double math and Language Arts/English classes, accelerating the needed recovery for students to grade level. (See chart, on pg. 6 to show average IPS grade level scores for FAILURE rate). HBHF has already been recognized as a powerful change agent in Indianapolis, recognized by the Channel 6 Scripps Howard Award and Jefferson Award; Indiana Heroes Award; Minority Business Award, the Colts, the IMPD Minority Police Officer Association, Mayor Joe Hogsett, US Congressman Andre Carson, former Governor Mike Pence, and many others.

Governance and Leadership: The school will be governed by a single Board of Directors that will assist in developing, planning and marketing the school, as well as finance, human resources, curriculum and overall responsibility for school operations. The School Leader will report directly to the Board, and will be responsible for managing all school staff. The School Leader will be responsible for professional development, accountability, coaching, operations support and a consistent approach to curriculum and instruction that allows classroom-level innovation, while maintaining a high standard for the entire school. (See Resumes and Board Member Information Forms in Exhibit C & D)

SECTION II -- EVIDENCE OF CAPACITY

Applicant Group-Demonstrated Commitment (See Attachment 1-Resumes & 2-Information Form)

Building on the outstanding leadership provided by the Foundation's Board and Advisors (See Resumes & Board Member Info. Forms in Exhibits), the HIM By HER Collegiate School for the Arts has sought out significant educators and community leaders as part of this original Proposal Development Team (PDT), including the following (those with an "Op" following their brief bio will work in operations at the school; those with a "G" following their bio will be involved in the Academy's governance.):

Harry Dunn, Head Homicide Detective, 30 yrs. IMPD, Founder;

Keith White, MS degree in Curriculum and Instruction, former Assist. Principal at Broad Ripple High School and at IPS New Beginnings Alternative High School and District Dir. of Fine Arts and Music (Op);

Terrance Bogan, Manager at Charles Schwab, and background in Youth Residential Treatment (Op & G);

State Representative John Bartlett, Retired 42 year tool-and-die maker for Rolls Royce, representing Indianapolis and serving on the Family, Children & Human Affairs committee and Chair of the Martin University Board of Trustees and president of the Coalition of Black Trade Unionists (G);

Dr. Wanda Riesz, Superintendent's license and fluent in several languages, retired IPS Director of Grant Writing and of the Alternative Education Program, with 63 various schools and programs implemented and funded by her, including the Peace Learning Center and Peace Camp free for every 6th grader, 5 community small schools for expelled students, the Pacer Academy inside Union Station, and free 5-day/week after school programs in every elementary school; she also served as the Education Policy Analyst for the Indiana House of Representatives for 10 years, owns Broad Ripple Realty, LLC., and is a member of the Broad Ripple Village Association. (Op) *Others serving as advisors included:*

Diana Daniels, Executive Director of the National Council on Educating Children of Color and the related State Council on Educating Students of Color; over her 30 years with IPS, Diana was a K-12 teacher, Title I reading specialist, principal, and reading administrator (G/Op);

Pat Payne, Former Director of Multicultural Education at IPS and founder and Director of the Crispus Attucks Museum of African/African American History (Op);

Lacy Johnson, Partner in Ice, Miller Law Firm and president/chair or past president of numerous local organizations including the IUPUI Advisory Board, the IU Foundation, Indianapolis Downtown, the American Pianists Assoc., etc. (G);

William Benjamin, Former Indianapolis Colts pro football player (Op);

Gregory Gadson; Attorney and Deputy Attorney General, Indiana Attorney General's Office (G);

Jason Gardner, Head IUPUI basketball coach and former pro ball player (Op); and

Michelle Dunn, Background in foster care and also in investigating fatal accidents for 18 years for the State of Indiana (including those caused by alcohol, drugs, and texting) (Op).

Just these supporters of HBHF have more than 100 years of accumulated expertise in education and crime prevention/intervention, with many other community members also committed to assist. (See Commitment Letters.). This excellent leadership team that worked on developing the charter school proposal will morph into a Community Advisory Council for the school, once chartered, continuing to provide a commitment to innovation to guide and assist the students to meet their own highest potential and the high expectations of the leadership team. Collectively, the Founding Group for this needed school is not only highly qualified and respected by Indianapolis community leaders, but is also composed of outstanding community members who bring a wealth of varied experience and expertise. The Founding Group is committed to long-term community service, starting with the youth in need. They are passionate about creating positive change in schooling, especially in meeting individual student's needs, "however measured or far away." The brief bios that follow show that this Founding Group is completely capable of delivering an innovative, unique, and successful charter school. As the attached resumes and board info forms illustrate, the Founding Group has expertise in the following areas: school/servant leadership; logic model format; administration and governance; curriculum and State Standards; teaching/learning and project-learning; differentiated instruction; alternative programs; and culturally-appropriate instructions; assessment and ex-

ternal evaluation based on measurable goals and outcomes; financial, business and school operations; performance management; parent and community engagement; bi-lingual communications; crime prevention and intervention; facilities management; special needs education; and arts, athletics, and performance education.

Governing Board- (See Attachment # 2 for further information on Board Members and Information Forms). In addition to the expertise demonstrated in the resumes and Board Info forms (cited in the Executive Summary), the Academy's Board of Directors will assist in developing, planning and marketing the school, as well as in finance, human resources, curriculum and overall responsibility for school operations. The School Leader (Principal) will report directly to the Board, and will be responsible for: managing all school staff; professional development; accountability; coaching; operations support and a consistent approach to curriculum and instruction that allows classroom-level innovation, while maintaining a high standard. The Community Advisory Council (CAC) will meet monthly and serve only in an advisory capacity that reviews external evaluations and makes recommendations for improvements and changes to meet the formulated Sustainability Plan. A minimum of 2 parents and 2 students (9th graders) as well as a native Spanish-speaker will also serve on this CAC. Currently there is a diverse (in race and expertise) Board of Directors with representation of many key, involved stakeholders, such as IMPD, businesses, educators, unions, and community members. Board powers and responsibilities (as opposed to those reserved for school personnel) are delineated on Exhibit D, Decision-Making Authority. The Board will be no larger than 15 members of continuing diverse backgrounds (e.g., finance, art, dance, music, athletic, theatre, multi-lingual, etc.) to ensure a well-rounded, culturally-appropriate board that can guide a successful school. HBHF also utilizes a large pool of volunteers for the Enterprise City. John Bartlett, currently serves as the Chairman of the Board, while Harry Dunn serves as the Board President. The following school-related areas (necessary for leaders with expertise in those areas) for a successful school) are shown below with Board Members and Advisors linked to each. (Also see Exhibit D for decision-making authority.)

- **School Leadership**—Keith White-former Assist. Principal; Dr. Wanda Riesz-former Principal, Superintendent's license; Diana Daniels—over 30 years with IPS as K-12 teacher, principal, Director Title I
- **Administration and governance**—White; Riesz-former Education Policy Analyst for 10 years at Indiana House of Representatives; Daniels—IPS Central Office Administrator
- **Curriculum**—White- MS degree in Curriculum & Instruction; Daniels, Title I
- **Assessment**—Riesz—External Evaluator & Grant Writer, 10 years, R & D Educational Consulting; Daniels-Led National Urban Alliance external evaluation within IPS
- **Financial, business**—Terrance Bogan-MBA in Business Management & Leadership, Mgr. with Charles Schwab;
- Tammy Butler Robinson-- formerly served as a fiscal analyst for the Indiana General Assembly House Ways and Means Committee, the Assistant Director for the Indiana State Budget Agency, and Data Director for the Office of Medicaid Policy and Planning
- **Operations (including safety and security) and risk management**--William Benjamin—former Colt and IPD Metro Gang Task Force Commander and Pal Club supervisor and Director, Safety/Security for Tindley Network of Schools; Larcia Warthaw-Emergency Risk Management specialist
- **Performance management**; Gregory Gadson, Esq., specializing in strategic planning & African-American history;
- **Parent and community engagement**—Dave Calabro, Chn. 13 on-air personality w/ numerous awards; Michelle Dunn-18 years working with families involved in accidents ; Harry Dunn—30 years, IMPD & working throughout city; Lacy Johnson-local attorney active in numerous boards & organizations; Bailey Rayford-specializes in Marketing & Advertising; Tammy Butler Robinson-Co-manages Planning and Community Outreach for Engaging Solution, LLC;
- **Instructional Technology**—Tasha Phelps, specializing in IT project mgmt., web development, and cyber security

- Cultural Diversity—Pat Payne-Director, Crispus Attucks African/African-American Museum; Riesz-Doctorate in Cultural Studies with Cuban children in Miami Beach; fluent in Spanish
- Facilities management—contracted by HD Security ; contract to include Security, Risk & Loss Reduction, Janitorial and Maintenance staff
- Sustainability—Riesz- Grant Writer garnering over \$70 Million locally in 10 years; Norma Lawrence Knecht-Specialist in development, fundraising, and marketing; Robinson-certified grant writer.

Governance Procedures –Public Access Law & Grievance Process, (See Attachment #3-Decision Making Authority)The Board members shown below are responsible for the development of this proposal and who will also play a very substantial and on-going role in the development of the HIM By HER Collegiate School for the Arts ("HBHCSA"). The HBHF Board will govern the HBHCSA. Board members attend monthly meetings and also monitor compliance with the charter contract, and the hiring and/or the dismissal of the CEO, as well as providing guidance to the school leadership, fundraising, financial monitoring, community support and media relations. The Advisory Board, will only serve in an advisory/review capacity as the school progresses. All Indiana laws and policies related to public schools and to charter schools will be strictly followed, including full compliance with Indiana's Public Access Laws. Any grievance from a parent and/or student will begin within the school, and can be appealed to the full Board. A listing of HBHF meetings related to the school development are presented below. (Minutes are available as desired):

May 5, 2017—Fundraising and potential Lumina grant; permanent location for Enterprise City discussed; partnerships with Eskanazi Hospital

June 3, 2017—Fundraising; new Director, named to Education Committee; discussion over an external charter school management firm, SABIS; and potential of IPS closed school buildings to become available

July 1, 2017—Decision to move forward Education Committee examining possibility of Charter school and related requirements and funding; discussion on IPS recommendation to close Broad Ripple High School and recommendation from Broad Ripple Village Association president (and BRHS graduate) to maintain the building as a school, central to Broad Ripple Village

Sept. 9, 2017—Partnerships with unions discussed by Rep. Bartlett as well as Governor's plan for career and technology-ready high school graduates, led by Norma Knecht

Oct. 7, 2017—Discussion on IPS final vote to close Broad Ripple High School and any related opportunity to fill the community need at BRHS

Nov. 4, 2017—Discussion on rising homicide rate, School 43 on Capitol Ave and principal turnover; crime rate related to education

Jan 6, 2018—Assemble parts of Charter application; discuss actual proposal and partnering with Browning Investments to submit a joint bid on Broad Ripple HS; discuss projected meeting with Dr. Wanda Riesz, a grant writer and former Director of Alternative Education Programs for IPS, starting 63 various schools and programs

Feb. 3, 2018—Vote to have Dr. Riesz become a Board Director and submit the charter school proposal to ICSB

The HBHF Board Members are:

Harry C. Dunn, III, (pictured below with his wife) is a third generation homicide detective with Indianapolis Metropolitan Police Department (IMPD). Dunn, who, along with his wife Michelle, is the catalyst behind the HIM By HER Foundation, Inc. Dunn felt a calling to leave his then successful corporate career to enter the "family business"—being a detective—believing that he could make a difference. Following in the footsteps of his father and of his grandfather, he now is seeing an ever-increasing number of homicides in Indianapolis—where the current rate exceeds the per capita rate of New York City and ties that of Chicago—the worst murder rate since reporting ever began in Indianapolis. A native of Indianapolis, Dunn is committed to serving the community and improving the life paths of others. Especially serving as a homicide detective, seeing too many young people arrested or murdered, he knew that God was leading him to do something to intervene in this genocide of young marginalized youth—thus, the beginning of Him by Her—"Helping Improve Mankind by Healing Every Race."

Michelle D. Dunn, Harry’s wife, has worked in law enforcement for 18 years investigating fatal accidents for the State of Indiana. She is an Indianapolis, Indiana native, raised in a single family home in the 46218 zip code area—one of the prominent areas HIM By HER Foundation will serve in its mission—where she faced some of the challenges that many youth face today. Dunn earned her AAS in Accounting, and is currently working on her Bachelor’s degree at Indiana Wesleyan University. Her need for giving back, and making a difference has been her passion for many years. She and Harry have two teenaged sons. When not working, Michelle enjoys spending time with family, reading, traveling, and watching football. With her deep faith and positive spirit, Michelle Dunn is dedicated to empowering youth and adults through education and jobs.



The Honorable John L. Bartlett has served as a State Representative in the Indiana State Legislature since 2007. A lifelong Indianapolis, Indiana resident, Bartlett’s ties with the City include graduating from Arsenal Technical High School and attending Martin University and Ivy Tech. Prior to his political career, Bartlett retired after 42 years as a tool-and-die maker for the Rolls-Royce Corporation. He began his political career as a member of the Mayor’s Neighborhood Advisory Council, then served on the Judicial Nominations Commission under Gov. Frank O’Bannon, and was then appointed to the Public Compensation Advisory Commission. Rep. Bartlett currently serves on the Indiana House Elections & Apportionment Committee. He is also a member of the following standing committees of the Indiana House of Representatives: Employment, Labor & Pensions; Family, Children, & Human Affairs; and Government & Regulatory Reform. He is also a member of the Indiana Code Revision Commission. Outside of his legislative responsibilities, Rep. Bartlett is now Chair of the Board of Trustees of Martin University. He also serves as president of the Coalition of Black Trade Unionists and until recently was president of the Devington Community Development Corporation. He was a founding member of the Sheridan Heights Associations for Neighborhood Enhancement (SHANE), serves on the NAACP Executive Committee, and is past Chairman of the Civil Rights Council for United Auto Workers Region Three.

Dr. Wanda Riesz, CEO of R & D Educational Consultants, has her AB degree in Spanish, completing her work at the University of Madrid; she also holds from Indiana University, a M.S. and Doctorate in Cultural Studies with Cuban children. Currently, she specializes in grant writing for predominantly low-income and minority youth-related causes and education. Focusing on the Greater Indianapolis community, her grant writing efforts have brought in over \$70 Million with grant awards ranging from \$2.5 Million—in the first-ever federal grant awarded to Martin University, where she was a Vice President—to \$11 Million for literacy programs. She also previously served as the Director of Grant Procurement for Christel House International. Riesz served as the Director of Grant Writing and the Director of Alternative Education Programs for IPS, designing, implementing, and obtaining funding for 63 State-approved alternative schools and programs. In developing alternative programs for expelled students, she implemented 5 small schools in neighborhood YMCAs, Boys & Girls Clubs, City Parks, and Marion County Health facilities, cutting expulsions in half at IPS. Throughout her career, she has received numerous local, state, and national awards for her work for minority and low-income youth, including the Dr. Martin Luther King, Jr. Individual Award and the Sagamore of the Wabash and the Kentucky Colonel. Prior to IPS, she was the Education Policy Analyst for the Indiana House of Representatives, Democratic Caucus and the Specialist

for Drunk Driving and Veterans' legislation. She was recognized for her work against drunk driving by former Governor Evan Bayh in a ceremonial bill signing on the Ignition Interlock legislation, passed in honor of her 20-year old son, Jay, who was killed by a 19-year old drunk driver. She has been listed in *Who's Who in Education* and *Who's Who in the U.S.* and has served on the Board of the Peace Learning Center, College Summit, American Cabaret Theatre/ Claude McNeal Productions/Act Out; and the Indianapolis Yacht Club at Geist. She is a Stephen Minister from St. Lukes' United Methodist and a member of the Ministerial Alliance and St. Paul's Episcopal Church. She belongs to the Metropolitan Indianapolis Board of Realtors, the Women's Realtor Council, several honoraries, and is also Broker/Owner of Broad Ripple Realty, LLC.

Terrance Bogan is a manager with the largest investment firm in the country, Charles Schwab & Co. Inc. Prior to joining Schwab, he worked in different industries as a leader, most notably, four years in the Youth Residential Treatment industry where he served as a Residential Director. He is a graduate of Arsenal Technical High School, gained his BA in Business Management and Leadership from Earlham College then went on to earn a MBA from Indiana Wesleyan University. Terrance is born and raised in Indianapolis, in area code 46226 by a single mother, along with two brothers. He is the first in his family to finish college and ever to go to graduate school. Terrance always has a very strong will to push past the boundaries placed on him from his surroundings and pressure from family, teachers, and others that said he could not and would not be successful but has always looked back to see how he can help the next child in that avoid the pressure altogether. He is a very proud husband and father of three wonderful boys. He spends all of his spare time coaching the boys in various sports, mostly through the YMCA, so that he can continuously be involved with youth of different ages and backgrounds.

Norma Lawrence Knecht is a business professional who focuses on assisting clients on Business Development, Fundraising, and Marketing Strategy. She is currently working at the Indiana State Republican Party (Indiana GOP) and Holcomb for Indiana as the Development Coordinator. Norma also serves on the Board of Safe Families Indiana, is a Graduate from the Indiana Leadership Forum. She is an Evansville native and graduate of the University of Southern Indiana. Lastly, if you think you are seeing double, Norma has an identical twin sister, Elizabeth Lawrence Childers who resides in Zionsville.

Jason Gardner (born November 14, 1980) is an American retired professional [basketball](#) player and current coach of IUPUI. Gardner is a native of [Indianapolis, Indiana](#), playing his high school ball at [North Central](#). He was honored at [Indiana Mr. Basketball](#) in 1999. The 5 foot 10 inch [point guard](#) then starred at the [University of Arizona](#) from 1999 to 2003. His team finished second place in the [2001 NCAA Men's Division I Basketball Tournament](#), losing to [Duke University](#). As a senior in 2003, Gardner was named an [Associated Press Second Team All-American](#) after averaging 14.8 points and 4.9 assists per game. His college jersey number was retired by the [University of Arizona](#) in 2005. Gardner was not drafted by the NBA, but found success overseas. He played in [Slovenia](#), [Belgium](#), and [Israel](#), and with [EWE Baskets Oldenburg](#) in [Germany](#). He was a two-time All-Star in Germany, appearing in the [Basketball Bundesliga All-Star Game](#) in 2007 and starting for the Northern All-Star Team in the [Basketball Bundesliga All-Star Game](#) 2009. He was also named 2008/2009 [regular season MVP of the German Basketball Bundesliga](#). For the season he averaged 13.7 points 4.0 assists and 3.0 rebounds on shooting 40.8% from the field, 37.5% from three point range and 82.9% from the line. He recorded a season high of 25 points against the [Telekom Baskets Bonn](#). Gardner led his team to a 25–9 record finishing third in the regular season. In 2011, Gardner joined the coaching staff of [Loyola University Chicago](#). Gardner left Loyola to join [Josh Pastner's](#) staff at the [University of Memphis](#) in the summer of 2013. After just one season with Memphis, Gardner was named the head coach at IUPUI.

David "Dave" Calabro often brings comparisons with the mythical "Energizer® Bunny" with his dizzying work as the Sports Director and an on-air personality for WTHR 13, a major Indianapolis, Indiana television station, and his numerous other pursuits, including prolific behind-the-scenes charitable work. Calabro graduated from Indianapolis' Ben Davis High School, and Butler University, where he met his wife and best friend, Lisa. The Calabros have two sons. Dave has received numerous awards for his sports casting,

including four regional Emmy® Awards, and "Best Sportscaster" by Indianapolis Monthly Magazine readers. He covers all levels of amateur and professional sports, and nearly all-manner of sports, including football, basketball, baseball, auto racing, and many others. In his earlier career Calabro was a sports anchor in Dayton, Ohio, covering the likes of the Cincinnati Bengals NFL team and the Cincinnati Reds Major League Baseball team. Interesting trivia: Dave's older brother is the legendary national sports broadcaster, Kevin Calabro, of "Good golly, Miss Molly!" fame. Calabro is covering the Winter Olympics in South Korea currently.

Keith White Earned a BS degree in Music Education from Indiana State University. White is a retired educator, serving 32 years, including an Instrumental Music Teacher at both the Elementary and Middle School levels and a High School Band Director. With a Superintendent's Certificate, he has served within the Indianapolis Public Schools, as Acting Dean of Students, Northwest HS; Assistant Principal, New Beginnings Alternative School; Assistant Principal, Broad Ripple HS; and District Director of Fine Arts\Music. He also has been in the Music Department at Marian University, and in Security at St. Vincent's Hospital and Lazarus Department Store. While working to complete his MS degree at Indiana State University in Criminology, he also has gained the following experience: done the following: MS degree Indiana Wesleyan University, Instruction & Curriculum; Deacon, College Park Church; Served on Indianapolis Symphony Orchestra & Indianapolis Philharmonic Board of Directors; and is currently a reserve Lieutenant with Marion County Sheriff's Office

William J. Benjamin graduated from San Jose State as an All P.C.A.A. linebacker receiving a BA in Radio and Television and a pro football contract with the New York Jets. In 1987 William J. Benjamin was a player for the AFC Eastern Division Champion Indianapolis Colts, while also serving as an IPD Officer. Benjamin was sworn in with the Indianapolis Police Department in 1984 and rose through the ranks holding several assignments as Pal Club Officer, Pal Club Supervisor, Metro Gang Task Force Commander, and Homicide Supervisor. While working in the Homicide Branch he never lost a murder trial. Advancing through the ranks, in 2009 Benjamin was promoted to the rank of Deputy Chief of Criminal Investigations where he reduced crime in the city and led the Homicide Branch for 3 years holding the honor of leading the nation in solving homicide cases with an 81% clearance rate. These efforts brought two TV shows to Indianapolis, "Crime 360" and the "Shift", which depicted the fine work of the IMPD Homicide Branch. Benjamin is a graduate of the National FBI Academy, a graduate of the Southern Police Institute and a graduate of the Senior Management Institute for Police. William J. Benjamin has earned many honors with the Police Department to include several Medals of Merit, the WRTV Leadership Award, the F.I.L.E. Officer of the Year Investigator of the year Award and numerous other awards. Benjamin retired from the IMPD after 28 years to work with the NCAA as the first investigative Director of Division 1 Football. Currently, Benjamin is serving in his 5th year as the Director of Safety and Security for Tindley Accelerated School

Gregory P. Gadson, a long-time attorney, has worked for major corporations and in private practice, with experience in such areas as intellectual property law, contracts, corporate law, litigation, and strategic planning. He currently works as a Deputy Attorney General in the Government Litigation Section of the Indiana Attorney General's Office. He was born in Savannah, Georgia, and reared in different parts of the country. Gadson received a Bachelor of Aerospace Engineering degree from Georgia Institute of Technology ("Georgia Tech") in Atlanta, GA and a Juris Doctor degree from Howard University in Washington, DC. He has a passion for education, history, science, reading, sports, and many other eclectic pursuits involving self-improvement and the collective improvement of others. His wife Marcella, an attorney, has inspired him to participate in community and charitable activities. They have two young adult children, Marcus and Laura. Interesting trivia: Mr. Gadson once wrote and helped distribute a coloring book to teach children about the contributions of African-American inventors, and has written a screenplay that he hopes will be a feature film someday.

Bailey Rayford is the principal in Lead Marketing, Westfield, IN, specializing in Marketing and Advertising. She has an undergraduate degree from North Carolina Agricultural and Technical State University.

Her business covers: strategic development; leadership development, social media training, public speaking, grant writing, public relations, new business development, event planning, volunteer management, nonprofits, business planning, fundraising, change management, marketing, marketing communications, community outreach, social networking, team building, customer service, project management coaching, social media marketing, contract negotiations, event management, and organizational development

Larcia Warthaw is a highly qualified degreed professional with extensive years of progressive experience in business-to-business/business-to-client sales, education, corporate training, corporate development, and community service. Performance driven leader with strong communication and interpersonal skills, Former Director Auntie Mame's Child Development Center Executive leadership, manage 1.9 million dollar organization, develop/maintain corporate partnerships with United Way agencies, manage daily operations, corporate development, manage finances, budgeting, grant research/writing, recruitment, staffing, professional development, training, maintain state licensing, quality rating status, accreditation, implement and administer programs in conformance with Family Social Service and Administration, Child and Adult Care Food Program, National Association for the Education of Young Children, develop and maintain policies and guideline, regulate building compliance/codes, and develop strategic emergency risk management recovery.

The Advisory Board Members include:

Diana Daniels has worked more than 45 years in public education. She holds a B.S. degree in Social Sciences and Psychology from Ball State University, M.S. degree in Elementary Education from Butler University, and 45 plus hours toward a doctorate in Reading, Special Education and School Administration. Mrs. Daniels teaching assignments have covered K-12 grades. While working with the IPS she supervised and managed one of the country's largest staff development projects for literacy with the National Urban Alliance. After Mrs. Daniels' retirement from the Indianapolis Public Schools, she served 3 years as Midwest Regional Director for Ventures Education Systems Corporation and then worked with Quality Leadership Resources, Inc. as Vice President of Sales/Staff Development, focusing on restructuring schools through leadership and the alignment of structure, function and processes of a school. She has delivered and participated in staff development training of school boards, district leadership teams, and school teams. She served as National Conference Chair, President, and Executive Director of the National Council on Educating Black Children and the related Indiana Council on Educating Students of Color. Under her leadership in 2009 a movement began in Indiana in 16 cities to focus on the plight of public education and Black boys.

Tasha Phelps is the award-winning owner of Phelco Technologies, Inc., an information technology (IT) firm. She has expertise in cyber security, and many other areas, such as IT project management and web development, to name a few. A frequent business and technology speaker, Phelps has received awards too numerous to list in limited space, but highlights include a Distinguished Woman in Economic Award (2014), and the 2010 Leading Light Award winner for Distinguished Use of Technology in Non-profit or Government Agency (Women in HiTech). Her previous government appointments include: Indianapolis Metropolitan Police Department (IMPD) Efficiency Team; Indianapolis Division of Public Safety, Cyber Security Efficiency Team; and Commissioner, Indianapolis Metropolitan Development Commission. She has a Bachelor of Science degree in Business from the Indiana University (I.U.) Kelley School of Business and a Master of Science degree in Criminal Justice & Public Safety from the I.U. School of Public & Environmental Affairs. Tasha Phelps also has a long history of charitable, volunteer and civic participation in the Community. Interesting trivia: Ms. Phelps is currently a member of the National Academy of Recording Arts and Sciences, which is responsible for the Grammy® Awards.

Patricia Payne is the former director of multicultural education, Indianapolis Public Schools. Indianapolis native Patricia Payne completed more than 50 years of service with Indianapolis Public Schools (IPS), beginning with 25 years as a second-grade teacher. During her time with IPS, Payne helped design and direct the district's Office of Multicultural Education. She later became the director of the Crispus Attucks Museum of African/African-American History when the facility opened on the high school's campus. Throughout her career, the 1984 IPS Teacher of the Year has traveled to study in Nigeria, Egypt and

Palestine. Payne has been selected for numerous honors, including the Sagamore of the Wabash from the State of Indiana, the Senator Julia Carson Community Service Award, the Trailblazer Award from the Kennedy King Memorial Initiative, Living Legend Award from Community Action of Greater Indianapolis, the Martin Luther King Jr. Human Rights Award for Leadership in Education from the Indianapolis Education Association and more.

Lacy M. Johnson, Esq. is a partner at the prestigious law firm of Ice Miller, LLP. Mr. Johnson's primary areas of practice focus on public affairs services where he serves as co-chair to the Public Affairs and Gaming Group. Before joining Ice Miller, Lacy served as attorney, Government Relations Services, Sagamore-Bainbridge, Inc.; Director of security for the Indiana State Lottery; Liaison with the Indiana General Assembly and Lt. Colonel and Deputy Superintendent for Support Services for the Indiana State Police. Lacy is a former Lt. Commander of the United States Naval Intelligence Reserve. Lacy received his BA and his juris doctorate from the Indiana University Robert H. McKinney School of Law. His awards, recognitions and memberships include: *The Best Lawyers® in America*, *Who's Who in Black Indianapolis*; *Indiana Super Lawyer*; Sagamore of the Wabash; Responsible for the development of the 1.3 billion dollar new Indianapolis International airport – the first post-September 11 aviation facility in the United States; Minority participation increased from 1.5 percent MBE and .002 percent WBE to 27.3 percent MBE and 7.3 percent WBE which resulted in \$354,900,000 and \$94,900,000 for MBE and WBE businesses; Johnson's community involvement includes President of many local boards, including the Indianapolis Airport Authority Board; IUPUI Advisory Board; IU Foundation; Board Member, Congressional Black Caucus Political Education; Oaks Academy; Indianapolis Civil Liberties Union, and several service and honorary fraternities.

Tammy Butler Robinson, (MURP, Certified Grant Writer), is a Managing Principal and leads the Fund Development sector of Engaging Solutions, LLC and co-manages the Planning and Community Outreach sector. Tammy formerly served as a fiscal analyst for the Indiana General Assembly House Ways and Means Committee, the Assistant Director for the Indiana State Budget Agency, and Data Director for the Office of Medicaid Policy and Planning. Robinson has a strong background in public policy and data collection and analysis, expertise in public finance and management, and a deep commitment to improving communities. She received her BA from the University of South Carolina and a MS in Urban and Regional Planning from Ball State University as a fellow of the U.S. Department of Housing and Urban Development. Robinson is the recipient of the I.D. Quincy Newman Leadership Award awarded by the NAACP, 2006 Women of the Year awarded by the House of God Church, Inc. Ft. Wayne, IN, the Distinguished Hoosier Award awarded by the State of Indiana, and the 2009 Ball State University Black Alumni Award of Achievement.

School Leader and Leadership Team: Roles and Responsibilities of School Leadership

Principal: The initial principal will be Mr. Keith White, a former Assistant Principal at several different urban schools. He will be hired by the School Board and will report directly to the school board president and will resign from the Board upon his appointment as principal. White has his MS in Curriculum and Instruction and is completing a MS in Criminology at Indiana State University. White will assist with the leadership and management of the HIM By HER Collegiate School for the Arts ("HBHCSA") and all related responsibilities including recruitment of students, fund raising, budget management, vendor selection, compliance with the charter school contract, long-range planning, day-to-day operations, and oversight of all legal matters. As principal, he will also be responsible for the recruitment, hiring, corrective action, and/or the dismissal of the school teachers and staff, as well as the annual evaluation of those staff.

Since White's specialty is Curriculum & Instruction, he will be responsible for developing the Professional Development program, including a 2-week summer intensive for all staff. The principal and the Board are responsible for setting the school's culture—one of students' self-expectation of excellence and preparation for college and/or successful entry into a career—not a job "flipping burgers" upon high school graduation. Students entering college shall be expected not only to enter, but to continue through to their

march to "Pomp and Circumstance." By Year Two, students shall also be responsible for demonstrating the culture of the school. Additionally, the school principal will also be expected to:

- Serve as head of the Leadership Team
- Strategically allocate staffing and resources
- Organize and maintain efficient systems for attainment of goals
- Communicate and confer with parents and students
- Use data to reflect upon and improve classroom and organizational practices
- Monitor school expenditures and maintain working budget
- Prepare and/or supervise the preparation and submission of reports, records, and data, as required by the sponsoring authority and the Indiana Department of Education

Other members of the Leadership (Management) Team include the following three positions. These will be interviewed and hired by the Chair of the Board and the Principal. The positions will be posted, immediately upon the receipt of the charter designation, in national publications and with the State of Indiana and national universities advanced degree programs.

Assistant Principal: *The assistant principal will be hired and evaluated by the Building Leader and CEO, and will have a minimum 5 years' experience in education, including 2 years in administration. He/she will have an advanced degree in curriculum or leadership/administration and be expected to:*

- *Assist the school principal in formulating student policies*
- *Assist Building Leader with supervisory and management responsibilities, as needed*
- *Maintain high standards of student conduct and enforce discipline*
- *Monitor student attendance, provide notification to families, meet with students and maintain attendance records*
- *Assist building leader with hiring of faculty and staff*
- *Serve as acting building leader in the event of his/her absence.*

*Curriculum Specialist--**will be hired and evaluated by the Building Leader and CEO, and will have a minimum 3 years' experience in curriculum development, with weight given for innovative curriculum development; he/she should have an advanced degree in curriculum or a related field; extra weight will be given to a candidate with performance experience and will be expected to:*

- *Assist in the development, revision, and implementation of the curriculum.*
- *Evaluate creation, analysis and tracking of major assessments*
- *Report to Building Leader and assist with teacher accountability framework*
- *Assist with planning and provision of professional development activities and opportunities*
- *Coordinate and supervise substitute teachers.*

School Counselor/Interventionist: *hired and evaluated by the building leader and will have a minimum 3 years' experience in working with marginal students and their families with at least a MS level degree; extra weight will be given to a candidate fluent in Spanish; he/she will be expected to:*

- *Assist students with career goals and personal/social skills*
- *Provide individual and group counseling to students with identified concerns and needs*
- *Consult and collaborate effectively with parents/guardians, teachers, administrators and other educational/community resources regarding students with identified concerns and needs*
- *Develop a comprehensive school counseling program and assist teachers and staff with understanding appropriate procedures*
- *Adhere to the laws, policies, procedures, and ethical standards of the school counseling profession.*

A relationship with Teacher For America Indianapolis and their Indianapolis Principal Fellows program will also be established as part of a staffing approach. Through this innovative approach to talent recruitment, Teach For America recruits effective TFA alumni from across the country to commit their knowledge and expertise to Indianapolis for four years in exchange for rigorous training in effective charter schools as well as the renowned Summer Principal's Academy at Teachers College, Columbia University.

Teachers:

- *Plan, prepare and deliver instructional activities*

- *Prepare required reports on students and that facilitate active learning experiences academics*
- *Develop unit plans and Learning Ladders*
- *Manage student behavior in the classroom*
- *Establish and communicate clear objectives for establishing and enforcing rules and procedures all learning activities*
- *Maintain discipline in accordance with the rules*
- *Provide differentiated instruction and a variety of and disciplinary systems of the school learning materials and resources for use*
- *Participate in extracurricular activities such as educational activities, social activities, sporting activities, clubs, and student organizations*
- *Use relevant technology to support instruction*
- *Observe and evaluate student's performance*
- *Participate in professional development and in parent meetings*
- *Assign and grade class work, homework, tests*
- *Communicate necessary information regularly to and assignments to students, colleagues and parents*
- *Provide appropriate feedback on work student progress and student needs*
- *Communicate weekly with parents*
- *Keep up to date with developments in relevant subject matter*
- *Encourage and monitor the progress of area, teaching resources and methods and individual students*
- *Make relevant changes to instructional plans*
- *Maintain accurate and complete records of students' progress and development.*

SECTION II -- SCHOOL DESIGN

Education Plan (See Attachment #4-8-Curriculum and Instructional Design .:The curriculum for all students (regardless of their chosen type of performance—singing or sawing) will cover key academic subjects to prepare them for post-secondary opportunities relevant to their educational and career goals. Students will cover the basic requirements to receive a high school diploma and demonstrate their success by either enrolling in a post-secondary program (college, union, and military) or beginning in their chosen career. The linkage that HBHF has with many trade unions will assist students in entering into an apprenticeship program (even while still in high school). In addition, as the school grade levels grow, students who have demonstrated high skill levels (as shown on by high scores on the ACCUPLACER exam) will be eligible to enroll in dual credit courses, thereby beginning their post-secondary education while still in high school. The HIM By HER Collegiate School for the Arts ("HBHCSA") will incorporate the following:

Innovative School Design, as described below, has a comprehensive framework for a rigorous and quality instructional design that will meet or exceed all of the State Standards and Indiana's College and Career Ready Academic Standards. As an alternative-type of school, HBHF will use the same model that it uses with the 3 R's as foundational to its strategy: Relationships, Relevance, and Rigor, but with wrap-around services added as a 4th "R".

- **Relationships**. The alternative education research (above) cited that a caring relationship was one of the most critical components for success for students; HBHCSA will select its teachers and community partners based on their passion for working with students who march to a different drum, who want to provide consistent support for student education, strengthen motivation to achieve goals, and build resiliency to overcome obstacles that might impede progress.

- Relevance. Another critical component for success is that topics/courses/schooling means something to the students. Classes must be relevant to the students' needs, goals, and life experiences. Instruction is designed to be relevant to students' experiences, current circumstances, artistic goals, and life goals.
- Rigor. Rigor must never be compromised as personal excellence is demanded from each student. This demand for excellence will include both academic course offerings and in internships, practicums, or other settings to prepare to meet or exceed the Indiana College and Career Ready Academic Standards (ICCRAS) adopted by the Indiana State Board of Education (ISBOE).
- Wrap-Around Services: Wrap around services will be available for all students, whether grief counseling or substance abuse, whether economic problems such as homelessness (youth from Outreach, Inc.) or domestic violence or gang involvement. Students who are worrying about the survival of their mother after a domestic assault.

HBHCSA will utilize the Engage NY Curriculum to provide students with rigorous and evidence-based lessons that will help them perform, meet and exceed the required expectations of their grade level in the main subject areas of literacy and math. Engage NY will serve as the foundation of student learning while teachers augment lessons or projects to connect learning to real-world issues and needs. Additionally, Engage NY was chosen for its ability to provide students with foundational concepts. The interconnectedness of the units and the way the content builds continuously as students progress through the modules supports understanding new information while building on prior knowledge, which complements the place-based design of HBHF Academy's instructional model. Each module focuses on a theme, further supporting the teacher's ability to engage students with related learning outside of the classroom and coordinate lessons and units with other classes. Engage NY also provides meaningful assessments that support the personalized learning and targeted instruction components of the educational model. The assessments allow teachers to easily identify student mastery and misconceptions that they may need to address. Students are also able to self-monitor and direct their own improvement efforts based on the nature and design of some of the Engage NY assessments. The curriculum team will consist of a lead teacher and the principal; both will spend time throughout the year monitoring and supporting effective implementation of Engage NY with place-based learning, ensuring that the content covered through this curriculum is aligned to the Indiana Academic Standards and that students are provided with multiple opportunities to meet these standards.

Teachers will receive customizable pacing guides for ELA and Math to serve as a roadmap for instruction. These pacing guides will outline the specific skills to teach and the academic standards a child should master each week. During weekly planning meetings, our teachers will carefully structure lesson plans in both core subjects to align to Indiana state standards, as well as to provide a clear progression of skill over the course of the calendar year for students. Teachers will submit prepared lesson plans to the principal or instructional coach as designated by the principal on Mondays of each week. The plans should be listed with annotations for how they will incorporate whole group instruction, small group instruction and individualized support for specific students. Teachers will receive feedback to support implementation from the instructional leaders. Principals and instructional coaches will observe classrooms daily to ensure that lessons are being implemented as designed and that content is appropriately challenging for each student.

Class size and structure: The basic learning environment will be a classroom or a studio or "shop" within the school building. Class size will be limited to no more than 20 students with a preference for 15 students, allowing for a small student/teacher ratio and increased individual attention. This will be possible financially by using TFA teachers, trained volunteers, advanced-level education students from Martin University (and its new School of Education, directed by a former Tindley Network Curriculum specialist) and non-certified teachers, who are specialists in their own endeavors (i.e. theatre, choir, construction shop, HVAC, etc.) (Preliminary agreements from numerous trade unions are included in Attachment #9.)

Students participate in fixed-time classes, adjusted to meet their needs, where they cover key academic subjects in language arts, mathematics, social studies and science. Reading, math, and skills labs are available for those who need remediation. Courses often integrate material from multiple disciplines, allowing students to demonstrate learning standards in an integrated, accelerated format. However, learning

throughout the day may take place in a variety of settings depending on the learning goal. HBHF will have many shared instructional labs throughout the city, and, with the expeditionary learning component, students will be studying in sundry locations. The core English language arts and math curriculum will be supplemented with a strong cross disciplinary component for social studies, science, fitness/athletics and nutrition, art, music, technology, and Spanish. Guided by the mission and vision statements, each student’s individual educational experience assures they graduate from HBHF with all the tools necessary to be successful contributors in the 21st century.

Key Curricular Overview and Documents:

- Students are intellectually engaged, as demonstrated in participation and performance which builds confidence and helps to develop a new culture for them at the school
- Students, teachers and families are involved in the school and community, building a greater sense of connection to the school and responsibility for the community.
- Students with weak academic skills are able to raise their skills in a timely fashion (accelerating skills) in order to be successful with the ongoing curricular sequence and hands-on, involved strategies. Each course will be fully developed using the following process: Curriculum Alignment Templates (CAT)
- Column One --State Academic/Common Core Standards, unpacked standards, and “enriched” standards based on individual teacher’s or grade level teachers’ backward mapping (using Jay

- o A more personalized relationship between students and staff; a caring relationship; a caring environment—Young, (1990); Barr (2000); Fine (1986); Rumberger, (2001), Wehlage (1987) and Wehlage and Rutter (1986)
- o Change start time for the school day at least until 9:00—U.S. Dept. of Edu. (1994); Smith (1974); Foster, op. cit.
- o Promote individual learning success in a less competitive environment, focusing on self-improvement rather than grades -- Young (1990), Lawler (1991)
- o Small enrollment/small class size-.Kerr and Legsters (2004); Smith et al. (1974); Wehlage (1987)
- o Active participation by the students-- Lawler (1991)
- o Improved student morale-- Wehlage and Rutter (1986)

□ McTighe and Grant Wiggins "Backward Mapping" -- going from the complex to the simple, yet avoiding an overly fragmented curriculum) □ Column Two – Assessments that will be used to monitor student mastery of the Standards and sub-standards □ Column Three – Learning activities that will be used to teach students the Standards and sub-standards.

□ Column Four—Unique, hands-on or engaging strategies to bring about mastery of the Standards.

□ **Innovations and Accountability Standards:**

As a new charter with many innovative approaches to teaching/learning, HBHF has based these innovations on evidence-based research (see above), such as research by The Gates Foundation (2006) that indicates that life factors are at least equal to academic factors as related to dropout rates/ reasons, showing that 35% of those surveyed dropped out because they were failing school; 32% had to get a job; 26% had become a parent; 22% had to help their family. These challenges affect the structure of how students continue their education, and the school needs to be accommodating to those students (i.e., if a student has a job [or a baby] that keeps them up to 2:00 a.m., their class schedule needs to be adapted so they begin classes much later in the day).

It is anticipated that ICSB will hold the new HBHCSA to the same accountability standards to which it holds all ICSB-authorized charter schools, and the HBHF Board is prepared to make any adjustments necessary to ensure meeting such standards for the success of its students.

Uses of Technology: Personalized Learning Software: HBHF Academy will also use a research-based, adaptive blended program, such as i-Ready, which provides students with a pathway for more personalized learning. The i-Ready diagnostics evaluate a student's current level of achievement and enables teachers to track growth over time. I-Ready also is correlated with, and a predictor of, how well students will perform on standardized state assessments. When solidifying the choice for this learning software the following criteria were identified:

- Adaptability: the extent to which software addresses special needs student populations;
- Standard Alignment: the extent to which software is aligned with overall learning goals;
- Addressability: the extent to which software can target specific standards;
- Rigor of Content: the extent to which software addresses varying levels of learning needs and promotes deeper understanding of standards; and
- Engagement: the extent to which software uses age-appropriate and multi-sensory materials to engage students.

Students will have access to computers and to the internet to complete assignments, perform research, and access email. These include mobile classroom laptops that are used during class time as needed. Computers will be purchased with the vision of a 20-station computer lab open 5 hrs./day, 7 days/week. Students often communicate with staff and other students through email and texting, and will be able to submit assignments and access grades online. Software programs allow for a combination of remedial skills building and high school credit attainment (as a supplement to face-to-face classes), as well as standardized testing, especially for unique classes. Also, some students may also choose to enroll in WGU to take college-level courses on-line instead of at Martin University.

Quality of Teachers: All personnel must qualify as "high-quality" teachers although they may not be "licensed" teachers (allowable by the State DOE, the ICSB, and ISTA). Hiring a high quality, highly effective school staff is critical to the success of any new school. To ensure access to the most qualified individuals, HBHF will do the following:

- o Recruit from local colleges and universities, specializing in urban education, specifically Martin University and IUPUI

o Students feel safe; are respected by the teachers—Barr (1998, 2005)

o Built-in support systems, including counseling, substance abuse counseling, economic stress—Payne (2003)

o Relevant, involved curricula—Barr and Parrett (2002)

o Use of technology as an alternative method of instruction, particularly affective with at-risk students-- (Ayersman, 1996; Mehlinger, 1996; Raizen et. al, 1995; VanDusen & Worthen (1995); Waterford (2005)

- Use interns and apprentice teachers—building a direct pipeline for the recruitment, training, and hiring of new teachers
- Leverage the talent and expertise of those universities' HR departments
- List the postings in alternative and national magazines
- Customize staff recruitment efforts to focus on the unique aspects of the HBHF Performance Academy, with individualized programs, alternative day schedules, wrap-around services, and a hands-on, engaging curriculum
- Continue to develop partnerships with organizations that assist with teacher and assistants placement and source staffing candidates via networking, website job postings and event participation
- Offer salaries and benefits competitive with other local schools
- Provide adequate professional development prior to school openings, including teaching/learning strategies, culture development, and character and life skills development for the students

Evidence-Based: According to the U.S. Department of Justice, research demonstrates that youth who participate in specific evidence-based mentoring models and programmatic elements, such as real life business situations, demonstrate better school attendance, a greater likelihood of pursuing higher education, and that with the appropriate delivery of services, can overcome risk factors that could jeopardize their future of being successful, productive citizens. Additionally, hands-on or virtual reality curricula are shown to be more effective in engaging students and in students' retention of lessons learned. Also, national experts estimate that nearly 40% of U.S. 4th graders do not achieve basic levels of reading proficiency. The number is higher among low-income families, certain minority groups, and English language learners. The tragedy is that these children may never fully participate in American society. Their employment prospects grow dim and the chance for anti-social behavior increases. In short, they will be viewed as 'problems'." Research such as this illustrates the need for the NCEBC and Augusta Mann's culturally-based accelerated reading program to bring students up to their own grade level reading ability.

Although there are many studies showing the success of alternative education /options programs, due to the negative ("dumping ground") association with the term "alternative," such schools are still thought of by many as less attractive, rather than recognizing the need for public education providing many different options for current students. Students do not fit cookie-cutter modes. Key points (of successful alternative education programs) that are non-negotiable and are to be incorporated into the HBHF Performance Academy, and the related evidence base, are shown below.

Instructional Strategies Including Differentiated

All instructional strategies will be geared to engage students in hands-on, active involvement. Whether a student who wants or needs to get out of school to earn money, is ADD, or wants a performing career, the teaching/learning instructional strategies will be driven by using resources, locations, materials, and processes that engage the learner, often working to build soft skills, such as working as part of a team or using geometry as a set is designed for a theatre performance. The culture of the school will grow overtime into one that is driven by student motivation to increase educational attainment and expect the best from oneself as well as being part of a successful group that can give back to its community.

Differentiated Instruction will be utilized in almost all classes; it is perfectly suited for the students at HBHCSA because they all will have individual learning styles. Since HBHCSA will meet students where they are, instructional strategies will differ from person to person and classroom to classroom, in order to meet the needs of all students, i.e. some students may need remedial acceleration, others excel in some certain field and want to take an on-line advanced course. Special education, English Language Learners, and those in need of tutoring receive will receive additional assistance on a daily or weekly basis. Teachers and coaches will monitor and meet with students regularly to provide encouragement and keep students' motivation at high levels.

Teachers /students will use music, nature, non-verbal (body), interpersonal, and spatial ways of learning. The main requirement for a teacher will be to be a "good role model," as well as having excellence in their respective fields—with a commitment to hold all students to the highest expectations. The majority of teachers will be certified or licensed, although some may be experts in their own fields but not hold a teaching certificate, such as a jazz band director or a welding teacher. Voc. Ed. students and others students

so desiring will enter into internship programs, to lead to apprenticeships for union jobs. Additionally, all students will take oral/aural Spanish every year, so that Indianapolis has a bi-lingual workforce that is not just Hispanic. Every teacher will participate in professional development on using incidental Spanish daily in their classrooms and in the school building, assisting students in immediate spoken-language acquisition. Unique courses or courses that do not have enough student enrollment, such as Advanced Calculus or 2nd year Botany, will be available online as will opportunities for college-credit courses through Martin University (on campus) or WGU—the State's online university

Classes will meet in extended blocks and in face-to-face settings, with small class sizes, permitting teachers to establish relationships of caring, trust, and respect with students. Courses are often team-taught among several instructors, blending coursework across multiple domains to increase the relevance of education and to encourage students to think critically about interdisciplinary ties in the curriculum. Planning time will be built into teachers' schedules so they can develop cross-curricular activities and learning ladders. Open discussion is encouraged to foster deeper understanding, link knowledge to former experiences, and develop creative thinking.

Instructional methods at HBHCSA will focus on intellectual engagement appropriate for increasing the academic achievement of all students, regardless of previous academic performance or, in the case of young students, regardless of lack of prior skill development or resources.

To advance competency development, skill training needs to be incorporated into the classroom. Effective skill training programs incorporate the following trainer techniques:

- **Present the idea:** sell the benefits of using the skill.
- **Model:** demonstrate/exhibit use of the skill and verbalize own thinking process
- **Role-play/guided practice:** engage adolescents in active, experiential learning along with time to reflect on their experiences and discuss how the concepts being presented apply to their own lives.
- **Corrective feedback:** help trainees identify what they did well in the role-plays and what aspects of their skill production need to be changed or improved.
- **Generalization training:** help trainees identify a variety of settings or situations where the skill can be used.
- **Coach:** encourage and remind students to use a specific skill in a specific situation, follow-up to see how things went, and re-teach a point or principle as necessary.

Curriculum and instruction will also be student focused and mission driven with data at the center of decision making. Research shows that teacher quality is the most critical component for high student achievement. This finding demands that educators receive first-rate professional development to increase their knowledge, skills, attitudes and understanding to all students to learn at high levels. (See Professional Development on pg. 49) for a professional development plan that includes a summer workshop and monthly professional development that is results-oriented and data driven, focusing on student attitudes, achievement, and success.

Diagnostic assessments will be given to students enrolled at HBHCSA. If the entering students follow the average scores of IPS (See pg. 6), up to 70% of the students may test below a sixth grade skill level in math, and 45% below a sixth grade level in reading. Like many current schools, HBHCSA will use Response to Intervention (RTI), a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all students in the general education classroom. Struggling learners are then provided with (differentiated) interventions at increasing levels of intensity. This involves determining whether students are learning and progressing optimally in areas of academics, social interactions, emotional growth, and behavior. Identification of the level of intervention needed by each student is based on standardized assessments, such as the RI for reading and the Excel-Designed Math Assessment (EDMA), a custom math assessment.

Comprehensive Curriculum Overview, including Scope & Sequence (See Attachment #4)

Meeting Academic Standards: HBHCSA will use the State Standards, and frequently, Common Core Standards. Faculty members will be trained on the implementation of the standards during the summer

Teacher Workshop, which is 2 weeks of professional development. They will explore the differences in the Indiana State Standards and the Common Core Standards at their individual grade levels and will be introduced to the key points as follows. An outline of the curricula follows, below, but is not yet fully developed. Consequently, a curriculum specialist, Mrs. Sondra Towne, who developed curricula, was a director in IPS' Alternative Education, and has taught at numerous grade levels as well as serving as a principal, will work with the current draft curricula and improve and expand upon it over the summer and fall of 2018.

Scope and Sequence – this outlines the course content and shows how different classes are integrated across subjects (and, in some cases, across grade levels, based upon student interest). It will be posted on the HBHCSA Curriculum Management System so students, parents, administrators and teachers can track the sequence of content within a particular class. (Additionally, teachers may post assignments also.)

- Themes ➤ Essential Questions and Understandings
- Resources ➤ Assessments

English Language Arts

"Experts estimate that nearly 40 percent of U.S. 4th graders do not achieve basic levels of reading proficiency. The number is higher among low-income families, certain minority groups, and English language learners. The tragedy is that these children may never fully participate in American society. Their employment prospects grow dim and the chance for anti-social behavior increases. In short, they will be viewed as 'problems'." Reading:

- The standards establish a "staircase" of increasing complexity in what students must be able to read.
- Students are expected to build knowledge, gain insights, explore possibilities, and broaden perspectives through a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects. Writing
- Students are expected to write logical arguments based on substantive claims, sound reasoning, and evidence.
- Students must demonstrate their ability to research both short and long term projects.

Speaking and Listening

- Students will gain, evaluate and present increasingly complex information, ideas and evidence through listening, speaking, and through media.
- Formal presentations will be used to engage students in one-on-one, small-group, and whole-class settings.

Objective: All students will acquire oral and written communication skills to enable them to both pass the ELA portion of ISTEP+ in grades 6 and 8 and ECA in grade 9. Students will be prepared to move from 9th grade into a rigorous 10-12th grade high school curriculum

Content: At HBHCSA the approach to literacy will be to, first, ascertain the reading level of each student. Based on IPS exiting I-STEP+ scores (on pg. 7) many students may need to develop reading and writing skills, based on the principles of balanced literacy, which is distinguished by explicit skill instruction and the use of authentic texts. It will be important to identify high interest/low ability materials that relate to careers and interest of the students. This model reflects a gradual release of control, whereby responsibility is gradually shifted from the teacher to the students. The key components to the model will be a double English/LA class (a 110-minute 3-5 times/week block) comprised of direct instruction, guided reading and skills practice in phonemic awareness, fluency, comprehension in topics students select, and independent reading. It also is very important that teachers model and correct students' grammatical errors; often teachers overlook the spoken work, citing that it is just "slang," or the neighborhood (or ghetto) way of talking. All students need to be treated as if they are auditioning for a school-sponsored radio show or a stage production, so they know and can use correct grammar when applying for college or a career entrance. If entrance exams indicate significant reading problems or low grade level, the culturally-appropriate "Touching the Spirit" teaching strategies developed by National Urban Alliance consultant Augusta Mann

using her direct, involved, acting-out instruction with "dancing definitions" and punctuation marks recitation, etc. , either presented by Dr. Mann or the Indiana Council on Educating Students of Color.

Guided Reading: Guided reading is small-group instruction for students. The groups are homogeneous and all students in a group, read the same text. In each group, the students read at about the same level, demonstrate similar reading behaviors, and share similar instructional needs. The small groups are temporary and change as teachers continuously assess their students' growth and needs. The format of a guided reading lesson is: Select the Text; Teacher Introduces the Text; Read the Text; Discuss and Revisit the Text; Teach Processing Strategies; Extend the Meaning of the Text; Word Work.

Literacy Curriculum Engage NY: The Engage NY ELA curricula include six modules that focus on reading, writing, listening, and speaking in response to high-quality texts. Each module is intended to last a quarter of a school year; the addition of two extra modules allows for teacher choice throughout the year. The modules will sequence and scaffold content that is aligned to the CCSS for ELA & Literacy and the Indiana Academic Standards. Each module will culminate in an end-of-module performance task which can provide information to educators on whether students in their classrooms are achieving the standards. Modules may include several units and each unit may include a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts. They will also include daily lesson plans, guiding questions, recommended texts, scaffolding strategies, examples of proficient student work, and other classroom resources. (See Attachment #4 for a literacy module and a reading list.)

Riverdeep Destination Reading: Riverdeep Destination Reading is an online literacy program that prepares students to become successful readers by explicitly teaching phonics, decoding, and comprehension skills in the context of a wide range of authentic fiction, nonfiction, and environmental text. Riverdeep is well documented as a means of increasing students' success with decoding, comprehension and word knowledge. As a computer based curriculum, it also helps students to become more familiar and fluent with technology and is appropriate for older students, struggling with reading skills.

Writing: An additional 45-60 minute writing block at least once a week will connect strategies that the readers are practicing to their writing. Teachers will present a short mini-lesson focused on a single topic in which students are interested. Students write about a selected topic while teachers hold individual conferences with them to determine their areas of strength and needs for improvement. At the end of the lesson, students share what they have written and seek feedback from their audience. (This also can be done via video—adding technology skills.)

Mathematics: Engage NY Math is a comprehensive math curriculum that was developed with the support of the New York State Education Department. Lessons allow for teacher flexibility so that what is happening in the classroom can meet both the standards and the students' needs. Math modules include a significant number of practice problems, which gives students lots of opportunities to practice and apply their knowledge. Rubrics allow teachers to evaluate the quality, rigor, and alignment of their lessons. An example of a 7th grade math module is also included in Attachment #4.

Faculty will also be introduced to the Key Points in Math:

- The K-6 standards provide students with a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals—which help young students build the foundation to successfully apply more demanding math concepts and procedures, and move into applications
- The focus is on not only procedural skill but also conceptual understanding, to make sure students are learning and absorbing the critical information they need to succeed at higher levels - rather than the current practices by which many students learn enough to get by on the next test, but forget it shortly thereafter, only to review again the following year.

Science: The Indiana Science Initiative is a partnership between the Indiana Department of Education, ISTEM, and Eli Lilly and Company to support K-8 schools in the implementation of research-developed hands on science materials. It allows schools to adopt the FOSS (Full Option Science System) curriculum based on prepared kits using "notebooking" to combine literacy with science. In their notebooks, students record their hypotheses and observations and reflect upon their experiences. Through this guided inquiry-based model, students learn how to make real meaning of the big ideas in science and extend

their ability to explain these ideas in their own words based upon their own experiences. Teachers use scaffolded guided inquiry in order to make sure students make meaning and develop deep conceptual and procedural understanding from classroom science experiences.

In grade 9, students will study the NASA space exploration curriculum, with HBHF partnering with the NASA/Goete Link Observatory in Martinsville for live space videos, virtual reality, on-line, and live conversations with a resident astronaut (Dr. David Wolfe). The mission of the Link Observatory is to advance scholastic literacy...with STEM education focused on NASA missions, astronomy, and space exploration; and to foster scientific curiosity and advance science literacy aligned with State Standards. Additionally, the FOSS (Full Option Science System) is a research-based curriculum for students in grades K-8, and will be used for grades 6-8 with the NASA/STEM curriculum. The FOSS Program bridges research and practice by providing tools and strategies to engage students in learning experiences that lead to a deeper understanding of the natural world.

Social Studies (History, Government, Current Events): Pearson's *My World Social Studies* and *My World History Survey* connects to students' emotions through stories, focusing on Social Studies content while reinforcing literacy instruction. This curriculum is well aligned with Common Core Standards and promotes reading, writing and the ability to transfer knowledge. Hands-on activities allow students to work collaboratively, while applying what they have learned through discussion and writing stories based on each chapter's content. For this subject, the HBHF Academy intends to connect the Indiana Achievement Standards, Pearson's *My World Studies*, and the *Engage NY* curriculum to other sources to develop a unique social studies curriculum. The teachers will have time and guidance during the summer professional development institute and throughout the year during content planning meetings to make these connections. As additional support for developing this content, teachers will have access to numerous supplemental resources. For example, for older students, Facing History and Ourselves is one resource that will be used to examine the relationship between historical events and present day circumstances that students are confronted with in their own lives. This will help students to be more informed while pushing their thinking on what changes are needed and how they can be a part of the movement towards reform. Digital lessons, interactive work-texts, music, theatre, targeted reading skills, writing prompts to develop critical thinking skills, and leveled readers for differentiated instruction will all be utilized to make history and social studies "come alive."

Performance/Arts: The curricula in these areas of Music, Fine Arts, Theatre, Dance will exceed any State Standards in those particular fields as the curriculum specialist (Mrs. Sondra Towne), working this summer and fall, will work with the contracted specialists to establish specific standards of achievement in those areas, as well as goals and exit criteria. As specified above, cross-curricular planning and lessons will enrich learning the academic areas as well as the arts' presentations by the students.

Career/Technology/Vocation Preparation to ensure students not only meet the ICCRAS standards but also meet the criteria necessary to become certified in these vocational areas as they progress through high school. (See Attachment #9 for exit criteria.). The HBHCSA curriculum is designed to meet students where they are. Transcripts will show where they are supposed to be or indicate prior credit attainment, but assessments given within individual classes will be a more true indication of the level of mastery. Both will be considered when creating an education plan for the student that will allow them to graduation from high school, prepared for post-secondary opportunities, such as college or career-entry. For years, Indiana officials have gone back and forth on whether the point of high school is to get students ready for college, or to get them ready to enter the workforce. "High School Job Training Takes On New Life In Indiana" led the headline on the announcement of the Governor's new Secretary for Career Connections and Talent, in his Education to Career Pathway cabinet, also including the State Superintendent of Public Instruction, the Indiana Commissioner for Higher Education, and the Commission of Workforce Development. HBHCSA—as a new charter school—has the opportunity to be the first school established specifically in line with Governor Holcomb's new career and technical education programs, including an apprenticeship program.

HBHF's Enterprise City will provide programs for improving the lives of at-risk youth, including character development. The Enterprise City Program is a teaching tool for life skills and consequences. It is modeled on a miniature city with vital entities and institutions the participants run and interact with to gain practical knowledge and experience. The HBHF version has been specially modified to address the needs of Indianapolis youth. HBHF has the territorial exclusivity for the Enterprise City programs and will also utilize the curriculum expertise of Enterprise City innovator Philip Ross. Separate curricula are used for the different ages of participants. The Enterprise City includes:

- Understanding of the "Community" in which they live
- Interaction of individuals, businesses, organizations, local, regional and national government
- Career Exploration and Workforce Preparedness
- How personal interests and skills could be linked to a career
- Standard soft-skills: punctuality, dress codes, conflict resolution and problem solving
- Job applications and interviews
- Economy, Trade, Government and Taxation
- Understanding of the flow of economic activity: free enterprise impacts locally, regionally, nationally and internationally
- Business Operation and Management
- How to start a business and to continue to operate successfully; business planning
- Citizenship, Community Life and Responsibilities
- Understanding of the rights and responsibilities of citizens, civic participation, elections, branches of government and politics, and current events
- Financial Literacy and Personal Finance
- Balancing of income and spending, wants/needs and opportunity costs
- Saving and Quality of life, banking and cash management

Pupil Performance Standards (See Attachment 5 for a more complete listing of Academic /Exit Standards). In its current 6 – 9 configuration, HBHF will need to raise the academic proficiency of middle school students from their point of entry (even though they may be one to three grade levels below average expectations in skills development) to a 6th grade level. A significant amount of time and numerous resources are employed to bring students up to grade level upon their entry into middle school. It is envisioned that this "catch up" process will be most difficult in the first year of the school. In order to close that achievement gap, the HBHF has already planned that it will "grow" the Academy both upward to high school graduation and downward to Pre-school. This will create a pipeline of well-prepared students to progress smoothly from Pre-S to elementary to MS to HS and graduation with entry into a college or career, at that point. All requirements for grade level promotion and for HS graduation will be clearly bulleted in the School Handbook (to be finalized during the summer and 1st Semester of the Planning Stage)

Retention: HBHF Academy holds the belief that grade retention is not the best intervention for underachieving students. Findings from school psychologists Anderson, Whipple and Jimerson indicate, "On the individual level, many more boys are retained than girls, more minority students are retained than white students. Retained students are more likely to display aggressiveness, to have a history of numerous school changes and absenteeism." Another factor to consider is whether teachers are addressing the root of the problem leading to the recommendation of retention. Retention will be only be considered after a number of prevention strategies and interventions have been identified including early identification of students performing below grade level expectations, additional tutoring, mentors, and increasing the amount of direct instruction. When determining a student's' promotion to the next grade level, teachers will review a number of factors including that retention is the last choice. In addition the learning team will coordinate a more comprehensive support of wrap-around services that may be needed for the student. Supports may include resources aimed at addressing socio-emotional or behavioral needs of the student. When determining a student's' promotion to the next grade level, teachers will review a number of factors including:

- Student performance on state assessments

- Documented growth towards grade level standards evidenced by formative or interim assessments or report cards
- Satisfactory completion of State Standards
- Progress on academic interventions or modified goals
- Social development
- Learning team recommendations during team meetings

In order to successfully move from 6th to 7th grade at HBHF students need to demonstrate mastery in the 6th grade State Standards and successfully complete the 6th Grade Capstone Project. The learning team will make a formal recommendation for retention of at-risk students no later than the 3rd quarter to ensure the proper interventions are in place to assist with improving student achievement outcomes. The principal reserves that right to make the final determination after all factors have been considered. Both promotion standards and policies, as well as graduation policies and required course, standards, and community involvement will be listed in the Academy's Handbook given to students and their families upon enrollment. Forty credit hours will be required for a Core 40 Diploma with each course weighted the same in grade-point average calculations. This is critical as performers move on to apply for stage work, artistic displays, etc. Using the Restorative Justice intervention process, student suspensions may be removed from transcripts but expulsions will not be. Every student will have a minimum of 2 years high school Spanish and 2 years of spoken Spanish (with the opportunity to test and place out of additional credited Spanish.) See Attachments for potential elective courses, depending upon demand from the students, but to include: choral voice, theatrical production, dance/step, music band, maintenance certification in varied courses, etc. Clear, rigorous grade promotion and graduation policies and standards will be maintained at all grade levels.

High School Graduation Requirements: A Core 40 Diploma will be required as well as a "senior recital" and capstone (written) project to go with the senior recital—which may be a performance, display, etc. The Academy will meet all State Graduation Requirements stated in IC §20: 32-34. Waivers will be strongly discouraged except in the event of special needs students. All students must pass the requirement of the Academy that he/she is ready and prepared to enroll in college or other postsecondary opportunities (such as trade school) or join the military service, or enter into their chosen field in the workforce, including as an apprentice or intern. The students performing in "hands-on" performance may also participate in the innovative Indiana Works Councils' CTE curriculum and earn an Industry Recognized Certification and/or the Governor's Work Ethic Certificate, approved by the IN DWD, but this Certificate will not be in lieu of their diploma.

Capstone Project: Reading, Writing and Research: Students will be expected to successfully develop research as a participant in producing a student research paper, newspaper, or online news broadcast. Each student will write an article to submit and present to a panel of teachers or to participate as a reporter of a news story to be aired during a student-run news broadcast. Articles and stories will be written in the following genres: local news, international news, feature articles, editorials and columns. Student work will be evaluated based upon a 10-point rubric. English Language Arts and Social Studies teachers will create an interdisciplinary unit, 6 weeks in length, about current events, journalistic writing, and preparing stories for broadcast journalism. For newspaper stories, students will write 3-5 paragraph articles that describe and summarize events that they have chosen to research. For editorials, students will choose an issue and take a position on it. Each student will present their work to a panel of teachers and peers for review and feedback. If the student has chosen to participate in the Fine Arts/Performance section of the school, the Capstone Project may be a demonstration or a product with a written explanation of the progress, culminating in said project. Students at risk of not meeting graduation requirements will be identified at a minimum 1 semester before their scheduled graduation date and will be provided a mentor to assist them, provide guidance. Since there will be a health care facility (with counseling available) right in the building as part of the wrap-around services provided in HBHF, the student not graduating or at risk of dropping out will be recommended to meet with the Academy's Interventionist and/or Health & Hospital's counselor for guidance in what issues they are addressing. A strict procedure for this process, including the structure involved, will be developed during the planning stage, so no student "slips through the cracks" whether this

means finding a community volunteer spot for him/her, coordinating with a probation officer, or making a recommendation for a part-time job.

School Calendar and Schedule—(See Attachment #6) HBHF Performance Academy plans to open in

January, 2019, taking the summer and fall of 2017 to finalize preparations for school opening. Should the decision on BRHS not be determined by August, 2017, HBHF will need to re-examine its intentions to open in January. The proposed calendar, weekly schedule of classes, total number of instructional days, and start/finish time for the school day are included in Attachment 6.

School Culture: The most important component of the school culture is that of a positive, caring environment with a belief that every student has a special talent, that everyone deserves respect and self-respect. This will be promoted, first and foremost, by the principal and school leadership team—and, then, by the entire faculty and staff (janitor, security, etc.) This will be promoted and developed in full during the on-boarding and during the 2-week long summer workshop. This caring culture—respecting and promoting diversity and teamwork will promote a positive academic environment for student intellectual and social development. Role playing, small focus groups, and “homeroom” discussions will promote the self-development of this culture from Day 1. Students, parents, and staff on the Community Advisory Council will be responsible for maintaining this culture throughout the school and throughout the school year. The “performance” art for each person shall be the theme throughout all subjects, all classes, all activities—with each student developing his/her own self-respect and respect for others—whether gifted with his/her hands to mold a bowl or fix a toilet, use his/her legs to dance or to run a mile. The cultural framework of HBHF relies primarily on educating the whole child to foster a healthy community.

Educating the whole child means caring for the child and providing to make sure that all of the child’s needs are met. This includes their academic needs along with their physical, emotional or social needs. Not all students come from homes that provide safety and security. Trauma or adverse childhood events can cause students to misbehave or make poor choices. Through frequent dialogue and communication, staff will work to uncover the root causes of misbehaviors to try to understand why the behavior occurred and what can be done to restore the child to make it right and to show that HBHF cares about its students.

Supplemental Programming: The summer is a perfect time for non-traditional performance: theatre performances, internships, community volunteerism, job training. The first year of HBHF will only offer these types of summer programs, as they are arranged during the Planning Stage. In the following summer, an academic summer school will provide students with an alternative pathway for more intensive academic support if they are significantly behind in math or English Language Arts. If a student had been failing, at the conclusion of summer school, a final decision on a student’s promotion or retention will be determined by the principal.

Extra-curricular and co-curricular activities, programs, and services will be a natural part of the HBHF program incorporated into the school day (that ends 2 hours later than the previous ending time for BRHS). Since HBHF is a performance school, time for activities, special programs, and skill development will be incorporated into the school day. Competency development is an integral component in a performance school with a multitude of wrap-around services available to assist students in achieving that competency. As the caring culture is developed, it is intended that students will bring ideas to and become part of the Academy Leadership—so that their special interests are assimilated into the day-to-day program. Thoughtful, well-supported programs that will address student mental, emotional, and social development and health are integral to the school’s educational and student-development plans.

Competency development is the *process* by which youth offenders acquire the knowledge and skills that make it possible for them to become productive, connected, and law abiding members of their communities and selected five core competency domains—areas in which one could reasonably expect young people in trouble with the law to build and demonstrate competencies depending on their age and stage of development. These domains are:

- **1. Pro-Social Skills**
- **3. Academic Skills**

• **2. Moral Reasoning Skills**

These domains do not represent a complete list of the competency areas or skills that young people need in order to succeed in life or all the things parents might want for their children. But research indicates that these are the competency areas that matter most for success in school, work and life; that strengthening these areas increases resistance to delinquency; and that deficits in these areas put youths at risk for continued involvement in the youth justice system. The 4 core competency domains are discussed individually below; however, they can be consolidated into a "life skills/character development" curriculum that addresses academic, workforce development and social skills.

• **Pro-Social Skills** help adolescents increase their chances of navigating their interactions with others in pro social ways. This domain includes a set of interaction, problem solving, and impulse control skills. Goals for this domain include better social interactions, problem solving, and impulse control.

• **Moral Reasoning Skills** help adolescents recognize thought processes that rationalize negative behaviors and understand how their thinking, values, and choices affect their behavior. This domain refers to a more complex set of concepts than those related to basic pro-social skills, in effect teaching young people principles to live by and guidelines for making good choices. The goal is making the right decisions for the right reasons.

• **Academic Skills** help adolescents improve their chances of having a successful educational experience. This domain includes a set of study and learning skills and basic reading, writing, and math skills. Youth with learning, attention, and behavioral disabilities need academic remediation and can be successful when a variety of options are provided. Goals for this domain include catching up in school and advancing in school to the highest possible level of academic achievement, including performance—whether in the arts or in the trades.

• **Workforce Development Skills and Job Training** helps older teens improve their chances of being economically self-sufficient after high school. This domain includes a set of workforce development skills for getting a job, keeping a job, and achieving self-sufficiency.

Special Populations and At-Risk Students: HBHF will meet all State and Federal requirements pertaining to students with disabilities and English Language Learners. As a new school, opening in January, 2019, it is planned that HBHF will use a part-time teacher qualified in Special Needs and for English Language Learning. As interviews take place for an Interventionist, special weight will be given for a teacher with a dual qualification. By the beginning of Year 2 (August, 2019), the budget will be established to hire such teachers.

Referrals for Evaluation: If a faculty member has concerns about a student and he/she feels that the student may have a disability, the intervention process will be initiated.

Response to Intervention Model: Like many other public schools, HBHF will use the Response to Intervention (RTI) model, a multi-tier approach to the early identification and support of students with learning and behavior needs. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, special education, or both. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners will be provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress will be closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by student outcome data.

By Year 2, a teacher licensed in Special Education will be added to the faculty; in Yr. 1, a Special Ed-certified teacher will be shared with another charter school, as needed. The RTI program, as described below, will ensure academic progress for all students, those identified as mild, moderate, or severe disabilities. RTI is a well-established, evidence-based intervention that should assist these students to progress through to graduation (with a waiver, if absolutely needed) in compliance with federal and state laws. For

RTI implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner with students receiving IEPs or with Section 504 plans,

- Tier I interventions provide evidence-based, differentiated instruction to meet the needs of all students. Teachers ensure that 80-90% of all students are academically successful with universal interventions.
- Students who are demonstrating below 80% proficiency of standards with core instruction alone are prioritized for Tier II intervention. Teachers provide small group supplemental instruction and other additional interventions as needed to this population which generally makes up 5-10% of students, monitoring their academic progress more closely than Tier I students.
- Tier III interventions are reserved for 1-5% of students who require intense interventions. Teachers may need to provide individualized instruction focused on specific skill deficits to these students in addition to core instruction, with increased monitoring of academic progress. Tier III coursework relies heavily on computer-integrated resources, including System 44 and Read 180 for English 1 & 2 and the EDMA-based Math A & B, with personal learning progression for students and data on skill development for teachers. These programs are aligned with ICCRAS, readying students for secondary level coursework, allowing students to earn elective credits.
- Continued interventions are offered as long as they contribute to academic progress. If students are unable to demonstrate academic growth through ongoing assessments over two terms, even after extensive intervention, they may be referred to an outside provider for Special Education testing. ("RTI Action Network," National Center for Learning Disabilities).

The Interventionist is a critical support to ensure all students are academically successful and will work both with the RTI program for Special students and will lead the Restorative Justice program, as needed, for students struggling with discipline problems. The evidence-based peer-to-peer Restorative Justice program is based upon a different set of questions than the old punitive approach. As stated by Restorative Justice for Oakland Youth, the questions asked are: (1) Who was harmed? (2) What are the needs and responsibilities of all affected? (3) How do all affected parties together address needs and repair the harm? Restorative Justice is reparative, inclusive, and balanced. It emphasizes (1) Repairing harm; (2) Inviting all affected to dialogue together to figure out how to do so; and (3) Giving equal attention to community safety, victim's needs, and offender accountability and growth. Restorative Justice has diverse applications. It may be applied to address conflict in families, schools, communities, workplace, the justice system, and even to address mass social conflict (such as the Truth and Reconciliation Commission in South Africa), (<http://rjoakland.org/restorative-justice/>).

English Language Learners: Prior to the start of the school year, a Home Language Survey will be administered during the enrollment process, which will identify scholars who are English Learners. Identified students will be screened using the WIDA Access assessment to determine their level of English Language Proficiency. Once the student's native language and English proficiency is identified, HBHF will develop a specific plan of support to meet the language needs of the child. The Engage NY curriculum offers support and translated modules for English Learners. All staff members will receive training on how to best support EL scholars as a part of our ongoing professional development as well as being taught basic spoken Spanish to use in incidental learning situations (that also will make Spanish-speakers feel more comfortable initially). Additional strategies for support will be developed by a Board member, Dr. Riesz, who is fluent in Spanish and built into the student's learning plan. The goal will be to transition the ELL out of a special program as quickly as possible while still offering them supports. Also, all materials and meetings will be bi-lingual and/or available with a translator, as needed.

Gifted Students: The PDT recognize that the Academy is unique because it is based on the premise that ALL students are "Gifted and Talented"—every student has a talent, it just may require assistance from a teacher or coach to bring out that talent and help it blossom. A Performing Arts-type school is exactly the place for the wide-variety of talents to bloom so that each student can be allowed and assisted to "march to the beat of the drum he hears." Additionally, the Meryl Sydney G & T School is only 8 blocks away from the BRHS building, so it is natural that a number of students from Sydney will enroll at HBHF.

Students who enter HBHF with high levels of academic (or intellectual) achievement (as measured by diagnostic assessments at intake) may be considered "intellectually gifted." The needs of intellectually gifted students include the ability to exercise critical thinking skills, express creativity, and share ideas. Those gifted students, regardless of their age, will be encouraged to explore educational options in the community and/or at the post-secondary level through dual credit classes offered in cooperation with Martin University, as HBHF is currently working with Martin to cover tuition expenses. Dual enrollment allows for an accelerated progression through post-secondary coursework which increases the likelihood of degree completion. Advanced coursework will also meet the intellectually gifted individual's need for academic challenges. As with other students, instructional strategies will be customized to encourage gifted students to explore their potential for challenging careers, including internships. Other gifted students may take advantage of the many Arts opportunities available in Indianapolis, such as the Broad Ripple Art Center classes, just north of BRHS. The counselor or mentor assigned to such students will closely monitor their progress, recording it as a regular class. The goal is to provide students in Indianapolis not only *equity of opportunity*, but *equity of outcome*. While some students may be gifted in one of the seven Gardner Multiple Intelligence learning styles (cited on pg. 48) they may have other skill deficits or have a weak pro-social bond. One of the major goals of HBHCSA is to create opportunities for youth to succeed in the systems of education, career, and vocational training.

Student Recruitment & Enrollment (Attachment #7). Although the market analysis clearly demonstrates need, HBHF will survey local residents and community members to collect information about the community's expressed interest in a new neighborhood performance arts school. HBHF will also work with Board member, Dr. Riesz, to present to the BR Village Association on the Academy and recruitment. Outreach will be sought for every IPS BR Performing Arts Magnet student who will have had their school closed. Over 50 residents and other community members were polled to better understand the area's specific educational needs and desires, but will continue to poll and advertise the Academy through area businesses, adding outreach online and with posters throughout area businesses, restaurants, and yard signs for supporters. In addition to direct community outreach, HBHF Academy will examine the Enroll Indy program to become listed as a school of choice for families. Recruitment efforts will also include outreach through family agencies and associations, community events like The Black Expo and in The Recorder, Broad Ripple News, and on Spanish-speaking radio and television. Marketing information and application support for families will be made available at area libraries, churches, and housing complexes also.

Enrollment Policy: The enrollment plan for HBHF Performance Academy involves having all families or students fill out an interest form (which they can get in paper form or fill out on-line). Each family will then receive a phone call and the enrollment coordinator (or recruiter) will meet with the student and parent or guardian to explain the program and tour the school to ensure full understanding of the HBHF program and services. Families will then receive an admission packet to fill out and return to the school. HBHCSA will recruit students fully, and will not discriminate against any students or employees based on their intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, or on any other ground that would be unlawful; there will be equal access for all students regardless from which school district they are coming or where they live. HBHF is appreciative of the fact that many high school aged students in Indianapolis are homeless and may or may not be emancipated minors. HBHF will work actively to serve these students and will cooperate with Outreach, Inc., School on Wheels, and Use What You've Got Ministry (parents incarcerated). The schools will select and report the open enrollment window and hold a lottery if there are more admission applications than available openings. The **Enrollment Policy** (attached) explains the "Performance" or hands-on, engaging program at HBHF and also the wrap around services of the Academy and pre-admission activities for students or parents. Tentative dates for the application period, including enrollment deadlines and procedures, and an explanation of how the school will receive and process Intent to Enroll forms will be included in the Enrollment Policy as well as policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

Student Discipline (See Attachment # 8 for Student Discipline Policy). Since HBHF Performance Academy is a different type of school initially—since students will be choosing to attend, rather than being forced to attend, it is envisioned that discipline (once the caring culture is established) student discipline should be less of an issue, certainly at the high school level. As the students are treated with respect and exposed consistently to good role models, it will be clear what the expectations concerning “acting out” are. If a student wants to act out or wants attention, all efforts will be made to provide that attention and desire to act out, up on a stage—actually involved in a production of some sort, even if just a small role play in literature class. Teachers having planning time together will also assist in maintaining a positive environment and keeping students engaged as they plan cooperative lessons. All students will be expected to demonstrate personal accountability and consideration for others at all times, as will be expected in college and workplace environments. The purpose of disciplinary action at the HBHF will be to ensure that both individual students and the school community remain focused on growth and learning in a safe and secure environment. If a conduct issue arises, progressive discipline will be used to assist the student in understanding that a performance problem and opportunity for improvement exists, and to assist the student in demonstrating improved behavior. Violence and illegal activities will not be tolerated in order to protect the safety of students and integrity of the school. Serious infractions will be thoroughly investigated and require a hearing prior to disciplinary action. Negative behavior will initially be dealt with in as low of key manner as possible, leading to peer review and input through Restorative Justice then the Interventionist, and then the Principal, and family, and—lastly-- the police, if needed. There will be a police sub-station in the school building, and just its presence should assist in maintaining a positive discipline atmosphere. All corrective actions will be monitored by the school principal to ensure legal and policy compliance. Drugs, weapons, and fighting will not be tolerated at the HBHCSA; these are non-negotiables. The ultimate goal is for the students, themselves, to not want there to be discipline problems at their own school!

Parents and Community—(See Attachment #9 With the closing of BRHS and BRMS, over 660 students have been displaced already. Additionally, the IPS elementary Performing Arts Magnet (with over 300 students) that used to be located nearby at 46th and Central has now been relocated near the downtown zoo. HBHF already has many strategic partnerships with community organizations that will be able to enrich the school and its mission. These partnerships will be vital in enriching the students' learning experiences and connecting students and their families to available community resource in this wrap-around service school. The Arts are a critical part of the fiber of Indianapolis, and Indianapolis students deserve a competitive arts program, without their parents having to pay tuition for a private school. The Founding Group and Board of Directors both have deep ties to the Indianapolis community, including the sports community with Tamika Catchings, George Hill, and Dave Calabro all pledging their support and involvement with the Academy. Also, Browning Investments (housing and parking garages in Broad Ripple), Broad Ripple Realty, IMPD, and Health and Hospital, Inc. have all expressed commitments to locate there and to assist in leveraging community relationships to solicit additional support for HBHF. Schools that are in the same neighborhood are shown below. The racial disparity of open/to be closed schools was discussed in the Indianapolis Star, **“Why this IPS school is mostly white and wealthy,” [2 IPS Center for Inquiry Schools located in upscale white neighborhoods with enrollment preferences given to neighborhood students];** [Stephanie Wang](#), Indpls. Star, July 2, 2016; stephanie.wang@indystar.com. (*See full article in Attachment #19) Realistic evidence shows that the 2 schools that were just voted to be closed have over a 91% minority rate and over a 70% poverty rate. It asks the question if Eliz. Baker #55 will be the next school to be closed as the IPS system strives to attract its wealthy white patrons on the north side. BRHS has an I-STEP+ pass rate for both Engl/LA and Math at 71%--one of the highest rates in the district (district average was 24%); yet the school is to be closed with over 650 students having no familiar place to continue their education. This is not the diversity that Broad Ripple nor Indianapolis want to mirror; this is not the time to encourage more minority students to drop out—those talents need to be capitalized upon.

School/Grade level Address	Grade Level	Type	# of En-rollees	Specialty	% Minor-ity	% Free Reduced Lunch	% Pass Both I-STEP+ LA & Math
Park Tudor College 7272 .N.	Pre-sch-12	Private	Approx. 1,000	100% College Admission; Indy's only Global Scholars Program: (IB),	Not Available	Not Avail-able	Not Available
Merle Sidener Glendale, 2424 Kessler Blvd	2-8	IPS Public (tested)	357	Gifted	51%	44%	89%
Immaculate Heart 441 E. 57 th	K-8	Private	409	Roman Catholic/College Prep	94%	0%	84%
STATE AVERAGE	K-12	Public	NA	NA	32%	48%	51%-K-12 76%-K-8
*Center for Inquiry Sch #84 440 E. 57 th	K-8	IPS Public (lottery)	432	College Prep I.B.	19%	9%	76%
Butler Lab Sch #60, 3330 N. Pennsylvania	PK-7	IPS Public (Just taken over)	556	Lab School	41%	33%	51%
*Center for Inquiry Sch #70 5510 E. 46 th	K-6	IPS Pub-lic (Lottery)	312	College Prep I.B. (former Perf. Arts Magnet)	49%	40%	45%
Eliz Baker #55 1349 E. 54 th	PK-6	IPS Pub-lic	166	Traditional	75%	65%	24%

BRHS	9-12	IPS Public	604	Perf Arts Magnet	92%	70%	71%
BRMS	8 th only	IPS Public	59	Perf Arts Magnet	91.5%	75%	6%

Families that plan on attending the school will be invited to attend the Indiana Council on Educating Students of Color’s long-standing “Parent University,” paired with a free meal, to learn more about the HBHF performance (hands-on) model with wrap-around services. Learning strategies, specifically to improve reading and literacy, will be demonstrated for K-12 children. These presentations often are coupled with student presentations or performances, and the ICESC distributes books as rewards. Additionally, it is envisioned that the BRHS building will have offices for many of its partners, such as a Health Clinic provided by Marion County Health & Hospital, so families will become more accustomed to using the building for many of their needed services. As the school grows into its second year, it is also planned that the Industrial City™ will be set up for adults to learn financial literacy, and classes on computer skills, resume building, Spanish/English, etc. will be offered to the community in the evenings or on weekends. One sponsor (Broad Ripple Realty, LLC) of the Broad Ripple Village Association Annual Duck Race has committed to increase sponsorship to benefit the HBHF Academy. If located at BRHS, the building has been a community centerpiece for its many years of existence and HBHF wants it to continue to be, sponsoring the Farmers’ Market and local entertainment and shows on its stage when the students are not using the stage—or the students performing with local programs. During the Planning Stage, community members, families, local businesses and others will all be invited to participate in determining what other types of services are wanted as part of the wrap-around services to be located in the school. These events will help build strong ties to the community families, neighbors and other stakeholders near-by.

Community Engagement. HBHF will submit a bid for the BRHS/MS building location as that specific community has often expressed its desire to maintain BRHS as a performing arts school. (See “Facility” pg. 48) If that location should not be available, the school design/business model is not “married” to that location. HBHF has already examined other similar facilities on the near North and East side—perhaps in a former car dealership or the old Carpe Diem school at 45th and Shadeland. Yet, the specific BR community needs and values for unique and innovative options certainly match the HBHCSA school design—whether for a future Dave Letterman or for the 14-year old girl who was just expelled for the rest of the school year for “acting out” (and whose parent just contacted the HBHF to see if this school was open yet!).

Community partnerships promote the sharing of information and resources that are helpful to staff, students and families. Community groups, cultural organizations, volunteer organizations, businesses, senior groups, and religious organizations can provide cultural, recreational, and extracurricular opportunities that enrich the lives of children. HBHCSA will be encouraged and supported in its efforts to establish a broad base of community involvement in order to promote awareness and support for the activities and learning that take place in the school. Due to the Founding Members’ current roles in public education, their daily contact with parents, students and the community has solidified their belief that an option in education is desired, especially a school that can take the place of the popular Broad Ripple Performing Arts Magnet MS and HS. Other partnerships already established include the Building and Contractors Trade Union; Eskenazi’s Prescription for Hope or Healthcare Navigators Mobile Clinic; HBHF Enterprise City; Mr. Robert Zehr, former owner and director of Beef and Boards Theatre and symphony director at St. Lukes Methodist Church; Dr. Fitzhugh Lyons, President, Ministerial Alliance, and Pastor, Gallilee Missionary Baptist Church; William Bluitt, co-founder “Scared Stiff;” Marion County Superior Court; Indianapolis Metropolitan Police Department; Marion County/IN Juvenile Detention Center; Marion County Juvenile Courts; Martin University; and numerous others. (See letters in Appendix #9.) Many of these persons are professional in their respective fields of dance, music, building trades, government, etc. who join HBHF in desiring to save local youth by getting them involved, providing an interesting and challenging

educational program for them—one that fits their needs: art, dance, HVAC repair, internships, career entry, military, aviation repair, etc. As word of the school spreads, even more community partners have indicated an interest in helping—the students --and themselves, as they get a qualified workforce. Additionally, many public schools now use community service to address the accountability goal - youths are required to give something meaningful back to the community. But good community service should also engage youths in productive, hands-on experiences with opportunities to learn or practice skills, strengthen relationships with pro-social adults in the community, and increase bonds to positive groups/institutions. Good community service programs also demonstrate to the community that young youths are assets who have something to contribute to society rather than liabilities, and provide potential for youths to view themselves as worthwhile and contributors.

Performance Management: (See Timeline pg. 36)

Goals: HBHCSA will fully comply with the ICSB policies regarding accountability, including annual external evaluation reports on:

I. Student academic achievement (absolute, comparative, and year-to-year growth);

II. Financial health of HBHCSA; and

III. Compliance with the charter, and all ICSB, State, and federal laws. Since HBHCSA is a Performance School with many students seeking either dual credits or an industry certificate, it is important to note that any credit-bearing course must be listed with the Indiana HS Course Titles and Descriptions. The Academy’s Goals, (aligned with the accountability goals required by the ICSB), Performance Measurements, Evaluation Tools, and Responsible Parties are shown in the table below:

Goals (Link to ICSB Goal)	Strategy	Date By Which To Be Accomplished	Performance Measurement	Evaluation Tool	Responsible Party	
Increase Student Academic Achievement (I) aligned w/ St Standards	Reading comprehension & English	Yr. 1, compared to start: Yr. 2-5 compared to prior yr.	Reading /LA & Math scores will increase by 10% average Yr. to Yr. Multiple measures will be used for students to demonstrate college, career, &/or industry certification	I-STEP+	ICESC Curriculum Director	
	In Math &					
	Science/STEM					Scores increase by 5%/yr.
	Social Studies					Increase by 5% per yr.
Increase student Life skills	Enterp. City on business skills (check bk, money, profit/loss, borrowing money, etc.)	From the beginning of the semester to end of semester student participates in Ent City	50% increase in knowledge of available careers & requirements for jobs	Pre/post tests based on Enterprise City skills	HBHF	

Increase student "soft skills"	Daily Circle or homeroom discussion on responsibility Interviewing skills Punctuality, etc.	Testing at end of each semester	50% increase on how to respond to "needed" soft skills Classrm tchr response on indiv. student' daily demonstration of soft skills	Yearly pre/post multiple choice test on responding to soft skills	Curriculum Dir, Principal, Tchrs design 10 req'd soft skills
Decrease students negative or high risk behaviors	ATOD programs by Act Out, HBHF,	Initial anonymous surveys on usage;	Base line set on Initial anoyrn survey; at end of Yr. 1, 20% decrease in referrals for neg.	Surveys designed by Interventionist or IU's survey by	All staff
	Scared Stiff, HBHF students –also on probation/parole Early parenthood	probation/parole/Ct active records	behavior & release from Prob/Parole	Indiana Prevention Resource Center	Enter City direct Interventionist
Increase enrollment (II)	Improve marketing Improve student celebration of sch	ADM count day	Enrollment doubles Yr. to Yr.; & increases by min. of 100 @ following year.	Enrollment Records	Administration CAC
Increase parent support (II)	Parent University Classes for adults in bldg.	Families report on end of year survey that they are satisfied with their child's learning experience & plan on continued enrollment in next year	Min. 1 program w/dinner per semester Min. 20 parents enroll in adult classes starting in Yr. 2-5	Pre/post surveys	ICESC
Increase community support/involvement (II)	Student performances open to public; Community can use bldg. stage area Join BRVA or other	HBHF will solicit public response at all public events End of Sch Yr. 1	A min. of 75% of participating responses demonstrate positive responses/involvement from community Records show a min. of 10 usages/yr. by public	Records demonstrating # of public performances, community outreach	Community outreach specialist Principal
Demonstrate career choices	All students participate in Enterprise City	End of Sch Yr. 1	50% improvement on understanding of various career choices & requirements to obtain	Shown on pre/post age-appropriate survey/questionnaires	External Evaluator

Continue promotion pattern at HBHF Academy (II)	6th to 7th; 7th-8th 8th to 9th, 9th to 10th 12 th to college or trade sch, military, or career entry	End of Sch Yr., each yr.	Over 80% of students will be promoted from one yr. to next	School records	Admin Assist. Counselor Principal
Academy turn in all Fed, State, & ICSB requirements timely	HBHF has met all standards of Accountability and Organization Compliance in keeping with the Fed, State, PL 221, and ICSB requirements, as demonstrated by successful reports.				Principal & External Evaluator

To determine if these goals and performance measurements are met successfully and/or to make recommendations for improvement in meeting these goals, External Formative and Summative Evaluations (assessments) will occur.

External Evaluation: Data Collection and Interpretation: The faculty/staff at HBHF will use frequent assessments as a way of indicating progress towards goals and achievements and improving instructional strategies. Teachers will use students’ daily work, weekly quizzes and interim assessment data to determine the appropriate tools and resources to use each week for core instruction, supplemental instruction in small groups and personalized instruction during individual work time. Students will be taught to continuously analyze and reflect on their own progress towards goals, which is a critical part of them developing ownership of their learning and improvements. Leaders will also engage in data-based conversations linked to school-level goals, making timely plans to address gaps.

The emphasis of the curriculum and instruction is to group and sequence standards, skills and content in ways that provide students with in-depth experiences and promote mastery of discrete skills. To demonstrate mastery, students will be required to apply skills in completing specific tasks to ensure learning is deeper than is required by traditional recall assessments. Assessments will be used throughout instruction in the following ways, including:

- 1) Pre-assessments to be used as both a diagnostic tool and as a baseline measure of student performance;
- 2) On-going assessments (interims) that teachers will use at predetermined intervals to gain information about student learning (what students have or have not grasped) in order to adjust instruction accordingly and to allow differentiation and/or individualization of instruction tailored to specific student strengths and weaknesses; and
- 3) Post- assessments to indicate that students have met each standard and the curriculum goals. The classroom instructional approach in some ways involves teachers acting as researchers, as assessments will indicate what students are learning, where they are struggling and why. This information will be recorded, tracked and compared to the earlier analysis and assessments of prerequisite skills.

The HBHF Academy will measure the progress of individual students and the school population as a whole on a daily, weekly, quarterly and semester basis. The school will implement meaningful assessment systems and tools that include the administration of standards-aligned tests; diagnostic, formative, benchmark and summative assessments, being careful to create a non-judgmental assessment approach for the Performance and Arts programs, in addition to the State Standards established for many of these career choices. Professional development in the Summer Workshop (as well as one half day/month during the school year) will develop protocols based on Paul Bambrick-Santoyo’s work in *Driven by Data* to ensure rigorous analysis of data and procedures for using results to inform instructional planning, program evaluation and accountability. Teachers, leaders and students will participate in the assessment process and use the information received to provide personalized learning and the best educational plans for each student’s

success. The academic evaluation approach will consist of the following combinations of standardized and teacher-developed assessment instruments:

- Diagnostic Assessments: We will use diagnostic assessments to determine a baseline for students' knowledge, skill levels and interests, and to identify signs of special needs as part of our Response-to Intervention (RTI) process:

- Fall, Winter, Spring NWEA MAP Assessment: The NWEA Measures of Academic Progress (MAP) tests are computer adapted tests that help teachers identify student academic achievement needs and evaluate growth over time in math and reading. The assessment also provides comparative data that can indicate student achievement in relation with other students, nationally. NWEA will be used as a pre- and post-test for scholars in K-5 math and reading. It is a computer adaptive test that provides a comprehensive view of a scholar's capabilities in each subject tested. This information will help to identify specific areas within those subjects in which scholars need additional support. NWEA is also norm-referenced, meaning it will indicate how scholars compare to a large sample of scholars across the country. NWEA will serve as a pre-/post-test for Math and English. Individual scores will be reported to parents, and school-level scores reported to the Board, the Mayor's Office, and in public documents. • Furthermore, NWEA provides a number of resources and tools to support teachers with personalized learning and target instruction. Results of the assessment will be shared with students and teachers within 24 hours. Student data reports will be provided to parents and guardians after each round of assessment and will also be given as requested.

- Software placement quizzes: These diagnostic assessments, within i-Read, provide additional data in math and reading. Students and teachers will have immediate access to results upon completion of the assessment. In addition, the results from these assessments will be used to further personalize learning for students given their exceptionalities.

Benchmark/Interim Assessments: Teachers will administer quarterly benchmark assessments to measure progress towards goals:

- Quarterly ELA and Math Benchmark Tests: Based on our scope and sequence documents, teachers will implement quarterly benchmark assessments accompanied with the Engage NY end of module assessments to evaluate student mastery of content in ELA and math. The instructional coach will work to create the quarterly benchmark assessments using the test bank from Five Star Technology Solutions or another assessment provider as determined by the instructional team. These assessments are both cumulative, in that they evaluate skills learned both in a current week and in all previous weeks, and are aligned in substance and grading scheme with the ISTEP or ILEARN, grades 6-8, exam (as resources become available) to familiarize students to the format of state standardized assessments. In addition, assessments are designed to be both highly rigorous and to provide immediate feedback to students. Teachers will use time during professional development days to review the results, analyze student strengths and opportunities for growth, identify misconceptions and make a plan for re-teaching. Results will be shared with students and families on progress reports.

- Bi-Weekly Writing Prompts: As part of our writing program teachers will develop grade-wide writing prompts and use rubrics to evaluate mastery of skills. Writing prompts are delivered in a format and setting similar to past standardized assessments.

- PSAT, SAT, and ACT courses passed: dual credit courses passed and State-approved industry certification.

Formative Assessments: Teachers will be expected to create or identify formative assessments in their lesson plans and conduct regular checks for understanding during instruction. Students will also be taught how to use formative feedback to maximize their own learning:

- Questioning: Teachers will be trained to use appropriately rigorous levels of questioning based on Bloom's Taxonomy and Webb's Depth of Knowledge to ascertain students' content knowledge and conceptual understanding.

- **Checklists:** Teachers will develop grade-wide checklists to identify student mastery of specific skills. These tests extend student assessment beyond the initial screening tests and are used to inform instruction relative data
 - **Observation and Conferences:** Teachers will be expected to document anecdotal evidence of student learning, especially through interactions during one-on-one conferencing and small group instruction.
 - **Rubrics and weekly assessments:** With guidance from instructional leaders, teachers will develop grade wide rubrics to evaluate student work, especially writing and projects. In addition, teachers will develop weekly assessments tied to the pacing guide and State Standards, as described under benchmark/interim assessments.
 - **Software/computer program assessments:** One of the criteria for selecting computer-based content providers is their ability to provide built-in assessments that offer immediate feedback. This allows both students and teachers to determine mastery and pace instruction appropriately. Moreover, families can monitor students’ learning and administrators can evaluate programs and teachers.
- Summative Assessments:** Students will be regularly evaluated on their mastery of skills and knowledge as defined by state standards and other additional assessments:
- **I-STEP+ (Engl/LA and Math, Grades 6 and 8; Science, Grade 6 only currently; Social Studies, grade 7 only currently)** All eligible students will take the state’s ELA and math standardized exams; it is understood that this testing system may change and HBHF will administer all assessments required by the state.
 - **Unit Tests:** Teachers will use assessments provided with curriculum programs and/or develop their own assessments to determine mastery of unit objectives. Emphasis will be place on performance-based assessments that require students to demonstrate mastery of skills and content knowledge.

Related Professional Development on Data-Driven Decisions:

A minimum of 4 ½ days of professional development will be devoted to analyzing student data (both achievement data and soft data) to refine and improve instruction and how that data can be reported to the school community. Dr. Mary Jo Dare (see Evaluator, pg. 41) and her team will be responsible for this process, as she is not only an evaluator but has led successful professional development within IPS Special Education (as the Director) for many years. At least one full day will take place during the Summer Workshop with the additional 3 ½ days occurring in the early-release ½ day Professional Development that takes place every month.

The Timeline follows below:

Task	Timeline for Completion	In progress or
		Completed
Board Governance		
Recruit Additional Membership	Ongoing - June 2019	x
Establish Policies	by January 1, 2019	x
Set up Training	Ongoing – Jan, 2019	
Develop Committees	by June 30, 2018	x

Facilities		
Meet with IPS to discuss partnership	by Aug 2018	x
Meet with IFF to identify alternate locations	Ongoing - March 31	
Secure financing	Ongoing	
Determine requirements to bring to code	by Aug 15	
Designate spaces for instruction	by July 1	
Finances - Establish fiscal policies	by February 1	
Establish provider for Payroll/Benefits Management	by February 1	
Conduct pre-opening audit of fiscal policies	by July 1	
Community Partnerships		
Establish/Expand Contact List of Partnerships	Ongoing	x
Staffing Recruitment		
Determine recruitment strategies	by May 1, 2019	x
Create and post job descriptions	by May 1, 2019	
Develop Selection and Interview Process	by May 1, 2019	
Create Offer Letters	by May 1, 2019	
Recruit Curriculum Director/School Culture	by May 1, 2018	
Recruit Interventionist	by May 1, 2018	
Recruit Teachers	Ongoing – June 1, 2018	
Staff Engagement Activities Upon Hire To Summer PD	Ongoing – June 1, 2018	
Student Recruitment		
Develop Marketing Materials	by Apr 1, 2018	
Hold Informational Events for Families	Ongoing – June, 2019	
Canvass Neighborhoods	March – July, 2018	

Meet with; possibly Partner with Enroll Indy	by April 1, 2018	
Family Engagement Activities From Enrollment to Day 1	March – June, 2019	
School Operations		
Create Handbooks (Employee/Student)	by May 1	
Develop Emergency Procedures Plan	by July 1	
Create School Calendar	by June 1	x
Create Master Schedule	by June 1	
Create Arrival and Dismissal Procedures	by June 1	
School Lunch Plan	by June 1	
Technology Plan for Staff and Scholars	by June 1	x
Furniture Ordering	by May 1	
Supplies and Curriculum Ordering	by May 1	
School Records Receipt and Transfer Process	by June 1	
Instructional Planning		
Teacher Coaching and Evaluation Tools	by March 31	
Develop Professional Development Plan and Materials	by March 31	
Develop Scope and Sequence for 1 st Semester	Spring & Summer, 2018	
Develop Assessment Calendar	by May 31	
Solidify Place-based Education Goals and Partnerships	by March 31	
Special Education Planning		
Create process for identifying students with IEP or 504 plan	by April 1	
Meet with parents of students with IEP or 504 plan	Ongoing as enrolled	
Develop plan and schedule to support students around goals	by April 1 and ongoing	
Meet with SPED teacher to develop plan for identifying students	by June 1	

Conduct ESL assessment	by Sept 1	
Make a plan to support ELL students	by June 1	

EVALUATION PLAN: Design and Evaluator Qualifications: In keeping with the highest standards for grant awards, formative and summative External Evaluations will be conducted by D & D Educational Consulting and IUPUI (or the IDOE chosen evaluator) measuring accomplishment for the Goals, Objectives, and Performance Measurements (shown below). D & D Consulting is led by CUME and Dr. Mary Jo Dare with a combined 50+ years in educational research, grants, and evaluation. Dr. Dare’s Doctorate was completed in Education Policy & Leadership. Both leads are extremely familiar with urban settings and urban learners with Dr. Dare working with the National Urban Alliance in IPS and teaching in the clinical teaching faculty in the **IUPUI Center for Urban Multicultural Education (CUME)** for 10 years; she also has partnered with Dr. Robin Hughes in evaluation. Dare, as a former IPS Academic Affairs Assistant Superintendent, has demonstrated ability to write clearly with strong analytical and statistical skills and is very experienced in research design, constructing surveys, collecting data, and statistical analyses. Up-front, D & D has outlined limitations and barriers to a successful evidence-based design and worked with the Proposal Development Team (PDT). It structured this proposal in preparation for a rigorous evidence-based design that follows the Extended-Term Mixed-Method Evaluation (ETMM) Design (Chatterji, 2004). The approach simultaneously holds grant awardees to account for the stated outcomes, while providing continuous formative assessment of short-term program objectives for improvement. The process is necessary to identify unforeseen challenges and to improve the likelihood of providing data to the State on successful programs for replication while also aiding program sustainability. The ETMM design includes 5 inter-related principles: a long-term time-line; an evaluation guided by the program’s purposes; a deliberate incorporation of formative, summative, and follow-up data collection; analysis; and, rigorous quantitative and qualitative evidence. (For a chart showing the type of data to be collected, the instrument to be used, who is responsible for the data collection and the collection date, see Attachment #13, Start-Up Plans)

Evaluation—Correction to Improve Reaching Goals: The evaluation of the proposed program will include both Formative and Summative data collection strategies. The Formative features of the evaluation will be based on the needs of various program stakeholders, including parents, teachers, students, community members, IDOE and the CAC. Data collected through annual interviews; parental, youth, and staff focus groups and surveys; observations; and site visits will provide much of the process-oriented data. Formative data also will include comparative Fall to Spring local test scores, such as Math report cards to ensure progress towards the Goals, Objectives, and Performance Measurements and to recommend changes to improve the program. The Formative Evaluations, to be presented in June of each year, will be critical in identifying needed changes or improvements, to be acted upon for the following year. Internal assessment areas to be examined by the external evaluation team include: Governance (Board of Directors), administration (management, personnel, etc.), programs, resource development, marketing & communications, financials, and technology. The CAC will use the Evaluation report to make recommended adjustments and continue community and stakeholders input. The Summative data collection (at the end of the 4th year) will focus on addressing the extent the program has met its performance measures related to its overall goals and objectives, showing the relevance of these measures and strategies to program success and for replication and sustainability. The CAC will use the Evaluation report to make recommended adjustments and continue community and stakeholders input. The Summative data collection (at the end of the 4th year) will focus on addressing the extent the program has met its performance measures related to its overall goals and objectives, showing the relevance of these measures and strategies to program success and for replication and sustainability.

Data Warehouse System (responsibility for interpreting data and professional development)

Student and staff pre/post data will be tracked using a school data warehouse system, such as Client Track. The qualitative data will be transcribed and analyzed as well as quantitative data on improved academics, behaviors, (with special attention to ENL and students with disabilities), and student goals of graduating career or college ready. Translators and bilingual materials will be available. Multiple observations, extensive reviews of measurable tests, performance programs, community-based assessments, interviews with day and extended day staff, pre/post surveys, and focus groups will measure the extent in which HBHF is being implemented; evaluators will also examine the fidelity of implementation at the school. A comprehensive approach ensures validity and reliability of Performance Measures and Outcomes, reflecting on management, implementation, and efficiency. A timeline has been developed to meet ICSB data collection and reporting requirements (see chart below).

Report Type	Description	Report Date
Aggregated Final Report	Provides summative evaluation results for 4 years of grant	Summer following 4th year
Year End Report	Provides summative evaluation results for program year	Summer of each grant year
Evaluation presentation	Snapshot of program accomplishments for stakeholders	Summer of each grant year
YPQA Site Visit Report	Data from annual site visit	Spring of each program year
IN-ICSB Progress Report	Data required	TBD – IDOE/ICSB Guidelines

Based on the International Standards Organization (ISO 9001) quality management system, HBHCSA will have an Educational Quality Management System (EQMS). This management tool will be used with fidelity throughout the year and assure transparency in the school environment and will assist the Evaluation Team in completing and sharing Formative and Summative Evaluations at Board meetings annually. This annual audit will assure the integrity of the instructional design over time. The EQMS will analyze the success with which school personnel are implementing the core threads that hold the school’s instructional design together. As in a traditional business Quality Management System, the EQMS will use written policies and procedures, organizational and individual performance goals and targets, comprehensive monitoring and measuring of results, and a thorough internal auditing practice to assure delivery of excellent educational services.

SECTION III -- IMPLEMENTATION

Legal Status & Governing Documents (See Attachments # 10 & #11) The following legal/governing documents are included in the Attachments:

- (1) 501(c)(3) Letter of Determination from the IRS
- (2) Articles of Incorporation; Bylaws (showing that the dissolution of all remaining assets will be used for NPF purposes with remaining funds received from the IDOE to be returned to the department in 30 days.
- (3) Code of Ethics policy
- (4) Conflict of Interest policies (highlighted in yellow in the By-laws)
- (5) See Article stating that in the case of dissolution, all remaining assets shall be used for nonprofit educational purposes and remaining funds received from the Indiana Department of Education shall be returned to the department within 30 days.
- (6) See Attachment #11 for Statement of Assurances.

Human Capital (See Org Chart in Attachment #12)

Staffing Structure: The structure of the leadership and staff has carefully been designed to support the over-arching philosophy of promoting the arts and performance and wrap-around services in a caring environment. Future positions that will be added, as needed and as funding increases, include a Spec Ed full time teacher, a Spanish/ELL teacher, and a full-time curriculum specialist (not just a contractor or consultant). Additionally, a non-licensed person will be hired to be the community partner and family liaison. The expertise of an experienced Administrative Assistant (or Daily Manager) cannot be overlooked as the Academy prepares to open at the end of a summer and one semester of planning.

School Leadership and Staff Hiring, Management and Evaluation: *Teacher Recruitment and Hiring: Strategies:* While there is no perfect educator, there are many qualities and characteristics that lead to an ideal educator. First of all, educators should have a four-year degree and/or the appropriate licensing necessary to teach. This secures the credibility of the educator and meets requirements set by the state. Secondly, it is highly preferred the organization seek to hire educators who represent the student population while simultaneously cultivating a diverse environment. This means selecting from an applicant pool of educators who offer varying backgrounds regardless of race, gender, sexual orientation, religion, age, or income level. The board should seek candidates that express a passion for working with inner-city youth and at-risk students. Their passion can stem from previous experiences working with inner-city youth or a strong desire to help minority populations. Likewise, based on interviews with the HBHF Education Committee and board members, "passionate" was a trait all members listed as important when searching for an educator. However, educators will also need to demonstrate resilience and commitment. Together, these traits would tend to foster strong and lasting bonds between students and educators. Unfortunately, not all educators will come with years of experience and expertise. It would be in the organization's best interest to initiate a mentorship and/or internship program with local universities, such as Martin, IUPUI Urban Education, and TFA. This allows for recent graduates to gain first-hand knowledge from an experienced educator through partnership and collaboration. This allows teachers with less experience to acclimate to working in an inner-city school during a year of service under the supervision and guidance of a classroom educator. In both instances, professional development will naturally occur, but should also be built in to address potential situations educators may encounter. The application process should be a time to find out if candidates worked with an at-risk and diverse student population and to learn about the candidates' undergraduate education experience. Experts also recommended having applicants demonstrate their teaching skills by demonstrating teaching.

Ultimately, students will have a safe and open environment in which to learn

Leadership Team Responsibilities: The Leadership Team's head, the Principal's responsibilities are below. The principal is responsible to and reports to the HBHF Board of Directors (The Board responsibilities are shown in Attachment # 12, Org Chart.), which is responsible for the hiring and firing of the Principal.

- Mission, policy and planning
- ✦ Helps the board determine values, mission, vision, and short and long term goals.
- ✦ Helps the board monitor and evaluate relevancy to the community, its effectiveness and its results.
- ✦ Keeps the board fully informed on the condition of the school and on all other important factors influencing it.
- ✦ Identifies problems and opportunities and addresses them; brings those which are appropriate to the board and/or its committees; facilitates discussion and deliberation.
- ✦ Informs the board and its committee about trends, issues, problems and activities in order to facilitate policy-making.
- ✦ Recommends policy positions.
- ✦ Keeps informed of developments in public education reform, the charter movement non-profit management and governance, and philanthropy and fund development.
- Legal Compliance
- Assures the filing of legal and regulatory documents, and monitors compliance with relevant laws and regulations

- Management and Administrations
 - ✦ Provides general oversight of all activities, manages the day to day operations, and assures a smoothly functioning, efficient charter school
 - ✦ Assures program quality and charter school stability and sustainability through development and implementation of standards and controls, systems and procedures, and regular evaluation.
 - ✦ Assures a work environment that recruits, retains, and supports quality staff and volunteers. Assures process for selecting, developing, motivating, and evaluating staff and volunteers.
 - ✦ In accordance with board action, recruits personnel, negotiates professional contract, and sees that the appropriate salary structures are maintained.
 - ✦ Specifies accountabilities for senior team positions and evaluates performance regularly.
- Academic Oversight
 - ✦ Develops and manages performance of the school, instituting accountability systems to ensure that the charter promises are met and exceeded.
 - ✦ Develops and leads process for assessing the needs of the instructional program, planning, implementing and evaluating short and long-term academic goals.
 - ✦ Supervises the processes for recruitment, selection, initial training, ongoing professional development, and evaluation of teachers and staff.
- Governance
 - ✦ Helps the board articulate its own role and accountabilities and that of its committees and individual members, and helps evaluate performance regularly.
 - ✦ Works with the board chair to enable the board to fulfill its governance functions and facilitates the optimum performance by the board, its committee, and individual board members.
 - ✦ With the board chair, focuses board attention on long-range strategic issues.
 - ✦ Manages the board's due diligence process to assure timely attention to key issues.
 - ✦ Works with the board officers and committee chairs to get the best thinking and involvement of each board member to give his or her best.
 - ✦ Recommends volunteers to participate on the board and its committees.
- Finances
 - ✦ Promotes programs and services that are produce in a cost effective manner, employing economy while maintaining a high level of quality.
 - ✦ Oversees the fiscal activities of the charter school, including budgeting, reporting and auditing.
 - ✦ Works with the board to ensure financing to support short and long-term goals.
 - ✦ Assures an effective fund-development program by serving as the chief development officer or hiring and supervising an individual response for this activity.
 - ✦ Helps guide and enable the board, its fund development committee(s), and its individual board members to participate actively in the fund developer process.
 - ✦ Helps the board and its development committee design, implement and monitor available fund-raising plan, policies and procedures.
 - ✦ Participates actively in identifying, cultivating and soliciting donor prospects.
 - ✦ Assures the availability of materials to support solicitation.
 - ✦ Assures the development and operation of gift management systems and reports for quality decision making.
- Community Relations
 - ✦ Facilitates the integration of the school into the fabric of the community by using effective marketing and communications activities.
 - ✦ Acts as an advocate, within the public and private sectors, for issues relevant to the school, its services and constituencies.
 - ✦ Listens to scholars, parents, volunteers, donors, and the community in order to improve services and generate community involvement. Assures community awareness of the school's response to community needs.

- ✦ Serves as the chief spokesperson, assuring proper representation of the school to the community.
- ✦ Initiates, develops, and maintains cooperative relationships with key constituencies.
- ✦ Works with legislators, regulatory agencies, volunteers and representatives of the charter community to promote legislative and regulatory policies that encourage a healthy community and address the issues of the school's constituencies." (from "Leadership Responsibilities," *The Leader*, 1/15/2015).

Identifying Leaders: In research conducted by Robertson-Kraft and Lee Duckworth, (2014) on identifying school leaders, especially for urban areas, they used a psychological framework and collected biographical data in two low-income schools and reviewed new teachers' past work experience and accomplishments in college. They found that academic credentials and interview ratings were not significant, but instead, concluded that sustained passion and perseverance were indicators of effectiveness and retention (Robertson Kraft and Lee Duckworth, 2014). Similarly, researchers Christopher Day and Ji Hong research a school faced with many challenging conditions and in an impoverished area. The teachers they found excelled had an "every day emotional resilience" that differentiated them from their peers. They assert that resilience can often be connected to a strong moral purpose and sense of vocation, but that during particularly volatile times something more is needed (Day and Hong, 2016). While a "calling" is often the case for teachers, those in inner-city schools tend to leave the profession or go to a different area if they only rely on a calling (Day and Hong, 2016). They need to be able to persevere through challenging circumstances on a continual basis. One of the preeminent experts on what makes a great teacher in the inner-city unique is Martin Haberman. In his book, "Star Teachers of Children in Poverty," he provides in the first chapter a clear depiction of what he calls "star teachers" by writing about behaviors they do and those they do not. Courage and persistence are attributes of these teachers and being able to learn on the job is a must for inner-city educators. Teachers who are focused on finding interesting learning activities for students to do, maximize motivation, encourage students to learn for the sake of learning, and expect problems and challenges every day are more likely to succeed (Haberman, 95). Teachers who are authoritarian, focus on grades, and take a strategy to reward good behavior and punish bad behavior will not be effective (Haberman, 95). Teachers should ask themselves whether they can function "on the edge" with children and be able to adapt daily to the external factors that children face each day when they come to school (Haberman, 95). Researcher Christine Sleeter quoted Haberman's book in her research giving the seven main attributes of preservice teachers that are most likely to succeed. These characteristics are both demographical and contextual and include: generally older, people of color, from an urban area, have raised children and have held other jobs, learned to live with some degree of violence (Sleeter, 2001).

Compensation and Recruitment and Retention: The availability of a career ladder, easy to access and with "perks" attached, such as working with a local university to give credits for actual professional development taking place in the school, work both as a recruiting tool and a tool to build future leaders in your school. While additional funding may not be available to attract and re-train outstanding teachers, these other "perks" (including a 12 week parent maternity leave, dental insurance, etc.) can be attractive to potential teachers. Creating a culture based on respect, communication, and cooperation will be fundamental to good working conditions. Educators must feel supported by the administration of the school and know that they can share their opinions freely. Support from the administration also means allowing the teachers to be autonomous in their classroom and letting them try out new instructional strategies (Stotko et al. 2007). Mentoring is also a great practice that will reduce turnover of educators. Opportunities for growth and professional development are also highly recommended and beneficial for educators' retention. Morgan & Kritonis (2008) listed critical topics such as: understanding culture of poverty, discipline management, inclusion strategies for special populations, curriculum implementation, assessment, and data analysis is as important catalysts for teacher retention.

The Board is connected to many high-profile community members and stakeholders who want to give back to Indianapolis and who are concerned over the loss of so many valuable youth. These influential people include professional athletes, politicians, and business owners. The school could have specific incentives awarded for top teachers like Pacers tickets, Colts tickets, dinner certificates, etc. that board mem-

bers could easily assemble. We recommend using these unique HBHF partnerships with sponsors and donors to allow educators to participate in special events. For example, have a monthly draft of Colts game tickets. Such perks are often highly appreciated by employees within an organization and their value on retention should not be underestimated. Being a nonprofit organization, the school would be able to have a 403(b) retirement plan and could set it up to have a ROTH option which HBHF will examine; eventually in the 5 year plan, a match up to 10% for the employees after they have been with the school for three years could be created. This will be an extrinsic motivator for new teachers and one that is needed. Given the high amount of student-loan debt, it is often difficult for new teachers to start saving for retirement. Therefore, by providing educational resources on how to do this and support these teachers by offering a competitive benefit package can differentiate the HBHF Academy from other charter schools in the area. This will be another attractive offering that could make a big difference in retaining teachers. Offering bonuses to educators taking over additional responsibilities (such as mentoring—not carrying guns) would also be encouraged. Finally, Morgan & Kritsonis (2008) suggested to put in place a retention pay extendable to five years where new educators would be rewarded a “graduated sum of money for each year that they return” (p. 5) to the school.

Recruitment & retention: Recruitment Plan and Retention Tools Recruitment is a crucial part of the human resource strategy of an organization and must be integrated early on and be closely tied to the mission and goals of the organization. Studies have shown that urban schools run into issues regarding the recruitment of highly-qualified educators including the following: poor planning, late hiring, cumbersome application process, consumer unfriendly, poor customer service, poor data system, and lack of sense of urgency (Stotko, Ingram, & Beaty-O’Ferrall, 2007). Some of these issues are more predominant in the public school system, and will not necessarily affect a HBHF school. However, they demonstrate the importance of laying out a well-defined recruitment process for the school. HR planning in alignment with the organization’s mission and goals and a clearly defined recruitment process will allow to streamline the hiring administrative procedures and will make the job offer timeline shorter and easier (Jacob, 2007). A quick hiring timeline will increase the chances of hiring the best candidates available who will more likely accept earlier job offers from institutions with better hiring process (Stotko, Ingram, & Beaty-O’Ferrall, 2007). A challenging step of the recruitment process pointed out by experts and literature is the selection of the right educators from the pool of candidates available. In addition to the requirements that the institution will have, identifiable through the pre-screening phase of recruitment, the interview process must integrate ways to identify the values, beliefs, and behaviors of the candidate to ensure a successful recruitment. Stotko et al. (2007) identified dispositions and beliefs of effective urban educators: they are persistent, cooperative, flexible, set high standards, seek alignment of instruction to standards and assessments, and believe in professional development and lifelong learning. Additionally, urban educators find motivation in helping at-risk students and making a contribution to society (Stotko et al., 2007). The available literature demonstrated that traditional teacher education programs do not typically prepare teachers for the challenges of urban schools in comparison to alternative teacher preparation programs, such as Teach for America (TFA) (Stotko et al., 2007).

Additionally other studies mentioned that urban schools can benefit from the different belief and skills acquired by candidates certified through alternative programs (Jacob, 2007). Retention of highly-effective educators is a challenge for urban schools with high minority and low income students where the turnover rate shows to be the highest (Guarino, Santibañez, & Daley, 2006). High turnover is in part due to factors such as limited funds for teachers’ salaries, educational materials, and general maintenance of the school environment, bureaucratic constraints, and students’ social problems (Stotko et al., 2007). Guarino et al. (2006) reported that turnover is higher among the new teachers (during the first five years of the career) and those near retirement. In private schools the main reasons to leave are reported to be a lack of recognition and support from the administration and the poor opportunity of advancement. The literature points toward the importance of a good work environment to ensure educators’ job satisfaction, which leads to lower turnover rate. According to Stotko et al. (2007) good working conditions include: strong supportive

principal leadership, attractive and safe environment, staff collegiality, opportunity for teacher influence on school decisions, and high levels of teacher control of curriculum and instruction.

Evaluating leadership and teachers: Effective principals were shown to retain more effective teachers and to remove the less effective ones (Beteille, Kalogrides, & Loeb, 2009), which is one of the more difficult jobs a principal has. Yet the principal is the responsible person for evaluating the staff and determining the strength of each individual. Just like within the Academy, some teachers will have different strengths. One positive evaluation technique involves using a video camera and peer evaluation for specific talents (i.e. 1 teacher watches for discipline; 1 teacher watches for curriculum knowledge, etc. The teacher is filmed while she gives her lesson or works with the students, and then, afterwards, all get together to discuss problems, improvement, etc.) (Gomulka & Michelson, 1972) The principal and other leadership figures have a key role in the educators' support and in the creation of a positive learning culture which will foster good work. Other highly effective tools lowering educator retention rate are mentoring and induction programs. The implementation of these programs provides support to the new teachers at higher risk of leaving their position and promotes staff collegiality. If all supports, encouragement, and PD have not proven successful in improving a teacher's successful ability with his/her students, the principal will be responsible for meeting in person, documenting, and releasing the teacher. Similarly, each year, the Curriculum Specialist will be responsible for determining and reporting to the Board, the success of the principal, based on input from at least 6 other staff. Should it be determined the principal needs supports in an area, the Board President will be responsible for meeting with him/her and arranging those supports, as needed.

Professional Development and On-Boarding: A Professional Development (PD) Plan will be prepared in the first Planning Stage, so that all incoming teachers (new and experienced) will go through the same 2-week Summer Workshop as well as half-day PD once a month through-out the school year. Arrangements will be developed with a university to count this professional development towards advanced degree credits (at no cost to the teacher). Teachers will have common planning time in order to develop in-depth lesson plans that integrate curriculum across all subject areas. Additionally, teachers and the leadership team will work together to develop best practices for transitions, homework policies, behavior plans and overall organization. Onboard and training are important steps to ensure a smooth transition and establish connectedness and confidence. First, make sure that a good mentorship program is in place for new teachers. The principal should make it a priority to fulfill promises to the new teacher and be open with expectations. They need to meet regularly and create a healthy dialogue and communication system. During onboarding, the principal needs to instill the mission and values of the organization into each teacher. Onboarding should be well organized and consistent. As part of this PD, building unity, trust, transparency, mutual respect, and the entire culture of caring (to be extended to the students throughout the school) will begin to take place as staff and teachers all come together during this first summer, as part of "on-boarding" for all teachers. Topics to be covered include:

Advanced Technology training and opportunities; Openness to creative ideas, similar to the performance-base of the School; Increasing test scores through engagement & meaningful teaching/learning; Data-driven decision making; Community/student background familiarization; Community partnerships; Diversity—combining students living in poverty and living in wealth; Spoken Spanish for Incidental Learning ; Backward Design; Learning styles/Multiple Intelligences; What does a "performance school" mean?; Cooperative learning; Shared lesson plans/cooperative subjects; and Other topics chosen by staff.

Following each PD/On-boarding session, an anonymous evaluation survey will be handed out, so that the PD Program can continue to improve and meet teachers' needs.

Strategies: Perhaps the two most important learning strategies at HBHCSA will be (1) the high expectations for each student, and (2) the requirement that teaching strategies are not traditional. Every student is a gifted/talented individual; every student will be involved in performing. As each student realizes his/her *own abilities has high expectations*, teachers will gradually release the responsibility for learning to the student, him/herself. Numerous researchers now recognize that the traditional notion of in-

telligence, based on I.Q. testing, is far too limited. The majority of people do not learn best from a lecture/listen/regurgitate teaching strategy. As Dr. Harold Gardner proposes, in his Multiple Intelligence Studies, 8 different intelligences account for a broader range of human potential for learning in both children and adults. These intelligences are: Linguistic; Logical/mathematical; spatial; bodily/kinesthetic; musical; interpersonal; intrapersonal; and naturalist. Dr. Gardner says that..." schools and culture focus most of their attention on linguistic and logical-mathematical intelligence. We esteem the highly articulate or logical people of our culture. However, Dr. Gardner says that we should also place equal attention on individuals who show gifts in the other intelligences:" the artists, architects, musicians, naturalists, designers, dancers, therapists, entrepreneurs, and others who enrich the world in which we live. Unfortunately, many children who have these gifts don't receive much reinforcement for them in school. Many of these kids, in fact, end up being labeled "learning disabled," "ADD (attention deficit disorder," or simply underachievers, when their unique ways of thinking and learning aren't addressed by a heavily linguistic or logical mathematical classroom. The theory of multiple intelligences proposes a major transformation in the way the schools are run.

Teachers will be trained during Professional Development to use varying strategies in their lessons in a *wide variety of ways*, providing manipulatives and strategies at the concrete or pictorial level for many students. The Engage NY curricula provide a set of tools and resources to help teachers develop differentiation strategies based on student skill levels, and each is designed so that the cognitive demands on scholars are appropriate for their developing abilities. Singing, rapping, chanting, other types of music, cooperative learning, art activities, role play, multimedia, field trips, inner reflection, and much more are all strategies that will be used at HBHCSA. Strategies to overcome previous barriers, strategies to motivate, and scaffolding strategies to advance those academically gifted will be used. It is planned that over 90% of the teachers will be "highly effective" teachers by the end of Yr. 1. (See Multiple Intelligences in the Classroom in Attachments) for a listing of individuals who dropped out due to their behaviors or distinctive talents—ranging from Albert Einstein to Marilyn Monroe. Sir Elton John, Whoopi Goldberg, Katy Perry, Tom Cruise, Clark Gable, Frank Sinatra, Giselle Bündchen, Nicolas Cage, Nicole Kidman, Cher, Lucille Ball, Arnold Schwarzenegger, etc. etc. —all were HS dropouts! Would today's schools here in Indianapolis stand in the way of these success stories or would they encourage their inherent talents? HBHCSA is a unique, innovative way of schooling desperately needed in this city where the local schools were listed in the top 3 "dropout factories" in the U.S. as recently as 9 years ago.

Start-Up & Operations: (See Attachment #13 & #14) The tasks, timelines and responsible parties are shown in the Attachment #13—Start Up Plan. Additionally a Recruitment Plan is included as part of the Start-Up Plan. Recruitment of Staff will include estimating the number of educators needed for the school opening and their area of expertise, along with identifying the certification, knowledge, skills, and behaviors required for these educator positions. (See Attachments for specifics.) An effective recruitment process will increase the probability to select highly-qualified educators for the school. Accordingly, early job offers are ideal and preferred for educator candidates (Stotko et al., 2007). In addition to partnering with education establishments, the school should post the job openings online. Popular career websites, such as monster.com and indeed.com, can be utilized. It is best practice to search for job boards that are customized for education-specific job postings. Two such sites are schoolspring.com and educationamerica.net (Teach.com). It is recommended that the HBHF website have all job openings on the site and easily viewable.

Transportation: HBHCSA will seek to enter into a partnership with the City Bus system, using bus passes for all 9th grade students (and up, as the school grows to grade 12). A joint partnership in using City busses is a win-win for both partners. HBHCSA students need to be able to take advantage of student bus passes and learn how to manipulate through the city on public transportation. By setting the start time, later in the morning, the heavy traffic (morning rush hour for working adults) will be concluded, and City busses will be emptier. This coincides with the research that teenagers' brains engage later in the morning. (Also research in an Oregon school system found that by starting the school day later and ending later, the pregnancy rate was dramatically reduced.) This procedure will save the HBHCSA system funds and will

assist the City Transit Department. There will be no transportation provided for the sixth, seventh, and eighth grade students. The Miller Bus system (or a similar, State-approved transport) will be contracted to provide transportation for special event trips and/or athletic events. HBHF will work with School on Wheels, Outreach Inc., and Use What You've Got (for homeless youth and youth whose parents are incarcerated) as HBHCSA is exactly the type of school in which homeless students could thrive. HBHCSA will fully comply with the McKinney-Vento Homeless Assistance Act, ensuring that any homeless students who enroll at HBHCSA can continue there with transportation for the rest of the school year, regardless of where they move. Additionally, HBHCSA will fully comply with the Individuals with Disabilities Education Act to provide needed transportation for students with disabilities.

Safety and Security: HBHCSA will adhere to and exceed all local, State, and Federal procedures regarding safety, security, and emergencies. A specific sign-in/out procedure with ID check will be established in accordance with the schools' policies with special attention to custody issues and safety. It is envisioned that in light of recent school tragedies, one entrance will be used with locked doors at other entrances and security at the main entrance. Safety from an external perpetrator will continue to be examined as legislation changes and school safety ideas are expanded. An IMPD sub-station will be inside the building. All hired or volunteer personnel will have local/state criminal background checks prior to beginning with any program and kept on file. A team of retired police officers and certified repair personnel will work on a loss prevention plan that allows the same employee to accomplish multiple tasks with cross-training and multi-tasking, while simultaneously saving money and ensuring top/qualified personnel for these positions. Sound plans for school and student safety and security, including security personnel, technology, equipment, and policies. IPS received a Federal safety and technology grant several years ago, and HBHCSA will need to examine that equipment (cameras, metal detectors, walkie-talkies, etc.) should any of it remain with the building or HBHCSA can apply for the same grant itself to replace/update such equipment. With several Board members as current or former IMPD police or sheriff deputies, they will form the Safety/Security Committee to clearly establish policies during the summer Planning Stage to protect the HBHCSA students as much as is possible today.

Insurance Coverage: (See Attachment 14) HBHF takes risk management very seriously and has vigorous general liability, auto liability, workers compensation, professional liability, sexual abuse & molestation and corporal punishment policy representation and will only contract with the highest rated carriers. To reduce risk and minimize the school's liability, school policies and procedures will be drafted and reviewed annually with the support of legal counsel. These policies will be outlined in employee handbooks for staff members and family handbooks for students, parents and guardians. The school will also provide training to management, and employees consistent with local, state and federal laws and guidelines. Additionally, once HBHCSA is awarded its charter, it will indemnify the ICSB, any related entities, and respective members, officers, employees, officials and agents. And name the ICSB as an Additional Insured on the HBHCSA primary liability insurance, in conformity with the requirements.

Facility Plan: The growth of HBHCSA into establishing a school responds to an often articulated request by parents, students who are losing their school, or who are on the street, expelled or suspended or court-active. There is a very strong demand for a performance-type schools—a hands-on, get involved, save our kids, school—and that is the whole purpose of the Him by Her Foundation. Additionally, parents and students currently enrolled at BR Magnet are quite unhappy to see their program shut down and are calling for this type of performance program to be continued. Specifically, the Broad Ripple Village Association President stated (July 1, 2017) that it supports BRHS remaining a school --and, through breaking off the back lot, football field, and parking area, HBHCSA sees that 4 purposes can be met: (1) a diverse performance school—matching Broad Ripple's innovative spirit-- is maintained; (2) the building will still be the center of the community, offering stage space, Farmer's Market space, etc. to the neighborhood; (3) more parking and housing for Broad Ripple residents and visitors can be achieved; and (3) IPS can garner the large amount of cash it desires. It should be noted that HBHCSA's plans include: the kitchen eventually

becoming a culinary arts training program; the gymnasium, a student training facility, building great athletes in several areas; and the Arts area continued as a spectacular learning and exhibition area, partnering with the nearby Broad Ripple Indianapolis Art Center.

HBHCSA plans to open in January, 2019, taking the summer and fall of 2018, to finalize preparations for school opening. Should the decision on BRHS not be determined by June, 2018, HBHCSA will need to re-examine its intentions to open in January. The timeline is very dependent upon the determination on BRHS, but a facilities committee is currently working with a local real estate broker and an investor should it become necessary to immediately (June 1) activate an alternative location plan. As the school grows into its second year, it is also planned that the Industrial City™ will be set up for adults to learn financial literacy, and classes on computer skills, resume building, Spanish/English, etc. will be offered to the community in the evenings or on weekends. One sponsor (Broad Ripple Realty, LLC) of the Broad Ripple Village Association Annual Duck Race has committed to increase sponsorship to benefit the HBHCSA. During the Planning Stage, community members, families, local businesses and others will all be invited to participate in determining what other types of services are wanted as part of the wrap-around services to be located in the school. These events will help build strong ties to the community families, neighbors and other stakeholders near-by.

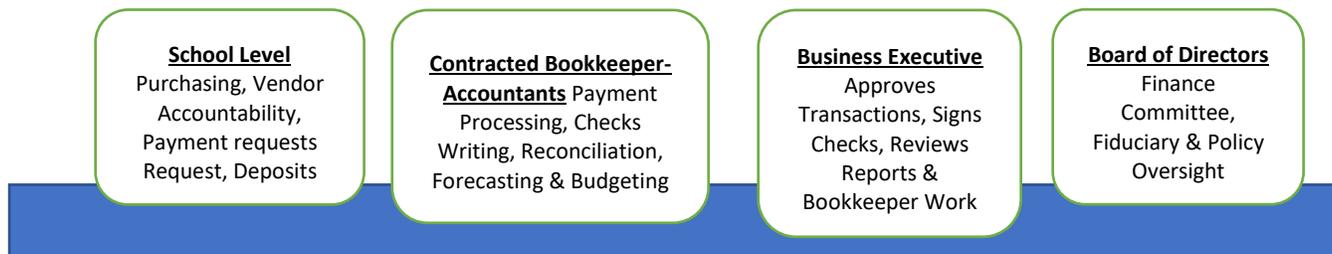
Should the ideal BRHS site not be available, HBHCSA is working with several real estate brokers (including BRR) to best familiarize itself with the near north side private property market to locate a feasible and affordable school location. This includes commercial and retail sites, archdiocese properties, and former car dealerships or lots, State Fair ground property, and vacant parcels of land. Under State legislation, public school districts not using a building for instruction purposes may sell or rent those schools to a charter for \$1. Although HBHCSA does not expect this to occur with the BRHS property, should HBHCSA not obtain the BRHS property, it will meet with IPS and MSD Washington Township or Lawrence Township and the ICSB to fully explore any other available school buildings or facilities. IPS has many buildings that are underutilized, or being used for non-instructional purposes; as underutilized facilities do not meet the State law threshold, direct purchase from the district could be an option for HBHCSA. Also, if necessary, HBHCSA will work with the Mayor's Office and the City/County Council to garner recommendations for locations and available facilities from them. HBHCSA prefers the location of the current BRHS for many reasons:

- (1) It currently is serving more than a 63 % minority population and 75% Free/Reduced lunch rate, accustomed to that location; it is feared that many of those students will just drop out rather than transfer to Shortridge (a HS-only government magnet with only a 37% African American rate and a 41% paid lunch rate; no MS currently; where will those middle schoolers go after their school closes down—or will they go to school or get lost in the shuffle?).
- (2) The building already has a performance area, an arts area, a music/band area, a vocational area.
- (3) The community has a strong desire to maintain its diversity and innovative spirit
- (4) The full-service component of the school lends itself fully to the community and BRVA's desire to see the school remain a school, yet also become offices or facilities for important offerings in BR, i.e. a health clinic, an attorney, a realtor
- (5) By *partnering* with Browning (or a similar partner), it would be possible for IPS to receive a more than fair market value for the building, but prevent the BR community from having more bars, restaurants, or apartment building take the place of the High School. If necessary, HBHCSA will examine entities or partners like the Browning Investment, Charter School Development Corporation, IFF as well as LISC to locate and acquire another property, other than BRHS, if necessary. HIM By HER Foundation will deploy a rigorous RFP for any construction and renovation projects, needed, with development, design and construction partners required to meet the RFP specifications. HBHCSA will utilize a blend of financing arrangements, as available, to include IPS offerings, tax exempt bonds, new market tax credits and Quality Zone Academy Bonds. In addition HBHCSA could partner with local property development entities like Browning, the Charter School Development Corporation, IFF as well as LISC with these partners assisting

in leveraging funds to assist the HBHCSA. Initial conversations have begun with several of these organizations, in case necessary.

Budget & Finance (See Attachments #15 and #16-Budget Narrative) HBHCSA will adhere to all GAAP and ISBA accounting, auditing, and reporting procedures and requirements and will use competitive bidding for selecting contractors or any administrative or back-office support services. • An independent audit of the school’s financial and administrative operations will be conducted each year by an external organization.

Fiscal Controls & Policies: The responsibilities for financial controls at the school level to ensure long-term financial viability are shown in the table below and also described more fully in Attachment #12 (Organizational Chart). The school’s fiscal controls and policies ensure segregation of duties as well as “assembly line” accountabilities. Every transaction requires authority approval, usually by the business executive, Principal, or Chief Executive Officer. The diagram below exhibits the general flow of controls, beginning at the school level with day-to-day operations and ending with the Board of Directors oversight. At the school level, an Administrative Assistant in charge of day-to-day operations and forwarding information to the Business Executive for review and approval. This includes handling purchase orders, invoices, accounts payable vouchers, employee reimbursements, bank deposits, and petty cash. The Controller oversees the work of the Office administrator and/or Office administrator Assistant and reviews bank statements, fund balances, and cash projections prepared by the contracted bookkeepers. The Controller is in charge of approving payment of invoices, signing checks, approving payroll, and ultimately forwarding the appropriate information to the contracted bookkeepers for recording. The contracted bookkeepers enter data into QuickBooks. They record all deposits, process invoices, cut checks, and process payroll. They also prepare monthly bank reconciliations, monthly financial statements, cash flow projections, and budgets. The various reports are then reviewed by the Controller before going to the Board of Directors. For



additional needs that arise, the outside accounting firm helps with forecasting, budgeting, and other consulting engagements to deliver a concise picture of the finances and future outlook based on the school’s assumptions. The Board of Directors is in charge of approving final budgets prior to the operating year and approving all expenditures on a monthly basis. Any policy changes or significant financial issues will be brought to the Board and must be approved before implementing. Due to the limited amount of guaranteed funding for charter schools, it can sometimes be a struggle for schools to allocate money towards programs and materials that directly benefit student outcomes. Through the innovative use of resources, schools may be able to locate efficiencies (through the use of dual-licensed staff, technology, grants, etc.) that can better support students.

Budget Narrative: Using the projected ADM reimbursement figures from the State, a complete, realistic, and viable start-up budget and a 5-year operating budget are included in Attachment #15, aligning with the educational and organizational plans described in the Application. The Budget Narrative explains the revenue and cost assumptions including projected grants as well as identifying the amount and sources of anticipated funds, property or other resources (with none of the funding secured yet. See Attachment #9 for Commitment from community partners). HBHCSA’s detailed budget with assumptions is included in the budget template submitted as Attachment #15 and #16. The overarching *key revenue assumptions include:*

- Flat per pupil revenue funding for five years
- Federal funding sources estimated based on current IPS per pupil estimates

- Federal Charter School Program Start-up funding is included, but the original budget was developed without it so the CSP funding only funds items that are one-time in nature in the attached budget. (This will allow increasing staff and related programmatic needs to be attained more rapidly than originally planned.)

- Start-up funding from The Mind Trust and/or The Walton Family Foundation or another such facility funding charter schools

The overarching *key expense assumptions include:*

- Staffing costs that are sustained by conservative revenue estimated numbers, but would increase

- Use of a low purchase cost of an IPS facility or a partnership assisting in the purchase

- Annual increases of 2% inflation adjusted for appropriate increases due to enrollment growth

As detailed in the Budget Narrative, HBHCSA is aware consistently of the need to provide sufficient funding for special education costs as well as M.S. transportation necessary to provide an open and accessible environment. Several areas in the budget are flexible and could be managed in case of lower than expected enrollment or other unforeseen contingencies. Enrollment expansion will be monitored very carefully and hiring decisions and expansions will be dependent upon increased ADM funding.

Sustainability: The Community Advisory Council, with new CBO partners and representatives added, will more fully develop a Sustainability Plan to maintain current expected levels of funding as well as to develop a sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. Building on the initial plans incorporated in this proposal, appropriate grants and other available funding streams will be sought by Dr. Riesz, a Board member and an experienced grant writer. (See Attachment #1, Resumes.). As the evaluation data demonstrates the success of HBHCSA, publicity generated should assist in increasing community/business and stakeholders' support. Additionally, since the PDT used backward mapping as it developed the expansion plan to ensure the current school would remain a school beyond the initial 5-year period, stakeholders and neighborhood CBOs continued involvement will be translated into a strong commitment to see them continued. All funding streams will be braided to maximize services for students and yet not supplant funding sources. More than half of the partners named have actively participated with HBHF over the past 3 years with each partner selected for relevance to the area's needs and capacity to assist in project implementation and/or sustainability, (either in-kind or cash) with special attention to special populations traditionally underserved. Partners will "spread the word" about the success of the after school programs, helping to promote financial support. Not wanting to see a successful program end, the partners will assist in sustainability far beyond the initial 5-year period. By "opening the doors," more community partners with buy-in will be motivated to be involved for community long-term benefits. See Attachment #17 for the HBHF NFP financial records for the past 3 years. HBHCSA will be fully transparent in all aspects, including financial records.

SECTION IV – SUMMARY OF STRENGTHS

The expanse of options in the HIM By HER Collegiate School for the Arts ("HBHCSA") will include the Performance Arts (music, theatre, art, and sports/fitness); Technology and Vocational training programs (leading to apprenticeships and internships); and the specific Enterprise and Industrial City™ Workforce curricula, focusing on employer-sought "soft skills." In each of these pathways, mentors, character development and life-skills, and wrap-around services will be critical components—as critical as the included traditional curricular offerings meeting State Standards. Realizing that a holistic approach is necessary, the Foundation will use its strategic partnerships with other entities to utilize their expertise in providing social, family support, and mental health resources with wrap-around services including such services as ATOD intervention services, counseling, family services, adult education (when the building is not being used by the students), and medical and dentistry services (with a Marion County Health & Hospital center located in the school). By providing life skills education and training through its innovative programs, students will develop the knowledge and inspiration for positive life choices (that may be in short supply in their surroundings) rather than immediate gratification and negative choices that may lead to the

HIM BY HER FOUNDATION
Harry Dunn

"HIM By HER Collegiate School for the Arts" Dr. Wanda Riesz
wandariesz@gmail.com

possibility of street life or incarceration as a negative outcome. Success and excellence will be the constant belief and aim, enabling this diverse cadre of students to "march to the beat of their own drum," recognizing their own gifts and encouraging society to recognize their gifts, as well. After all, human capital is by far the greatest of all resources.

ATTACHMENT #1:

APPLICANT GROUP RESUMES

The founders recognize that this school is unique because it is based on the premise that ALL students are gifted and talented—every student has a talent—and he/she needs to be allowed and assisted to “march to the beat of the drum he hears!” However, each founder’s personal and professional path brings insights, strengths and experience to the endeavor of starting these elementary school. A curriculum specialist, Mrs. Sondra Towne, will be contracted over the summer, 2018, to fully develop and complete the curriculum for each grade level, including scope and sequence. This is recognizing the need still to be filled, based upon the founders’ commitment to establish and ensure the success of Him by Her Performance Academy.

Keith A White

Bulleted Bio:

◆ Retired Educator, 32 years; Superintendent’s License

Instrumental Music Teacher, Elementary & Middle School

High School Band Director,

Acting Dean of Students, Northwest HS

Asst. Principal, New Beginnings Alternative School

Asst. Principal, Broad Ripple HS

District Director of Fine Arts\Music

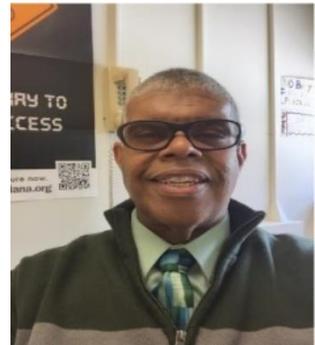
◆ Marian University, Music Department

◆ St. Vincent's Hospital, Security

◆ Lazarus Dept. Store, Retail Security

◆ BS degree, Indiana State University in Music Education

◆ MS degree (all but 6 hours completed) Indiana State University in Criminology



◆ MS degree Indiana Wesleyan University, Instruction & Curriculum

◆ Deacon. College Park Church

◆ Served on Indianapolis Symphony Orchestra Board of Directors

◆ Served on Indianapolis Philharmonic Board of Directors

◆ Currently a reserve Lieutenant with Marion County Sheriff's Office

◆ Married to Yolanda, 2 adult daughters, 3 grandchildren

The Honorable John L. Bartlett has served as a State Representative in the



Indiana State Legislature since 2007. A lifelong Indianapolis, Indiana resident, Bartlett's ties with the City include graduating from Arsenal Technical High School and attending Martin University and Ivy Tech. Prior to his political career, Bartlett retired after

42 years as a tool-and-die maker for the Rolls-Royce Corporation. He began his political career as a

member of the Mayor's Neighborhood Advisory Council, then served on the Judicial Nominations

Commission under Gov. Frank O'Bannon, and was then appointed to the Public Compensation

Advisory Commission. Rep. Bartlett currently serves on the Indiana House Elections & Apportionment Committee. He is also a member of the following standing committees of the

Indiana House of Representatives: Employment, Labor & Pensions; Family, Children, & Human

Affairs; and Government & Regulatory Reform. He is also a member of the Indiana Code Revision Commission. Outside of his legislative responsibilities, Rep. Bartlett is now Chair of the Board of Trustees of Martin University. He also serves as president of the Coalition of Black Trade Unionists and until recently was president of the Devington Community Development Corporation. He was a founding member of the Sheridan Heights Associations for Neighborhood Enhancement

(SHANE), serves on the NAACP Executive Committee, and is past Chairman of the Civil Rights

Council for United Auto Workers Region Three.

Terrance M. Bogan, M.B.A.

□ 3740 Wishbone Blvd, Indianapolis, IN 46268

□ (317) 362-5466

□ terrance_bogan@hotmail.com

MISSION

To utilize the skills and experiences that I have had to lead a team dedicated to help clients become financially fit.



Education

Master of Business Administration, Indiana Wesleyan University, Marion, IN

December, 2006

Bachelor of Arts in Business Management and Leadership, Earlham College,
Richmond, IN

Professional Licenses

**Series 7/63
Insurance**

Series 9/10

Life/Health Insurance

Property/Casualty

Professional Profile

December, 2002

Professional Profile

CHARLES SCHWAB AND Co. INDIANAPOLIS, INDIANA
CUSTOMER SERVICE REPRESENTATIVE (2011-2014) AFFLUENT CLIENT SERVICE PROFESSIONAL (2014-2014) TEAM MANAGER- CLIENT SERVICE AND SUPPORT (BROKERAGE SERVICES) (2014-2015) TEAM MANAGER- CLIENT BANKING SERVICES (2015-2017) SR. TEAM MANAGER- CLIENT BANKING SERVICES (2017- Present)

Responsible for leading a team of financial professionals to deliver memorable service experiences that promote client loyalty, as well as add additional value to the client with our Service Plus attitude. Also responsible coaching, motivating, and developing employees to passionately strive for success in their current role and in their career

ROCHE DIAGNOSTICS INDIANAPOLIS, INDIANA
ACCU-CHEK CUSTOMER CARE SPECIALIST (2008-2010)

Responsible for answering incoming calls and making outgoing calls, training customers on how to use their products and providing technical support for the products. Also, accurately recording the customer concern, actions taken and resolution of customer inquiry in the entitled system.

CINTAS CORPORATION FRANKFORT, INDIANA **Lost Business**
MANAGER/ SERVICE SUPERVISOR/PRODUCTION SUPERVISOR (2005-2007)

Primarily responsible with a special initiative to reduce lost business by two percentage points in a 12 month period. Collected data from AS/400 system queries and exported them to an Excel spreadsheet. Used data collected to identify professionals that struggled with customer service experience, train them with one on one coaching and create competition between route drivers to improve service quality. Also, called or visited detractor clients to ensure service will meet their needs and negotiated contract extensions resulting in reducing lost business from 13% to 8% within 6 months ranking the location #2 in the nation.

LUTHERAN CHILD AND FAMILY SERVICES (LCFS) INDIANAPOLIS, INDIANA

RESIDENTIAL MANAGER (2004-2005)

Responsible for managing and leading direct service providers, including Unit Supervisors and all youth specialist, to ensure that the children follow their treatment plans set by their therapist and Residential Treatment Team.

**WERNLE CHILDREN'S HOME RICHMOND, INDIANA
RESIDENTIAL DIRECTOR (2002-2004)**

Responsible for directing all residential activities, programs, and budgets. Also responsible for leading Program Managers, Unit Supervisors and youth specialist, to ensure that the children follow their treatment plans set by their therapist and Residential Treatment Team.

Professional Development and affiliations

Indiana CPA Society

National Black MBA Association

Board Member of HIM by HER Foundation

David “Dave” Calabro , currently covering the Olympics in South Korea, often brings



comparisons with the mythical “Energizer® Bunny” with his dizzying work as the Sports Director and an on-air personality for WTHR 13, a major Indianapolis, Indiana television station, and his numerous other pursuits, including prolific behind-

thescenes charitable work. Calabro graduated from Indianapolis’

Ben Davis High School, and Butler University, where he met his wife and best friend, Lisa. The Calabros have two sons. Dave has received numerous awards for his sports casting, including four regional Emmy® Awards, and “Best Sportscaster” by Indianapolis Monthly Magazine readers. He covers all levels of amateur and professional sports, and nearly all-manner of sports, including football, basketball, baseball, auto racing, and many others. In his earlier career

Calabro was a sports anchor in Dayton, Ohio, covering the likes of the Cincinnati Bengals NFL team and the Cincinnati Reds Major League Baseball team. Interesting trivia: Dave's older brother is the legendary national sports broadcaster, Kevin Calabro, of "Good golly, Miss Molly!" fame.

DR. WANDA RIESZ

9804 Gulfstream Dr.
Fishers, IN 46037
317-538-2889
wandariesz@aol.com



EDUCATION:

Indiana University:

Doctorate, Department of Instructional Systems Technology, Non-Verbal Communications

(1st Statistical Study in non-verbal message-bearers in US; nominated for national award;

Dissertation w/ **Cuban and Anglo** Children in Miami Beach in Cultural Studies, under Dr. Warren

Stevens, who set up the IST system in Saudi Arabia, 1973 (4.0 grade average)
Master of Science in Education, Outside Minors: HPER, 1970 (4.0 grade average)

Bachelor of Science (equivalent) in Elementary Education, 1963

Bachelor of Arts, Spanish major; English and Government minor, 1962

276 credit hours (3.8 undergrad grade average; 4.0 graduate grade average)

University of Madrid, Spain: *Certificado de Profencia:*

Santander, Spain: International Universidad de Menendez Pelayo;

Purdue University; Indiana State, University of Maryland in Madrid, Spain

Paris, France: Alliance Françoise

Freiburg, Germany: Berlitz Language School (German)

Kaiserslautern, Germany: U.S. Army Audio/Lingual Training Program

NDEA Language Institute for French; New Orleans, Louisiana

U.S. Air Force Russian Language School (employee)

CERTIFICATES:

State of Indiana Administrator's license, Superintendent Professional (#679034);

Indiana Administrator/Supervisor, Elem. Professional (#762481)

Indiana K-8 General Elementary Permanent and Spanish (#300413; Life)

Indiana Real Estate Broker License, IB51430977

CURRENT PROFESSIONAL GRANT WRITING EXPERIENCE:

TOTALING OVER \$70 MILLION

R & D EDUCATIONAL CONSULTING: Obtained over \$70 million in grants and funding (95-98% success rate) over 7-8 year period (See below, including Indianapolis Public Schools)

o **ADDITIONAL INDIVIDUAL CLIENTS INCLUDE:**

United Way

The Salvation Army

Ministerial Alliance

MSDLT 21st CCLC grant -2x

St. Paul's Episcopal Church Mission in Mombasa

Starfish \$1 Million USA Funds grant

National Council on Educating Black Children/Indiana Council on Educating Students of Color

Mary Rigg Neighborhood Center, Indianapolis Public Schools, GWHS Full Service Community

School

grant

Mayor/City-County Council Crime Prevention

Drug Free Marion CountyState DOE Early Intervention,

State 21st Century Community Learning Centers (afterschool), totaling more than \$5 Million),
 U.S. DOE Literacy through Innovation (\$500,000),
 Tindley Network of Schools--US DOE Charter School Replication Expansion grant (\$1.2 Million)

○ **MARTIN UNIVERSITY, VICE PRESIDENT, SPONSORED PROGRAMS & RESEARCH:**

US DOE Post Secondary Division Predominantly Black Institutions 2 yrs \$300,000

US DOE Post Secondary Division Science Technology Engineering Math

(P.B.I.) 3 yrs \$1.2 million

○ **CHRISTEL DEHAAN FOUNDATION**

(Includes Indianapolis charter school, Christel House, and 4 Learning Centers—in Bangalore, India; Caracas, Venezuela; Mexico City, Mexico; and Cape Town, South Africa—**Director of Grant Procurement**)

○ **OTHER UNIVERSITIES & COMMUNITY AGENCIES:**

Charles A. Tindley Schools Network, US DOE Expansion & Replication Grant 3 yrs \$3 Million

Charles A. Tindley Accelerated School, US DOE Literacy Through Innovation 2 yrs \$998,000

EdPower/ Tindley Schools (5) U. S. Homeland Security Safety 1 yr \$ 75,000

US DOE Post Secondary Division English as a Second Language 3 yrs \$900,000 (Anderson University)

US DOE Full Service Community School 4 yrs \$2.5 million (Mary Rigg Neighborhood Center for IPS) (1 of 10 in country with over 900 initial applicants; only \$5 million awarded totally throughout the U.S.; Mary Rigg received 50% of that total)

2nd Full Service Community School Award 3 yrs \$2 Million

3rd Full Service Community School Award 3 yrs \$3 Million
(Never awarded to the same site 3x before this award)

City of Indianapolis Crime Prevention Grant

Child/Family/School Enrichment Centers 2 yrs\$ 89,000

GEO Fall Creek Academy & Fountain Sq. Academy \$
49,000

National Council on Educating Black Children \$
39,000

National Council for Educating Black Children (St. Paul's) \$
1 yr 7,000

State of Indiana 21st Century Community Learning Centers 3 yrs
\$1.2 million
NCEBC & MSD of Lawrence Township

semester State of Indiana Early Reading Hispanic PreSchool 2nd
\$97,000
(IPS, Mary Rigg, Hawthorne & Christamore Community Centers)

o CHARTER SCHOOLS

US DOE Emergency Management/Crisis Response 18 month \$200,000
(Herron Classical (Charter) High School)

State of Indiana 21st Century Community Learning Centers 3 yrs
\$450,000
(Christel DeHaan Family Foundation/Christel House Charter School)

State of Indiana Learning Technology Grants- GEO Charter Schools
\$300,000
(Fall Creek Academy, Fountain Square Academy, Gary 21st Century
Academy)

State of Indiana 21st Century Community Learning Centers 3 yrs
\$1.1 million GEO Charter Schools (FCA & FSA)

Charles A. Tindley Accelerated School 2 yrs \$1 million
Literacy through Libraries (US DOE)

**DIRECTOR, RESOURCE DEVELOPMENT AND GRANT WRITING,
INDIANAPOLIS PUBLIC SCHOOLS, JUNE, 2002-2007:**

FEDERAL GRANTS:

U.S. DOE (Drug Free) Carol M. White Physical Education For Progress (PEP Fitness) Grant (2007)	\$200,000+ /yr	\$781,000
U.S. DOE Emergency Management/Crisis Response 18 month 490,239 (Summer, 2006)		\$
U.S. DOE Safe & Drug Free Schools-Character Education 3 years \$1,043,832 (Summer, 2006) (1 of 10 in country)	\$347,944/yr	
U.S. DOE Teaching American History (Summer, 2006)	\$332,152 \$324,737	\$ 989,855 \$332,966
State of Indiana Early Reading (Hispanic Pre-School) 1 year 250,000		\$
Laura Bush "Helping American Youth" Selected School District Prof Dev		In-kind
US DOE 21 st Century Community Learning Centers \$7.5 Million Grant for 10 middle schools' After school programs Largest grant award in US	\$2.5 M x 3 yrs	
State of Indiana 21 st Century Community Learning Centers 4 Million Grant for YMCA & 2 IPS Middle Schools (Largest in State)	\$1,000,000 x 4 yrs	\$
US DOE Character Ed Grant 1 of only 10 awarded in US, 2000	\$350,000 x 3 yr	\$1,050,000
US Dept of Labor & Dept of Justice \$345,000 x 3 yrs \$1,035,000 Dept of Corrections to Alternative School to Work Grant 1 of 3 only 3 awarded in US		
State Alternative Education Grants \$800,000/yr x 5 yrs \$4 Million Implemented 63 State-approved alternative schools & programs,	average	

Including Peace Camp, Peace Learning Center, 5 expelled schools, 2 small schools for pregnant girls, 5 summer overnight camps, etc.

State Safe Haven (elementary school after school programs)	\$577,577	\$ 577,577
Largest in State		\$279,563
		\$173,708
		\$136,000
Left over, end of year monies	\$67,000	\$ 67,000
(10 station Challenge Course in Washington Park Including 3-sided 30' climbing wall & double zip line)	\$577,577	1 st yr.
US Drug Ed		
Middle School Drug/Violence Prevention Counselors	\$350,000	\$350,000
State 21 st Century After School Programs (Urban Mission YMCA, fiscal agent) Largest grant award in State	\$750,000 x 3yrs	\$2.2Million
I-Read	\$350,000	\$350,000
Early Intervention Reading		\$250,000
\$250,000		
Largest in State-2 nd year	\$290,000	\$290,000
St. Paul's Episcopal Church		\$350,000
\$175,000 x 2 yrs		
Community Academy for Expelled Students At Marion Cty Health & Hospital's Teen Action Center		
Peace Learning Center	2005-06	\$ 10,000
State Reading First (Federal flow-through) NCLB grant x 6 yrs (largest in State—8 schools)	\$1,860,000	\$11.2 Million
(3 more schools added 2005-06 at an average of \$232,500 @)		\$697,500
The Indiana Pacers	\$50,000 x 3 yrs	\$150,000
COSCO	\$50,000 x 3 yrs	\$150,000
The Simon Youth Foundation	\$50,000 x 3 yrs	\$150,000
To establish & continue The Pacer Academy in Union Station 6 th -12 th grade Alternative School		
+ Union Station space, free, City of Indianapolis, and free Remodeling costs paid by Simon Youth Foundation		free
Reilly Foundation	\$16,000	\$ 16,000

To fund 2 Kindergarten + Programs (to make 1/2 day kindergarten into full-day kindergarten)

Indianapolis Boys & Girls Clubs (To fund 2 additional Kindergarten + Programs (to make 1/2 day K into full day K)	\$16,000	\$ 16,000
The Pacer Foundation (To provide registration costs for 3 middle school students to attend a National Leadership Conference in Washington, D.C.)	\$1,200	\$ 1,200
	\$1,000	\$1,000
(Transportation to Homeless Christmas party)		
ATA Airlines, Inc. Round trip airfare for 3 to Washington D.C.	In-kind	\$ 600
Round trip airfare for 120 middle school students w/ perfect attendance & Honor Roll from Forest Manor to Disney World	In-kind	\$24,000
Nick Noyes Foundation	2006-07	\$ 50,000
Lowes Charitable and Education Foundation	2005-06	\$ 75,000
“ “ “	2006-07	\$100,000
JPMorgan Chase	2006-07	\$ 67,000
Higher Ed Commission/Ball State University Teacher Leadership 05-06		\$387,000
“ “ “	Year 2	\$387,000
“ “ “	Year 3	\$305,000
US DOE Small Learning Communities Grant	\$2,242,031	\$2,242,031
US DOE (Drug Free) Carol M. White Physical Education for Progress (PEP Fitness) Grant	\$200,000+/yr.	
\$781,000		
US Center for Disease Control & American Red Cross Coordinated School Health Grant		
Marion County Health & Hospital Corporation	2005	\$ 15,000
“ “ “	2006	\$ 15,000

NEA Professional Development Grant		\$ 75,000
Minority Leadership Grant	2004-05	\$ 5,000
Minority Leadership Grant—Harmony Congress	2005-06	\$ 3,000

State of Indiana Early Reading (Waterford) Grant (5 schools)		\$
2002-03 155,000		
Waterford Kindergarten Plus (full day K+)	2003-04	\$ 310,000
“ “ “	2004-05	\$ 255,000
“ “ “	2005-06	\$ 257,000

2 (two) U.S. Department of Education Safe and Drug Free Schools Middle School Drug

Prevention & Safety Program Coordinators Grants—		
*One award, Spring, 2000	3 yrs.	\$275,000
(Wrote for Drug Ed. Dept.)		
*One award, Dec., 2001	3 yrs.	\$275,000

McKinney Homeless Grant	Jan, 2000	
\$118,000		
McKinney Vento Homeless Grant	2004-05	\$
48,000		
McKinney Vento Homeless Grant	2005-06	\$
50,000		
McKinney Vento Homeless Grant—	2006	\$
Transportation 10,000		
McKinney Vento Homeless Grant	2006-07	\$
45,000		

Indianapolis Private Industry Council	2004-05	\$350,000
“ “ “	2005-06	\$250,000
“ “ “	2006-07	\$250,000

(Job training program to replace Goodwill program, Hope Day Adult School)

Indpls Private Industry Council Award	2 yrs	\$200,000
w/ Hinkel & McCoy Computers	3 rd yr.	\$67,000

St. Vincent Abstinence Grant (Hope Day Adult, Learning Centers mentor)		
	\$33,000 x 3 yrs	\$ 99,000

3 Com Telecommunications Grant		\$
100,000 with		
the City of Indpls.		

David Noland Gifts \$ 60,000 \$
x 2 yrs 120,000

Leveraged School Police Grant
\$100,000
*Under Chief Jack Martin

Child, Family, School Enrichment Center \$ 25,000 x 2 yrs \$
50,000
Matching grant

DIRECTOR, ALTERNATIVE EDUCATION PROGRAMS,
INDIANAPOLIS PUBLIC SCHOOLS, 1997-MAY, 2002

Developed & implemented 63 State-approved and funded alternative schools,
schools-within-aschool or programs:

New IPS Programs (All of the following were totally funded through outside
monies obtained through grants written by Dr. Riesz or funds solicited by
Dr. Riesz:)

Peace Learning Center for all 4th and 5th graders
Peace Camp for all 6th graders (3 days, 2 nights at National FAA Camp
Headquarters in
Trafalgar, IN; totally free)
12 Heading to Harmony Schools
Project Peace Training –Year 1
NovaNET Computerized Curriculum 170-250 ports for entire school system;
3 years National Urban Alliance-\$150,000-1st Year; \$35,000/yr. for 2nd and
3rd year
Advanced Learning Systems/A+ Computerized Curriculum –All high schools-1
year;
ALS/A+ and CEI computerized reading analysis—all alternative schools and
5 middle schools and GW and Howe Middle and 9th grades-1 year
Bi-Lingual Kindergarten with extended day care
Drug Abeyance/Treatment Program at Riverside Park Community Academy for
expelled students
5 Alpha programs (at @ high school bldg) for over-aged, failing middle school
students
5 Alpha summer Camps with weekend camping and challenge course
5 Beta programs (at @ high school bldg) for failing sophomores
6th grade Alpha at School 31 in the summer in conjunction w/ The Governor's
Gardening Project
6th grade Alpha for failing 5th graders at School 110
Child, Family Enrichment Center tutoring /mentoring School 26, 43, and 81
Homeless Enrichment/part-time Social Worker at School 14
48 Safe Haven schools (with 48 Be Against Drugs [BAD] Clubs)

Indiana Pacer Academy at Union Station (City of Indpls, Pacers, and Simon Youth Foundation, and Communities in Schools)
 Simon Youth Foundation Education Resource Center at Union Station
 (City of Indianapolis, Indiana Pacers, Simon Youth Foundation, and 3 Com, Inc.)

American Cabaret Theatre middle school in the Cabaret Theatre at The Athenaeum

Challenge Course (high & low ropes and tower climbing) in Washington Park (with Indy Parks and Bradford Woods)

10 Chartwell Alternative programs in 10 middle schools:
 Computer Assisted Instruction (JMMS) After school enrichment
 (Harshman) Sports, Culinary & Fine Arts Enrichment) Business & Career Magnet (FMMS) (Farrington)
 NovaNET Computerized Curriculum Experiential Education (Howe)
 (Attucks—all 6th graders) Math Enrichment (Gambold)
 Back to Basics (McFarland) Riverdeep Math (Howe)
 Moving Mechanics (GWMS) Suspension Alternatives
 (Coleman)

Continuing Programs:

New Beginnings Alternative High School
 Horizon Alternative Middle School
 2 Learning Centers (for pregnant girls)-Middle School & High School
 Juvenile Center (School # 259) and Delaware St. Youth Facility
 (locked) Liaison:
 New Directions' Academy

Organized/Conducted:

Chartwell Conference (2 weeks & visits to alternative schools through out US) –

All 17 IPS middle schools--Indianapolis Foundation Grant—Annual Conference, Summers, 1997-2000
 Hoosier Alternative Learning Options Midwest Conference (Pres, HALO)—350 attendees; Financially self-supporting; generated \$10,000 additionally--1999
 National Association for Education of Black Students (NIPSI) Panel—1998
 Indiana General Assembly Legislative reception (State House Rotunda) honoring Education Legislative Leaders in General Assembly—1999
 End of Year BAD Celebration—Governor's Residence—2000
National Alternative Education Clearinghouse Web page

OWNER/SENIOR PARTNER, INDEPENDENT BUSINESSES, 1988-PRESENT

Current--R & D Consulting, 2008-Present

Current--Researched, wrote, obtained independent federal and private grants for aviation industry, social services, and educational institutions; prepared press releases; worked public relations; lobbied for legislation and funding
Current--Own/manage real estate investment firm (12 properties—Wallace Riesz Realty)

Current--Owner/Senior Broker, Broad Ripple Realty, LLC; 1111 E. 54th St, Indianapolis, 46220

Former--Partner, Paragon Programs, Inc. Concert Management Booking Agency (toured Ballet Folklorico, Spanish Riding School, Serkin, Hoagy Carmichael Show, etc; worked with William Judd Agency, N.Y.C.--1988-98 only)

STATE OF INDIANA, HOUSE OF REPRESENTATIVES; DEMOCRATIC CAUCUS: 1987-1997

Education Policy Analyst (originally-hired position)

(Additional responsibilities due to excellence in work as an over-load at no cost to State):

Specialist on Veterans' Affairs (wrote all veterans legislation for 9 years; recognized for being

“driving force” behind construction of State Vietnam and Korean Memorials) Medicaid Specialist

Drunk Driving Specialist (recognized by National Council of State Legislators as national expert on

Ignition Interlock); drafted all Indiana drunk driving legislation for 9 years

Responsible for Majority Leader and Education Chairman

Represented Caucus on Baccalaureate Education System Trust Commission, Education Commission of the States National Conference, Korean-Vietnam Veterans Commission,

National Council of State Legislators,

Council of State Governments, and in consultation with US DOE Secretary Reilly

Assigned to Committees on Education, Testing, and Alternatives in Education

Researched and drafted legislation and speeches, issued press releases

Specialist on all constituent problem resolutions throughout the state for 10 -15 legislators,

including communicating with constituents, representing constituents at social security

hearings, obtaining Political Asylum for refugees from Afghanistan, fighting Medicaid for services for dying patients, working with constituents to fight BASF from placing a

national hazardous waste dump site in southern Indiana, saving a family farm through the televised “Farm Aid” show, etc.

Prepared education briefings and analyses for Governor Evan Bayh

Represented Governors Bayh and O'Bannon to present “Sagamore of the Wabash” honors

**CONSULTANT: EDUCATION; DRUNK DRIVING; VICTIMS' RIGHTS;
GOVERNMENTAL RELATIONS; GRANT WRITING; 1982-PRESENT:**

Topics include: Culturally diverse schools, alternative, charter, and magnet schools, back-to-basic schools, gifted and talented workshops, Foreign Languages in the Elementary School (FLES), English as a Second Language (TESOL); non-verbal communications; immigration; public relations/governmental relations, woman's issues, domestic violence, drunk-driving/victim impact programs

TESOL CONSULTANT, 1980; 1987:

Universidad of Hermosilla, Hermosilla, Sonora, Mexico; Watts, Los Angeles, CA

**LANGUAGE ARTS AND INSTRUCTIONAL SYSTEMS TECHNOLOGY
CONSULTANT; HAMPTON INSTITUTE, 1972:**

Federal Follow Through Projects in Appalachia in Cleveland, Tennessee and in Little Rock, Ark.; specialized in Language Arts and Instructional Systems Technology

**PRINCIPAL, MONROE COUNTY (PUBLIC) ALTERNATIVE HIGH SCHOOL;
1970-72**

Started joint venture with Indiana University/MCCSC, and Monroe County Community Action Program as a tool to break the welfare cycle; one of 1st alternative schools in the country; arithmetic mean reading level 3.8; math level: 4.3; age range 14-23; 90% low income; started under auspices of Dr. B

INDIANA UNIVERSITY, BLOOMINGTON/ COLUMBUS: 1970-76

Graduate Assistant, supervised a total of 150 student teachers;

Taught workshops in Social Issues, Language Arts Methods, and Non-Verbal Communications

**STATE UNIVERSITY OF NEW YORK, STONY BROOK; ASSOCIATE
PROFESSOR LECTURER, 1967-70**

Language Arts Methods; Student Teacher Methods; Foreign Languages Methods & Materials Classes (FLES & TESOL Methods) in French, Spanish, German, Russian, and Italian

Developed and set up FLES/TESOL program (as an overload, at no additional costs to University) as a partnership for the local community with 150 children coming on campus to study languages—at a time when SUNY-SB was recognized as a “war factory” with extensive rioting and good PR with the local community was particularly needed.

DIRECTOR, GED DROPOUT PROGRAM, 1965-67:

U. S. Army, Kaiserslautern, Germany; set up entire program and supervised for U.S. Army in southern Germany

Lived in Germany, Belgium, and France for 3 years as part of the NATO move from Paris to Brussels

TEACHER—PUBLIC SCHOOLS; 1963-65, 70-80

Fairfax County, Virginia; elementary and French
Monroe County, Bloomington, Indiana; elementary; secondary; Spanish

RECENT AWARDS, HONORS, PRESENTATIONS:

“Kentucky Colonel”

“Indiana Sagamore of the Wabash”

Indiana State University, Counselor Conference, grant writing presenter, Terre Haute,
2012

Ministerial Alliance, grant writing present, Indianapolis, 2011

National Council on Educating Black Children National Conference, Las Vegas,
grant writer presenter, 2010, 2011

U.S. DOE Region V (Ohio-Arizona) 2004 “Leave No Child Behind” conference
presenter,

St. Louis

Lockheed Douglas National U.S. DOE Grant Writing Web Page contributor

U.S. DOE Region V 2005 “Closing the Achievement Gap” conference presenter,
San Antonio

Midwest Character Education Conference, Breakout session presenter, 2005

Hoosier Alternative Learning Options Midwest Conference, General Chair, 2000

Nominee, Democrat, State Superintendent of Public Instruction, State of
Indiana, 2003

Take Back the Night Violence, Prevention Award, City of Indianapolis, 2000

President, Hoosier Alternative Learning Options, 1999

Martin Luther King 11th Annual Award of Thanks, Indianapolis Chapter, 2000

St. Paul’s Episcopal Church: Outreach Committee; Mission in Mombasa,
Kenya, Committee;

including missions to Kenya & Guatemala; Habitat for Humanity

Eli Lilly Post American Legion Marion E. White Outstanding Citizen Award,
1999

Who’s Who in America, Who’s Who of American Women, Who’s Who in
Education,

Who’s Who in the World, 1997, '98, '99, '00, '01

Outstanding Contribution to Youth, Indianapolis Boys Club—Wheeler Boys Club

School Violence Prevention Award, Indiana Crime Prevention Coalition, 1999

Peace Learning Center Outstanding Citizen of Indianapolis, 2000

Honorary Secretary of State (Indiana) Distinguished Citizen of the State of Indiana

U.S. Congressional Citation; Indianapolis City Leadership

Phi Delta Kappa; Pi Lambda Theta; Phi Sigma Iota National Scholastic
Honoraries

President, Democratic Women’s Club, Marion County, Indianapolis; Democratic
Club,

Bloomington, In; State

Delegate

Association of International Women, Spanish Club, 2003-2005

Published in The Kappan, Columbus Republic, Peer Supervision [Michalak, Gomula/Riesz]

BOARD OF DIRECTORS, INDIANAPOLIS

Peace Learning Center—Inception-2006

American Cabaret Theatre, Theatre Arts Guild, 2003-2005

Claude McNeal Theatre Training/ACT OUT-Productions-present

Ambassadors for Children, 2000-2003

College Summit, Indiana-

Indianapolis Yacht Club (Geist), 2005-

09 Special Advisor:

Thinking Like Christ Ministries—mentoring for ex-offenders

Recovery Through The Lighthouse—Halfway-house for young mothers & children exiting the welfare system

REFERENCES (upon request):

U. S. Senator, B. Evan Bayh, (retired) Indianapolis/Washington, D.C.

U. S. Congressman, Joseph Kennedy (retired) Massachusetts

Mr. Jeff Richardson, Founder and CEO, International Foundation for Children with AIDS, Washington, D.C.

Senator Tom Wyss, Indiana Senate, R, Public Policy Chair

Mayor Mark Krizan, former Majority Leader, Indiana House of Repres, former Bloomington Mayor

Dr. Eugene White, President, Martin University

Ms. Ann Latscha, Director, Service Employees International Union

The Non-Voting Board Members are: Harry C. Dunn, III, (pictured below with his wife) is a third generation homicide detective with Indianapolis Metropolitan Police Department (IMPD). Dunn, who, along with his wife Michelle, is the catalyst behind the HIM By HER

Foundation, Inc. Dunn felt a calling to leave his then successful corporate career to enter the “family business”—being a detective—believing that he could make a difference. Following in the footsteps of his father and of his grandfather, he now is seeing an ever-increasing number of homicides in Indianapolis—where the current rate exceeds the per capita rate of New York City and ties that of Chicago—the worst murder rate since reporting ever began in Indianapolis. A native of Indianapolis, Dunn is committed to serving the community and improving the lifepaths of others. Especially serving as a

homicide detective, seeing too many young people arrested or murdered, he knew that God was leading him to do something to intervene in this genocide of young marginalized youth—thus, the beginning of Him by Her—



“Helping Improve Mankind by Healing Every Race.” Harry’s wife, **Michelle D. Dunn**, has worked in law enforcement for 18 years investigating fatal accidents for the State of Indiana. She is an Indianapolis, Indiana native, raised in a single family home in the 46218 zip code area—one of the prominent areas HIM By HER Foundation will serve in its mission—where she faced some of the challenges that many youth face today. Dunn earned her AAS in Accounting, and is currently working on her Bachelor’s degree at Indiana Wesleyan University.



Her need for giving back, and making a difference has been her passion for many years. She is married, with two teenaged sons. When not working, Michelle enjoys spending time with family, reading, traveling, and watching football. With her deep faith and positive spirit, Michelle Dunn is dedicated to empowering youth and adults through education and jobs.

APPLICANT GROUP ADVISORS:

William J. Benjamin was born in Indianapolis in the late 50’s. He moved to Los Angeles, Ca. in the late 70’s as a teen and upon high school graduation received a full football scholarship to San Jose State University. William J. Benjamin graduated in 1981 from San Jose State as an All P.C.A.A. linebacker receiving a Bachelor’s of Arts in Radio and Television and a pro football contract with the New York Jets. In 1987 William J. Benjamin was a player for the AFC Eastern Division Champion Indianapolis Colts, while also serving as an IPD Officer. Benjamin was sworn in with the Indianapolis

Police Department in 1984 and rose through the ranks holding several assignments as Pal Club Officer, Pal Club Supervisor, Metro Gang Task Force Commander, and Homicide Supervisor. While working in the Homicide Branch he never lost a murder trial. Advancing through the ranks, in 2009 Benjamin was promoted to the rank of Deputy Chief of Criminal Investigations where he reduced crime in the city and led the Homicide Branch for 3 years holding the honor of leading the nation in solving homicide cases with an 81% clearance rate. These efforts brought two TV shows to Indianapolis, "Crime 360" and the "Shift", which depicted the fine work of the IMPD Homicide Branch. Benjamin is a graduate of the National FBI Academy, a graduate of the Southern Police Institute and a graduate of the Senior Management Institute for Police. William J.

Benjamin has earned many honors with the Police Department to include several Medals of

Merit, the WRTV Leadership Award, the F.I.L.E. Officer of the Year Investigator of the year Award and numerous other awards. Benjamin retired from the IMPD after 28 years to work with the NCAA as the first investigative Director of Division 1 Football. Currently, Benjamin is serving in his 5th year as the Director of Safety and Security for Tindley Accelerated School .

Gregory P. Gadson, a long-time attorney, has worked for major corporations and in private practice, with experience in such areas as intellectual property law, contracts, corporate law, litigation, and strategic planning. He was born in Savannah, Georgia, and reared in different parts of the country. Gadson received a Bachelor of Aerospace Engineering degree from Georgia Institute of Technology ("Georgia Tech") in Atlanta, GA and a Juris Doctor degree from Howard University in Washington, DC. He has a passion for education, history, science, reading, sports, and many other eclectic pursuits involving selfimprovement and the collective improvement of others. His wife Marcella, an attorney, has inspired him to participate in community and charitable activities. They have two young adult children, Marcus and Laura. Interesting trivia: Mr. Gadson once wrote and helped distribute a coloring book to teach children about the contributions of African-American inventors, and has written a screenplay that he hopes will be a feature film someday.

IN MEMORIAM

The Honorable William A. "Bill" Crawford (January 28, 1936 – September 25, 2015) was a very early supporter and Board Member of HBHF's mission, and graced it with his wisdom, his public and private support, and his wealth of organizational experience. Bill enthusiastically embraced his commitment to HBHF by becoming one of its first directors. We will miss him and greatly mourn his passing on September 25, 2015. Bill served for 40 years as an elected Representative in the Indiana State Legislature before retiring in 2012. Crawford's legislative career saw him rise to the powerful position of Chairman of the Indiana House Ways and Means Committee for six of those years. He and his committee were instrumental in establishing the state's biennial budget during his leadership. During his stint in the legislature, Crawford managed the delicate balancing act of being a strong advocate for



the betterment of Marion County while maintaining a statewide outlook. Mr. Crawford supported numerous charitable and community outreach causes during his life. He was previously the Director of Outreach with Ivy Tech Community College. At the time of his death, Mr. Crawford continued to serve the public as the Chief Deputy Treasurer of Marion County (Indiana). Mr. Crawford was a trailblazer in Indiana government, serving as a legislator longer than any other AfricanAmerican in state history. He helped paved the way for countless others who now follow in his giant footprints.

Exhibit C

Charter School Board Member Information Form

(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 applicant 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:
HIM By HER Collegiate School for the Arts
2. Your full name:
Dave Calabro
3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of **Attachment 1**).
 Resume is attached. **Please do not include a resume in both Attachment #1 and #2.**
4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you will be an effective board member.

Help support and development youth and marginalized families”

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 any 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 conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.

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, 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 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.

Not applicable 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.

Not applicable 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. Describe 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

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above proposed charter school is true and correct in every respect.	
Name and Title Dave Calabro Signature /s/ Dave Calabro	Date 02/25/2018

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Background

1. Name of charter school on whose board of directors you intend to serve:
HIM By HER Collegiate School for the Arts
2. Your full name:
Michelle Dunn
3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of **Attachment 1**).
 Resume is attached. **Please do not include a resume in both Attachment #1 and #2.**
4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you will be an effective board member.

Help support and development youth and marginalized families"

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 any 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 conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.

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, 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 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.

Not applicable 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.

Not applicable 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. Describe 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

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above proposed charter school is true and correct in every respect.

Name and Title

Michelle Dunn

Signature

/s/ Michelle Dunn

Date

02/25/2018

Exhibit C

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Background

1. Name of charter school on whose board of directors you intend to serve:
HIM By HER Collegiate School for the Arts
2. Your full name:
John Bartlett
3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of Attachment 1).
 Resume is attached. Please do not include a resume in both Attachment #1 and #2.
4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you will be an effective board member.

Help support and development youth and marginalized families"

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 any 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 conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.

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, 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 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.

Not applicable 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.

Not applicable 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. Describe 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

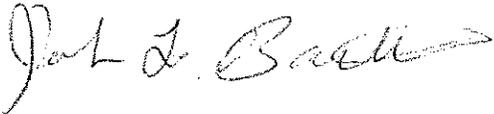
I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above proposed charter school is true and correct in every respect.	
<u>Name and Title</u> CHAIR OF THE BOARD OF TRUSTEES	<u>Date</u>
<u>Signature</u> 	2/25/18

Exhibit C

Charter School Board Member Information Form

(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 applicant 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:
HIM By HER Collegiate School for the Arts
2. Your full name:
Dave Calabro
3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of **Attachment 1**).
 Resume is attached. **Please do not include a resume in both Attachment #1 and #2.**
4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you will be an effective board member.

Help support and development youth and marginalized families"

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 any 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 conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.

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, 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 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.

Not applicable 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.

Not applicable 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. Describe 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

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above proposed charter school is true and correct in every respect.

Name and Title

Dave Calabro

Signature

/s/ Dave Calabro

Date

02/25/2018

Exhibit C

Charter School Board Member Information Form

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

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The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant 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:
HIM By HER Collegiate School for the Arts
2. Your full name:
Gregory Gadson
3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of **Attachment 1**).
 Resume is attached. **Please do not include a resume in both Attachment #1 and #2.**
4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you will be an effective board member.

Help support and development youth and marginalized families"

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 any 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 conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.

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, 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 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.

Not applicable 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.

Not applicable 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. Describe 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

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above proposed charter school is true and correct in every respect.	
<u>Name and Title</u> Gregory Gadson	<u>Date</u> 02/25/2018
<u>Signature</u> /s/ Gregory Gadson	

Exhibit C

Charter School Board Member Information Form

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

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The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant 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:
HIM By HER Collegiate School for the Arts
2. Your full name:
Harry Dunn
3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of **Attachment 1**).
 Resume is attached. **Please do not include a resume in both Attachment #1 and #2.**
4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you will be an effective board member.

Help support and development youth and marginalized families”

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 any 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 conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.

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, 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 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.

Not applicable 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.

Not applicable 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. Describe 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

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above proposed charter school is true and correct in every respect.

Name and Title

Harry Dunn

Signature

/s/ Harry Dunn

Date

02/25/2018

Exhibit C

Charter School Board Member Information Form

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

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Background

1. Name of charter school on whose board of directors you intend to serve:
Him by Her Performance Academy
2. Your full name:
Dr. Wanda Riesz
3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of Attachment 1).
 Resume is attached. Please do not include a resume in both Attachment #1 and #2.
4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain *why* you believe that you will be an effective board member.

I helped start the Peace Learning Center (sending all IPS 4th graders there for free)
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 any 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 conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.

- 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, 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 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.
 Not applicable 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.
 Not applicable 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. Describe 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

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above proposed charter school is true and correct in every respect.	
<u>Name and Title</u>	<u>Date</u>
<u>Signature</u>	

Dr Wanda Riesz Duchnowski

Feb. 27, 2018

Exhibit C

Charter School Board Member Information Form

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

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Background

1. Name of charter school on whose board of directors you intend to serve: HIM
By HER Collegiate School for the Arts
2. Your full name:
John Bartlett
3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of Attachment 1).
D Resume is attached. Please do not include a resume in both Attachment #1 and #2.

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

Help support and development youth and marginalized families"

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 any 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 conducting or plans to conduct business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.

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, 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 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.

Not applicable 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.

Not applicable 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. Describe any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

[i] None D Yes

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above proposed charter school is true and correct in every respect. _____	
Name and Title	L. J. A. H. Z. 1-f-::= U{f 0 op '1\$...tl,S(>
Signature	<i>L. J. A. H. Z.</i> Da <i>d.):2, s/ro</i>

ATTACHMENT #3
DECISION-MAKING AUTHORITY

Exhibit D

Decision-Making Authority

<u>Function</u>	<u>Governing Board</u>	<u>School</u>
<u>Performance Goals</u>		Principal in conjunction w/ Bd. Also based on external evaluation
<u>Curriculum</u>	Selected by Bd and Educ Committee w/ representatives from School serving on Educ Comm.	
<u>Professional Development</u>		Principal & curriculum specialist
<u>Data Management and Interim Student Assessments</u>		Principal, IT specialist, tchrs, & external evaluation team
<u>Grade Level Promotion Criteria</u>		Principal, tchrs, & Education Committee
<u>Culture</u>	Both, Board & School (This is probably the most imp't)	factor in the structure of the sch & should involve students, parents, community members also
<u>Budgeting, Finance, and Accounting</u>	Final accountability w/ Bd	Initial accounting with Sch Accountant/Budget specialist
<u>Student Recruitment</u>	Both: All Bd members responsible to "spread the word"	as well as principal, counselors, CAC, students
<u>School Staff Recruitment and Hiring</u>	Bd has authority to hire/fire Principal	Principal has all other recruitment, hiring & firing responsibilities
<u>HR Services (payroll, benefits, etc.)</u>	Policies established by Bd (i.e. what effects pay raises, etc)	HR directly responsible for these items
<u>Development</u>	Bd responsible for on-going Development Plan	
<u>Community Relations</u>	Board ultimately responsible for establishing community relations related to fundraising; school should check w/Bd before entering into these relationships; principal will notify Bd of visitors	School responsible for on-going promotion of school, classroom visitations, guest spkrs, community volunteers, etc—being certain to advise principal of such
<u>Information Technology</u>		Technology Specialist

<u>Function</u>	<u>Governing Board</u>	<u>School</u>
<u>Facilities Management</u>		Security/safety specialist
<u>Vendor Management / Procurement</u>		Principal
<u>Other Operational Functions, if any</u>	Board, as applicable	

ATTACHMENT #4

COURSE SCOPE AND SEQUENCE

Scope and Sequence Sample

As the HbH curricula is not finalized, this is what is predicted to be required, but will be more fully developed in Yr. 1, ensuring HbH not only meets but exceeds State graduation requirements. Additionally, performance requirements will be added, such as senior recitals or a trades' precertification. Preliminarily, the requirements include:

American Studies A Course Mapping

American Studies B Course Mapping .(coordinated with English required /recommended readings).....

Financial Foundations (Business Math and Personal Finance)

(This does not preclude the students from taking Algebra I, II, or other advanced mathematical courses; it merely requires that personal finance is mastered for independent living.)

Spanish (4 years instruction; 2 yrs credit or as shown on placement exam (1st 2 years are oral/aural, not examining grammar or reading)

Standards for these courses are included below. All courses are aligned to Indiana College and Career Readiness Standards. Because they are combinations of multiple courses, the standards for American Studies A and B and Financial Foundations are listed on a lesson-by-lesson basis to demonstrate the combinations of courses at HbH. Students are evaluated on their mastery of the standards listed in each course not on seat time. A curriculum specialist, Mrs. Sondra Towne, will be contracted to complete the Scope and Sequence for the classes.

American Studies A and B American Studies A Course Mapping Content E/LA 11-12 US

Day 1 Forms of Gov't ECA Style Prompt RN.1-4; W.1,3,4,6 SL.2-3; RL.2-3 RV.2-3 1.1, 1.2

Day 2 US Revolution Thomas Paine Dec. of Independence RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3 1.1, 1.2

Day 3 Federalist Papers 1787 RN.1-4; W.1,3,4,6 SL.2-3; RL.2-3 RV.2-3 1.1, 1.2

Day 4 Legislative Branch RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3

Day 5 Executive Branch Electoral College RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3

Day 6 Judicial Branch Westboro Article Court Cases RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3 1.1, 1.2

Day 7 Thematic Essay Push vs. Pull New Colossus RL.1-4; RV.2-3 RN.1-4; W.1,3,4,6 SL.2-3 2.1, 2.2, 2.3

Day 8 Chinese Exclusion Act RN.1-4; W.1,3,4,6 2.1, 2.2, 2.3, 3.7

Attachment 07 - Academic and Exit Standards Page 1 of 14 2
ECA Style Essay SL.2-3; RL.2-3 RV.2-3

Day 9 Irish Immigrants How to write intros and conclusions RN.1-4; W.1,3,4,6 SL.2-3; RL.2-3 RV.2-3 2.1, 2.2, 2.3, 3.7

Day 10 Rural vs Urban Poetry (Whitman and Sandberg) RL.1-4; RV.2-3 RN.1-4; W.1,3,6 SL.2-3

Day 11 Social Darwinism RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3 2.4, 2.5, 3.7 **Day 12** Industrial Revolution DBQ RN.1-4; W.1,3-6 SL.2-3; RL.2-3 RV.2-3 All of 2

Day 13 Finish DBQ Essay Robber Barons Captains of Industry RN.1-4; W.1,3-6

SL.2-3; RL.2-3 RV.2-3 2.4, 2.5, 3.7

Day 14 Manifest Destiny Westward Expansion RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3 2.6

Day 15 Spanish American War Yellow Journalism RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3 2.6, 3.6

Day 16 White Man's Burden Things Fall Apart St. Crispin's Day RL.1-4; RN.4 W.1,3,6; SL.2-3 RV.2

Day 17 Mexican American War Battle of the Alamo RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3 3.1, 3.2, 3.6

Day 18 14 Points Treaty of Versailles RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3 3.3, 3.4, 3.5

Day 19 The impact of imperialism on American music RL.1-4; RV.2-3 RN.4; W.1,3,6

Day 20 Progressive DBQ (end with essay) RN.1-4; W.1,3-6 SL.2-3; RL.2-3 RV.2-3 3.8

Day 21 Jacob Riis Upton Sinclair RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3 3.8

Day 22 Triangle Shirtwaist Factory Fire RL.1-4; RV.2-3 RN.1-4; W.1,3,6 SL.2.3 3.8

Day 23 Discuss other famous Progressives RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3 3.8

Day 24 TABE Re-test

Day 25 Review for Final Exam

Attachment 07 - Academic and Exit Standards Page 2 of 14 3

Day 26 Final Exam pt. 1 (multiple choice and ECA essay) RL.1-4; RV.2-3; RN.1-4; W.1,3,4,6 SL.2-3

Day 27 Final Exam pt. 2 (DBQ) RN.1-4; W.1,3-6 SL.2-3; RL.2-3 RV.2-3

Day 28 Intro Graphic Novel Project RL.1-4; W.1-6 RL.2-4; RV.2-3

Day 29 Plan Graphic Novels W.1,3-6; RL.2-4 RV.2-3

Day 30 Work on Graphic Novel W.1,3-6; RL.2-4 RV.2-3

Day 31 Work on Graphic Novel W.1,3-6; RL.2-4 RV.2-3

Day 32 Finish Graphic Novel W.1,3-6; RL.2-4 RV.2-3; SL.1-4

American Studies B Course Mapping Content E/LA US Comp App

Day 1 Flapper Culture St. Valentine's Mass RN.1-4; W.1,3,4,6 SL.2-3; RL.2-3 RV.2-3 1.1, 1.2 2.1-5 4.1-2

Day 2 Age of Excess Great Gatsby Harlem Renaissance RL.1-4; RN.4 W.1,3,6; SL.2-3 RV.2-3 1.1, 1.2 2.1-5 4.1-2

Day 3 DBQ Great Depress. RN.1-4; W.1,3-6 RL.2-4; RV.2-3 1.1, 1.2 2.1-5 4.1-2

Day 4 Introductions Conclusions Finish DBQ Essay RN.1-4; W.1,3-6 RL.2-4; RV.2-3 2.1-5 4.1-2

Day 5 Depression RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3 2.1-5 4.1-2

Day 6 Harvest Gypsies Dust Bowl Prezi RL.1-4; RN.4 W.1,3,6; SL.1-4 RV.2-3 1.1, 1.2 1.1-10 2.1-5 3.1-7, 2-7, 5-15

4.1-2 5.1-4 6.1-3

Day 7 Pearl Harbor Japanese Relocate RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3 2.1, 2.2, 2.3 2.1-5 4.1-2

Day 8 Soldiers Experience RN.1-4; 2.1, 2.2, 2.3, 3.7 2.1-5

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Life on Home Front ECA Prompt W.1,3,4,6 SL.2-3; RL.2-3 RV.2-3 4.1-2

Day 9 *Terrible Things* Holocaust Victims *Night* RL.1-4; RN.1-4 RV.2,3; W.1,3,6 SL.1-4 2.1, 2.2, 2.3, 3.7 1.1-10 2.1-5 3.1-7, 2-7, 5-15 4.1-2 5.1-4 6.1-3

Day 10 Holocaust Poetry WWII Propaganda (*Continued*) RL.1-4; RN.2-3
RV.2,3; W.1,3,6 SL.1-4 2.1,2.2, 2.3 1.1-10 2.1-5 3.1-7, 2-7, 5- 15
4.1-2 5.1-4 6.1-3

Day 11 Iron Curtain Truman Doctrine Marshall Plan RN.1-4; W.1,3,6 SL.2-3;
RL.2-3 RV.2-3 2.1-5 4.1-2

Day 12 McCarthyism *The Crucible* RL.1-4; RN.2-3 RV.2,3; W.1,3,6 SL.1-4 2.4, 2.5, 3.7 2.1-5
4.1-2

Day 13 Platt Amendment Bay of Pigs Cuban Missile Crisis RN.1-4; W.1,3,4,6
SL.2-3; RL.2-3 RV.2-3 All of 2 2.1-5 4.1-2

Day 14 Evaluate Kennedy's Decision – Poster RL.1-4; RN.4 W.1,3,6; SL.2- 3
RV.2-3 2.4, 2.2, 3.7 1.1-10 2.1-5 3.1-7, 2-7, 5-
15
4.1-2 5.1-4 6.1-3

Day 15 Intro Vietnam *Things They Carried* Protest Songs RL.1-4; RN.4
W.1,3,6; SL.2- 3 RV.2 2.6 2.1-5 4.1-2

Day 16
Transatlantic Slave Trade
Equiano RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3 2.6, 3.6 2.1-5 4.1-2

Day 17 Reconstruction Era Black Codes Sharecropping RN.1-4; W.1,3,6 SL.2-3;
RL.2-3 RV.2-3 2.1-5 4.1-2

Day 18 Emmett Till RN.1-4; W.1,3,4,6 SL.2-3; RL.2-3 RV.2-3 3.1, 3.2, 3.6 2.15 4.1-2

Day 19 *To Kill a Mockingbird* RL.1-4; RN.2-3 RV.2,3; W.1,3,6 SL.1-4 2.1-5 4.1-2
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Day 20 Various Civil Rights Groups -- SAS
Pics from CRM (*Continued*) RL.1-4; RN.4 W.1,3,6; SL.2- 3 RV.2-3 3.3, 3.4, 3.5
1.1-10 2.1-5 3.1-7, 2-7, 5-
15
4.1-2 5.1-4 6.1-3

Day 21 *Letter from a Birmingham Jail* "I Have a Dream" RN.1-4; W.1,3,6 SL.2-
3; RL.2-3 RV.2-3 3.8 2.1-5 4.1-2

Day 22 Literacy Test Other Minorities Brown v. Board RN.1-4; W.1,3,4,6 SL.2-
3; RL.2-3 RV.2-3 3.8 2.1-5 4.1-2

Day 23 Nixon - Present RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3 2.1-5 4.1-2

Day 24 Review for Exam

Day 25 FINAL EXAM! RL.1-4; RV.2- 3; RN.1-4; W.1,3- 6 SL.2-3 2.1-5 4.1-2
7.1-3

Day 26 Intro research W.1-5 1.1-10 2.1-5 3.1-7, 2-7, 5-
15
4.1-2 5.1-4 6.1-3

Day 27 Begin researching W.1-5 1.1-10 2.1-5 3.1-7, 2-7, 5- 15
4.1-2 5.1-4 6.1-3

Day 28 Type Paper W.1-5 1.1-10 2.1-5 3.1-7, 2-7, 5- 15
4.1-2 5.1-4 6.1-3

Day 29 Finish Paper W.1-5; SL.1-4 1.1-10 2.1-5 3.1-7, 2-7, 5- 15
4.1-2 5.1-4 6.1-3

Financial Foundations Week One
Procedure Topics -Introduction to class -What is Economics? -Definition of other key terms:
resource, consumer, goods, services, capitalism, democracy, meritocracy -Concept of the
American Dream -What is the difference between a need and a want? -What is choice and how is

it employed in economic decisions? -What is opportunity cost? -Analysis of cost per use of items students own -What is money and what function does it have in a society? -How does one calculate interest? -How does one save effectively and what methods of saving exist? How does one open a checking or savings account? -How does an individual write a check? -How does an individual balance a checkbook? -What is fractional reserve banking?

Business Math 1.1.1, 1.1.2, 1.1.3 1.3.1, 3.2.1

Personal Finance 1.4.2 4.1.2, 6.1, 6.1.2, 6.2.1, 6.3 3.2.1, 3.2.2, 3.3.2

Week Two Objective: Students will be able to describe and analyze the role of money, banking and financial services in their lives.

Procedure Topics -What is credit? -What is a finance charge? -What are the advantages and disadvantages of having a credit card? -What should one look for when registering for a credit card? -What is online banking? -What are the pros and cons of doing banking online? -How do online services compare between banks? -Definitions: supply and demand -What is a shortage and what is a surplus? -Review concept of producers and consumers -What role do producers and consumers play in the market? -Graphing supply and demand -Determining price from supply and demand -Definition: equilibrium price -Why might supply and demand change within a market?

Business Math 3.2.8 1.1.1, 1.1.2, 1.1.3, 3.1.3 3.2.1, 3.2.2, 3.2.3, 3.2.4 3.2.1, 3.2.2, 3.2.3, 3.2.4

Personal Finance 3.3.1, 4.2, 4.2.1, 4.2.2 3.3.1

Week Three Objective: Students will be able to explain principles of supply and demand and how they affect their personal purchases, using purchasing a car as an example.

Attachment 07 - Academic and Exit Standards Page 6 of 14 7 **Procedure Topics** -How do supply and demand impact the price of a product? -How does the length and interest of a loan affect monthly payments and overall cost? -Car loan project -How does an individual make calculations to determine the cost of a major purchase? -What is the difference between leasing and buying a car? Car loan project -How does buying compare to leasing a product? -What does it cost to maintain a vehicle, including insurance? -What different types of insurance exist? -How does one shop for insurance? -How do different types of insurance compare? -What factors influence a person's insurance costs?

Business Math 3.2.2, 3.2.3 3.2.2, 3.2.3 2.1.9, 3.2.4 2.1.9, 3.2.4

Personal Finance 4.1.2, 4.1.3 4.1.2, 4.1.3 5.2, 5.2.1, 5.2.2, 5.2.3 5.2, 5.2.1, 5.2.2, 5.2.3

Week Four Objective: Students will be able to demonstrate an understanding of the way market structures function and how decisions made in the market affect individuals and the larger economy.

Procedure Topics -What are the three main types of business organizations? What are the advantages and disadvantages of each? -What are the characteristics of competition? -What are the four types of competition? -How do businesses make money? -What is stock? -What is the stock market? -How does one calculate the value of stock? -What are the risks involved in the stock market? -How does one do research on a stock? -How does one read a stock table? -Stock Market Simulation **Economics** 3.1, 3.2 3.2, 3.4, 3.5, 6.8 6.8 6.8

Business Math 3.2.6, 3.2.7 3.2.6, 3.2.7

Personal Finance 6.3.1 6.3.1 6.3.1, 6.4, 6.4.1, 6.5, 6.5.1 6.3.1, 6.4, 6.4.1, 6.5, 6.5.1

Week Five Objective: Students will analyze the role government plays in an economy, including regulating the market and the collection and distribution of taxes.

Procedure Topics -In general, what role does a government play in a capitalistic economy? -What are the limits of government intervention in the economy? What does the government spend its money on? -What are the sources of revenue for a government? -How are tax revenues spread out between local, state, and federal budgets? -How are taxes used in an individual's own community? -What are the differences between progressive, regressive, and proportional taxes? -How does an

individual read tax charts and estimate taxes? What is the difference between gross and net pay? - What are payroll taxes? What percentage of a person's salary goes toward Social Security or Medicare? How does one calculate a sales tax and a discount price?

Business Math 6.1.2, 6.1.3, 6.1.5 1.3.1, 2.1.2 2.1.2, 4.1.2, 4.1.3

Personal Finance 3.4.1, 2.3 6.1.1

Week Six Objective: Students will be able to define GDP and inflation, and demonstrate how individual choice impacts a nation's economy

Procedure Topics -What are aggregate supply and aggregate demand? -Define GDP, economic growth, unemployment, and inflation. -How are GDP and economic growth measured? -What are the limits to using GDP as a measure of economic welfare? -Explain the four phases of the business cycle on a macroeconomic level. -What effects have major historical events (such as WWII or the IT boom) had on business cycles in the United States? -What is inflation? -How does inflation impact the choices made by individuals? -What is the difference between cost-push and demand-pull inflation?

Economics 5.1, 5.2 5.3, 5.4 5.5, 5.6 5.7, 5.8

Business Math 1.1.2, 1.1.3, 1.1.4 1.1.2, 1.1.3, 1.1.4. 3.2.7 1.3.1

Personal Finance 3.4.1, 3.4.2, 6.3.2 6.3.2

Attachment 07 - Academic and Exit Standards

Week Seven Objective: Students will be able to define fiscal and monetary policy and the tools used to enforce it, as well as analyze the impact national and individual debt have on a nation's economy.

Procedure Topics -What is fiscal policy? -What is monetary policy? -What are the tools for fiscal/monetary policy, and how are they used? -What are the negative effects of unemployment and inflation? -How can individuals protect themselves from unemployment and inflation? -How does the government impact the level of unemployment and inflation? -How does the government use fiscal policy to promote employment and growth? -What is the Federal Reserve's role in matters of fiscal policy? -How do we predict future debt based on present information? -How will future spending and taxation affect our national debt? -How does fiscal/monetary policy impact the individual (student)?

Economics 7.1, 7.2 7.3, 7.4 7.5, 7.6 7.7, 7.8, 7.9

Business Math 3.2.1-5 3.2.1-5 3.2.1-5, 3.2.7, 3.2.1-5, 1.3.1, 1.3.2

Personal Finance 4, 3.3.3, 3.4, 4.3.1, 6.3.1 4, 3.3.3, 3.4, 4.3.1, 6.3.1 4, 3.3.3, 3.4, 4.3.1, 6.3.1

Week Eight Objective: Students will analyze the mechanics of trade within a nation and abroad.

Procedure Topics -Why is trade beneficial? (individually, nationally, internationally) -What are different ways in which people trade? (cash, stocks, barter, futures, underground economy) - Absolute vs. comparative advantage What are barriers to trade? -Why do some countries establish barriers to trade? -

Balance of trade vs. balance of payments -How do trade relations affect the American economy? -Labor productivity in the U.S. vs. the rest of the world What are exchange rates? -How do exchange rates affect individuals living in the U.S.? -What is free trade? -Is free trade beneficial or harmful to the global economy? Why? -Who does free trade benefit? **Business Math** 4.1.4 1.3.1-5 4.1.6, 1.3.1-5

ATTACHMENT #14

INSURANCE COVERAGE

ATTACHMENT #6

SCHOOL CALENDAR AND SCHEDULE

Start Time: 9:00-9:30 (Exact time TBD)

End of School Day: 3:30-4:30 (Varying schedules)

Instructional Minimum /Day for Engl/LA and Math: Minm: 50 min Maxm: 110 min

Science and Soc St Minm: 50 min (although classes may be
combined into 2-3 times a week for 110 min. to
allow for more student involvement)

Number of Instructional Days: 190

Him by Her Performance Academy Middle School Sample Schedule	
Time	Course/skill
9:00 -9:15	Advisory and Morning Work
9:15-10:00	Community Circle
10:00-10:50	English Language Arts
11:00 – 11:50	Math
12:00 -12:45	Lunch
12: 50– 1:40	Elective Class (PE, Art, Music, Spanish
1:50 – 2:40	Science / Social Studies (Alternating Days)
2:50 – 3:15	2 nd English/LA or Math class, if needed (Alternative Days) or Arts
3:25- 4:15	2 nd English/LA or Math class, if needed (Alternative Days) or Arts Or Internship/Community Service
4:15-4:30	Dismiss
4:30-6:00	After School Academics and Extracurricular Activities

School Calendar: HIM by HER Performance Academy Start Dates

6th grade Induction

Wed, Jan. 2, 2019 7th grade Induction

January 3, 2019 8th grade Induction

January 3, 2019 9th grade Induction

January 4, 2019

January 2019

7 First full day of School

18 Professional Development (1/2 day, No afternoon classes)

21 Martin Luther King, Jr. Day (No School)

February 2019

15 Professional Development (1/2 day, No afternoon classes)

Lottery Day (Charter Schools)

18 President's Day (No School)

March 2019

15 Professional Development 1/2 day (No afternoon classes)

29 Spring Break Begins (No School)

April 2015

8 School Resumes

12 Professional Development 1/2 day (No afternoon classes)

May 2015

3 Professional Development 1/2 day (No afternoon classes)

27 Memorial Day (No school)

June 2016

7 Last Day of Student Attendance **10-11** Professional Development/Reflection

12 Last Day of Teaching Staff Attendance

ATTACHMENT # 7

ENROLLMENT POLICY

The school's Office administrator and other school staff will answer any questions the inquiring individual may have about the school and provide a packet of information regarding the school and the enrollment process. HbH staff follow up to ensure student receipt and completion of enrollment materials and also provide reminder notifications (e.g., email, text, phone call) about required orientation dates, transcripts, term start dates, information sessions/ open house programs, etc. Students submit a completed enrollment packet (including a health and shots record) and a transcript from their most recent school. These two items are prerequisite for attendance. A small group orientation is part of the intake process. The deadline for submitting the completed application is typically two weeks prior to the start of a new term. Enrollment documents are maintained in the student information system. Important dates and times in the enrollment process, such as the application deadline, testing and auditioning days, any scheduling (for HS students), orientation, and first day of classes, will be listed in the Student Handbook and in marketing materials.. Step 1: A paper application or an online application is acceptable. The application includes: student name and contact information; demographic information; home language survey; race and ethnicity; high school history. Step 2: Submit a Transcript-Transcripts should be submitted as soon as possible. In cases where a student has difficulty obtaining his/her transcript, Him By Her will provide assistance. However, the transcript must be on file before a student can be officially enrolled in the school. Step 3: Attend a testing/audition day. All new students must complete a math, reading, and writing placement test to help determine the best classes for them to start. Step 4: Attend Orientation, a required, one-day orientation/intake program before classes begin. Step 5: Attend the first Day of Classes **Enrollment.**

Non-discrimination: HbH will recruit students fully and will not discriminate against any students or employees based on their intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, or on any other ground that would be unlawful. The schools will select and report the open enrollment window

Lottery At such a time as The HbH student body reaches capacity, the school will hold a random lottery to determine which students will receive a place at the school. a. The enrollment lottery will include only students who have completed the application and submitted their transcript. b. Each student will be assigned a random number, and numbers will be drawn to determine which students will be offered a place at the school c. Students selected will be offered the opportunity to enroll. Students not selected will be placed on a waiting list in the order that their numbers are drawn. d.

The Lottery will be held two weeks prior to the beginning of each term. **Waiting List** Throughout the year, some students will leave the school (either by graduating or by withdrawing from the school). When this occurs, the student's vacated place will be filled by a student on the waiting list. Students will be selected from the waiting list on a first-come, first-served basis. The waiting list will be maintained year-round. **Enrollment is intended to be during the summer:** But if space is available, enrollment will be open year round. The enrollment lottery will be held (if necessary) . If a lottery is not necessary, all students who have enrolled at this point are given a space when the school opens.

ATTACHMENT #8

SCHOOL DISCIPLINE PLAN:

Least invasive form of intervention -Teachers will be trained to use the least invasive forms of intervention when redirecting misbehavior from students. The emphasis is for teachers to make sure that all students follow directions in the quickest and least disruptive way. They will be trained to choose an intervention that is as close to the top of the list below as possible.

- a. Nonverbal intervention – Use eye contact with off-task students without interrupting instruction.*
- b. Positive group correction – Quick verbal reminder to all, “We’re following along in our books.”*
- c. Anonymous individual correction – Sends the message that there are individuals not following, “We need two people.”*
- d. Private individual correction – Correct individuals privately and quietly by leaning down next to the student and in a quiet voice telling the student what he should do.*
- e. Lightning-quick public correction – When an individual need to be corrected publicly, his/her name is stated quickly, then the teacher moves on with the lesson.¹*

The purpose of disciplinary action at the HbH Academy is to ensure that both individual students and the school community remain focused on growth and learning. Depending on the nature of the infraction and the student’s past performance, any or all of the following consequences may be appropriate:

- Warning, oral or written
 - Immediate resolution of the problem or issue is expected.
 - Participation in instructional program o
 - A student may be expected to attend a course such as anger management, conflict resolution, peer mediation, or stress reduction; participate in group or individual counseling; or attend other programs intended to redirect the student’s perceptions and behavior.
 - Remuneration
-
- A student may be expected to perform service to correct or repair any damages or harm which may have resulted from the student’s behavior. School personnel also understand the need to provide positive reinforcement to encourage good behavior. Teachers and staff recognize positive behaviors such as regular attendance, positive attitudes, achieving classroom goals, volunteering, etc.
Following are a few examples:

- Each term students nominate one of their classmates as Student of the Term; they also nominate a Staff Member of the Term. The leadership team evaluates the nominations and determines the recipient. The student and staff member are then recognized during an informal awards ceremony with a framed certificate and a small gift.
- Students with perfect attendance, those who are on track to walk during the next graduation ceremony and those who pass their ECA are all recognized on a bulletin board in a public area of the school. □ Students recently asked the leadership team if they could create a student council. This group of students is having a positive impact on the culture of the school with various activities including a Spirit Week each term
- Staff pass out rewards to students ‘caught’ doing something which reflects a core value we want to acknowledge.
- **Expulsion** After a proper investigation and hearing, a student may be expelled when his or her behavior renders it appropriate. Poor attendance or repeated offenses can lead to expulsion. When the school director or designee makes a recommendation for expulsion of students, the school director or designee may suspend the students until the conclusion of expulsion proceedings. This may occur if the school director believes that the students must be suspended immediately to prevent or substantially reduce the risk of:
 - Interference with an educational function or school purposes
 - A physical injury to themselves, other students, school employees, or visitors to the school
- **Expulsion is mandatory for:**
- Bringing, using, or possessing a weapon on school grounds. Expulsion from school for a period of not less than one year shall be mandated for a student who is determined to have brought a firearm to school, except that the hearing officer or School Director may modify the expulsion order on a case by-case basis
- Theft or robbery as defined in Indiana code
- Commission of an act would be first- or second-degree assault as defined in Indiana code
- The possession of a drug or controlled substance as defined in Indiana code
- Threats, bullying, and intimidation will not be tolerated at school or in connection with students, families, and staff of the HbH Center. Students will be subject to expulsion for verified acts which threaten, bully or intimidate others.
- Fighting will not be tolerated at school. A student who physically strikes another individual will be subject to expulsion.

Progressive Discipline Standard Operating Procedures Purpose

- To assist the student in understanding that a performance problem and opportunity for improvement exists
- To assist the student in overcoming performance problems and satisfy Center expectations
- To prepare students for conduct that is expected in the workplace
- To provide students with opportunities for due process in disciplinary actions

Progressive Discipline Steps Counseling / Restatement of Expectations

- Counseling by the coach is the initial step to mentor or modify performance
- Meet with the student and affirm expectations regarding performance.
- Discuss the performance deficit or behavioral concern.
- Provide a timeline and resources for improvement.

- Report consequences for no improvement.
- Document in student file.

Verbal Reprimand

- After an investigation, follow the procedure outlined above for the counseling process. Discuss previous informal efforts and the current warning.

Written Reprimand At this time, the coach or instructor may want to consult the director. After an investigation, follow the procedure outlined above for the counseling process, with the exception of providing documentation to the staff person in the letter of reprimand. The letter should outline previous informal efforts and the current problem. Tools such as attendance improvement plans, behavior improvement plans and performance improvement plans can be used at this stage. These plans can be used at increments of 30, 60 and 90 days. Send copies of the signed letter and improvement plan to appropriate staff and to the student file.

Student may be referred for a hearing after two written reprimands.

Short Suspension (or equivalent) Fully investigate the concern, followed by discussion with the student. Summarize previous progressive discipline and the current problem, and specify the timeframe for suspension in writing. Identify further discipline and possible termination as a potential consequence for not meeting and maintaining standards for improvement. Provide copies as for the written reprimand. Student must have a hearing before returning to the Academy or if both sides agree, then a Restorative Justice process may take place. Record of progressive discipline must be submitted to the panel of staff/students sitting in on the hearing.

Long Suspension (or equivalent) Fully investigate the concern, followed by discussion with the student. Summarize previous progressive discipline and the current problem, and specify the timeframe for suspension in writing. Identify further discipline and possible termination as a potential consequence for not meeting and maintaining standards for improvement. Provide copies as for the written reprimand. Student must have a hearing before returning to the Academy. Record of progressive discipline must be submitted to the panel of staff/students sitting in on the Restorative Justice hearing when both sides agree. (All privacy rights will be adhered to.).

Expulsion: Expulsion may be necessary when discipline is not successful in improving performance. The

Interventionist should review the performance history and record of progressive discipline with the Principal. Schedule a final meeting to include the Interventionist, the principal and the student at which a letter of expulsion is provided. If necessary, the expulsion notice may be sent via certified mail. Provide copies as for previous disciplinary measures.

Hearings: Hearings for minor offenses, at the discretion of the Interventionist and the Principal, may take the form of a Restorative Justice hearing, should both sides agree to this process. Otherwise, it should consist of two staff who are responsible for determining guilt or innocence. They make recommendations for retention or expulsion to the director. They can impose additional consequences/sanctions. The panel of staff will provide documentation of the hearing explaining the appeal process.

Appeals from a Hearing: Students have the right to appeal recommendations made by the panel. An appeal must be made within 30 days of the hearing to the director. The decision of the director is final and may not be appealed to the board.

Discipline with Students with Disabilities:

1. The student with a disability who violates the code of conduct may be removed from his or her current placement to an appropriate interim alternative educational setting (IAES), another setting, or suspension, for not more than 10 consecutive school days to the extent those alternatives are applied to student's without disabilities.

2. School personnel may remove the student with a disability who violates the code of conduct from

his or her current placement for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct as long as those removals do not constitute a Change of Placement. School personnel may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures that would be applied to students without disabilities, if:

In the Manifestation Determination review, the behavior that gave rise to the violation of the code of conduct is determined not to be a manifestation of the student's disability; Services during Periods of Removal are provided to the student as well as a Notification of a Change of Placement. School personnel must provide written notice of the school's obligation to provide the student with an opportunity to complete coursework required for graduation that: includes information regarding all methods available for completing the coursework; and states that the methods available for completing the coursework are available at no cost to the student. School personnel may remove the student to an IAES without regard to whether the behavior is determined to be a manifestation of the student's disability, if: there are Special Circumstances; and the removal is for not more than 45 days. Note: This policy is included in the HbH Performance Academy Student Handbook will be distributed to every student upon enrollment in the Academy

ATTACHMENT # 9:

EVIDENCE OF SUPPORT FROM COMMUNITY PARTNERS

LETTERS OF COMMITMENT:

(Former Governor) Vice President Michael Pence

Marion County Prosecutor,

Indianapolis Metropolitan Police Chief Roach

(Former Chief), Indianapolis Metropolitan Police, Rick Hite

Marlin Jackson, (Former NFL Football Star), "Fight for Life" Foundation

Indianapolis Housing Authority

10 Point Coalition, Rev. Charles Harrison



STATE OF INDIANA
OFFICE OF THE GOVERNOR
State House, Second Floor
Indianapolis, Indiana 46204

Michael R. Pence
Governor

July 25, 2015

HIM BY HER FOUNDATION, INC
8304 Coral Bay Ct
Indianapolis, In 46236

Greetings,

It is a pleasure to welcome you to the 2015 Him By Her Foundation Gala. This event is a testament to your vision, hard work, and dedication providing a safe support system for Hoosiers.

Your work to provide tools for at-risk youth and young adults through financial literacy, education, and job training is helping to guide Indiana's next generation of leaders, men and women who will continue the progress started by our predecessors and help Indiana shine for generations to come. On behalf of the state of Indiana, I thank you for your resiliency and tireless efforts to better our community.

To the youth benefitting from this program, I encourage you to keep a servant's heart. Servant leaders listen before they lead and consider the needs of others before their own. The Him By Her Foundation is an excellent example of such leadership. Prioritize this same selfless and service-oriented attitude in your lives, and I believe you will find success.

Thank you again for all that you have done for young Hoosiers. I look forward to the Him By Her Foundation's growth and success in our great state.

Sincerely,

A handwritten signature in cursive script that reads "Michael R. Pence".

Michael R. Pence
Governor of Indiana



“Helping Improve Mankind By Healing Every Race”

Street Address: 120 East Market Street, Suite 624 • Indianapolis, IN 46204

P.O. Box Address: P.O. Box 52 • McCordsville, IN 46055-0052

Phone: (317) 918-7799 • <http://www.himbyherfoundation.com>

John L. Bartlett, Chair
William Benjamin
Terrance M. Bogan

David Calabro
Harry C. Dunn, III
Michelle D. Dunn

Gregory P. Gadson
Jason Gardner
Norma L. Knecht

Bailey Rayford
Larcia S. Warhaw
Keith White

Mr. Harry Dunn, Founder
Him by Her Foundation
120 E. Market Street
Indianapolis, IN 46204

Dear Mr. Dunn:

As Chief of Police, I am writing in support of the Him by Her Performance Academy submission for charter school status from the Indiana Charter School Board. This is a school that will meet the needs of so many of the local students who are falling short of academic success in school or are marginalized in some manner—whether this be financial, minority status, language fluency, homelessness, or simply not able to continue in a performance-direction due to the forecasted closure of the grade 6-12 Broad Ripple Performing Arts Magnet School.

To expand your current Him by Her Enterprise City into a comprehensive charter school is an exciting and worthy venture that rapidly will provide up to 1400 students (by year 5) the opportunity to realize their performance dreams in the arts, sports, and theatre. Equally important—your school will provide many potential drop-outs, suspended, or at-risk students the wrap-around services needed for them to learn about many different careers. These 1400 students will be able to graduate prepared either for college entrance and success or prepared to skip the entry-level jobs available at a McDonalds and go directly into their chosen career, whether this be welding, drywall, or another apprentice-level position.

As our youth in Indianapolis become more involved in the city in volunteer and paying positions and enjoy and profit from their schooling, research shows that crime rates will decrease. At a time when Indianapolis is rapidly becoming a world-class city, competing for Amazon headquarters, foreign business facilities, and bio-tech industries, it is critical that we have a ready workforce with the “soft skills” (responsibility, team work,

and clean criminal records) that business demands. Him by Her Performance Academy will provide the character development experiences –as well as the academics to meet all State Standards—so that Indianapolis youth are sought for employment as some of the highest quality workforce available, not only in Indiana but in the U.S.

It is with great pleasure that The Indianapolis Metropolitan Police Department commits to assist the Him by Her Performance Academy by serving as a partner for this charter school. The Him by Her Foundation has already made an exceptional difference in the lives of many local youth, as mentors, role models, and in business experiences, and I feel confident the number of youth to benefit from HbH Academy will be greatly expanded. Again, I highly support the HbH charter school proposal, and if I may provide further needed information, please feel free to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read 'Bryan K Roach', with a stylized flourish at the end.

Bryan K Roach
Chief of Police, Indianapolis Metropolitan Police Department

Richard A. Hite, Chief of Police
50 North Alabama Street
Indianapolis, Indiana 46204



**Indianapolis Metropolitan
Police Department
City of Indianapolis**

February 19, 2015

HIM BY HER, INC.
8304 Coral Bay Court
Indianapolis, IN 46236

Dear Chairman Harry C. Dunn III:

Thank you for your dedicated efforts to the community and in particular the City of Indianapolis-Marion County. As you and I both unfortunately know first-hand, crime in America continues to be a pressing social problem that has serious negative effects on communities, families, the economy and individuals. We must be vigilant and also creative when it comes to solving this problem and that primarily means putting individuals on the right track at the outset and back on after they fall off. It has been proven by the U.S. Department of Justice and others that specific mentoring models and programmatic elements can improve young lives and, eventually, adult productivity and that youth and young adults who participate in evidence-based mentoring relationships demonstrate better school attendance, a greater likelihood of pursuing higher education and with the appropriate delivery of services, youth and young adults can overcome the risk factors that jeopardize their future of being a successful, productive citizen. I applaud, support and fully endorse the HIMByHER Foundation's effort to bring the "Enterprise City Program" to Indianapolis. The Enterprise City's curriculum of applied, real-world learning, giving its participants that unique glimpse into the productive adult working world is precisely the sort of program that will have a long-lasting positive impact on an at-risk individual. The integration and application of math, language arts, financial literacy, social studies, civics, technology skills, teamwork and critical thinking in combination with role-play as employees, government officials, consumers and citizens, will undoubtedly create the space, the environment and the opportunity for that youthful "spark" to "light a positive fire" for that at-risk individual. And while the Enterprise City will fill a conspicuous void, I also support and fully endorse the HIMByHER Foundation's efforts in vocation training and its "Industrial City Program." There is no better crime fighting tool than a good paying job and career and the Industrial City's curriculum focused on developing in-demand vocational job skills, including potential training in carpentry, cement masonry, painting, HVAC, electrical, plumbing and landscaping and other overall employment related skills including customer service, fairness, hard work, conflict resolution and courtesy will undeniably help put young men and women into the working world and change his/her trajectory for the better.

In support of the HIMByHER Foundation's efforts, I offer the support and help of the professionals of the Indianapolis Metropolitan Police Department. As this initiative continues to evolve, please keep this Department advised and let us know how we may be assistance as there is a clear interconnection between this program and IMPD's efforts in the community.

Sincerely,

A handwritten signature in black ink that reads "Rick Hite".

Chief Rick Hite
Indianapolis Metropolitan Police Department



“Helping Improve Mankind By Healing Every Race”

Street Address: 120 East Market Street, Suite 624 • Indianapolis, IN 46204

P.O. Box Address: P.O. Box 52 • McCordsville, IN 46055-0052

Phone: (317) 918-7799 • <http://www.himbyherfoundation.com>

John L. Bartlett, Chair
William Benjamin
Terrance M. Bogan

David Calabro
Harry C. Dunn, III
Michelle D. Dunn

Gregory P. Gadson
Jason Gardner
Norma L. Knecht

Bailey Rayford
Larcia S. Warthaw
Keith White

Mr. Harry Dunn, Founder
Him by Her Foundation
120 E. Market Street
Indianapolis, IN 46204

Dear Mr. Dunn: *CHARLES HARRISON*

As **Add your name and title**, I am writing in support of the Him by Her Performance Academy submission for charter school status from the Indiana Charter School Board. This is a school that will meet the needs of so many of the local students who are falling short of academic success in school or are marginalized in some manner—whether this be financial, minority status, language fluency, homelessness, or simply not able to continue in a performance-direction due to the forecasted closure of the grade 6-12 Broad Ripple Performing Arts Magnet School.

To expand your current Him by Her Enterprise City into a comprehensive charter school is an exciting and worthy venture that rapidly will provide up to 1400 students (by year 5) the opportunity to realize their performance dreams in the arts, sports, and theatre. Equally important—your school will provide many potential drop-outs, suspended, or at-risk students the wrap-around services needed for them to learn about many different careers. These 1400 students will be able to graduate prepared either for college entrance and success or prepared to skip the entry-level jobs available and go directly into their chosen career, whether this be welding, drywall, or another apprentice-level position.

As our youth in Indianapolis become more involved in the city in volunteer and paying positions and enjoy and profit from their schooling, research shows that crime rates will decrease. At a time when Indianapolis is rapidly becoming a world-class city, competing for Amazon headquarters, foreign business facilities, and bio-tech industries, it is critical that we have a ready workforce with the “soft skills” (responsibility, team work, **etc...** “clean juvenile

record." Etc.....) that business demands. Him by Her Performance Academy will provide the character development experiences –as well as the academics to meet all State Standards—so that Indianapolis youth are sought for employment as some of the highest quality workforce available, not only in Indiana but in the U.S.

It is with great pleasure that (name of business or organization)..... commits to assist the Him by Her Performance Academy by (serving as a partner.....or providing.....services) for this charter school. The Him by Her Foundation has already made an exceptional difference in the lives of many local youth, as mentors, role models, and in business experiences, and I feel confident the number of youth to benefit from HbH Academy will be greatly expanded. Again, I highly support the HbH charter school proposal, and if I may provide further needed information, please feel free to contact me.

Sincerely,

.....(name)
.....(Title)

Charles Hamlin
Barnes United Methodist Church
Board President
Indianapolis Ten Point Coalition

FIGHT FOR LIFE FOUNDATION

1427 W. 86th Street, Suite 216
Indianapolis, Indiana 46260
www.fightforlifefoundation.org

Harry Dunn
Founder
Him By Her Foundation

Dear Mr. Dunn:

Below please find for your consideration a strategic partnership request from the Fight for Life Foundation to the Him By Her Foundation administrative team and Board of Directors. Fight for Life Foundation is a 501(c)3 charitable organization founded in 2007 by former NFL player Marlin Jackson to help underserved youth develop the social and emotional qualities needed to be successful in life.

Fight for Life Foundation (hereafter FFLF) uses incentive-based programming to encourage at-risk students to reach their full potential, in the classroom and in life. FFLF's flagship program, Building Dreams, integrates important Indiana Common Core Reading, Writing, Language, and Speaking and Listening Standards with Social Emotional Learning (SEL) core competencies. The curriculum, administered by K-8 classroom teachers at several schools in the IPS district, features activities that help students develop the values of responsibility, teamwork, problem-solving, motivation, self-sufficiency, managing conflict, and setting and achieving goals. FFLF programs complement the Him By Her Foundations Enterprise and Industrial programs. We help children develop the "soft" skills that allow them to utilize "hard" skills that are developed through Him By Her Foundation programs. Through a long-term association between two innovative organizations with shared missions we can *provide high-quality programs for at-risk youth through education.*

The Fight for Life Foundation has created an evidence-based model to meet the needs of critically underserved youth in Indianapolis. Collaboration with the Him By Her Foundation will increase both organizations impact and expand our efforts while benefiting many more children. Thank you in advance for your consideration.

Sincerely,



Marlin Jackson
Founder & President, Fight for Life Foundation



MEMORANDUM OF AGREEMENT

The Enterprise City Program and The Industrial City™ Program, and The Indianapolis Housing Agency Referral to the HIM By HIM Foundation

This Memorandum of Agreement (“MOA”) is entered into by and between HIM By HER Foundation, Inc., a not-for-profit corporation organized under the laws of the State of Indiana (“HBHF”) and the Indianapolis Housing Agency (“IHA”). HBHF and the IHA collectively, hereafter are the “Parties.”

WHEREAS, crime in America continues to be a pressing social problem that has serious negative effects on communities, families, the economy and individuals;

WHEREAS, according to the U.S. Department of Justice, research demonstrates that specific mentoring models and programmatic elements can improve young lives and, eventually, adult productivity, and that youth and young adults who participate in evidencebased mentoring relationships demonstrate better school attendance, a greater likelihood of pursuing higher education, and that with the appropriate delivery of services youth and young adults can overcome the risk factors that jeopardize their future of being successful, productive citizens;

WHEREAS, the “Enterprise City” is a program and curriculum of applied, realworld learning, which gives individuals a unique glimpse of the adult world and why, staying in school and giving their best, is so important and within which individuals: (1) apply and integrate financial literacy, civics, teamwork, critical thinking, math, language arts, social studies, and technology skills, (2) take on roles as employees, employers, government officials, judicial system participants, consumers and citizens while running businesses, organizations and government offices, and (3) create resumes, job applications, have real job interviews, and are hired by a business where they work together as a team;

WHEREAS, the “Industrial City™” is a program and curriculum focused on developing in-demand vocational job skills, including potential training in carpentry, cement masonry, painting, HVAC, electrical, plumbing, landscaping, and many other

skilled trades, and other overall employment related skills including customer service, fairness, hard work, conflict resolution and courtesy;

WHEREAS, HBHF holds a license agreement which allows it to provide the “Enterprise City Program” and has created its own vocational training embodied in its “Industrial City™ Program” (hereafter, collectively “the Programs”);

WHEREAS, HBHF intends to expand the reach of the Programs primarily via its “Mobile Development Center™” which carries collapsible program infrastructure to targeted program sites;

WHEREAS, HBHF has raised significant and sufficient private funds aimed at beginning the Enterprise City Program in 2016, and also greatly expanding the Industrial City™ Program in 2016;

WHEREAS, public funds and grants may be available for private efforts similar to the Programs that mentor, support and build skills to help young people find a good job or pursue higher education;

WHEREAS, IHA is committed to encouraging individual and family economic self-sufficiency and the provision of quality housing within a safe environment;

WHEREAS, IHA and HBHF have agreed to target public housing (PH) and Section 8 (S8) youth grades K-12 to offer life skills sessions, workforce development training, health and wellness recreation activities;

WHEREAS, IHA and HBHF have agreed to partner and incorporate the Indianapolis Housing Agency Truancy Prevention Program in partnership with the Indianapolis Public School (IPS) system to track PH and S8 participants; and

WHEREAS, IHA acknowledges that the Programs will benefit youth and young adults and desires to favorably support the Programs by referrals of youth and young adults.

NOW, THEREFORE, the Parties, in consideration of the recitals set forth above and the terms, covenants, and conditions set forth below, agree as follows:

Subject of MOA: HBHF, in cooperation with the IHA, will provide for the establishment and operation of the Enterprise City Program and the Industrial City™ Program, as

generally described in **Exhibit A** attached hereto and incorporated herein by reference either through the direct provision of services or through a contractual agreement with approved subcontracted providers. The programming and operation of the Programs will be managed by HBHF. Any individual or entity providing services under contract by HBHF will be subject to contractual rules and regulations established by HBHF (including, without limit, criminal background checks) that are no less stringent than that which are established and provided to HBHF in writing by the IHA.

Participants: HBHF will offer services of the Programs primarily for the benefit of juveniles and adults.

Location: The Programs will be carried out at such sites and locations through HBHF's collaborations and facility or facilities operated and maintained by HBHF or such other suitable facilities as reasonably determined by HBHF. The mobile Enterprise City can arrive at a location and unfolds inside a gymnasium, large recreational room or even a small class room. IHA agrees to provide space in IHA community centers to facilitate programming.

Enrollment: The Enterprise City Program will be required to begin enrollment proceedings within five (5) working days of receipt of a referral, and the Referred Individual, defined below, will be required to commence within the applicable Program within twenty (20) business days of the initiation of the enrollment proceedings subject to certain enrollment constraints and/or matters beyond the control of HBHF (e.g. fully subscribed program, etc.).

Referral: IHA agrees to give favorable consideration of referral of individuals (each a "Referred Individual") to the Programs as a part of its programming. To the extent reasonable, all referrals will be accompanied by an approved HBHF referral form and attachments which will include (to the extent available to the IHA): (i) personal information (e.g. address, family circumstances, etc.) and criminal history, (ii) educational information (e.g. school transcript, immunization record, special education records, etc.) and (iii) any other information available to any of the IHA that would be material to the success of the individual in the Program (e.g. psychological profiles, personality assessments, family information, etc.). The initial and any subsequent referral form and attachments will be subject to the mutual agreement of the Parties.

Fees and Reimbursement: HBHF may charge a commercially reasonable fee to IHA for all Referred Individuals. The Parties agree to engage in further discussions with respect to

costs and reimbursement procedures as opportunities arise for delivery of the Programs. The Parties shall agree to a fee and reimbursement schedule prior to and as a condition of referrals

Placement Term: For each Referred Individual who is referred to the Enterprise City Program, the minimum term of such placement shall be one (1) complete rotation consisting of five (5) consecutive days, with four (4) of the days having four (4) hours of training, and the fifth (5th) and final day having the Referred Individual carry out the planned activities in the Enterprise City. The placement terms for the Industrial City™ Programs shall allow for participants to achieve sufficient proficiency in the particular vocational subject for which the participant is enrolled, consistent with a minimum degree of job readiness, although HBHF is not a job referral service.

Liaison: HBHF and the IHA will each appoint a person to serve as a liaison between the Parties to coordinate referral, transition services and communications related to the intake, educational programming and compliance of all Referred Individuals.

Primary Instructional Language: The Program will be provided in English.

Program Progress Review: HBHF will provided a written review of the Referred Individual's progress to the IHA's representative (noted above in the Liaison section) ("IHA Representative"), the Referred Individual and/or the Referred Individual's parent/guardian at the end of the Enterprise City Program (either at successful completion or earlier withdrawal from the Program). The initial and any subsequent progress report form will be subject to the mutual agreement of the Parties.

Special Education: HBHF will accept the referrals of special needs Referred Individuals on a case by case basis and admission is at the sole discretion of HBHF.

Student Code of Conduct: HBHF will ensure the development and adoption of a "Student Code of Conduct" for Enterprise City Referred Individuals. Referred Individuals who fail to comply with the Student Code of Conduct will be counseled and the IHA Representative will be notified of such conduct and outcomes. Notwithstanding anything herein to the contrary, HBHF reserves the right to terminate, deny and/or restrict participation by Referred Individuals including, without limit, those Referred Individuals who violate the Student Code of Conduct.

Compulsory Attendance: Attendance is compulsory for Referred Individuals in the

Program. HBHF reserves the right to deny a Referred Individual from participation in the Programs. Notwithstanding anything herein to the contrary, the services to be provided by HBHF nor any decisions of HBHF are not intended to result in an adverse impact to a Referred Individual and/or any individual that might be related to or associated with a Referred Individual, including, but not limited to an arrest, revocation of probation and/or other violation that might result in an adverse impact to a Referred Individual and/or any individual that might be related to or associated with a Referred Individual.

Insurance, Liability and Indemnification: HBHF shall maintain liability insurance in a form and manner that is reasonable for the services to be provided. Each party shall be responsible for any negligence it causes in carrying out this MOA, but shall indemnify the other party in the case where the other party incurs liability as a result of negligence on the part of the former.

Confidentiality: The Parties acknowledge that during the course of this MOA, each may obtain confidential information regarding the other as well as personal information about Referred Individuals which shall remain confidential as required by state and federal law. All parties agree to treat all such information as confidential and take reasonable precautions to ensure no unauthorized disclosure occurs to any third parties during and after the term of this MOA. The terms of this clause shall be overridden when required by statute, regulation, court order, or other lawful freedom of information requests. IHA agrees to make available to the HBHF materials or other programs that may supplement and/or enhance the mission and purpose of the HBHF, provided, however, nothing herein shall be interpreted to permit IHA to directly or indirectly control the HBHF, its programming and how it carries out its mission, programming and/or other HBHF matters. As to the relationship between IHA and the HBHF, IHA may not publicly promote or in any manner publicize (e.g. verbal and/or written statements, press releases, etc.), advertise or otherwise use the name of the HBHF or any board member, contractor or employee of the HBHF, nor any trade name, trademark, trade device or simulation thereof owned by HBHF, or represent, directly or indirectly, that any IHA policy, procedure, act and/or omission has been approved, recommended, certified, or endorsed by the HBHF or any board member, contractor or employee of the HBHF without the prior written approval of the HBHF as to the manner, form and substance of such publicity. Without additional agreement, nothing herein shall be construed as a joint venture or other affiliation of the parties and/or any endorsement of any of the Parties' policies, procedures and/or acts or omissions.

Fundraising: HBHF will be engaged in seeking public and private funds and/or grants related to the Programs (collectively, “Funds and Grants”). IHA agrees not to duplicate such fundraising efforts related to the Funds and Grants. IHA will, in good faith, cooperate with

HBHF’s pursuit of the Funds and Grants and IHA hereby acknowledges that some of the Funds and Grants that will be pursued are contingent upon and/or calculated specifically to participation in the Programs (i.e. grant funds provided per Referred Individual) and as a consequence, the number of Referred Individuals will impact the success of securing the Funds and Grants.

Exclusivity: During the term of this Agreement, HBHF shall be the exclusive provider of the services which are the subject of this agreement and similar services to the IHA.

Term and Termination: This MOA is intended to commence upon the signature of all the Parties, and the Parties agree to a term of five (5) years with an option to renew upon the written agreement of the Parties for additional subsequent terms. The parties may terminate the agreement upon 30 days written notice to the other party, or sooner if required by exigent circumstances. In the event of termination, the IHA shall continue to honor the “Exclusivity” section, unless termination was for cause.

Notices: Any notices required to be given under this MOA shall be mailed, properly addressed to the party to be notified, at the address set forth below:

HBHF:

PO Box 52
McCordsville, Indiana 46055

IHA:

Director of Resident Relations Department
1919 N. Meridian Street Indianapolis,
IN 46202

Non-Discrimination: The Parties to the MOA and their consultants, contractors, and subcontractors shall not discriminate against any employee or applicant for employment, to be employed in performance of the MOA, with respect to her or his hire, tenure, terms, conditions or privileges of employment, or any matter directly or indirectly related to employment, because of her or his race, sex, sexual orientation, gender identity, religion,

color, national origin, ancestry, age, disability, or United States military service veteran status. Breach of this section shall be regarded as a material breach of this MOA.

Necessary and Proper: The Parties shall endeavor in good faith to take such actions that are necessary and proper, including entering into subsequent contracts, to carry out the spirit and goals of this MOA.

Governing Law: This Memorandum of Agreement shall be governed by and construed in accordance with the laws of Indiana.

IN WITNESS WHEREOF, the parties hereto indicate their mutual manifestation of assent to this MOA by their execution below:

HIM BY HER FOUNDATION, INC.

By (signature):  _____

Printed/typed name: _____ Gregory P. Gadson _____

Title: _____

Date: _____

INDIANAPOLIS HOUSING AGENCY

By (signature): _____

Printed/typed name: _____

Title: _____

Date: _____

MEMORANDUM OF AGREEMENT

*The Enterprise City Program and The Industrial City™ Program, and
The Indianapolis Housing Agency Referral to the HIM By HIM Foundation*

This Memorandum of Agreement (“MOA”) is entered into by and between HIM By HER Foundation, Inc., a not-for-profit corporation organized under the laws of the State of Indiana (“HBHF”) and the Indianapolis Housing Agency (“IHA”). HBHF and the IHA collectively, hereafter are the “Parties.”

WHEREAS, crime in America continues to be a pressing social problem that has serious negative effects on communities, families, the economy and individuals;

WHEREAS, according to the U.S. Department of Justice, research demonstrates that specific mentoring models and programmatic elements can improve young lives and, eventually, adult productivity, and that youth and young adults who participate in evidencebased mentoring relationships demonstrate better school attendance, a greater likelihood of pursuing higher education, and that with the appropriate delivery of services youth and young adults can overcome the risk factors that jeopardize their future of being successful, productive citizens;

WHEREAS, the “Enterprise City” is a program and curriculum of applied, realworld learning, which gives individuals a unique glimpse of the adult world and why, staying in school and giving their best, is so important and within which individuals: (1) apply and integrate financial literacy, civics, teamwork, critical thinking, math, language arts, social studies, and technology skills, (2) take on roles as employees, employers, government officials, judicial system participants, consumers and citizens while running businesses, organizations and government offices, and (3) create resumes, job applications, have real job interviews, and are hired by a business where they work together as a team;

WHEREAS, the “Industrial City™” is a program and curriculum focused on developing in-demand vocational job skills, including potential training in carpentry, cement masonry, painting, HVAC, electrical, plumbing, landscaping, and many other skilled trades, and other overall employment related skills including customer service, fairness, hard work, conflict resolution and courtesy;

WHEREAS, HBHF holds a license agreement which allows it to provide the

“Enterprise City Program” and has created its own vocational training embodied in its “Industrial City™ Program” (hereafter, collectively “the Programs”);

WHEREAS, HBHF intends to expand the reach of the Programs primarily via its “Mobile Development Center™” which carries collapsible program infrastructure to targeted program sites;

WHEREAS, HBHF has raised significant and sufficient private funds aimed at beginning the Enterprise City Program in 2016, and also greatly expanding the Industrial City™ Program in 2016;

WHEREAS, public funds and grants may be available for private efforts similar to the Programs that mentor, support and build skills to help young people find a good job or pursue higher education;

WHEREAS, IHA is committed to encouraging individual and family economic self-sufficiency and the provision of quality housing within a safe environment;

WHEREAS, IHA and HBHF have agreed to target public housing (PH) and Section 8 (S8) youth grades K-12 to offer life skills sessions, workforce development training, health and wellness recreation activities;

WHEREAS, IHA and HBHF have agreed to partner and incorporate the Indianapolis Housing Agency Truancy Prevention Program in partnership with the Indianapolis Public School (IPS) system to track PH and S8 participants; and

WHEREAS, IHA acknowledges that the Programs will benefit youth and young adults and desires to favorably support the Programs by referrals of youth and young adults.

NOW, THEREFORE, the Parties, in consideration of the recitals set forth above and the terms, covenants, and conditions set forth below, agree as follows:

Subject of MOA: HBHF, in cooperation with the IHA, will provide for the establishment and operation of the Enterprise City Program and the Industrial City™ Program, as generally described in **Exhibit A** attached hereto and incorporated herein by reference either through the direct provision of services or through a contractual agreement with approved subcontracted providers. The programming and operation of the Programs will be managed by HBHF. Any individual or entity providing services under contract by

HBHF will be subject to contractual rules and regulations established by HBHF (including, without limit, criminal background checks) that are no less stringent than that which are established and provided to HBHF in writing by the IHA.

Participants: HBHF will offer services of the Programs primarily for the benefit of juveniles and adults.

Location: The Programs will be carried out at such sites and locations through HBHF's collaborations and facility or facilities operated and maintained by HBHF or such other suitable facilities as reasonably determined by HBHF. The mobile Enterprise City can arrive at a location and unfolds inside a gymnasium, large recreational room or even a small class room. IHA agrees to provide space in IHA community centers to facilitate programming.

Enrollment: The Enterprise City Program will be required to begin enrollment proceedings within five (5) working days of receipt of a referral, and the Referred Individual, defined below, will be required to commence within the applicable Program within twenty (20) business days of the initiation of the enrollment proceedings subject to certain enrollment constraints and/or matters beyond the control of HBHF (e.g. fully subscribed program, etc.).

Referral: IHA agrees to give favorable consideration of referral of individuals (each a "Referred Individual") to the Programs as a part of its programming. To the extent reasonable, all referrals will be accompanied by an approved HBHF referral form and attachments which will include (to the extent available to the IHA): (i) personal information (e.g. address, family circumstances, etc.) and criminal history, (ii) educational information (e.g. school transcript, immunization record, special education records, etc.) and (iii) any other information available to any of the IHA that would be material to the success of the individual in the Program (e.g. psychological profiles, personality assessments, family information, etc.). The initial and any subsequent referral form and attachments will be subject to the mutual agreement of the Parties.

Fees and Reimbursement: HBHF may charge a commercially reasonable fee to IHA for all Referred Individuals. The Parties agree to engage in further discussions with respect to costs and reimbursement procedures as opportunities arise for delivery of the Programs. The Parties shall agree to a fee and reimbursement schedule prior to and as a condition of referrals

Placement Term: For each Referred Individual who is referred to the Enterprise City Program, the minimum term of such placement shall be one (1) complete rotation consisting of five (5) consecutive days, with four (4) of the days having four (4) hours of training, and the fifth (5th) and final day having the Referred Individual carry out the planned activities in the Enterprise City. The placement terms for the Industrial City™ Programs shall allow for participants to achieve sufficient proficiency in the particular vocational subject for which the participant is enrolled, consistent with a minimum degree of job readiness, although HBHF is not a job referral service.

Liaison: HBHF and the IHA will each appoint a person to serve as a liaison between the Parties to coordinate referral, transition services and communications related to the intake, educational programming and compliance of all Referred Individuals.

Primary Instructional Language: The Program will be provided in English.

Program Progress Review: HBHF will provide a written review of the Referred Individual's progress to the IHA's representative (noted above in the Liaison section) ("IHA Representative"), the Referred Individual and/or the Referred Individual's parent/guardian at the end of the Enterprise City Program (either at successful completion or earlier withdrawal from the Program). The initial and any subsequent progress report form will be subject to the mutual agreement of the Parties.

Special Education: HBHF will accept the referrals of special needs Referred Individuals on a case by case basis and admission is at the sole discretion of HBHF.

Student Code of Conduct: HBHF will ensure the development and adoption of a "Student Code of Conduct" for Enterprise City Referred Individuals. Referred Individuals who fail to comply with the Student Code of Conduct will be counseled and the IHA Representative will be notified of such conduct and outcomes. Notwithstanding anything herein to the contrary, HBHF reserves the right to terminate, deny and/or restrict participation by Referred Individuals including, without limit, those Referred Individuals who violate the Student Code of Conduct.

Compulsory Attendance: Attendance is compulsory for Referred Individuals in the Program. HBHF reserves the right to deny a Referred Individual from participation in the Programs. Notwithstanding anything herein to the contrary, the services to be provided by HBHF nor any decisions of HBHF are not intended to result in an adverse impact to a Referred Individual and/or any individual that might be related to or associated with a

Referred Individual, including, but not limited to an arrest, revocation of probation and/or other violation that might result in an adverse impact to a Referred Individual and/or any individual that might be related to or associated with a Referred Individual.

Insurance, Liability and Indemnification: HBHF shall maintain liability insurance in a form and manner that is reasonable for the services to be provided. Each party shall be responsible for any negligence it causes in carrying out this MOA, but shall indemnify the other party in the case where the other party incurs liability as a result of negligence on the part of the former.

Confidentiality: The Parties acknowledge that during the course of this MOA, each may obtain confidential information regarding the other as well as personal information about Referred Individuals which shall remain confidential as required by state and federal law. All parties agree to treat all such information as confidential and take reasonable precautions to ensure no unauthorized disclosure occurs to any third parties during and after the term of this MOA. The terms of this clause shall be overridden when required by statute, regulation, court order, or other lawful freedom of information requests. IHA agrees to make available to the HBHF materials or other programs that may supplement and/or enhance the mission and purpose of the HBHF, provided, however, nothing herein shall be interpreted to permit IHA to directly or indirectly control the HBHF, its programming and how it carries out its mission, programming and/or other HBHF matters. As to the relationship between IHA and the HBHF, IHA may not publicly promote or in any manner publicize (e.g. verbal and/or written statements, press releases, etc.), advertise or otherwise use the name of the HBHF or any board member, contractor or employee of the HBHF, nor any trade name, trademark, trade device or simulation thereof owned by HBHF, or represent, directly or indirectly, that any IHA policy, procedure, act and/or omission has been approved, recommended, certified, or endorsed by the HBHF or any board member, contractor or employee of the HBHF without the prior written approval of the HBHF as to the manner, form and substance of such publicity. Without additional agreement, nothing herein shall be construed as a joint venture or other affiliation of the parties and/or any endorsement of any of the Parties' policies, procedures and/or acts or omissions.

Fundraising: HBHF will be engaged in seeking public and private funds and/or grants related to the Programs (collectively, "Funds and Grants"). IHA agrees not to duplicate such fundraising efforts related to the Funds and Grants. IHA will, in good faith, cooperate with

HBHF's pursuit of the Funds and Grants and IHA hereby acknowledges that some of the Funds and Grants that will be pursued are contingent upon and/or calculated specifically to participation in the Programs (i.e. grant funds provided per Referred Individual) and as a consequence, the number of Referred Individuals will impact the success of securing the Funds and Grants.

Exclusivity: During the term of this Agreement, HBHF shall be the exclusive provider of the services which are the subject of this agreement and similar services to the IHA.

Term and Termination: This MOA is intended to commence upon the signature of all the Parties, and the Parties agree to a term of five (5) years with an option to renew upon the written agreement of the Parties for additional subsequent terms. The parties may terminate the agreement upon 30 days written notice to the other party, or sooner if required by exigent circumstances. In the event of termination, the IHA shall continue to honor the "Exclusivity" section, unless termination was for cause.

Notices: Any notices required to be given under this MOA shall be mailed, properly addressed to the party to be notified, at the address set forth below:

HBHF:

PO Box 52
McCordsville, Indiana 46055

IHA:

Director of Resident Relations Department
1919 N. Meridian Street Indianapolis,
IN 46202

Non-Discrimination: The Parties to the MOA and their consultants, contractors, and subcontractors shall not discriminate against any employee or applicant for employment, to be employed in performance of the MOA, with respect to her or his hire, tenure, terms, conditions or privileges of employment, or any matter directly or indirectly related to employment, because of her or his race, sex, sexual orientation, gender identity, religion, color, national origin, ancestry, age, disability, or United States military service veteran status. Breach of this section shall be regarded as a material breach of this MOA.

Necessary and Proper: The Parties shall endeavor in good faith to take such actions that are necessary and proper, including entering into subsequent contracts, to carry out the spirit and goals of this MOA.

Governing Law: This Memorandum of Agreement shall be governed by and construed in accordance with the laws of Indiana.

IN WITNESS WHEREOF, the parties hereto indicate their mutual manifestation of assent to this MOA by their execution below:

HIM BY HER FOUNDATION, INC.

By (signature): 

Printed/typed name: Gregory P. Gadson

Title: _____

Date: _____

INDIANAPOLIS HOUSING AGENCY

By (signature): _____

Printed/typed name: _____

Title: _____

Date: _____

Other Community Partners who have pledged partnership support:

The following community partners have committed to provide services and related internships within the HbH Performance Academy:

Apartment Maintenance and Swim Pool Maintenance --the Associated Builders and Contractors

Welders-- the Associated Builders and Contractors

Appliance Repair

HVAC Repair

Interior/Exterior Building Maintenance

Plumbing Maintenance

Smart Home Technology

....and related Unions

Sample MOU's and fliers are shown below:

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (the "Agreement") made as of _____, 2018 (the

"Effective Date") by and between Him By Her Foundation, Inc. a not-for-profit corporation organized under the laws of the State of Indiana ("HBH") and **Associated Builders and Contractors, Indiana/Kentucky Chapter, Inc.**, an Indiana not-for-profit corporation ("**Provider**") hereby agree as follows:

WHEREAS, HBH desires to provide programming and training in Welding ("**Vocational Area**") described on Exhibit A attached hereto and incorporated herein by reference ("**Services**"); and

WHEREAS, in reliance upon Provider's experience and qualifications as provided by Provider, HBH desires to enter into a mutually beneficial relationship with Provider under the terms and conditions as set forth herein; and

NOW, THEREFORE, in consideration of the inducements, mutual covenants and conditions herein contained, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

1. Scope of Service. The Provider agrees to provide training (classroom and "on the job") pursuant to a curriculum and program approved by HBH for the Vocational Area ("**Training**") to each of the individuals referred to Provider by HBH for training (each, a "**Referred Individual**"). Upon successful completion of the programming, the Provider will issue a Referred Individual a technical credential (applicable to the training successfully achieved) issued by the State of Indiana and job placement assistance during and after completion of any training in the Vocational Area. The Training, once approved by HBH, may not be revised and/or amended without the prior written consent of HBH.

2. Term. This Agreement is intended to commence upon the signature of all the parties, and the Parties agree to a term of three (3) years with an option to renew upon the written agreement of the parties for additional subsequent terms.

3. Compensation. Provider agrees and acknowledges that each Referred Individual shall be responsible for the costs, fees and expenses associated with the Training; provided, however, HBH will be engaged in seeking public and private funds and/or grants related to the Training (collectively, "**Funds and Grants**"). Provider agrees not to duplicate such fundraising efforts related to the Funds and Grants. Provider will, in good faith, cooperate with HBH's pursuit of the Funds and Grants and Provider hereby acknowledges that some of the Funds and Grants that will be pursued are contingent upon the appropriateness of the Services and as a consequence, the Provider acknowledges that using its best efforts to provide the Services in a manner such that a Referred Individual successfully completes the Training and is able to secure employment (including self-employment) will impact the success of securing the Funds and Grants. Notwithstanding anything herein to the contrary, the services to be provided by Provider nor any decisions of Provider are not intended to result in an adverse impact to a Referred Individual and/or any individual that might be related to or associated with a Referred Individual, including, but not limited to an arrest, revocation of probation and/or other violation that might result in an adverse impact to a Referred Individual and/or any individual that might be related to or associated with a Referred Individual.

4. Personnel. Provider shall make available all qualified personnel necessary to fulfill its obligations hereunder. Provider is not permitted to utilize subcontractors for performance of any of the Training unless prior written consent is first obtained from HBH. Further, Provider agrees to be fully responsible for all acts and omissions of any subcontractor used by Provider and permitted under this Agreement. HBH may, in its discretion, request removal from performance of services under this Agreement any personnel of Provider for any reason, effective upon written notice from HBH of such request for removal. During the course of providing the Services, Provider shall permit HBH to be present, when reasonable, as observers while Training is being conducted and to consult with Provider personnel regarding the Training. Provider shall be fully and solely responsible for the compensation and performance of all of its employees hereunder. The status of Provider and its employees shall be that of independent

contractor and no such personnel shall, at any time or for any purpose, be deemed employees or agents of HBH. Providers acknowledge that during the course of this Agreement, it may obtain confidential information regarding HBH as well as personal information about Referred Individuals which shall remain confidential as required by state and federal law. Provider agrees to treat all such information as confidential and take reasonable precautions to ensure no unauthorized disclosure occurs to any third parties during and after the term of this Agreement. The terms of this clause shall be overridden when required by statute, regulation, court order, or other lawful freedom of information requests. Provider agrees to make available to HBH materials or other programs that may supplement and/or enhance the mission and purpose of the HBH; provided, however, nothing herein shall be interrupted to permit Provider to directly or indirectly control the HBH, its programming and how it carries out its mission, programming and/or other HBH matters. As to the relationship between Provider and the HBH, Provider may not publicly promote or in any manner publicize (e.g. verbal and/or written statements, press releases, etc.), advertise or otherwise use the name of the HBH or any board member, contractor or employee of the HBH, nor any trade name, trademark, trade device or simulation thereof owned by HBH, or represent, directly or indirectly, that any Provider policy, procedure, act and/or omission has been approved, recommended, certified, or endorsed by the HBH or any board member, contractor or employee of the HBH without the prior written approval of the HBH as to the manner, form and substance of such publicity. Nothing herein shall be construed as a joint venture or other affiliation of the parties and/or any endorsement of any of the Parties' policies, procedures and/or acts or omissions

5. General Representations and Warranties.

A. Due Authority. Each party's execution, delivery and performance of this Agreement and each agreement or instrument contemplated by this Agreement have been duly authorized by all necessary corporate action. This Agreement and each agreement or instrument contemplated by this Agreement, when executed and delivered by each party in accordance with the terms of this Agreement, will be the legal, valid, and binding obligation of such party.

B. Government Requirements. Provider represents and warrants that any products or services provided under this Agreement will comply will all applicable federal, state, local, or other governmental authority laws, regulations, ordinances, orders, standards and rules which may now or hereafter govern performance hereunder.

C. Compliance with HBH Policies. Provider agrees to reasonably assure that its employees will follow HBH policies as provided to Provider from time to time.

D. Pending Litigation. As of the date of this Agreement, Provider represents and warrants to HBH that there is no action, suit, claim, investigation, or proceeding pending, or to the best of Provider's knowledge, threatened against, by or affecting Provider or the Product which, if adversely decided, might adversely affect Provider's ability to enter into this Agreement, or Provider's performance of its obligations herein. As of the date of this Agreement, Provider further represents and warrants that it does not know of any basis for any such action.

E. Professional Services. Provider shall perform all services under this Agreement in a professional, diligent and expeditious manner. Provider warrants that, and HBH shall be entitled to rely that, all Training provided by the Provider will be first class and for the purposes intended in the Vocational Area.

6. Indemnification. Provider shall defend (with counsel approved by HBH), indemnify, and hold HBH and its affiliates, and the officers, directors, agents, employees and assigns or successors of each, harmless from and

against any and all claims, demands, suits, judgments, losses, or expenses of any nature whatsoever (including attorney's fees) arising directly or indirectly from or out of: (i) any negligent act, misconduct, error, or omission of Provider, its subcontractors or their respective officers, directors, agents, subcontractors, invitees or employees; (ii) any occupational injury or illness sustained by any Referred Individual, employee or agent of Provider in furtherance of Provider's services hereunder; (iii) any breach of Provider's obligations, warranties, or representations as set forth in this Agreement; (iv) injuries to persons (including death) or loss of, or damage to, property, occasioned by negligence, unlawful act, or willful misconduct of Provider, or of Provider's personnel, subcontractors, or agents (hereinafter "**Person**"); (v) any Person filing any lien against any property of HBH, or any claim or lawsuit against HBH in which the Person claims payment from HBH for Provider services to HBH; (vi) any claims or liability for wages, workers' compensation or unemployment compensation owed to Provider employees, or payroll or related taxes or other governmental charges related to the performance of the services to be provided hereunder; and (vii) any claims or liabilities for employee benefits related to the performance of the services to be provided hereunder.

7. Insurance. Without limiting Provider's liability to HBH or third parties hereunder, Provider shall, at its sole expense, and pursuant to statutory limits, and applicable Laws obtain and maintain the following insurance requirements:

- (i) commercial general liability, each in the amount of \$1,000,000 combined single limit with an annual aggregate not less than \$2,000,000 for bodily injury, death or property damage per occurrence;
- (ii) contractually assumed liability to cover the liability assumed by Provider under Section 6 hereof;
- (iii) applicable worker's compensation in statutory limits;
- (iv) Provider shall maintain the insurance set forth this Agreement for a period time customary for the services provided.

Insurance required under this Article shall be with companies rated A + 15 or better in "Best's Insurance Guide".

All such insurance shall be primary and not contributory with regard to any other available insurance to HBH. All such insurance policies, except professional liability and worker's compensation, shall name HBH and its affiliates as additional insureds, and which shall insure HBH, its affiliates against all of the various claims, liabilities and attorney's fees and contain a waiver of subrogation. Provider shall deliver to HBH, prior to commencement of any Services hereunder, copies of policies of such insurance or certificates evidencing the existence and amounts of same with loss payable clauses satisfactory to HBH. No policy shall be cancelable or subject to reduction of coverage except after thirty (30) days prior written notice to HBH. The liability insurance policy or policies required hereunder shall be issued by a company or companies satisfactory to HBH in its sole discretion

8. Suspension and Termination. HBH may, at any time, suspend performance of Provider's services, or any portion thereof by notice in writing to Provider. If the notice fixes the date on which performance of such services is to resume, then Provider shall resume the services on the date so fixed, unless otherwise directed by HBH in writing. HBH shall also have the right upon written notice to terminate any this Agreement whether or not Provider is in default or in breach upon thirty (30) days' notice.

Notwithstanding anything to the contrary contained in this Agreement, if Provider breaches any term or condition of this Agreement, HBH may at its option exercise any one or more of the following remedies: (i) terminate the applicable Statement of Work or this Agreement, effective immediately upon written notice to Provider; (ii)

withhold any further payments otherwise due to Provider hereunder; or (iii) exercise any other rights and remedies available at law or in equity.

The obligations of the parties under this Agreement which by their nature would continue beyond the termination, cancellation or expiration of this Agreement shall survive termination, cancellation or expiration of this Agreement, including, but not limited to, the provisions regarding warranties and confidentiality.

9. Termination/Expiration Assistance. Upon HBH's delivery to Provider of any written notice of breach or termination of this Agreement, Provider shall provide to HBH or HBH's designee the assistance reasonably requested by HBH to enable the services to continue without interruption and to facilitate the orderly transfer of the Services to HBH or its designee ("**Termination/Expiration Assistance**"). HBH may also request that Provider begin providing Termination/Expiration Assistance at any time within the six-month period prior to expiration of any term and continue to provide such assistance for up to six (6) months after the expiration or termination of this Agreement. Provider acknowledges that, if it were to breach, or threaten to breach, its obligation to provide HBH with Termination/Expiration Assistance, HBH would be irreparably harmed.

10. Assignment. The duties under this Agreement may not be delegated, and the rights under this Agreement may not be assigned, to any third party in either case without the prior written consent of the nonassigning party, which consent shall not be unreasonably withheld; provided, however, that the HBH may assign its rights and delegate its duties hereunder, with notice to but without consent of Provider, to any corporate successor to HBH by merger, purchase of assets and assumption of liabilities, acquisition, reorganization, or otherwise, or to any Affiliate. Any attempted assignment of this Agreement by Provider without the prior written consent of HBH shall be null and void. Subject to the foregoing, this Agreement shall be binding on the parties and their respective successors and assigns.

11. Work Product. Work product ("**Work Product**") created by Provider pursuant to this Agreement shall be the exclusive property of HBH and HBH shall be free to: (i) rely on and assign the rights to the Work Product and (ii) use and copy the Work Product for an operator and/or Services different than the Services and/or operator for which the Work Product was originally created. Provider hereby waives any rights and claims (including, without limit, intellectual property, copyright or trade secret claims) that may exist now or in the future related to having contracted and/or participated in the production of the Work Product. Provider must provide all Work Product in a manner such that it may be utilized to any degree by HBH (e.g. in a software format(s) with full and unlimited functionality such that HBH may be able to easily revise or alter the Work Product and not in a form that would frustrate the foregoing by limiting the use from a technical standpoint/form/format).

12. Audit Provision. Provider shall, at no additional cost to HBH, provide to HBH, HBH's internal and external auditors access at reasonable times and after reasonable notice (unless circumstances reasonably preclude such notice) to (i) Provider personnel providing the services, and (ii) all data and records relating to the services under this Agreement. Provider shall provide full cooperation to such auditors.

13. Legal Expenses. The prevailing party in any legal action or proceeding brought by one party against the other and arising out of this Agreement shall be entitled, in addition to any other rights and remedies it may have, to reimbursement for its expenses, including court costs and reasonable attorneys' fees.

14. Choice of Law and Venue. This Agreement and all matters arising out of or relating to this Agreement shall be governed by and construed in accordance with the laws of the State of Indiana, excluding all choice of law provisions. All proceedings relating to or arising out of the subject matter hereof shall be maintained

exclusively in the courts situated in Marion County, Indiana, and Provider hereby consents to personal jurisdiction and venue therein and hereby waives any right to object to personal jurisdiction or venue therein.

15. Entire Agreement. This Agreement, which includes all attached exhibits referenced herein and any Statement of Work created pursuant hereto, constitutes the entire agreement between HBH and Provider with respect to the subject matter hereof; and supersedes all proposals, oral or written, and all other communications between the parties with respect to such subject matter. In the event of a conflict with or additional or different terms, conditions, or instructions related to the Services, the terms and conditions of this Agreement shall be controlling and take precedence over those terms, conditions, and instructions or any additional or different terms contained in any document generated by Provider.

16. Waiver. None of the conditions of the Agreement shall be considered waived unless such waiver is in writing and signed by the waiving party.

17. Notices. All notices, demands, requests, consents, approvals and other communications required or permitted to be given hereunder, or which are to be given with respect to this Agreement, shall be in writing and shall be deemed delivered upon: (i) the personal delivery thereof; or (ii) by delivery by U.S. Mail; or (iii) on the next business day following deposit with a nationally recognized overnight courier service, provided such notices shall be addressed or delivered to the parties at the following addresses

To HBH:

PO Box 52
McCordsville, Indiana 46055

To Provider:

Attn: _____

18. Force Majeure. Neither party shall be liable to the other for failure to perform under this Agreement if said failure results, directly or indirectly, from government action or inaction, labor disputes, mechanical or electrical breakdown, or natural disaster.

19. Headings. The headings in this Agreement are solely for convenience of reference and shall not affect its interpretation.

20. Ambiguous Terms. Any ambiguities in this Agreement will not be strictly construed against the drafter of the language concerned but will be resolved by applying the most reasonable interpretation under the circumstances, giving full consideration to the intentions of the parties at the time of contracting. This Agreement will not be construed against any party by reason of its preparation.

21. Severability and Counterparts. Should any provision of this Agreement be held to be void, invalid or inoperative, the remaining provisions of this Agreement shall not be affected and shall continue in effect and the invalid provision shall be deemed modified to the least degree necessary to remedy such invalidity. This Agreement

may be executed in one or more counterparts, each of which shall be enforceable against the signatories thereto, but all of which counterparts together shall constitute one instrument.

[Signature page follows.]

IN WITNESS WHEREOF, HBH and Provider have caused duly authorized representatives of the respective parties to execute this Agreement as of the date first above written.

Him By Her Foundation, Inc.



By _____
Gregory P. Gadson

Printed:

Associated Builders and Contractors,
Indiana/Kentucky Chapter, Inc.

By: _____

Printed:

Its:
"Provider"

HVAC Maintenance Technology



For additional information contact:
HBHF at [317-918-7799](tel:317-918-7799)

Him by Her Foundation
5640 E. 38th St
Indianapolis, IN 46218

Check our website for course schedules
Himbyherfoundation.com



Program Design

The HVAC Maintenance program is designed to help students develop advanced technical skills and competencies related to the installation, repair, and maintenance of residential heating and air conditioning equipment. Students will learn details about HVAC equipment, with an emphasis on making repairs in a safe, efficient, and productive manner. Students will learn WHAT failed, WHY it failed, and HOW the failure can be prevented. Understanding these principles (WHAT, WHY and HOW) will increase worker productivity and reduce overall maintenance/capital expenditures. Students will also develop skills in recognizing and testing the components, interpreting the schematic wiring diagram and tracing the sequence of operation, cleaning the equipment and performing annual maintenance, and tweaking settings for optimum efficiency.

Graduates will be awarded a Technical Certificate in HVAC Maintenance Technology, and, EPA Technician Certification as approved by the U.S. Environmental Protection Agency.

Course	Date	Day	Time	Location
1. GEN101 - Basic Electricity	TBD - Check Website	Mon - Fri	4 - 7 pm	AC/C TECH
2. HEA101 - Electric Furnace Maintenance	TBD - Check Website	Mon - Fri	4 - 7 pm	AC/C TECH
3. HEA102 - Gas Furnace Maintenance	TBD - Check Website	Mon - Fri	4 - 7 pm	AC/C TECH
4. HEA103 - EPA Technician Certification	TBD - Check Website	Mon - Fri	4 - 7 pm	AC/C TECH
5. HEA104 - Air Conditioning Maintenance	TBD - Check Website	Mon - Fri	4 - 7 pm	AC/C TECH
6. HEA105 - Heat Pump Maintenance	TBD - Check Website	Mon - Fri	4 - 7 pm	AC/C TECH

Cost: \$250/Course or \$1250 to attend the entire program

HBHF in partnership with AC/C TECH

This institution is authorized by:
The Indiana Commission for Higher Education/
The Indiana Board for Proprietary Education
101 West Ohio Street, Suite 670
Indianapolis, IN 46204-1984
(317)464-4400 Ext.138 or (317)464-4400



Course Descriptions - HVAC Maintenance Technology

GEN101 - Basic Electricity

This course develops skills in understanding electrical fundamentals as a prerequisite for diagnosing and repairing major appliances, heating and cooling equipment, swimming pool pumps and motors, and defective circuits in a home or apartment. Specifically, the students will learn electrical theory, electrical terminology, ohms law, and electrical formulas. From a practical standpoint, students will learn how electricity is produced and distributed from the utility company, the demand for electricity in a home or apartment, how to diagnose failures using a volt-ohm meter, how to interpret diagrams and schematic, plus more.

HEA101 - Electric Furnace Maintenance

This course develops skills in servicing electric furnaces. Students will learn electric heating principles; how to interpret the schematic wiring diagram; how to trace the sequence of operation; and how to test and evaluate the heating elements, fusible links, limit switches, sequencer, and more. Also, the students will learn how to make repairs in no heat situations, and more importantly, how to make those repairs in safe, efficient and productive manners.

HEA102 - Gas Furnace Maintenance

This course develops skills in servicing gas furnaces. The students will learn to recognize the components, interpret the schematic wiring diagram; trace the sequence of operation; replace defective parts; and adjust the furnace for optimum efficiency. Also, the students will learn to make repairs in no heat situations, clean the furnace, check for gas leaks, check for carbon monoxide leaks and verify that a furnace is safe to operate.

HEA103 - EPA Technician Certification

The primary objective of this course is to prepare students for the EPA Technician Certification exam. It does not require a highly skilled service technician to pass the exam, but some background and experience will be helpful. The students will learn the potential of releasing CFC's and HCFC's into the environment, and information that will encourage them to comply with the Refrigerant Recycling Rule, which is section 608 of the Clean Air Act 1990, as amended CAA.

HEA104 - Air Conditioning Maintenance

This course develops skills in servicing air conditioners. Students will learn how to diagnose the electrical system, the refrigeration system, and the mechanical devices. Specifically, they will develop skills in recovery and evacuation, leak testing, troubleshooting the compressor for mechanical or electrical problems, charging and/or recharging the system, adjusting the unit for optimum efficiency, and making repairs in safe, efficient and productive manners.

HEA105 - Heat Pump Maintenance

This course studies the basic approach to servicing heat pumps. The students will learn principles of a reverse-cycle heat pump; identify and test the components; determine if the unit is heating or cooling by measuring line temperatures; adjust auxiliary heat; and various techniques that will improve the efficiency of a unit. In addition, the students will gain exposure to causes of failures, preventive maintenance techniques, safety information, tools, testing equipment, and most importantly, how to make all repairs in safe, efficient, and productive manners.

Tuition and Fees	
Tuition 6 Courses @ \$250 Each	\$1,500.00
HBHF Administrative Fees	\$1,200.00
Required Books Refrigeration & Air Conditioning Technology 7 th Edition By Whitman, Johnson and Tomczyk ISBN10: 1-111-64447-0	\$123.95
Preparation for the EPA Technician Certification	\$15.00
Required General Tools Plastic Tool Box with Lock, 25 Ft. Tape Measure, 16 oz Hammer, Utility (Box) Knife, 15" Utility Bar, Phillips & Standard Screw Driver Set, 6 in 1 Screw Driver, 12" Adjustable Wrench, 12" Channel Locks, 10" Slip Joint Pliers, 10" Vise Grips, Torpedo Level, 8@ Needle Nose Pliers, 8@ Lineman Pliers, Wire Strippers, Wire Rippers & Gauge, GFI Receptacle Tester, 6" Drywall Taping Knife, and Hand Sander or Sanding block.	\$188.43
Required Specialty Tools VOM Meter - fused protected, [2] Pock Thermometers Range -10°F to 205°F, Manifold, Pressure Gauge Set, Refrigeration Service Wrench - ¼, Telescopic Inspection Mirror, and Furnace Brush.	\$190.12
Required Safety Equipment Cloth Gloves, Eye Protection and Dust Masks	\$8.52
Uniforms – Recommended	\$160.00
Total Cost	\$3,386.02



MEMORANDUM OF AGREEMENT

The Enterprise City Program and The Industrial City™ Program, and The Indianapolis Housing Agency Referral to the HIM By HIM Foundation

This Memorandum of Agreement (“MOA”) is entered into by and between HIM By HER Foundation, Inc., a not-for-profit corporation organized under the laws of the State of Indiana (“HBHF”) and the Indianapolis Housing Agency (“IHA”). HBHF and the IHA collectively, hereafter are the “Parties.”

WHEREAS, crime in America continues to be a pressing social problem that has serious negative effects on communities, families, the economy and individuals;

WHEREAS, according to the U.S. Department of Justice, research demonstrates that specific mentoring models and programmatic elements can improve young lives and, eventually, adult productivity, and that youth and young adults who participate in evidence-based mentoring relationships demonstrate better school attendance, a greater likelihood of pursuing higher education, and that with the appropriate delivery of services youth and young adults can overcome the risk factors that jeopardize their future of being successful, productive citizens;

WHEREAS, the “Enterprise City” is a program and curriculum of applied, real-world learning, which gives individuals a unique glimpse of the adult world and why, staying in school and giving their best, is so important and within which individuals: (1) apply and integrate financial literacy, civics, teamwork, critical thinking, math, language arts, social studies, and technology skills, (2) take on roles as employees, employers, government officials, judicial system participants, consumers and citizens while running businesses, organizations and government offices, and (3) create resumes, job applications, have real job interviews, and are hired by a business where they work together as a team;

WHEREAS, the “Industrial City™” is a program and curriculum focused on developing in-demand vocational job skills, including potential training in carpentry, cement

masonry, painting, HVAC, electrical, plumbing, landscaping, and many other skilled trades, and other overall employment related skills including customer service, fairness, hard work, conflict resolution and courtesy;

WHEREAS, HBHF holds a license agreement which allows it to provide the “Enterprise City Program” and has created its own vocational training embodied in its “Industrial City™ Program” (hereafter, collectively “the Programs”);

WHEREAS, HBHF intends to expand the reach of the Programs primarily via its “Mobile Development Center™” which carries collapsible program infrastructure to targeted program sites;

WHEREAS, HBHF has raised significant and sufficient private funds aimed at beginning the Enterprise City Program in 2016, and also greatly expanding the Industrial City™ Program in 2016;

WHEREAS, public funds and grants may be available for private efforts similar to the Programs that mentor, support and build skills to help young people find a good job or pursue higher education;

WHEREAS, IHA is committed to encouraging individual and family economic self-sufficiency and the provision of quality housing within a safe environment;

WHEREAS, IHA and HBHF have agreed to target public housing (PH) and Section 8 (S8) youth grades K-12 to offer life skills sessions, workforce development training, health and wellness recreation activities;

WHEREAS, IHA and HBHF have agreed to partner and incorporate the Indianapolis Housing Agency Truancy Prevention Program in partnership with the Indianapolis Public School (IPS) system to track PH and S8 participants; and

WHEREAS, IHA acknowledges that the Programs will benefit youth and young adults and desires to favorably support the Programs by referrals of youth and young adults.

NOW, THEREFORE, the Parties, in consideration of the recitals set forth above and the terms, covenants, and conditions set forth below, agree as follows:

Subject of MOA: HBHF, in cooperation with the IHA, will provide for the establishment and operation of the Enterprise City Program and the Industrial City™ Program, as generally described in **Exhibit A** attached hereto and incorporated herein by reference either through the direct provision of services or through a contractual agreement with approved subcontracted providers. The programming and operation of the Programs will be managed by HBHF. Any individual or entity providing services under contract by HBHF will be subject to contractual rules and regulations established by HBHF (including, without limit, criminal background checks) that are no less stringent than that which are established and provided to HBHF in writing by the IHA.

Participants: HBHF will offer services of the Programs primarily for the benefit of juveniles and adults.

Location: The Programs will be carried out at such sites and locations through HBHF's collaborations and facility or facilities operated and maintained by HBHF or such other suitable facilities as reasonably determined by HBHF. The mobile Enterprise City can arrive at a location and unfolds inside a gymnasium, large recreational room or even a small class room. IHA agrees to provide space in IHA community centers to facilitate programming.

Enrollment: The Enterprise City Program will be required to begin enrollment proceedings within five (5) working days of receipt of a referral, and the Referred Individual, defined below, will be required to commence within the applicable Program within twenty (20) business days of the initiation of the enrollment proceedings subject to certain enrollment constraints and/or matters beyond the control of HBHF (e.g. fully subscribed program, etc.).

Referral: IHA agrees to give favorable consideration of referral of individuals (each a "Referred Individual") to the Programs as a part of its programming. To the extent reasonable, all referrals will be accompanied by an approved HBHF referral form and attachments which will include (to the extent available to the IHA): (i) personal information (e.g. address, family circumstances, etc.) and criminal history, (ii) educational information (e.g. school transcript, immunization record, special

education records, etc.) and (iii) any other information available to any of the IHA that would be material to the success of the individual in the Program (e.g. psychological profiles, personality assessments, family information, etc.). The initial and any subsequent referral form and attachments will be subject to the mutual agreement of the Parties.

Fees and Reimbursement: HBHF may charge a commercially reasonable fee to IHA for all Referred Individuals. The Parties agree to engage in further discussions with respect to costs and reimbursement procedures as opportunities arise for delivery of the Programs. The Parties shall agree to a fee and reimbursement schedule prior to and as a condition of referrals

Placement Term: For each Referred Individual who is referred to the Enterprise City Program, the minimum term of such placement shall be one (1) complete rotation consisting of five (5) consecutive days, with four (4) of the days having four (4) hours of training, and the fifth (5th) and final day having the Referred Individual carry out the planned activities in the Enterprise City. The placement terms for the Industrial City™ Programs shall allow for participants to achieve sufficient proficiency in the particular vocational subject for which the participant is enrolled, consistent with a minimum degree of job readiness, although HBHF is not a job referral service.

Liaison: HBHF and the IHA will each appoint a person to serve as a liaison between the Parties to coordinate referral, transition services and communications related to the intake, educational programming and compliance of all Referred Individuals.

Primary Instructional Language: The Program will be provided in English.

Program Progress Review: HBHF will provided a written review of the Referred Individual's progress to the IHA's representative (noted above in the Liaison section) ("IHA Representative"), the Referred Individual and/or the Referred Individual's parent/guardian at the end of the Enterprise City Program (either at successful completion or earlier withdrawal from the Program). The initial and any subsequent progress report form will be subject to the mutual agreement of the Parties.

Special Education: HBHF will accept the referrals of special needs Referred Individuals on a case by case basis and admission is at the sole discretion of HBHF.

Student Code of Conduct: HBHF will ensure the development and adoption of a “Student Code of Conduct” for Enterprise City Referred Individuals. Referred Individuals who fail to comply with the Student Code of Conduct will be counseled and the IHA Representative will be notified of such conduct and outcomes. Notwithstanding anything herein to the contrary, HBHF reserves the right to terminate, deny and/or restrict participation by Referred Individuals including, without limit, those Referred Individuals who violate the Student Code of Conduct.

Compulsory Attendance: Attendance is compulsory for Referred Individuals in the Program. HBHF reserves the right to deny a Referred Individual from participation in the Programs. Notwithstanding anything herein to the contrary, the services to be provided by HBHF nor any decisions of HBHF are not intended to result in an adverse impact to a Referred Individual and/or any individual that might be related to or associated with a Referred Individual, including, but not limited to an arrest, revocation of probation and/or other violation that might result in an adverse impact to a Referred Individual and/or any individual that might be related to or associated with a Referred Individual.

Insurance, Liability and Indemnification: HBHF shall maintain liability insurance in a form and manner that is reasonable for the services to be provided. Each party shall be responsible for any negligence it causes in carrying out this MOA, but shall indemnify the other party in the case where the other party incurs liability as a result of negligence on the part of the former.

Confidentiality: The Parties acknowledge that during the course of this MOA, each may obtain confidential information regarding the other as well as personal information about Referred Individuals which shall remain confidential as required by state and federal law. All parties agree to treat all such information as confidential and take reasonable precautions to ensure no unauthorized disclosure occurs to any third parties during and after the term of this MOA. The terms of this clause shall be overridden when required by statute, regulation, court order, or other lawful freedom of information requests. IHA agrees to make available to the HBHF materials or other programs that may supplement and/or enhance the mission and purpose of the HBHF, provided, however, nothing herein shall be interpreted to permit IHA to directly or indirectly control the HBHF, its programming and how it carries out its mission, programming and/or other HBHF matters. As to the relationship between IHA and the

HBHF, IHA may not publicly promote or in any manner publicize (e.g. verbal and/or written statements, press releases, etc.), advertise or otherwise use the name of the HBHF or any board member, contractor or employee of the HBHF, nor any trade name, trademark, trade device or simulation thereof owned by HBHF, or represent, directly or indirectly, that any IHA policy, procedure, act and/or omission has been approved, recommended, certified, or endorsed by the HBHF or any board member, contractor or employee of the HBHF without the prior written approval of the HBHF as to the manner, form and substance of such publicity. Without additional agreement, nothing herein shall be construed as a joint venture or other affiliation of the parties and/or any endorsement of any of the Parties' policies, procedures and/or acts or omissions.

Fundraising: HBHF will be engaged in seeking public and private funds and/or grants related to the Programs (collectively, "Funds and Grants"). IHA agrees not to duplicate such fundraising efforts related to the Funds and Grants. IHA will, in good faith, cooperate with HBHF's pursuit of the Funds and Grants and IHA hereby acknowledges that some of the Funds and Grants that will be pursued are contingent upon and/or calculated specifically to participation in the Programs (i.e. grant funds provided per Referred Individual) and as a consequence, the number of Referred Individuals will impact the success of securing the Funds and Grants.

Exclusivity: During the term of this Agreement, HBHF shall be the exclusive provider of the services which are the subject of this agreement and similar services to the IHA.

Term and Termination: This MOA is intended to commence upon the signature of all the Parties, and the Parties agree to a term of five (5) years with an option to renew upon the written agreement of the Parties for additional subsequent terms. The parties may terminate the agreement upon 30 days written notice to the other party, or sooner if required by exigent circumstances. In the event of termination, the IHA shall continue to honor the "Exclusivity" section, unless termination was for cause.

Notices: Any notices required to be given under this MOA shall be mailed, properly addressed to the party to be notified, at the address set forth below:

HBHF:
PO Box 52
McCordsville, Indiana 46055

IHA:

Director of Resident Relations Department
1919 N. Meridian Street Indianapolis,
IN 46202

Non-Discrimination: The Parties to the MOA and their consultants, contractors, and subcontractors shall not discriminate against any employee or applicant for employment, to be employed in performance of the MOA, with respect to her or his hire, tenure, terms, conditions or privileges of employment, or any matter directly or indirectly related to employment, because of her or his race, sex, sexual orientation, gender identity, religion, color, national origin, ancestry, age, disability, or United States military service veteran status. Breach of this section shall be regarded as a material breach of this MOA.

Necessary and Proper: The Parties shall endeavor in good faith to take such actions that are necessary and proper, including entering into subsequent contracts, to carry out the spirit and goals of this MOA.

Governing Law: This Memorandum of Agreement shall be governed by and construed in accordance with the laws of Indiana.

IN WITNESS WHEREOF, the parties hereto indicate their mutual manifestation of assent to this MOA by their execution below:

HIM BY HER FOUNDATION, INC.

By (signature):  _____

Printed/typed name: _____ Gregory P. Gadson _____

Title: _____ Date: _____

INDIANAPOLIS HOUSING AGENCY

By (signature): _____

Printed/typed name: _____

Title: _____ Date: _____

MEMORANDUM OF UNDERSTANDING BETWEEN HIM
BY HER FOUNDATION, INC.
AND
MARION COUNTY PROSECUTOR'S OFFICE
FOR A COLLABORATIVE RELATIONSHIP REGARDING
THE ENTERPRISE CITY AND PROJECT LIFE/EKG PROGRAMS

I. BACKGROUND AND PREAMBLE

Whereas HIM By HER Foundation, Inc. (“**HBHF**”) HIM By HER Foundation, Inc. (HBHF), is a non-profit, Section 501(c)(3) corporation which endeavors to assist the growing at-risk youth population in making better life-choices and developing better life skills through its Enterprise City afterschool program to teach the participants life skills and consequences, such as job readiness, financial literacy, civic responsibility, entrepreneurship, and others, and that program is to be carried both at its headquarters currently located at 5640 East 38th Street, Indianapolis, Indiana 46218, and more importantly, capable of being conveniently transported to different locations via its mobile development center (MDC) (a combination of a special semi-trailer truck filled with the collapsible physical contents and equipment needed to implement Enterprise City);

And whereas The Marion County Prosecutor’s Office (“MCPO”) is engaged in collaborative efforts to carry out Project LIFE (“**Lasting Intense Firearms Education**”) aimed at rehabilitation and prospective deterrence of juvenile dangerous-weapons crime offenders, and the Project LIFE includes an EKG (“**Educating Kids About Gun-Violence**”) Program component that teaches participants about the legal, medical and emotional implications of youth gun possession and related gun violence;

And whereas youth participating in Project LIFE and the EKG Program may benefit from participation in the Enterprise City Program and whereas youth participating in the Enterprise City might also benefit from or be required to participate in Project LIFE and the

EKG Program;

The parties now hereby agree to collaborate and cooperate in the manner below.

II. AGREEMENT DETAILS

1. HBHF'S Promises and Obligations

HBHF shall cooperate with MCPO to receive into its Enterprise City Program for participation, appropriate and qualified juveniles referred to HBHF from Project LIFE and/or the EKG Program. HBHF shall provide information to MCPO about the participation and progress of referred juveniles in the Enterprise City. The participation of referred juveniles in the Enterprise City shall require funding of the cost of participation either from the family of the referred juvenile or directly or indirectly from MCPO.

2. MCPO'S Promises and Obligations

MCPO shall review juveniles participating in Project LIFE and EKG Programs for their suitability of participation in the Enterprise City Program, and shall consider referring suitable candidates. MCPO shall also make suitable literature describing HBHF's programs available to Project LIFE participants, including literature related to the Enterprise City Program and the Industrial City Program (related to vocational training).

3. Mutual Promises and Obligations

The parties shall collaborate to study the feasibility of introducing an EKG component to the Enterprise City experience for participants in general, or for juveniles required by MCPO to participate in the EKG Program to be implemented during the Enterprise City Program. The parties shall also consider exploring grant and other funding opportunities for juveniles in Project LIFE and the EKG Program that are unable to pay the cost of participating in the Enterprise City Program.

4. Liability and Indemnity

HBHF shall hold MCPO harmless should any liability to third parties arise attributable to HBHF's own negligence in carrying out this Agreement or HBHF's own services. MCPO shall hold HBHF harmless and indemnify HBHF for any liability caused by MCPO in MCPO carrying out this Agreement or MCPO's own activities.

5. Agreement Length and Termination

This Agreement shall last for two (2) years from the date both parties execute it, but may be terminated sooner by 60 (sixty) days written notice by either party for any reason.

6. Official Notices

Official notices under this Agreement shall be provided to the following, or as later indicated by the parties:

For HIM By HER Foundation, Inc.:

Attention: Harry C. Dunn, III, President or Successor HIM
By HER Foundation, Inc.

P.O. Box 52

McCordsville, IN 46055-0052

For the Marion County Prosecutor's Office:

Attention: _____

Marion County Prosecutor's Office

251 East Ohio Street, Suite 160

Indianapolis, IN 46204

III. SIGNATURE/EXECUTION

The parties acknowledge their consent to this Memorandum of Understanding as of the date both parties execute it below:



HIM By HER Foundation, Inc.:

Marion County Prosecutor's Office:

ATTACHMENT # 10-GOVERNANCE DOCUMENTS

NFP Status—IRS Determination Letter

Bylaws/Incorporation Status

Conflict of Interest Statement (In Bylaws)

Ethics Statement

Legal Status and Governing Documents

501(c)(3) Determination Letter (Letter 947) from the Internal Revenue Service ("IRS")

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **AUG 29 2014**

HIM BY HER FOUNDATION INC
8304 CORAL BAY CT
INDIANAPOLIS, IN 46236

Employer Identification Number:
47-1388573
DLN:
17053216308004
Contact Person:
CUSTOMER SERVICE ID# 31954
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
July 21, 2014
Contribution Deductibility:
Yes
Addendum Applies:
No

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

Letter 947

Articles of Incorporation and Board Bylaws

Conflict of Interest Policy—Article 8, Section 3: (Highlighted in yellow, below)

AMENDED BYLAWS OF HIM BY HER FOUNDATION, INC.

(Effective 12-05-2014)

ARTICLE I: NAME Organized under the Indiana Nonprofit Corporation Act of 1991, the name of this corporation is **HIM BY HER FOUNDATION, INC.**

ARTICLE II: PURPOSES This corporation is has been formed to provide education, vocational training and ameliorative services for juveniles and adults in a non-profit setting, and its activities will be consistent with, and compliant with those permitted for organizations with taxexempt status under Section 501(c)(3) of the Internal Revenue Code. Upon formation, this corporation shall immediately seek tax exempt status pursuant to Section 501(c)(3) of the Internal Revenue Code. In addition, this corporation is formed for the purposes of performing all things incidental to, or appropriate in, the achievement of the foregoing specific and primary purposes. The corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of its primary charitable purposes. However, the corporation may, with the proper approval of the Board of Directors, modify the corporation's purposes. This corporation shall hold and may exercise all such powers as may be conferred upon a nonprofit corporation by the laws of the State of Indiana and as may be necessary or expedient for the administration of the affairs and attainment of the purposes of the corporation. In no event shall the corporation engage in activities which are not permitted to be carried on by a corporation exempt under Section 501(c)(3) of the Internal Revenue Code.

ARTICLE III: PRINCIPAL OFFICE The initial principal office of the corporation shall be located in Marion County, Indiana. The Board of Directors may at any time, or from time to time, change the location of the principal office from one location to another within or without Marion County, and within or without the State of Indiana to best carry out the purposes of the corporation. The Board of Directors may at any time establish branch offices at any place where the corporation is qualified to do business.

ARTICLE IV: MEMBERSHIP The corporation shall not have any members within the meaning of IC 23- 17-2-16. The corporation may from time to time use the term "members" to refer to persons associated with it, but such persons shall not be members within the meaning of the aforementioned Indiana Code section.

ARTICLE V: NONPARTISAN ACTIVITIES This corporation has been formed under the Indiana Nonprofit Corporation Act of 1991 (the "Law") for the charitable purposes described above, and it shall be nonprofit and nonpartisan. The corporation shall not participate or intervene in any political campaign on behalf of or in opposition to a particular candidate for public office.

ARTICLE VI: DEDICATION OF ASSETS The properties and assets of this nonprofit corporation are irrevocably dedicated to charitable purposes. No part of the net earnings, properties, or assets of this corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or any member, director or officer of this corporation. On liquidation or dissolution, all remaining properties and assets of the corporation shall be distributed and paid over to an organization dedicated to charitable purposes consistent with its tax-exempt status under the

Internal Revenue Code, particularly under Section 501(c)(3), and Indiana Code Section 23-17-22-5. In case of any conflict between the aforementioned federal and state statutes, federal law shall be controlling where there is pre-emption, and federal law shall be the primary source of the direction and requirements of dissolution activities.

ARTICLE VII: BOARD OF DIRECTORS

Section 1. Powers. Subject to the provisions and limitations of the Law and any other applicable laws, the business and affairs of the corporation shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors. The Board of Directors may delegate the management of the day-to-day operation of the business of the corporation to a management company, committee (however composed), or other person, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board of Directors.

Section 2. Number of Directors. The authorized number of directors of the corporation shall not be less than two (2) nor more than twelve (12), until changed by amendment of the Articles of Incorporation or these bylaws. The Board of Directors shall fix the exact number of directors from time to time, within these limits. Until changed by the Board, the initial number of Directors shall be nine (9).

Section 3. Election, Designation, and Term of Office of Directors. The initial Board of Directors shall be chosen by the incorporator to serve until their successors have been elected and seated at the first annual meeting of the directors. Except for the initial directors, the Board of Directors shall elect the directors. At the first annual meeting, the directors shall be divided into two (2) approximately equal groups and designated to serve one (1) or two (2) year terms by a random method determined by the Board of Directors. Thereafter, the term of office of each director shall be two (2) years. If any annual meeting is not held or the directors are not appointed at the annual meeting, the directors may be appointed at any meeting of the Board. Each director, including a director elected to fill a vacancy, shall hold office until expiration of the term for which elected and until a successor has been elected and qualified. Directors may serve any number of consecutive terms.

Section 4. Vacancies. A vacancy on the Board shall exist on the occurrence of the following:

(a) the death, resignation, or removal of any director;

(b) the declaration by resolution of the Board of a vacancy in the office of a director who has been declared of unsound mind by a final order of court, convicted of a felony, or found by final order or judgment of any court to have breached a duty under the Indiana Nonprofit Corporation Act of 1991 dealing with standards of conduct for a director, or has missed three (3) consecutive meetings of the Board of Directors or a total of four (4) meetings of the Board during any one calendar year;

(c) an increase in the authorized number of directors; or

(d) the failure of the directors, at any annual or other meeting of directors at which any director or directors are to be elected, to elect the full authorized number of directors. The Board of Directors, by affirmative vote of a majority of the directors then in office, may remove any director without cause at any regular or special meeting; provided that the director to be removed has been notified in writing in the manner set forth in Article VII, Section 5, that such action would be considered at the meeting. Except as provided in this paragraph, any director may resign effective upon giving written notice to the chairperson of the Board, the president, the secretary, or the Board of Directors, unless the notice specifies a later time for the effectiveness of the resignation. If the resignation is effective at a future time, a successor may be designated to take office when the resignation becomes effective. Unless the Indiana Attorney General is first notified, no director may resign when the corporation would then be left without a duly elected director in charge of its affairs. Vacancies on the Board may be filled by vote of a majority of the directors then in office, whether or not the number of directors then in office is less than a quorum, or by vote of a sole remaining director. No reduction of the authorized number of directors shall have the effect of removing any director before that director's term of office expires.

Section 5. Meetings. The Board of Directors shall hold an annual meeting no later than August of each year for the purpose of electing directors and officers of the corporation and for the transaction of other business. Notice of the annual meeting shall be given in the manner set forth below, regular meetings shall be held at such times as are fixed by the Board of Directors. Such regular meetings may be held without notice. Meetings may be held at any place designated by resolution of the Board, or, if not designated, at the principal office of the corporation. Special meetings shall be held at any place designated in the notice of the meeting or, if not stated in the notice or if there is no notice, at the principal office of the corporation. Notwithstanding the above, any meeting may be held at any place consented to in writing by all the directors, either before or after the meeting. Consents shall be filed with the minutes of the meeting. Any meeting may be held by conference telephone or other communications equipment permitted by the Law, as long as all directors participating in the meeting can communicate with one another and all other requirements of the Law are satisfied. All such directors shall be deemed to be present in person at such meeting. Meetings of the Board for any purpose may be called at any time by the chairperson of the Board, the president, the secretary, or any two (2) directors. Notice of the date, time, and place of meetings shall be delivered personally to each director or communicated to each director by telephone (including a voice messaging system which records and communicates messages), facsimile, or electronic mail at least forty-eight (48) hours prior to the meeting, or communicated by telegraph, express mail service, first-class mail, or by other means of written communication, charges prepaid, addressed to the director at the director's address as it is shown upon the records of the corporation, deposited in the mails or given to the telegraph company or express mail company or other carrier at least four (4) days before the date of the meeting. The notice need not specify the purpose of the meeting. Notice of a meeting need not be given to any director who signs a waiver of notice or a consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or who attends the meeting without

protesting, prior to the meeting or at its commencement, the lack of notice to such director. The waiver of notice or consent need not specify the purpose of the meeting. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

Section 6. Action at a Meeting. Presence of a majority of the directors then in office or twenty percent (20%) of the authorized number of directors, whichever is greater, at a meeting of the Board of Directors constitutes a quorum for the transaction of business, except as otherwise provided in these Bylaws. Every act done or decision made by a majority of the directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors, unless a greater number, or the same number after disqualifying one or more directors from voting, is required by the Articles of Incorporation, these bylaws, or the Law. Directors may not vote by proxy. A meeting at which a quorum is initially present, including an adjourned meeting, may continue to transact business notwithstanding the withdrawal of directors, if any action taken is approved by at least a disinterested majority of the required quorum for such meeting, or such greater number as required by the Articles of Incorporation, these bylaws or the Law.

Section 7. Adjourned Meeting and Notice. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. If the meeting is adjourned for more than twentyfour (24) hours, notice of any adjournment to another time or place shall be given prior to the time of the adjourned meeting to the directors who were not present at the time of the adjournment. Such notice may be waived in the manner provided for in Article VII, Section 5.

Section 8. Action Without a Meeting. The Board of Directors may take any required or permitted action without a meeting, if all members of the Board shall individually or collectively consent in writing to such action. Such written consent or consents shall be filed with the minutes of the proceedings of the Board. Such action by written consent shall have the same force and effect as the unanimous vote of such directors. Section 9. Fees and Compensation. Directors and members of committees may not receive any compensation for their services as such, but may receive reasonable reimbursement of expenses incurred in the performance of their duties, including advances as provided in Article VIII, Section 2, as may be fixed or determined by resolution of the Board of Directors. Directors may not be compensated for rendering services to this corporation in any capacity other than director, unless such compensation is reasonable and approved as provided in Article VIII, Section 4.

ARTICLE VIII: STANDARD OF CARE

Section 1. General. A director shall perform the duties of a director, including duties as a member of any committee of the Board on which the director may serve, in good faith, in a manner such director believes to be in the best interest of this corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like situation would use under similar circumstances. In performing the duties of a director, a director shall be entitled to rely on

information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

(a) One or more officers or employees of the corporation whom the director believes to be reliable and competent in the matters presented;

(b) Counsel, independent accountants or other persons as to matters which the director believes to be within such person's professional or expert competence; or

(c) A committee of the Board upon which the director does not serve, as to matters within its designated authority, which committee the director believes to merit confidence, so long as in any such case, the director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted. Except as provided in Article VIII, Section 3B, a person who performs the duties of a director in accordance with the above shall have no liability based upon any failure or alleged failure to discharge that person's obligations as a director, including, without limiting the generality of the foregoing, any actions or omissions which exceed or defeat a public or charitable purpose to which the corporation, or assets held by it, are dedicated.

Section 2. Loans. This corporation shall not make any loan of money or property to, or guarantee the obligation of, any director or officer, unless approved by the Indiana Attorney General; provided, however, that this corporation may advance money to a director or officer of this corporation or any subsidiary for expenses reasonably anticipated to be incurred in performance of the duties of such officer or director so long as such individual would be entitled to be reimbursed for such expenses absent that advance

Section 3. Conflict of Interest. The purpose of the conflict of interest policy is to protect the corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of one of its officers or directors, or that might otherwise result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable Indiana and federal laws governing conflict of interest applicable to nonprofit and charitable corporations and is not intended as an exclusive statement of responsibilities.

A) Definitions: Unless otherwise defined, the terms used in this section have the following meanings: 1. "Interested Persons" - Any director, principal officer, or member of a committee with governing Board delegated powers, which has a direct or indirect financial interest, as defined below, is an interested person. 2. "Financial Interest" - A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

(a) An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement;

(b) A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement; or

(c) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing Board or committee decides that a conflict of interest exists.

B) Procedures

1. *Duty To Disclose* In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors, who are considering the proposed transaction or arrangement.

2. *Determining Whether A Conflict Of Interest Exists* After disclosure of the financial interest and all material facts, and after any discussion with the interested person, the interested person shall leave the Board meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board members shall decide if a conflict of interest exists.

3. *Procedure For Addressing The Conflict Of Interest* In the event that the Board determines that a proposed transaction or arrangement presents a conflict of interest, the Board shall take the following actions:

(a) An interested person may make a presentation at the Board meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

(b) The Chairperson of the Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

(c) After exercising due diligence, the Board shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

(d) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. It shall make its decision as to whether to enter into the transaction or arrangement in conformity with this determination.

4. *Violations Of The Conflict Of Interest Policy* If the Board has reasonable cause to believe an interested person has failed to disclose actual or possible conflicts of interest, it shall inform the interested person of the basis for such belief and afford the interested person an opportunity to explain the alleged failure to disclose. If, after hearing the interested person's response and after making further investigation as warranted by the circumstances,

the Board determines the interested person has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

5. Records And Procedures: The minutes of the Board and shall contain:

(a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a conflict of interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

6. Annual Statements Each director, principal officer and member of a committee with Boarddelegated powers shall annually sign a statement which affirms such person:

(a) Has received a copy of the conflict of interest policy;

(b) Has read and understands the policy;

(c) Has agreed to comply with the policy; and

(d) Understands the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities, which accomplish one or more of its tax-exempt purposes.

Section 4. Compensation.

A) Definitions: Unless otherwise defined, the terms below have the following meanings:

1. **"Highest Compensated Employee"** - Any employee of the Corporation, whose total compensation would require the employee to be listed in Part I of Schedule A of IRS Form 990, or in response to an equivalent question on any successor exempt organization annual return.

2. **"Highest Compensated Independent Contractor"** - Any independent contractor engaged by the Corporation, whose total compensation would require the contractor to be listed in Part II of Schedule A of IRS Form 990, or in response to an equivalent question on any successor exempt organization annual return.

B) No director, officer, Highest Compensated Employee or Highest Compensated Independent Contractor may receive compensation, directly or indirectly, from the Corporation unless such compensation is first determined by the disinterested directors, or an authorized committee or authorized director thereof, to be just and reasonable to the corporation. The names of the persons who were present for discussions and votes relating to the compensation arrangement, the content of the discussion, including any the information used to determine the

reasonableness of the compensation, and a record of any votes taken in connection with the proceedings shall be maintained in the minutes of the Corporation. The determination of reasonableness shall be based upon information about compensation paid by similarly situated organizations for similar services, current compensation surveys compiled by independent firms or actual written offers from similarly situated organizations. Similarly situated organizations may include both taxable and tax exempt organizations. No director, principal officer, Highest Compensated Employee or Highest Compensated Independent Contractor, shall participate in the discussion and approval of his or her compensation, except that such persons may provide information to the disinterested directors as described in the conflict of interest policy above.

Section 5. Compensation Review. The Board shall review the fairness of compensation, including benefits, paid to the Chairperson of the Board and the Treasurer upon the occurrence of the following events:

- (a) The officer is hired;
- (b) The officer's term of employment is extended or renewed; or
- (c) The officer's compensation is modified, unless such modification occurs pursuant to a general modification of compensation that extends to all employees.

Section 6. Periodic Reviews. Periodic reviews shall be conducted to ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax exempt status. The periodic reviews shall, at a minimum, include the following subjects:

- (a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining; and
- (b) Whether partnerships, joint ventures, and arrangements with management corporations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction. When conducting the periodic reviews as provided for above, the Corporation may, but need not, use outside advisors. If outside experts are used their use shall not relieve the Board of its responsibility for ensuring that periodic reviews are conducted.

Section 7. Mutual Directors. No contract or transaction between the corporation and any nonprofit public benefit corporation, of which one or more of its directors are directors of this corporation, is void or voidable because such director(s) are present at a meeting of the Board which authorizes, approves, or ratifies the contract or transaction if the material facts as to the transaction and as to such director's other directorship are fully disclosed or known to the Board and the Board authorizes, approves, or ratifies the contract or transaction in good faith by a vote sufficient without counting the vote of the common director(s), or if the contract or transaction is just and reasonable as to the corporation at the time it is authorized, approved or ratified.

Section 8. Restriction on Interested Directors. Not more than forty-nine percent (49%) of the persons serving on the Board of Directors at any time may be interested persons. An interested person is

(1) any person currently being compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and

(2) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person. However, any violation of the provisions of this section shall not affect the validity or enforceability of any transaction entered into by the corporation.

Section 9. Indemnification. To the fullest extent permitted by law, this corporation shall indemnify its “agents”, as described in the Law, including its directors, officers, employees, and volunteers, and including persons formerly occupying any such position, and their heirs, executors, and administrators, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding, “ as that term is used in the Law, and including an action by or in the right of the corporation, by reason of the fact that the person is or was a person described in that Section. “Expenses” shall have the same meaning as in said Section. Such right of indemnification shall not deemed exclusive of any other rights to which such persons may be entitled apart from this

ARTICLE VIII: INDEMNIFICATION

Section 9. To the fullest extent permitted by law and except as otherwise determined by the Board in a specific instance, expenses incurred by a person seeking indemnification in defending any “proceeding” shall be advanced by the corporation before final disposition of the proceeding upon receipt by the corporation of an undertaking by or on behalf of that person to repay such amount unless it is ultimately determined that the person is entitled to be indemnified by the corporation for those expenses. The corporation shall have power to purchase and maintain insurance to the fullest extent permitted by law on behalf of any agent of the corporation, against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, or to give other indemnification to the extent permitted by law.

ARTICLE IX: COMMITTEES

Section 1. Committees of Directors. The Board of Directors may, by resolution adopted by a majority of the directors then in office, provided that a quorum is present, designate one or more committees to exercise all or a portion of the authority of the Board, to the extent of the powers specifically delegated in the resolution of the Board or in these bylaws. Each such committee shall consist of two (2) or more directors, and may also include persons who are not on the Board, to serve at the pleasure of the Board. The Board may designate one or more alternate members of any committee, who may replace any absent member at any meeting of the

committee. The appointment of members or alternate members of a committee requires the vote of a majority of the directors then in office, provided that a quorum is present. The Board of Directors may also designate one or more advisory committees that do not have the authority of the Board. However, no committee, regardless of Board resolution, may:

(a) Approve any action that, under the Law, would also require the affirmative vote of the members if this were a membership corporation.

(b) Fill vacancies on, or remove the members of, the Board of Directors or in any committee that has the authority of the Board.

(c) Fix compensation of the directors for serving on the Board or on any committee.

(d) Amend or repeal the Articles of Incorporation or bylaws or adopt new bylaws.

(e) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or repealable.

(f) Appoint any other committees of the Board of Directors or their members.

(g) Approve a plan of merger; consolidation; voluntary dissolution; bankruptcy or reorganization; or for the sale, lease, or exchange of all or substantially all of the property and assets of the corporation otherwise than in the usual and regular course of its business; or revoke any such plan.

(h) Approve any self-dealing transaction, except as provided by the Law. No committee shall bind the corporation in a contract or agreement or expend corporate funds, unless authorized to do so by the Board of Directors.

Section 2. Meetings and Actions of Committees. Meetings and actions of all committees shall be governed by, and held and taken in accordance with, the provisions of Article VII of these bylaws, concerning meetings and actions of directors, with such changes in the context of those bylaws as are necessary to substitute the committee and its members for the Board of Directors and its members, except that the time for regular meetings of committees may be determined either by resolution of the Board of Directors or by resolution of the committee. Special meetings of committees may also be called by resolution of the Board of Directors. Notice of special meetings of committees shall also be given to any and all alternate members, who shall have the right to attend all meetings of the committee. Minutes shall be kept of each meeting of any committee and shall be filed with the corporate records. The Board of Directors may adopt rules not inconsistent with the provisions of these bylaws for the government of any committee.

Section 3. Executive Committee. Pursuant to Article IX, Section 1, the Board may appoint an Executive Committee composed of three (3) or more directors, one of whom shall be the chairperson of the Board [OR consisting of the chairperson of the Board, the vice chairperson, the secretary, and the treasurer], to serve as the Executive Committee of the Board. The Executive Committee, unless limited in a resolution of the Board, shall have and may exercise all the

authority of the Board in the management of the business and affairs of the corporation between meetings of the Board; provided, however, that the Executive Committee shall have the authority of the Board in reference to those matters enumerated in Article IX, Section 1. The secretary of the corporation shall send to each director a summary report of the business conducted at any meeting of the Executive Committee. Section 4. Audit Committee. The Board shall appoint an Audit Committee. Notwithstanding Article IX, Section 1, which shall otherwise govern the committee's operations, the committee may be comprised of one or more persons and may include persons other than directors of the corporation. The membership of the Audit Committee shall not include the following persons;

- (a) The chairperson of the Board;
- (b) The treasurer of the corporation;
- (c) Any employee of the corporation; or
- (d) Any person with a material financial interest in any entity doing business with the corporation.

In the event that the Board appoints a Finance Committee, members of the Finance Committee must constitute less than one-half of the membership of the Audit Committee and the Chair of the Finance Committee shall not serve on the Audit Committee. The Audit Committee shall make recommendations to the Board of Directors regarding the hiring and termination of an auditor, who shall be an independent certified public accountant, and may be authorized by the Board to negotiate the auditor's salary. The Audit Committee shall confer with the auditor to satisfy its members that the corporation's financial affairs are in order, and shall review and determine whether to accept the audit. In the event that the auditor's firm provides non-audit services to the corporation, the Audit Committee shall ensure that the auditor's firm adheres to the standards for auditor independence set forth in the latest revision of the Government Auditing Standards published by the Comptroller General of the United States, or any standards promulgated by the Attorney General of Indiana.

ARTICLE X: OFFICERS

Section 1. Officers. The officers of the corporation shall consist of a chairperson, vice chairperson, president (Chief Executive Officer and Executive Director), secretary and treasurer (Chief Financial Officer), and such other officers as the Board may designate by resolution. The same person may hold any number of offices, except that neither the secretary nor the treasurer may serve concurrently as the chairperson of the Board or the president. In addition to the duties specified in this Article X, officers shall perform all other duties customarily incident to their office and such other duties as may be required by law, by the Articles of Incorporation, or by these bylaws, subject to control of the Board of Directors, and shall perform such additional duties as the Board of Directors shall from time to time assign. The officers shall be chosen by the Board at its annual meeting, and shall serve at the pleasure of the Board, subject to the rights, if any, of any officer under any contract of employment. Without prejudice to any rights of an officer under any

contract of employment, any officer may be removed with or without cause by the Board. Any officer may resign at any time by giving written notice to the Board of Directors, the chairperson of the Board, the president, or the secretary of the corporation, without prejudice, however, to the rights, if any, of the corporation under any contract to which such officer is a party. Any resignation shall take effect on the date of the receipt of such notice or at any later time specified in the resignation; and, unless otherwise specified in the resignation, the acceptance of the resignation shall not be necessary to make it effective. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for regular appointments to that office. The compensation, if any, of the officers shall be fixed or determined by resolution of the Board of Directors.

Section 2. Chairperson of the Board. The chairperson of the Board shall, when present, preside at all meetings of the Board of Directors and Executive Committee. The chairperson is authorized to execute in the name of the corporation all contracts and other documents authorized either generally or specifically by the Board to be executed by the corporation, except when by law the signature of the president is required.

Section 3. Vice Chairperson of the Board. The vice chairperson shall, in the absence of the chairperson, or in the event of his or her inability or refusal to act, perform all the duties of the chairperson, and when so acting shall have all the powers of, and be subject to all the restrictions on, the chairperson.

Section 4. President (Chief Executive Officer and Executive Director). Subject to the control, advice and consent of the Board of Directors, the president shall, in general, supervise and conduct the activities and operations of the corporation, shall keep the Board of Directors fully informed and shall freely consult with them concerning the activities of the corporation, and shall see that all orders and resolutions of the Board are carried into effect. Where appropriate, the Board of Directors shall place the president under a contract of employment. The president shall be empowered to act, speak for, or otherwise represent the corporation between meetings of the Board. The president shall be responsible for the hiring and firing of all personnel, and shall be responsible for keeping the Board informed at all times of staff performance and for implementing any personnel policies adopted by the Board. The president is authorized to contract, receive, deposit, disburse, and account for funds of the corporation; to execute in the name of the corporation all contracts and other documents authorized either generally or specifically by the Board to be executed by the corporation; and to negotiate all material business transactions of the corporation.

Section 5. Secretary. The secretary, or his or her designee, shall be custodian of all records and documents of the corporation which are to be kept at the principal office of the corporation, shall act as secretary of all the meetings of the Board of Directors, and shall keep the minutes of all such meetings in books proposed for that purpose. He or she shall attend to the giving and serving of all notices of the corporation, and shall see that the seal of the corporation is affixed to all documents, the execution of which on behalf of the corporation under its seal is duly authorized in accordance with the provisions of these bylaws.

Section 6. Treasurer. The treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements. The treasurer shall deposit or cause to be deposited all moneys and other valuables in the name and to the credit of the corporation with such depositories as may be designated by the Board of Directors. The treasurer shall disburse or cause to be disbursed the funds of the corporation as may be ordered by the Board of Directors, and shall render to the chairperson, president and directors, whenever they request it, an account of all of the treasurer's transactions as treasurer and of the financial condition of the corporation. If required by the Board of Directors, the treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board for faithful performance of the duties of the treasurer's office and for restoration to the corporation of all its books, papers, vouchers, money and other property of every kind in the treasurer's possession or under the treasurer's control on the treasurer's death, resignation, retirement, or removal from office. The corporation shall pay the cost of such bond.

ARTICLE XI: EXECUTION OF CORPORATE INSTRUMENTS

Section 1. Execution of Corporate Instruments. The Board of Directors may, in its discretion, determine the method and designate the signatory officer or officers or other person or persons, to execute any corporate instrument or document, or to sign the corporate name without limitation, except when otherwise provided by law, and such execution or signature shall be binding upon the corporation. Unless otherwise specifically determined by the Board of Directors or otherwise required by law, formal contracts of the corporation, promissory notes, deeds of trust, mortgages, and other evidences of indebtedness of the corporation, and other corporate instruments or documents, memberships in other corporations, and certificates of shares of stock owned by the corporation, shall be executed, signed, or endorsed by the chairperson of the Board, vice chairperson of the Board or the president and by the secretary or treasurer or any assistant secretary or assistant treasurer. All checks and drafts drawn on banks or other depositories on funds to the credit of the corporation, or in special accounts of the corporation, shall be signed by such person or persons as the Board of Directors shall authorize to do so.

Section 2. Loans and Contracts. No loans or advances shall be contracted on behalf of the corporation and no note or other evidence of indebtedness shall be issued in its name unless and except as the specific transaction is authorized by the Board of Directors. Without the express and specific authorization of the Board, no officer or other agent of the corporation may enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation.

ARTICLE XII: RECORDS AND REPORTS
Section 1. Maintenance and Inspection of Articles and Bylaws. The corporation shall keep at its principal office the original or a copy of its Articles of Incorporation and bylaws as amended to date, which shall be open to inspection by the directors at all reasonable times during office hours

Section 2. Maintenance and Inspection of Federal Tax Exemption Application and Annual Information Returns. The corporation shall keep at its principal office a copy of its federal tax

exemption application and its annual information returns for three years from their date of filing, which shall be open to public inspection and copying to the extent required by law.

Section 3. Maintenance and Inspection of Other Corporate Records. The corporation shall keep adequate and correct books and records of accounts, and written minutes of the proceedings of the Board and committees of the Board. All such records shall be kept at such place or places designated by the Board of Directors, or, in the absence of such designation, at the principal office of the corporation. The minutes shall be kept in written or typed form, and other books and records shall be kept either in written or typed form or in any other form capable of being converted into written, typed, or printed form. Upon leaving office, each officer, employee, or agent of the corporation shall turn over to his or her successor or the chairperson or president, in good order, such corporate monies, books, records, minutes, lists, documents, contracts or other property of the corporation as have been in the custody of such officer, employee, or agent during his or her term of office.

Every director shall have the absolute right at any reasonable time to inspect all books, records, and documents of every kind and the physical properties of the corporation and each of its subsidiary corporations. The inspection may be made in person or by an agent or attorney, and shall include the right to copy and make extracts of documents.

Section 4. Preparation of Annual Financial Statements. The corporation shall prepare annual financial statements using generally accepted accounting principles. Such statements shall be audited by an independent certified public accountant, in conformity with generally accepted accounting standards, under supervision of the Audit Committee established by these bylaws. The corporation shall make these financial statements available to the Indiana Attorney General and members of the public for inspection no later than nine (9) months after the close of the fiscal year to which the statements relate.

Section 5. Reports. The Board shall cause an annual report to be sent to all directors, within 120 days after the end of the corporation's fiscal year, containing the following information:

(a) The assets and liabilities, including the trust funds, of this corporation at the end of the fiscal year;

(b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;

(c) The revenues or receipts of this corporation, both unrestricted and restricted for particular purposes, for the fiscal year;

(d) The expenses or disbursements of this corporation for both general and restricted purposes during the fiscal year; and

(e) The information required by the Law concerning certain self dealing transactions involving more than \$50,000 or indemnifications involving more than \$10,000 which took place during the fiscal year. The report shall be accompanied by any pertinent report of independent

accountants, or, if there is no such report, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

ARTICLE XIII: FISCAL YEAR Him By Her Foundation, Inc. Amended By-Laws (12-05-2014) - 21 of 22 - Him By Her, Foundation Inc Amended By-Laws (12-05-2014).docx The fiscal year for this corporation shall begin on January 1st and shall end on December 31st.

ARTICLE XIV: AMENDMENTS AND REVISIONS These bylaws may be adopted, amended or repealed by the vote of a majority of the directors then in office. Such action is authorized only at a duly called and held meeting of the Board of Directors for which written notice of such meeting, setting forth the proposed bylaw revisions with explanations therefore, is given in accordance with these bylaws, unless such notice is waived in accordance with these bylaws. If any provision of these bylaws requires the vote of a larger proportion of the Board than is otherwise required by law, that provision may not be altered, amended, or repealed except by that greater vote.

ARTICLE XV: CORPORATE SEAL The Board of Directors may adopt, use, and alter a corporate seal. The seal shall be kept at the principal office of the corporation. Failure to affix the seal to any corporate instrument, however, shall not affect the validity of that instrument.

ARTICLE XVI: NON-DISCRIMINATION The corporation shall not, either in its operation or the delivery of services, discriminate on the basis of race with respect to those served by the corporation, and shall adhere to EEOC guidelines and best practices regarding non-discriminatory hiring and promotion practices. Him By Her Foundation, Inc.

ARTICLE XVI: CONSTRUCTION AND DEFINITIONS Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Indiana Nonprofit Corporation Act of 1991 as amended from time to time shall govern the construction of these bylaws. Without limiting the generality of the foregoing, the masculine gender includes the feminine and neuter, the singular number includes the plural and the plural number includes the singular, and the term "person" includes a corporation as well as a natural person. If any competent court of law shall deem any portion of these bylaws invalid or inoperative, then so far as is reasonable and possible (i) the remainder of these bylaws shall be considered valid and operative, and (ii) effect shall be given to the intent manifested by the portion deemed invalid or inoperative.

CERTIFICATE I, the undersigned, certify that the above bylaws, consisting of 22 pages, are the bylaws of this corporation as duly adopted by the then existing Board of Directors on December 5, 2014, and that they have not been amended or modified since that date. Executed on

December 5, 2014, at Indianapolis, Indiana. _
Secretary



Gregory P. Gadson,

Attested to by:



Gregory P. Gadson, Secretary
HIM By HER Foundation, Inc.

August 20, 2015



"Helping Improve Mankind By Healing Every Race"

P.O. Box 52 • McCordsville, IN 46055-0052

Phone: (317) 918-7799 • <http://www.himbyherfoundation.com>

Amended By-Laws (12-05-2014) - 22 of 22 - Him By Her, Foundation Inc Amended By-Laws (12-052014).docx

CODE OF CONDUCT AND ETHICS
(Part of Attachment #10)

This Code of Conduct and Ethics that follows is being issued to the board of directors and other covered individuals of the HIM BY HER FOUNDATION, INC ("Foundation") to confirm the Foundation's commitment to conduct business in an ethical manner and in full compliance with applicable law. It is the Foundation's expectation that all covered individuals will read and become familiar with the principles expressed in this statement.

Ethical Conduct

All covered individuals (Foundation directors, employees, officers, contractors, consultants or person that conducts business in the name of Foundation) have an obligation to perform their duties and responsibilities to the best of their abilities, while conducting themselves and managing the business within the framework of accountability, ethics, objectivity and integrity in both words and action.

- **Accountability**

The Foundation expects everyone to take responsibility for what they do and to provide solutions to challenges and honor his/her commitments and promises to the best of his/her abilities and to appropriately acknowledge contributions from other individuals and organizations who help facilitate the Foundation's goals.

- **Ethics**

Legal and regulatory compliance is not enough. We must also conduct ourselves in an ethical manner in all dealings on the Foundation's behalf.

- **Objectivity**

Covered individuals are expected to conduct his or herself without bias and base decisions on facts and equal opportunity.

- **Integrity**

We expect the highest standards of behavior and honest and transparent communication internally and externally.

- **Mission**

The Foundations expects all covered individuals to listen to our stakeholders and make all reasonable efforts to satisfy their needs and concerns within the scope of our mission, and to strive for HbHence and innovation and demonstrate professional respect and responsiveness to constituents, donors and others.

Compliance with Applicable Law

It is the Foundation's policy to comply with all laws and regulations.

Confidentiality

It is important that the confidentiality of sensitive Foundation information is maintained.

Avoiding Conflicts of Interest

Covered individuals are expected to avoid involvement in outside activities that could (or potentially could) conflict or might adversely affect the covered individual's judgment and objectivity or time spent on the Foundation's mission; or might reasonably be construed by others as such.

Fair Dealing with Suppliers, Contractors and Vendors

It is the Foundation's policy to award orders, contracts and commitments to suppliers or others strictly on the basis of merit (including cost efficiency) without favoritism. All dealings with customers and potential customers must be legal, fair and open.

Covered individuals must not accept any form of "kickback" payment, services, compensation or benefit, either in cash or otherwise, from any supplier or potential supplier to the Foundation. Similarly, covered individuals must not offer or give "kickbacks", under-the-table payments or other similar improper favors to customers or their employees or representatives. All dealings with customers and potential customers must be legal, fair and open.

Gifts and Hospitality

Gifts, commissions, payments, loans, promises of future benefits or other items of value should not be accepted except on the basis that they are occasional, of very small intrinsic value and are unlikely to be perceived as having influenced decision making.

Reporting Violations and Asking Questions

Information coming to the attention of any person about the existence of any situation which may involve a violation of this policy should be promptly reported in writing to the Board of Directors. If you have questions about this policy, you should consult with the Chair of and Counsel to the Board of Directors. The Foundation's "open door" policy gives you the freedom to approach any member of the Board of Directors with ethical questions or concerns without fear of retaliation.

The undersigned, by his/her affixed signature, accept and agree to abide by the Code of Conduct and Ethics.

By Gregory P. Gadson _____

Printed: Gregory P. Gadson, Esq _____

If on behalf of an entity and not an individual

Name of Entity: HIM By HER Foundation _____

ATTACHMENT # 11

STATEMENT OF ASSURANCES , EXHIBIT E TEMPLATE

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 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 *Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015 ("ESSA")*, 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 State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any

Dr Wand-Kress Duchnowski

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, fiscal management, or legal and operational 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.

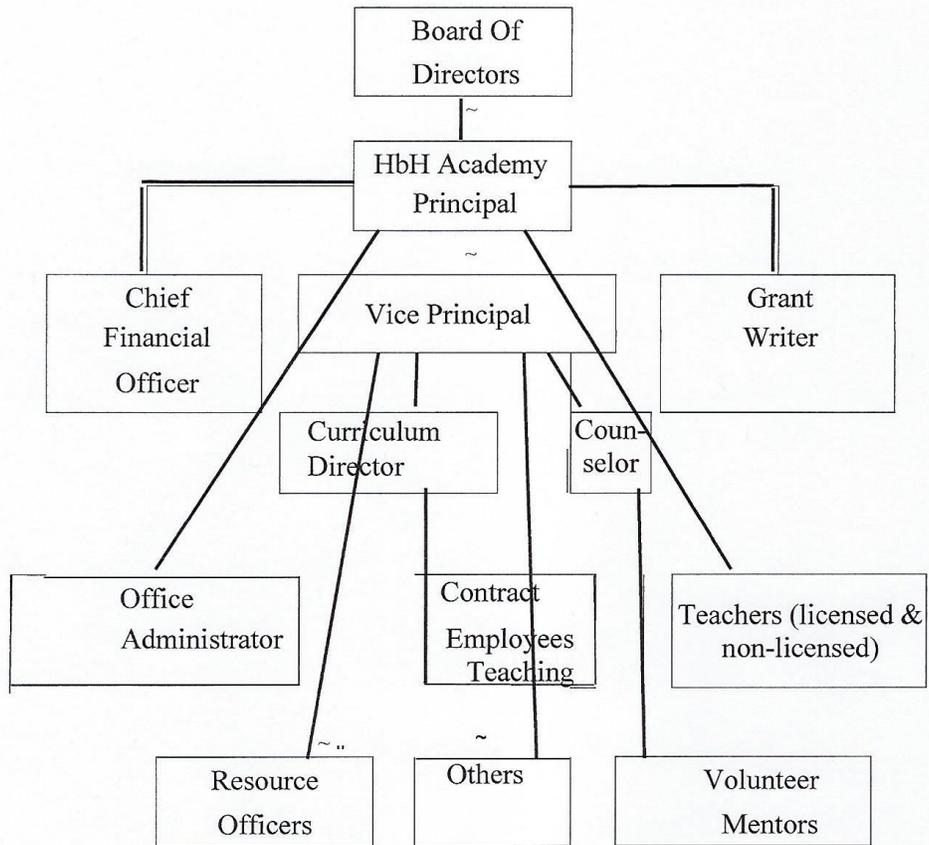
Dr Wand-Kress Duchnowski

ATTACHMENT # 12--ORGANIZATIONAL CHART

ORGANIZATIONAL CHART

for

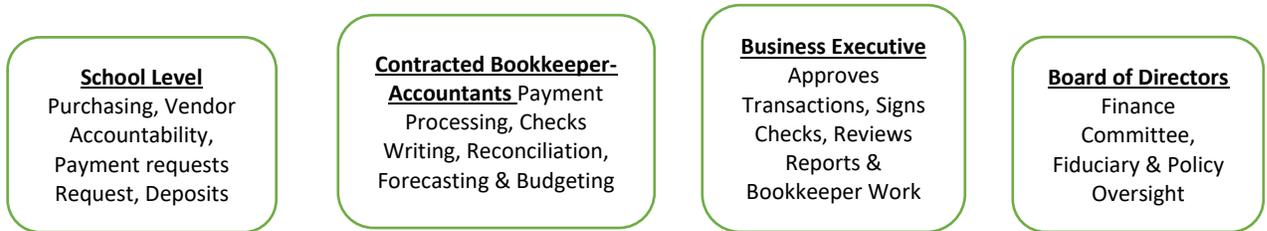
HIM BY HER FOUNDATION, INC.



BUDGET/FINANCES

ORGANIZATIONAL CHART

At the school level, an Officer Manager or Administrative Assistant will be in charge of day-to-day operations and forwarding information to the Business Executive for review and approval. This includes handling purchase orders, invoices, accounts payable vouchers, employee reimbursements, bank deposits, and petty cash. The CFO oversees the work of the Office administrator and/or Office administrator Assistant and reviews bank statements, fund balances, and cash projections prepared by the contracted bookkeepers. The CFO is in charge of approving payment of invoices, signing checks, approving payroll, and ultimately forwarding the appropriate information to the contracted bookkeepers for recording. The contracted bookkeepers enter data into QuickBooks. They record all deposits, process invoices, cut checks, and process payroll. They also prepare monthly bank reconciliations, monthly financial statements, cash flow projections, and budgets. The various reports are then reviewed by the CFO before going to the Board of Directors. For additional needs that arise, the outside accounting firm helps with forecasting, budgeting, and other consulting engagements to deliver a concise picture of the finances and future outlook based on the school's assumptions. The Board of Directors is in charge of approving final budgets prior to the operating year and approving all expenditures on a monthly basis. Any policy changes or significant financial issues will be brought to the Board and must be approved before implementing.



BOARD RESPONSIBILITIES

The roles and responsibilities for the BOD were developed in concert with the BoardOnTrack coaching team and are adopted from Marci Cornell-Feist's (BoardOnTrack's Founder & CEO) book, Board Structure , listed below:

Board Chair

Role: The chair is the senior volunteer leader of the organization who presides at all meetings of the board of directors and other meetings as required. The chair is an ex officio member of all committees and task forces of the board. The board chair oversees the implementation of the board. The board chair will also oversee the policies and ensure that the appropriate administrative practices are established and maintained.

Responsibility:

- Works with the CEO, other board officers and committee chairs to develop the agendas for board of director meetings and presides at these meetings.
- In consultation with other board officers, appoints volunteers to key leadership positions, including positions as chair of board committees and task forces, and cultivates leadership succession.
- Recognizes his or her responsibility to set the example for board members by contributing financially at a level that is meaningful to him/her and play a major role in fundraising activities.
- Works with the board of directors and paid and volunteer leadership, in accordance with the organization's bylaws and missions, to establish and maintain systems for:
 - Planning the organization's human and financial resources and setting priorities for future development
 - Ensuring the legal and ethical standards
 - Hiring and evaluating the CEO
 - Developing and maintaining an effective board culture
 - Developing an effective pipeline of future leaders of the board
- In conjunction with the governance committee, manages the development of the board in order to help it work more effectively and efficiently.
- Works with the CEO and other board members to develop both immediate and long-term goals and expectations for the board that support organizational priorities and governance concerns.
- Communicates effectively and supports the CEO in his/her jobs as manager of the organization. In this capacity, focuses on ensuring that the board governs rather than manages.
- Works with the committee chairs and CEO to keep apprised of committee work and to ensure the communications have the resources needed to do

their job. Also works to ensure effective and efficient communications between the committees and the board.

- Creates a safe environment for decision making by inviting participation, encouraging varying points of view and stimulating a frank exchange of ideas in effort to provide shared decision-making.
- Communicates with the board effectively in a way that fosters decision-making, stimulates participation and supports an appropriate balance of responsibility between the board and staff.
- Links with major stakeholders when it agreed that the chair is the most appropriate person to represent the organization at a key meeting, write an editorial for a newspaper or thank a major donor.

Vice Chair

Role: The vice chair is the secondary volunteer leader of the charter school and as such, discharges the duties of the chair as required in the chair's absence. The vice chair supports the activities of the chair including sharing responsibilities as appropriate.

Responsibility:

- In the chair's absence:
 - Presides at meetings of Board of Directors
 - Serves as an ex officio member of standing committees
- Recognizes his or her responsibility to set the example for other board members by contributing financially at a level that is meaningful to him or her and playing a major role in fundraising activities.
- Works with the chair to assist in developing the agendas for board of director's meetings.
- Advises the chair on appointing volunteers to key leadership positions, including positions as chair of board committees and task forces.
- Assists the chair by taking on responsibility as necessary for communication with committee chairs.
- Supports and challenges the chair in his/her responsibilities to ensure organizational priorities and governance concerns are addressed in the most effective and efficient manner.
- Represents the board in the community, especially at events at which the chair cannot attend.
- Other duties delegated by the chair.

Secretary

Role: The secretary will provide direction for the keep of legal documents including minutes of all meetings of the board.

Responsibility:

- Certify and keep at the principal office of the corporation the original or

- copy of the bylaws as amended or otherwise altered to date.
- Keep at the principal office of corporation, or at such a place as the board may determine the minutes of all meetings of the board of directors and committee meetings. Minutes shall record time and place of meeting, whether regular or special, how called, how notice was given, the names of those present or represented at the meeting, and the proceedings thereof.
 - Present for approval by the board copies of all minutes of meetings of the board.
 - Ensure that all notices are duly given in accordance with the provisions of the bylaws or as required by law.
 - In general, serve as the protocol officer of the board, ensuring that the keeping and posting of meeting minutes, meeting notifications, adherence to open meeting laws, and other procedural requirements are followed legally and ethically.
 - In general, perform all duties incident to the office of the clerk and such other duties as may be required by law, by the Articles of Incorporation or bylaws, or which may be assigned to him or her from time to time by the board of directors.
 - Recognize his or her responsibility to set the example for other board member by contributing financially at a level that is meaningful to him/her and by playing a major role in fundraising activities.

Treasurer

Role: The treasurer provides direction for the financial management of the organization and helps the board to meet its financial oversight responsibilities.

Responsibility:

- Chair of the finance committee.
- Provides direction for the oversight of the organization's bookkeeping and accounting policies.
- Ensures the presentation of timely and meaningful financial reports to the board.
- Ensures the development and board review of financial policies and procedures. With the finance committee, monitors the adherence to financial policies and procedures adopted by the board.
- Ensures that assets are protected and invested according to board policy.
- Leads the board in assuring compliance with federal, state and other financial reporting requirements,
- Presents the recommendation of the auditor to the board for their approval. With the finance committee, reviews the results of the audit including the management letter, develops a plan for remediation (if necessary), and presents the results to the board.
- Recognizes his or her responsibility to set the example for other board members by contributing financially at a level that is meaningful to him/her and by playing a major role in fundraising activities.
- Takes responsibility for designing an annual board education program so that all board members can effectively conduct oversight of the financial health of the organization.

The BOD anticipates forming the following committees: Governance, Finance, Development and Academic Excellence. Each committee's roles and responsibilities are outlined below.

- **Governance Committee.** The Governance Committee is responsible for ongoing review and recommendations to enhance the quality and future viability of the Board of Trustees. The focus of the committee revolves around the following five major areas:

1. Board Role and Responsibilities

- a. Leads the Board in regularly reviewing and updating the Board's statement of its role and areas of responsibility, and the expectations of individual Board members.

2. Board Composition

- a. Assesses current and anticipated needs for Board composition, determining the knowledge, attributes, skills, abilities, influence, and access the board will need to consider in order to accomplish future work of the Board.
- b. Develops a profile of the Board as it should evolve over time.
- c. Identifies and presents potential Board member candidates and explores with candidate his or her interest and availability in Board service.
- d. Nominates individuals to be elected as Trustees.
- e. In cooperation with the Board Chair, meets annually with each Board member to assess his or her continuing interest in Board membership and term of service. Works with each Board member to identify the appropriate role he or she might assume on behalf of the organization.

3. Board Knowledge

- a. Designs and oversees a process of Board orientation, including information prior to election as Board member and information needed during the first cycle of Board activity for new Board members.
- b. Designs and implements an ongoing program of Board information and education to help Board members.

4. Board Effectiveness

- a. Leads the periodic assessment of the Board's performance. Proposes changes, as appropriate, in Board structure, roles, and responsibilities.
- b. Provides ongoing counsel to the Board Chair and other board leaders on steps he or she might take to enhance board effectiveness.
- c. Regularly reviews the Board's practices regarding member participation, conflict of interest, confidentiality, etc., and suggests improvements as needed.
- d. Periodically reviews and updates the Board's policy guidelines and practices.

5. Board Leadership

- a. Takes the lead in succession planning, taking steps to recruit and prepare for future Board leadership.
- b. Nominates Board members for election as Board officers.

- **Finance Committee.** The Finance Committee coordinates the Board's financial oversight responsibilities by recommending policy to the Board, interpreting it for the Trustees, and monitoring its implementation. The committee also provides Board oversight of the organization's financial audit.
The committee monitors the organization's financial records; reviews and oversees the creation of accurate, timely, and meaningful financial statements to be presented to the Board; reviews the annual budget and recommends it to the full Board for approval; monitors budget implementation and financial procedures; monitors budget assets; monitors compliance with federal, state, and other reporting requirements; and helps the full Board understand the organization's finances. The committee reviews: the adequacy of the organization's internal control structure; the activities, organizational structure, and qualifications of the internal audit function; and the policies and procedures in effect for the review of executive compensation and benefits. The committee also recommends the auditor for full board approval and reviews the audit.

The Board Treasurer should chair this committee. Committee members should have a strong background in accounting, finance, or business.
- **Development Committee.** The Development Committee leads the Board's participation in resource development and fundraising. The committee works with the staff to develop the school's fundraising plan. The committee develops policies, plans, procedures, and schedules for Board involvement in fundraising. It helps educate Trustees about the organization's program plans and the resources needed to realize those plans. It familiarizes Trustees with fundraising skills and techniques so that they are comfortable raising money. The committee is the Board's central source of information about the fundraising climate in general, and about the status of the school's fundraising activities in particular. The committee sets minimum guidelines for Trustees' contributions and then solicits those contributions. It also plays a strong role in identifying, cultivating, and approaching major donors. Prior fundraising skills and experience or a desire to develop such are important qualifications.
- **Academic Excellence Committee.** The Academic Excellence Committee is commissioned by and responsible to the Board of Trustees to assume the primary responsibility for working with the school leader to define academic excellence, ensure that all board members know the charter promises that were made to the community and the authorizer and to devise clear and consistent measures to monitor these goals. The Academic Excellence Committees partners with the school leadership to set annual academic achievement goals,

to be presented to and approved by the full board. In addition, they ensure that the school leadership shares with the board annual successes, barriers to reaching academic excellence, and strategies to overcome these barriers. This committee also arranges for Board training on issues related to academic oversight and academic achievement, as needed.

ROLE OF THE INTERVENTIONIST:

Many schools are now having interventionists assist both students and teachers alike. The role of interventionists in schools was predominantly established after Response to Intervention (RTI) was written into law (Bean & Lillenstein, pg. 492). The interventionist role accommodates students by addressing their needs in small groups. If a student does not fully understand a concept presented by their classroom teacher, interventionists can prove useful. This allows the teacher to continue their lesson with students who understand material rather than taking class time away to help individual students. Small groups that work with the interventionists are typically anywhere from one to 10 students per interventionist (Harn, et al., pg. 116). These small groups allow for higher levels of engagement by students and a greater opportunity to practice skills. Interventionists are expected to keep up with core classroom instruction, as well as successfully tailor this information to the needs of the struggling student.

Although the interventionist's role provides a rather targeted approach for addressing student needs, a high level of collaboration is necessary to successfully impact students. For example, interventionists often participate in meetings with teachers to analyze data which helps determine the functions of their specific roles in regard to the success of students. Many teachers have stated that this collaboration helps them feel empowered in their job (Bean & Lillenstein, pg. 495). Bean & Lillenstein also note that the support of principals is key for facilitating this collaboration between teachers and interventionists. A strong collaboration amongst different positions and leadership roles in the organization should provide a solid base for mission attachment.

ATTACHMENT # 13:**START-UP PLAN =also in body of proposal****TIMELINE****PHASE 1: GETTING STARTED**

<u>Activity:</u>	<u>Responsible Parties</u>	<u>Timeline</u>
<u>ADMINISTRATIVE:</u>		
Community outreach	B	On-going 2015-18
Request approval from ICSB	B	Feb 2018
Identify facility B Feb	B	Jan-June 2018
Select School Principal	B	Jan 13, 2018
Develop recruitment, marketing and outreach plan for new students	B, P	Feb-Jun 29
Identify community liaisons	M	Feb 10
Write and design initial information materials (brochures, general info sheet, Q&A Sheets, etc.	M	Mar 10
Print and distribute information/brochures	M	Mar 31
Design and print other marketing materials	M	May-Jul 23
Organize community presentations	P	Apr 7
Organize recruitment campaign, make phone calls	P	Apr-Jun 29
Answer parent phone calls, run open houses	P	Apr-Jun 29
Register students	E	Jul1-30

INSTRUCTION & ASSESSMENT

Plan for classroom/learning environment configuration	P & F	May -June
Complete plan for curriculum	P	March-June 30
Arrange for regular ECA tessting	P	May 10

FINANCIAL PLANNING

Accommodate HbH Foundation in existing accounting, purchasing, payroll and state reporting systems	A	March
Modify five-year planning budget and business plan based on any new information from the State	B, A	May

PHASE II: PREPARATION FOR OPENING**ORGANIZATIONAL**

Revise and expand comprehensive school accountability plan, if necessary	P	May 10
Develop Emergency Plan	P, B	May 10
Develop Weather Notification Plan	P	Jun 30

INSTRUCTION AND ASSESMENT

Review and amend instructional program plan P		May
Review and amend curriculum/projects/units P		July 15
Review and amend assessment plan P		July 15

PLANNING FOR SPECIAL EDUCATION NEEDS

Identify students whose applications indicated IEP's P, SEI		July
Review and assess need for IEP's P, SEI		July
Confer with parents/students regarding special education needs during registration period.	P, SEI	July
Devise plans for serving special education students P, SEI		July
Coordinate schedule for special education students P, SEI		July 30
Work with students/parents to develop or revise IEP's as needed.	P, SEI	July 30
Convey special education plans to special education teachers and other regular education teachers/advisors	P, SEI	July 30
Undertake complete ESL assessment P		July 30
Establish framework for assignment for specific ESL programming	P	July 30

FACILITIES

Select facility	B, F	June
Meet with landlord and architect to plan renovations (if needed) B, F		June-July
Begin renovations Construction	B, F	June-July
Arrange classrooms/instructional & work environments F		June-July
Secure all inspections for fire, safety and other codes F		June-July

STAFFING

Plan recruitment strategy	P	Feb10
Develop new staff selection process	P	Mar-June

Provide orientation for new faculty and staff P		July
---	--	------

Advise staff on legal and regulatory compliance P		July
Establish Year 1 staff development plan including paraprofessionals P		Mar-July
Conduct Yr. 1 Professional Development & On-Boarding P		August 6-10
<u>STUDENTS</u>		
Accept and review applications OM		Apr-Jul 30
Monitor diversity and outreach P		Apr-July
Conduct enrollment lottery if applications exceed P, OM		July 15
Conduct registration and assessment P and staff		July 1-15
Publish public notice of special education services P		Jul7
Send updates to prospective students on a monthly basis P		Apr-Jul 14
Conduct Student Orientation P and staff		July 16-18 (additional dates added, as needed)
<u>FINANCE AND OPERATIONS</u>		
Review current budget development and oversight policies B, A		Apr 7
Full implementation of accounting system A		Mar31
Oversight and decision-making of accounting system B, A		Mar31
Review internal controls and fiscal policies B, A, P		Mar31
Research and recommend auditing options A,		Mar31
Establish and maintain fiscal linkages with state B		Mar31
Develop long-term fiscal plans B, A		Mar31
<u>SCHOOL OPENING-</u>		
Staff All staff		Aug 6-for PD workshop
Students All staff		Aug 13

Charter School Key:

A= Accounting Department

B= Board of Directors

F = Facilities Personnel

M=Marketing Specialist from Board

OM= Office administrator/Administrative Asst to
Principal

P = School Principal

SEI = Special Education Instructor

ATTACHMENT #14

INSURANCE COVERAGE

73APG065666-02
RENEWAL NUMBER

CROSS REFERENCE NUMBER

73 APG 065666 - 03

**NATIONAL LIABILITY & FIRE INSURANCE
COMPANY**
STAMFORD, CONNECTICUT
BUSINESS AUTO COVERAGE DECLARATIONS

The Declarations include a second part designated "Part 2".

ITEM ONE NAMED INSURED & ADDRESS
HIM BY HER FOUNDATION INC
8304 CORAL BAY CT
INDIANAPOLIS, IN 46236

FORM OF NAMED INSURED'S BUSINESS: **Non-profit Association**

NAMED INSURED'S BUSINESS: **VOCATIONAL TRAINING**

POLICY PERIOD: Policy covers FROM **04/22/2017 12:01 AM** TO **04/22/2018** 12:01 A.M. Standard Time at the Named Insured's Address stated above.

ITEM TWO - SCHEDULE OF COVERAGES AND COVERED AUTOS

This policy provides only those coverages where a charge is shown in the premium column below. Each of these coverages will apply only to those "autos" shown as covered "autos". "Autos" are shown as covered "autos" for a particular coverage by the entry of one or more of the symbols from the COVERED AUTO Section of the Business Auto Coverage Form next to the name of the coverage.

COVERAGES	COVERED AUTOS (Entry of one or more of the symbols from the COVERED AUTOS Section of the Business Auto Coverage Form shows which autos are covered autos)	LIMIT OF INSURANCE THE MOST WE WILL PAY FOR ANY ONE ACCIDENT OR LOSS	PREMIUM
LIABILITY	7	\$ 300,000 C.S.L.	\$ 906
PERSONAL INJURY PROTECTION (P.I.P.) (or equivalent No-fault coverage)		SEPARATELY STATED IN EACH P.I.P. ENDORSEMENT MINUS Deductible	\$
ADDED P.I.P. (or equivalent added No-fault cov.)		SEPARATELY STATED IN EACH ADDED P.I.P. ENDORSEMENT	\$
PROPERTY PROTECTION INSURANCE (P.P.I.) (Michigan only)		SEPARATELY STATED IN THE P.P.I. ENDORSEMENT MINUS Deductible FOR EACH ACCIDENT	\$
AUTO MEDICAL PAYMENTS		\$	\$
UNINSURED MOTORISTS	10	\$ 300,000 C.S.L. (BI & PD)	\$ 30
UNDERINSURED MOTORISTS (when not included in Uninsured Motorists coverage)	10	\$ See CA 2146 (12/1993)	\$ 10
PHYSICAL DAMAGE INSURANCE			
COMPREHENSIVE COVERAGE	7	\$ See M 3912b (08/2001)	\$ INCL
SPECIFIED CAUSES OF LOSS		\$	\$
COLLISION COVERAGE	7	\$ See M 3912b (08/2001)	\$ 1,736
TOWING AND LABOR		\$ Deductible FOR EACH COVERED AUTO	\$
FORMS AND ENDORSEMENTS CONTAINED IN THIS POLICY AT ITS INCEPTION See M4572 (12/1994)		PREMIUM FOR ENDORSEMENTS	\$
		ESTIMATED TOTAL PREMIUM	\$ 2,682
ENTER SYMBOL 10 DESCRIPTION HERE: Symbol 10 - Only those autos described in Item Three of the Declarations with Liability premium shown.			
POLICY SUBJECT TO A FULLY EARNED POLICYWRITING MINIMUM PREMIUM OF \$ <u>0</u> IF CANCELLED BY THE INSURED.			
ITEM THREE - SCHEDULE OF COVERED AUTOS AS ATTACHED			

Countersigned At **GEICO Insurance Agency, Inc.
Fredericksburg, VA**

By _____ AUTHORIZED SIGNATURE

In Witness whereof, we have caused this policy to be executed and attested.

Secretary

President

			-
			-
TOTAL			1,828,645

	-
	-
484,282	2,312,927

ATTACHMENT #4

COURSE SCOPE AND SEQUENCE

Scope and Sequence Sample

As the HbH curricula is not finalized, this is what is predicted to be required, but will be more fully developed in Yr. 1, ensuring HbH not only meets but exceeds State graduation requirements. Additionally, performance requirements will be added, such as senior recitals or a trades' precertification. Preliminarily, the requirements include:

American Studies A Course Mapping

American Studies B Course Mapping .(coordinated with English required /recommended readings).....

Financial Foundations (Business Math and Personal Finance)

(This does not preclude the students from taking Algebra I, II, or other advanced mathematical courses; it merely requires that personal finance is mastered for independent living.)

Spanish (4 years instruction; 2 yrs credit or as shown on placement exam (1st 2 years are oral/aural, not examining grammar or reading)

Standards for these courses are included below. All courses are aligned to Indiana College and Career Readiness Standards. Because they are combinations of multiple courses, the standards for American Studies A and B and Financial Foundations are listed on a lesson-by-lesson basis to demonstrate the combinations of courses at HbH. Students are evaluated on their mastery of the standards listed in each course not on seat time. A curriculum specialist, Mrs. Sondra Towne, will be contracted to complete the Scope and Sequence for the classes.

American Studies A and B American Studies A Course Mapping Content E/LA 11-12 US

Day 1 Forms of Gov't ECA Style Prompt RN.1-4; W.1,3,4,6 SL.2-3; RL.2-3 RV.2-3 1.1, 1.2

Day 2 US Revolution Thomas Paine Dec. of Independence RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3 1.1, 1.2

Day 3 Federalist Papers 1787 RN.1-4; W.1,3,4,6 SL.2-3; RL.2-3 RV.2-3 1.1, 1.2

Day 4 Legislative Branch RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3

Day 5 Executive Branch Electoral College RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3

Day 6 Judicial Branch Westboro Article Court Cases RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3 1.1, 1.2

Day 7 Thematic Essay Push vs. Pull New Colossus RL.1-4; RV.2-3 RN.1-4; W.1,3,4,6 SL.2-3 2.1, 2.2, 2.3

Day 8 Chinese Exclusion Act RN.1-4; W.1,3,4,6 2.1, 2.2, 2.3, 3.7

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ECA Style Essay SL.2-3; RL.2-3 RV.2-3

Day 9 Irish Immigrants How to write intros and conclusions RN.1-4; W.1,3,4,6 SL.2-3; RL.2-3 RV.2-3 2.1, 2.2, 2.3, 3.7

Day 10 Rural vs Urban Poetry (Whitman and Sandberg) RL.1-4; RV.2-3 RN.1-4; W.1,3,6 SL.2-3

Day 11 Social Darwinism RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3 2.4, 2.5, 3.7 **Day 12** Industrial Revolution DBQ RN.1-4; W.1,3-6 SL.2-3; RL.2-3 RV.2-3 All of 2

Day 13 Finish DBQ Essay Robber Barons Captains of Industry RN.1-4; W.1,3-6

SL.2-3; RL.2-3 RV.2-3 2.4, 2.5, 3.7

Day 14 Manifest Destiny Westward Expansion RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3 2.6

Day 15 Spanish American War Yellow Journalism RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3 2.6, 3.6

Day 16 White Man's Burden Things Fall Apart St. Crispin's Day RL.1-4; RN.4 W.1,3,6; SL.2-3 RV.2

Day 17 Mexican American War Battle of the Alamo RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3 3.1, 3.2, 3.6

Day 18 14 Points Treaty of Versailles RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3 3.3, 3.4, 3.5

Day 19 The impact of imperialism on American music RL.1-4; RV.2-3 RN.4; W.1,3,6

Day 20 Progressive DBQ (end with essay) RN.1-4; W.1,3-6 SL.2-3; RL.2-3 RV.2-3 3.8

Day 21 Jacob Riis Upton Sinclair RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3 3.8

Day 22 Triangle Shirtwaist Factory Fire RL.1-4; RV.2-3 RN.1-4; W.1,3,6 SL.2-3 3.8

Day 23 Discuss other famous Progressives RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3 3.8

Day 24 TABE Re-test

Day 25 Review for Final Exam

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Day 26 Final Exam pt. 1 (multiple choice and ECA essay) RL.1-4; RV.2-3; RN.1-4; W.1,3,4,6 SL.2-3

Day 27 Final Exam pt. 2 (DBQ) RN.1-4; W.1,3-6 SL.2-3; RL.2-3 RV.2-3

Day 28 Intro Graphic Novel Project RL.1-4; W.1-6 RL.2-4; RV.2-3

Day 29 Plan Graphic Novels W.1,3-6; RL.2-4 RV.2-3

Day 30 Work on Graphic Novel W.1,3-6; RL.2-4 RV.2-3

Day 31 Work on Graphic Novel W.1,3-6; RL.2-4 RV.2-3

Day 32 Finish Graphic Novel W.1,3-6; RL.2-4 RV.2-3; SL.1-4

American Studies B Course Mapping Content E/LA US Comp App

Day 1 Flapper Culture St. Valentine's Mass RN.1-4; W.1,3,4,6 SL.2-3; RL.2-3 RV.2-3 1.1, 1.2 2.1-5 4.1-2

Day 2 Age of Excess Great Gatsby Harlem Renaissance RL.1-4; RN.4 W.1,3,6; SL.2-3 RV.2-3 1.1, 1.2 2.1-5 4.1-2

Day 3 DBQ Great Depress. RN.1-4; W.1,3-6 RL.2-4; RV.2-3 1.1, 1.2 2.1-5 4.1-2

Day 4 Introductions Conclusions Finish DBQ Essay RN.1-4; W.1,3-6 RL.2-4; RV.2-3 2.1-5 4.1-2

Day 5 Depression RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3 2.1-5 4.1-2

Day 6 Harvest Gypsies Dust Bowl Prezi RL.1-4; RN.4 W.1,3,6; SL.1-4 RV.2-3 1.1, 1.2 1.1-10 2.1-5 3.1-7, 2-7, 5-15

4.1-2 5.1-4 6.1-3

Day 7 Pearl Harbor Japanese Relocate RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3 2.1, 2.2, 2.3 2.1-5 4.1-2

Day 8 Soldiers Experience RN.1-4; 2.1, 2.2, 2.3, 3.7 2.1-5

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Life on Home Front ECA Prompt W.1,3,4,6 SL.2-3; RL.2-3 RV.2-3 4.1-2

Day 9 *Terrible Things* Holocaust Victims *Night* RL.1-4; RN.1-4 RV.2,3;

W.1,3,6 SL.1-4 2.1, 2.2, 2.3, 3.7 1.1-10 2.1-5 3.1-7, 2-7, 5-15 4.1-2 5.1-4 6.1-3

Day 10 Holocaust Poetry WWII Propaganda (*Continued*) RL.1-4; RN.2-3
RV.2,3; W.1,3,6 SL.1-4 2.1,2.2, 2.3 1.1-10 2.1-5 3.1-7, 2-7, 5- 15
4.1-2 5.1-4 6.1-3

Day 11 Iron Curtain Truman Doctrine Marshall Plan RN.1-4; W.1,3,6 SL.2-3;
RL.2-3 RV.2-3 2.1-5 4.1-2

Day 12 McCarthyism *The Crucible* RL.1-4; RN.2-3 RV.2,3; W.1,3,6 SL.1-4 2.4, 2.5, 3.7 2.1-5
4.1-2

Day 13 Platt Amendment Bay of Pigs Cuban Missile Crisis RN.1-4; W.1,3,4,6
SL.2-3; RL.2-3 RV.2-3 All of 2 2.1-5 4.1-2

Day 14 Evaluate Kennedy's Decision – Poster RL.1-4; RN.4 W.1,3,6; SL.2- 3
RV.2-3 2.4, 2.2, 3.7 1.1-10 2.1-5 3.1-7, 2-7, 5-
15
4.1-2 5.1-4 6.1-3

Day 15 Intro Vietnam *Things They Carried* Protest Songs RL.1-4; RN.4
W.1,3,6; SL.2- 3 RV.2 2.6 2.1-5 4.1-2

Day 16
Transatlantic Slave Trade
Equiano RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3 2.6, 3.6 2.1-5 4.1-2

Day 17 Reconstruction Era Black Codes Sharecropping RN.1-4; W.1,3,6 SL.2-3;
RL.2-3 RV.2-3 2.1-5 4.1-2

Day 18 Emmett Till RN.1-4; W.1,3,4,6 SL.2-3; RL.2-3 RV.2-3 3.1, 3.2, 3.6 2.15 4.1-2

Day 19 *To Kill a Mockingbird* RL.1-4; RN.2-3 RV.2,3; W.1,3,6 SL.1-4 2.1-5 4.1-2
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Day 20 Various Civil Rights Groups -- SAS
Pics from CRM (*Continued*) RL.1-4; RN.4 W.1,3,6; SL.2- 3 RV.2-3 3.3, 3.4, 3.5
1.1-10 2.1-5 3.1-7, 2-7, 5-
15
4.1-2 5.1-4 6.1-3

Day 21 *Letter from a Birmingham Jail* "I Have a Dream" RN.1-4; W.1,3,6 SL.2-
3; RL.2-3 RV.2-3 3.8 2.1-5 4.1-2

Day 22 Literacy Test Other Minorities Brown v. Board RN.1-4; W.1,3,4,6 SL.2-
3; RL.2-3 RV.2-3 3.8 2.1-5 4.1-2

Day 23 Nixon - Present RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3 2.1-5 4.1-2

Day 24 Review for Exam

Day 25 FINAL EXAM! RL.1-4; RV.2- 3; RN.1-4; W.1,3- 6 SL.2-3 2.1-5 4.1-2
7.1-3

Day 26 Intro research W.1-5 1.1-10 2.1-5 3.1-7, 2-7, 5-
15
4.1-2 5.1-4 6.1-3

Day 27 Begin researching W.1-5 1.1-10 2.1-5 3.1-7, 2-7, 5- 15
4.1-2 5.1-4 6.1-3

Day 28 Type Paper W.1-5 1.1-10 2.1-5 3.1-7, 2-7, 5- 15
4.1-2 5.1-4 6.1-3

Day 29 Finish Paper W.1-5; SL.1-4 1.1-10 2.1-5 3.1-7, 2-7, 5- 15
4.1-2 5.1-4 6.1-3

Financial Foundations Week One
Procedure Topics -Introduction to class -What is Economics? -Definition of other key terms:
resource, consumer, goods, services, capitalism, democracy, meritocracy -Concept of the
American Dream -What is the difference between a need and a want? -What is choice and how is

it employed in economic decisions? -What is opportunity cost? -Analysis of cost per use of items students own -What is money and what function does it have in a society? -How does one calculate interest? -How does one save effectively and what methods of saving exist? How does one open a checking or savings account? -How does an individual write a check? -How does an individual balance a checkbook? -What is fractional reserve banking?

Business Math 1.1.1, 1.1.2, 1.1.3 1.3.1, 3.2.1

Personal Finance 1.4.2 4.1.2, 6.1, 6.1.2, 6.2.1, 6.3 3.2.1, 3.2.2, 3.3.2

Week Two Objective: Students will be able to describe and analyze the role of money, banking and financial services in their lives.

Procedure Topics -What is credit? -What is a finance charge? -What are the advantages and disadvantages of having a credit card? -What should one look for when registering for a credit card? -What is online banking? -What are the pros and cons of doing banking online? -How do online services compare between banks? -Definitions: supply and demand -What is a shortage and what is a surplus? -Review concept of producers and consumers -What role do producers and consumers play in the market? -Graphing supply and demand -Determining price from supply and demand -Definition: equilibrium price -Why might supply and demand change within a market?

Business Math 3.2.8 1.1.1, 1.1.2, 1.1.3, 3.1.3 3.2.1, 3.2.2, 3.2.3, 3.2.4 3.2.1, 3.2.2, 3.2.3, 3.2.4

Personal Finance 3.3.1, 4.2, 4.2.1, 4.2.2 3.3.1

Week Three Objective: Students will be able to explain principles of supply and demand and how they affect their personal purchases, using purchasing a car as an example.

Attachment 07 - Academic and Exit Standards Page 6 of 14 7 **Procedure Topics** -How do supply and demand impact the price of a product? -How does the length and interest of a loan affect monthly payments and overall cost? -Car loan project -How does an individual make calculations to determine the cost of a major purchase? -What is the difference between leasing and buying a car? Car loan project -How does buying compare to leasing a product? -What does it cost to maintain a vehicle, including insurance? -What different types of insurance exist? -How does one shop for insurance? -How do different types of insurance compare? -What factors influence a person's insurance costs?

Business Math 3.2.2, 3.2.3 3.2.2, 3.2.3 2.1.9, 3.2.4 2.1.9, 3.2.4

Personal Finance 4.1.2, 4.1.3 4.1.2, 4.1.3 5.2, 5.2.1, 5.2.2, 5.2.3 5.2, 5.2.1, 5.2.2, 5.2.3

Week Four Objective: Students will be able to demonstrate an understanding of the way market structures function and how decisions made in the market affect individuals and the larger economy.

Procedure Topics -What are the three main types of business organizations? What are the advantages and disadvantages of each? -What are the characteristics of competition? -What are the four types of competition? -How do businesses make money? -What is stock? -What is the stock market? -How does one calculate the value of stock? -What are the risks involved in the stock market? -How does one do research on a stock? -How does one read a stock table? -Stock Market Simulation **Economics** 3.1, 3.2 3.2, 3.4, 3.5, 6.8 6.8 6.8

Business Math 3.2.6, 3.2.7 3.2.6, 3.2.7

Personal Finance 6.3.1 6.3.1 6.3.1, 6.4, 6.4.1, 6.5, 6.5.1 6.3.1, 6.4, 6.4.1, 6.5, 6.5.1

Week Five Objective: Students will analyze the role government plays in an economy, including regulating the market and the collection and distribution of taxes.

Procedure Topics -In general, what role does a government play in a capitalistic economy? -What are the limits of government intervention in the economy? What does the government spend its money on? -What are the sources of revenue for a government? -How are tax revenues spread out between local, state, and federal budgets? -How are taxes used in an individual's own community? -What are the differences between progressive, regressive, and proportional taxes? -How does an

individual read tax charts and estimate taxes? What is the difference between gross and net pay? - What are payroll taxes? What percentage of a person's salary goes toward Social Security or Medicare? How does one calculate a sales tax and a discount price?

Business Math 6.1.2, 6.1.3, 6.1.5 1.3.1, 2.1.2 2.1.2, 4.1.2, 4.1.3

Personal Finance 3.4.1, 2.3 6.1.1

Week Six Objective: Students will be able to define GDP and inflation, and demonstrate how individual choice impacts a nation's economy

Procedure Topics -What are aggregate supply and aggregate demand? -Define GDP, economic growth, unemployment, and inflation. -How are GDP and economic growth measured? -What are the limits to using GDP as a measure of economic welfare? -Explain the four phases of the business cycle on a macroeconomic level. -What effects have major historical events (such as WWII or the IT boom) had on business cycles in the United States? -What is inflation? -How does inflation impact the choices made by individuals? -What is the difference between cost-push and demand-pull inflation?

Economics 5.1, 5.2 5.3, 5.4 5.5, 5.6 5.7, 5.8

Business Math 1.1.2, 1.1.3, 1.1.4 1.1.2, 1.1.3, 1.1.4. 3.2.7 1.3.1

Personal Finance 3.4.1, 3.4.2, 6.3.2 6.3.2

Attachment 07 - Academic and Exit Standards

Week Seven Objective: Students will be able to define fiscal and monetary policy and the tools used to enforce it, as well as analyze the impact national and individual debt have on a nation's economy.

Procedure Topics -What is fiscal policy? -What is monetary policy? -What are the tools for fiscal/monetary policy, and how are they used? -What are the negative effects of unemployment and inflation? -How can individuals protect themselves from unemployment and inflation? -How does the government impact the level of unemployment and inflation? -How does the government use fiscal policy to promote employment and growth? -What is the Federal Reserve's role in matters of fiscal policy? -How do we predict future debt based on present information? -How will future spending and taxation affect our national debt? -How does fiscal/monetary policy impact the individual (student)?

Economics 7.1, 7.2 7.3, 7.4 7.5, 7.6 7.7, 7.8, 7.9

Business Math 3.2.1-5 3.2.1-5 3.2.1-5, 3.2.7, 3.2.1-5, 1.3.1, 1.3.2

Personal Finance 4, 3.3.3, 3.4, 4.3.1, 6.3.1 4, 3.3.3, 3.4, 4.3.1, 6.3.1 4, 3.3.3, 3.4, 4.3.1, 6.3.1

Week Eight Objective: Students will analyze the mechanics of trade within a nation and abroad.

Procedure Topics -Why is trade beneficial? (individually, nationally, internationally) -What are different ways in which people trade? (cash, stocks, barter, futures, underground economy) - Absolute vs. comparative advantage What are barriers to trade? -Why do some countries establish barriers to trade? -

Balance of trade vs. balance of payments -How do trade relations affect the American economy? -Labor productivity in the U.S. vs. the rest of the world What are exchange rates? -How do exchange rates affect individuals living in the U.S.? -What is free trade? -Is free trade beneficial or harmful to the global economy? Why? -Who does free trade benefit? **Business Math** 4.1.4 1.3.1-5 4.1.6, 1.3.1-5

ATTACHMENT #17

N.F.P. FINANCIALS

Form **4562**

Depreciation and Amortization
(Including Information on Listed Property)

OMB No. 1545-0172

2015

Department of the Treasury
Internal Revenue Service (99)

► **Information about Form 4562 and its separate instructions is at www.irs.gov/form4562.**

Attachment
Sequence No. **179**

Name(s) shown on return

HIM By HER Foundation, Inc.

Identifying number
47-1388573

Business or activity to which this form relates

Form **990/990-PF**

Part I Election To Expense Certain Property Under Section 179

Note: If you have any listed property, complete Part V before you complete Part I.

1	Maximum amount (see instructions).....	1	
2	Total cost of section 179 property placed in service (see instructions).....	2	
3	Threshold cost of section 179 property before reduction in limitation (see instructions).....	3	
4	Reduction in limitation. Subtract line 3 from line 2. If zero or less, enter -0-.....	4	
5	Dollar limitation for tax year. Subtract line 4 from line 1. If zero or less, enter -0-. If married filing separately, see instructions.....	5	
6	(a) Description of property	(b) Cost (business use only)	(c) Elected cost
7	Listed property. Enter the amount from line 29.....	7	
8	Total elected cost of section 179 property. Add amounts in column (c), lines 6 and 7.....	8	
9	Tentative deduction. Enter the smaller of line 5 or line 8.....	9	
10	Carryover of disallowed deduction from line 13 of your 2014 Form 4562.....	10	
11	Business income limitation. Enter the smaller of business income (not less than zero) or line 5 (see instrs.).....	11	
12	Section 179 expense deduction. Add lines 9 and 10, but do not enter more than line 11.....	12	
13	Carryover of disallowed deduction to 2016. Add lines 9 and 10, less line 12.....	13	

Note: Do not use Part II or Part III below for listed property. Instead, use Part V.

Part II Special Depreciation Allowance and Other Depreciation (Do not include listed property.) (See instructions.)

14	Special depreciation allowance for qualified property (other than listed property) placed in service during the tax year (see instructions).....	14	
15	Property subject to section 168(f)(1) election.....	15	
16	Other depreciation (including ACRS).....	16	

Part III MACRS Depreciation (Do not include listed property.) (See instructions.)

Section A			
17	MACRS deductions for assets placed in service in tax years beginning before 2015.....	17	1,128.
18	If you are electing to group any assets placed in service during the tax year into one or more general asset accounts, check here.....		<input type="checkbox"/>

Section B - Assets Placed in Service During 2015 Tax Year Using the General Depreciation System

(a) Classification of property	(b) Month and year placed in service	(c) Basis for depreciation (business/investment use only - see instructions)	(d) Recovery period	(e) Convention	(f) Method	(g) Depreciation deduction
19 a 3-year property.....						
b 5-year property.....		25,518.	5	HY	200DB	5,104.
c 7-year property.....						
d 10-year property.....						
e 15-year property.....						
f 20-year property.....						
g 25-year property.....			25 yrs		S/L	
h Residential rental property.....			27.5 yrs	MM	S/L	
i Nonresidential real property.....			27.5 yrs	MM	S/L	
			39 yrs	MM	S/L	
				MM	S/L	

Section C - Assets Placed in Service During 2015 Tax Year Using the Alternative Depreciation System

20 a Class life.....					S/L	
b 12-year.....			12 yrs		S/L	
c 40-year.....			40 yrs	MM	S/L	

Part IV Summary (See instructions.)

21	Listed property. Enter amount from line 28.....	21	
22	Total. Add amounts from line 12, lines 14 through 17, lines 19 and 20 in column (g), and line 21. Enter here and on the appropriate lines of your return. Partnerships and S corporations - see instructions.....	22	6,232.
23	For assets shown above and placed in service during the current year, enter the portion of the basis attributable to section 263A costs.....	23	

BAA For Paperwork Reduction Act Notice, see separate instructions.

FDIZ0812L 10/27/15

Form **4562** (2015)

Form **8879-EO**

**IRS e-file Signature Authorization
for an Exempt Organization**

OMB No. 1545-1878

For calendar year 2015, or fiscal year beginning _____, 2015, and ending _____, 20_____

▶ **Do not send to the IRS. Keep for your records.**

▶ **Information about Form 8879-EO and its instructions is at www.irs.gov/form8879eo.**

2015

Department of the Treasury
Internal Revenue Service

Name of exempt organization

HIM By HER Foundation, Inc.

Employer identification number

47-1388573

Name and title of officer

Harry C. Dunn III

President & CEO

Part I Type of Return and Return Information (Whole Dollars Only)

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line **1a, 2a, 3a, 4a, or 5a**, below, and the amount on that line for the return being filed with this form was blank, then leave line **1b, 2b, 3b, 4b, or 5b**, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than 1 line in Part I.

1 a Form 990 check here	<input type="checkbox"/>	b Total revenue , if any (Form 990, Part VIII, column (A), line 12)	1 b	
2 a Form 990-EZ check here	<input checked="" type="checkbox"/>	b Total revenue , if any (Form 990-EZ, line 9)	2 b	<u>122,000.</u>
3 a Form 1120-POL check here	<input type="checkbox"/>	b Total tax (Form 1120-POL, line 22)	3 b	
4 a Form 990-PF check here	<input type="checkbox"/>	b Tax based on investment income (Form 990-PF, Part VI, line 5)	4 b	
5 a Form 8868 check here	<input type="checkbox"/>	b Balance Due (Form 8868, Part I, line 3c or Part II, line 8c)	5 b	

Part II Declaration and Signature Authorization of Officer

Under penalties of perjury, I declare that I am an officer of the above organization and that I have examined a copy of the organization's 2015 electronic return and accompanying schedules and statements and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the organization's electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the organization's return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the organization's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the organization's electronic return and, if applicable, the organization's consent to electronic funds withdrawal.

Officer's PIN: check one box only

I authorize Teipen, Selanders, Poynter & Ayres, P.C. to enter my PIN 65085 as my signature

ERO firm name

Enter five numbers, but do not enter all zeros

on the organization's tax year 2015 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

As an officer of the organization, I will enter my PIN as my signature on the organization's tax year 2015 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Officer's signature ▶ _____ Date ▶ _____

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN

35175113456
do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2015 electronically filed return for the organization indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163**, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature ▶ _____ Date ▶ _____

**ERO Must Retain This Form – See Instructions
Do Not Submit This Form To the IRS Unless Requested To Do So**

BAA For Paperwork Reduction Act Notice, see instructions.

Form **8879-EO** (2015)

Client 65085

HIM By HER Foundation, Inc.

47-1388573

6/29/16

8:25 AM

	2015	2014	Diff
FORM 990-EZ REVENUE			
Contributions, gifts, and grants.....	122,000	117,419	4,581
Total revenue.....	122,000	117,419	4,581
EXPENSES			
Grants and similar amounts paid.....	0	8,890	-8,890
Salaries and employee benefits.....	33,196	0	33,196
Professional fees/pymt to contractors....	1,480	1,600	-120
Occupancy/rent/utilities/maintenance.....	26,331	335	25,996
Printing, publications, and postage.....	1,795	258	1,537
Other expenses.....	83,940	37,897	46,043
Total expenses.....	146,742	48,980	97,762
NET ASSETS OR FUND BALANCES			
Excess or (deficit) for the year.....	-24,742	68,439	-93,181
Net assets/fund bal. at beg. of year.....	68,439	0	68,439
Net assets/fund bal. at end of year.....	43,697	68,439	-24,742

12/31/15

2015 Federal Book Depreciation Schedule

Page 1

Client 65085

HIM By HER Foundation, Inc.

47-1388573

6/29/16

08:25AM

No.	Description	Date Acquired	Date Sold	Cost/ Basis	Bus. Pct.	Cur 179 Bonus	Special Dep. Allow.	Prior 179 Bonus/Sp. Depr.	Prior Dec. Bal. Depr.	Salvage /Basis Reductn.	Deprec. Basis	Prior Depr.	Method	Life	Rate	Current Depr.	
Form 990/990-PF																	
Auto / Transport Equipment																	
4	Semi Truck	2/27/15		17,750							17,750		200DB HY	5	.20000	3,550	
5	Semi Trailer	3/06/15		6,500							6,500		200DB HY	5	.20000	1,300	
	Total Auto / Transport Equipment Furniture and Fixtures			24,250		0	0	0	0	0	24,250	0				4,850	
2 Office Furn./Fixtures																	
		8/04/14		2,043							2,043	292	200DB HY	7	.24490	500	
	Total Furniture and Fixtures Machinery and Equipment			2,043		0	0	0	0	0	2,043	292				500	
1 Computers																	
		4/09/14		1,984							1,984	393	200DB HY	5	.32000	628	
3	Computer-Surface	2/23/15		1,268							1,268		200DB HY	5	.20000	254	
	Total Machinery and Equipment			3,232		0	0	0	0	0	3,232	393				882	
	Total Depreciation			29,525		0	0	0	0	0	29,525	685				6,232	
	Grand Total Depreciation			29,525		0	0	0	0	0	29,525	685				6,232	

DRAFT

ATTACHMENT #19

OTHER ATTACHMENTS:

Description of Industrial City™ for Adults

Evaluation Collection Data Table

Indianapolis Star article, July 2, 2016,
“Why this IPS school is mostly white and wealthy,”
[Stephanie Wang](#), Indpls Star, July 2, 2016

Identifying Famous Drop-outs and Their Respective Talents

References

Description of Industrial City™ for Adults

A program and curriculum focused on developing in-demand vocational job skills, including potential training in carpentry, cement masonry, painting, HVAC, electrical, plumbing, landscaping, and many other skilled trades, and other overall employment related skills including customer service, fairness, hard work, conflict resolution and courtesy

EVALUATION COLLECTION INFORMATION

<u>Type of Data to be collected</u>	<u>Instruments Used – Collected by</u>	<u>Collection Date</u>
<i>Student Demographic Data</i>		
Demographic Data; Gender, Grade Level, LEP Status, Education Program, Lang., Race F/R Lunch Status	Program Registration Form	Beg. Fall Semester
	School Data Management - School specific Site Coord.	Beg. Spring Semester
<i>Student Achievement Data</i>		
I-STEP+ ECA	Specific Assessment Report-School Testing Coordinator	Fall and Spring of each program year
Report Card Grades	School Data Management	Spring Each year
Tchr Observations	-School Specific Site Coordinator	Quarterly Each year
<i>Attendance Data</i>		
School Day Attendance	School Data Management	Quarterly each year
<i>Behavior Data</i>		
School Behavior Data	Office Discipline Referrals Suspensions/Expulsions -Probation/parole/court records	Quarterly each year
<i>Program Data</i>		
Data: Stakeholder Perception of Program Quality	- School specific Site Coordinator	End of Fall/Spring Semesters
Evaluator Observations	Youth Program Quality Assessment – Lead Evaluator	End Fall Semester Site Visit End Spring Semester Site Visit
Family Participation and Engagement Data	Program Celebration Impact – Lead Evaluator	2x per year, January and May

MULTIPLE INTELLIGENCES NOT RECOGNIZED

A Listing Of Individuals Who Dropped Out Due To Their Behaviors Or Distinctive Talents

What if this list of reasons related to dropouts were judged in the public schools today? How many of these unbelievably smart, gifted, talented people would have been labeled and overlooked? In most cases, today's schools—200 years later—still are not addressing the way a student learns!

- Poor student, worked as a day-care assistant
 - Worked with wood, wore sandals, and upset synagogue priests
 - Labeled Special Ed
 - Dropped out at 15 and failed a college entrance exam
 - Dyslexic
 - Lived in numerous different foster homes; married at 16
 - Expelled for bad behavior
 - Barely could read/write after being hospitalized for illnesses for 3 yrs
 - Dropped out to deal drugs
 - Lied about his age, drove a Red Cross ambulance w/drawings all over it
 - Had 3 months of schooling, then stayed home
 - 1 of 20 children, dropped out at 10
 - Dropped out to work, became the nation's 1st billionaire
 - Began cooking for his family at age 6 when his father died, dropped out
 - Dropped out at 12 and became a locksmith apprentice
 - Dropped out when he was 12 & his father was imprisoned
 - Told lies about his age
 - Failed every subject except English
- Princess Di
Jesus Christ
Ballerina Isadora Duncan
Alfred Einstein
Sir Richard Branson
Marilyn Monroe
Humphrey Bogart
Ringo Starr
Jay-Z
Walt Disney
Thomas Edison
Ben Franklin
John D. Rockefeller
Colonel Sanders
Harry Houdini
Charles Dickens
Ray Kroc
Al Pacino

Inputs	Outputs		Outcomes	
	Activities	Participation	Short	Medium
Mobile Development Center (Semi-truck & contents) Enterprise City license agreement Physical space (62nd St.) Employees (11) Volunteers (3,500 hrs) Partnering agencies (Indianapolis Housing Authority, IMPD, Marion Co. Probation, Eskanazi Hospital, Marion Co. Health Department) Funding (grants, fee-for-services, scholarships through grants) Relationship with school districts, community organizations, churches Trained teachers Transportation Training of IMPD officers Police referrals Marketing materials Curriculum Evaluation instrument Participant tracking system Employment Placement Employers Youth & adult participants	Selection & screening of participants Enterprise City classes (youth & adult) 16 classes Case management (_ hrs of case management per participant) Participants develop basic career plans Resume writing Job application training Mental health screenings 300 1,400 IMPD home visits Referrals for employment opportunities	1,320 youth from Marion Co. Probation 680 youth from area high schools 780 adults Youth classes – 125 youth / session & 16 1 week sessions 300 referrals for mental health services 1,400 of home visits by IMPD officers 200 part-time or summer jobs for youth	Youth completing the program indicate an increased understanding of various career options consistent with their skills and interest. Youth participants indicate they are less interested in becoming engaged in antisocial behavior All participants completing the EC classes indicate they are more aware of entrepreneurial opportunities. Participants receive referrals to mental health services Participants indicate they have increased understanding of the interrelations between business, government, and the public	Youth secure employment opportunities. Adults secure employment or starting a business Identified youth adults secure treatment for mental health Participants report are making wise decisions. Youth participants on probation do not recidivate within months of completion of program

Assumptions
<ol style="list-style-type: none"> 1. Mobile Development Center is in place 2. All MOU's are in place (especially those who will fund attendance of participants) 3. HBH can recruit sufficient # of youth from schools, community centers, etc. 4. HBH can recruit volunteer teachers for each weekly session

External Factors
<ol style="list-style-type: none"> 1. Funding for participants 2. Support from new mayor 3. HBH's ability to find youth and a

- | | |
|--|--|
| <ol style="list-style-type: none">5. Transportation for Enterprise City at the 38th St. facility6. Cooperation & effective training of IMPD officers7. There is cooperation with parents to share student information8. The ability for HBH to follow-up with parents, schools, etc. for evaluation data9. Schools “buy in” to the concept of IMPD follow-up concept10. Parents/care givers are open to allowing IMPD officers into their home | |
|--|--|