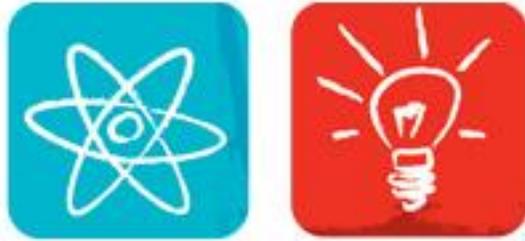




INDIANA CHARTER SCHOOL BOARD

Charter School Application
For New School Operators

March 2015



STEM

science • technology
engineering • math

Northwest Indiana Science and Engineering
(NiSe)
Public Charter School

PROPOSAL OVERVIEW AND ENROLLMENT PROJECTIONS

Name of proposed charter school: Northwest Indiana Science and Engineering
Pubic Charter School (NiSe)

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

School district(s) of proposed location: Merrillville

Legal name of group applying for charter: TRON/AGEK Educational Foundation, Inc.

**Names, roles, and current employment
for all persons on applicant team, including
each board member:** Augusta DeNeal, Ph.D., Ivy Tech Community
College

Elonda Ervin Ph.D., Indiana State University

Dwayne Tucker, Boeing

Designated applicant representative: Augusta DeNeal

Address: 319 E. 60th Drive

Merrillville, Indiana 46410

Office and cell phone numbers: (219)381-8287

Email address: adeneal@ivytech.edu

Planned opening year for the school: 2016

Model or focus of proposed school:
(e.g., arts, college prep, dual-language, etc.) STEM Education

Proposed Grade Levels and Student Enrollment

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

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

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

Yes No

If yes, identify the authorizer(s): _____

Planned submission date(s): _____

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

Authorizer(s): Ball State

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

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PROPOSAL NARRATIVE

Executive Summary

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

Mission Statement

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

Vision Statement

NiSe's ultimate goal is to assist in producing the next generation of STEM teachers, practitioners, innovators, inventors, researchers and environmentalists. There are some major job opportunities that will continue to occur in Northwest Indiana and nationally. Our job is to make sure our children will be prepared for these career opportunities.

After review of research on education and STEM curricula, and tested methodologies from other states, we believe our vision as stated in this section for a STEM charter school will prove to be successful. This *mission* and *vision* is the theoretical framework that supports the design and purpose of this charter application.

Educational need

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

In the 2011, *Education Supports Racial and Ethnic Equality in STEM Report*, disparities in STEM educational attainment were reviewed by the Economics and Statistics Administration. The report highlighted that non-Hispanic Whites and Asians are more likely than other minority groups to be employed in STEM related professions. The report promoted the increase of underrepresented groups in STEM fields.

Data reflect the educational need is an increase in persistence, retention in secondary and post-secondary graduate rates. Most importantly, the target communities need an increase in state test assessments rates.

This application highlights four community educational needs and we referenced them (See Exhibit 1) as:

1. To increase state math assessment scores

2. To increase state science assessment pass rates
3. To increase state high school graduation rates
4. To meet or exceed the Indiana state average of eligible students in the graduating class excelling in advance placement (AP) courses. In Northwest Indiana, only a small number of students in Northwest Indiana passed advanced placement classes

The school will open in the town of Merrillville but; will serve Northwest Indiana. We propose to serve at full capacity 400 students.

Target population

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

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

We plan to serve 5th -12th grades totaling 400 students by the year 2021 (5th year of operation).

Community Engagement

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

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

Survey questions

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

Eighty-two percent responded and indicated a strong need for a STEM charter school in Northwest Indiana. The community realized that jobs will require STEM post-secondary training,

certification, or an apprenticeship. So as a Board, we knew that a content-rich curriculum that included adequate opportunities for students to read, write, and communicate thoughtfully through STEM and Indiana State Standards would provide a solid foundation for our children's future success.

Education Plan/School Design

NiSe's curriculum and instruction will go beyond content knowledge to include a strong emphasis on 21st century skill STEM development. NiSe will use Indiana State Standards to guide their curriculum and instructional design. Additionally, lesson planning and delivery will be used to unite core academic subject matter, interdisciplinary themes, hands-on scientific skills, and teacher collaboration to provide an instructional process that meets the goal of a STEM based charter school. Students will not only solve problems but also prove they understand how to get the right answer. That in itself shows mastery of a subject, which is what we expect from our students (See Exhibit 2).

Vision for growth

There are no enrollment restriction priorities for which the school is based. NiSe proposes to serve 400 students who live in the target area by the year 2021. If the school is undersubscribed, children will be accepted into admission. If the school is oversubscribed in any year, they will be entered in a lottery and all lottery policies will apply. Once all available slots are filled, applicants will be placed on a waitlist. Students will be admitted from the waitlist in the order that the applications were received and as places become available in each grade. We are confident that we will exceed the number of student applications in the first year of operation.

Governance and Leadership

TRON /AGEK' Educational Foundation, Inc. is an Indiana not-for-profit corporation, exempt from tax under I.R.C. 501 (c) (3). The TRON /AGEK' Educational Foundation Board will ensure quality oversight that maintains both high educational and operational standards to safeguard the school. We will practice sound governance and management. The board will be good stewards of public funds, and information as well as operate in transparency in accordance with the law. We will keep our parents and students informed about the education provided by NiSe.

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

The TRON/AGEK Educational Foundation, Inc. and the Northwest Indiana community believe that NiSe, a STEM charter school, will deliver endless possibilities for our children. If students acquire basic STEM learning early in middle school (MMGW, 2011), they will be prepared for not only STEM subjects but will also be equipped to master Advanced Placement courses and a curricula based on State Standards. Through NiSe's educational program, students in Northwest Indiana will receive college credits through a dual credit program as well as secondary, post-secondary guidance and counseling to help students' map their plans of study so that they are able to complete college within the maximum government mandated timeline.

For many students this lack of guidance deters them from finishing college. Consequently, post-secondary institutions are losing generations of Northwest Indiana students because of students' inability to pass standardized testing, increased college admission standards, and lack of financial aid. Our educational plan will deter this from happening to keep students in secondary and post-secondary schools.

SECTION I: EVIDENCE OF CAPACITY

Founding Group

NiSe's team capacity to successfully open and operate a high quality school given the above considerations can be drawn from our past and present education and professional experiences. Our team founders received public school, secondary, post-secondary and graduate degrees from Indiana public schools. This charter application is a collection of voices with one goal; creating a high quality charter public school.

The applicant team's three founding members include two members who earned Ph.Ds. in Educational Leadership and have past experiences working in secondary and post-secondary education. One member has experience in business as an insurance fraud investigator, professor, and diversity director for an Indiana public university. Another founding member has worked in TRIO programs serving low-income, first generation students for the past twelve years and has authored and managed grants for over fifteen years totaling more than a half- million dollars annually. Two founding members hold undergraduate degrees in Curriculum Development. Two founding members have written dissertations on subgroups of this population (e.g., Black males in predominately White institutions of higher education and African-American women in pursuit of a doctoral degree).

The third founding member is an engineer with Boeing Airlines and has already started the field-work for making sure our children have the opportunity to be included in the established ITT Boeing Scholars Academy (See Exhibit 3). Contact has already been made and the ITT Boeing Scholars Academy is eagerly awaiting the list of names of children from our community for this STEM initiative. Also, included is an applicant member who served as the superintendent of the Gary Public School System. Also, assisting with this application is a Ph.D. from PUC Teacher's Preparation program who has expert knowledge in the area of Common Core State Standards. Another member has an Education Specialist and a Master's Degree in Special Education and holds a public school superintendent license. This member worked in the K-12 environment for more than 10 years.

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

School Leader and Leadership Team

The **School Leader** will serve as the Principal. Their primary role of responsibilities involve the creation of all educational plan management, curriculum development and modifications, hiring and supervising of all staff, assessment of educational plan, student assessment, coordination of professional development. This person is responsible for the implementation and monitoring of all NiSe's goals, strategic plans, strategies and directions for the school. This includes, but is not limited to, the meeting of Indiana State Standards and other identifiable core knowledge sequences. The Principal will possess:

- Principal/Superintendent license

- A minimum of 10 years of teaching
- Understanding of current educational laws and practices
- Knowledge of post-secondary curriculums, articulation and transfer agreements
- Leadership qualities and experience

The Principal will provide day-to-day academic leadership not limited to:

- Discuss, review and initiate school policy
- Work directly with the Board of Trustees on school direction
- Oversee and monitor the operation of the school as executed by the Board
- Meet in open meetings at least once per month to fulfill the above responsibilities and to build a strong relationship with parents and the community
- Report to the Board on a monthly basis observations, findings, conclusions and recommendations regarding the operation of NiSe and academic progress of the student body
- Review financial reports of the school and present the findings to the Board with recommendations for changes, actions and/or acceptance
- Maintaining an overall 70% pass rate of student state standardized rates

The Principal will be responsible for creating, maintaining, and updating a Standard Operation Procedures Manual (SOP) for the school that demonstrates all practices and procedures for each department of the school.

Key Members of Leadership Team and School Leader/Principal

A charter school's Board of Trustees is charged with three primary responsibilities: overseeing the use of public funds to educate Indiana students; complying with all applicable federal and state laws; and adhering to the terms of the charter agreement. We understand the duties and obligations as the charter holder. The founders enlisted expert and competent applicant leadership in areas essential to charter school oversight. This team included secondary and post-secondary educational leadership, instructional design, data assessment, English learners, special education, law facilities and other relationships. We started board training months prior to the application submission. This training centered on charter school mission, vision and goals, short and long term strategic goals that included on-line board meeting computer training. We have identified additional members for the Board of Trustees.

An educational consultant and former public school superintendent was instrumental in the planning phase of the charter school. Both provided professional development training to board and applicant team members in the areas of operating an effective school.

Vision for School Leader/Principal and Teachers

The Principal will be developed by being *intimately* aware of the charter expectations, vision and goals outlined by the NiSe leadership team. The Principal will be the "keeper of the vision" of the charter school, and be able to clearly articulate the vision and the mission in all interactions relative to the charter, including all staff and the community at large.

The leadership team will support the Principal by ensuring resources are readily available. However, he/she will be clear as to the expectations for successful delivery and accomplishment

of all goals of the charter.

Additionally, an evaluative tool will be developed to capture the expectations outlined in the charter's mission. The Principal must understand the conceptual connections among the discrete disciplines of math, science, technology and engineering. He/she must be able to demonstrate the traits of a true visionary that understands the difference between a traditional education and one that embraces a STEM multidisciplinary approach to learning.

Through inspirational leadership, the Principal must be able to excite others to build upon the vision and transform learning and teaching in the targeted areas of STEM. Most importantly, the Principal must be dedicated and passionate about the work of educating children. Additionally, he/she must possess a deep understanding of the intricacies of student learning and the various factors that influence students' academic success and growth as individuals. He/she will possess extraordinary collaborative skills, and will work tirelessly with other caring and supportive educators to further the mission of the charter. The aforementioned traits will not only be used to define the expectations of the Principal but also be used to capture evaluative measures to create the tools needed for effective evaluation.

We will have three lead teachers: Project Lead the Way/IT, Special Education/ESL, and Response to Intervention. The primary instructional strategy to be used is a team approach. Lead teachers will be completely responsible for the success of their discipline and other assigned disciplines and tasks. The Principal will be responsible for the academic success of the school. All staff will be versed in NiSe's strategic goals, plans, and missions as well as be held responsible for implementing and monitoring the success and corrective actions of the curriculum. Therefore, the first task under professional development is the reading of the approved charter school application by faculty and staff.

Quality teachers will be sought to deliver day-to-day instruction to students, teachers who possess the knowledge and experience to deliver instruction effectively. Teachers will be supported by ensuring that continuous learning is acquired through many methods, such as workshops, professional reading, professional dialogue, and a process to observe how this learning is refined in the classroom. Teacher evaluation and professional development will be used to continuously build teacher competencies. Focused, descriptive records of actual teaching and learning events will be used as the basis for reflection with the Principal. This reflection will be the heart of the process of post conferencing to discuss how the teaching/learning process is enhanced.

Teacher evaluation must be thought of as the foundation for teacher development, rather than single, isolated events. Teacher observations and reflective dialogue will be a regular part of the professional working environment, seamlessly integrated with the overall professional development as outlined in this charter application.

Prior to any post conferencing before evaluation takes place a series of observations, reflection conferences (after an observation) and dialogue will take place to ensure that teachers have the support needed to be successful with all students. Teacher evaluations will be used not only in assessing teachers' current competencies, but also to help teachers continually improve their instructional techniques and more effectively teach their students.

The plan is to develop an evaluative instrument that will allow for observations and conferences and a mid-year review to assess progress and lend added support to teachers prior to the yearly evaluation (i.e. Rise).

The qualifications required for the Principal must meet Indiana’s educational requirements including having an Ed.S. or Ph.D. degree from a recognized college or university as well as hold a state certificate. Most importantly, the Principal must create cooperative partnerships with the student, staff, parents and community partners.

Development plan for key team members

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

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

Development Team Following Application Approval (start up to opening)

| Name-Title | *% of Time | Projected Start Time | Potential Funding |
|--|-------------------|-----------------------------|--------------------------|
| Principal | 5% | August 2015 | Start-Up |
| Curriculum Design Spec. | 5% | August 2015 | Start-Up |
| Legal | 5% | August 2015 | Start-Up |
| Accountant | 5% | August 2015 | Start Up |
| Assessment Coordinator/Data Specialist | 5% | August 2015 | Start Up |
| Lead Teachers | 5% | August 2015 | Start Up |
| Facilities-Safety Manager | 5% | August 2015 | Start Up |
| HR/Financial Manager | 5% | August 2015 | Start Up |

The contract, faculty, and staff members above will be in place following school approval starting Oct. 2015 at a 5% or less FTE to have all employees trained by school opening August 2016. Professional development will continue after the school is opened.

Timeline, Criteria, Recruitment and Hiring Protocol for **Principal**

| Process | Timeline | Responsible Party(s) |
|---|-----------------|-----------------------------|
| Step 1: Identify Vacancy and Evaluate Need | August 2015 | Board |
| Step 2: Develop Position Description | August 2015 | Board |
| Step 3: Develop Recruitment Plan | August 2015 | Board |
| Step 4: Select Search Committee | August 2015 | Board |
| Step 5: Post Position and Implement Recruitment Plan | August 2015 | Board |

| | | |
|---|----------------|-------|
| Step 6: Review Applicants and Develop Short List | August 2015 | Board |
| Step 7: Conduct Interviews | September 2015 | Board |
| Step 8: Select Hire | September 2015 | Board |
| Step 9: Finalize Recruitment | September 2015 | Board |

Position Posting Period

Minimum posting requirements are as follows:

- Professional Support Staff – 10 business days from date posted beginning the next business day
- Management/Senior Professional – 15 business days from date posted beginning the next business day

Recruitment Avenues

- Local newspapers
- Networking functions at education institutions
- Job board at educational institutions and community businesses
- Internet Job Boards
- Radio/television

| Web based Resources | |
|--|--|
| <ul style="list-style-type: none"> ➤ InsideHigherEd.com ➤ Diverse Issues in Higher Education | <p>America's Job Exchange</p> <ul style="list-style-type: none"> ➤ AJE National Exchange ➤ AJE Veteran Exchange ➤ AJE Women Exchange ➤ AJE Disability Exchange ➤ AJE Hispanic Exchange |
| <p>Veteran Job Boards</p> <ul style="list-style-type: none"> ➤ www.VeteranJobs.Net ➤ www.Jofdav.com ➤ www.allveteranjobs.com | <p>Diversity Job Boards</p> <ul style="list-style-type: none"> ➤ www.asianhires.com ➤ www.africanamericanhires.com ➤ www.alllgbtjobs.com ➤ www.allhispanicjobs.com ➤ www.diversityjobs.com ➤ www.disabilityjobs.net ➤ www.disabledperson.com |

Timeline, Criteria, Recruitment and Hiring Protocol for **Human Resources Director**

| Process | Timeline | Responsible Party(s) |
|---|-----------------|-----------------------------|
| Step 1: Identify Vacancy and Evaluate Need | August 2015 | Board & Principal |
| Step 2: Develop Position Description | August 2015 | Board & Principal |
| Step 3: Develop Recruitment Plan | August 2015 | Board & Principal |
| Step 4: Select Search Committee | August 2015 | Board & Principal |
| Step 5: Post Position and Implement Recruitment Plan | September 2015 | Board & Principal |
| Step 6: Review Applicants and Develop Short List | September 2015 | Board & Principal |
| Step 7: Conduct Interviews | September 2015 | Board & Principal |

| | | |
|-------------------------------------|--------------|-------------------|
| Step 8: Select Hire | October 2015 | Board & Principal |
| Step 9: Finalize Recruitment | October 2015 | Board & Principal |

Governance

TRON /AGEK’ Educational Foundation, Inc. is an Indiana not-for-profit corporation, exempt from tax under I.R.C. 501 (c) (3) (See Attachment 4). TRON/AGEK’ is authorized under the Indiana law to organize and operate a public charter school and is vested with all powers necessary for carrying out its planned programs including power to contract for services, equipment, and educational services. We will adhere to the measures to be utilized to access Compliance – Legal and Governance Compliance according to Office of Charter Schools Policy for School Assessment and Interventions (Feb. 4, 2009). Statement of Assurances can be reviewed in Attachment 5.

Foundation

The foundation will engage in a wide number and variety of activities and oversee the proposed charter school as follows:

1. The Foundation will retain all legal and fiduciary authority and responsibility for the school
2. The Foundation will establish a charter school (NiSe)
3. The Foundation will assure compliance with all state/local/federal agencies Indiana State Charter authority

Governing Board

The TRON /AGEK’ foundation board of directors consists of 9(nine) members appointed by the foundation. Since the inception of this proposal, board membership has changed over 5-years. The Board has met several times over the years. Candidates are recommended by the foundation and community and voted upon by the Board. Board candidates are selected by skills, expertise, experiences and personal perspectives for the most effective governance of a public charter school. Members are elected for a 3-year term. Please see the NiSe Board Training Manual (See Exhibit 4).

Financial management of NiSe will be overseen by the Board. The Board will ensure quality oversight that maintains both high educational and operational standards to safeguard the school. We will practice sound governance and management. The Board will be good stewards of public funds, and information as well as operate in transparency in accordance with the law. As promised, we will keep our parents and students informed about the education provided by NiSe. We understand the importance of implementing a strategic vision and plan for the school, including clear priorities, goals, and time frames for achievement. Our board training prior to application submission included board organization, ethics and service, building an effective organization, key work of school boards and system thinking conducted by Dr. Mary Steele-Agee (past Supt. of the Gary Community School Corporation).

The Board will immediately assume management and governance of NiSe upon confirmation that a charter has been awarded.

This body will maintain an office on the school site and has no other purpose but to develop a high quality charter school with the purpose of addressing the needs of the population of students that the school plans to educate and serve. It will have no legal or fiduciary rights but will act in an

oversight and advisory capacity.

In the duties and responsibilities mentioned above, the role of the Board is primarily an advisory one only. Final legal action on any of the above named or any other matters will be the sole responsibility of the foundation as well as compliance of financial, governance and educational performance matters.

A list of all current Board members and their intended roles are listed in the table below along with a summation of their interests in and qualifications for serving on the school's Board (See Attachment 6).

Board Members and Roles

| Full Name | Current Job Title and Employer | Position |
|-----------------------|--|-----------------|
| Augusta DeNeal, Ph.D. | Director TRIO Services, Ivy Tech Community | Board President |
| Elonda Ervin, Ph.D. | Director of Diversity Office, Indiana State University | Board Secretary |
| Dwayne Tucker | Engineer - Boeing | Board Member |

The NiSe Board Training Manual (See Exhibit 4) describes plans for increasing the capacity of the Board, plans for expanding and developing the board over time, timeline for new members to be recruited and added, process for vacancies to be filled, and orientation or training. Criminal background checks are provided for all Board and foundation members. Board meetings will be the first Wednesday of every month. Also, board meetings will be public knowledge. They will be announced on school's website and posted in local newspapers.

The Board will provide advice on its policies, services, curriculum and events. The Board is the means by which NiSe's curriculum and services remain relevant to community and business needs. The Board will consist of teachers, parents and community leaders to advise the board on school initiatives. The Board will provide community input and offer and provide assistance to NiSe in their efforts to conduct business in a way that is beneficial to the children of Northwest, Indiana.

Board and Grievance Process

Throughout this board governance process it is important to maintain confidentiality, particularly if the issue concerns the performance of a staff member or sensitive issues regarding other students and their families. Concerns about a staff member's performance must only be raised with the Principal. Concerns may be raised as follows:

➤ **Step 1**

The individual (e.g. parent, community member) should contact the staff member involved and arrange an appointment to discuss the matter without distractions. Contacting the office will result in a return phone call or an appointment being made you with the staff member involved. This meeting must occur within five business days. The principal will be informed of this matter.

➤ **Step 2**

If the issue raised is unresolved, then the individual can make an appointment within five business days with the Principal

➤ **Step 3**

If the issue raised is still unresolved at this point, then the individual can make an appointment within five business days with the Board of Trustees Grievance Committee. At this point, the individual can choose to arrange for a support person to accompany them.

➤ **Step 4**

Within 30 days from the meeting with the Board of Trustees Grievance Committee, if the individual is still dissatisfied with the outcome of the meeting, they may write to the Board of Trustees. The Board will review all complaints. If no new information is presented, then the matter is closed.

Attachment 6 contains Board Member Information Sheet. Attachment 7 contains the Board's proposed Code of Ethics and Conflict of Interest policy.

SECTION II: SCHOOL DESIGN

Education Plan

Instructional Design

NiSe's curriculum and instructional design will go beyond content knowledge to include a strong emphasis on 21st century skill STEM development. NiSe will use Indiana State Standards to guide their curriculum and instructional design. Additionally, lesson planning and delivery will be used to unite core academic subject matter, interdisciplinary themes, hands-on scientific skills, and teacher collaboration to provide an instructional process that meets the goal of a STEM based charter school. Students will not only solve problems but also prove they understand how to get the right answer. Our STEM school mission will only be accomplished if the faculty and leadership combined skills, talents and strengths are integrated to provide children life long lasting STEM skills to help them:

- Solve open-ended problems (design-based)
- Promote cooperative learning among each other
- Use real-world contexts
- Use advanced technologies
- Pass state assessments
- Think critically and make science judgments
- Solve complex, multidisciplinary, open-ended problems
- Be creative and entrepreneurial
- Communicate
- Make innovative use of knowledge, information and opportunities
- Take charge of civic (community) responsibilities

NiSe's STEM curriculum is based on a rich and growing body of research on teaching STEM subjects from several science based institutions. The models that had the most influence on our STEM charter school instructional design were the *National Resource Council (NRC)*; *Massachusetts and Technology/Engineering Curriculum (MIT)*, *Making Middle Grades Work (MMGW, 2011)* and *Indiana Standards supplemented by Project Lead the Way (See Exhibit 5) and Purdue University Calumet Pre-Collegiate Engineering curriculums (See Exhibit 6).*

All teachers will be especially trained on Indiana State Standards and the Massachusetts Science and Technology/Engineering Curriculum (MIT) Framework, Project Lead the Way (PLTW), student assessments, and technology through professional development before school opening and during the academic year. Our science infused curriculum will continuously be designed, monitored and updated to ensure that STEM and Indiana Standard content is immersed throughout the instructional design. Most importantly, we believe that learning should be a familiar process for a child. Students should be made to feel self-confident and not afraid to ask questions. When a child is promoted from one grade to the next, the school must be assured that each child has accumulated knowledge to be successful in the next grade. RTI targeted academic services will assist students with their academics and monitor student progress at all times. Most importantly, *teachers will be mentors*. The proposed framework for instructional design reflects the needs of the anticipated population and ensures all students will meet or exceed the expectations of the standards (described in IC § 20-31-3).

Education Program – Program Overview

Upon researching, we found that there are no identified national STEM standards and no school offers a STEM curriculum similar to our proposed school. Currently, the National Resource Council on Science Education (NRC) is working toward this effort. Based on our curriculum and instructional design, the context of NiSe’s entire STEM education plan will adhere to our board agreed upon standards for the school:

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

Our foundational philosophy is taken from Howard Gardner’s Multiple Intelligence Theory that states that every child can learn and John Dewey’s thought that education is not preparation for life; education is life itself. We, therefore, believe that every child can learn STEM subject content that correlates with the state standards (See Exhibit 7).

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

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

Assessments will be used to identify student needs continuously and establish interventions to master standards. Some major measurement instruments to be used will be: ISTEP, NWEA, SAT/ACT, ECA, and Acuity.

NiSe’s Basic Learning Environment

Our overall learning environment will always be scientific and hands-on. Our instructional methodology will include technology aligned with Indiana State Standards infused with STEM inquiry. Our hope is through this academic approach, students will attain the skills necessary to draw evidence-based conclusions using the standards while acquiring a problem-solving frame of mind. The only and best way to do this is to match students with the best teachers as mentors that allows them to be inquisitive and free to test for results. Our teachers will see that students develop ideals of scientific inquiry through classroom instruction that includes reading, writing, observations and testing knowledge drawn from textbooks and in-class projects. There will be no more than 15 students to every teacher (15:1). Students will study independently and in groups.

A quality curriculum has to be progressive. The Principal will assist in the development and monitoring of all curricula. The Principal and teaching staff will decide the sequence for standards informed by the state curriculum that will be aligned with state assessments. Teachers will use formative assessments to determine which content and skills from the standards students already know and which they need to learn.

All faculty teams for each grade will have a set schedule to meet and coordinate activities and discuss student progress, develop educational units, and work on means to enhance the student's learning and receive team leader observation monthly reports. In addition, the Principal will meet with their department's lead teachers and staff every week for the first two years of the school's implementation, nothing less.

Lead teachers and Principal will meet consistently to make sure academic goals are met. The Principal will share statistical quantitative information to prove the school's success monthly to the Board. If the planned school goals are not demonstrated statistically which includes passing standards and state assessments, the board will intervene to make sure this occurs and inform the foundation.

Continuous curriculum and professional development plays a major part in our mission. The following outlines our timeline for both. All components are continuously designed for inclusiveness and improvement.

Curriculum and professional development process

| Curriculum of Professional Development | Intended Audience | Person Responsible | Schedule - Timeline of implementation date | Explanations |
|--|------------------------------|--|--|--|
| Indiana Standards for all subjects | Faculty & Staff | Principal / Educational Consultant | Aug 2015-June 2016 | Indiana Standards Professional Development SOP |
| Curriculum / Teacher Training for subjects | Faculty & Staff | Principal/ Educational Consultant | Aug 2015-June 2016 | Indiana Standards, Purdue University Calumet Pre-Collegiate Engineering Program, NRC, Mass. Science and Technology/Engineering Consultant, Project Lead The Way facts and curriculum SOP |
| School Safety: School Safety and Emergency Preparedness Plan approved by the state Indiana | Faculty & Staff | Health & Wellness Instructor and Facilities / Safety Manager | Aug 2015-June 2016 | NiSe SOP |
| Parental, Health procedures, i.e. immunization | Community Parents / Guardian | Principal/ Educational Consultant /Parent Partner | Aug 2015-June 2016 | NiSe SOP |
| Assessment Performance | Faculty & Data Specialist | Principal / Educational Consultant | Aug 2015-2016 | NiSe SOP |
| Special Education-Behavioral Plans (BIP) | Faculty & Staff | Principal | Aug 2015-2016 | NiSe SOP |
| RTI | Faculty | Principal | Aug 2015-2016 | NiSe SOP |

| | | | | |
|--|---|---|---------------|----------|
| Technology-PowerSchool Kahn Math & IXL Techniques | Faculty & staff | Educational Consultant, IT Manager, Data Specialist | Aug 2015-2016 | NiSe SOP |
| Board member / planning training and CAS standards Rise Professional Development | Board Members / Advisory Board | Educational Specialist | March ongoing | NiSe SOP |
| Multiculturalism / diversity / Student Development | Faculty, Staff Principal, Consultant, & Board Members | Principal / Educational Specialist | Aug 2015-2016 | NiSe SOP |

Technology

As mentioned in this charter application, technology will be used as a learning tool to help accomplish our mission even corrective learning. Technology will focus on the continuation of major building goals, improved student academic practices; teacher embedded technological skills, instructional relationship to instruction, and enhanced communication.

It is understandable that teachers and staff must first and foremost be the forerunners of technology and STEM knowledge to support our charter mission. All classrooms will be equipped with computers and computer aided instructional programs. All students will be loaned IPADS to stay connected to the school and monitored by IT staff. The IPADS will play a significant role in re-teaching and tutoring. Software utilized by teachers and students will not only be aligned to standards; but ACT, SAT, and GED standards as well. We have already begun to network with the Pearson Company to assist with our schools goals; particularly science and mathematics.

In all cases, technology will be used to assess student progress in mastering skills. Student progression will be tracked. Classroom instruction and learning will be student-centered, meaningful and engaging to the greatest extent possible. NiSe will embrace online software like Blackboard, WIMBA and PowerPoint where students can work on their class assignments anytime of the day. Our students will have access to an instructor and a computer lab on Saturdays. IT personnel will work with the children at designated times. We will purchase academic subject license i.e. IXL Mathematic Basic and use on line free assessments like KAHN Math Academy.

Again, all our students will have access to technology. This effort will level the technology playing field for our children. Parents and children will never have to worry about having computer access at NiSe. It has been proven that children with IPADs do better academically in school.

We will make sure we prepare an IDOE technology plan each year.

Pupil Performance Standards

The Assessment Coordinator/Data Specialist will ensure smooth testing and efficient communication with IDOE, test providers and school leadership. The trained Data Specialist will be

responsible for the security of tests as outlined by the State of Indiana. We anticipate using PowerSchool software system.

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

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

See Attachment 8 and Exhibit 2 for curriculum and scope. Our predicted Indiana and STEM standard objectives are as follows:

Description of Pupil Performance

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

The complete set of NiSe's proposed learning and exit standards for graduating students standards for one grade for each division the school will serve is provided in Attachment 9.

Additional Academic Standards beyond the Indiana Academic Standards

As stated, NiSe will adapt a STEM curriculum modeled after the Massachusetts and Technology Engineering Curriculum framework which articulates updated guidelines for not only learning but teaching, and assessment in science, technology, engineering, and mathematics for public schools. By using this model, we want to make sure students are learning and practicing standards resulting in robust STEM instructional practice and passing state requirements.

Prior to the state assessments, if student classroom assessments are not reflecting the pass rates expected, individualized and student designed tutoring will be included in the classroom, afterschool, and on Saturdays, progression will be monitored by Lead Teachers and Principal.

Policies and Standards for Promoting Students

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

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

Graduation requirements

High school graduates are expected to meet Indiana Graduation Requirements (described in IC §20-32-4). Graduation requirements will not exceed those required by the State of Indiana. However, students will surpass the number of credits to graduate because of dual college credit as well as summer initiatives at NiSe (See Attachment 9).

NiSe's promotion policy is intended to promote preparedness for each child to progress through the grade levels successfully. Children who are not prepared to exit a grade level are not permitted to continue to the next grade until they have attained adequate achievement in their present grade level. The promotion policy is designed to promote quality learning for each child.

School Calendar and Schedule

Attachment 10 explains the annual academic year and the structure of the school day, core

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

School Culture

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

Excellent student behavior starts the day students walk into the school and continues throughout the school year. We will always work in a preventive mode and never in a punishment mode and make sure that teachers teach and students learn. We will immediately address any behavior that is not acceptable in the school environment through a peer mediation program. We will focus on discipline. However, our focus will be on appropriate behavior and etiquette. We will have a cooperative school environment for students, teachers, parents, and the community. The plan is the same for students enrolling at mid-term. Each student will receive a code of conduct and expected student behavior contract. The school's climate will provide a safe, supportive and nurturing environment. Our school culture will cultivate an atmosphere of continuous improvement, and regularly celebrate the efforts and achievements of students, staff and parents. We will make all efforts to integrate new students and staff to feel welcome and become a part of the mission, vision, and goals of NiSe.

At-risk, special needs, and English-language learners (ELL) students will be identified as early as possible and on a regular basis because in some areas of our community the Latino high school drop-out rate tops 30%. Some researchers believe that the root of at-risk behavior begins in elementary grades with low achievement patterns, high absenteeism, and low self-esteem. Programs identifying and working with at-risk students early are needed at every grade level, especially between 5th and 8th grades based on the MMGW theory. Teachers will be well trained and made aware of symptoms of "at-risk" student behavior. Administrative staff will be responsive to their needs. It is especially important that teachers dealing with these students have training in language and cultural differences. Student Development training for faculty and staff is included in our professional development plans. Schools need to be a model for equal opportunity and a place where the individual's needs for achievement and positive experiences can be met.

We realize that although the U.S. is a nation of immigrants, roughly 8 out of 10, Americans speak only English and a decreasing number of students are being taught foreign languages. Assimilation is very important. The school will embrace ELL students and require students to be taught at least two foreign languages. However, whether language deficient or not, any and all the

needs of “at-risk” learners will be a high priority for the school. Successful programs often separate at-risk students from other students. NiSe will not. We will provide supportive academic services. NiSe’s programs will emphasize flexibility and tailor curriculum to the learning needs of the individual learners. NiSe’s overall plan will be innovative, and provide alternatives to traditional public school in nontraditional ways that will include alternative settings and a least restrictive environment for all students. Presently, there is no other public school alternative for students expelled from the Merrillville School System.

NiSe’s programs will involve a broad range of special services and positive school experiences. These include re-teaching programs, tutoring, bilingual instruction, and close follow-up on truancy and absenteeism student matters.

Typical School Day - Student Perspective

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

Ms. Sellars introduced the concept of a weather station to our class. After a discussion of our experiences and ideas about the weather, I realized that most of what I knew came from watching television. Ms. Sellars asked the class what kinds of information would be important to collect about the weather and how they might go about collecting it. We identified the need to record whether the day was sunny or cloudy, the presence of precipitation, and the temperature because these are all the things we as children had heard from the TV weather people. Ms. Sellars asked hard questions that made us think like, what kinds of clouds are evident. How much precipitation accumulated? How does the temperature change day to day and over the course of a given day? What is the wind speed and direction? One student said that she heard there was a high-pressure front moving in. Then she asked “What is a front,” and is it important? At the end of the discussion, someone mentioned humidity and recalled the muggy heat wave of the summer. We spent time discussing and planning how we were going to measure the weather conditions, what tools we would need and how we would collect and analyze the data. We worked in groups, and each group focused on one aspect of the weather. We worked in the SciQ Lab (one of three NiSe labs – See Exhibit 8) where weather models were on display and experiments were conducted. We were asked to create a weather station and present the station at the community science fair. Students wore their lab jackets in the lab. Wearing my jacket makes me feel like a scientist. Sometimes we address each other as doctors!

Several weeks later, the weather station that we had created was in operation. We recorded data twice a day. We made an anemometer and a wind vane and used them to observe wind direction speed. There was a windmill outside of the SciQ classroom on display donated by an organization. Even before our lesson, we all were curious about the windmill outside the building. So now, we understand the reason for windmills and some of us are planning on building another windmill for our next school project. I am very excited because this is the last week of school and this summer all 7th and 8th graders will participate in Purdue University Calumet’s Summer Engineering Program. I remember attending the program last summer. It was exciting and I learned so much about becoming an engineer. I want to be a forensic engineer.

Some students say, this year, we might even compete in the next Science Fair in Indianapolis in 2016 or compete in the 2015 Calumet Regional Science Fair held at Indiana University (Northwest). Who knows, Ms. Sellars might include us in the M.A.T.H. Bowl because we learned some math techniques with this project that helped us understand our algebra assignment given to us by our math teacher. My dream is to participate in the White House Science Fair in Washington, D.C. in 2017.

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

With this project we learned how to ask questions, create tools to gather data, collect, and organize data. We learned how to describe daily weather changes in terms of temperature, wind speed, direction, precipitation, and humidity. Now, I know what the weather-man is talking about when he explains the weather. We also read a class assignment on the weather in English Language class and had to write an essay that I will tweak for my language arts class (Massachusetts Science and Technology Engineering Curriculum 2006). I really appreciate my English teacher allowing us to prepare papers using science topics because it helps me to understand.

Typical School Day – Teacher Perspective

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

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

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

to get a clear understanding.

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

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

Supplemental Programming

NiSe's promotion policy is intended to promote preparedness for each child to progress through the grade levels successfully. Children who are not prepared to exit a grade level are not permitted to continue to the next grade until they have attained adequate achievement in their present grade level. The promotion policy is designed to promote quality learning for each child.

Interventions will be in place to help students that fall behind (e.g. RTI). This allows students to have necessary academic and personal assistance. However, students who receive a final grade of "F" will not be promoted to the following grade. Students will receive one of two classifications:

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

Parents will be notified of students' academic progression by monthly progress reports. Progress reports will be mailed or picked up by parents. Report cards will be distributed four times a year to parents and students.

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

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

Summer school will be a 6-week intensive program that include STEM initiatives and STEM

internships.

See the information chart for summer curriculum for 5-8 grade and Summer Youth College for 9-12 grades.

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

End of the year - Annual Student Research Day Celebration

A Student Research Day will be held at the end of each year to showcase student projects. Students will make presentations to the community, parents and receive some type of monetary reward funded by a STEM grant. A committee of teachers and staff will decide the award. This event seeks to promote, inspire and display opportunities by which NiSe students learn through engagement and experiential learning required by all students. Each project will include a written summary and oral poster presentation.

NiSe Extra- and Co-curricular Activities/Programming

All students will be encouraged to support and participate in extra-curricular activities. The organization of clubs will be vital for student life success. Research shows that students are more successful if they are engaged with the school. At the beginning of the year, students will be asked to become members in at least one club. However; clubs will be developed based on student feedback and interest.

Each club sponsor will announce the date and time of the first club meeting and the requirements for joining. In addition, all children (except where determined) will participate in a gym class or be

active in a sport or other humanity class.

NiSe will provide a variety of competitive sports for both boys and girls at all grade levels. Prior to participation in practices or competition, student-athletics must have a completed physical form and required cumulative grade point average. Students must abide by all school policies, rules, and regulations while in attendance at school functions or school sponsored activities, on or off school or Ball State University Office of Charter School's Guidance for Special Education (See Exhibit 10). The goal of NiSe's special education team is to implement this philosophy into practice for students with disabilities. NiSe will provide student health services comprised of a nurse and counselor whose primary responsibility will be to assess and monitor each student's physical, mental, emotional health, and social development. Student expectations will not be lowered. Each child will be expected to learn at a high level.

Special Populations and "At-Risk" Students

In accordance with federal regulations, NiSe will offer an education policy that assumes the responsibility for the location, identification and referral of all children requiring special education and/or related services through age 21.

The special education teacher with consultation of the Principal will coordinate an identification process. Both the Special Education Teacher and Principal shall have extensive experience working with special populations and at-risk students. We will utilize a variety of community resources and conduct systematic activities in an effort to identify children requiring special services. A standard referral form will be used to document all referrals.

The mission of NiSe in partnership with parents and the greater community is to assure each student receives an engaging, rigorous and comprehensive education. Following this overall mission, NiSe's special education team will seek to ensure that students with disabilities receive the necessary support and individual interventions for progress and achievement in the least restrictive environment.

NiSe's leadership team will strive to ensure that all teachers and support staff are prepared to implement research-based practices while recognizing the inherent strengths of students, their families, and communities with regard to individual differences in language, culture, and ability.

It is our goal to serve every disabled, school-aged child. The suspected Disabilities Categories (Indiana IEP) and assessments domains to be investigated for evaluation (Indiana IEP) are listed in the Guidance for Special Education (See Exhibit 10) and Response to Intervention Program Manual (See Exhibit 11). NiSe will make the following services available to all children with disabilities through age 21 residing within our school:

- A free, appropriate public education
- A fair, accurate, and unbiased evaluation to assist in deciding exceptional STEM education and related services
- An Individualized Educational Program (IEP) based upon each student's individual capabilities and needs
- An education in the most typical setting in which each student can make educational progress
- A range of placement options from the least restrictive to the most restrictive

- The same array of academic, nonacademic, physical education, and extracurricular activity services that is available to students without disabilities

NiSe will protect the rights of students and their parents throughout the special education process. Parents must approve the initial evaluation and initial placement of their child, participate in developing the IEP, and have advanced notice of proposed changes in their child's program. Parents also have the right to call an IEP meeting to review the educational program of their child. In order for students to be successful, they will be supported not only academically; but, socially and culturally.

- It will be the policy of NiSe to provide a variety of educational programs, services, equipment and facilities to accommodate the special needs of all students
- It will be the policy of NiSe to provide specially designed instruction to meet the unique needs of students identified as disabled in accordance with the special education regulations (push in/pull out)
- The school will support staff efforts to promote, develop and implement programs, which meet the learning needs of students' cognitive, affective, psychomotor, and behavior performance on an individual student basis according to Indiana law
- The school will consider homebound or hospitalized programs for students unable to attend school because of special health problems, temporary illnesses or injuries that preclude their attendance at school. The school will require a medical doctor's statement indicating that because of the disability or illness, the student will be confined to home or hospitalized for an extended period of time
- NiSe will contract with a School Psychologist to provide psychological services. A draft copy of contractor's Independent Contract Agreement (See Exhibit 12).

Policy Regarding Special Education

Our philosophy is to make sure these students are never left behind. We will continuously provide individual targeted services to make sure that they are never lost in our rigorous science educational pipeline. We will monitor their progress outcomes at all times. We will provide access and services to students with disabilities as required by applicable federal and state law, including compliance with student individualized education programs and Section 504 plans, facilities access and educational opportunities.

The initial enrollment form will ask whether a child has an IEP or Section 504. These questions will be addressed again at the student/parent interview during the enrollment process. If in fact a student does have an IEP, NiSe will contact the previous school and obtain the child's special education record. The special education team will coordinate the implementation of IEP/504s.

- Direct mail announcements targeted to families in the areas with school aged children
- Radio commercials
- Cable TV spots
- Newspaper stories and paid ads
- Letters and flyers to local community organizations

The marketing process will begin approximately one month after formal notification that the NiSe charter school proposal contract has been signed between the foundation and ICSB. Applications will be sent to interested parties by mail or may be accessed through the school's website. All requests for applications will also include a copy of school's policies and regulations.

All students with cognitive and behavior needs will receive educational services from the Special Education teacher (e.g. push ins/pull out) on the school premise. However, specialized services will be provided by the Contracted Psychologist. Indiana Special Education Grants will be used to financially support the needs of the students (materials, and staff professional development) and part-time staff.

The State of Indiana Law requires NiSe to be in compliance with all federal laws prohibiting discrimination based on disability. Therefore, NiSe is accountable to the Individuals with Disabilities Act (IDEA) and Indiana's Exceptional Children's Education Act (ECEA), Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). All eligible special education children will receive a free and appropriate education. Appropriate endorsements will ensure that the school is in compliance with special education and disability laws through annual audits of the school's special education instructional design. Every special education practice implemented will fall within the parameters of the Indiana law. NiSe clearly realizes that noncompliance with federal and state special education and disability laws can result in removal of the charter.

NiSe will adhere to the current Individuals with Disabilities Education Act (IDEA) and Early Childhood Education Assessment (ECEA) Consortium guidelines and will have a Special Education Lead teacher with appropriate endorsements. The school will provide special education services required by IEPs, including evaluations, paraprofessional services, physical and occupational services. At both the middle and high school levels, teachers will provide instruction in the core curriculum to assigned teams of students. The balance of the instructional day will be devoted to exploratory, enrichment and corrective activities.

The school will organize an instructional program to ensure that individual students receive instruction appropriate to their identified needs. All students identified with an IEP will be enrolled in Northwest Indiana's Vocational Technical Services to provide supplemental assistance. The Board supports staff efforts to promote, develop and implement programs that meet the learning needs of students in cognitive, affective and psychomotor performance and behavior on an individual student basis.

NiSe anticipates receiving special education funding based on the No Child Left Behind, the IDEA of 2004, as well as Indiana Public Law 221 and Article 7 for each child with an IEP that is enrolled. NiSe therefore will be entitled to all federal and state special education funds as outlined in the Indiana Charter School Act, the IDEA, and the ECEA. Funding that may be available include Response to Intervention (RTI) funds, Title I Part A and Part B, Title II Part A, Title III Language Instruction for Limited English Proficient (LEP) and Immigrant Students, Title IV Part A, and IDEA Part B.

Meeting the Needs of English Language Learner (ELL) Students

A self-assessment program will be used to determine successful instructional strategies and to assess the corrective needs of ELL students who do not attain mastery. Assessments will not only include traditional examinations and tests; but, summative performance evaluations guided by rubrics that will include student electronic portfolios to demonstrate mastery of skills and content. Instructional staff will develop self-help assessments for course work guided by the standards and analysis of student's learning needs. Our intent is that students will understand academic standards

and be allowed to self-access their own mastery along with teachers.

The purpose of these assessments is to ensure that students understand the importance of subject mastery, content and progressing to the next level. Re-teaching will always be available to assist in this regard both during and after school. It is important to connect with community education partners in the area that are familiar with this student population. There will be after school and weekend tutoring, and an ELL assistant all of which will eliminate barriers and equal the playing field for all students. There will be teachers on staff that are able to teach ESL classes. NiSe will use an individualized academic model for bi-lingual students that include computer software.

Identifying and Meeting the Learning Needs of Student Performing Below Average

NiSe believes that all children can learn. The model that we will use to ensure that students learn and achieve high standards as a result of targeted, individualized teaching is the Response to Instruction (RTI). The RTI model provides resources to students in need of academic and/or behavioral support. The RTI Lead Teacher will govern and implement this model. This professional, trained teacher will meet regularly to analyze data in order to identify and target students who are not making expected progress. He/she will put in place interventions for students at the earliest indication of concerns. Measurements will be in place to gauge whether the interventions are meeting the student's academic needs, need adjustments and to determine if referrals to special education evaluations are needed.

Identifying and Meeting the Needs of Intellectually Gifted Students

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

M.A.T.H. Bowl Statewide Competition

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

Robotics Team

Students that demonstrate robotic skills beginning in the 8th grade and have at least a 2.0 GPA will be encouraged to join the Robotics Team to compete with other community Robotic teams nationally and state-wide. For the target area we plan to serve, Gary and East Chicago does not have a Robotic team.

SciQ Freshman Academy

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

Gifted and Talented Girls STEM Club and Boys STEM Club

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

Honor Classes

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

National Junior Honor Society

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

Student Recruitment and Enrollment: Admissions Policy and Criteria

In adherence to IC 20-24-1 Sec. 1, a charter school must be open to any student who resides in Indiana. It is the stated policy of NiSe to admit all students using fair practices without regard to race, religion, origin or gender. This non-discrimination policy applies to: students’ access to courses and programs to physical education and athletics; to counseling and guidance; vocational education programs; financial assistance; extracurricular activities; and other matters related to students. It is the responsibility of the school to see that this non-discrimination policy for students is followed. Recruitment efforts will include Northwest Indiana programs like: 21st Century Scholars, TRIO, social service agencies (e.g. Urban League of Northwest Indiana, Youth Homeless Shelters like Sojourner Truth House) and other key agencies. The student application period for all students will be 6-weeks to ensure adequate time.

Application notices will be placed on the school website, cable stations, local newspapers, and posted throughout the Northwest Indiana community. All applications must be postmarked by the last day of the 6-week enrollment period. All applicants will be enrolled in grades where the number of students does not exceed 15 students per classroom.

We will adhere to the McKinney Vento Act (2002) authorized educational rights and protections for children and youth experiencing homelessness. This act provides guidelines for services that are available to homeless children.

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

both on and off campus and will be held to school standards.

As stated earlier, there are no enrollment restriction priorities for which the school is based. NiSe proposes to serve 400 students who live in the target area by the year 2021. If the school is undersubscribed, children will be accepted into admission. If the school is oversubscribed in any year, they will be entered in a lottery and all lottery policies will apply. Once all available slots are filled, applicants will be placed on a waitlist. Students will be admitted from the waitlist in the order that the applications were received as places become available in each grade.

Student Discipline

Please see NiSe Student Discipline Policy in Attachment 12 and the Student Handbook in Exhibit 9.

Student Records Policy

All collection and storing procedures of academic, attendance, and discipline records will comply with the FERPA and record retention schedules and regulations of the county commission of public records under IC 5-1-5-6.

Discipline Code

No student will be expelled or counseled out. However, NiSe expects all students to conduct themselves in a socially responsible manner at all times. Disciplinary measures will be used to maintain a safe and orderly school environment that promotes NiSe's philosophy of providing a college preparatory STEM education for all students.

The NiSe Discipline Code applies to all the actions of students during school hours, before and after school, while on school property, at all NiSe sponsored events, and when the actions affect the mission of NiSe. Students may also be subject to discipline for serious acts of misconduct, which occur either off- campus or during non-school hours when the misconduct disrupts the orderly education process at NiSe.

Each discipline case will carry its own merit and will be adjudicated according to the facts. NiSe's staff shall consider all mitigating circumstances prior to disciplinary action. Mitigating circumstances shall include, but are not limited to, the following:

- Age, health, maturity, academic placement
- Prior conduct
- Attitude of a student
- Willingness to make restitution
- Seriousness of offense
- Willingness to enroll in a student assistance program

Parent and Community Involvement

The development process of this charter application began with meetings and conversations with agencies that were concerned about diplomas, new academic standards, and lack of students to fill STEM jobs in the community. While it is clear that all segments of the community must be involved in STEM program implementation, particularly the business community, a strong group as the founders of this charter application was created to lead this collaborative effort. We, as a

community knew that we needed to propose a school that would help our children become STEM trained while at the same time show an increase in overall state standardized scores, high school graduation and placement in college rates. We knew our school would provide hope for a community suffering with major educational and economic issues. If approved, this will be the first STEM school in Northwest Indiana where STEM training/education will be infused in every class subject.

Once the school is approved, a public announcement will be made locally and nationally. In fact, we have a growing list of parents and students that want to enroll in our science school. NiSe will hold a community meeting once a month starting in June 2016 advising the community on the status of the school and listening to the public for feedback and concerns before the school opens in 2016.

The community will be able to attend open monthly Board meetings. The governing board will be made up of community members, leaders and parents from across Northwest Indiana. This group and other advisory groups will have community, corporate management, and governance of state program experience and will be comprised of an extensive network of community leaders, advisors, and partners which include local nonprofits such as town Manager of Merrillville, Northern Indiana Public Service (NIPSCO), Attorney and Mayor of Gary, Chancellor of Ivy Tech Community College (Gary Campus), Indiana University (Northwest), Methodist Hospital, Ivy Tech Community College (TRIO) program, NAACP, Urban League of Northwest Indiana, Boys and Girls Club, YWCA, Centier Bank and Majestic Star Casino.

All constituencies are prepared and eager for the opportunity to assist and/or give recommendations and feedback on designing, implementing and maintaining a STEM Charter School in the Northwest Indiana community. NiSe will maintain high morals, firm goals, integrity, fiscal responsibility, and an on-going commitment to our students and community. We will always maintain professionalism representing the public (charter) school system's integrity. NiSe will have a parent advisory council where parents and students will be invited to board meetings on a consistent basis (monthly) to listen and give feedback on school activities and academic planning. The board will conduct executive meetings when deemed necessary.

We will adopt school-wide parental communication goals: return all voicemails and e-mails from parents within 24 hours, and post correspondence informing parents of upcoming assignments, quizzes, tests, and classroom projects and updates. The school will update the grading system each week and provide a mid- year progress report and final grades via the web. Excellent customer services will be provided at all times. NiSe always want parent's questions answered and for them to have a good experience while visiting the school. Our evaluative components will include a parent's evaluative unit. This information will be reviewed by the Board on a consistent basis. All parental concerns will be addressed immediately. As much as possible, NiSe activities will involve the parents. This itself reinforces the connection between school and home and enlists the parents' involvement in their child's educational journey.

NiSe will develop a:

- Support system in orienting middle grades students and their parents to high school expectations, beginning in grade 5
- Support system in orienting students in high school and their parents to college choice,

finances, and expectations early

Parents and guardians will be encouraged from day one to be part of their children's educational journey at the school. Parent participation and involvement in the daily business of educating children will be an essential part of life at NiSe. We will make sure that the school is a professional and family friendly environment. The very active Parent Advisory Board will be recognized and honored at award functions. The Parent Advisory Board will support school programs and sponsors events in and outside of the school. To name a few:

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

Parents will be involved in Title 1 initiatives where the school will offer parenting classes, incentives such as reimbursement for mileage when traveling with and for the school under the guidelines of the school finance rules. As noted in the curriculum under Health & Wellness, families will be invited to Family Night where staff, students and parents will dine together and receive presentations on family and health related issues.

As stated earlier under enrollment, parents have to sign a contract stating that they will volunteer for two school activities per year.

Attachment 13 provides evidence of support from the community.

Performance Management

The progression of all students will be assessed on a consistent basis toward achieving the goals as outlined below. NiSe will ensure the accommodations of all student individual needs and will follow the Indiana laws as it pertains to IDEA and Article 7.

To measure proficiency with the State System of Accountability, the school will submit a continuous report to ICSB demonstrating the testing results in comparison with other schools and districts in Northwest Indiana. Students will demonstrate adequate yearly progress (AYP) on all the measurements of the Indiana Accountability system.

Implementation Plan

Target Area Goals for all subjects: 70% or above for all student in all areas with a 5% increase each year will demonstrate the ability to master subjects across all content areas. The table below displays the measuring and evaluating academic progress.

Measuring and Evaluating Academic Progress

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

Assessments and Alignment

| Assessment | Alignment |
|-------------|--------------------|
| Common Core | Academic Standards |

| | |
|------------------------------------|--|
| SAT/ACT | College Assessment |
| Pre-Med | Medical Assessment |
| NiSe Pre-assessment | Evaluation of student's math, writing, reading post admissions |
| Accuplacer | Ivy Tech college assessment |
| Praxis Prep | Teacher's Preparation Program |
| Physician Assistant Program | Course assessments |
| PLTW | End of course assessment |
| PUC | Class quizzes |

School Goal for Reading, Writing and Mathematics

We have ambitious goals for reading writing and mathematics because this is the foundation for every academic subject; but they are attainable with a lot of hard work, tracking and monitoring of our students and re-teaching that fits the child mode of learning.

Our predicted measureable goals:

- By 2016-2017: Students are required to meet the state standards and will increase to at least a pass rate of 70% as measured by ISTEP testing
- By 2017-2018: Students are required to meet the state standards and will increase to at least a pass rate of 70% as measured by ISTEP testing
- By 2018-2019: Students are required to meet the state standards and will increase to at least a pass rate of 80% as measured by ISTEP testing
- 90-100% of students in grades 9-12 will demonstrate the ability to solve complicated mathematic problems across the content areas

Literacy

Eighty percent or above for all students will improve literacy skills across the curriculum:

- Intervention 1: All students will improve reading comprehensive skills across the entire curriculum
- Intervention 2: All students will read more self-directed reading material and selected sources
- Intervention 3: All students will improve writing skills across the curriculum

All students will increase achievements by becoming more engaged in learning activities (Indiana and STEM standards) that will require the use of technology and higher order thinking.

Corrective Action

Most importantly, we will use student data among the array of strategies that will be used to monitor student progress. Principal and lead teachers will conduct classroom observations for acquisition of knowledge being addressed in the lesson, appropriate content and format of the task appropriate in terms of the Indiana State Standards, and list instructional strategies that would be

more effective when teaching the lesson in the future, what materials could be used to make the lesson more effective, prerequisite skills that the student needs to master standards, appropriate ways to increase rigor for the grade level and next steps to be taken to make sure this occurs. All classes will be designed to challenge students' intellectual and educational abilities. If data indicates that a student is not demonstrating mastery, additional support will be coupled with instruction. The Lead teacher will step in at this time, make a diagnosis and share with principal. At that time, a corrective action plan will take place. All students that are less than mastery, progression and interventions will be reported to the Board monthly with written planned intervention dates, expected progress and faculty responsibilities assigned by Lead teacher with Principal approval.

SECTION III: IMPLEMENTATION PLAN

Human Capital

Staff Structure

The TRON Foundation will operate one school to be located in the town of Merrillville. Location will be selected at a later date. Staffing will be as follows:

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|--------|--------|--------|--------|--------|
| Principal | 1 | 1 | 1 | 1 | 1 |
| Lead Teachers | 3 | 3 | 3 | 3 | 3 |
| HR/Financial Manager | 1 | 1 | 1 | 1 | 1 |
| Assessment Coordinator/Data Spec. | 1 | 1 | 1 | 1 | 1 |
| Facilities Manager | 1 | 1 | 1 | 1 | 1 |
| Teachers | 3 | 3 | 3 | 3 | 3 |
| Social Worker | 1 | 1 | 1 | 1 | 1 |
| Teachers (part-time) | 0 | 1 | 2 | 2 | 2 |
| Custodian (part-time) | 1 | 1 | 1 | 1 | 1 |
| Total | 13 | 13 | 14 | 14 | 14 |

A complete staffing chart for the school is included in Attachment 14.

Staffing Plans, Hiring, Management, and Evaluation

Upon approval of the charter, TRON will hire a “highly” qualified Principal. This individual will be hired within thirty days of school approval. We will hire remaining staff for the first year within 30 days of Principal hire date. All candidates will be selected after board and foundation interviews. We will recruit nationally and locally. NiSe will adhere to Indiana Code IC 20-24-6-1, 2,3,4,5,6,7,8. It will be the policy of NiSe not to discriminate. As an affirmative Action/Equal Opportunity Employer, the school is committed to compliance with Title IX of the Federal Education Amendment of 1972, (GEPA), and the Americans with Disabilities Act. The Board will not offer tenured or guaranteed employment to any of its personnel. Employment will be defined as “at will” but may be terminated by NiSe at any time according to NiSe employer/employment agreement. Employment does not exist unless a Letter of Commitment or Annual Contract has been received (See Exhibit 13).

Recruitment & Hiring Timeline for **Lead Teachers and Staff**

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

Position Posting Period

Minimum posting requirements are as follows:

- Professional Support Staff – 10 business days from date posted beginning the next business day
- Management/Senior Professional – 15 business days from date posted beginning the next business day

Recruitment Avenues

- Local newspapers
- Networking functions at education institutions
- Job board at educational institutions and community businesses
- Internet Job Boards
- Radio/television

Web based Resources

- **InsideHigherEd.com**
- **Diverse Issues in Higher Education**

America's Job Exchange

- AJE National Exchange
- AJE Veteran Exchange
- AJE Women Exchange
- AJE Disability Exchange
- AJE Hispanic Exchange

Veteran Job Boards

- www.VeteranJobs.Net
- www.Jofdav.com
- www.allveteranjobs.com

Diversity Job Boards

- www.asianhires.com
- www.africanamericanhires.com
- www.allgbtjobs.com
- www.allhispanicjobs.com
- www.diversityjobs.com
- www.disabilityjobs.net
- www.disabledperson.com

Faculty Recruitment

The assumption is that we will hire STEM trained teachers. However, training and professional development will be ongoing to ensure faculty and staff is current with skills to provide a network for sharing best practices. For example, PLTW has developed an intensive, comprehensive training program for teachers that NiSe will model. Their program consists of three parts: Pre-assessment, Summer Training Institute, and on-going training throughout the academic year. We will adhere to this timeline for all training.

Faculty is the most important resource for professionally and effectively conducting a high quality learning environment and program. We have to do what is best for our students by investing in our teachers. It takes a team effort from all constituencies to make sure this takes place. NiSe will hire the most competent personnel, conduct continuous staff development workshops and establish rules, policies and procedures which are conducive to high morale and enable each staff member to make the fullest contribution to the mission of NiSe, nothing less.

The NSF foundation realizes the teacher challenges in STEM education.

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

NiSe will have adequate compensation and professional development as outlined in this charter application to prepare and retain “high quality” teachers. NiSe will ensure that all teachers meet the Indiana state teacher certification and licensure requirements at the time of hire by requiring legal copies of licensures through the Department of Education. NiSe will use all possible avenues to attract and retain teachers that meet the requirements of No Child Left Behind Act and with STEM credentials. In return, the school will support the teachers with a salary (within the guidelines of the proposed budget) and continual professional development that would attract and retain qualified faculty because students need to trust that the relationships they form with their teachers will be a true lasting mentoring relationship.

Students need to trust that their teachers will be at the school as they expect them to be. So, if NiSe makes all efforts to support their faculty in this manner, it is highly likely that this will add not only to the school’s success which will be an increase in student’s persistence, retention, graduation and state assessment rates but low teacher turnover as well.

An individual who does not hold a license to teach in an Indiana public school or is not in a transition to teaching program will either be in the process of obtaining a license for teaching in a charter school under IC 20-28-5-15 or must hold a least a bachelor’s degree with a grade point average of at least 3.0 on a 4.0 point scale for an accredited postsecondary institution. Individuals who qualify may not exceed 10%.

Our teacher’s working conditions are our children’s learning conditions. So, we will make every effort to make sure teachers are provided with comfortable up-to-date working conditions i.e. teacher’s lounge and planning area.

Performance Evaluations

Non-Academic Job Appraisals

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

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

Whenever job performance does not meet the school's requirements, attempts will be made as explained under discipline procedures to identify and correct actions. For leadership, because they are a vital component of the entire school structure, an investigation interview will be conducted by Board of Trustees and NiSe Attorney for the sole purpose of determining the facts involved. After careful review, if it is found that the staff's performance does not uphold the standards set forth from the beginning of their contract either they will be given an opportunity to perform at another level, if possible or released because of just cause.

The Board believes that all employees should be evaluated periodically by their immediate supervisor. The appraisal program established will be directly related to the written position description for each employee or job classification.

Academic Evaluation System – RISE (See Exhibit 14)

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

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

Teachers that meet or exceed expectations will receive an Intent Letter to Return prior to the end of the school year. The Principal and teachers have to be held accountable for school success.

Everybody has their part to play in that success. Research shows that effective teachers play a significant role in student's education. Ineffective teachers will be removed after careful consideration and legal consultation.

Performance Bonuses

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

Employee Benefits

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

Hiring

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

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

Criminal Background Checks

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

Discipline

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

1. If an employee is not meeting performance standards for performance, the immediate supervisor shall:
 - a. Meet with the employee to discuss the issue
 - b. Make sure employee understands what the problem is and share with the employee a plan to correct the issue
 - c. Prepare documentation of Step 1 and Step 2 for employee's file and Human

Resource or NiSe’s attorney

2. If a second occurrence, a written reprimand will be issued, employee will be warned, documentation will be prepared and employee will be asked to sign. This information will be forwarded to Human Resource and the NiSe attorney
3. If a third or more occurrences occur, the supervisor should give the employee a written warning and/or suspend for 10 days without pay or recommend to the School Leader for termination
 - a. Some violations, if proven, constitute grounds for immediate dismissal: abuse, drugs/alcohol, insubordination, threats of violence and theft

Separation Policy

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

Professional Development

The school will have an aggressive professional development process. The state allows 6 1/2 days of professional development. The school will ask for a waiver pursuant to IC 20-10, 2-3-4 and IC 20-10, 2-3-5 for an additional three days. If approved, the school will allow up to 9½ days for professional development as outlined in the school calendar (See Attachment 5).

Each NiSe staff and faculty will receive a NiSe Standards of Operating Procedures (SOP) Manual on hire date with all the school’s procedures and practices listed below. Agreed upon and approved SOPs will be added so that every employee will be knowledgeable of school practices and all staff will be continuously informed. Pre-opening professional development training will start August 2015 to be prepared for school opening in 2016.

Professional development process (Start Date and Continuous)

| Curriculum of Professional Development | Intended Audience | Person Responsible | Schedule - Timeline of implementation date | Explanations |
|---|-------------------|------------------------------------|--|---|
| Indiana Standards for all subjects | Faculty & Staff | Principal / Educational Consultant | Aug 2015-June 2016 | Indiana Standards Professional Development SOP |
| Curriculum Development / Teacher Training for all subjects | Faculty & Staff | Principal/ Educational Consultant | Aug 2015-June 2016 | Indiana Standards, Purdue University Calumet Pre-Collegiate Engineering Program, NRC, Mass. and Consultant, Project Lead Way facts and curriculum SOP |
| School Safety: School Safety and Emergency Preparedness Plan approved by the state of | Faculty & Staff | Health & Wellness Instructor and | Aug 2015-June 2016 | NiSe SOP |

| | | | | |
|--|---|---|-----------------------|----------|
| Indiana | | Facilities / Safety Manager | | |
| Parental, Health procedures, i.e. immunization | Community Parents / Guardian | Principal/ Educational Consultant /Parent Partner | Aug 2015-June 2016 | NiSe SOP |
| Assessment Performance | Faculty & Data Specialist | Principal / Educational Consultant | Aug 2015-June 2016 | NiSe SOP |
| Special Education- Behavioral Intervention Plans (BIP) | Faculty & Staff | Principal | Aug 2015-June 2016 | NiSe SOP |
| RTI | Faculty | Principal | Aug 2015-June 2016 | NiSe SOP |
| Technology- PowerSchool Kahn Math & IXL Math Techniques | Faculty & staff | Educational Consultant, IT Manager, Data Specialist | Aug 2015-June 2016 | NiSe SOP |
| Board member / Strategic planning training and CAS standards Rise Professional Development | Board Members / Advisory Board | Educational Specialist | March 2014 ongoing | NiSe SOP |
| Multiculturalism / diversity / Student Development | Faculty, Staff, Principal, Educational Consultant & Board Members | Principal / Educational Specialist | Aug 2015-June 2016 | NiSe SOP |

The professional development training will include components such as:

- Analysis of NWEA data to direct planning for student re-teaching who have not met mathematic skills
- Training to work with less motivated students
- Establishing consistent measures for mathematic recommendations
- Continuing development of activities that address student's different learning styles and teaching strategies to meet the learning needs of students
- Computer software (e.g. PowerSchool - teacher grading and reporting)

Start-Up & Operations

Detail School Start-up Plan

A Start-Up Plan for the school is attached (See Attachment 15).

Transportation Plan and Policy

Limited bus transportation will be provided. Contingent negotiations are underway with the Merrillville School system and Geminus Bus Services because we anticipate having an extracurricular events like field trips and extracurricular events. We will contact IDOE Director of school transportation prior to planning of each student trip to discuss the rules and regulations surrounding transporting students.

Health measures

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

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

Safety measures

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

Our Safety Measurement plan also includes:

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

Insurance

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

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

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

Operations Capacity

Staffing

Staffing is the primary responsibility of the board, Principal, and the Legal Advisor. The legal advisor will consult with the Principal using the NiSe's Employee Handbook (See Exhibit 13). Any human resource matter that deviates from the handbook must be approved by the Board.

Professional development

Professional development has been outlined under the professional development component of this application. As indicated, the Principal will be responsible for all components of professional development that include faculty, staff and parents. An evaluative survey will be done at the end of each professional development session.

Performance management

Performance management for the Principal will be governed by the Board of Trustees.

General operations

General operations for the school are the primary responsibility of the Principal with the approval of the Board. The board will have complete oversight of the school.

Facility Plan

The Board is actively researching and touring viable facility options. All facility options are in the areas of Merrillville. We are conducting walk through feasibility studies for each site. Presently, we have included the last two sites we are considering (Attachment 15).

Facilities, safety and emergency management are under the direction of the Principal. The preparation of this charter school application considered plans for the facilities, safety and management for the school. Recommendations were sought from professionals including a real estate broker who has owned, operated, purchased, and sold several facilities and land in the Northwest Indiana. This individual played an instrumental part in the execution of the contingent school lease.

For budget purposes, we anticipate spending an estimated \$10 per square foot for space. Leadership will ensure that the selected facility complies with the state and local health and safety requirements, Fire Marshall and local agencies.

Leadership has toured over 7(seven) sites to date. Presently, we are negotiating with Novogroder and the Laurel Church both located in Merrillville (See Exhibit 15).

Financial Plan

We have and will continue to devote financial resources to fulfill financial responsibilities in accordance with national standards and commensurate with the scale of the charter school requirements. We will build our financial portfolio in a manner that avoids conflicts of interest, inducements, incentives, or disincentives that might compromise its judgment in charter approval and accountability decision- making. We will always be transparent and effectively and efficiently release funds with the public's interest in mind.

This charter application includes budget and financial plans that are reasonable and cost effective. It has been structured to cover all necessary expenses to ensure NiSe's successful implementation and maintenance of regulatory guidelines and state objectives. We worked with a CPA to prepare the school's budget and financial plans. Our financial plans will be cost effective because the Principal, attorney and Board will oversee all the expenditures of the charter school funds. Together, they will review program budgets to ensure that funds are spent according to stated guidelines.

The operational management of the school's financial regards will be under the control and auspices of the accounting firm.

The Complete Accounting Services (CAS) has been hired to perform all financial services required for the daily operations of NiSe. Complete Accounting Services PC is an accounting firm providing solutions to small businesses in NW Indiana. Complete Accounting Services, PC was opened in 1998 in Highland, Indiana by Jean M. Fager, CPA. CAS will provide the following services:

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

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

Budget & Finance

The financial management for NiSe will be managed by Complete Accounting Services as outlined in this proposal with the oversight responsibility of the Principal and the Board. NiSe will follow the Generally Accepted Accounting Practices and State Board of Account requirements in all of its bookkeeping for the school. Day to Day financial operations will be managed by the HR/Financial Manager. Payroll, audits and any other financial report will be managed by our accountant. The State Board of Accounts conducts a bi-annual audit as part of normal state oversight.

Currently, the State of Indiana has complex funding formulas. But we are aware that several factors are considered for funding including enrollment, poverty, special education, and honor courses all of which has been included in this charter application for Title funds.

As publicly funded schools, charter schools receive money for the students they enroll. In addition, the foundation is prepared to write STEM grants. One grant that we are presently seeking to write is a TRIO – STEM Educational Talent Search grant. This grant would bring revenue of over \$200,000 annually for five years. Dr. DeNeal has written and managed TRIO programs for the past 15 years that grossed over \$400,000 annually for Ivy Tech Community College (Northwest). Also, other STEM grants will be considered (NASA, etc.).

Our financial plan as with all other components of this school will adhere to ICSB and NACSA accountability standards. We will meet or exceed the outcomes proposed in this charter

application assuring the range of measures and metrics set forth by the charter contract is fulfilled.

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

- State Board of Accounts Audit
- Independent audit
- Strategic Plans revenue
- Cash balances
- Annual Audit

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

Section IV: Innovation

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

Exhibits

Exhibit 1 – Educational Needs

Exhibit 2 – Build the Curriculum

Exhibit 3 – ITT Boeing Academy

Exhibit 4 – Board Training Manual

Exhibit 5 – Project Lead the Way

Exhibit 6 – Purdue University Calumet Pre-Collegiate Engineering

Exhibit 7 – State Standards

Exhibit 8 – NiSe Labs

Exhibit 9 – Student Handbook

Exhibit 10 - Ball State University Office of Charter School Guidance for Special Education

Exhibit 11 – Response to Intervention

Exhibit 12 – Independent Contract Agreement

Exhibit 13 – Employee Handbook

Exhibit 14 – Leadership / Teacher Evaluation Tool

Exhibit 15 - Facilities

VITA

AUGUSTA WARE - DENEAL

EDUCATION

Ph.D., Educational Leadership Administrations and Foundations, May 3, 2008, Magna Cum Laude

M.S., Purdue University, 1993, Instructional Design in Education Curriculum
Ronald E. McNair (TRIO) Graduate – Concentration: Education

B.A., Purdue University, 1990, Organizational Leadership and Supervision
Student Support Services (TRIO) Graduate – Concentration: Education

REPRESENTATIVE PROFESSIONAL ACTIVITIES

Professional Associations

TRON/AGEK' Educational Foundation, Inc. - CEO
Mid-America Association of Educational Opportunity Program Personnel
American Counseling Association
Indiana Association for College Admission Counseling
Indiana Governor's Planning Council for People with Disabilities
Urban League of Northwest Indiana, Inc. - past executive board member
Gary Community School Family Involvement Committee
Northwest Indiana Youth Council Committee
Northwest Indiana Cultural Society

Dissertation Topic: ***“The Good, Bad and Ugly Doctoral Educational Experiences of Selected African American Women (Persistence)”*** – LAP Lambert Academic Publishing AG & Co.

Publications in the Works: ***“It is Not About Race based on the Critical Race Theory”***

RELEVANT EMPLOYMENT HISTORY

9/09 – Present Adjunct Professor-Ivy Tech Community College, Gary, IN
Subject Area: ENG 024 and ENG 025

6/08 – Present Adjunct Professor-Purdue University (Calumet), Hammond, IN
Subject Area: (a) Multiculturalism and Religion (b) History and Philosophy - (Teacher Elementary/Secondary Preparation Program)

8/00 – Present Director - Educational Talent Search and Student Support Services
(TRIO) Ivy Tech Community College - Northwest

12/92-08/00 Associate Dean of Student Affairs, Ivy Tech Community College,
East Chicago, IN

01/92-12/92 Adjunct Faculty-Ivy Tech Community College, East Chicago
Subject: Ivy 070 (College Success Skills)

8/90-11/92 High School Counselor, Educational Talent Search, Purdue
University Calumet
Adjunct Instructor, Ivy Tech Community College, Hammond, IN
Subject Area: College Success Skills

Augusta DeNeal
319 East 60th Drive
Merrillville, Indiana 46410
Work Phone: (219) 981-4825
Home Phone: (219) 980-6042
Cell Phone: (219) 381-8287
E-mail: adeneal@ivytech.edu

Resume

Dwayne J Tucker, ASQ Certified CQE and CQA
7601 Morton Street
Merrillville, IN 46410
Phone: 219-738-1097

Work Experience

- 2005-Present
Boeing IDS and BDS
Supplier Quality Sub-region Team Lead
Provided leadership for Supplier Quality team in daily operations and assisted Regional Supplier Quality management. This job function included being acting West Region Supplier Quality Manager in 2009. Participated in BCA/IDS Supplier Principle Rep transitions. Served as team training coordinator. Serves as Maintenance Repair and Overhaul System Compliance Representative (MROSC). Coordinate and implement Supplier Quality Surveillance (SQS) strategies with site supplier management, supplier quality and quality engineering functions.
- 1998- 2005
Boeing IDS
SQM Field Representative Midwest
Performs supplier surveillance through Process Validation Assessments (PVA), investigations, MRB audits, First Article Inspections, statistical analysis, source inspections and root cause corrective action requests.
- 1996- 1998
McDonnell Douglas and Boeing
SQM Supplier Corrective Action Team Leader
Lead Supplier Performance Improvement Board (SPIB) and corrective action group within Supplier Quality Management department. Conducted SPIB meetings with programs and functional personnel in attendance.
- 1990-1996
McDonnell Douglas
Quality Engineer
Performed T45, AV8, F15, program quality engineering functions as assigned to the Avionics commodities. Reviewed program contracts for QA tasks and submitted monthly customer status reports.
- 1985- 1990
McDonnell Douglas

Elonda V. Ervin, Ph.D.

HOME ADDRESS:

4363 S. Hilton Street
Apartment 6
Terre Haute, Indiana 47802
Elonda.Ervin@indstate.edu
Cell (219) 985-4960

ACADEMIC PREPARATION:

PH. D. in Leadership in Higher Education, Indiana State University, Terre Haute, IN 2008

Concentration: Educational Administration
Dissertation: *"I Don't Want to Let People Down Who are Really Counting on Me": A Study of Black Men at a Predominantly White Institution*
Chair: Dr. Mary Howard-Hamilton

M.A. in Communication, Purdue Calumet University, Hammond, IN 1998

Certified Paralegal, Roosevelt University, Chicago, IN 1989

B.S. in Criminology, Indiana State University, Terre Haute, IN 1983

HIGHER EDUCATION PROFESSIONAL EXPERIENCE:

University Diversity Officer 11/2011 – current
Indiana State University – Office of Diversity

Director 6/2010 – 11/2011
Indiana State University – Career Center

Interim Director 3/2010 – 6/2010
Indiana State University – African American Cultural Center

Associate Director for Experiential Learning, 6/2008 – 06/2010
Indiana State University – Career Center

Program Assistant 2007 – 6/2008
Indiana State University – Student Activities and Organizations (SAO)
Dual Role: Greek Advisor and Program Assessment.

HIGHER EDUCATION TEACHING EXPERIENCE:

- Guest Lecturer** **Fall 2011**
Indiana State University – Correctional Education Program
- Guest Lecturer** **Fall 2010**
Indiana State University – Student Affairs in Higher Education
- Academic Staff** **Summer 2007**
Indiana State University – Upward Bound Program
Courses developed: Creative writing, Multimedia, Black Heritage Studies
- Adjunct Faculty** **1995 – 2007**
Purdue Calumet University, Communication Department, Hammond, IN
Indiana University Northwest, Communication Department, Gary, IN
Ivy Tech State College, General Education, Lafayette, Valparaiso, & Michigan City, IN
Courses: Development of curriculum Communications, Speech and Techniques in College Success, & Interpersonal Communications (including distance education internet courses).
Adopted various learning modalities to facilitate learning by students.

CORPORATE PROFESSIONAL EXPERIENCE:

- Healthcare Underwriting Specialist** **2000 – 2001**
Great American Custom Insurance Company, Chicago, IL
- Medicare Part B Fraud Supervisor** **1995 – 2000**
Wisconsin Physician Services, Chicago, IL
Blue Cross Blue Shield of Illinois, Chicago, IL
- Fraud Investigator** **1990 – 1995**
Medicare Part B Blue Cross Blue Shield of Illinois

UNIVERSITY INVOLVEMENT:

Dissertation Committee Involvement

| | |
|--|------|
| Myeshia Smith, Indiana State University, Doctoral Candidate | 2014 |
| Tommy Reed, Grand Canyon University, Doctoral Candidate | 2014 |
| Kevin Totty, University of Pittsburgh, Doctoral Student, Administrative & Policy Studies | 2013 |
| Michael Baker, Indiana State University, Doctoral Candidate, Education Leadership | 2013 |
| Lakesha Denton, Indiana State University, Doctoral Candidate, Education Leadership | 2010 |
| Janet Sobrieski, Indiana State University, Doctoral Candidate, Education Leadership | 2010 |

Indiana State University Committee Involvement

- *Strategic Planning Goal 6 Initiation 4A – Diversifying the Staff Initiative Chair* 2013 – present
- *Women of Promise Committee* 2013 – present
 - *Black Women Summit Planning Committee 2014*
- *African American Alumni Council member* 2012 – present
- *President Council on Diversity* 2009 – present
 - *President Diversity Council Co-Chair* 2014 – present
 - *President Diversity Council Chair* 2013 – 2014
 - *President Diversity Council Co-Chair* 2011 – 2013
 - *Diversity Study for Residential Life Sub-Committee Chair* 2009 – 2010
 - *Student Initiative Sub-Committee* 2010 – 2011
- *Institutional Review Board* 2011 – present
- *All-University Court Appointment* 2009 – present
- *Mentoring Assistance for Prospective Scholars mentor* 2008 – present
- *Retaining African Students Committee member* 2012 – 2014
- *Alumni Association Distinguished Alumni Award Committee Member* 2010 – 2013
- *Student Judicial Program Advisor* 2008 – 2013
- *Strategic Planning Goal 6 Initiation 4 – Diversifying the Faculty and Staff Initiative Co-Chair* 2011 – 2013

- *New Student Orientation Committee Member* **2009 – 2012**

- *Minority Freshmen Retreat Committee Member* **2008 – 2010**
 The mission of the Freshman Retreat is to assist freshmen with the transition from high school to college and to increase the persistence, retention, and graduation rates of minority students.

- *Special Emphasis Committee member* **2008 – 2010**
 The special emphasis Self-Study is an option made available to accredited, mature institutions that have a recent history of decennial review cycles in conjunction with their comprehensive evaluation visits and with no major interim monitoring.

- *Black Leadership Committee member* **2007 – 2010**
 This conference offered students the opportunity to engage in leadership development, through academic and professional success. Primary duties involved the development, administration and correlation of feedback of assessment. My report generated from the assessment can be found at:
<http://www.indstate.edu/studentaffairsresearch/Microsoft%20Word%20-%20AACC%20town%20hall%20meeting%20REPORT.pdf>.

- *Alternative Spring Break* **Spring 2009**
Atlanta, GA: Refugee Family Services
 Worked with international refugees through Refugee Family Services (<http://refugeefamilyservices.org>).

- *African American Cultural Center Task Force* **2008 – 2009**

- *Staff Advisor (student organizations)*
 - Miss Ebony Scholarship Pageant **2013 – present**
 - Omicron Delta Kappa Leadership Society **2009 – present**
 - NAACP **2010 – 2012**
 - Kappa Alpha Psi Fraternity, Inc. **2009 – 2011**
 - Sigma Gamma Rho Sorority, Inc. **2008 – 2011**
 - Disney College Program Student Reps **2008 – 2011**
 - Intellectual Sisters Inspiring Sisters (I.S.I.S.) **2009 – 2011**
 - McNair Scholar Mentor **2009 – 2010**

- *Search Committee Participation – Indiana State University*
 - Department of Kinesiology, Recreation, & Sport Chair (College of Nursing, Health, and Human Services) **Spring 2014**

 - Department of Kinesiology, Recreation, and Sport
 - Tenure track Exercise Science **Fall 2013/Spring 2014**
 - Tenure track Sport Management **Fall 2013/Spring 2014**

- Residential Life (Academic Affairs)
 - Executive Director **Spring 2013**
- Student Employment (Academic Affairs)
 - Program Coordinator **Summer 2011**
- Web Director (Business Affairs) **Fall 2010**
- African American Cultural Center Co-Chair (Student Affairs)
 - Director **Fall 2009**
- Counseling Center (Student Affairs)
 - Associate Director **Spring 2008**

CERTIFICATIONS:

- Certified Diversity Professional (CDP) **2012**

AWARDS:

- International Service Award **2013**
- NAACP Image Award President’s Award **2013**
- International Programs and Services Director’s
Unsung Hero Award **2011**
- Greek Awards – Distinguished Advisor of the Year **2009**

COMMUNITY INVOLVEMENT:

- *United Campus Ministries Board Member* **2012 – present**
- *Disability Awareness Working Group Committee Member* **2011 – present**
- *TRIAD Committee Member* **2013 – 2014**
- *Special Olympics Volunteer* **Summer 2013**
- *United Way Review Team Volunteer* **2012**
- *Wabash Valley Pride (LGBT) Board Member* **2011 – 2012**
- *Farrington Renaissance Board Member* **2010 – 2011**

PRESENTATIONS/PAPERS:

Ervin, E. & Clark, J. (2015, March). *Students' perception of discrimination in the academe: Diversity climate review at a Midwest PWI.*

Poster session at the National Association for Diversity Officers in Higher Education Annual Conference, Washington, DC.

Ervin, E. & Clark, J. (2014, November). *Big Fat Lies Women Tell Themselves.* Indiana State University, Terre Haute, IN.

Ervin, E. & Childs, C. (2013, October). *ISU's climate for diversity: Results of 2013 Diverse Learning Environments Study.*

Presenter at the Fall Student Success Conference, Indiana State University, Terre Haute, IN.

Ervin, E. & Huffman, D. (2012, June). *Guiding students to overcome barriers.*

Presenter at the National Association of Colleges and Employers Annual Conference, Las Vegas, NV.

Ervin, E. (2010, August). *Why they came? Why they stayed? How Black males persisted in a Predominantly White institution.*

Presenter at the Midwest Association of Colleges and Employers Annual Conference, Minneapolis, MN.

Ervin, E. (2010, March). *Why they came? Why they stayed? How Black males persisted in a Predominantly White institution.*

Presenter at the Cooperative Education & Internship Association Annual Conference, Boston, MA.

Ervin, E. (2009). *Career Center Spring 2009 Career Opportunity Fair Report.* The report can be found at: <http://www1.indstate.edu/studentaffairsresearch/CareerCtrRA.htm>.

Ervin, E. (2008, Fall). *Why am I here?* Presenter at the Minority Freshmen Retreat, Indiana State University, Terre Haute, IN.

Ervin, E. (2008, October). *"McNair Program: Navigating the Graduate Application Process."*

Presenter at the 2008 McNair Scholars Orientation session, Indiana State University, Terre Haute, IN.

Ervin, E. (2008, April). *"I Don't Want to Let People Down Who are Really Counting on Me": A Study of Black Men at a Predominantly White institution.*

Poster Session at the Undergraduate and Graduate Research Showcase, Indiana State University, Terre Haute, IN.

Ervin, E., Malone, M., Pool, R., & Powers, J., Dr. (2006, November). *Delivering the College Promise.* Paper presented at the 31st Annual Association of the Study of Higher Education Conference, Anaheim, CA.

The study was executed in two phases. In phase one, a conceptual model was built and tested of state level factors that previous research had shown affected state higher education performance in one or more of the arenas of college preparation, participation, completion, and the benefits of a college educated populace. This nine state factor set was drawn from various data sources including *Measuring Up 2004*, the U.S. Census Bureau, and the National Center for Education Statistics.

PROFESSIONAL MEMBERSHIPS:

| | |
|--|----------------|
| National Conference for Race & Ethnicity | 2012 – present |
| National Advisory Council member | 2013 – present |
| The Society for Diversity | 2012 – present |
| National Association of Diversity Officers in Higher Education | 2012 – present |
| <i>Conference Committee Member</i> | 2012 – present |
| National Association for the Advancement of Colored People | 2009 – present |
| Order of Omega, Indiana State University Chapter | 2008 – present |
| Omicron Delta Kappa, Indiana State University | 2008 – present |
| Midwest Cooperative Education and Internship Association | 2009 – 2012 |
| <i>Chair of Awards and Recognition Committee</i> | 2010 – 2012 |
| <i>Board of Governors Member</i> | 2010 – 2012 |
| National Society of Experiential Education | 2010 – 2011 |
| Cooperative Education and Internship Association | 2009 – 2011 |
| National Association of Colleges and Employers | 2008 – 2012 |
| Indiana Council for Internships and Cooperative Education | 2008 – 2012 |
| <i>Executive Board – President</i> | 2011 – 2012 |
| <i>Executive Board – President Elect</i> | 2010 – 2011 |
| <i>Executive Board – State Director</i> | 2010 – 2011 |
| <i>Executive Board – Treasurer</i> | 2009 – 2010 |
| <i>2009 Conference Planning Committee Member</i> | 2008 – 2009 |
| <i>Council Member</i> | 2007 – 2012 |
| Midwest Association of Colleges and Employers | 2008 – 2011 |
| <i>Experiential Committee Member</i> | 2008 – 2011 |
| <i>Honors and Recognition Committee Chair</i> | 2008 – 2009 |
| <i>Diversity Committee Member</i> | 2008 – 2009 |
| National Association of Student Personnel Administrators | 2007 – 2011 |
| Association for the Study of Higher Education | 2006 – 2011 |
| Certified Fraud Examiners | 1989 – 2001 |
| Healthcare Fraud Examiners Association | 1989 – 2001 |

SOCIAL MEMBERSHIPS:

| | |
|--|----------------|
| Sigma Gamma Rho Sorority, Inc | 2006 – present |
| 20 th Century Baptist Church Board of Trustee Member – Gary, IN | 2005 – present |

REFERENCES:

The following persons have written letters of recommendation on my behalf:

Dr. Carmen Tillery
Vice President
Division of Student Affairs
California State University Long Beach
Brotman Hall, Room 377
Long Beach, California
(562) 985-5587
carmen.taylor@csulb.edu

Dr. Joshua B. Powers
Associate Vice-President for Student Success
Parsons Hall, Room 203
Indiana State University
Terre Haute, Indiana 47809
(812) 237-8378
joshua.powers@indstate.edu

Patsy Tisdale
5620 W. Huron
Chicago, IL 60644
(312) 213-6694
Pst1949@comcast.net

Attachment 2 – School Leader/Principal Candidate Job Description

The qualifications required for the school leader must meet Indiana’s educational requirements including Ed.S. or Ph.D. degree from a recognized college or university as well as hold a state certificate. The school leader must create cooperative partnerships with the student, staff, parents and community partners.

JOB TITLE: Principal

REPORTS TO: Board

SUPERVISES: Students, staff, and all teachers of the school

Nature and scope of job:

The school Principal serves as the educational leader, responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe traditional Catholic learning environment that meets the approved curricula and mission of the school.

Achieving academic excellence requires that the school Principal work collaboratively to direct and nurture all members of the school staff hired by the Board of Directors and to communicate effectively with parents. Inherent in the position are the responsibilities for scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations.

The School Leader/Principal has not been identified. The School Leader/Principal will provide day-to-day academic leadership not limited to:

- To discuss, review and initiate school policy
- To work directly with the Foundation on school direction
- To oversee and monitor the operation of the school as executed by the foundation
- To meet in open meetings at least once per month to fulfill the above responsibilities and to build a strong relationship with parents and the community
- To report to the foundation on a quarterly basis of their observations, findings, conclusions and recommendations regarding the operation of NiSe and academic progress of the student body
- To review financial reports of the school and present the findings to the Foundation with recommendations for changes, actions and/or acceptance
- To evaluate the performance of the Foundation
- To present recommendations to the Foundation regarding their retention as the educational provider
- To reappoint current or solicit new members will be the responsibility of the Board
- Develop and implement educational activities both strategic and operational, including metrics to track and evaluate progress
- Ensure campus compliance with state Department of Education, accreditation regulations and policies, including coordinating the educational activities in the Institutional Effectiveness Plan (IEP)
- Research and identify trends and needs and establish program directions accordingly
- Assess quality of program operations. Modify existing program services or creates new program offerings to maintain or enhance program standing

- Set and communicate program priorities and performance standards and assess operations using these criteria
- Provides for quality assurance reviews and addresses areas in need of attention
- Monitor attrition analysis and assists with campus issues relating to retention
- Coordinate strategies with college leadership staff to achieve desired organizational results in areas of customer satisfaction, student retention, graduation rates and satisfactory student progress
- Provide leadership to ensure campuses maintain satisfactory academic progress in the areas of attendance, grades, matriculation, and graduation
- Assist in developing and managing the educational budget
- Facilitate creative changes in educational programming, processes, and procedures
- Develop business plans and projections for assigned education projects and proposed projects
- Lead campuses in program direction, development of goals, and objectives
- Establish and maintain compliance with academic policy and procedure

This position in conjunction with the Lead Teachers, will oversee;

- teacher/faculty recruitment
- orientation
- professional development
- evaluation and curriculum implementation
- control and calculation and awarding of faculty performance bonuses

Attachment 3 – School Administrators’ Job Descriptions

Human Resource/Finance Manager

- Bachelor's degree in finance or accounting, or equivalent business experience.
- 5+ years of progressively responsible experience

Job Responsibilities

- This person will be responsible for the overall good maintenance of accounting books and systems. As such, s/he will sanction all transactions posted in the accounting MIS.
- S/he will ensure compliance with organizational financial policy as well as statutory financial requirements.
- S/he will prepare monthly and annual financial reports.
- This person will make recommendations for update of financial policy and procedures as necessary. S/he will be responsible for documentation (i.e. update of written procedures) of such changes and dissemination of the same among relevant staff (training).
- In consultation with the Principal, This person will maintain and operate bank accounts of the organization so as to ensure efficient management of the organization’s financial resources.
- This person will also forecast cash flow requirements and, in consultation with the Principal, request inter-bank transfers to meet cash needs.
- S/he will prepare bank reconciliation statements to keep track of balances.
- In consultation with the General Manager and heads of departments, the FAM will be responsible for the preparation and maintenance of organization’s financial forecast and more particularly:
 - Annual budget of the organization (updated twice a year).
 - Annual budget variance;
- This person is expected to define the Human Resource Strategy and policies in line with overall organizational strategy. Such a task will be performed in close collaboration with the Board and Principal.
- In consultation with the IT consultant and the Board and Principal, maintain and review from time to time all systems related to HR management in the organization (leave, payroll, medical payments, staff loans, employee files).
- Maintain and review from time to time job descriptions for all positions in the organization.
- Maintain, implement and review from time to time an annual staff appraisal system and other tools such as a skill mapping tool, a role clarity tool, etc.
- Maintain and review from time to time the staff manual for the organization.
- On a monthly basis assist in the preparation of payroll, statutory deductions and other related payments.
- In cooperation with the Board and Principal, approve and monitor leave applications.
- In cooperation with the Board and Principal, coordinate recruitment and promotion processes.
- Address all industrial relations issues.
- Ensure that organization’s HR rules and regulations are in compliance with local/national regulations.

- In collaboration with the Principal and Lead Teachers, design and implement a staff training needs assessment tool.
- Address staff training needs through internal or external facilitators.
- This person is responsible for the design of procurement policies and procedures as well as for their enforcement.
- S/he will deal with rent commitments, office furniture/equipment, utilities, sanitation, security and transport.
- S/he is also responsible for regular servicing of equipment and will therefore deal with external customers such as auditors, banks, landlords, suppliers and service providers.

Assessment Specialist/Data Specialist

- Assists school (e.g. Board members, administration, teachers, students, parents, outside agencies, etc.) for the purpose of ensuring that testing processes, student scores and statistical results are understood and utilized effectively.
 - Assists in the desegregation of student testing and related data for the purpose of ensuring that student testing data is compiled, analyzed, presented and utilized in an accurate, effective and efficient manner.
 - Collaborates with department staff, administrators, testing coordinators, teachers and principals for the purpose of ensuring that standardized testing process are planned and implemented in a manner that enhances student performance and is in compliance with all relevant regulations, guidelines and objectives.
 - Facilitates the administration of standardized student testing for the purpose of ensuring that mandated student testing processes are maintained in a manner that is positive and effective for students and is in compliance with all relevant laws, guidelines and regulations.
 - Maintains a variety of records and files in both manual and electronic formats for the purpose of documenting activities and ensuring compliance with established guidelines.
 - Orders supplies, forms, etc. needed for student testing as needed and/or assigned for the purpose of ensuring the availability of needed supplies in an efficient and cost effective manner.
 - Oversees the training of District employees in the appropriate dissemination, collection and storage of forms, supplies, results, etc. of District student testing processes for the purpose of ensuring compliance with established guidelines.
 - Participates in meetings, workshops and seminars for the purpose of conveying and/or gathering information required to perform functions.
 - Prepares a wide variety of materials in both manual and electronic formats (e.g. reports, memos, instructions, presentations, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
 - Researches regulations, technologies and emerging trends in student testing and assessment for the purpose of providing additional information and/or recommendations, to address a variety of program related requirements.
-

SPEC/ESL Lead Teacher

- Required education: Bachelor's or master degree, state license required to teach K-12 students
- Additional preferred education: ESL/SPEC certified

- 3-5 years classroom teaching experience in SPEC/ESL
- State-issued license

Job Description

- Instruct students who are native speakers of other languages.
- ESL teacher acts as a liaison between the student, family, school and community.
- Responsible for administering standardized tests and tracking their students' progress against state standards.
- ESL teacher also helps the student and family understand U.S. culture and social norms.
- The ESL teacher may work with interpreters to communicate information to the family about student progress, school programs or district events.
- Maintain accurate and complete student records, and prepare reports on children and activities, as required by laws, district policies, and administrative regulations.
- Teach socially acceptable behavior, employing techniques such as behavior modification and positive reinforcement.
- Prepare materials and classrooms for class activities.
- Establish and enforce rules for behavior and policies and procedures to maintain order among students.
- Confer with parents, administrators, testing specialists, social workers, and professionals to develop individual educational plans designed to promote students' educational, physical, and social development.
- Instruct through lectures, discussions, and demonstrations in one or more subjects such as English, mathematics, or social studies
- Employ special educational strategies and techniques during instruction to improve the development of sensory- and perceptual-motor skills, language, cognition, and memory.
- Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate.
- Teach personal development skills such as goal setting, independence, and self-advocacy.
- Establish clear objectives for all lessons, units, and projects, and communicate those objectives to students.
- Develop and implement strategies to meet the needs of students with a variety of handicapping conditions.
- Modify the general education curriculum for special-needs students, based upon a variety of instructional techniques and technologies.
- Meet with other professionals to discuss individual students' needs and progress.
- Confer with parents or guardians, other teachers, counselors, and administrators in order to resolve students' behavioral and academic problems.
- Meet with parents and guardians to discuss their children's progress, and to determine their priorities for their children and their resource needs.
- Guide and counsel students with adjustment and/or academic problems, or special academic interests.
- Coordinate placement of students with special needs into mainstream classes.

- Observe and evaluate students' performance, behavior, social development, and physical health.
 - Monitor teachers and teacher assistants to ensure that they adhere to inclusive special education program requirements.
 - Prepare, administer, and grade tests and assignments to evaluate students' progress.
 - Instruct students in daily living skills required for independent maintenance and self-sufficiency, such as hygiene, safety, and food preparation.
 - Meet with parents and guardians to provide guidance in using community resources, and to teach skills for dealing with students' impairments.
 - Provide additional instruction in vocational areas.
 - Prepare objectives and outlines for courses of study, following curriculum guidelines or requirements of states and schools.
 - Confer with other staff members to plan and schedule lessons promoting learning, following approved curricula.
 - Instruct and monitor students in the use and care of equipment and materials, in order to prevent injuries and damage.
-

STEM Coordinator (Science, Technology, Engineering, Mathematics Lead Teacher

- Education Bachelor's degree from an accredited educational institution with an emphasis in STEM areas and/or Career and technical education.
- 3-5 years classroom teaching experience in STEM related areas and/or experience in career and technical education preferred.
- State-issued license.

Technology Requirements

- Word processing skills
- Spreadsheet skills
- Electronic presentation skills
- Web navigation skills
- E-mail management skills
- Computer network knowledge applicable to the position
- Knowledge of computer-related storage devices
- Ability to effectively use PDAs (personal digital assistants) for communication and scheduling
- Knowledge of instructional technology integration
- Knowledge of educational copyright laws
- Knowledge of computer security expectations

Job Description

This position is responsible for coordinating the development, delivery, implementation and monitoring of STEM curriculum, initiatives, events and projects.

- Coordination, development, implementation of STEM curriculum and programs K-12
- Develops, evaluates and recommends new or expanded programs and curricula in STEM education for K-12
- Assists in the development of STEM curriculum aligned with career pathways that ensure integration of academic and career technical education with 21st century skills.

- Provide plans to implement STEM curricula into existing courses or develop new courses.
 - Ensures initiatives are directly connected to the district's vision.
 - Works directly with school administrators and staff in the development, implementation and evaluation of STEM initiatives and curriculum.
 - Analyzes current best practices in STEM education
 - Organizes, develops, coordinates and provides trainings for administrators and professional staff related to STEM integration in the classroom.
 - Creates a follow-up plan to ensure implementation and best practices in classroom implementation
 - Shares/presents information and best practices and implementation plans for district staff.
 - Schedules/coordinates or provides training for educators for pilots and follow-up.
 - Provides technical assistance/ follow-up in the implementation phase.
 - Plans/coordinates partnership activities for STEM content area teachers.
 - Integrates and expands STEM awareness with educators through the website, meetings, and print materials.
 - Coordinates and helps organize any special STEM events/activities
 - Promotes and models continuous professional development.
 - Maintains current knowledge of district, state and federal laws, regulations and policies affecting STEM education.
 - Coordinates and articulates STEM services and programs with all district divisions.
 - Promotes activities related to STEM education and legislative issues.
 - Assembles and delivers reports to the Board of Education.
 - Understands the profile of the community, responding to and influencing the larger political, social, economic, legal and cultural context.
 - Communicates and works effectively with a variety of audiences.
 - Adheres to high ethical standards and demonstrates professionalism when acting as an agent of the district.
 - Supports efforts in the development and implementation of STEM initiatives.
 - Builds Stem capacity regarding all curriculum, initiatives, projects among staff and administrators.
-

Teacher Job Description

Responsible for instructing students

- Creates lesson plans, administers praise and constructive criticism, instructs students on subjects such as science, literature, and math, and creates a well-rounded, comprehensive instructional program.
- Create instructional resources for use in the classroom.
- Plan, prepare and deliver instructional activities
- Create positive educational climate for students to learn in.
- Meet course and school-wide student performance goals.
- Participate in ongoing training sessions.
- Create lesson plans and modify accordingly throughout the year.
- Maintain grade books.
- Grade papers and perform other administrative duties as needed.
- Write grant proposals to gain funding for further research.

- Create projects designed to enhance lectures.
 - Read and stay abreast of current topics in education.
 - Create lesson plans.
 - Utilize various curriculum resources.
 - Integrate competencies, goals, and objectives into lesson plans.
 - Utilize curricula that reflect the diverse educational, cultural, and linguistic backgrounds of the students served.
 - Develop incentives to keep participants in class.
 - Develop professional relationships with other agencies and programs.
 - Utilize public library resources.
 - Work with program coordinators to ensure initiatives are being met.
 - Tutor students on an individual basis.
 - Establish and communicate clear objectives for all learning activities.
 - Prepare and distribute required reports.
 - Observe and evaluate student's performance.
 - Manage student behavior in the classroom by invoking approved disciplinary procedures.
-

Facilities Manager

- Demonstrate managerial experience and abilities, as well as knowledge of purchasing, supplies, grounds keeping, and equipment repair.
- Bachelor's degree in business management or a similar field.

Job Responsibilities

- Responsible for planning, directing, and overseeing building operations and services.
- Analyzes utility bills and energy output, allocates office space to departments, purchases equipment.
- Allocate parking spaces and decals.
- Take pictures of employees and visitors for employee IDs and visitor badges.
- Purchase insurance coverage for building.
- Inspect structure of building and determine if repairs are needed.
- Oversee printing and reproduction services.
- Management telecommunications, including installation of a telecommunications systems.
- Allocate office space.
- Supervise renovations and additions.
- Oversee grounds keeping.
- Transport, dispose of, or relocate office equipment and furniture.
- Supervise custodial staff.
- Evaluate and adjust energy expenditures.
- Install greener appliances and fixtures to reduce energy output.
- Advise staff on how to reduce utility bills.
- Organize meeting and lounge spaces.
- Ensure beverage and refreshment stands are adequately stocked and maintained.
- Maintain vendor relationships.
- Perform facility plant equipment obsolescent planning, budgeting and replacement.
- Perform environmental hazard management/planning and remediation.
- Ensure roofs and elevators have updated inspections.

- Implement programs and provide leadership.
-

Social Worker

- Possession of a Master's degree in counseling or social work or related field such as Psychology
- 5-7 years of experience providing services to K-12 age group students

Job Responsibilities

- An understanding of the IEP process.
- Leadership skills in working with individuals and groups (i.e. initiating individual or group discussion, listening, clarifying and facilitating interactions and sharing of ideas).
- Ability to prepare social and family histories and cooperate on the formulation of committee reports; social work case reporting and writing skills.
- Ability to counsel students, parents, staff and lay persons individually and in groups; skills in conducting effective meetings and conferences (including the resolution of disagreements).
- Skill in socio-environmental analysis and diagnosis on problem students; a knowledge of community resources.
- Skill in communicating concepts and information accurately orally or in writing, including formal statistical reports.
- Ability to demonstrate effective liaison relationships with parents, schools, and agencies.
- Ability to coordinate activities from many sources for the benefit of an individual student, and to make arrangements for groups of students.
- Ability to aid in program development.
- Skills in supervising and motivating school social work interns.

Attachment 4 – Governance Documents

BYLAWS

OF

TRON-AGEK EDUCATIONAL FOUNDATION, INC.

ARTICLE I - ORGANIZATION

Section 1. Corporate Name. The name of the corporation is TRON-AGEK EDUCATIONAL FOUNDATION, INC., a non-for-profit corporation organized pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991 (hereinafter referred to as the “Act”.) The place in this state where the principal office of the corporation is to be located is in the city of Merrillville, Lake County, Indiana.

Section 2. Purpose. Said organization is organized exclusively for the charitable, religious, educational, and scientific purposes, including, for such purposes the making of distributions to organizations under section 501 ©(3) of the Internal Revenue Code or the corresponding section of any future federal tax code; to establish a charter school which will provide a quality learning environment that will instruct students from grades 6-12 through a science, technology, engineering and math (STEM) centered on the Indiana Graduation Requirements Core 40 curriculum based on research best practices in leading states with the STEM curriculum; and to accept donations, gifts and bequest in furtherance of the above objectives.

Section 3. Registered Agent. The registered agent in charge thereof shall be: Augusta DeNeal, 319 E. 60th Drive, Merrillville, Indiana 46410.

Section 4. Seal. The corporate seal shall have inscribed thereon the name of the corporation, the year of its organization and State of Indiana, with the words “Corporate Seal” through the center. The Secretary shall be in charge of the seal.

Section 5. Period of Existence. The period during which the Corporation shall continue is perpetual.

ARTICLE II - BOARD OF DIRECTORS

Section 1. Powers and Duties. The business and affairs of the Corporation shall be managed and controlled by the Board Directors, seven (7) in number. They shall be elected by the members at the annual meeting of members of the corporation, and each director shall be elected for the term of one year, and until his/her successor shall be elected and shall qualify or until his/her earlier resignation or removal.

The names and addresses of the persons, who are the initial members of the board, two of whom are the incorporators, are as follows:

| <u>NAME</u> | <u>ADDRESS</u> |
|-----------------------|--|
| Elonda Ervin, Ph.D. | 4362 S. Hilton Street, Apt. 6, Terre Haute, IN 47802 |
| Augusta DeNeal, Ph.D. | 319 E. 60th Drive, Merrillville, Indiana 46410 |
| Grayling Gordon | 3718 Euclid Avenue, East Chicago, IN 46312 |

The Board shall employ such agents and servants as they may deem advisable, and fix the rate of compensation of all agents, employees and officers.

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to the Board of Director, officers or other private person, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the Article of Incorporation. No substantial part of the activities of the corporation shall be the carry-on of propaganda, or otherwise participate in, or intervene in (including publishing or distribution statements any political campaign on behalf of, in opposition to, any candidate for public office. Notwithstanding any other provision of this articles, the corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501 (3) of the Internal Revenue Code or the corresponding section of any future federal tax code or (b) by a corporation contributions to which are deductible under section 170 (c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Section 2. Annual Meetings. The annual meeting of the corporation shall he held each year at such time and place as shall be determined by the Board of Directors for the purpose of electing Directors and of transacting such other business as may properly he brought before the meeting.

Section 3. Regular Meetings. Regular meetings of the Board of Directors shall be held, without notice, at least quarterly, at the registered office of the corporation, or at such other time and place as shall be determined by the Board.

Section 4. Special Meetings. A special meeting of the Board of Directors may called by the President on two (2) days' notice to each director, either personally or by mail, fax or by telegram. The President or Secretary shall call special meetings in like manner and on like notice on the written request of a majority of the directors in office.

Section 5. Notice of Meetings.

(A) **Regular Meetings**. Regular meetings may be held with or without notice.

(B) **Special Meetings**. Special meetings shall be held upon written or oral notice stating the

time and place being given to each Board Member at least three days before such meeting, except as otherwise required in these Bylaws. If written, such notice shall be delivered either personally or deposited in the United States Mail, addressed to the Board Members' address, with postage thereon prepaid (and shall be deemed received the following day).

(C) **Purpose.** The business to be transacted, or the purpose of, any meeting should be specified in the notice or waiver of notice of the meeting.

Section 6. Waiver or Notice. A Board Member may waive in writing notice of any meeting of the Board of Directors before, at or after such meeting; and their waiver shall be deemed the equivalent of giving notice. Attendance of a Board Member at a meeting constitutes a waiver of notice of the meeting, except where the meeting is attended for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened, and the Board Member does not vote for or assents to any action taken at the meeting.

Section 7. Action By Unanimous Written Consent. Action required or permitted to be taken by the Board of Directors at meeting may be taken without a meeting if, before or after the consent to the action in writing. The written consents shall be filed with minutes of the proceedings of the Board of Directors. The consent shall have the same effect as a vote of the Board of Directors for all purposes.

Section 8. Electronic Participation. A member of the Board of Directors may participate in a meeting of the Board of Directors by means of telephone conference or similar communications equipment by means of which all persons participating in the meeting can hear each other. Participation in a meeting pursuant to this section constitutes presence in person at the meeting.

Section 9. Quorum. A majority of the members of the Board of Directors then in office shall constitute a quorum for the transaction of business, and the vote of a majority of the directors present at any meeting at which a quorum is present constitutes the acts of the Board of Directors. If a quorum shall not be present at any meeting of the Board of Directors, a majority of the directors present may adjourn the meeting from time to time without notice other than announcement at the meeting until a quorum shall be present, at which time any business may be transacted which might have been transacted at the meeting as first convened had there been a quorum present. However, if a quorum shall be present at any duly constituted meeting of the Board of Directors, such directors may continue to do business until adjournment notwithstanding the withdrawal or removal of such directors as may leave less than a quorum. In the event of a tie vote, the President shall vote to break the tie vote.

Section 10. Number and Term of Directors.

(A) The initial Board of Directors shall be composed of seven in number. The term of office of directors shall expire every third year at the annual meeting, or until their successor is elected and qualified, or until their resignation or removal. At no time shall the

Board of Directors exceed seven members.

(B) The initial Board of Directors shall be comprised of the following: Elonda Ervin, Augusta DeNeal, Dawn Dawkins, Grayling Gordon, and an individual to be determined.

Section 11. Vacancies.

(A) Vacancies in the Board of Directors shall be filled by appointment made, upon recommendation by the affirmative vote of a majority of the remaining Board of Directors, even if there is less than a quorum of the Board of Directors.

(B) Each person so elected to fill vacancy shall remain a Board Member until expiration of their term and until a successor is elected and qualified, or until their removal or resignation.

Section 12. Removal or Resignation of Board Members. At a meeting of the Board of Directors called for such purpose, upon the motion of any member(s) a member may be removed with cause by a vote of the majority of the Board of Directors then in office. Unless a later date is specified in such written notice, a resignation shall take effect upon delivery thereof to the Board of Directors. A director may resign at any time by filing his written resignation with the secretary.

Section 13. Committees. The Board of Directors may designate one or more committees, each committee to include one or more of the members of the Board of Directors. The Board of Directors may designate one or more of its members as alternate members of a committee, who may replace an absent or disqualified member at a meeting of the committee. In the absence or disqualification of a member of a committee, the members thereof present at a meeting and not disqualified from voting, whether or not they constitute a quorum, may unanimously appoint another member of the Board of Directors to act at the meeting in place of such an absent or disqualified member. A committee, and each member thereof, shall serve at the pleasure of the Board of Directors.

Section 14. Order of Business. The order of business at all meetings of the Board of Directors shall be as follows:

1. Roll call
2. Reading of the minutes of the preceding meeting and action thereon
3. Reports of officers
4. Reports of committees
5. Unfinished business
6. Miscellaneous business
7. New business
8. Adjournment

Section 15. Code of Ethics

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

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

Section 16. Conflict of Interest Policy

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

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

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

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

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

ARTICLE III - OFFICERS OF THE CORPORATION

Section 1. Officers. The officers of the corporation shall consist of a President, Vice-President, a Secretary and a Treasurer. The Board of Directors may also choose one or more Vice-Presidents and such other officers, as it shall deem necessary. The same person may hold any two or more offices, except that the same person shall not perform the duties of the president and secretary. The Board of Directors by resolution may create and define the duties of other offices in the corporation and shall elect or appoint persons to fill all such offices.

Section 2. Vacancies. Whenever any vacancies shall occur in any office by death, resignation, increase in the number of offices of the corporation, or otherwise, the Board of Directors shall fill the same, and the officer so elected shall hold office until his successor is chosen and qualified.

Section 3. President. The President shall preside at all meetings of members and directors, discharge all the duties which devolve upon a presiding officer, and perform such other duties as this code of bylaws, provide, or the Board of directors may prescribe.

Section 3. Vice-President. The Vice-President shall perform all duties incumbent upon the President during the absence or disability of the President, and perform such other duties as this code of bylaws, provide, or the Board of directors may prescribe.

Section 4 Secretary. The Secretary shall have the custody and care of the corporate seal, records, and minutes of the corporation. The Secretary shall attend all meetings of the Board of Directors, and shall keep, or cause to be kept in a book provided for the purpose, a true and complete record of the proceedings of such meetings, and shall perform a like duty for all standing committees appointed by the Board of Directors, when required. The Secretary shall attend to the giving and serving of all notices of the corporation, shall file and take charge of all papers and documents belonging to the corporation and shall perform such other duties as this code of bylaws may require or the Board of Directors may prescribe.

Section 6. Treasurer. The Treasurer shall keep correct and complete records of account, showing accurately at all times, the financial condition of the corporation. The Treasurer shall be the legal custodian of all moneys, notes, securities and other valuables, which may from time to time come into the possession of the corporation. The Treasurer shall immediately deposit all funds of the corporation coming into his hands in some reliable bank or other depository to be designated by the Board of Directors, and shall keep such bank account in the name of the corporation. He or she shall furnish at meetings of the Board of Directors, or whenever requested, a statement of the financial condition of the corporation, and shall perform such other duties as this code of bylaws may require or the Board of Directors may prescribe. The Treasurer may be required to furnish bond in such amount as shall be determined by the Board of Directors.

Section 7. Delegation of Authority. In case of the absence of any officer of the corporation, or for any other reason that the Board of Directors may deem sufficient, the Board of Directors may delegate the powers or duties of such officer to any other officer or to any director, for the time being, provided a majority of the entire Board of Directors concurs therein.

Section 8. Execution of Documents. Unless otherwise provided by the Board of Directors, all contracts, leases, commercial paper and other instruments in writing and legal documents, shall be signed by the President and attested by the Secretary. All bonds, deeds and mortgages shall be signed by the President and attested by the secretary. All checks, drafts, notes and orders for the payment of money shall be signed by those officers or employees of the corporation as the directors may from time to time designate.

ARTICLE IV - CORPORATE BOOKS AND RECORDS

Section 1. Place of Keeping, In General. Except as otherwise provided by the laws of the State of Indiana, by the Articles of Incorporation of the corporation or by these bylaws, the books and records of the corporation may be kept at such place or places, within or without the State of Indiana, as the Board of Directors may from time to time by resolution determine.

ARTICLE V - AMENDMENTS

Section 1. Amendments. Bylaws may be adopted, amended or repealed at any meeting of the Board of Directors by the vote of a majority thereof.

ARTICLE VI - FISCAL YEAR

Section 1. Fiscal Year. The fiscal year of the corporation shall begin on the first day of July in each year and end on the thirtieth day of June in each year.

ARTICLE VII - ANY CONFLICTS WITH REGULATORY AGREEMENTS

It is understood that In the event the terms of the Regulatory Agreement conflicts with the terms of any of the organizational documents, then the Regulatory Agreement takes precedence.

ARTICLE VIII – DISSOLUTION OF THE CORPORATION

Section 1. Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501 (c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by the Court of Competent Jurisdiction of the county in which the principal office of the organization is located, exclusively for such purposes or to such organizations(s), as said Court shall determine, which are organized and operated exclusively for such charitable purposes.

Section 2. Upon dissolution: 1) the remaining assets of the charter school shall be distributed first to satisfy outstanding payroll obligations for employees of the charter school, then to creditors of the charter school; 2) remaining funds received from the Indiana Department of Education shall be returned to the department not more than 30 days after dissolution. If the assets of the charter school are insufficient to pay all parties to who the charter school owes compensation under subdivision (1), the priority of the distribution of assets may be determined by a court.

IMPORTANT INFORMATION FOR S CORPORATION ELECTION:

If you intend to elect to file your return as a small business corporation, an election to file a Form 1120-S must be made within certain timeframes and the corporation must meet certain tests. All of this information is included in the instructions for Form 2553, Election by a Small Business Corporation.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, Electronic Choices to Pay All Your Federal Taxes. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents (payroll service providers) are available to assist you. Visit the IRS Web site at www.irs.gov for a list of companies that offer IRS e-file for business products and services. The list provides addresses, telephone numbers, and links to their Web sites.

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you do not have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

IMPORTANT REMINDERS:

- * Keep a copy of this notice in your permanent records. This notice is issued only one time and IRS will not be able to generate a duplicate copy for you.
- * Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- * Refer to this EIN on your tax-related correspondence and documents.

If you have questions about your EIN, you can call us at the phone number or write to us at the address shown at the top of this notice. If you write, please tear off the stub at the bottom of this notice and send it along with your letter. If you do not need to write us, do not complete and return this stub. Thank you for your cooperation.

State of Indiana
Office of the Secretary of State
CERTIFICATE OF INCORPORATION
of

TRON-AGEK EDUCATIONAL FOUNDATION, INC.

I, Charles P. White, Secretary of State of Indiana, hereby certify that Articles of Incorporation of the above Non-Profit Domestic Corporation has been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Wednesday, September 21, 2011.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, September 22, 2011

Charles P. White

CHARLES P. WHITE,
SECRETARY OF STATE

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APPROVED AND FILED
CHARLES P. WHITE
INDIANA SECRETARY OF STATE
9/21/2011 5:20 PM

ARTICLES OF INCORPORATION

Formed pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991.

ARTICLE I - NAME AND PRINCIPAL OFFICE

TRON-AGEK EDUCATIONAL FOUNDATION, INC.

319 E. 60TH DRIVE, MERRILLVILLE, IN 46410

ARTICLE II - REGISTERED OFFICE AND AGENT

AUGUSTA DENEAL

319 E. 60TH DRIVE, MERRILLVILLE, IN 46410

ARTICLE III - INCORPORATORS

ELONDA ERVIN

4362 S. HILTON STREET, APT. 6, TERRE HAUTE, IN 46410

Signature: //ELONDA ERVIN

ARTICLE IV - GENERAL INFORMATION

Effective Date: 9/21/2011

Type of Corporation: Public Benefit Corporation

Does the corporation have members?: Yes

The purposes/nature of business

TO ESTABLISH A CHARTER SCHOOL WHICH WILL PROVIDE A QUALITY LEARNING ENVIRONMENT THAT WILL INSTRUCT STUDENTS FROM GRADES 6-12 THROUGH A SCIENCE, TECHNOLOGY, ENGINEERING AND MATH (STEM) CENTERED ON THE INDIANA GRADUATION REQUIREMENTS CORE 40 CURRICULUM BASED ON RESEARCH BEST PRACTICES IN LEADING STATES WITH THE STEM CURRICULUM.

Distribution of assets on dissolution or final liquidation

UPON THE DISSOLUTION OF THE CORPORATION, ASSETS SHALL BE DISTRIBUTED FOR ONE OR MORE EXEMPT PURPOSES WITHIN THE MEANING OF SECTION 501 (C)(3) OF THE INTERNAL REVENUE CODE, OR CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE, OR SHALL BE DISTRIBUTED TO THE FEDERAL GOVERNMENT, STATE OR LOCAL GOVERNMENT, FOR A PUBLIC PURPOSE. ANY SUCH ASSETS NOT SO DISPOSED OF SHALL BE DISPOSED OF BY THE COURT OF COMMON PLEAS OF THE COUNTY IN WHICH THE PRINCIPAL OFFICE OF THE ORGANIZATION IS LOCATED, EXCLUSIVELY FOR SUCH PURPOSES OR TO SUCH ORGANIZATIONS(S), AS SAID COURT SHALL DETERMINE,

WHICH ARE ORGANIZED AND OPERATED EXCLUSIVELY FOR SUCH CHARITABLE PURPOSES.

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **FEB 13 2015**

TRON-AGEK EDUCATIONAL FOUNDATION
C/O ELONDA ERVIN
4363 S HILTON ST
TERRE HAUTE, IN 47802

Employer Identification Number:
90-0846739
DLN:
305014038
Contact Person:
JOHN J MCGEE ID# 31169
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
May 15, 2014
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

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

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

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,



Director, Exempt Organizations

TRON-AGEK EDUCATIONAL FOUNDATION

ADDENDUM

Based on the information submitted with your application, we approved your request for reinstatement under Revenue Procedure 2014-11. Your effective date of exemption, as shown in the heading of this letter, is retroactive to the date of revocation.

If you have been in existence for at least three years and you have not filed a Form 990 return or notice for three consecutive years, you may soon receive a letter (Notice CP120A) that we automatically revoked your exempt status, as required by law, for failure to file a return or notice for three consecutive years. This letter will serve to reinstate your exempt status, so you will not need to re-apply. However, you may need to file the appropriate delinquent Forms 990 for all years you have operated as a tax-exempt organization.

INFORMATION FOR CHARTER SCHOOLS

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

INDIANA CHARTER SCHOOL BOARD: CHARTER SCHOOL APPLICANT

Statement of Assurances

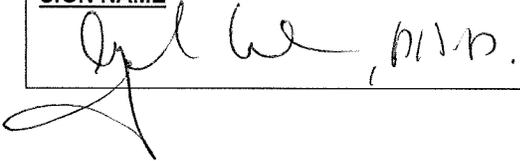
The charter school agrees to comply with all of the following provisions: *(Read and check)*

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

11. Recipients understand that the ICSB may revoke the charter if the ICSB deems that the recipient is not fulfilling the academic goals and/or fiscal management responsibilities outlined in the charter.

Signature from Authorized Representative of the Charter School Applicant

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

| <u>PRINT NAME & TITLE</u> | <u>DATE</u> |
|---|-------------|
| Augusta DeNeal, Member THON/AGEIC | 3-7-15 |
| <u>SIGN NAME</u>  | |

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
NISE
2. Your full name: Dwayne J Tucker
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
The NISE Charter school 3 years board experience
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes
2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes
5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes
8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes
-

Certification

I, Dwayne J Tucker, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for *NiSe* Charter School is true and correct in every respect.


Signature Dwayne J Tucker

03/11/15

Date

Resume

Dwayne J Tucker, ASQ
7601 Morton Street
Merrillville, IN 46410
Phone: 219-738-1145

Work Experience

- 1985- 1990** **McDonnell Douglas**
Associate Quality Engineer
Performed equipment calibration checks, ESD bench Measurements and surveillance of depot level test equipment sell-off at supplier facilities. Reviewed and approved supplier requests for MR
- 1990-1996** **McDonnell Douglas**
Quality Engineer
Performed T45, AV8, F15, program quality engineering functions as assigned to the Avionics commodities. Reviewed program contracts for QA tasks and submitted monthly customer status reports.
- 1996- 1998** **McDonnell Douglas and Boeing**
SQM Supplier Corrective Action Team Leader
Lead Supplier Performance Improvement Board (SPIB) and corrective action group within Supplier Quality Management department. Conducted SPIB meetings with programs and functional personnel in attendance.
- 1998- 2005** **Boeing IDS**
SQM Field Representative Midwest
Performs supplier surveillance through Process Validation Assessments (PVA), investigations, MRB Audits, First Article Inspections, statistical analysis, source inspections and root cause corrective action requests.
- 2005-Present** **Boeing, Integrated Defense Systems, Seattle.**
Procurement Quality Specialist
Work with supplier's in Illinois, Indiana and Ohio conducting Supplier Surveillance, Source Inspection, System and Process Audits/Assessments, Maintenance Repair and Overhaul Audits, FAA Conformities (8130-9s), and FAIs in support of multiple Divisions and Programs: P8A, AEW&C, Delta IV, B2, C-17, F15.

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Background

1. Name of charter school on whose Board of Directors you intend to serve:
Northwest Indiana Science and Engineering (NiSe) Public Charter School
2. Your full name: Elonda Ervin, Ph.D., CDP
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on several boards in different capacities. I have been a board member on the Midwest Association of Colleges and Employers, National Conference on Race and Ethnicity, African American Alumni Council Ex-Officio Board Member, Institutional Review Board Member, and Farrington Renaissance Board Member

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes

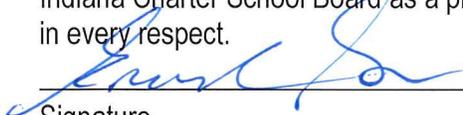
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes

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

Certification

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



 Signature

3-11-15

 Date

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(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:
Northwest Indiana Science and Engineering Public Charter School
2. Your full name: Augusta DeNeal
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I currently serve on several boards in the Northwest Indiana community and recently on a the 21st Century Charter School in Gary, Indiana
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes
3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes
5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes
8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

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

Augusta DeNeal
Signature

3-12-15
Date

Attachment 7 –Code of Ethics and Conflict of Interest Policies

Code of Ethics

As a member of the NiSe Board of Trustees, I shall promote the best interests of NiSe, and, to that end, I shall adhere to the following educational and ethical standards:

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

Adopted in part from <http://board.sbcisd.net/2011/07/code-of-ethics/>

I HAVE READ AND UNDERSTAND THE FOREGOING CODE OF ETHICS POLICY, I AGREE TO ITS TERMS, AND MY ACTIONS HAVE BEEN AND WILL CONTINUE TO BE GUIDED THEREBY.

Board of Director’s Name

Board of Director’s Name

Date

CEO’s Signature

Date

Conflict of Interest Policy

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

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

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

1. Each director shall maintain the highest level of ethical conduct and shall exercise the highest standard of care, diligence and prudence when conducting any activity on behalf of NiSe Charter High School Board.
2. In the event any director or member of his/her immediate family has a personal or business interest in, or is involved in any way with, an organization with which the Board is considering a business contract, such interest or involvement shall be disclosed to the board. In such event, the interested director may participate in the initial discussion of the matter. The interested director will be excused from the final discussion and vote.
3. The minutes of the meeting shall indicate that the interested director disclosed the interest or involvement in the matter being considered by the Board, recuse herself/himself from the discussion, and abstained from voting the matter.

I HAVE READ AND UNDERSTAND THE FOREGOING CONFLICT OF INTEREST POLICY, I AGREE TO ITS TERMS, AND MY ACTIONS HAVE BEEN AND WILL CONTINUE TO BE GUIDED THEREBY.

Governing Board Responsibilities

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

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

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

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

Promoting the Mission and Vision of the School

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

Board Structure and Responsibilities

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

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

To make certain that the financial affairs of the school are in order, an independent timely, annual audit will be conducted at the close of the school year or whenever there seems to be some inconsistencies in the fiscal operations of a school. Funds will be used as outlined in the budgets both preoperational and post-operational with transparency for financial department and Board to track and account for all funds.

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

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

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

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

Board of Trustees Members

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

Engaging in Strategic Planning

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

The Strategic Planning Team

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

Process of Strategic Planning

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

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

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

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

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

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

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

Attachment 8 – Core Scope and Sequence

STEM Infused Learning (all subjects)

Research states that there are no national STEM standards. So, driven by math and science goals based on the principals of Indiana's rigorous standards, our instructional plan for STEM literacy will focus on reading, writing, mathematics, and science. The reason for this is clear. Students with good reading skills have a greater chance of success in science and mathematics. Every language arts and English class will require reading science content. We hope to advance inquiry-based science instruction with science technologies that moves from teacher directed to student centered learning. The focus will be on questioning, critical thinking and problem solving. We will use differentiated instruction to support and enhance students' reading levels. Through this approach we will enable students to acquire science content while reinforcing key literacy needs.

The goal is for students to be able to analyze, evaluate, and synthesize scientific data and write about their findings in ways that are correlated and aligned with the state standards. This focus will lead to higher academic abilities across other subjects and disciplines.

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

Indiana Standards

Indiana standards certainly will correlate well with our instructional design because it is program based and requires a basic foundation of math, reading, writing, and critical thinking.

The board and applicant team members participated in several Indiana Standards training workshops for students in K-12 grades developed to provide a clear consistent understanding of what students are expected to learn at each grade level in math, English/language arts, social studies and science. One of our applicant team members is a professor at PUC and prepares teachers for common core implementation. One of these training sessions included a common core standard training on October 24, 2012 at the Hammond Center presented by the Indiana Public Charter School Association. Authors of the standards agree that foundational standards are *reading*, *writing* and *mathematics* and the common core authors describe each as follows:

Reading - standards are closely aligned with what students need to succeed in college and careers. In reading, the standards place a heavy emphasis on the ability to comprehend complex texts. We realize that the complexity of workplace materials and college textbooks has increased over the past 50 years. And in many high schools, teachers often do not require students to read or comprehend even easier texts.

Instead, the practice of many teachers is to make comprehension simpler for students by presenting material via PowerPoint or reading aloud. NiSe students will read books from the Indiana required school list. We will have books available for students through an agreement with

Pearson Learning. Students will receive small tokens for each book read and complete required reading assessments.

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

Mathematics – mathematic standards are intended to represent the threshold level necessary for college and career readiness. Standard research note and research on college and career readiness suggest that much of the mathematics necessary for postsecondary success is taught in grades 6-8. This includes applying rational reasoning in solving problems; computing fluently with fractions and decimals; and solving problems involving angle measure, surface area, and volume. However, the standards also include content that students would need to know if they pursue higher-level mathematics, such as calculus, discrete mathematics, or advanced statistics.

Mathematic contents will include historical aspects of mathematics to provide meaning as to “why” mathematics is so important in life i.e. history and inventors of mathematics, Pythagorean, normal curves, algebra, trigonometry, etc. and their timelines and applications historically. We believe that if students are taught the “whys” of mathematics, they will understand how to apply and solve problems. Math is used in everyday practices. For example, the Pythagorean Theorem is the foundation for all mathematics. Students will be taught historically how every math topic branches from this theorem. All of our students starting in the 5th grade will have access to IXL and KHAN online math software to help support our math instructional design 24 hours a day. All students will be provided with 24-hour NiSe IT monitored iPads.

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

All NiSe teachers will be prepared to teach the new standards within their subject areas. Standards will only become more rigorous in the State of Indiana. It has been indicated that more statewide tests will be used by the year 2015. In the first year of operation, NiSe will be prepared with an instructional mission that will be constantly upgraded and supported by technologies and professional training to meet the needs of the state as they adapt to new standards and assessments. We will make all efforts to stay abreast of state standards and STEM technologies through continuous professional development with other STEM agencies and proven data.

See sample curriculum – Attachment 2.

To help us with our instructional design goal, we decided to supplement the curriculum with two earning modules: (a) *Project Lead the Way (PLTW)* and (b) *Purdue University Calumet (PUC) Pre-collegiate Engineering Program*.

Project Lead the Way (PLTW)

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

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

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

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

Northwest Indiana schools like the Hammond Academy of Science and technology, 21st Century Charter School, Gavit High School, Lew Wallace High School and Theo Bowman have PLTW modules. On November 27, 2012 we met with representatives of PUC and the Hammond Academy of Science and Technology and toured the newly constructed building and networked with the children in their PLTW laboratory. On December 6, 2012, we visited Lew Wallace

STEM Academy and also toured their PLTW laboratory as well. The board attended a STEM Education Forum for K-12 teachers sponsored on February 23, 2013 at the University of Notre Dame. We also attended a conference on April 13, 2013 at Indiana University Northwest geared toward high school students with aspirations of becoming a doctor. We toured the campus facility, received information about how to increase the chances of being accepted into medical school and networked with pre-med students.

We will continue to visit other STEM education programs (e.g. Northeastern University Center for STEM Education, Metro West Employment Board: Lift Program, and STEAM, etc.) to build relationships with other Indiana STEM educators and policy advocates workshops and conferences to stay current and enhance our instructional design. Also, board members attended PUC Student Research Project Day on April 4, 2013. PUC's Engineering, Mathematics, Science, Liberal Arts, Social Sciences, Education, Management, Nursing and Technology students presented their science projects.

Drs. Edward Pierson (PUC engineering professor and state representative for PLTW) and Yeow Siow (PUC Senior Engineering faculty) both have agreed to provide us engineering professional development to help meet our charter objectives starting Spring (2015) after the charter is approved. PUC is the PLTW representative for the state of Indiana.

Purdue University Calumet Pre-Collegiate Engineering Program

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

Very few minorities have been enrolled as engineering students at Purdue, especially females in our area. One of our school goals is to expose our students to the field of engineering early so that we can be assured that learning STEM subjects will not be hard. According to MMGW, if this is done early, it actually alters the way children think about themselves and what they can achieve. At a recent Nipsco program that introduces girls to engineering, an engineering and role model stated to female students: "And who better than girls like all of you to have all those skills and be able to be really good engineers when you grow up. We are hoping to get more folks like you at our company [Nipsco] 15-20 years from now." NiSe school children will lead the way starting in 2015.

PUC's program activities have been developed by PUC specialists to emphasize student areas of interest. Their activities include laboratory and computer sessions, design competitions (fun activities that introduce engineering decision-making based on cost, environment, and reliability. Scientific basics are introduced (e.g., DC electric circuits – as illustrated on <http://openbookproject.net/electricCircuits/index.htm>, math (simultaneous), hands-on experience (electrical circuit lab), computer applications (circuit analysis using PSpice or Electronic Workbench) and plant and company visits to showcase the work of engineers and scientists. This activity is included in our budget.

Dual Credit

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

NiSe and Ivy Tech will be responsible for completion of college applications, new student testing and orientation. NiSe will become a school vendor and tuition payment will be submitted to Ivy Tech after students are enrolled. Classes will be held at Ivy Tech or NiSe. NiSe will provide transportation. As depicted in the curriculum of this proposal, starting the summer of the 8th grade, students will be enrolled in either Pre-engineering or Cad Drafting Program. If students take six credit hours each year, they will earn an Ivy Tech Community College one year technical certificate at high school graduation. This was proven by the 2013 graduating class of 21st Century Charter School.

The State of Indiana requires students to earn 40 credit hours to receive a Core 40 diploma. A minimum of seven additional credits hours can be earned and used towards a Core 40 Technical Honors diploma or Core 40, Academic Honors diploma pending students' coursework. All our students will meet or surpass the Core 40 high school credit requirements.

NiSe's Basic Learning Environment

Our overall learning environment will always be scientific and hands-on. Our instructional methodology will include technology aligned with Indiana State Standards infused with STEM inquiry. Our hope is through this academic approach, students will attain the skills necessary to draw evidence-based conclusions using Indiana State Standards while acquiring a problem-solving frame of mind. The only and best way to do this is to match students with the best teachers as mentors that allows them to be inquisitive and free to test for results. Our teachers will see that students develop ideals of scientific inquiry through classroom instruction that includes reading, writing, observations and testing knowledge drawn from textbooks and in-class projects. There will be no more than 15 students to every teacher (15:1). Students will study independently and in groups. In addition to regular classrooms including PLTW classroom, the school will have three classroom laboratories:

SciQ Outdoor Laboratory

There will be a SciQ – Outdoor laboratory where students will experiment and learn in an outdoor classroom simulation. This will be an outdoor simulated laboratory where students will prepare science projects. The SciQ Lab classroom will play an integral part in the curriculum and the key for learning science. Learning in an outdoor simulated environment will help instruct children in data gathering, analysis, and other evidence obtained through direct observation or experiments; reflect inferences that will be broadly shared and communicated; and accompanied by an instructional model that offers a naturalistic explanation expressed in conceptual, mathematical and/or mechanical terms taught in the classroom. Northwest Indiana has an abundance of forestry and wildlife spread out in the community. Our community is nested on Lake Michigan and the National Dunes. The community is known for the features like the Dunes

National Park and Conservatory. We will simulate these outdoor features that will allow students to relate and appreciate their own environment.

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

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

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

Einstein Organic Garden Laboratory

This laboratory classroom will be an actual inside garden managed by our NiSe Health and Wellness instructor. This classroom will play a major role in our curriculum, especially the Health & Wellness class initiatives. Many of our academic activities will be integrated with the inside garden.

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

A Health & Wellness component will be infused into our curriculum from 5-12 grades and will be included in aspects of teaching and student experimentation. For example, annual class projects will include student assigned tasks in our indoor garden where students will learn the key elements in soil that nourishes plants like nitrogen, phosphorus and potassium and be able to write and speak on what they have learned while working in the garden. Students will be taught how to seed, grow and collect vegetables. These vegetables will be used in our school's food plan. Additionally, our food service plan will include a cooked wholesome breakfast and lunch daily. How can you teach children when they are hungry? Our children will be able to eat a wholesome breakfast from 7:30-7:55 a.m. in the morning and lunch between 11- 12 noon provided by Seasons Restaurant in Merrillville, Indiana. Student lunches will meet the nutritional state requirements. All vending machine products and snacks will include fruits and

low-fat menus. None of this food will have a high degree of fat and sugar. Some vegetables will come from the school garden where students, teachers and parents will have the chance to work together i.e. Family Night.

Also, students will investigate various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia and infectious diseases using the PLTW curriculum in this laboratory. This curriculum will demonstrate the factors that lead to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. These activities and projects introduce students to human physiology, medicine, and research processes. All of the aforementioned is part of PLTW Principles of the Biomedical Sciences (PBS), which students will be enrolled in the 9th and 10th grade.

This instructional design will only help students understand why it is so important to eat well, exercise and encourage them to pursue science post-secondary degrees.

Biomedical Science Laboratory

This laboratory will be a simulation of a medical center equipped with hospital furniture and donated monitoring equipment. Also this classroom will house the PLTW Biomedical Sciences (PBS) program. This program is a sequence of medical courses and activities aligned with learning standards with proven hands-on, real-world problem solving approach to learning. Students actually explore the concepts of human medicine and are introduced to topics such as physiology, genetics, microbiology and public health. Through activities like dissecting a heart, students examine the process, structures and interactions of the human body – often playing the role of biomedical professionals. They also explore the prevention, diagnosis and treatment of disease, working collaboratively to investigate and design innovative solutions to the health challenges of the 21st century such as fighting cancer with nanotechnology.

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

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

With this learning environment, we will be able to get children to relate to the world around them and motivating them to ask questions, seek out knowledge, make inferences, and explain or debate their realisms. This learning will not just take place in a traditional class room surrounded by books; but, in a laboratory classroom.

As a result, NiSe children will have:

- Exceptional gain in new content knowledge infused with Indiana standards among all student subgroups
- In-depth learning of STEM concepts
- Critical thinking and problem solving skills
- Know how to work in teams and share responsibilities
- Overcome a fear of failure of science and mathematic
- Improved self-esteem in science learning
- Understand concepts as opposed to memorizing them
- Take risks in order to advance their scientific ideas
- Pursue a new direction; look for a “best solution”
- Learn content knowledge in a new context
- Learn to make decisions based on criteria and data
- Learn hypothesis instruction and
- Learn how to interpret basic statistical results
- Learn how to develop innovation skills
- Learn how to think in unconstrained ways or “out of the box”

If children acquire this foundational and basic learning early in middle school, they will be prepared for not only STEM subjects, but ISTEP, ECA, and Advance Placement courses as well.

NiSe will start in the 5th grade beginning with an educational framework that will be individualized and differentiated for each child. Each child will prepare a science project centered on problem solving. Upon passing the 5th and 6th grades, students will continue the STEM curriculum incorporating upper level training. Upon successful completion of the 5th grade, students will be placed in STEM (PLTW) tracks. In the 8th grade students will start taking dual credit classes at a local college or university where they will receive college, transferable credits. The goal here is for students to complete the Core 40 dual credit courses and most importantly, eliminate college remedial credits and transitioning directly into post-secondary programs centered on medicine, computer science, education, engineering, mathematics, etc. The College Board reported that even among college-bound seniors, only 43% met college-ready standards, meaning that more college students need to take remedial courses using up their financial aid as stated earlier.

If a child enrolls in NiSe by the 8th grade chances are that student will be prepared for taking college classes after completing the 10th grade because most college assessments (Accuplacer Assessment) are based on 10th grade skills.

All classes will have Smart Labs where the classroom furniture, technology, curriculum and assessment tools work together to engage the students on assignments. In a Smart Lab, students will use technology to help design projects, test their ideas, create ePortfolios and give presentations on what they have learned. Smart Labs also come with integrated project based curriculum that is aligned with national and common core standards.

Attachment 9 - Academic and Exit Standards

Indiana Standards

Students must successfully complete the Indiana Standards to be considered for admission to Indiana's 2 and 4-year colleges. Listed below are the Indiana requirements:

| | |
|--------------------|---|
| Language Arts | 8 credits in Literature, Composition, and Speech |
| Mathematics | 6-8 credits of Algebra I, Geometry, Algebra II, Discrete Math, Pre-Calculus, Calculus, and Probability Statistics |
| Science | 6 credits in laboratory science: 2 Biology; 2 Chemistry, Physics, or Earth Science; and 2 additional credits from advanced levels of college prep science |
| Social Studies | 6 credits in laboratory science: 2 Biology; 2 Chemistry, Physics, or Earth Science; and 2 additional credits from advanced levels of college prep science |
| Physical Education | 1 credit (two semesters) |
| Health/Safety | 1 credit |

Minimum Graduation Requirements

| | | |
|---------------------------------|------------|-----------|
| English | 4 years | 8 credits |
| Math | 2 years | 4 credits |
| Science | 2 years | 4 credits |
| Social Studies | 2.5 years | 5 credits |
| Physical Education | 1 year | 1 credit |
| Health and Safety | 1 semester | 1 credit |
| Total required credits | | 23 |
| Elective credits | | 22 |
| Credits required for graduation | | 45 |

Sample: Aim highest achievement goal for all grades

| Curriculum Description | Courses Offered | Technology | Academic Standards |
|---|---|---|--|
| Our nation suffers from students with STEM training. To address this problem, all NiSe curriculum will include: | 5, 6, 7, 8 Grades ➤ Pre-Algebra ➤ Pre-Biology ➤ Pre-Chemistry ➤ Computer applications ➤ Required | Microsoft Office ➤ Word ➤ Excel ➤ PowerPoint ➤ Access Internet/Web Visual Basic Digital Camera | NiSe curriculum will align all standards into class subjects. For example: <u>Mathematics</u> 1. Computation 2. Estimation 3. Statistics |
| ➤ A realism of the global economy | | | |
| ➤ Acquisition of | | | |

| | | | |
|---|--|---|--|
| secondary and postsecondary educational course credit hours | <ul style="list-style-type: none"> ➤ Reading ➤ Science Projects | <ul style="list-style-type: none"> Scanner Microsoft Front Page Cad Drafting | <ul style="list-style-type: none"> 4. Probability 5. Algebra 6. Functions 7. Problem Solving Reasoning 8. Communication 9. Technology Connections |
| <ul style="list-style-type: none"> ➤ Providing students with foundational training of their choice in Science, Technology, Engineering or Mathematics ➤ Providing continuous academic support ➤ Administration of pre and post-tests | 9 th Grade <ul style="list-style-type: none"> ➤ Algebra ➤ Biology ➤ Chemistry ➤ Geometry ➤ Computer Applications ➤ Required Reading ➤ Science Projects ➤ STEM Dual Credit | | <ul style="list-style-type: none"> ➤ <u>Reading</u> <ul style="list-style-type: none"> 1. Word 2. Recognition 3. Vocabulary 4. Development 5. Comprehensive 6. Application ➤ <u>Writing</u> <ul style="list-style-type: none"> 1. Applications 2. Process 3. Conventions ➤ <u>Speaking & Listening</u> |

Grade point averages

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

For example:

| | | | |
|-----------|-------|----------------------|---|
| Math | B+ | = | 3.35 |
| English | B- | = | 2.70 |
| History | A- | = | 3.72 |
| Health | C+ | = | 2.34 |
| Science | B | = | 3.00 |
| PE | A | = | 4.00 |
| Art | B | = | 3.00 |
| 7 courses | 22.11 | 22.11 divided by 7 = | 3.16 cumulative grade point average (GPA) |

Transcripts

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

Graduation Scholarships

Graduation scholarships will be available for high school graduates with a 3.5 or above GPA. We will partner with programs like TRIO, NAACP, and Urban League, etc. for scholarships and additional academic services like college tours and paid internships.

College Readiness

Too many Hoosiers start college and never finish and most do not graduate on time (ICHE, 2013). The college completion rates are 38% and 23% respectively for the U.S. and Indiana. A recent report by ACT found that only 22% of U.S. high school students met college ready standards in all of their core subjects. These figures are even lower for African Americans and Hispanic students. In order to meet the challenge of ensuring student readiness for college or postsecondary opportunities, we have planned the following college readiness objectives that exceed the Lumina Foundation's post-secondary goal attainment of 60% for Hoosiers.

1. Secondary School Persistence: 80% of students served each year will complete the current academic year and continue in school for the next academic school
2. Secondary School Graduation (regular Core 40 Diploma and STEM): 80% of seniors served will graduate with a Indiana Standards/STEM diploma
3. Secondary School Graduation: (AP Core 40): 50% of seniors served will graduate with an AP diploma
4. Secondary School Graduation: 40% will graduate with Honors Distinction
5. Secondary School Graduation: 80% will enroll in a post-secondary institution of higher education in Science, Engineering, Technology, or Math disciplines

NiSe's 12th graders will receive assistance in completing their Financial Aid Form (FAFSA), assistance in writing college admission's essays, cover letters and resumes. All TRIO low-income students will receive college admission waivers. All 21st Century Scholars and ETV (foster children) will receive direct assistance in meeting agency requirements to receive college assistance funds.

Attachment 10 – School Calendar and Schedule

Days of school

204

Length of school day

8:00am – 4:00pm

Breakfast

7:30am – 7:55am

Lunch

11:00am – 12:00pm (grades 5-8)

11:30 – 12:30pm (grades 9-12)

Summer School

June of each year

Report Card pick up

December and June

Description weekly / Daily schedule (required classes)

5 – 8

9 - 12

Language /Arts

English

Reading

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

Math

Science

Science

Experiential Learning (PLTW)

Social Studies

Social Studies/History

Physical Education

Computer Tech

Experiential Learning (PLTW)

Computer Tech

Foreign Language

Electives

Weekly

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

STEM block consist of Science, Technology, Engineering and Math

Calendar for School Year – June 2016 to June 2017

June 2016

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 24 |
| 26 | 27 | 28 | 29 | 30 | | |

July 2016

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

August 2016

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 2 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 28 | 30 | 31 | | | |

September 2016

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 1 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 24 | 26 | 27 | 28 | 29 | 30 | |

October 2016

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

November 2016

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

December 2016

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

January 2017

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

February 2017

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | | | | |

March 2017

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
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| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
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April 2017

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
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May 2017

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
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June 2017

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
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Teacher's Summer Institute

Holiday/School Breaks

School Starts

Professional Development (teachers/staff – twice monthly)

School Year Ends

Spring Break

Report Card Pick Up

December (midterm)

****Day one (grades 5-7) Day two (grades 8-9)**

June (final)

****Day one (grades 5-7) Day two (grades 8-9)**

Summer School

2016 Holidays and Observances

| | | | |
|--------|-------------------------------|--------|-------------------------|
| Jan 1 | <u>New Year's Day</u> | Oct 10 | <u>Columbus Day</u> |
| Jan 18 | <u>Martin Luther King Day</u> | Nov 11 | <u>Veterans Day</u> |
| May 30 | <u>Memorial Day</u> | Nov 24 | <u>Thanksgiving Day</u> |
| Jul 4 | <u>Independence Day</u> | Dec 24 | <u>Christmas Eve</u> |
| Sep 5 | <u>Labor Day</u> | Dec 25 | <u>Christmas Day</u> |
| | | Dec 31 | <u>New Year's Eve</u> |

2017 Holidays and Observances

| | | | |
|--------|----------------------------------|--------|--------------------------------|
| Jan 1 | <u>New Year's Day</u> | Oct 9 | <u>Columbus Day</u> |
| Jan 2 | <u>'New Year's Day' observed</u> | Nov 10 | <u>'Veterans Day' observed</u> |
| Jan 16 | <u>Martin Luther King Day</u> | Nov 11 | <u>Veterans Day</u> |
| May 29 | <u>Memorial Day</u> | Nov 23 | <u>Thanksgiving Day</u> |
| Jul 4 | <u>Independence Day</u> | Dec 24 | <u>Christmas Eve</u> |
| Sep 4 | <u>Labor Day</u> | Dec 25 | <u>Christmas Day</u> |
| | | Dec 31 | <u>New Year's Eve</u> |

Dec 31 New Year's Ev

Attachment 11 – Enrollment Policy

Application Period – Jan - April, 2016

NiSe will accept applications for attendance from anywhere in Indiana, in accordance with the state charter school law. The marketing emphasis of the school will, however, focus on the Northwest Indiana area. NiSe will not engage in policies, which discriminate against students on account of race, gender, religion, national origin, ancestry, or disability.

Student Recruitment

- Direct mail announcements targeted to families in the areas with school aged children
- Radio commercials
- Cable TV spots
- Newspaper stories and paid ads
- Letters and flyers to local community organizations

The marketing process will begin approximately one month after formal notification that the NiSe charter school proposal contract has been signed between the foundation and Ball State University. Applications will be sent to interested parties by mail or may be accessed through the school's website. All requests for applications will also include a copy of school's policies and regulations.

Enrollment – June, 2016

Under IC 20-24-4-10-1 a charter must not discriminate against students in any way. A charter school must be open to any student who resides in Indiana. The following information will be required to enroll all students:

1. Student application
2. Waiver of liability
3. Physical examinations
4. Birth certificate
5. Social security card
6. Proof of residence
7. Proof of guardianship
8. Disciplinary records
9. Educational testing
10. IEP (if applicable)
11. Parent's request for prior school records
12. Attendance records
13. Standardized testing results
14. Health/immunization records - Any student who has not attended NiSe previously must present proof of immunization for diphtheria, tetanus, whooping cough, measles, rubella polio, meningitis, and mumps. Students who fail to provide the immunization information will be excluded from school until which time proof is secured by the school. The NiSe school nurse will verify this information.
15. Signed Permission to photograph form
16. Signed Medication permission form
17. Signed Free and reduced lunch form

18. Signed Internet use acknowledgement and agreement form
19. Signed Student Code of Conduct form
20. Signed Parent Volunteer Program

NiSe reserves the right to deny enrollment to any student who has been expelled from another educational institution during the current school year. Upon enrollment, all students and parents will receive a NiSe t-shirt. Also, all students will receive lab jackets to be worn at all times in the labs.

In compliance with Senate Enrolled Act 416, NiSe will report to the Indiana Clearinghouse information on Missing Children any student who does not provide a birth certificate or other proof of the student's date of birth within twenty days of enrollment.

The school will adhere to the federal law that applies to educational agencies and institutions that receive funding under a program administered by the U.S. Department of Education. Under FERPA, schools must generally afford students who are 18 years or over, or attending a postsecondary institution: access to the education records, an opportunity to seek to have the records amended and some control over the disclosure of information from the records. We will be governed by the Title IX of the Education Amendments of 1972 that is a Federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities.

Timeline

The marketing for the school will continue prior to school opening. At that time, it will be determined if further marketing efforts are required to fill the various grades. If the grade slots are filled, parents/guardians of the accepted students will be notified in writing. If, as we anticipate, the number of applications exceeds available slots for a given grade, a random selection drawing (lottery) will be held no later than May 2016. The time, date and location of the random selection will be announced via local newspapers and radio outlets. The random selection will be done by an accounting firm. The same representative will conduct the random selection for the school's waiting list if such a list exists. We will forward Ball State's Lottery List Form during this process.

Student Acceptance

Within 10 days of the selection of students for NiSe, the parents/guardians of the students will be notified in writing of their acceptance. Parents of those students accepted will be asked to sign a form verifying that they will be sending their child to the school and that they understand and will comply with school policies and regulations. Students will be assigned a unique ID number after acceptance. This number will be used for all students tracking purposes. Parental acceptance forms must be returned to the NiSe office within two weeks or the child's name will be removed from the acceptance list and another student will be selected from the waiting list. By July 2016, parents/guardians will be invited to an open house that includes a school campus tour and introduction of NiSe staff.

Withdrawals

The parent should contact the school if a student wishes to withdraw. Students who plan to withdraw from NiSe must contact the counselor at least one day in advance in order to have the

proper records to take with them to their new school. A Withdrawal Form will be given to the parent, which enables the student to receive grades up to the date of withdrawal. Students will return books, library books, and should pay any fees before withdrawal. A health record will also be given at this time, as some schools require this record before enrolling a new student.

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

Under Indiana law, any student who is at least 16-years of age but is not yet 18 years of age may withdraw from school prior to high school graduation after an exit interview with the student's parents or guardian is conducted. If the exit interview fails to occur, the Principal will notify the proper authorities and ask that legal action be taken against the student and parent/guardian. IC 20-8.1-3-170 PL 121-1989 states a student may withdraw from school when the student graduates, turns 17, or turns 16 and has the written consent of a parent or guardian.

Retention

In most cases students that are in the risk category involves retention consideration. Our purpose of grade retention is intended to help meet the academic, social, emotional and cognitive needs of the students and support their goals within the school environment. We will be committed to making individual decisions on persistence, promotion and retention based on what it is in the long-term best interest of an individual student. We will be committed to helping all students realize their potential that may include re-teaching subject matter more than once for those experiencing academic issues. However retention will be considered after attempts by the school without success.

In case of retention, the following steps will be used: (1) recommendation of retention; (2) classroom modifications, additional testing (psychological and academic) and school and home plans; (3) NiSe staff will meet to review student progress and make recommendations for student placement or referral. As a team, we will consider grades/test data, records and attendance, teacher recommendations, emotional state, and social development; and (4) a final decision will be made.

Attachment 12 - Student Discipline Policy

The Principal will monitor and enforce the Discipline Policy.

Below is a list of behaviors and offenses that would warrant appropriate disciplinary action, in alphabetical order, including suspension and expulsion:

- Absenteeism (including cutting class), unexcused or excessive
- Aggressive behaviors, including but not limited to hitting, pushing, shoving
- Assault or attempted assault
- Cheating and/or plagiarism
- Dangerous articles
- Defacing or destruction of school property (includes writing on walls, etc.)
- Detention, failure to report to
- Detention, refusal of
- Disobedience to teacher or other staff member
- Disrespectful behavior toward teacher or other staff member
- Disruption of class, study or instruction
- Dress Code violations
- Failure to report to office as directed
- Fighting
- Forgery of notes or passes, etc.
- Leaving class without teacher's permission
- Leaving school grounds without proper authorization
- Loitering on school property, including halls and classrooms
- Lying /falsehood
- Misuse of school property or property of others
- Misuse of electronic communication devices
- Obscene and/or profane language or gestures, use of
- Obscene and/or profane writing, pictures, or articles, or possession of
- Refusal to follow directions of teacher or other staff member
- Removal of food from cafeteria
- Rude behavior to others
- Sexual harassment
- Sleeping in class
- Tardiness, unexcused or excessive
- Theft or attempted theft
- Threatening bodily harm or property damage
- Threatening language or gestures, use of
- Truancy from school
- Violence, acts of
- Any violation of this code, policies of the Board of Trustees, or local, state or federal law
- Any other conduct considered by the Principal or Administration to be disruptive, disrespectful or disobedient

The following five situations will result in immediate discipline referral to the office (including but not limited to):

- Fighting
- Abusive language directed toward a teacher or another student
- Student actions that disrupt the class to the extent that a teacher's authority is being challenged
- Student actions that present a danger to the safety and well-being of themselves or others
- Other criminal acts in violation of local, state, or federal laws

Policy Statement

NiSe is responsible for establishing and carrying out policies under which their schools operate. To promote desirable student conduct and behavior, the following discipline policy will be enforced. The discipline code recognizes that NiSe is responsible for ensuring that the school environment is safe for all students. Furthermore, NiSe expects all students enrolled to accept full responsibility for their actions and behavior.

The use of corporal punishment in any form is strictly prohibited by NiSe. No student will be subject to the infliction of corporal punishment by any teacher other student, administrator or other personnel.

Disciplinary Removal from Classroom

It is the policy of NiSe to maintain classrooms in which student behavior does not interfere with the ability of the teacher to teach effectively or the ability of other students to participate in classroom learning activities.

Students shall be expected to abide by the code of conduct adopted by NiSe and any other appropriate classroom rules of behavior established by the Principal and/or classroom teacher for the purpose of maintaining order and a favorable academic atmosphere. Any student who violates the code of conduct or other classroom rules may be subject to removal from class and/or disciplinary action.

Student removal from class is a serious measure and should not be imposed in an arbitrary, casual, or inconsistent manner. Behavioral expectations are always more constructive and more likely to be followed when they are communicated as clearly as possible to students. However, it is neither possible nor necessary to specify every type of improper or inappropriate behavior, or every circumstance that would justify removal from class under this policy. Teachers are expected to exercise their best professional judgment in deciding whether it is appropriate to remove a student from class in any particular circumstance. All instances of formal removal from class shall be documented.

A teacher is authorized to immediately remove a student from the teacher's classroom if the student's behavior;

1. Violates the disciplinary policy adopted by NiSe
2. Is dangerous, unruly, or disruptive
3. Seriously interferes with the ability of the teacher to teach the class or other students to learn

A student with a disability may be removed from class and placed in an alternative educational setting only to extent authorized by state and federal laws and regulations.

Discipline Policy

NiSe expects all students to conduct themselves in a socially responsible manner. Disciplinary measures used to maintain a safe and orderly school environment which promotes NiSe's philosophy of providing a college preparatory education for all students.

The NiSe Discipline Policy applies to all the actions of students during school hours, before after school, while on school property, at all NiSe sponsored events, and when the actions affect the mission of NiSe. Students may also be subject to discipline for serious acts of misconduct, which occur either off-campus or during non-school hours when the misconduct disrupts the orderly education process at NiSe.

Each discipline case will carry its own merit and will be adjudicated according to the facts accompanying the case. NiSe staff shall consider all mitigating circumstance prior to disciplinary action. Mitigating circumstances shall include, but are not limited to, the following:

- Age, health, maturity, academic placement
- Prior conduct
- Attitude of a student
- Willingness to make restitution
- Seriousness of offense
- Willingness to enroll in a student assistance program

In some cases the school's administrative personnel may deem public service a necessary component of the disciplinary action. Public service may include, but is not limited to: repairing or cleaning property damaged as a result of the offense(s); participating in landscaping, gardening and/or other projects aimed at beautifying school property or the community; and/or providing services that improve the quality of life for community members.

Each category of offense listed below has a minimum and maximum disciplinary action associated with it. After considering the actual disciplinary action within the minimum/maximum range to which the student shall be subjected.

Category 1

These acts of misconduct include, but are not limited to, the following:

- Running and/or making excessive noise in the hall or school building or premises
- Violating the dress code
- Persistent tardiness to school or class

Students who commit any of these acts are subject to teacher-student conferences as a result of a first offense and may, as a result of repeated violations and depending on the circumstances, be subject to the maximum penalty of a one-day, in-school suspension. As a supplement and/or alternative to suspension, school staff may require students to complete between 1 and 8 hours of public service as commensurate with the seriousness of offense(s).

Category 2

These acts of misconduct include, but are not limited to, the following student behaviors that disrupt the educational process at NiSe.

- Excessive truancy (absence without just cause)
- Use of profane, vulgar or obscene words, gestures or other actions which disrupt the school environment.
- Insubordination (refusal to follow orders, directions or stated school rules)
- Participation in acts designed to disrupt classroom or school activities
- Repeated failure to follow state school rules and procedures
- Smoking on school property
- Acts that obstruct or interrupt the instructional process in the classroom
- Repeated refusal to participate in classroom activities or complete academic assignments
- Fighting or threatening any student or staff member
- Carrying of cell phones, pagers or other electronic devices
- Leaving the classroom without permission

Students who commit any of these acts are subject to one after school or Saturday in-school detention and teacher-student conference as a result of a first offense and may, as a result of repeated violations and depending on the circumstances, be subject to the maximum penalty of a five-day out-of-school suspension and teacher-parent conference. The degree of the suspension whether in-school or external, as well as length of suspension, shall be determined by NiSe's staff and/or Board. As a supplement and/or alternative to suspension, school staff may require students to complete between 3 and 12 hours of public service as commensurate with the seriousness of offense(s).

Category 3

These acts misconduct those student behaviors that very seriously disrupt the orderly educational process in the classroom, in the school, and/or on the school grounds. These acts of misconduct include, but are not limited to, the following:

- Assault on a student or any school employee (assault is interpreted as an attempt to do bodily harm to a student or to any staff member)
- Persistent refusal to follow stated school rules and procedures
- Arson
- Destruction of property
- Creating a false fire alarm
- Repeated Category 1 and Category 2 offenses
- Possession of weapons
- Any act that endangers the safety of the other students, teachers or any school employee
- Theft
- Trespassing
- Involvement in gang activity
- Sex violations
- Use, possession, sale, or delivery of alcohol, illegal drugs, narcotics, controlled substances, contraband or look alike contraband/drugs

Students who commit any of these acts are subject to a maximum ten-day, out-of-school suspension and teacher-parent conference and may, depending on the circumstances, be subject to the maximum penalty of expulsion. As a supplement and/or alternative to suspension or expulsion, school staff may require students to complete between 6 and 30 hours of public service as commensurate with the seriousness of offense(s).

In School Disciplinary Actions

Disruptive student behavior is subject to disciplinary actions by the teacher or the administration. Action taken by teachers toward students who are disruptive may include but is not limited to:

- Time out in the classroom or other secure, supervised area
- A conference with the student
- A reprimand
- Detention
- A conference with the parent/guardian

A discipline referral will be sent to the administration office when the teacher feels that the student's improper behavior cannot be corrected through the teacher's classroom management practices. After consultation with the student and the teacher (if needed), the administrator will determine the course of action required to provide a safe, secure school environment. Action taken by an administrator toward students who are disruptive may include but is not limited to:

- A conference with the student and/or parent/guardian
- A reprimand
- Entering into a behavioral contract between student, parent, and administrator
- In-school suspension (ISS: up to three days)
- Out-of-school suspension (OSS: up to ten days)
- Recommendation for long-term suspension (more than 10 days)
- Recommendation for expulsion

For a student who has been suspended for three or more days, the school requires the parent to meet with the administration, teacher, parent, and student to develop a corrective action plan for re-admission.

Out-of-School Suspensions are Classified as:

- Short-term: student may be suspended up to 10 days
- Long-term: student can be suspended for more than 10 days
- Expulsion: student can be expelled based on appropriate recommendations
 - Expulsion hearing with the NiSe Leadership Group will be scheduled for appeal process
- Expulsion excludes the student from regular school attendance until re-admitted by the school

Secret Society/Gang Activity

The Principal and the Board desires to keep the school and students free from the threats of harmful influence of any groups of gangs which advocate drug use, violence, or disruptive behavior. The Principal or designee shall maintain continual, visible supervision of school premises, school vehicles, and school-related activities to deter gang intimidation of students and confrontations between members of different gangs.

Gang Symbols

NiSe prohibits the presence on school premises, in school vehicles, and at school-related activities of any apparel, jewelry, accessory, notebook, or manner of grooming which, by virtue of its color, arrangement, trademark, or any other attribute, denotes memberships in gangs which advocate drug use, violence, or disruptive behavior. This policy shall be applied at the principal's discretion after consultation with the school board as the need for it arises.

Vandalism

In cases where students willfully destroy school property, it shall be the responsibility of the parent and student to pay for the damages. The school shall either contract for repairs and bill the parents for the amount of the repairs, or repairs shall be made by school staff with a record of time and materials used and parents billed accordingly. When an item must be replaced, the school shall secure the item and bill the parents for the cost. Payments shall be made to NiSe. A receipt shall be issued at the time payment is received in the Administration Office.

Students who willfully or maliciously destroy school property through vandalism or arson or who create a hazard to the safety of other people on school property may be referred to law enforcement authorities. Vandalism includes the knowing and unauthorized use, alteration, damage, or destruction of any computer, computer system, software, program, or computerized data. Students who are caught vandalizing school property may be suspended and/or expelled.

Violent and Aggressive Behavior

NiSe recognizes there are certain behaviors that, if tolerated, would quickly destroy the type of learning environment to which the students and staff of the school are entitled. These behaviors, categorized as violent or aggressive, will not be tolerated and shall in immediate action taken by the school administration.

Students exhibiting violent or aggressive behavior or warning signs of future violent or aggressive behavior shall receive appropriate attention before a crisis occurs and shall be subject to disciplinary action when appropriate

Students shall be taught to recognize the warning signs of violent and aggressive behavior and shall report questionable behavior or potentially violent situations to appropriate school officials. All reports shall be taken seriously.

Acts of violence and aggression shall be well documented and communicated by the staff to the administration when appropriate. The immediate involvement of the parents/guardians is also essential. Law enforcement officials shall be involved if there is any violation of law. An act of violence and aggression is any expression, direct or indirect, verbal or behavioral, of intent to inflict harm, injury, or damage to persons or property. A threat of violence and aggression carries with it implied notions of risk of violence and probability of harm or injury.

The following behaviors are defined as violent and aggressive:

- Possession, threat with, or use of weapon on or towards another person
- Physical assault, the act of striking or touching a person or a person's property with a part of the body or with any object with the intent of causing hurt or harm

- Verbal abuse includes, but is not limited to, swearing, screaming, obscene gesture, or threats directed orally (including by telephone) or in writing at an individual, his or her family, or a group
- Intimidation an act intended to frighten or coerce someone into submission or obedience.
- Extortion: the use of verbal or physical coercion in order to obtain financial or material gains from others
- Bullying, the use of physical coercion to obtain control over others or to be habitually cruel to others
- Gang activity, as described in this handbooks section on secret societies/gang activity
- Sexual harassment, against students or staff
- Stalking is the persistent following, contacting, watching, or any other such threatening actions that compromise the peace of mind or the personal safety of an individual
- Defiance, is a serious act or instance of defying or opposing legitimate authority
- Discriminatory or racial slurs are insulting, disparaging, or derogatory comments made directly or by innuendo regarding a person's race, sex, sexual orientation, religion, national or ethnic background, or handicap
- Vandalism is damaging or defacing property owned by or in the rightful possession of others
- Terrorism is a threat to commit violence communicated with the intent to terrorize or with reckless disregard for the risk of creating such terror. Also, a threat causing serious public inconvenience, such as the evacuation of a building regardless of the perceived or actual ability of the person(s) issuing the threat to commit the act

Bullying Prevention and Behavior

The purpose of this policy is to create a climate in which all types of bullying are regarded as unacceptable.

Bullying is defined as any written or verbal expression, physical act or gesture, or a pattern thereof that is intended to cause distress upon one or more students in the school environment. For purposes of this policy, the school environment includes buildings, grounds, vehicles, bus stops, and all school-sponsored activities and events.

A student who engages in any act of bullying is subject to appropriate disciplinary action including suspension, expulsion, and/or referral to law enforcement authorities. The severity and pattern, if any, of the bullying behavior shall be taken into consideration when disciplinary decisions are made. The administration and staff address bullying at all school levels.

Weapons in School or on School Grounds

The possession and/or use of a weapon by students is unacceptable within the school.

Student Searches

To ensure the safety of all students, it may be necessary for NiSe personnel to search the person and/or the personal property of the student and to seize any property deemed injurious or detrimental to the safety and welfare of students and staff. Searches may be conducted by a school official who has reasonable grounds for suspecting that a search will turn up evidence that the student has violated either the law or school policy. When reasonable grounds for a search exist, school personnel may search a student and/or the student's property while on school

premises or during a school activity under the circumstances outlined in this policy and may seize any illegal, unauthorized, or contraband materials.

Search of School Property

School lockers, desks, and other storage areas are school property and remain at all times under the control of the school. School property provided for the use of students is subject to inspection, clean-outs, access for maintenance, and search pursuant to this policy. Students shall assume full responsibility for the security of their lockers and/or other storage areas in the manner approved by the administration. Students shall be responsible for whatever is contained in desks and lockers assigned to them by the school. The principal or designee may search a desk, locker, or any other storage areas and its contents when there are reasonable grounds for a search. Whenever possible, another person shall be available to witness the search.

Seizure of Items

Anything found in the course of a search conducted by school officials which is evidence of a violation of law or school policy or school rules or which by its presence presents an immediate danger of physical harm may be:

1. Seized and offered as evidence in any suspension or expulsion proceeding if it is tagged for identification at the time it is seized
 - a. Such material shall be kept in a secure place by the Principal until it is presented at the hearing
2. Returned to the student or the parent/guardian
3. Turned over to any law enforcement officer in accordance with this policy

Discipline of Special Education Students

Students with disabilities are neither immune from a school's disciplinary process nor entitled to participate in programs when their behavior impairs the education of other students. Students with disabilities who engage in disruptive activities and/or actions dangerous to themselves or others will be disciplined in accordance with their IEP, any behavioral intervention plan, and this policy.

When a disciplinary change in placement is being considered related to a disabled student's behavior, the IEP team, Counselor, and Principal shall review the relationship between the student's disability and the behavior. Such a review must take place immediately, if possible, but not later than 10 business days from the date of the decision to take disciplinary action.

Distribution of Discipline Policy

The Principal shall arrange to have the conduct and discipline code distributed once to each student in elementary, and middle, and high school each academic year. Copies shall be posted clearly in the school. In addition, any significant change in the code shall be distributed to each student and posted.



THOMAS G. COLEY, PH.D.
OFFICE OF THE CHANCELLOR

September 4, 2014

TRON/AGEK' Educational Foundation, Inc.
P.O. Box 11381
Merrillville, Indiana 46411

To the Organizing Board of NiSe STEM Academy:

As chancellor of Ivy Tech Community College, I fully support TRON/AGEK' Educational Foundation, Inc.'s efforts to establish the first charter school in the town of Merrillville and the first exclusive STEM school in the state of Indiana.

Working in the community with a variety of businesses and agencies, I have recognized the need for students with science, technology, and engineering (STEM) knowledge and the lack of students that fit this requirement. A STEM school in our area would provide an educational service to the children of our community, allowing them to earn, through dual credit, the technical certificates and associate degrees that are required for local and global job opportunities.

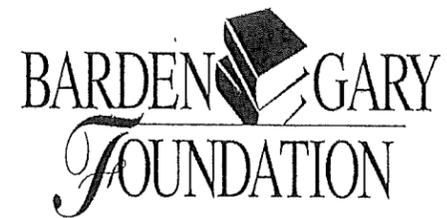
Ivy Tech Community College is committed to supporting a STEM school in our community by offering resources such as dual credit courses, in-kind services, presentations, and student referrals.

Sincerely,

A handwritten signature in cursive script that reads 'Thomas G. Coley'.

Thomas G. Coley, Ph.D.
Chancellor

220 DEAN JOHNSON BOULEVARD
SOUTH BEND, IN 46601
574 289-7601 EXT. 5706



July 17, 2013

TRON/AGEK' Educational Foundation, Inc.
319 East 60th Drive
Merrillville, Indiana 46410

To the Organizing Board of NiSe STEM Academy:

As Chareice White, President of Barden Gary Foundation is delighted to support the TRON/AGEK' Educational Foundation, Inc. efforts to establish the first charter school in the town of Merrillville and the first exclusive STEM school in the state of Indiana.

Working in the community as I do with a variety of businesses and agencies, we have witnessed the need for students with science, technology, engineering, technology (STEM) degrees and the lack of students to fit this requirement. A STEM school in our area would provide an educational service to the children of our community and help us provide the technical and associates degrees through dual credit that is required for not only local; but, global job opportunities. We can provide in-kind services, presentations to students, student referrals, etc.

Let this letter serve to document our commitment to supporting this educational endeavor. If we can be of further assistance, please let us know. I can be reached at (219) 977-7932.

Respectfully yours,

Chareice White

Chareice White
President
Barden Gary Foudnation



February 11, 2013

TRON/AGEK' Educational Foundation, Inc.
319 East 60 Drive
Merrillville, IN 46410

To the organizing Board of Northwest Indiana Science and Engineering STEM Charter School (NiSe):

It is with pleasure that I write this letter of support for the Northwest Indiana Science and Engineering STEM Charter School (NiSe).

There is a great need in Merrillville, Indiana for quality educational alternatives and we feel that this school offers an option with an innovative approach to meet the needs of our youth allowing them to exceed their educational expectations. Our school focuses on science; technology; engineering and math that are the key subjects that will better prepare students for college and careers.

I believe that as the director of the Gerald I. Lamkin Innovation and Entrepreneurship Center that this school is one that others will benchmark and it has my full support.

Sincerely,

A handwritten signature in black ink, appearing to read 'O'Merrial Butchee', written over a circular stamp or seal.

O'Merrial Butchee, Director
Gerald I. Lamkin Innovation & Entrepreneurship Center
Ivy Tech Community College Northwest

1440 EAST 35TH AVENUE
GARY, INDIANA 46409
219-981-1111



CHRISTIAN REVIVAL CENTER

PASTOR M.I. OTANO | MESSAGE CENTER | 219.980.0229

805 W. 57TH AVE. | MERRILLVILLE, IN 46410

TRON/AGEK' Educational Foundation, Inc.
319 East 60th Drive
Merrillville, IN 46410

January 31, 2013

To the Organizing Board of Northwest Indiana Science and Engineering Charter School (NiSe);

It is with pleasure that I write this letter of support for the Northwest Indiana Science and Engineering STEM Charter School (NiSe). There is a great need in Merrillville, Indiana for quality educational options. A school with such strong focus on science, technology, engineering, and math will help better prepare students for college and careers. We at the Christian Revival Center Ministries believe that this school will be a great asset to our community. We believe in and fully support the NiSe Charter School.

Sincerely,

Pastor Michael L. Otano

THE CHURCH YOU'VE BEEN LOOKING FOR



OFFICE OF THE MAYOR

KAREN FREEMAN-WILSON
MAYOR

Phone 219.881.1302
Fax 219.881.1337

July 25, 2012

Mr. Todd Huston
Chair
Indiana Charter School Board
Indiana Department of Education
Indiana State House, Room 229
Indianapolis, IN 46204

Dear Mr. Huston:

Please consider this letter in support of the Northwest Indiana Science and Engineering Charter School under the leadership of Dr. Augusta DeNeal and her team. From my experience as an attorney and civic leader in Northwest Indiana, I can attest that community residents should have a choice in education. I also know that a school that focuses on science and engineering would be a great benefit to Merrillville students as they work to compete in a global economy. While Merrillville schools have a notable track record with many students, it is my belief that the STEM academy will address the learning and social needs of those students who may be struggling in the Merrillville schools for a variety of reasons.

I also know that Dr. DeNeal and her team bring vast experience to this endeavor. This experience includes success in motivating young people to explore vocations related to mathematics and science and supporting young people who face academic and social challenges. This history would bode well for the planned school.

Recently, I read an article about the low number of African-American engineers in the State of Indiana compared to other states. While I recognize that this school will be open to young people of all races, I am hoping that because of the demographics of Merrillville, the students will be inspired to pursue careers in engineering and other science disciplines where people of color are underrepresented.

For these reasons, I wholeheartedly support the Northwest Indiana Science and Engineering Charter School.

Sincerely,

A handwritten signature in black ink, appearing to read "Karen Freeman-Wilson".

Karen Freeman-Wilson,
Mayor, City of Gary, Indiana





July 12, 2012

TRON/AGE K' Educational Foundation, INC.
319 East 60th Drive
Merrillville, Indiana 46410

To the Organizing Board of Northwest Indiana Science and Engineering STEM Charter School:

As the Director of Lake County Community Development, Centier Bank, I am excited about supporting the Northwest Indiana Science and Engineering (NISE) STEM Charter to be located in Merrillville, Indiana.

In my working experiences in Northwest Indiana and collaborating with various businesses and agencies, I have observed a significant need for students to be equipped with science, technology, and engineering backgrounds. A STEM public school in our region would provide the significant educational opportunities for our children to excel and succeed with technical and associate degrees via college credit that is essential for all local and global markets.

We are happy to provide financial literacy education, in-kind services and student financial educational presentations.

Please view this letter as our committed effort to support this initiative and also to reiterate one of Centier's most significant corporate values, which is **promoting education**.

Best Regards,

Art Russell

Art Russell
Centier Bank
Vice President
Director of Lake County
Community Development

LAUREL CHURCH
B U I L D I N G L I V E S

TRON/AGEK' Educational Foundation, Inc.
319 East 60th Drive
Merrillville, IN 46410

July 12, 2012

To the Organizing Board of Northwest Indiana Science and Engineering STEM Charter School (NiSe);

It is with pleasure that I write this letter of support for the Northwest Indiana Science and Engineering STEM Charter School (NiSe). There is a great need in Merrillville, Indiana for quality educational options. A school with such strong focus on science, technology, engineering, and math will help better prepare students for college and careers. We at Laurel Church Ministries believe that this school will be a great asset to our community. We believe in and fully support the NiSe Charter School.

Sincerely,

Wendy Howard
Laurel Church Administrator

Prestige Preparatory Academy of The Arts Child Care
900 ARIZONA STREET
Dr. Mary Steele-Agee, President/ CEO

GARY, IN 46403
(219) 938-8949

Letter of Support

June 20, 2012

This communiqué' comes in support of the NiSe Charter Junior /Senior High School . I have known two of the founding members for over 20 years. They both are very knowledgeable competent professionals who *care* about children. In the educational arena, Dr. Augusta DeNeal and Geraldine Roby have shown personal initiative as they have worked diligently with students helping them achieved great academic outcomes. Their qualifications range from elementary to college leveled education in both mainstream and special needs populations. They bring to bear a proven track record of knowledge and commitment to both early childhood education and work with adults in education.

These founding members of NiSe have inspired, lead and guided members of the instructional and supportive services teams in public school and college settings to achieve the highest standards of excellence. Their work ethic demonstrates genuine care and concern for each individual student entrusted to them. Their commitment to provide a valuable, meaningful and personally rewarding education to each student in whom they come in contact is evident in all that I have observed them to undertake. I suspect that the mission of this Charter School would be no different. I know them to seek out other professionals to put together a great "team" for success. Dr. DeNeal has already begun to communicate the vision as a facilitator of knowledge pressing all involved with this charter to do their part in the fruition of realizing the fullest impact on the lives of every student in being successful and contributing citizens of society.

As a former superintendent of schools and associate college professor, I know how important it is to provide parents with quality educational options for their children for life-long successes. I was glad to hear that Dr. DeNeal could help facilitate a viable option for families. We were fellow members of the Board of Trustees of the Urban League of NWI. As Chairman, she worked with me to facilitated activities and literally keep the organization afloat until a new president was identified and hired in 2010.

Dr. DeNeal and Ms. Roby have proven to be good stewards of their own personal growth as both have sought and taken classes to increase their own knowledge and competence for maximum efficiency of this charter endeavor. I am not surprised that they are desiring to continue to serve the community through this charter offering. These founders have consistently performed at a high degree in all that I have personally witnessed. Dr. DeNeal will prove not only to be an excellent leader of this vision but also to be a great asset to the community at-large. I highly support the efforts of this team in providing a quality charter. I am certain that proper channels will be sought to garner the needed support to perform above expectations of any charter school.

Sincerely,

Dr. Mary Steele -Agee
President/CEO
Prestige Preparatory Academy of The Arts

ANITA UGENT
School Psychologist

1049 Heather Lane
Munster, IN 46321

PH: (219) 670-9466
FAX: (219) 924-5924

April 19, 2012

TRON/AGEK Educational Foundation, Inc.
319 East 60th Drive
Merrillville, Indiana 46410

To the Organizing Board of NiSe STEM Academy:

As an independent contractor of psychological and diagnostic services, I am happy to support the Northwest Indiana STEM Charter School (NiSe) to be located in an area bordering the town of Merrillville and the city of Gary, Indiana.

Working in the community as I do with a number of schools and agencies, I have witnessed the need for students with science, technology, engineering, technology (STEM) degrees and the lack of students to fit this requirement. A STEM school in our area would provide an educational service to the children of our community and help us provide the technical and associates degrees through dual credit that is required for not only local; but, global job opportunities.

Let this letter serve to document my commitment to supporting this educational endeavor. If I can be of further assistance, please let me know.

Respectfully yours,



Anita Ugent, M.A., NCSP
School Psychologist



Town of Merrillville

7820 Broadway
Merrillville, Indiana 46410
(219) 769-5711 • Fax (219) 756-6170
Residence (219) 980-0142
email: RHardaway@merrillville.in.gov
www.merrillville.in.gov

RICHARD L. HARDAWAY
Town Councilman Ward 2

October 28, 2011

Dr. Augusta DeNeal, Board President
TRON/AGEK Educational Foundation, Inc.
319 East 60th Drive
Merrillville, IN 46410

Dear Dr. DeNeal:

I am pleased to support the Northwest Indiana STEM Charter School (NISE). As you know, data reflects STEM training and education is necessary for the 21st Century. I am eager to support a STEM secondary school that will not only provide STEM and Core 40 curriculum, but; provide dual credit and working internships while in high school. This initiative will certainly help the economic base of our community as a whole.

Again, I applaud your efforts for a STEM charter school. Certainly, this training is vitally important to our area. Please let me know if I can be of further assistance.

Sincerely Yours,


Richard L. Hardaway
Merrillville Councilman

October 26th, 2011

Dr. Augusta DeNeal, Board President
TRON/AGEK Educational Foundation, Inc.
319 East 60th Drive
Merrillville, Indiana 46410

Greetings, Dr. DeNeal,

I am pleased to support the Northwest Indiana STEM Charter School (NISE). It has been proven that STEM training and education is necessary for the 21st Century. This initiative will certainly help the economic base of our community by positioning the Northwest Indiana region as a major global contributor.

Your vision of a STEM secondary school that will not only provide STEM and Core 40 curriculum, but also provide dual credit and working internships to students while still in high school is truly innovative. I am anticipating an overwhelmingly positive response from students and parents alike.

Again, I applaud your efforts for a STEM charter school. Certainly, this training is vitally important to our area. Please let me know if my office can be of further assistance.

Sincerely yours,



Shannon Watson
Counselor/Assessment Coordinator
Student Support Services (TRIO)
Ivy Tech Community College- Northwest
Gary Campus
Room T201
1440 East 35th Avenue
Gary, IN 46409
(219) 981-1111 ext. 2229
swatson29@ivytech.edu



Phone · 219 938 3318
Fax · 219 944 9660

September 14, 2011

Augusta Deneal, Phd
Director
Educational Talent Search (TRIO)
Ivy Tech Community College
1440 East 35th Avenue
Gary, IN 46409

Dear Dr. Deneal:

It is with great pleasure that I submit a Letter of Support for the Northwest Indiana Science and Engineering Charter School (NiSe). Highly Flavored, Inc. has always supported the work of charter schools in Northwest Indiana. We have worked with Northwest Indiana youth for almost 10 years and take a grassroots approach to empowering children and teens to take ownership of improving their immediate environments.

There is an increasing need for students to receive hands-on academic training, along with classrooms and curricula that is student-centered to enhance learning. Dr. Deneal, you have exemplified that approach in the hundreds of students you have impacted in this region through your Educational Talent Search (TRIO) Program. I have witnessed your undying commitment to youth in this region and am confident that same passion will spill over into this charter school.

We enjoy a fruitful partnership with you that continues to result in amazing and rare opportunities for youth leadership growth within Northwest Indiana. Highly Flavored, Inc. stands ready to assist your efforts in anyway we can.

NiSe gets our wholehearted recommendation. Best of luck in your new venture.

In Partnership,

Val Carr
Board Chair



AT&T Indiana
Tamara K Young-King
7220 Kennedy Avenue, Floor 1
Hammond, Indiana 46323

T: 219.972.4528
F: 219.972.4530
ty2568@att.com
www.att.com

November 2, 2001

Dr. Augusta DeNeal, Board President
TRON/AGEK Educational Foundation, Inc.
319 East 60th Drive
Merrillville, Indiana 46410

Dear Dr. DeNeal:

AT&T is pleased to support the Northwest Indiana STEM Charter School (NiSe). STEM training and education is necessary for the 21st Century and certainly for the emerging technology that my company represents. We feel that a STEM school will dovetail perfectly with our goals of helping to fund competent secondary school students that are more competitive within the workforce. A STEM school that will provide Core 40 curriculum and provide dual credit and working internships while in high school is something that our community needs and will be invaluable to the students that have the opportunity to participate in this great venture. This will be a driver for economics in a region that certainly could use the support. I applaud your efforts, and fully support this endeavor. Please let me know if AT&T can be of any further assistance.

Most Sincerely,

Tamara K. Young-King
AT&T Director of External Affairs, NWI

Attachment 14 - Organization Chart

TRON/AGEK'
Educational Foundation
Board of Trustees

PRINCIPAL

*Response to Intervention
Team Lead (full-time)*

*Project Lead the Way / IT
Team Lead (full-time)*

*SPEC /ESL
Team Lead (full-time)*

*Social Worker
(full-time)*

HR/Finance
Manager
(full-time)

(Language Arts/English, Social Studies/History, Dual Credit/Electives)

Science, Technology, Engineering, Math

Physical Education, Band/Choir, Fine Arts, Foreign Language

Assessment Coordinator/Data Specialist
(full-time)

Facilities Manager
(full-time)

- 3(three) additional full-time teaching staff
- Total of 2(two) additional part-time teaching staff by year 5
- Custodian (part-time)

Attachment 15 - Start Up Plan

In addition to Year one, this is an exhausted list of inter-related tasks comprised under the assumption that the charter school application has been approved. However, some tasks were necessary for the

Facilities

- Secure a site in proposed attendance area (Merrillville)
- Contact city/county commissioner, and highway district for any building permits that may be needed
- Schedule facilities inspections (building, fire, and health) with town of Merrillville to obtain certificate of occupancy
- Ensure proper notice to all utility companies including phone, gas, electricity, water, sewer and cable
- Ensure that building temperatures, lighting , ventilation and space are adequate
- Ensure grounds are well maintained and safe (snow removal, lawn care)
- Design a learning environment that reflects, supports educational mission and vision of an science, technology, engineering and math school

Health and Safety

- Develop a comprehensive emergency response plan
- Establish fire drill procedures and schedule fire drills
- Post fire exits material in all occupied spaces
- Provide emergency preparedness training to all personnel
- Provisions for emergency closure before, after, during school

Contracted Services

- Complete transportation bids
- Secure fiscal support (accounting, budget, payroll, banking, auditing, purchasing)
- Outline fiscal policies regarding checks, PO's
- Secure telecommunications structure
- Secure IT support
- Retain legal advice

- Secure custodial service
- Secure food service agreements
- Secure insurance policies: liability, property, workers compensation
- Lease or purchase office equipment, computers, software, networking, servers

Policies and Procedures

- Finalize comprehensive set of policies and procedures
- Complete comprehensive parent/student handbook and orientation procedures:
- Attendance, homework, discipline, school hours, pickup and drop-off procedures, teacher contact, communication pathway, dress code, electronic devices
- Complete comprehensive personnel handbook
- Establish a school calendar

Documentation (onsite and accessible to appropriate personnel)

- Authorized charter document with all amendments
- Incorporation papers with bylaws
- Certificate of occupancy
- Transportation agreement, if applicable
- Food service agreement
- Adopted policies and procedures
- Facilities inspection, including fire and health
- Immunization records for all students
- Internet use policy, signed by all students and parents
- Documentation of all state and federal programs run by the school
- Documentation of all private, public and other grants
- Annual and continuous requested reports to ICSB including programmatic and fiscal audits
- Governing board: minutes, schedule of meetings agendas
- Schedule of board meetings
- Insurance policies: general liability, property and workers compensation
- Personnel files

- Student files including current IEP
- Documentation of effort to inform public of enrollment opportunities on file
- Documentation of lottery method and results: list of enrolled students, coded to show primary attendance area children, siblings, and founder's children, list of students who applied for the lottery or application forms and waiting list
- Continuous school improvement plan

Finance

- Create a budget for the charter application, include assumptions, adjust to reflect new developments
- Revisit assumptions to ensure they are still valid and update accordingly
- Hold annual public budget hearing
- Present monthly financial reports to the board in a public meeting
- Schedule annual fiscal audit and report the results
- Meet acceptable accounting standards of fiscal management
- File tax exempt paperwork with school vendors
- File non-profit forms with state each year
- Develop a fund development strategy

Personnel

- Negotiate contract with Principal – retain legal counsel to review contracts
- Establish and publicly approve a salary schedule
- Negotiate contracts with teaching staff – retain legal counsel to review all contracts
- Ensure all teachers hold valid Indiana teaching certificates for the grades they teach and that these are on file in their personnel file
- Ensure that all teachers are highly qualified according to NCLB
- Ensure staff contracts are written in form approved by ICSB and/or State of Indiana
- Ensure criminal background checks have been completed for all employees (including volunteers)
- Document teacher training opportunities through professional development plan or other

- .Enroll al staff in professional development
- Ensure that all paraprofessionals working in an instructional capacity meet state requirements
- Provide social security, unemployment insurance, worker’s compensation insurance and health insurance to all staff
- Ensure up-to-date and accurate personnel files for all employees that contain only appropriate information
- Ensure annual review of each teacher and staff

Governance

- Ensure that board has a set of bylaws that address key issues including how the board will be formed, role of board members, terms of board members, how board members can be removed time of annual meeting – how meetings conducted/process for order
- Post all meeting schedules for public
- Provide attendance logs and minutes for all public meetings including special meetings
- Provide parents with contact information of the board
- Adopt policies and procedures for the school – establish policies in key areas, including: attendance, check signing, credit card, enrollment, family medical leave, job sharing, use of facility by outside groups, communication, homework, dress code, student discipline, interned use, overnight excursion, background checks on volunteers, founders – adopt policies of authorizer with waivers in other areas
- Establish committee to assist in work of board – some will be standing others temporary
- Obtain training for the board in key areas including: open meetings law, parliamentary procedure, effective meetings strategies, role of a board member, governing vs. managing, policy development, fiscal records
- Conduct an annual review of the board – self- evaluation focusing on effectiveness of the board to meet its obligations to the school
- Establish a mechanism for the board to obtain updates about legislation and state rules that will affect charter schools
- Clarify roles and responsibilities of administration and of governing body

Educational Program

- Adopt curriculum consistent with charter STEM vision and mission
- Purchase furniture and learning supplies including computers, software, curriculum, etc.
- If curriculum or education program change, contact ICSB to ensure that students are meeting measurable educational standards as described in the charter application
- Identify a Data or Testing professional
- Install a student information system (SIS)
- Collect and analyze student baseline data: educational, demographic
- Demonstrate growth for students consistently enrolled in the school: compare results to district, states, and other charter schools using the same educational program, ensure students are demonstrating adequate yearly progress. If not, what measures are being implemented to ensure this happens and communicate this to Ball State and submit state standardized scores
- Track student demographics: compare to state, district, explore discrepancies in: # of students in special education, # of minority students, # number of LEP students; # GT students and # of low income students
- Ensure teachers teach to state curriculum and common core standards
- Ensure that adequate classroom materials, technology and books are available to all students
- Ensure that student performing below grade level are identified and provided with remedial instruction, especially in early literacy
- Ensure basic values of honesty, self-discipline, unselfishness, respect for authority and central importance of work are emphasized
- Ensure high school students will earn minimum credits prior to graduation including dual credit
- Ensure all special education students' IEP are current and that specified services in each are being met
- Ensure board and staff have mechanisms in place to stay updated about school reform measures that will affect educational progress

Community & Parent Involvement

- Keep parents and stakeholders involved
- Develop a procedure to report student progress to parents
- Schedule regular parent, teacher, and student conferences
- Publish a student handbook and endure it annual review by students and parents
- Develop a plan to involve parents and community in key aspects of the school
- Locate community partners
- Develop a community relations plan to build public awareness and support for school, include press strategy

General

- Submit a copy of the approved and any updated copies of the petition and notification or approval from ICSB
- Secure passwords
- Create a calendar of all state and ICSB deadlines
- Attend state meetings: Merrillville superintendent meetings, accreditation briefings, legislative briefings
- Conduct an annual review of the charter document
- Consult attorney before making major decision
- Maintain regular contact with ICSB

Attachment 16 - Insurance

We anticipate yearly increases in the cost of property and liability insurance coverage that are required to protect the school from events. In case additional insurance is required by insurance carriers, we will include in our insurance line items.

Insurance Coverage as required by a charter school:

- Workers Compensation Insurance
- Employee dishonesty Bonds covering the treasurer in the amount of \$100,000 and Bonds or crime insurance for theft and embezzlement for the amount of \$100,000 for employees
- Umbrella/excess liability insurance over the general liability policy, the vehicle coverage and the errors and omissions coverage for the Board of Directors in the amount of \$2,000,000
- School leaders/legal professional liability in the following amounts: board errors: \$2,000,000 aggregate and \$1,000,000 per occurrence
- Vehicle insurance for vehicles owned or leased by school and used for school purposes. Coverage shall be in the amounts equal to the greater of the amounts listed by Indiana law which include Liability \$1,000,000 aggregate/occurrence, Medical # \$5,000 per person occurrence, Uninsured motorist \$1,000,000, Underinsured motorist \$1,000,000, Property damage \$50,000 (Comprehensive maximum deductible \$500 and Collision maximum deductible \$500)
- General liability insurance in the amounts of \$2,000,000 aggregate and \$1,000,000 per occurrence with endorsements
- Real and personal property at replacement value which will be adjusted regularly to reflect and changes in the property or contents

Budgeted insurance in the first year totals \$36,275

DEZELAN INSURANCE agency

5420 North College Avenue, Suite 202
Indianapolis, IN 46220
PH 317-257-8210 ■ FX 317-257-8230



July 18, 2013

Dr. Augusta Dencal
CEO
TRON/AGEK' Education Foundation, Inc.
319 E. 60th Dr.
Merrillville, IN 46410-3011

RE: Northwest Indiana Science and Engineering Charter School

Dear Dr Dencal:

Dezelan Insurance Agency, Inc. has reviewed the insurance requirements contained within the charter school proposal documents for Ball State University. Provided the Northwest Indiana Science and Engineering Charter School receives a charter and we are fortunate enough to work with you as your insurance agent, Dezelan Insurance Agency, Inc. will ensure the school meets the guidelines as described in the following paragraphs.

General Liability will be offered at \$1,000,000 per occurrence and \$2,000,000 in the aggregate. Automobile Liability, will be offered as Hired and Non-Owned Auto with a combined single limit of \$1,000,000, unless the school purchases autos. Sexual Molestation and Misconduct coverage will be offered at a \$1,000,000 limit that is separate of the General Liability Limits. School Leaders Errors and Omissions would also be offered at separate \$1,000,000 limit and if required, an aggregate limit of \$2,000,000. Finally, Employee Benefits Liability and Employment Practices Liability would be offered at \$1,000,000 limits. Workers Compensation and Employers Liability will be offered at \$500,000 each accident, each employee and policy limit.

In addition to these underlying liability limits, umbrella liability of \$4,000,000 would be procured in order to meet authorizer requirements.

While not required by the authorizer, our agency also recommends that the school procure coverage for student accidents at a \$25,000 per occurrence limit.

All business personal property, computers, and any improvements to your building will be insured at full replacement cost with a deductible that meets the school's needs. Employee Dishonesty coverage will be procured at \$250,000 as well as a bond for the treasurer.

Providing a cost estimate at this point is somewhat challenging due to a changing market place and because our staff has not reviewed your budget and proposal. However, based on the estimated number of students and teachers you have communicated, we would estimate an annual premium between \$20,000 and \$25,000, which will be impacted by many factors.

Certificates of Insurance, in a form satisfactory to the Chartering Authority, showing evidence of coverage will be provided to the Chartering Authority prior to the commencement of performance of a Charter Agreement. Throughout the term of this Charter Agreement the sponsor will be provided updated certificates of insurance upon expiration of the current certificates.

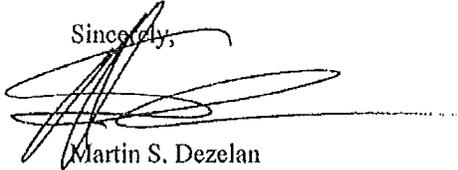
June 18, 2013

Dr. Augusta Deneal
CEO
TRON/AGEK' Education Foundation, Inc.
Page 2

Our agency is also prepared to assist you in procuring small group health insurance for your employees as well as a 403(b) retirement plan that can act as a compliment or alternative to the Teachers Retirement and Public Employee Retirement Funds.

Should you or anyone within the chartering authority have any questions regarding Northwest Indiana Science and Engineering Charter School's ability to meet these coverage requirements, please feel free to contact me via phone or by e-mail.

Sincerely,

A handwritten signature in black ink, appearing to read "Martin S. Dezelan", is written over a horizontal line. The signature is stylized and somewhat illegible due to the cursive nature of the handwriting.

Martin S. Dezelan
President

Attachment 18 – Budget Narrative

Complete Accounting Services accounting firm has been hired to make certain that the financial affairs of the NiSe Charter are attainable, measurable, accurate and conservative as possible.

In addition, an independent timely annual audit will be conducted and pre-audits before transactions actually occur, continuous audits during the length of the school, post audits after the fiscal year has ended and whenever there seems to be some inconsistencies in the fiscal operations of the school.

The bottom line is fiscal procedures will be in place for ensuring that all funds budgeted, planned or unplanned will be spent wisely and according to laws that govern both state and federal funds such as OMB Circular 21. Funds will be used as outlined in the budgets both pre-operational and post-operational with transparency for the financial department and Board to track and account for all funds. The financial records will be reviewed in terms of their agreement with the school minutes and the legal requirements and regulations provided by charter, state and federal laws.

The Board of Trustees will study the minutes of each Board meeting because we understand that records are the official authorization for all transactions that occur in the operation of the school.

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

As with student records, all funds will be properly documented and approved before funds are encumbered and paid.

An independent auditor, accounting firm and financial manager will examine source documents and transactions in order to certify that all activities were conducted with generally accepted accounting principles and in accordance with authorized actions and legal requirements. A formal contract specifying the expectations and responsibilities of the auditor will be completed once the school is approved.

All financial reports will be prepared in accordance with general accepted principles set by the State Board of Accounts. The report will conform to all current, relevant pronouncements applicable to governmental entities throughout the United States. All reports will have three sections: introductory, financial and statistical. The introductory includes a transmittal report signed by the foundation, attorney and financial manager showing an overview of financial developments. The financial report will include auditor's report, analysis and recommendations

and any other basic financial information. It will include a statistical section which will include statistical tables and comparisons, financial trends, revenue capacity information, debt capacity information, demographic and economic information and operating information. Finally, it will include a section on compliance and controls with provisions of the Single Audit Act of 1966 and the U.S Office of Management and Budget Circular A-133, Audit of States, Local Governments and Non-Profit Organizations. Individual fund statements will show state funds, proprietary funds, and fiduciary funds along with balance sheets, statement of revenues, cash assets, cash flows and liabilities. NiSe will file all forms requested by ICSB or other constituencies upon approval. Receipts will always indicate payment methods – cash (less than \$100), check or money order – and receipt signatures of those issuing receipt.

Revenue Assumptions

Pre-Operational (October 2015 – June 2016)

After receiving the approval for the charter, the Board will implement the plans in this charter application for pre-opening. We anticipate funds estimated at \$175,000 to be provided by the Federal Pubic Charter Schools Grant Program and the Indiana Department of Education for this phase of the school.

- Federal charter school implementation grant from the Indiana Department of Education (estimated \$175,000)

Use of Funds:

- Legal
- Accounting
- Filing Fees
- Technology-Science Labs
- Marketing
- Supplies
- Computer Equipment
- Labor/Professional Contracts and professional development
- Maintenance & Renovations

All these funds will be used for pre-operational initiatives.

First Year ADM Revenue

Based on anticipated student enrollment projection for the first year, the state tuition support will be approximately \$1,650,000.

Additional Revenue

- Title I, Title II and Title V
- Text Book Reimbursement
- PCSP Grant

Estimated budgeted revenue in the first year totals \$1,900,000

First Year Expenditures

Personnel Expenses

The following is a summation of salary expenses for the first year:

Salary

The largest category will be salary and benefits (39% of total budget). Below is a range of school salary ranges and benefits for full time staff.

| Name/position | Salary Range | Benefit Range |
|--|---------------------|----------------------|
| Principal | \$90,000 | 33% of salary |
| HR/Financial Manager | \$40,000 | 33% of salary |
| Assessment Coordinator/Data Counselor | 30,000 | 33% of salary |
| Lead Teachers (3) @ \$50,000 | \$150,000 | 33% of salary |
| Non-Lead Teachers (3) @ 45,000 | \$135,000 | 33% of salary |
| Facilities/Safety Manager | \$35,000 | 33% of salary |
| Counselor/RTI Instructor | \$50,000 | 33% of salary |

We have budgeted employer contribution of at least \$6000 a year for each employee which will provide the full cost of family coverage through the State of Indiana Personnel Department. To be confident in insurance coverage, we will compare health insurance coverage with private insurance coverage and plans. The contributions for retirement will come from the Public Employee Retirement system which requires a contribution of 7-8%.

Budgeted employee salaries and benefits in the first year total \$757,000

Instructional Supplies and Resources - \$180,000

Support Supplies and Resources - \$39,500

Board Expenses – \$5,000

We anticipate the supplies and materials budget line item to consist of:

- Testing and Evaluation: testing and evaluative supplies for student standardized testing required by the state
- Textbooks
- Instructional Supplies
- Computer Software
- Marketing and advertising

Professional Purchased or Contracted Service Contracts

We will use vendors to provide services which can be performed more cost effective by a subcontractor or third party due to personal and technology required. We will use accounting and payroll services through a vendor. Our Financial Manager will work hand in hand to perform daily payroll tax and governmental reporting services. We plan on using outside contractual agents to assist and help guide staff development functions i.e. PowerSchool, teacher evaluation (Pearson), Indiana Standards, CAS standards, MIT, PUC, Ivy Tech/IUN dual credit, PLTW. We will use webinars and other technology for staff development as well. Food, legal and minimal transportation services will be contracted. The school will employ part-time employees (adjunct faculty) that would be contracted which include educational consultants, psychological, educational testing/assessment and evaluation.

Other expense that will be needed the first year of school operation include the following costs:

- Audit Expense
- Travel Expense
- Field Trips/Sports Events
- BSU Administrative Fee

Audit expenses include an independent auditor for verification of the financial years annually. The audit will be conducted with the accounting and payroll vendors, Financial Manager and Board. There will be student fees, student and faculty travel expense all of which will be managed by the Financial Manager. Accounting principles will be followed as outlined in this application.

Budgeted service contracts in the first year total \$156,000

Facility

Budgeted facilities and utilities in the first year total \$379,400 for estimated lease, furniture, equipment, gas/electric, water/sewer, grounds keeping, maintenance services, custodial and waste disposal.

Budgeted facility in the first year total \$379,400.

Other Expenditures

ICSB administrative fee is budgeted at 3% of the state tuition support payments.

Expenses for debt service with the Common School Loan fund will start in Year 2 and continue throughout the projected years.

Budgeted other expenditures in the first year totals \$49,500

Board members attended the Ball State University financial training and continue to consult with CAS Accounting Firm on financial, financial projections and budgeting issues. Also, the Board will continue to become acquainted with the Indiana charter school funding process and updated changes to make sure that the school stays in financial compliance. The Board is working with Centier Bank, Gary, Indiana to obtain a line of credit if unpredictable circumstances occur. Centier Bank letter of support is included in this application.

As stated the board will approve finances of the school at the monthly meetings, every first Wednesday. Every effort will be made to make sure the budget is always balanced and a cash flow is adequate for planning projections. If problems occur, to ensure that the correct remedy is in place, the Board will consult with the ICSB financial consultant.

| Description | Amount | Percentage of Budget |
|--|-------------|----------------------|
| Employee Salaries & Benefits | \$757,800 | 39% |
| Instructional Supplies and Resources (science labs and equipment) | \$180,000 | 9% |
| Support Supplies and Resources | \$39,500 | 2% |
| Board Expenses | \$5,000 | 1% |
| Professional Purchased or Contracted Services | \$156,000 | 8% |
| Facilities | \$379,400 | 20% |
| Other Expenditures | \$49,500 | 3% |
| Total Expenditures | \$1,564,200 | 82% |

Total Revenue for the first year \$1,900,000

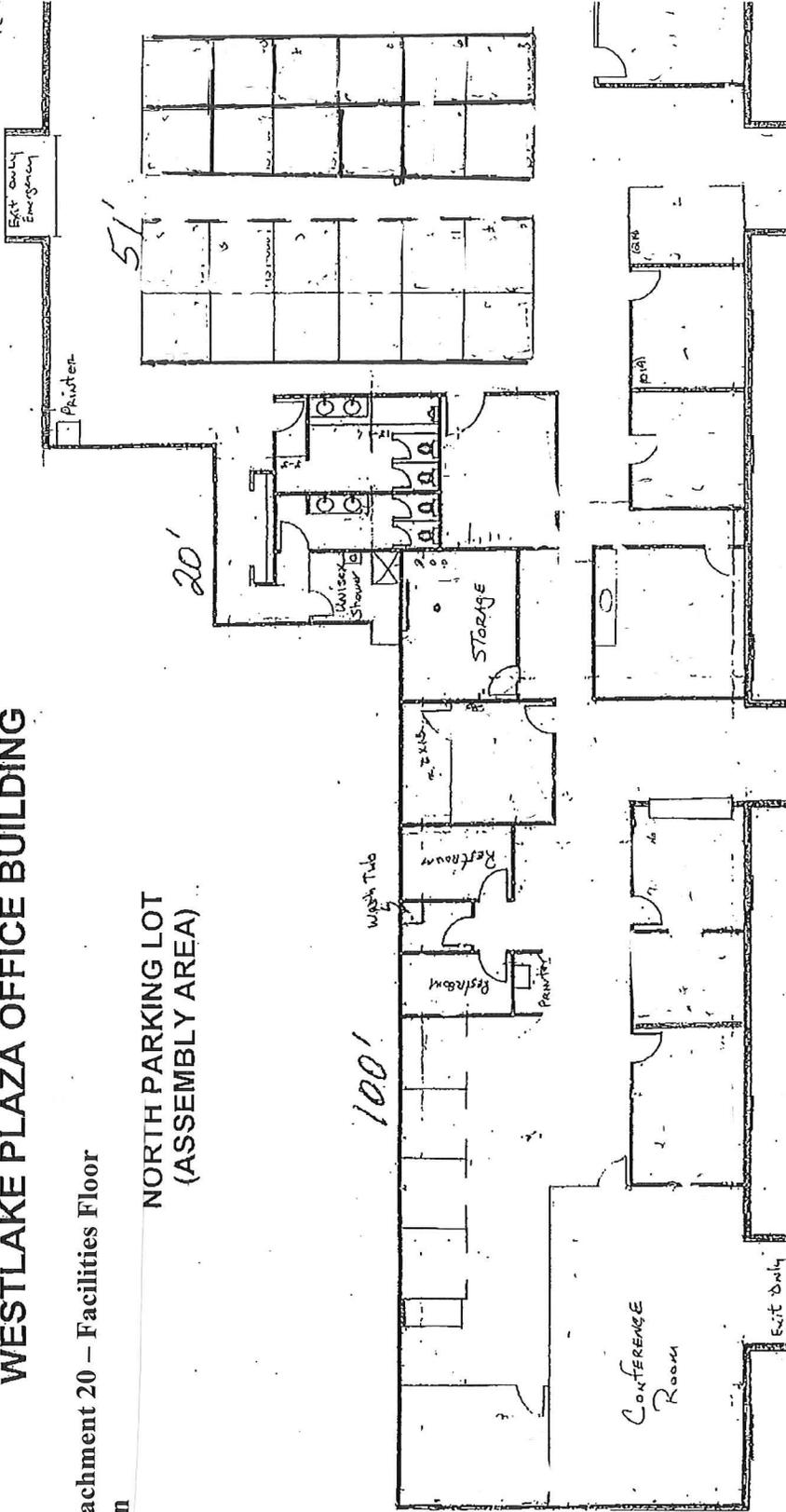
Total Expenditures for the first year \$1,564,200

Total Carry over for the first year \$293,620

INDIANA DEPARTMENT OF ENVIRONMENTAL MANAGEMENT
WESTLAKE PLAZA OFFICE BUILDING

Attachment 20 - Facilities Floor
Plan

NORTH PARKING LOT
(ASSEMBLY AREA)



SOUTH PARKING LOT
(ASSEMBLY AREA)

SOUTH PARKING LOT
(ASSEMBLY AREA)

Nordgraber Companies

Exhibit 1 – Educational Needs

This application highlights four community educational needs and we referenced them as Priority One, Priority Two, Priority Three and Priority Four.

Priority One: To increase in state math assessment scores

The Indiana Department of Education ISTEP+ Summary Results for Math alone depicts the need for a STEM school.

Sample of 2011 ISTEP+ Pass Rate for 6, 7 & 8 Grades by School Corporations for Math

| School District | 6 | 7 | 8 |
|-----------------|-------|-------|--------|
| Merrillville | 70.8% | 65.3% | 70.6% |
| Lake Station | 82.0% | 51.9% | 59.1% |
| Lake Ridge | 70.1% | 60.7% | 59.6% |
| Crown Point | 90.6% | 86.4% | 87.5% |
| East Chicago | 44.1% | 34.4% | 32.18% |
| Gary | 62.6% | 34.8% | 35.7% |

For the sample above, all municipal schools had a less than 71% math pass rates in the 8th grade with the exception of Crown Point. Lake Ridge's rates decreased by 30.1% and 22.9% from 6th to 8th grades.

Priority Two: To increase the state science assessment pass rates

Sample of Science Total Pass Percentages for District – Grade 6

| School District | Rates |
|-----------------|-------|
| Merrillville | 51% |
| Lake Central | 72% |
| Lake Ridge | 37% |
| Crown Point | 78% |
| East Chicago | 26% |
| Lake Station | 62% |
| Gary | 30% |
| Griffith | 59% |

According to the above table, the cities of Gary, East Chicago and Lake Ridge had the lowest pass rates in science. Students enrolled in the Gary Community School District (public school), according to the data, are enrolled persistently in low achieving schools. In 2010, all four high schools did not make academic progress and were placed on probation. One school has since been taken over by the state. Recently, five schools will be closed. Students consistently fail to meet academic standards; particularly in STEM subjects.

Priority Three: To increase in state high school graduation rates

Sample of High School Graduation Rates

| High School | Rates |
|--------------|-------|
| Merrillville | 90.1% |
| Lake Station | 70.8% |
| Lake Ridge | 79.6% |
| Crown Point | 93.7% |
| East Chicago | 67.0% |
| Gary | 66.8% |

Source: Indiana Department of Education (2010)

In 2010, most municipal school corporations are reporting a graduation rate above 70%. As of 3/6/13, seven high schools in Lake County reached the state goal of 90 % – Munster, Highland, Hobart, Crown Point, Lake Central, Lowell and Hanover Central. Hebron had a high school graduation rate of 97.5%. Again, the cities of East Chicago and Gary, with Lake Station following, have the lowest graduation rates well below the other local school districts. As a matter of fact according to research, Gary high school graduation rated declined except for one school Wirt/Emerson. Students without an academic diploma are counted as high school dropouts in the secondary school data collection. Students that do graduate need at least a cumulative grade point average of 2.5 GPA for state 4-year institutions. Based on these facts and rates from the tables above, there is an academic need for a STEM high quality school. The presumption is without an academic diploma, students will not be admitted to any postsecondary institution in Indiana. Also, the city of East Chicago has the highest high school drop-out rate for migrant children, over 40%.

A new Indiana State curriculum was issued in 2011 with more rigorous standards for advanced placement classes. Students that take and pass advanced courses are more likely to be admitted into STEM fields complete their post-secondary degrees and are trained for STEM jobs.

Priority Four: To meet or exceed the Indiana state average of eligible students in the graduating class excelling in advance placement (AP) courses. In Northwest Indiana, only a small number of students in Northwest Indiana passed advanced placement classes.

Sample of High School Graduates Advanced Placement Courses in 2010 & 2011

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

Source: Indiana Department of Education

In 2010 & 2011, advanced placement succession is an indicator of college placement. Passing advanced courses makes it likely that students have mastered the Indiana standards. Indiana school data reflects that nearly half 49.6% of all high school graduates achieved a Core 40 diploma, while 32.3% received an honors diploma. The community as a whole needs an increase in Core 40, honors and advanced placement graduates trained in STEM related fields according to local industries like BP and NIPSCO (Ivy Tech Community College – Workforce Development, 2012). NiSe instructional design will be instrumental in helping children improve their quality of life and change their circumstances by acquiring gainful employment as a result of their education.

Exhibit 2 – Building the Curriculum

Following is a brief review of each theory used for this charter application.

National Research Council (NRC)

The Carnegie Corporation Institute for Advanced Study established a commission that issued a report calling for a common set of standards in science to be developed. The Carnegie Corporation has taken a leadership role to ensure that common science standards are established. This movement to adopt common standards furthers the case for a STEM school in Northwest Indiana. According to the NRC, by the end of 12th grade, students should have gained core ideas of science and engineering to engage in public discussions on science-related issues. Additionally, at that time they should be critical consumers of scientific information related to their everyday lives, and to continue to learn about science throughout their lives. NRC believes that the insights gained and interests provoked from studying and engaging in the practices of science and engineering during their K-12 schooling should help students see how science and engineering are instrumental in addressing major challenges that confront society today, such as generating sufficient energy, preventing and treating diseases, maintaining supplies of clean water and food, and solving problems of global environment change.

Our hope is that a science education based on NiSe's instructional design using ideology like NRC will motivate our students to be educated in STEM fields. NRC's vision, like ours, is to educate students in the STEM educational disciplines. We have made contact with the NRC for guidance on STEM practices and plan to attend their conferences in the future (after school approval).

The NRC Council committee recommends that science education in grades K-12 be built around three major dimensions. These dimensions are:

1. Scientific and engineering practices
2. Crosscutting concepts that unify the study of science and engineering through their common application across fields
3. Core ideas in four disciplinary areas; physical sciences; life sciences; earth and space sciences; and engineering, technology and the application of science

This is further explained in the table below.

Three Dimensions of the National Research Council Framework

| | |
|--|---|
| <p>1. Scientific and Engineering Practices</p> <ul style="list-style-type: none"> A. Ask questions (for science) and defining problems (for engineering) B. Developing and using models C. Planning and carrying out investigations D. Analyzing and interpreting data E. Using mathematics and computational thinking F. Constructing explanations (for science) and designing solutions (for engineering) G. Engaging in argument from evidence H. Obtaining, evaluating, and communicating information | <p>3. Disciplinary Core Ideas</p> <p>A. <u>Physical Sciences</u></p> <ul style="list-style-type: none"> i. Standard (1): Matter and its interactions ii. Standard (2): Motion and stability: Forces interaction iii. Standard (3): Energy iv. Standard (4): Waves and their applications in technologies for information transfer <p>B. <u>Life Science</u></p> <ul style="list-style-type: none"> i. Standard (1): From molecules to organisms: Structures and processes ii. Standard (2): Ecosystems; Interactions, energy, and dynamics iii. Standard (3): Heredity; Inheritance and variation of traits iv. Standard (4) Biological evolution: Unity and diversity <p>C. <u>Earth and Space Sciences</u></p> <ul style="list-style-type: none"> i. Standard (1): Earth’s place in the universe ii. Standard (2): Earth’s systems iii. Standard (3): Earth and human activity <p>D. <u>Engineering, Technology, and the Applications of Science</u></p> <ul style="list-style-type: none"> i. Standard (1): Engineering design ii. Standard (2): Links among engineering, technology, science, and society |
| <p>2. Crosscutting Concepts</p> <ul style="list-style-type: none"> A. Pattern B. Cause and effect: Mechanism and explanation C. Scale, proportion, and quantity D. Systems and system models E. Energy and matter: Flows, cycles, and conservation F. Structure and function G. Stability and change | |

All three dimensions are correlated and can be integrated into standards, curriculum and assessments.

Massachusetts Science and Technology/Engineering Curriculum (MIT) Framework

After reviewing NRC recommendations, we reviewed curricula that centered on STEM/science middle and high schools and correlated them with Indiana State and Indiana State Standards. We were struck with the content of the Massachusetts Science and Technology/Engineering Curriculum Framework (MIT) and their success measurements. Massachusetts STEM instructional design has similar components and has been in place for several years. MIT has proven success in the State of Massachusetts.

In 2003, the Massachusetts legislature passed the economic Stimulus Act that recognized the importance of developing career skills and interest in STEM areas among teachers and students in the state's public schools and colleges. The legislature responded to the fact that the state's future economic health depended upon the supply of workers ready to assume jobs in the large sectors of the state's economy devoted to science, health care, finance, and technology. As a result, Massachusetts has the highest pass rate in science and mathematics in the nation for secondary schools. The philosophy and vision of MIT's framework centers on science and technology/engineering interrelation, inquiry-based instruction, inquiry skills, and ideals of teaching, learning, assessing, and administering science and technology/engineering programs. Strand, grade, span, and subject areas are present through the MIT Framework standards. NRC recommends this instructional design, as well.

As with NRC recommendations, MIT's learning standards are grouped into four strands:

1. Earth and Space Science
2. Life Science (Biology)
3. Physical Sciences (Chemistry and Physics)
4. Technology/Engineering

Each strand section begins with an overview of the prior year strand. The Massachusetts Science and Technology/Engineering Curriculum design approach matched the intent of this charter STEM application. Just as important, all four strands correlate with Project Lead The Way curriculum that will be used by all students in grades 5-12. The ideologies and components of NRC, MIT and PLTW complement each other and are inter-related.

As recommended, NiSe's STEM plan will be an interdisciplinary educational approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply science, technology, engineering, and mathematics in contexts that make connections between school, community, work, and the global enterprise. This learning approach will enable students to develop not only state standards intellect but STEM training that makes sense to the student to keep them motivated to learn.

Making Middle Grades Work (MMGW) Theory

Research shows and the board members agree that we wait too late to instill the importance of critical subjects like reading, mathematics, science and critical thinking. This is supported by Making Middle Grades Work research (MMGW). This data was significant for us in writing this application because it emphasizes the importance of learning STEM subject in middle school.

According to research from the MMGW theory, all the training must start at an early age. Time is of essence when only an estimated 60% Gary, Indiana students are not completing high school, even lower for African-American male students, 30% - even lower for the Indiana community college (3%). Completing a “high quality” educational program that includes STEM subjects is more important than ever. Students from the Northwest Indiana area cannot be expected to exceed in rigorous high school studies if they do not receive adequate education preparation before entering the 9th grade. Many students entering the 9th grade are not ready for the demanding course work required of high school students. We have to align a transitional curriculum from middle to high school. That is why we were eager to partner with pre-collegiate engineering programs like PUC that will provide direct STEM training at a level that the middle schools will understand and help them to transition to high school STEM subjects. The MMGW model focuses on the concept that middle school is the most important time for students to learn. If children are not given a good middle school foundation, it is more likely they will be unprepared for high school and their college education.

Based on MMGW areas of emphasis for a STEM school should include:

- Teaching literacy and numeracy skills in every academic subject, helping students use what they learn to solve authentic problems and connect their learning to everyday life and future careers
- Daily reading of library hard books
- Rigorous courses for all students. Even students with skills behind many of their peers tend to succeed when they are given challenging work – and the additional help and support to handle it
- Outstanding school leaders, including the leadership team, counselors and academic teacher, who understand how to improve student achievement, the learning environment, and can help students plan their paths to success in high school and beyond
- Problem solvers – able to define questions and problems, design investigations to gather data, collect and organize data, draw conclusions, and then apply understandings to new and novel situations
- Innovators – creatively use science, mathematics, and technology concepts and principles by applying them to the engineering design process
- Inventors – recognize the needs of the world and creatively design, test, redesign, and then implement solutions (engineering process)
- Self-reliant – able to use initiative and self-motivation to set agendas, develop and gain self- confidence, and work within time specified time frames
- Logical thinkers – able to apply rational and logical thought processes of science, technology, engineering, and mathematics design to innovation and invention
- Technologically literate – understand and explain the nature of technology, develop the skills needed, and apply technology appropriately

Planned Curriculum

Our goal is to use a hands-on learning approach to bring the theoretical book learning to life. We want to capture and hold the student’s attention with our STEM instructional design that is infused with all subject areas. We will have three classroom laboratories: SciQ Laboratory, Einstein Inside Garden Laboratory and a Biomedical Science Laboratory. Students will be engaged in these science classrooms throughout the school year, even in the summer. As

mentioned earlier in this application, the summer curriculum consists of a Junior Pre Med Internship Program, Junior Pharmacy Technician Program, and a Junior Teacher's Preparation Program. Dual credit will start in the 8th grade. The following describes each of these elements in detail.

STEM Infused Learning (all subjects)

Research states that there are no national STEM standards. So, driven by math and science goals based on the principals of Indiana's rigorous standards, our instructional plan for STEM literacy will focus on reading, writing, mathematics, and science. The reason for this is clear. Students with good reading skills have a greater chance of success in science and mathematics. Every language arts and English class will require reading science content. We hope to advance inquiry-based science instruction with science technologies that moves from teacher directed to student centered learning. The focus will be on questioning, critical thinking and problem solving. We will use differentiated instruction to support and enhance students' reading levels. Through this approach we will enable students to acquire science content while reinforcing key literacy needs.

The goal is for students to be able to analyze, evaluate, and synthesize scientific data and write about their findings in ways that are correlated and aligned with the state standards. This focus will lead to higher academic abilities across other subjects and disciplines.

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

Indiana Standards (Indiana Standards emphasis)

Indiana standards certainly will correlate well with our instructional design because it is program based and requires a basic foundation of math, reading, writing, and critical thinking.

The board and applicant team members participated in several Indiana Standards training workshops for students in K-12 grades developed to provide a clear consistent understanding of what students are expected to learn at each grade level in math, English/language arts, social studies and science. One of our applicant team members is a professor at PUC and prepares teachers for common core implementation. One of these training sessions included a common core standard training on October 24, 2012 at the Hammond Center presented by the Indiana Public Charter School Association. Authors of the standards agree that foundational standards are *reading*, *writing* and *mathematics* and the common core authors describe each as follows:

Reading - standards are closely aligned with what students need to succeed in college and careers. In reading, the standards place a heavy emphasis on the ability to comprehend complex texts. We realize that the complexity of workplace materials and college textbooks has increased over the past 50 years. And in many high schools, teachers often do not require students to read or comprehend even easier texts.

Instead, the practice of many teachers is to make comprehension simpler for students by presenting material via PowerPoint or reading aloud. NiSe students will read books from the Indiana required school list. We will have books available for students through an agreement with Pearson Learning. Students will receive small tokens for each book read and complete required reading assessments.

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

Mathematics – mathematic standards are intended to represent the threshold level necessary for college and career readiness. Standard research note and research on college and career readiness suggest that much of the mathematics necessary for postsecondary success is taught in grades 6-8. This includes applying rational reasoning in solving problems; computing fluently with fractions and decimals; and solving problems involving angle measure, surface area, and volume. However, the standards also include content that students would need to know if they pursue higher-level mathematics, such as calculus, discrete mathematics, or advanced statistics.

Mathematic contents will include historical aspects of mathematics to provide meaning as to “why” mathematics is so important in life i.e. history and inventors of mathematics, Pythagorean, normal curves, algebra, trigonometry, etc. and their timelines and applications historically. We believe that if students are taught the “whys” of mathematics, they will understand how to apply and solve problems. Math is used in everyday practices. For example, the Pythagorean Theorem is the foundation for all mathematics. Students will be taught historically how every math topic branches from this theorem. All of our students starting in the 5th grade will have access to IXL and KHAN online math software to help support our math instructional design 24 hours a day. All students will be provided with 24-hour NiSe IT monitored iPads.

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

All NiSe teachers will be prepared to teach the new standards within their subject areas. Standards will only become more rigorous in the State of Indiana. It has been indicated that more statewide tests will be used by the year 2015. In the first year of operation, NiSe will be prepared with an instructional mission that will be constantly upgraded and supported by technologies and professional training to meet the needs of the state as they adapt to new standards and assessments. We will make all efforts to stay abreast of state standards and STEM technologies through continuous professional development with other STEM agencies and proven data.

To help us with our instructional design goal, we decided to supplement the curriculum with two earning modules: (a) *Project Lead the Way (PLTW)* and (b) *Purdue University Calumet (PUC) Pre-collegiate Engineering Program*.

Project Lead the Way (PLTW)

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

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

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

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

Northwest Indiana schools like the Hammond Academy of Science and technology, 21st Century Charter School, Gavit High School, Lew Wallace High School and Theo Bowman have PLTW modules. On November 27, 2012 we met with representatives of PUC and the Hammond Academy of Science and Technology and toured the newly constructed building and networked with the children in their PLTW laboratory. On December 6, 2012, we visited Lew Wallace

STEM Academy and also toured their PLTW laboratory as well. The board attended a STEM Education Forum for K-12 teachers sponsored on February 23, 2013 at the University of Notre Dame. We also attended a conference on April 13, 2013 at Indiana University Northwest geared toward high school students with aspirations of becoming a doctor. We toured the campus facility, received information about how to increase the chances of being accepted into medical school and networked with pre-med students.

We will continue to visit other STEM education programs (e.g. Northeastern University Center for STEM Education, Metro West Employment Board: Lift Program, and STEAM, etc.) to build relationships with other Indiana STEM educators and policy advocates workshops and conferences to stay current and enhance our instructional design. Also, board members attended PUC Student Research Project Day on April 4, 2013. PUC's Engineering, Mathematics, Science, Liberal Arts, Social Sciences, Education, Management, Nursing and Technology students presented their science projects.

Drs. Edward Pierson (PUC engineering professor and state representative for PLTW) and Yeow Siow (PUC Senior Engineering faculty) both have agreed to provide us engineering professional development to help meet our charter objectives starting Fall 2015 after the charter is approved. PUC is the PLTW representative for the state of Indiana.

Purdue University Calumet Pre-Collegiate Engineering Program

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

Very few minorities have been enrolled as engineering students at Purdue, especially females in our area. One of our school goals is to expose our students to the field of engineering early so that we can be assured that learning STEM subjects will not be hard. According to MMGW, if this is done early, it actually alters the way children think about themselves and what they can achieve. At a recent Nipsco program that introduces girls to engineering, an engineering and role model stated to female students: "And who better than girls like all of you to have all those skills and be able to be really good engineers when you grow up. We are hoping to get more folks like you at our company [Nipsco] 15-20 years from now." NiSe school children will lead the way starting in 2015.

PUC's program activities have been developed by PUC specialists to emphasize student areas of interest. Their activities include laboratory and computer sessions, design competitions (fun activities that introduce engineering decision-making based on cost, environment, and reliability. Scientific basics are introduced (e.g., DC electric circuits – as illustrated on <http://openbookproject.net/electricCircuits/index.htm>, math (simultaneous), hands-on experience (electrical circuit lab), computer applications (circuit analysis using PSpice or Electronic Workbench) and plant and company visits to showcase the work of engineers and scientists. This activity is included in our budget.

Dual Credit

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

NiSe and Ivy Tech will be responsible for completion of college applications, new student testing and orientation. NiSe will become a school vendor and tuition payment will be submitted to Ivy Tech after students are enrolled. Classes will be held at Ivy Tech or NiSe. NiSe will provide transportation. As depicted in the curriculum of this proposal, starting the summer of the 8th grade, students will be enrolled in either Pre-engineering or Cad Drafting Program. If students take six credit hours each year, they will earn an Ivy Tech Community College one year technical certificate at high school graduation. This was proven by the 2013 graduating class of 21st Century Charter School.

The State of Indiana requires students to earn 40 credit hours to receive a Core 40 diploma. A minimum of seven additional credits hours can be earned and used towards a Core 40 Technical Honors diploma or Core 40, Academic Honors diploma pending students' coursework. All our students will meet or surpass the Core 40 high school credit requirements.

IIT BOEING SCHOLARS ACADEMY

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

Student Information

*Applicant name _____
First Middle Last

Preferred name, if not first name _____

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

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

*Email address: _____

*Permanent home address:

Street address _____ Street address line 2 _____

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

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

Street address _____ Street address line 2 _____

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

Good through: ____/____/____
MM DD YYYY

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

*Please check all that apply:

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

*Birthplace _____
City State/province/region Country

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

*First language _____ *Language(s) spoken at home _____
List any languages in which you are proficient. _____

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

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

Specify, if desired: _____

Family Information

Parent/Legal Guardian 1

*Name _____
Title First Last Suffix

*Relationship to you:

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

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

*Email address _____

Home address, if different from yours:

Street address _____ Street address line 2 _____

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

*Occupation _____ *Employer _____

*Highest education level completed:

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

Parent/Legal Guardian 2

Name _____
Title First Last Suffix

Relationship to you:

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

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

Email address _____

Home address, if different from yours:

Street address _____ Street address line 2 _____

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

Occupation _____ Employer _____

Highest education level completed:

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

Academic and Extracurricular Information

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

*High school name _____

*School address:

Street address _____ Street address line 2 _____

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

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

*Counselor's name _____
Title First Last Suffix

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

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

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

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

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

1. _____
2. _____
3. _____

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

Yes No I do not know

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

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

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

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

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

Comment: _____

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

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

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

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

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

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

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

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

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

*Critical Response

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

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

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

Signature _____ Date / /

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

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

for 100 Chicago-area teens per year.

Eligibility

Applicants to the IIT Boeing Scholars Academy should:

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

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

Because this is our state of emergency today:

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

NORTHWEST INDIANA

SCIENCE AND ENGINEERING

PUBLIC CHARTER SCHOOL

(NISE)

BOARD OF TRUSTEES

TRAINING HANDBOOK

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Introduction

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

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

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

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

Promoting the Mission and Vision of the School

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

Mission Statement

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

Vision Statement

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

Characteristics of an Effective Charter School Board

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

Compensation

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

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

<http://www.defensetravel.dod.mil/site/perdiemCalc.cfm>.

Board Structure and Responsibilities

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

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

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

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

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

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

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

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

Board of Trustees Members

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

Engaging in Strategic Planning

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

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

The Strategic Planning Team

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

Process of Strategic Planning

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

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

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

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

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

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

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

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

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

Code of Ethics

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

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

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

Conflict of Interest Policy

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

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

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

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

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

Board Composition

Appointed or elected board members

The Organizing Board member will review applicants for the Board.

Size of the board

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

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

Candidates for the Board

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

Board Offices

Election

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

Terms

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

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

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

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

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

New Board Member Recruitment

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

Term Limits

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

Vacancies

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

Governance Structure/Model

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

Board Committees

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

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

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

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

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

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

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

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

Board Member Training

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

The Board Orientation modules will provide training on:

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

Board Assessment

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

Holding Productive Board Meetings

Regular Board Meetings

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

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

Quorum

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

Meeting Attendance

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

Meeting Organization

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

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

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

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

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

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

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

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

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

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

Board Member Conduct

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

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

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

Developing Sound Policy

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

Types of Policies

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

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

Establishing a Policy

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

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

Planning for Emergencies

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

Providing Guidance on Legislative and Legal Issues

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

Federal Laws Governing Charter Schools

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

State Laws Governing Charter Schools

The Board should be aware of all state governing bodies.

Other Legal Agreements

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

Tracking Legislative Changes

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

Training for Excellence

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

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

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

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

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

Financial Planning/Fundraising

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

Guiding Renewal and Accreditation

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

Providing Financial Security and Oversight

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

Grants

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

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

Reviewing and Supporting the Principal

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

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

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

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

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

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

Evaluating School Leadership/Staff Performance

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

Board Member Relationships

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

Board and Staff Relationships

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

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

Board and Administrator Relationships

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

Board and Parent Relationships

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

Board and Community Relationships

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

Grievance Confidentiality

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

Grievance Resolution Process

Concerns may be raised as follows:

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

Pitfalls to Avoid

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

Micromanagement

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

Overdependence on the Administrator

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

Overextending Administrators

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

Lack of Continuity and Institutional Memory

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

Exhibit 1 – Educational Needs

This application highlights four community educational needs and we referenced them as Priority One, Priority Two, Priority Three and Priority Four.

Priority One: To increase in state math assessment scores

The Indiana Department of Education ISTEP+ Summary Results for Math alone depicts the need for a STEM school.

Sample of 2011 ISTEP+ Pass Rate for 6, 7 & 8 Grades by School Corporations for Math

| School District | 6 | 7 | 8 |
|-----------------|-------|-------|--------|
| Merrillville | 70.8% | 65.3% | 70.6% |
| Lake Station | 82.0% | 51.9% | 59.1% |
| Lake Ridge | 70.1% | 60.7% | 59.6% |
| Crown Point | 90.6% | 86.4% | 87.5% |
| East Chicago | 44.1% | 34.4% | 32.18% |
| Gary | 62.6% | 34.8% | 35.7% |

For the sample above, all municipal schools had a less that 71% math pass rates in the 8th grade with the exception of Crown Point. Lake Ridge’s rates decreased by 30.1% and 22.9% from 6th to 8th grades.

Priority Two: To increase the state science assessment pass rates

Sample of Science Total Pass Percentages for District – Grade 6

| School District | Rates |
|-----------------|-------|
| Merrillville | 51% |
| Lake Central | 72% |
| Lake Ridge | 37% |
| Crown Point | 78% |
| East Chicago | 26% |
| Lake Station | 62% |
| Gary | 30% |
| Griffith | 59% |

According to the above table, the cities of Gary, East Chicago and Lake Ridge had the lowest pass rates in science. Students enrolled in the Gary Community School District (public school), according to the data, are enrolled persistently in low achieving schools. In 2010, all four high schools did not make academic progress and were placed on probation. One school has since been taken over by the state. Recently, five schools will be closed. Students consistently fail to meet academic standards; particularly in STEM subjects.

Priority Three: To increase in state high school graduation rates

Sample of High School Graduation Rates

| High School | Rates |
|--------------|-------|
| Merrillville | 90.1% |
| Lake Station | 70.8% |
| Lake Ridge | 79.6% |
| Crown Point | 93.7% |
| East Chicago | 67.0% |
| Gary | 66.8% |

Source: Indiana Department of Education (2010)

In 2010, most municipal school corporations are reporting a graduation rate above 70%. As of 3/6/13, seven high schools in Lake County reached the state goal of 90 % – Munster, Highland, Hobart, Crown Point, Lake Central, Lowell and Hanover Central. Hebron had a high school graduation rate of 97.5%. Again, the cities of East Chicago and Gary, with Lake Station following, have the lowest graduation rates well below the other local school districts. As a matter of fact according to research, Gary high school graduation rated declined except for one school Wirt/Emerson. Students without an academic diploma are counted as high school dropouts in the secondary school data collection. Students that do graduate need at least a cumulative grade point average of 2.5 GPA for state 4-year institutions. Based on these facts and rates from the tables above, there is an academic need for a STEM high quality school. The presumption is without an academic diploma, students will not be admitted to any postsecondary institution in Indiana. Also, the city of East Chicago has the highest high school drop-out rate for migrant children, over 40%.

A new Indiana State curriculum was issued in 2011 with more rigorous standards for advanced placement classes. Students that take and pass advanced courses are more likely to be admitted into STEM fields complete their post-secondary degrees and are trained for STEM jobs.

Priority Four: To meet or exceed the Indiana state average of eligible students in the graduating class excelling in advance placement (AP) courses. In Northwest Indiana, only a small number of students in Northwest Indiana passed advanced placement classes.

Sample of High School Graduates Advanced Placement Courses in 2010 & 2011

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

Source: Indiana Department of Education

In 2010 & 2011, advanced placement succession is an indicator of college placement. Passing advanced courses makes it likely that students have mastered the Indiana standards. Indiana school data reflects that nearly half 49.6% of all high school graduates achieved a Core 40 diploma, while 32.3% received an honors diploma. The community as a whole needs an increase in Core 40, honors and advanced placement graduates trained in STEM related fields according to local industries like BP and NIPSCO (Ivy Tech Community College – Workforce Development, 2012). NiSe instructional design will be instrumental in helping children improve their quality of life and change their circumstances by acquiring gainful employment as a result of their education.

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

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

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

Standards-Driven: National Mathematics, Science and Technology Education

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

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

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

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

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

Schools Provide:

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

Contact Information:

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

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

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

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Indiana



Project Lead The Way®

Pre-Engineering Programs

Indiana Department of Education

Benefits to Students

- Exposure to vigorous pre-engineering coursework
 - Awareness of high-demand, high-wage careers
 - Relevant application of mathematical and scientific principles
 - Opportunity to solve real-world problems
 - In-depth application of knowledge
 - Exposure to latest computer software and equipment used by industry, colleges and universities
 - Hands-on activities that utilize team effort
 - Skills required for jobs and post-secondary education
 - Improved performance in academic work
 - Improved communications skills
 - Articulated credit arrangement with New Hampshire Technical Institute
- ## Benefits to Schools
- Efficiency in program planning, purchasing, training and curriculum development
 - Free, regularly updated best practices curriculum
 - Free, regularly updated resource guides for students
 - Student assessment rubrics and other materials
 - Consistent curriculum and training that help to with PLTW that supports the program's implementation and continued use
 - A plan for selecting appropriate equipment, software and materials that incorporates a highly cost-effective bidding system
 - An organizational structure that offers program support at the local, regional, state and national levels

Benefits to Business, Industry, and Colleges and Universities

- A program that addresses a national shortage of highly skilled engineers and technicians
 - A program that will enhance economic and work-force development
 - An opportunity to work with and support the local educational systems through local and regional partnership teams
 - High school graduates who are prepared for college programs in engineering and technical fields.
- ## *Training and Support for Teachers . . .
- Teacher training is a critical component of any new instructional program. Project Lead The Way® has developed an intensive, comprehensive training program for teachers. This training model consists of three parts:

*Pre-assessment . . .

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

*Summer Training Institute . . .

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

*Ongoing Training . . .

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

*Training and Support for Counselors . . .

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

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

High-Demand, High-Wage Careers . . .

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

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

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

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

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

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

Middle School Technology Program Gateway to Technology

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

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

High School Sequential Program of Study . . .

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

High School Courses

*Introduction to Engineering Design

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

*Digital Electronics

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



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OUR PROGRAMS

Pathway To Engineering | High School Engineering Program

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

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

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

Foundation Courses

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

Specialization Courses

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

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- > High School Biomedical Sciences
- > Implementing a PLTW Program

- **Civil Engineering and Architecture (CEA)**

- Students learn about various aspects of civil engineering and architecture and apply their knowledge to the design and development of residential and commercial properties and structures. In addition, students use 3D design software to design and document solutions for major course projects. Students communicate and present solutions to their peers and members of a professional community of engineers and architects. This course is designed for 11th or 12th grade students.

- **Computer Integrated Manufacturing (CIM)**

- How are things made? What processes go into creating products? Is the process for making a water bottle the same as it is for a musical instrument? How do assembly lines work? How has automation changed the face of manufacturing? While students discover the answers to these questions, they're learning about the history of manufacturing, robotics and automation, manufacturing processes, computer modeling, manufacturing equipment, and flexible manufacturing systems. This course is designed for 10th, 11th or 12th grade students.

- **Digital Electronics (DE)**

- Digital electronics is the foundation of all modern electronic devices such as mobile phones, MP3 players, laptop computers, digital cameras and high-definition televisions. Students are introduced to the process of combinational and sequential logic design, engineering standards and technical documentation. This course is designed for 10th or 11th grade students.

Capstone Course

- **Engineering Design and Development (EDD)**

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

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

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[OUR PROGRAMS](#)

Gateway To Technology | Middle School Engineering Program

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

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

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

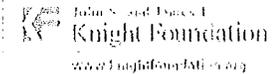
Foundation Units

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

Specialization Units

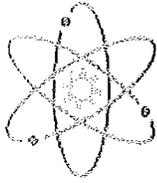
- **Energy and the Environment (EE)**
 - Students investigate the impact of energy on our lives and the environment. They design and model alternative energy sources and participate in an energy expo to demonstrate energy concepts and innovative ideas. Students evaluate ways to reduce energy consumption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

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PROJECT LEAD THE WAY

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Biomedical Sciences | High School Biomedical Sciences Program

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

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

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

Foundation Courses

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

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

- **Human Body Systems (HBS)**

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

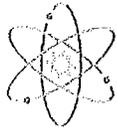
Capstone Course

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

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

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OUR PROGRAMS



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Our Programs

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

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

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

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

Benefits of the PLTW program include:

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

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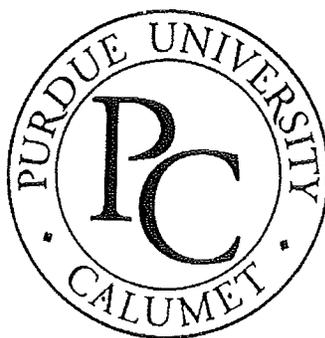
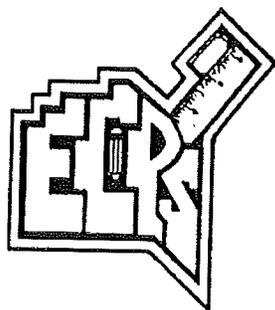
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Engineering & Science Summer Program 2002

at Purdue University Calumet Hammond, Indiana

June 19 to July 12, 2002
8:30 am to 3:30 pm

Students completing grades 7 and 8 will learn applications of math and science to problem solving in engineering and science, including laboratory and computer experiences. The program meets daily except for July 4 and July 5.



Supported by:

- * Association of Iron & Steel Engineers - Chicago Chapter
- * Bank One
- * BP Whiting Refinery
- * Citizens Savings Foundation
- * Gary Community School Corporation
- * Indiana Space Grant Consortium
- * Ispat-Inland Steel, Inc.
- * Powers and Sons Construction Company, Inc.
- * Purdue University Calumet
- * Rhodia, Inc.
- * School City of East Chicago
- * State Farm Insurance
- * Superior Engineering Corporation
- * Twin City Education Foundation

Applications due May 10, 2002

GOALS

- * Demonstrate to you that careers in science and engineering can be profitable, fun, and good for society;
- * Motivate you to continue your education and get the most from it; and
- * Provide you with training and/or guidance for future programs.

FEATURES OF THE PROGRAM

- * You learn while having fun and making new friends. Ask former participants!
- * You are exposed to new ideas – this is enrichment, not remediation.
- * Your teachers will include many practicing engineers and scientists.
- * You will receive hands-on experience with lab equipment and personal computers.
- * Your parents/guardians will attend a **required** workshop on either Wednesday, June 26 at 7:00 p.m. or Saturday, June 29 at 9:00 a.m.
- * Transportation is provided between central pick-up points in Gary and East Chicago to and from Purdue Calumet.
- * You and your parents/guardians attend a concluding banquet to celebrate excellence on Thursday, July 11.

PROGRAM STRUCTURE

- * Scientific topics are introduced.
- * You learn mathematical tools to solve appropriate scientific problems.
- * Your hands-on laboratory experience reinforces and applies the concepts.
- * You use computers with engineering/scientific software to solve problems.
- * Your tours show you engineers at work and the results of their work.

EXAMPLE: Electric circuits, as used in TVs, hi-fi, and power plants will be introduced in science; the math needed will be taught; circuits will be built and tested in the lab; and commercial software will be used on a personal computer. NIPSCO will be visited to see this material applied by engineers.

TYPICAL SCHEDULE

| | | | |
|------------|-------------------------|------------|--------------------------------|
| 8:30 a.m. | Math* | 12:40 p.m. | Hands-on laboratory session |
| 9:45 a.m. | Break | 2:00 p.m. | Hands-on computer applications |
| 10:00 a.m. | Science or engineering* | 3:10 p.m. | Daily journals |
| 11:10 a.m. | Lunch/group activity | 3:30 p.m. | Depart for home |

* Including experiments, demonstrations, and computer time.

APPLICATION AND ADMISSION REQUIREMENTS

To participate, you must submit the attached application form so that it is received at Purdue Calumet no later than **Monday, May 13, 2002**. Preliminary acceptance notices will be mailed May 17, 2002.

Approximately 40 seventh and eighth grade students will be selected based on the application, teacher and counselor references, available test scores, and grades. *There may be limited space for students in grades nine and ten if funds become available to support the second summer program.*

Final admission is contingent upon you and at least one parent/guardian attending a required orientation session at Purdue University Calumet, and payment of a \$25.00 non-refundable participation fee plus tuition (see below) after acceptance. You may attend either Saturday, June 1 at 9:00 a.m. or Wednesday, May 29 at 7:00 p.m.

Purdue Calumet is an equal access/equal opportunity university.

COST

All participants must pay the \$25.00 non-refundable participation fee due after acceptance. There is no tuition for residents of East Chicago thanks to support from the Twin City Education Foundation, and for residents of Gary* thanks to anticipated support from the City of Gary. The tuition for the program for all others is \$700, payable after acceptance. Scholarships are available based on need. To a limited extent, additional scholarships may be awarded based on ability. If applying for scholarship support, please ensure that all requested information is provided.

The cost of the program is covered in part by support from Association of Iron & Steel Engineers - Chicago Chapter; Bank One, BP Whiting Refinery; Citizens Savings Foundation; City of Gary, Gary Community School Corporation; Indiana Space Grant Consortium; Ispat-Inland Steel, Inc.; Powers and Sons Construction Company, Inc.; Purdue University Calumet; Rhodia, Inc.; School City of East Chicago; State Farm Insurance; Superior Engineering Corporation; and Twin City Education Foundation.

*If the anticipated support from the City of Gary is not received, then the cost to Gary residents will be \$700, and they will be considered for scholarship support.

LOCATION

All instruction will be at Purdue University Calumet in Hammond, Indiana utilizing engineering, science, and computer facilities. Transportation between central pick-up points in Gary and East Chicago to and from Purdue Calumet will be provided, as will transportation for the tours.

ENGINEERING AND SCIENCE SUMMER PROGRAM 2002 APPLICATION

STUDENT NAME _____
PARENT/GUARDIAN NAME(S) _____
ADDRESS _____
CITY/STATE/ZIP _____
TELEPHONE: HOME _____ WORK (PARENT/GUARDIAN) _____
AGE _____ SOCIAL SECURITY NUMBER _____
CURRENT SCHOOL _____ GRADE _____
FALL 2002 SCHOOL _____

Please attach a separate page consisting of two paragraphs -- the first telling us why you are interested in this program, and the second describing your extracurricular and community activities. These required statements are important because they tell us about you.

I understand that my school records are a necessary part of the Program's application process. I hereby authorize release of these records. Furthermore, if approved for participation, I authorize release of my school records as needed for assessment.

If admitted, I agree to comply by all rules and regulations, and to participate for the full four weeks of the Engineering and Science Summer Program 2002. Absence is allowed only for illness or by prior approval.

STUDENT'S SIGNATURE _____

Parental Consent

I hereby give permission for my child to participate (if selected) in the Engineering and Science Summer Program 2002. I understand that participation requires a \$25.00 nonrefundable participation fee plus, for those not residents of East Chicago or (anticipated) Gary, a tuition of \$700. (If the anticipated support from the City of Gary is not received, then the cost to Gary residents will be \$700, and they will be considered for scholarship support.) Scholarships are available based on need. To a limited extent, additional scholarships may be awarded based on ability. If applying for scholarship support, please ensure that all requested information is provided

I will encourage my child to participate in all activities for the full four weeks of the program (absence is allowed only for illness or by prior approval), and will attend an orientation session and a parents' workshop. I understand that the Program cannot be held responsible for all occurrences during the Program, and that I am still responsible for my child's conduct and the consequences of my child's behavior in the program. If medical attention is required for illness or injury while attending the Program, I give permission for such care at my expense.

I further authorize my child's school to release information from my child's records to the Program, both for admission purposes and, if selected, as needed for assessment.

If you wish your child to be considered for scholarship support, please attach a brief, signed paragraph stating need.

PARENT'S SIGNATURE _____

Please return by Monday, May 13, 2002 to:

Dr. Edward S. Pierson
Department of Engineering
Purdue University Calumet
Hammond, IN 46323-2094

**ENGINEERING & SCIENCE SUMMER PROGRAM 2002
RECOMMENDATION TO BE COMPLETED BY COUNSELOR**

STUDENT NAME _____
ADDRESS _____
CITY/STATE/ZIP _____

Grade point average for past academic year: _____

Class Standing: Top 10% __ Next 15% __ Next 25% __ Bottom half __

Do you recommend this student for the engineering and science summer program?
Yes _____ No _____

Note: This program contains many interesting and fun-filled activities, but it requires work and dedication by the student. Please keep this in mind in recommending a student.

Please justify your response:

Consideration for scholarship aid requires the following information:

Does the student qualify for 'free or reduced pay' lunches? _____

Please attach a copy of student's grade record, and Indiana State Test of Educational Proficiency (ISTEP) or similar test scores.

Counselor's Signature: _____

Name: _____

School: _____

Date: _____

Please return by Monday, May 13, 2002 to:

Dr. Edward S. Pierson
Department of Engineering
Purdue University Calumet
Hammond, IN 46323-2094

**ENGINEERING & SCIENCE SUMMER PROGRAM 2002
RECOMMENDATION TO BE COMPLETED BY SCIENCE TEACHER**

STUDENT NAME _____

ADDRESS _____

CITY/STATE/ZIP _____

Science grades (list for past two years): _____

Do you recommend this student for the Engineering & Science Summer Program?

Yes _____ No _____

Note: This program contains many interesting and fun-filled activities, but it requires work and dedication by the student. Please keep this in mind in recommending a student.

Please justify your response:

Should this student be considered for scholarship aid based on ability? _____

Why? _____

Teacher's Signature: _____

Name: _____

Courses taught: _____

School: _____

Date: _____

Please return by Monday, May 13, 2002 to:

Dr. Edward S. Pierson
Department of Engineering
Purdue University Calumet
Hammond, IN 46323-2094

July 1, 1996

ENGINEERING AND SCIENCE PROGRAM 1996

FIRST YEAR STUDENTS

WEEK 1

| | <u>MONDAY</u> | <u>TUESDAY</u> | <u>WEDNESDAY</u> | <u>THURSDAY</u> | <u>FRIDAY</u> |
|-------------------------------|---|---|---|---|--|
| <u>MORNING</u> Session 1 | CONST 1 Architects engineers, history, materials Roy Evans <u>P234</u> | CONST 3 build paper structures Roy <u>P234 or</u> <u>P108</u> | CONST 5 Roy <u>P234 or</u> <u>P108</u> | CONST 7/8 Paper stru Mike <u>P108</u> G2 am G1 pm | BIOLOGY1/2 K. Hedges <u>G026</u> G1 am |
| Session 2 | INTRO TO PC How to use files disks, etc Rudy <u>G237</u> | MATH PROBLEM SOLVING 1 (Work in small groups with & w/o calc.) Nancy <u>P213</u> | MATH PROBLEM SOLVING 3 using PC: Solve PC Nancy <u>M120</u> GROUP PIC | Build Elec Circuit (happy face) <u>P208</u> (VIDEO if done early G1 am | Build Elec Circuit (happy face) <u>P208</u> (VIDEO if done early G2 am |
| <u>AFTERNOON</u> Session 3 | CONST 2 Loading, steel frames, beams, foundation Roy Evans <u>P234</u> | CONST 4 build paper structures Roy <u>P234 or</u> <u>P108</u> | CONST 6 Surveying Mike <u>A181</u> | MATH REV 2 Order of operations solving & evaluating simple eqs Jim <u>P213</u> G2 pm TS 3 | BIOLOGY1/2 K. Hedges <u>G026</u> - - - - MATH REV 2 John <u>P213</u> G1 pm TS 3 |
| Session 4 | MATH REV 1 Fractions, decimals, , scient. notation (on PC) Jim <u>G237</u> | MATH PROBLEM SOLVING 2 Using PC: Solve PC <u>M120</u> Nancy | AUTOCAD 1 Intro. to CAD David McLees <u>A246</u> | AUTOCAD 2 Demos, 2-D drawings David McLees <u>A246</u> G2 pm TS 4 | AUTOCAD 2 Demos, 2-D drawings David McLees <u>A246</u> G1 pm TS 4 |

July 1, 1996

ENGINEERING AND SCIENCE PROGRAM 1996

FIRST YEAR STUDENTS

WEEK 2

| | <u>MONDAY</u> | <u>TUESDAY</u> | <u>WEDNESDAY</u> | <u>THURSDAY</u> | <u>FRIDAY</u> |
|--|---|---|--|--|---|
| MORNING Session 1 | ROCKETS Principles Heister <u>P234</u> | MA-GRAPH 2 Graphing of data & linear eqs with PC: Solve <u>P-308</u> Nancy | ROCKET DAY Launch Procedures (alt Thur) Heister <u>P234</u> | PMA 2 Seretha Howard <u>P234</u> | BIOLOGY3/4 K. Hedges <u>G026</u> G1 am G2 pm |
| Session 2 | MA-GRAPH 1 Graphing of data & linear eqs with graph paper, slopes Nancy <u>P213</u> | 3D MODELING 3D Studio, demo & practice (pt. 1) David McLees | PC-ROCKETS Trajectory simulation launch angles & wind speed (on PC) Heister GA <u>M108</u> | PROB/STAT Probabil- ity & odds Nancy <u>P213</u> | |
| AFTERNOON Session 3 | ROCKETS CONSTRUCT- ION 1/2 Heister <u>P108&112</u> | POSITIVE MENTAL ATTITUDE (PMA) 1 Seretha Howard <u>P234</u> | ROCKET LAUNCH COMPETI- Soccer Fld Measure Heights Melisa, Ray Mike, Nancy Kendred | ROCKET MA Triangl- ation for height (students calc) John <u>P213</u> | DC CIR 1/2 Power sup. & VM Ohm's law (plot) light bulb |
| Session 4 | | PROB/STAT Statistics Nancy <u>P213</u> | juice -get at gate, return to gate | 3D MODELING 3D Studio, demo & practice (pt. 2) David McLees | <u>P234/212</u> Ed (Kendred) [G2 am, G1 pm] |

July 1, 1996

ENGINEERING AND SCIENCE PROGRAM 1996

FIRST YEAR STUDENTS

WEEK 3

| | <u>MONDAY</u> | <u>TUESDAY</u> | <u>WEDNESDAY</u> | <u>THURSDAY</u> | <u>FRIDAY</u> |
|------------------|---|---|--|--|--|
| MORNING | | | | | |
| Session 1 | DC CIR 3/4 Series & parallel R color code KVL expt. <u>P234/212</u> <u>Ed (Kendred)</u> | MUSEUM OF SCIENCE & INDUSTRY (10 adults) Ray, Melisa, Mike, Nancy Kendred, | CHEM 1/2 Kathryn Hedges <u>G026</u> G1 am G2 pm | DC CIR L1 Discuss KVL & KCL, analysis of circuits Lab-comp. ckt. <u>P234/212</u> <u>Ed (Kendred)</u> | MATH FOR DC CIR 2 Cramer's Rule with <u>PC:Solve</u> Nancy <u>G237</u> |
| Session 2 | [G1 am, G2 pm] | Amoco 1, 2, 3 8 groups of 6-7, teachers | | [G1 am, G2 pm] | DC CIR PC2 More PSpice & examples, tie to DCCIR L2 Rudy <u>P-308</u> |
| AFTERNOON | | | | | |
| Session 3 | PROB/STAT APPL. Statistics on <u>PC:Solve</u> <u>G237</u> Nancy TS 4, 2 | | Healthy Eating Joanne Pluckebaum (Mati) X040 | MATH FOR DC CIR 1 Solving simultaneous eqs., Cramer's Rule (determinates) <u>John</u> TS 3, 1 <u>P213</u> | TOUR TO NIPSCO Control center & engr. labs Ray, Melisa <u>John, Kendr</u> buses leave 12:15 |
| Session 4 | DC CIR PC1 Introduce PSpice, simple examples Rudy <u>P308</u> TS 3, 1 | | [G2 am, G1 pm] | BINARY MATH 1 Binary numbers (counting, arithmetic base 2 & 10) <u>John</u> <u>P213</u> TS 4, 2 | Intro at Noon, Ed Brand Contact Pat Garrard 647-4885 |

July 1, 1996

ENGINEERING AND SCIENCE PROGRAM 1996

FIRST YEAR STUDENTS

WEEK 4

| | <u>MONDAY</u> | <u>TUESDAY</u> | <u>WEDNESDAY</u> | <u>THURSDAY</u> | <u>FRIDAY</u> |
|------------------|---|---|--|-------------------|--|
| <u>MORNING</u> | | | | | |
| Session 1 | BEAMS L1 Modulus of Elasticity incl. plot Mike <u>A150</u> G1 am G2 pm | PMA 3/4 Seretha Howard G208 | LTV VISIT G1 leave 8:40, ret 12:40 tour 9:00 12:00 followed by box lunch Ray/Ken/Mo | JULY 4 HOLIDAY | Circuit construc- tion -- Battery checker Rudy G1 am G2 pm <u>P212</u> |
| Session 2 | | <u>Video</u> ' <u>Stand &</u> <u>Deliver</u> ' G1&G2 | G2 leave 11:40, ret 3:20 tour 12:00 3:00 preceeded by box lunch Meli/Nancy | | |
| <u>AFTERNOON</u> | | | | | |
| Session 3 | CHEM 3/4 Kathryn Hedges <u>G026</u> G2 am G1 pm | PMA 5 Seretha Howard <u>P234</u> | STAT PROC CONTROL Bethlehem Kihlstrom &Trajkovsk G1 <u>P213</u> | | CHEM 5/6 Kathryn Hedges <u>G026</u> [G2 am, G1 pm] |
| Session 4 | | BINARY MATH 2 Binary coded dec, 2's comp., Boolean algebra, truth tables Jim <u>P213</u> | | | |

July 2, 1996

ENGINEERING AND SCIENCE PROGRAM 1996

SECOND YEAR STUDENTS

WEEK 1

| | <u>MONDAY</u> | <u>TUESDAY</u> | <u>WEDNESDAY</u> | <u>THURSDAY</u> | <u>FRIDAY</u> |
|-------------------------------|--|---|--|------------------------------|---|
| <u>MORNING</u> Session 1 | AIRPLANE CONTEST 1 Aerody- namics <i>Dominick Andrisani Mark Peters</i> <u>FOR WEEK</u> <u>USE P119</u> <u>AND P112</u> | | AIRPLANE CONTEST 3 Performan- ce & stability | BROOKFIELD ZOO all day | AIRPLANE CONTEST - TRIALS <u>North end</u> <u>gym until</u> <u>10, then</u> <u>K129</u> |
| Session 2 | POSITIVE MENTAL ATTITUDE (PMA) 1 <i>Seretha Howard</i> <u>P119</u> | AC VIDEO 1 History of Flight AC VIDEO 2 X-planes, aero research | AC VIDEO 3 Future Flight - Tomorrow's Airplanes Group Pictures | | |
| <u>AFTERNOON</u> Session 3 | AIRPLANE CONTEST LAB 1/2 <u>P108</u> | AIRPLANE CONTEST LAB 3/4 <u>P108</u> | AIRPLANE CONTEST LAB 5/6 <u>P108</u> | | OSCILLO- SCOPE <i>Rudy</i> <u>P208</u> |
| Session 4 | | | | | CIR MATH 1 Sine, cos, tangent Graphs with varied amp & per <i>Jim</i> <u>P119</u> |

NOTE: AERO ACTIVITIES ARE NOT SET YET, ONLY PEOPLE

July 2, 1996

ENGINEERING AND SCIENCE PROGRAM 1996

SECOND YEAR STUDENTS

WEEK 2

| | <u>MONDAY</u> | <u>TUESDAY</u> | <u>WEDNESDAY</u> | <u>THURSDAY</u> | <u>FRIDAY</u> |
|------------------|--|--|---|--|--|
| <u>MORNING</u> | | | | | |
| Session 1 | PMA 1 <u>P113</u> Sereth8:40 ECOLOGY FIELD TRIP Lect <u>P119</u> 10:00 am Bus 11:00 to West Be Young Choi T1 10: On | PMA 1 <u>P113</u> Sereth8:40 ECOLOGY FIELD TRIP Lect <u>P119</u> 10:00 am Bus 11:00 to West Be Young Choi T2 10: On | ADV CIR 2 More rev, Cap., transient concepts Don Gray <u>P119</u> [TS 1,3] | PLANETAR- IUM & AQUARIUM min 7 ad?? Tonya Nick Mike, Ed, O Amoco??? Kendred | ADV CIR 3 AC analy, phasors, power fac freq. resp Don Gray <u>P119</u> [TS 1,3] |
| Session 2 | AC CIR 1 Rev Ohm's Law, KV&CL Don Gray <u>P119</u> T2 - TS 2 AC LAB 1 DC volt, current, power Don Gray <u>P208</u> T2 - TS 1 | AC CIR 1 Rev Ohm's Law, KV&CL Don Gray <u>P119</u> T1 - TS 2 AC LAB 1 DC volt, current, power Don Gray <u>P208</u> T1 - TS 1 | AC LAB 2 RC trans & freq resp Don Gray <u>P208</u> [TS 2,4] | Rudy ~42 studnt | AC LAB 3 AC V, I, phase, power Don Gray <u>P208</u> [TS 2,4] |
| <u>AFTERNOON</u> | | | | | |
| Session 3 | CIR MATH 2 Sine, cos, tangent Graphs with varied amp & per Jim <u>P119</u> T2 - TS 3 | CIR MATH 2 Sine, cos, tangent Graphs with varied amp & per Jim <u>P119</u> T1 - TS 4 | AC <u>COMP</u> 2 (lab 2) Rudy <u>P308</u> [TS 4,1] | | PMA 2 Seretha <u>P330</u> [TS 3,2] |
| Session 4 | AC <u>COMP</u> 1 P Spice review, lab 1 Rudy <u>P308</u> T2 - TS 4 | AC <u>COMP</u> 1 P Spice review, lab 1 Rudy <u>P308</u> T1 - TS 3 | CIR MATH 3 Vectors John <u>P113</u> [TS 3,2] | | CIR MATH 4 Exponen- tials John <u>P330</u> [TS 4,1] |

July 2, 1996

ENGINEERING AND SCIENCE PROGRAM 1996

SECOND YEAR STUDENTS

WEEK 3

| | <u>MONDAY</u> | <u>TUESDAY</u> | <u>WEDNESDAY</u> | <u>THURSDAY</u> | <u>FRIDAY</u> |
|-------------------------------|--|---|--|--|--|
| <u>MORNING</u> Session 1 | ADV CIR 4 L, RL & RLC trans- ients Don Gray <u>P119</u> [TS 1,3] | ADV CIR 5 Resonance, summary Don Gray <u>P119</u> [TS 1,3] | DIODES 1 Rudy <u>P208</u> | DIODES PC Rudy <u>P308</u> | THERMO 1 Heat Sources Ed <u>P213</u> |
| Session 2 | AC LAB 4 RLC trans. Don Gray <u>P208</u> [TS 2,4] | AC LAB 5 Freq resp & reson. Don Gray <u>P208</u> [TS 2,4] | MATH Relations & Function Nancy ----- 12:10 Peters-& Mitchell | MOUSE CAR3 Tonya&Nick <u>P108</u> | MATH Functions & Prog.-- graphing calculats John <u>P119</u> |
| <u>AFTERNOON</u> Session 3 | CIR MATH 5 Complex numbers in polar form Jim <u>P119</u> [TS 3,1] | MOUSE CAR1 Tonya&Nick <u>P108</u> [TS 3,1] | MOUSE CAR2 Tonya&Nick <u>P108</u> | MATH Number theory, divisibil- ity tests Jim <u>P113</u> | MOUSE CAR4 Tonya&Nick Contest <u>P108</u> TS 1,3 |
| Session 4 | AC <u>COMP</u> 3 (lab 3) Rudy <u>P308</u> [TS 4,2] | AC <u>COMP</u> 4 (lab 4) Rudy <u>P308</u> [TS 4,2] | DIODES 2 Rudy <u>P208</u> | RECTIFIER1 Rudy <u>P119</u> | RECTIFIER2 Rudy <u>P308</u> TS 2,4 |

July 2, 1996

ENGINEERING AND SCIENCE PROGRAM 1996

SECOND YEAR STUDENTS

WEEK 4

| | <u>MONDAY</u> | <u>TUESDAY</u> | <u>WEDNESDAY</u> | <u>THURSDAY</u> | <u>FRIDAY</u> |
|-------------------------------|---|--|--|---------------------------|--|
| <u>MORNING</u> Session 1 | RECTIF PC Rudy <u>P308</u> | MATH String Art Nancy <u>P119</u> TS 1,3 | TRANS 2 Rudy <u>P113/P308</u> | JULY 4 HOLIDAY | MOTORS & GENERATORS (M&G) 1/2 Pierson Principles (Kendred) <u>P119/108</u> G1 am G2 pm |
| Session 2 | THERMO 2 Steam Cycles Ed <u>P119</u> | MATH Limits John <u>P119</u> TS 2,4 | MATH Av & Inst rates of change (Calc) John <u>P119</u> | | |
| <u>AFTERNOON</u> Session 3 | TRANS 1 Rudy <u>P113</u> | PC Trouble shooting Joe Morales, Rudy, Kendred <u>P212</u> | TRANS PC Rudy <u>P113/P308</u> | | MATH ???? <u>P119</u> TS 1,3 |
| Session 4 | MATH Mental Math- A Game Jim <u>P119</u> | G2 am, G1 pm | PMA 3 Seretha <u>P119</u> | | MATH Limits with DERIVE (on PC) Nancy <u>M121</u> TS 2,4 |

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ENGINEERING AND SCIENCE PROGRAM 1996

SECOND YEAR STUDENTS

WEEK 5

| | <u>MONDAY</u> | <u>TUESDAY</u> | <u>WEDNESDAY</u> | <u>THURSDAY</u> | <u>FRIDAY</u> |
|------------------|---|--|--|--|---|
| <u>MORNING</u> | | | | | |
| Session 1 | MICROPRO 1/2 Rudy (Virg) (Micropro- cessor applica- tions to control) <u>P308</u> | MICROPRO 3 Rudy <u>P308</u> | MICROPRO 4/5 Virgil <u>P308</u> | SCIENCE OLYMPIAD (all day) <i>Tonya, Nick</i> | VISIT TO NIPSCO MITCHELL PLANT Ed P (arr 9:00 stay 1.5) |
| Session 2 | | PMA 4 Seretha <u>P119</u> | | | (P119-talk first on what will see)??? |
| | G1 am, G2 pm | before lun discuss tr | G1 am, G2 pm | | |
| <u>AFTERNOON</u> | | | | | |
| Session 3 | M&G 3/4 Ed (Kendred, Kathryn) <u>P112</u> G2 am, G1 pm | safety- kleen TOUR Ed, both Gr G1 12 bus visit at 12:30, 1hr | Healthy Eating Joanne Pluckebaum (Mati) <u>X040</u> G1 am G2 pm | | MICROPRO 6 Virgil <u>P308</u> |
| Session 4 | | G2 1:15 bu visit at 1:45, 1hr rest of time, group activity | | | Closing, Survey <u>P119</u> |

July 2, 1996

ENGINEERING AND SCIENCE PROGRAM 1996

THIRD YEAR STUDENTS

WEEK 1

| | <u>MONDAY</u> | <u>TUESDAY</u> | <u>WEDNESDAY</u> | <u>THURSDAY</u> | <u>FRIDAY</u> |
|-------------------------------|--|--|--|--|--|
| <u>MORNING</u> Session 1 | INTRO TO WINDOWS & POWERPT <i>DeBorah Williams</i> <u>M120</u> | HOW IT WORKS 2/3 (work without Ed) on PC?- <u>use open lab or P334</u> | ELEC PROJ 4/5 <i>Rudy</i> <u>P212</u> | HOW IT WORKS PRESENTATIONS <i>Ed</i> <u>G208</u> | HEALTH EATING <i>Joanne Pluckebaum</i> <u>X 40</u> T1 am T2 pm |
| Session 2 | HOW IT WORKS 1 <i>Ed</i> <u>P334</u> | | | ELEC PROJ 6 <i>Rudy</i> <u>P212</u> | POISSON'S RATIO <i>Mike</i> <u>A150</u> T2 am T1 pm |
| <u>AFTERNOON</u> Session 3 | INTRO TO POWERPOINT <i>DeBorah Williams</i> <u>M120</u> | ELEC PROJ 2/3 <i>Rudy</i> <u>P212</u> | ELEC PROJ 4/5 <i>Rudy</i> <u>P212</u> (2-person teams meet with Ed, practice HOW pres. in <u>G208</u>) | ELEC PROJ PRESENTATIONS <i>Rudy</i> <u>G208</u> | |
| Session 4 | ELEC PROJ 1 <i>Rudy</i> <u>P334</u> | | | Bridge simulation (econ.) group lead <u>P334</u> | |

July 2, 1996

ENGINEERING AND SCIENCE PROGRAM 1996

THIRD YEAR STUDENTS

WEEK 2

| | <u>MONDAY</u> | <u>TUESDAY</u> | <u>WEDNESDAY</u> | <u>THURSDAY</u> | <u>FRIDAY</u> |
|------------------|-------------------------------|-------------------------------|------------------------------------|-------------------------------|-------------------------------|
| <u>MORNING</u> | INTERNET | INTERNET | INTERNET | INTERNET | INTERNET |
| Session 1 | <i>Dominick Andrisani</i> | <i>Dominick Andrisani</i> | <i>Dominick Andrisani</i> | <i>Dominick Andrisani</i> | <i>Dominick Andrisani</i> |
| | <u>M120</u> | <u>M120</u> | <u>M120</u> | <u>M120</u> | <u>M120</u> |
| | | | Tour to see Lan - Joe Morale | | |
| Session 2 | | | | | |
| | _____ | | | | |
| | _____ | | | | |
| <u>AFTERNOON</u> | | | | | |
| Session 3 | | | | | |
| | _____ | | | | |
| Session 4 | | | | | |
| | | ===== | | | |
| | _____ | | | | |

July 2, 1996

ENGINEERING AND SCIENCE PROGRAM 1996

THIRD YEAR STUDENTS

WEEK 3

| | <u>MONDAY</u> | <u>TUESDAY</u> | <u>WEDNESDAY</u> | <u>THURSDAY</u> | <u>FRIDAY</u> |
|-------------------------------|--|---|--|--|--|
| <u>MORNING</u> Session 1 | BASIC FOR GAMES 1/4 Dan Ruiz/ <u>M120</u> | BASIC FOR GAMES 5/8 Dan Ruiz <u>M120</u> | BASIC FOR GAMES 9/12 Dan Ruiz <u>M120</u> | REFINERY PROCESSES at Amoco Cindy Mathews [no bus at Amoco] contact is Natasha Poseyx5043 | BASIC FOR GAMES 13/6 Dan Ruiz <u>M120</u> |
| Session 2 | | | INTERNET DEMO-TO 2nd-YEAR G208 Tenya | DRESS: long pants long-sleev shirts, no open- toe shoes BUS to 129 & Indianap sign in at RSB Bldg- (northern of 2 paral glass bld) | |
| <u>AFTERNOON</u> Session 3 | | | | | |
| Session 4 | | | | | |

July 2, 1996

ENGINEERING AND SCIENCE PROGRAM 1996

THIRD YEAR STUDENTS

WEEK 4

| | <u>MONDAY</u> | <u>TUESDAY</u> | <u>WEDNESDAY</u> | <u>THURSDAY</u> | <u>FRIDAY</u> |
|------------------|---|---|--|-------------------|--|
| <u>MORNING</u> | | | | | |
| Session 1 | INTRO TO MS EXCEL DeBorah <u>M120</u> [G1 am, G2 pm] | VISIT TO WMX FAC (radio) Ed, Ahui, Virgil, Harvey 8:30 disc 9:30 bus 10:30 tour 11:30 lunc local res 12:30 bus | FLUID MECH 1/2 Mike Dale <u>A140</u> G1 am G2 pm | JULY 4 HOLIDAY | PMA 3 Seretha TS 1 all NW Indiana Water Work bus 10 tour 10:30 lunch in area at 11:30 TS 2 all |
| Session 2 | | | | | |
| <u>AFTERNOON</u> | | | | | |
| Session 3 | PMA 1/2 Seretha <u>P334</u> G2 am | 2 1-hr ses Team acti- vity with Ahui EXCEL APPL. with Virgil (3 for G1, 1 for G2) | EXCEL APPL 2/3 Virgil <u>M120</u> G1 pm | | EXCEL APPL. 4 Virgil <u>M120</u> |
| Session 4 | EXCEL APPL. 1/2 Virgil <u>M120</u> G1 pm | <u>M120</u> | PMA 1/2 Seretha <u>P334</u> G2 am | | Free time/ Internet open lab |

July 2, 1996

ENGINEERING AND SCIENCE PROGRAM 1996

THIRD YEAR STUDENTS

WEEK 5

| | <u>MONDAY</u> | <u>TUESDAY</u> | <u>WEDNESDAY</u> | <u>THURSDAY</u> | <u>FRIDAY</u> |
|------------------|---------------------------|--------------------------|------------------|-----------------|---------------|
| <u>MORNING</u> | FLUID MECH 3/4 Mike | MSI | | | |
| Session 1 | Dale <u>A140</u> | | | | |
| Session 2 | G2 am G1 pm | | | | |
| <u>AFTERNOON</u> | PMA 4 | | | | |
| Session 3 | Seretha <u>P334</u> | | | | |
| Session 4 | TS 2L,3 | leave 2:00 | | | |
| EXCEL APPL. 5 | Virgil <u>M120</u> | | | | |
| TS 1,4 | | CONCLUDING ACTIVITIES | | | |



Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Assessment and Accountability Transition 2014-15

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

School Year 2013-14

School Year 2014-15

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



Indiana Department of Education

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

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

Exhibit 8 – NiSe Labs

SciQ Outdoor Laboratory

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

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

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

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

Einstein Organic Garden Laboratory

This laboratory classroom will be an actual inside garden managed by our NiSe Health and Wellness instructor. This classroom will play a major role in our curriculum, especially the Health & Wellness class initiatives. Many of our academic activities will be integrated with the inside garden.

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

overweight or obese. That is absolutely tragic (CNN, 2013).

A Health & Wellness component will be infused into our curriculum from 5-12 grades and will be included in aspects of teaching and student experimentation. For example, annual class projects will include student assigned tasks in our indoor garden where students will learn the key elements in soil that nourishes plants like nitrogen, phosphorus and potassium and be able to write and speak on what they have learned while working in the garden. Students will be taught how to seed, grow and collect vegetables. These vegetables will be used in our school's food plan. Additionally, our food service plan will include a cooked wholesome breakfast and lunch daily. How can you teach children when they are hungry? Our children will be able to eat a wholesome breakfast from 7:30-7:55 a.m. in the morning and lunch between 11- 12 noon provided by Seasons Restaurant in Merrillville, Indiana. Student lunches will meet the nutritional state requirements. All vending machine products and snacks will include fruits and low-fat menus. None of this food will have a high degree of fat and sugar. Some vegetables will come from the school garden where students, teachers and parents will have the chance to work together i.e. Family Night.

Also, students will investigate various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia and infectious diseases using the PLTW curriculum in this laboratory. This curriculum will demonstrate the factors that lead to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. These activities and projects introduce students to human physiology, medicine, and research processes. All of the aforementioned is part of PLTW Principles of the Biomedical Sciences (PBS), which students will be enrolled in the 9th and 10th grade.

This instructional design will only help students understand why it is so important to eat well, exercise and encourage them to pursue science post-secondary degrees.

Biomedical Science Laboratory

This laboratory will be a simulation of a medical center equipped with hospital furniture and donated monitoring equipment. Also this classroom will house the PLTW Biomedical Sciences (PBS) program. This program is a sequence of medical courses and activities aligned with learning standards with proven hands-on, real-world problem solving approach to learning. Students actually explore the concepts of human medicine and are introduced to topics such as physiology, genetics, microbiology and public health. Through activities like dissecting a heart, students examine the process, structures and interactions of the human body – often playing the role of biomedical professionals. They also explore the prevention, diagnosis and treatment of disease, working collaboratively to investigate and design innovative solutions to the health challenges of the 21st century such as fighting cancer with nanotechnology.

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

about the world and construct explanations about how the world works, discovery can become a deeply personal and [a] lifelong passion.

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

With this learning environment, we will be able to get children to relate to the world around them and motivating them to ask questions, seek out knowledge, make inferences, and explain or debate their realisms. This learning will not just take place in a traditional class room surrounded by books; but, in a laboratory classroom.

As a result, NiSe children will have:

- Exceptional gain in new content knowledge infused with Indiana standards among all student subgroups
- In-depth learning of STEM concepts
- Critical thinking and problem solving skills
- Know how to work in teams and share responsibilities
- Overcome a fear of failure of science and mathematic
- Improved self-esteem in science learning
- Understand concepts as opposed to memorizing them
- Take risks in order to advance their scientific ideas
- Pursue a new direction; look for a “best solution”
- Learn content knowledge in a new context
- Learn to make decisions based on criteria and data
- Learn hypothesis instruction and
- Learn how to interpret basic statistical results
- Learn how to develop innovation skills
- Learn how to think in unconstrained ways or “out of the box”

If children acquire this foundational and basic learning early in middle school, they will be prepared for not only STEM subjects, but ISTEP, ECA, and Advance Placement courses as well.

NiSe will start in the 5th grade beginning with an educational framework that will be individualized and differentiated for each child. Each child will prepare a science project centered on problem solving. Upon passing the 5th and 6th grades, students will continue the STEM curriculum incorporating upper level training. Upon successful completion of the 5th grade, students will be placed in STEM (PLTW) tracks. In the 8th grade students will start taking dual credit classes at a local college or university where they will receive college, transferable credits. The goals here is for students to complete the Core 40 dual credit courses and most importantly, eliminate college remedial credits and transitioning directly into post- secondary programs centered on medicine, computer science, education, engineering, mathematics, etc. The College Board reported that even among college-bound seniors, only 43% met college-ready standards, meaning that more college students need to take remedial courses using up their financial aid as stated earlier.

If a child enrolls in NiSe by the 8th grade chances are that student will be prepared for taking college classes after completing the 10th grade because most college assessments (Accuplacer Assessment) are based on 10th grade skills.

All classes will have Smart Labs where the classroom furniture, technology, curriculum and assessment tools work together to engage the students on assignments. In a Smart Lab, students will use technology to help design projects, test their ideas, create ePortfolios and give presentations on what they have learned. Smart Labs also come with integrated project based curriculum that is aligned with national and common core standards (See Exhibit 3).

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

“Where students matter”

Letter from the Principal

August 2016

Dear Students and Parents:

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

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

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

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

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

Sincerely,

Principal

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Section 1 - School Overview

Diversity Statement

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

Mission Statement

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

Vision Statement

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

Goal

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

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

Leadership

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

Board of Trustees Members

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

NiSe Leadership

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

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

Location

Northwest Indiana Science and Engineering (NiSe) Charter School

8380 Louisiana

Merrillville, IN 46410

Office: (219) 302-8228

Email: info@nisestemacademy.com

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

Hours of Operation

Regular Schedule

August to June
Monday – Friday
8:00am – 4:00pm

Summer Schedule

June and July
Monday – Thursday
7:30am – 11:55am

School Calendar 2016-2017

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

Days of school

204

Length of school day

8:00am – 4:00pm

Breakfast

7:30am – 7:55am

Lunch

11:00am – 12:00pm (grades 5-8)

11:30 – 12:30pm (grades 9-12)

Summer School

June of each year

Report Card pick up

December and June

Description weekly / Daily schedule (required classes)

5 – 8

9 - 12

Language /Arts

English

Reading

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

Math

Science

Science

Experiential Learning (PLTW)

Social Studies

Social Studies/History

Physical Education

Computer Tech

Experiential Learning (PLTW)

Computer Tech

Foreign Language

Electives

Weekly

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

STEM block consist of Science, Technology, Engineering and Math

Section 2 – Office Information

Office Information

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

Hall Passes

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

Lockers

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

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

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

Visitors

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

Work Permits

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

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

Insurance

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

Health/Illness/Injury

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

School Closing/Emergencies

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

Section 3 – General Information

School Lunch Policy

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

Students in Building After School

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

Telephone Calls and Messages to Students

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

Parent Involvement and Communications

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

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

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

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

Health and Safety

Prescribed Medication

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

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

Non-prescription medications

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

Accidents

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

Visitor Identification

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

Fire Drills/Evacuations

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

Student Arrival and Departure

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

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

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

Solicitation

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

Money and Other Valuable Property

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

Candy, Gum, and Toys

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

Use of Cell Phones

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

Section 4 - Curriculum and Instructional Methods

Education Program - Program Overview

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

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

The context of NiSe curriculum is to:

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

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

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

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

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

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

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

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

Basic Learning Environment

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

Planned Curriculum

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

The graduation requirements of NiSe are as follows:

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

Course Requirements

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

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

Class Changes

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

Failure Reports

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

Honor Roll

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

Semester Exams

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

Transfer

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

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

Progress Reports and Report Cards

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

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

Textbooks and Supplies

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

Section 5 – School Policies

Admission / Re-admission Policy

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

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

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

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

Application Period – Jan - April, 2016

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

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

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

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

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

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

Enrollment

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

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

Waiting List

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

Re-admission

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

Homework Policy

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

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

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

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

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

Extra-curricular Activities

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

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

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

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

Field Trip Policy

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

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

Uniform Dress Code Policy

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

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

GIRLS: Navy and Khaki

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

BOYS: Navy and Khaki

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

GYM Uniform for Boys and Girls

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

Restrictions

Students may not wear the following in school:

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

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

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

Attendance Policy

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

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

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

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

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

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

Absence Policy

The School Counselor will monitor and enforce the Absence Policy.

Excused Absences

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

Unexcused with Authorized Make-up

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

Unexcused with No Make-up

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

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

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

Tardy Policy

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

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

Continuous infractions of this policy may result in expulsion

Truancy Policy

The School Counselor will monitor and enforce the Truancy Policy.

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

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

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

Graduation Policy

The Principal will monitor and enforce the Graduation Policy.

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

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

Should a student does not meet the above requirements:

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

Promotion Policy

The Principal will monitor and enforce the Promotion Policy.

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

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

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

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

Student classification is the final decision of the Principal.

Withdrawal Policy

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

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

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

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

Suspension and Expulsion Policy

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

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

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

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

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

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

Procedural Guidelines for Students with Disabilities

The Principal will monitor and enforce the Procedural Guidelines for Students with Disabilities.

NiSe's staff may suspend students with disabilities and cease educational services for up to ten consecutive or ten cumulative school days in one school year without providing special education procedural safeguards. When school staff anticipates a recommendation to an alternative school, a referral for expulsion, or anticipates that suspensions may exceed ten cumulative school days, the following apply:

1. NiSe staff must provide written notice to their parent or guardian that a disciplinary action is being considered and the date of an Individualized Education Program (IEP) meeting, which must be held within ten days of the date of this misconduct.
2. The IEP team must:

- a. Determine whether the misconduct is related to the student's disability by reviewing evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP and placement. The behavior is not a manifestation of a student's disability if:
 - i. The student was given appropriate special education supplementary aides and intervention strategies, and
 - ii. The disability does not impair the ability to control behavior
- b. Review and revise, if necessary, the behavior intervention plan or, as necessary, develop a functional behavior assessment and intervention plan to address the misconduct
- c. Include in the IEP those services and modifications that will enable the student to continue to participate in the general curriculum and address the behavior so that it will not recur
- d. Determine the appropriateness of an interim educational setting

If the student's behavior is not a manifestation of the disability, school staff may apply the NiSe Discipline Code, taking into consideration the student's special education and disciplinary records. In no event, however, may the student be suspended for more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services.

If the student's behavior is a manifestation of the disability, the student's placement may be changed to an appropriate interim educational setting for 45 days if the student carried a weapon to school or a school function, knowingly possessed or used illegal drugs, sold or solicited the sale of a controlled substance while at school or at a school function, or is substantially likely to cause injury to himself/herself or others.

Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative education setting.

New federal regulations offer some flexibility in suspending students with disabilities in excess of ten school days in the school year in certain circumstances. In order to determine whether the circumstances permit a suspension in excess of ten days per school year, consultation by NiSe staff is absolutely necessary. Without such consultation and approval from the Board the current procedures limiting suspension from disabled students to ten school days in a school year will continue to apply.

Section 6 - Code of Conduct Policy

The Principal will monitor and enforce the Code of Conduct Policy.

Below is a list of behaviors and offenses that would warrant appropriate disciplinary action, in alphabetical order, including suspension and expulsion:

- Absenteeism (including cutting class), unexcused or excessive
- Aggressive behaviors, including but not limited to hitting, pushing, shoving
- Assault or attempted assault
- Cheating and/or plagiarism
- Dangerous articles
- Defacing or destruction of school property (includes writing on walls, etc.)
- Detention, failure to report to
- Detention, refusal of
- Disobedience to teacher or other staff member
- Disrespectful behavior toward teacher or other staff member
- Disruption of class, study or instruction
- Dress Code violations
- Failure to report to office as directed
- Fighting
- Forgery of notes or passes, etc.
- Leaving class without teacher's permission
- Leaving school grounds without proper authorization
- Loitering on school property, including halls and classrooms
- Lying /falsehood
- Misuse of school property or property of others
- Misuse of electronic communication devices
- Obscene and/or profane language or gestures, use of
- Obscene and/or profane writing, pictures, or articles, or possession of
- Refusal to follow directions of teacher or other staff member
- Removal of food from cafeteria
- Rude behavior to others
- Sexual harassment
- Sleeping in class
- Tardiness, unexcused or excessive
- Theft or attempted theft
- Threatening bodily harm or property damage
- Threatening language or gestures, use of
- Truancy from school
- Violence, acts of
- Any violation of this code, policies of the Board of Trustees, or local, state or federal law
- Any other conduct considered by the Principal to be disruptive, disrespectful or disobedient

The following five situations will result in immediate discipline referral to the office (including but not limited to):

- Fighting
- Abusive language directed toward a teacher or another student
- Student actions that disrupt the class to the extent that a teacher's authority is being challenged
- Student actions that present a danger to the safety and well-being of themselves or others
- Other criminal acts in violation of local, state, or federal laws

Policy Statement

NiSe is responsible for establishing and carrying out policies under which their schools operate. To promote desirable student conduct and behavior, the following discipline policy will be enforced. The discipline code recognizes that NiSe is responsible for ensuring that the school environment is safe for all students. Furthermore, NiSe expects all students enrolled to accept full responsibility for their actions and behavior.

The use of corporal punishment in any form is strictly prohibited by NiSe. No student will be subject to the infliction of corporal punishment by any teacher other student, administrator or other personnel.

Disciplinary Removal from Classroom

It is the policy of NiSe to maintain classrooms in which student behavior does not interfere with the ability of the teacher to teach effectively or the ability of other students to participate in classroom learning activities.

Students shall be expected to abide by the code of conduct adopted by NiSe and any other appropriate classroom rules of behavior established by the Principal and/or classroom teacher for the purpose of maintaining order and a favorable academic atmosphere. Any student who violates the code of conduct or other classroom rules may be subject to removal from class and/or disciplinary action.

Student removal from class is a serious measure and should not be imposed in an arbitrary, casual, or inconsistent manner. Behavioral expectations are always more constructive and more likely to be followed when they are communicated as clearly as possible to students. However, it is neither possible nor necessary to specify every type of improper or inappropriate behavior, or every circumstance that would justify removal from class under this policy. Teachers are expected to exercise their best professional judgment in deciding whether it is appropriate to remove a student from class in any particular circumstance. All instances of formal removal from class shall be documented.

A teacher is authorized to immediately remove a student from the teacher's classroom if the student's behavior;

1. Violates the code of conduct adopted by NiSe
2. Is dangerous, unruly, or disruptive
3. Seriously interferes with the ability of the teacher to teach the class or other students to learn

A student with a disability may be removed from class and placed in an alternative educational setting only to extent authorized by state and federal laws and regulations.

Discipline Policy

NiSe expects all students to conduct themselves in a socially responsible manner. Disciplinary measures used to maintain a safe and orderly school environment which promotes NiSe's philosophy of providing a college preparatory education for all students.

The NiSe Discipline Policy applies to all the actions of students during school hours, before after school, while on school property, at all NiSe sponsored events, and when the actions affect the mission of NiSe. Students may also be subject to discipline for serious acts of misconduct, which occur either off-campus or during non-school hours when the misconduct disrupts the orderly education process at NiSe.

Each discipline case will carry its own merit and will be adjudicated according to the facts accompanying the case. NiSe staff shall consider all mitigating circumstance prior to disciplinary action. Mitigating circumstances shall include, but are not limited to, the following:

- Age, health, maturity, academic placement
- Prior conduct
- Attitude of a student
- Willingness to make restitution
- Seriousness of offense
- Willingness to enroll in a student assistance program

In some cases the school's administrative personnel may deem public service a necessary component of the disciplinary action. Public service may include, but is not limited to: repairing or cleaning property damaged as a result of the offense(s); participating in landscaping, gardening and/or other projects aimed at beautifying school property or the community; and/or providing services that improve the quality of life for community members.

Each category of offense listed below has a minimum and maximum disciplinary action associated with it. After considering the actual disciplinary action within the minimum/maximum range to which the student shall be subjected.

Category 1

These acts of misconduct include, but are not limited to, the following:

- Running and/or making excessive noise in the hall or school building or premises
- Violating the dress code
- Persistent tardiness to school or class

Students who commit any of these acts are subject to teacher-student conferences as a result of a first offense and may, as a result of repeated violations and depending on the circumstances, be subject to the maximum penalty of a one-day, in-school suspension. As a supplement and/or alternative to suspension, school staff may require students to complete between 1 and 8 hours of public service as commensurate with the seriousness of offense(s).

Category 2

These acts of misconduct include, but are not limited to, the following student behaviors that disrupt the educational process at NiSe.

- Excessive truancy (absence without just cause)
- Use of profane, vulgar or obscene words, gestures or other actions which disrupt the school environment.
- Insubordination (refusal to follow orders, directions or stated school rules)
- Participation in acts designed to disrupt classroom or school activities
- Repeated failure to follow state school rules and procedures
- Smoking on school property
- Acts that obstruct or interrupt the instructional process in the classroom
- Repeated refusal to participate in classroom activities or complete academic assignments
- Fighting or threatening any student or staff member
- Carrying of cell phones, pages or other electronic devices
- Leaving the classroom without permission

Students who commit any of these acts are subject to one after school or Saturday in-school detention and teacher-student conference as a result of a first offense and may, as a result of repeated violations and depending on the circumstances, be subject to the maximum penalty of a five-day out-of-school suspension and teacher-parent conference. The degree of the suspension whether in-school or external, as well as length of suspension, shall be determined by NiSe's staff and/or Board. As a supplement and/or alternative to suspension, school staff may require students to complete between 3 and 12 hours of public service as commensurate with the seriousness of offense(s).

Category 3

These acts misconduct those student behaviors that very seriously disrupt the orderly educational process in the classroom, in the school, and/or on the school grounds. These acts of misconduct include, but are not limited to, the following:

- Assault on a student or any school employee (assault is interpreted as an attempt to do bodily harm to a student or to any staff member)
- Persistent refusal to follow stated school rules and procedures
- Arson
- Destruction of property
- Creating a false fire alarm
- Repeated Category 1 and Category 2 offenses
- Possession of weapons
- Any act that endangers the safety of the other students, teachers or any school employee
- Theft
- Trespassing
- Involvement in gang activity
- Sex violations
- Use, possession, sale, or delivery of alcohol, illegal drugs, narcotics, controlled substances, contraband or look alike contraband/drugs

Students who commit any of these acts are subject to a maximum ten-day, out-of-school suspension and teacher-parent conference and may, depending on the circumstances, be subject to the maximum penalty of expulsion. As a supplement and/or alternative to suspension or expulsion, school staff may require students to complete between 6 and 30 hours of public service as commensurate with the seriousness of offense(s).

In School Disciplinary Actions

Disruptive student behavior is subject to disciplinary actions by the teacher or the administration. Action taken by teachers toward students who are disruptive may include but is not limited to:

- Time out in the classroom or other secure, supervised area
- A conference with the student
- A reprimand
- Detention
- A conference with the parent/guardian

A discipline referral will be sent to the administration office when the teacher feels that the student's improper behavior cannot be corrected through the teacher's classroom management practices. After consultation with the student and the teacher (if needed), the administrator will determine the course of action required to provide a safe, secure school environment. Action taken by an administrator toward students who are disruptive may include but is not limited to:

- A conference with the student and/or parent/guardian
- A reprimand
- Entering into a behavioral contract between student, parent, and administrator
- In-school suspension (ISS: up to three days)
- Out-of-school suspension (OSS: up to ten days)
- Recommendation for long-term suspension (more than 10 days)
- Recommendation for expulsion

For a student who has been suspended for three or more days, the school requires the parent to meet with the administration, teacher, parent, and student to develop a corrective action plan for re-admission.

Out-of-School Suspensions are Classified as:

- Short-term: student may be suspended up to 10 days
- Long-term: student can be suspended for more than 10 days
- Expulsion: student can be expelled based on appropriate recommendations
 - Expulsion hearing with the NiSe Leadership Group will be scheduled for appeal process
- Expulsion excludes the student from regular school attendance until re-admitted by the school

Secret Society/Gang Activity

The school administrative and the Board desires to keep the school and students free from the threats of harmful influence of any groups of gangs which advocate drug use, violence, or disruptive behavior. The Principal or designee shall maintain continual, visible supervision of

school premises, school vehicles, and school-related activities to deter gang intimidation of students and confrontations between members of different gangs.

Gang Symbols

NiSe prohibits the presence on school premises, in school vehicles, and at school-related activities of any apparel, jewelry, accessory, notebook, or manner of grooming which, by virtue of its color, arrangement, trademark, or any other attribute, denotes memberships in gangs which advocate drug use, violence, or disruptive behavior. This policy shall be applied at the principal's discretion after consultation with the school board as the need for it arises.

Vandalism

In cases where students willfully destroy school property, it shall be the responsibility of the parent and student to pay for the damages. The school shall either contract for repairs and bill the parents for the amount of the repairs, or repairs shall be made by school staff with a record of time and materials used and parents billed accordingly. When an item must be replaced, the school shall secure the item and bill the parents for the cost. Payments shall be made to NiSe. A receipt shall be issued at the time payment is received in the Administration Office.

Students who willfully or maliciously destroy school property through vandalism or arson or who create a hazard to the safety of other people on school property may be referred to law enforcement authorities. Vandalism includes the knowing and unauthorized use, alteration, damage, or destruction of any computer, computer system, software, program, or computerized data. Students who are caught vandalizing school property may be suspended and/or expelled.

Violent and Aggressive Behavior

NiSe recognizes there are certain behaviors that, if tolerated, would quickly destroy the type of learning environment to which the students and staff of the school are entitled. These behaviors, categorized as violent or aggressive, will not be tolerated and shall in immediate action taken by the school administration.

Students exhibiting violent or aggressive behavior or warning signs of future violent or aggressive behavior shall receive appropriate attention before a crisis occurs and shall be subject to disciplinary action when appropriate

Students shall be taught to recognize the warning signs of violent and aggressive behavior and shall report questionable behavior or potentially violent situations to appropriate school officials. All reports shall be taken seriously.

Acts of violence and aggression shall be well documented and communicated by the staff to the administration when appropriate. The immediate involvement of the parents/guardians is also essential. Law enforcement officials shall be involved if there is any violation of law. An act of violence and aggression is any expression, direct or indirect, verbal or behavioral, of intent to inflict harm, injury, or damage to persons or property. A threat of violence and aggression carries with it implied notions of risk of violence and probability of harm or injury.

The following behaviors are defined as violent and aggressive:

- Possession, threat with, or use of weapon on or towards another person
- Physical assault, the act of striking or touching a person or a person's property with a part of the body or with any object with the intent of causing hurt or harm
- Verbal abuse includes, but is not limited to, swearing, screaming, obscene gesture, or threats directed orally (including by telephone) or in writing at an individual, his or her family, or a group
- Intimidation an act intended to frighten or coerce someone into submission or obedience.
- Extortion: the use of verbal or physical coercion in order to obtain financial or material gains from others
- Bulling, the use of physical coercion to obtain control over others or to be habitually cruel to others
- Gang activity, as described in this handbooks section on secret societies/gang activity
- Sexual harassment, against students or staff
- Stalking is the persistent following, contacting, watching, or any other such threatening actions that compromise the peace of mind or the personal safety of an individual
- Defiance, is a serious act or instance of defying or opposing legitimate authority
- Discriminatory or racial slurs are insulting, disparaging, or derogatory comments made directly or by innuendo regarding a person's race, sex, sexual orientation, religion, national or ethnic background, or handicap
- Vandalism is damaging or defacing property owned by or in the rightful possession of others
- Terrorism is a threat to commit violence communicated with the intent to terrorize or with reckless disregard for the risk of creating such terror. Also, a threat causing serious public inconvenience, such as the evacuation of a building regardless of the perceived or actual ability of the person(s) issuing the threat to commit the act

Bullying Prevention and Behavior

The purpose of this policy is to create a climate in which all types of bullying are regarded as unacceptable.

Bullying is defined as any written or verbal expression, physical act or gesture, or a pattern thereof that is intended to cause distress upon one or more students in the school environment. For purposes of this policy, the school environment includes buildings, grounds, vehicles, bus stops, and all school-sponsored activities and events.

A student who engages in any act of bullying is subject to appropriate disciplinary action including suspension, expulsion, and/or referral to law enforcement authorities. The severity and pattern, if any, of the bullying behavior shall be taken into consideration when disciplinary decisions are made. The administration and staff address bullying at all school levels.

Policy Against Cyber-Bullying

- Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself. By cyber-bullying, we mean bullying by electronic media:
- Bullying by texts or messages or calls on mobile phones

- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in chat rooms, to include Facebook, Youtube and Ratelyteacher

Weapons in School or on School Grounds

The possession and/or use of a weapon by students is unacceptable within the school.

Student Searches

To ensure the safety of all students, it may be necessary for NiSe personnel to search the person and/or the personal property of the student and to seize any property deemed injurious or detrimental to the safety and welfare of students and staff. Searches may be conducted by a school official who has reasonable grounds for suspecting that a search will turn up evidence that the student has violated either the law or school policy. When reasonable grounds for a search exist, school personnel may search a student and/or the student's property while on school premises or during a school activity under the circumstances outlined in this policy and may seize any illegal, unauthorized, or contraband materials.

Search of School Property

School lockers, desks, and other storage areas are school property and remain at all times under the control of the school. School property provided for the use of students is subject to inspection, clean-outs, access for maintenance, and search pursuant to this policy. Students shall assume full responsibility for the security of their lockers and/or other storage areas in the manner approved by the administration. Students shall be responsible for whatever is contained in desks and lockers assigned to them by the school. The principal or designee may search a desk, locker, or any other storage areas and its contents when there are reasonable grounds for a search. Whenever possible, another person shall be available to witness the search.

Seizure of Items

Anything found in the course of a search conducted by school officials which is evidence of a violation of law or school policy or school rules or which by its presence presents an immediate danger of physical harm may be:

1. Seized and offered as evidence in any suspension or expulsion proceeding if it is tagged for identification at the time it is seized
 - a. Such material shall be kept in a secure place by the Principal until it is presented at the hearing
2. Returned to the student or the parent/guardian
3. Turned over to any law enforcement officer in accordance with this policy

Discipline of Special Education Students

Students with disabilities are neither immune from a school's disciplinary process nor entitled to participate in programs when their behavior impairs the education of other students. Students with disabilities who engage in disruptive activities and/or actions dangerous to themselves or

others will be disciplined in accordance with their IEP, any behavioral intervention plan, and this policy.

When a disciplinary change in placement is being considered related to a disabled student's behavior, the IEP team, Counselor, and Principal shall review the relationship between the student's disability and the behavior. Such a review must take place immediately, if possible, but not later than 10 business days from the date of the decision to take disciplinary action.

Distribution of Conduct and Discipline Policy

The Principal shall arrange to have the conduct and discipline code distributed once to each student in elementary, and middle, and high school each academic year. Copies shall be posted clearly in the school. In addition, any significant change in the code shall be distributed to each student and posted.

GUIDANCE FOR SPECIAL EDUCATION LOCAL PROCEDURES

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

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

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

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| 8, 7-40-4 | Special Education and Related Services | <p>consent. At any time after the parent gives consent for the initiation of special education and related services the parent may revoke that consent as stipulated at 511 IAC 7-42-15(a).</p> <ul style="list-style-type: none"> ▪ Schools are required to provide written notice 10 instructional days after receiving the parent's written revocation. Schools may ask the parent why the parent is revoking consent, but the school may not require the parent to provide an explanation as a condition of termination the provisions of special education. |
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SPECIAL EDUCATION TRAINING REQUIREMENT

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

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Confidentiality / Educational Records

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| 511 IAC 7-38-3(a)(1)(B) | Training for Personnel Using or Collecting Personally Identifiable Information | <ul style="list-style-type: none"> ▪ A school shall provide training or instruction for all persons collecting or using personally identifiable information regarding the following: 1) the student and parent procedural safeguards with respect to he provision of a free and appropriate public education; and 2) confidentiality provision of Article 7 and the Family Educational Rights and Privacy Act. |
| <i>Educational Surrogate Parents</i> | | |
| 511 IAC 7-39-2(a)(3) | Training System for Individuals Servicing as ESPs | <ul style="list-style-type: none"> ▪ As stated above, schools shall provide a system of training individuals to serve as ESPs that includes training regarding special education laws and rules. ▪ Schools may contract with an outside organization to provide training to individuals -- this will also help provide a "pool" of qualified ESPs if needed. |
| <i>Case Conference Committee Process</i> | | |
| 511 IAC 7-42-1(b) | Training on CCC Process | <ul style="list-style-type: none"> ▪ A school must provide information and training that addresses the requirements set forth in Article 7 to ensure that school staff have the necessary knowledge regarding the following: <ol style="list-style-type: none"> 1. How to arrange and document CCC meetings; 2. How to develop an IEP, including the required components of an IEP; 3. How to serve as the public agency representative (PAR), including information about the availability of, and has the authority to commit, resources of the school. |

Guidance for Special Education Programs

A charter school must assure that:

1. FREE APPROPRIATE PUBLIC EDUCATION

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

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

2. PROCEDURAL SAFEGAURDS

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

3. EVALUATION/REEVALUATION

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

4. INDIVIDUALIZED EDUCATION PROGRAM

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

5. REQUIREMENTS THAT PROGRAMS BE IN EFFECT

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

6. LEAST RESTRICTIVE ENVIRONMENT

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

7. CONFIDENTIALITY

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

8. DUE PROCESS

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

9. EDUCATIONAL SURROGATE PARENT

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

10. STATEWIDE AND DISTRICTWIDE ASSESSMENTS

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

11. PERSONNEL STANDARDS

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

12. PROHIBITION OF MANDATORY MEDICATION

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

13. USE OF FUNDS

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

14. INFORMATION REPORTING

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

15. CLASS SIZE AND CASELOAD

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

16. PUBLIC REVIEW

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

17. HEARING PROCEDURES FOR NON-COMPLIANCE

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

18. NATIONAL INSTRUCTIONAL MATERIALS ACCESSIBILITY STANDARD -- NIMAS

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

19. NATIONAL INSTRUCTIONAL MATERIALS ACCESSIBILITY CENTER – NIMA

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

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

Response to Intervention (RtI) Program Manual

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Introduction

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

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

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

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

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

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

Components of NiSe’s Middle and Secondary RtI model

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

NiSe’s Middle grades RtI:

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

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

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

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

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

NiSe’s High School RtI

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

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

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

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

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

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

Exhibit 12 - Independent Contractor Agreement

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

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

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

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

Northwest Indiana

Science and Engineering

(NiSe)

Public Charter School

Employee Handbook

Note to All Employees:

The content of a manual does not constitute nor should it be construed as a promise of employment or as a contract between NiSe and any of its employees.

NiSe at its option, may change, delete, suspend, or discontinue parts or the policy in its entirety, at any time without prior notice.

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1 INTRODUCTION

This document has been developed by Human Resources Department in order to familiarize employees with Northwest Indiana STEM Charter School (NiSe) and provide information about working conditions, key policies, procedures, and benefits affecting employment at NiSe.

1.1 Welcome

Welcome to NiSe! We are happy to have you as a new member of our family!

The mission of:

NiSe, in collaboration with students, parents, and the community, endeavors to foster a school environment to create a challenging and supportive organization of lifelong learners. It is our mission to actively engage the students, faculty, parents and community to work together to provide an education empowering students with a science, technology, engineering and science educational foundation.

1.2 Changes in Policy

This manual supersedes all previous employee manuals and memos.

While every effort is made to keep the contents of this document current, NiSe reserves the right to modify, suspend, or terminate any of the policies, procedures, and/or benefits described in the manual with or without prior notice to employees.

2 EMPLOYEE DEFINITION AND STATUS

An “employee” of NiSe is a person who regularly works for NiSe on a wage or salary basis.

2.1 Employment Classification

Employees of NiSe are classified as either “staff” or “faculty.” This is necessary because, by law, employees in certain types of jobs are entitled to overtime pay for hours worked in excess of forty (40) hours per workweek.

In addition to the above overtime classifications, every employee is assigned an employment status classification: regular full-time, regular part-time, temporary (full-time or part-time), regular hourly, contingent hourly, etc.

2.2 Probationary Period for New Employees

NiSe monitors and evaluates every new employee's performance for three months to determine whether further employment in a specific position or with NiSe is appropriate.

3 EMPLOYMENT POLICIES

3.1 Equal Employment Opportunity

NiSe is an equal employment opportunity employer. Employment decisions are based on merit and business needs, and not on race, color, citizenship status, national origin, ancestry, gender, sexual orientation, age, weight, religion, creed, physical or mental disability, marital status, veteran status, political affiliation, or any other factor protected by law.

3.2 Affirmative Action/Diversity

NiSe is committed to affirmative actions that will build on the strengths of our current workforce and continually enhance the diversity of our organization. It is the policy of NiSe is not to discriminate against any employee or any applicant for employment because of age, race, religion, color, handicap, sex, physical condition, developmental disability, sexual orientation or national origin. This policy shall include, but not be limited to, the following: recruitment and employment, promotion, demotion, compensation, selection for training, layoff and termination. NiSe further agrees to take affirmative action to ensure equal employment opportunities.

3.3 Americans with Disabilities Act

It is the policy of NiSe to comply with all the relevant and applicable provisions of the Americans with Disabilities Act (ADA). NiSe will not discriminate against any qualified employee or job applicant with respect to any terms, privileges, or conditions of employment because of a person's physical or mental disability.

3.4 Immigration Law Compliance

All offers of employment are contingent on verification of the candidate's right to work in the United States. On the first day of work, every new employee will be asked to provide original documents verifying his or her right to work and, as

required by federal law, to sign Federal Form I-9, Employment Eligibility Verification Form.

3.5 Employee Background Check

Prior to making an offer of employment, NiSe will conduct a job-related background check. A comprehensive background check will consist of prior employment verification, professional reference checks, education confirmation, and credit check.

3.6 Criminal Records

To protect students and staff members, the NiSe requires an inquiry into the personal background of each applicant. In addition, such an inquiry must be made for board members and substitutes who may be employed by the school, including volunteers, who would have regular direct contact with the students.

All potential employees, including substitutes who will be used on a continuous basis, will be required to have a:

- local, state, and national criminal history check
- sex-offender registry check
- telephone inquiry with former employees
- explanations of any employment gaps so that the applicant does not omit any offenses which might have occurred

All volunteers, Board Members, and substitutes will be required to have a:

- local and state criminal history check
- sex-offender registry check (on-line)

The Principal may also require potential new hires (part or full-time) to provide a document verifying a disposition (information that a criminal proceeding has been concluded or indefinitely postponed) that does not appear in the criminal history check.

The Principal may deny employment to an applicant who is convicted of an offense.

Should it be necessary to employ a person or use a volunteer in order to maintain continuity of the program prior to receipt of the report, the Principal, or designee may approve such action.

The procedures shall ensure that information and records obtained from pre-employment inquiries under this policy are confidential and shall not be released except to a school employee authorized by the Principal.

3.7 Anniversary Date

The first day an employee reports to work is his or her official anniversary date. This anniversary date is used to compute employee benefits.

3.8 New Employee Orientation

The formal welcoming process, or “employee orientation,” is conducted by a Human Resources representative, and includes an overview of the company.

3.9 Personnel Records and Administration

The task of handling personnel records and related administration functions at NiSe has been assigned to the Human Resources Department. Personnel files will be kept confidential at all times and include some or all of the following documents:

- job description for the position
- job application and/or resume
- offer of employment
- IRS Form W-4 (the Employee's Withholding Allowance Certificate)
- receipt or signed acknowledgment of employee handbook
- performance evaluations
- forms relating to employee benefits
- forms providing next of kin and emergency contacts
- complaints from customers and/or coworkers
- awards or citations for excellent performance
- records of attendance or completion of training programs
- warnings and/or other disciplinary actions
- notes on attendance or tardiness
- any contract, written agreement, receipt, or acknowledgment between the employee and the employer (e.g. an employment contract)
- documents relating to the worker's departure from the company (such as reasons why the worker left or was fired, unemployment documents, insurance continuation forms, and so on)

All medical records, if any, will be kept in a separate confidential file.

3.10 Change of Personal Data

Any change in an employee's name, address, telephone number, marital status, dependents, or insurance beneficiaries, or a change in the number of tax withholding exemptions, needs to be reported in writing without delay to the Human Resources Department.

3.11 Safety

The safety and health of employees is a priority. NiSe makes every effort to comply with all federal and state workplace safety requirements. NiSe's workplace safety rules and regulations are to be followed at all times. Each employee is expected to obey safety rules and exercise caution and common sense in all work activities.

3.12 Building Security

Each and every employee must follow the building security rules and regulations. Employees are not allowed on NiSe property after hours without prior authorization from their supervisor.

3.13 Personal Property

The NiSe Facilities/Safety Office maintains a property management system that efficiently tracks lost and found property reports. Persons seeking information about lost or found property may do so by contacting the Facilities/Safety Manager. NiSe assumes no risk for any loss or damage to personal property and recommends that all employees have personal insurance policies covering the loss of personal property left at the office.

3.14 Health-related Issues

Employees who become aware of any health-related issue should notify their supervisor of health status as soon as possible.

3.15 Employee Requiring Medical Attention

Employees should report all work-related injuries and accidents immediately to their supervisor. Employee should go to Human Resources and obtain Employee Inquiry Form.

3.16 Visitors in the Workplace

For safety, insurance, and other business considerations, only authorized visitors are allowed in the workplace. When making arrangements for visitors, employees should request that visitors enter through the main reception area and sign in and sign out at the front desk.

3.17 Employment of Relatives

NiSe is pleased to consider for employment qualified applicants who are related to employees. When NiSe employs more than one member of a family, one family member may not supervise the other. If such a situation should arise and the employees are unable to develop a workable solution, management will decide which employee may be transferred.

3.18 Weather-related and Emergency-related Closings

At times, emergencies such as severe weather, fires, or power failures can disrupt company operations. In such instances, the Leadership Staff will decide on the closure and HR/Finance Manager will provide the official notification to the employees.

4 STANDARDS OF CONDUCT

4.1 General Guidelines

All employees are urged to become familiar with NiSe rules and standards of conduct and are expected to follow these rules and standards faithfully in doing their own jobs and conducting the company's business.

4.2 Attendance and Punctuality

NiSe expects employees to be ready to work at the beginning of assigned daily work hours, and to reasonably complete their projects by the end of assigned work hours.

4.3 Work Schedule

Unless otherwise specified, regular full-time employees are expected to work at least forty (40) hours per workweek.

4.4 Absence and Lateness

From time to time, it may be necessary for an employee to be late or absent from work. NiSe is aware that emergencies, illnesses, or pressing personal business that cannot be scheduled outside work hours may arise. It is the responsibility of all employees to contact all affected parties if they will be absent or late. Excessive absences or lateness may result in termination.

4.5 Unscheduled Absence

Absence from work for three (3) consecutive days without notifying management or the Human Resources Department will be considered a voluntary resignation.

4.6 Meal and Break Periods

Employees are allowed a one-hour lunch break generally between the hours of 11:00 a.m. and 2:00 p.m.

NiSe encourages employees to take a rest period and provides a paid rest period of ten minutes in the morning work period and ten minutes in the afternoon work period.

4.7 Harassment Policy

NiSe does not tolerate workplace harassment. Workplace harassment can take many forms. It may be, but is not limited to, words, signs, offensive jokes, cartoons, pictures, posters, e-mail jokes or statements, pranks, intimidation, physical assaults or contact, or violence.

4.8 Sexual Harassment Policy

NiSe does not tolerate sexual harassment. Sexual harassment may include unwelcome sexual advances, requests for sexual favors, or other unwelcome verbal or physical contact of a sexual nature when such conduct creates an offensive, hostile, and intimidating working environment and prevents an individual from effectively performing the duties of their position.

4.9 Violence in the Workplace

NiSe has adopted a policy prohibiting workplace violence. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, and/or coercion, which involve or affect NiSe or which occur on NiSe or client property, will not be tolerated.

4.10 Confidential Information and Nondisclosure

By continuing employment with NiSe, employees agree that they will not disclose or use any of NiSe's confidential information, either during or after their employment. NiSe sincerely hopes that its relationship with its employees will be long-term and mutually rewarding. However, employment with NiSe assumes an obligation to maintain confidentiality, even after an employee NiSe's employ. As part of your employment, you will be required to agree and sign a Confidential Form. Violations of confidentiality on an employee's part may result in immediate termination.

4.11 Ethical Standards

NiSe insists on the highest ethical standards in conducting its business. Doing the right thing and acting with integrity are the two driving forces behind NiSe's great success story. When faced with ethical issues, employees are expected to make the right professional decision consistent with NiSe's principles and standards.

4.12 Dress Code

Employees of NiSe are expected to present a clean and professional appearance while conducting business, in or outside of the office. Dressing in a fashion that is clearly unprofessional, that is deemed unsafe, or that negatively affects NiSe's reputation or image is not acceptable.

4.13 Use of Equipment

NiSe will provide employees with the equipment needed to do their job. None of this equipment should be used for personal use, nor removed from the physical confines of NiSe—unless it is approved for a job that specifically requires use of company equipment outside the physical facility.

4.14 Use of Computer, Phone, and Mail

NiSe property, including computers, phones, electronic mail, and voice mail, should be used only for conducting company business. Incidental and occasional personal use of company computers, phones, or electronic mail and voice mail systems is permitted, but information and messages stored in these systems will be treated no differently from other business-related information and messages. As part of your employment, you will be required to agree and sign a Computer Usage Form. Violations of computer usage on an employee's part may result in immediate termination.

4.15 Use of Internet

Employees are responsible for using the Internet in a manner that is ethical and lawful. Use of the Internet must solely be for business purposes and must not interfere with employee productivity. As part of your employment, you will be required to agree and sign a Computer Usage Form. Violations of computer usage on an employee's part may result in immediate termination.

4.16 Use of Computer Software

NiSe does not condone the illegal duplication of software. The copyright law is clear. The copyright holder is given certain exclusive rights, including the right to make and distribute copies. Title 17 of the U.S. Code states that "it is illegal to make or distribute copies of copyrighted material without authorization" (Section 106). The only exception is the user's right to make a backup copy for archival purposes (Section 117).

4.17 Smoking Policy

No smoking of any kind is permitted inside any NiSe office. Smoking may take place only in designated smoking areas outside NiSe facilities.

4.18 Alcohol and Substance Abuse

It is the policy of NiSe that the workplace be free of illicit drugs and alcoholic beverages, and free of their use. In addition to damage to respiratory and immune systems, malnutrition, seizures, loss of brain function, liver damage, and kidney damage, the abuse of drugs and alcohol has been proven to impair the coordination, reaction time, emotional stability, and judgment of the user. This could have tragic consequences where demanding or stressful work situations call for quick and sound decisions to be made. Violation of the Alcohol and Substance Abuse Policy may result in immediate termination.

4.19 Gifts

Advance approval from management is required before an employee may accept or solicit a gift of any kind from a client. Employees are not permitted to give unauthorized gifts to clients.

4.20 Solicitations and Distributions

Solicitation for any cause during working time and in working areas is not permitted. Employees are not permitted to distribute non-company literature in work areas at any time during working time.

4.21 Complaint Procedure

Employees who have a job-related issue, question, or complaint should first discuss it with their immediate supervisor. If the issue cannot be resolved at this level, NiSe encourages employees to contact the Human Resources Department. Employees who observe, learn of, or, in good faith, suspect a violation of the Standards of Conduct of NiSe should immediately report the violation. Throughout this process it is important to maintain confidentiality, particularly if the issue concerns the performance of a staff member or sensitive issues regarding other students and their families. Concerns about a staff member's performance must only be raised with the School Leader/Principal. Concerns about a non-academic staff member's performance must only be raised with the Principal. Concerns about the School Leader/Principal can only be raised with the Board of Trustees.

Concerns may be raised as follows:

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

4.22 Corrective Procedure

Unacceptable behavior that does not lead to immediate dismissal may be dealt with in any of the following manners: (a) Oral Reminder, (b) Written Warning, (c) Decision-Making Paid Leave/Counseling Session, and (d) Termination.

4.23 Crisis Suspension

An employee who commits any serious violation of NiSe policies at minimum will be suspended without pay pending an investigation of the situation. Following the investigation, the employee may be terminated without any previous disciplinary action having been taken.

4.24 Transfer Policy

NiSe recognizes that a desire for career growth and other needs may lead an employee to request a transfer to another position. An employee with proper qualifications will be eligible for consideration for transfer to another department provided that the transfer does not occur within one year of the employee's date of hire or within one year of any previous transfer.

4.25 Outside Employment

Employees may not take an outside job, either for pay or as a donation of their personal time, with a customer or competitor of NiSe; nor should employees do work on their own if it competes or interferes in any way with the sales of products or services that NiSe provides to its clients.

4.26 Employment Termination/Resignation

After the application of disciplinary steps, if it is determined by management that an employee's performance does not improve, or if the employee is again in violation of NiSe practices, rules, or standards of conduct, employment with NiSe will be terminated.

4.27 Exit Interview

In a voluntary separation situation, NiSe management would like to conduct an exit interview to discuss the employee's reasons for leaving and any other impressions that the employee may have about NiSe.

4.28 Return of Company Property

Any NiSe property issued to employees, such as computer equipment, keys, parking passes or company credit card, must be returned to NiSe at the time of termination. Employees will be responsible for any lost or damaged items.



5 COMPENSATION POLICIES

5.1 Base Compensation

It is NiSe's desire to pay all employees' wages or salaries that are competitive with other employers in the marketplace and in a way that will be motivational, fair, and equitable. Compensation may vary based on roles and responsibilities, individual, and company performance, and in compliance with all applicable laws.

5.2 Performance Bonuses

Performance bonuses may be given to NiSe employees at the discretion of management. There are two factors that typically determine bonus availability and amounts: (a) Company Performance—Profits, (b) Personal Performance.

5.3 Timekeeping Procedures

By law, NiSe is obligated to keep accurate records of the time worked by employees. Each employee must fill out the appropriate electronic NiSe time record each week, and time records must be completed in accordance with the NiSe time-reporting guidelines.

5.4 Overtime Pay

Overtime compensation is paid to non-academic employees, not in Director or Manager roles, in accordance with federal and state wage and hour restrictions. All overtime work performed must receive the supervisor's prior authorization.

5.5 Payroll and Paydays

The frequency of NiSe payroll distribution is dependent upon an employee's employment status. Employees are paid bi-weekly on or by the Friday following the end of the pay week.

5.6 Performance and Salary Reviews

NiSe wants to help employees to succeed in their jobs and to grow. In an effort to support this growth and success, NiSe has an annual review process for providing formal performance feedback. Feedback includes a Performance Evaluation and a

360-Degree Assessment. Depending on the employee anniversary date, the performance review is held in May of each year.

Salary/wage reviews typically occur in conjunction with the annual performance review process. The calculation and implementation of changes in base salary/wage depend on both company and personal performance and will typically occur in either July or August; whichever most closely follows the review cycle.

5.7 Opportunities for Advancement—Progression and Promotion

NiSe would like to provide employees with every opportunity for advancing to other positions or opportunities within the company. Approval of progression moves or promotions depends largely upon training, experience, work record, and business need. However, NiSe reserves the right to look outside the company for potential employees as well.

6 GROUP HEALTH AND RELATED BENEFITS

6.1 Benefits Summaries and Eligibility

NiSe sponsors a comprehensive benefits program for eligible employees, and each benefit plan has specific eligibility conditions. The benefits are summarized in separate booklets called “summary plan descriptions,” which are provided to all eligible employees. The details of each benefit are contained in separate legal documents known as the “plan documents,” which take precedence over anything contradictory in the summaries.

All full-time employees will enjoy all of the benefits described in this policy and the individual plan summaries as soon as they meet all of the eligibility requirements for each particular benefit. Part-time employees may be eligible for certain benefits if they meet the eligibility conditions. Eligible employees’ effective date of coverage will be the first of the month following 30 days’ employment with NiSe.

6.2 Health Insurance

All eligible U.S. employees may choose to participate in a nationwide medical insurance plan selected by NiSe. Eligible employees’ effective date of coverage will be the first of the month following 30 days’ employment with NiSe.

6.3 Dental Insurance

NiSe will make every effort to find a comprehensive dental plan that will meet the needs of both families and individuals. A detailed explanation of benefits and how to use the insurance is available in the dental summary plan booklet provided by the insurance company. Eligible employees’ effective date of coverage will be the first of the month following 30 days’ employment with NiSe.

6.4 Visual Care Insurance

The NiSe vision plan covers employees’ standard eye examinations, lenses, frames, or contacts. Certain limitations apply, and not all optical centers accept the current plan. A more detailed explanation of the plan and locations of optical centers that accept the NiSe plan are available in the summary plan booklet provided by the insurance company. Eligible employees’ effective date of coverage will be the first of the month following 30 days’ employment with NiSe.

6.5 Disability Insurance

Eligible employees are automatically covered by NiSe disability plans. Disability insurance is designed to assist an employee with income should the employee become partially or totally disabled and be unable to perform the essential functions of his or her job. The summary plan descriptions explain long-term and short-term disability benefits.

6.6 Life, Accidental Death, and Dismemberment Insurance

The NiSe Group Life Insurance covers all eligible employees. Term life insurance equivalent to the employee's annual salary with 100% of premium will be paid by company. This insurance is payable in the event of the employee's death, in accordance with the policy, while the employee is insured. Accidental Death and Dismemberment Insurance is in the same amount as and in addition to the employee's life insurance coverage. The summary plan booklet provided by our insurance company includes details on employee life insurance and accidental death and dismemberment coverage.

6.7 COBRA Notification

According to the federal Consolidated Omnibus Budget Reconciliation Act (COBRA) of 1985, in the event of your termination of employment with NiSe or loss of eligibility to remain covered under NiSe's group health insurance program, employees and their eligible dependents may have the right to continued coverage under NiSe's group health insurance program for a limited period of time at their own expense. Consult the Benefits Administrator for details.

6.8 Pre-tax Deductions for Expenses

- NiSe employees participating in any of the basic health insurance plans (e.g., group medical, dental and/or vision) are required to contribute to payment of the plan(s) premium(s) via payroll deduction cost sharing. In accordance with U.S. Internal Revenue Service provisions, NiSe provides employees the opportunity to participate in such a plan. A voluntary pretax 403B is available for employees who choose to participate.

6.9 Worker's Compensation

All employees are entitled to Workers' Compensation benefits paid by NiSe. This coverage is automatic and immediate and protects employees from work-related injury or illness. If an employee cannot work due to a work-related injury or illness, Workers' Compensation insurance pays his or her medical bills and

provides a portion of his or her income until he or she can return to work. Employee should go to Human Resources and obtain Indiana Worker's Compensation First Report Form (State Form 34401 (R10 / 1-02)).

6.10 Unemployment Compensation

Unemployment compensation is designed to provide a temporary income for those who are out of work through no fault of their own. Depending upon the circumstances, employees may be eligible for Unemployment Compensation upon termination of employment with NiSe. The Division of Unemployment Insurance of each State's Department of Labor determines eligibility for Unemployment Compensation. NiSe pays the entire cost of this insurance program.

6.11 Social Security

The United States Government operates a system of mandated insurance known as Social Security. As a wage earner, employees are required by law to contribute a set amount of weekly wages to the trust fund from which benefits are paid. As employer, NiSe is required to deduct this amount from each paycheck an employee receives. In addition, NiSe matches employee contribution dollar for dollar, thereby paying one-half of the cost of employee Social Security benefits.

6.12 Retirement Plans and Stock Options

Currently, NiSe does not have a retirement plan or stock options for employees.

6.13 Educational Assistance

- NiSe believes that education leads to self-improvement and recognizes that the skills and knowledge of its employees are critical to the success of the organization. In that vein, NiSe encourages higher education. Teachers will be reimbursed up to \$500 per semester for pre-approved courses.

6.14 Training and Professional Development

NiSe will provide a positive staff development program designed to contribute both to the improvement of learning and to each staff member's career development aspirations. To make sure that teachers and staff understand development of the students that NiSe will serve, a professional development workshop will be conducted one month prior to joining the staff and every summer thereafter. Staff development training not only will include student

development theories but other subjects depicted in this application.



7 TIME-OFF BENEFITS

7.1 Holiday Policy

All NiSe employees of regular status are eligible for holiday pay. Holiday pay will be based on the employment status of the employee, i.e., full-time employees will be credited with 8 hours of holiday pay and part-time employees will be credited with 4 hours of holiday pay, per holiday. NiSe recognizes the following holidays as paid holidays:

- | | |
|--------------------------|-----------------------------|
| ➤ New Year's Day | January 1 |
| ➤ Martin Luther King Day | third Monday in January |
| ➤ President's Day | third Monday in February |
| ➤ Memorial Day | last Monday in May |
| ➤ Independence Day | July 4 |
| ➤ Labor Day | first Monday in September |
| ➤ Columbus Day | second Monday in October |
| ➤ Veterans Day | November 11 |
| ➤ Thanksgiving Day | fourth Thursday in November |
| ➤ Christmas Day | December 25 |

7.2 Vacation Time

All full-time employees of NiSe employees are eligible to accrue vacation time. Vacation hours accrue on a monthly basis. Employees hired before the 15th day of the month begin to accrue vacation starting with the month they were hired in. Employees who begin employment on or after the 15th day of the month begin accruing vacation the month following the date of hire. The vacation accrual policy for regular full-time employees and regular part-time employees is as follows:

The amount of vacation that a full-time employee receives in a year is prorated according to the employee's start date.

- Employees who have worked less than 1 year with the company earns 10 days
- Employees who have worked at least 1 year with the company earns 12 days
- Employees who have worked at least 2 years with the company earns 13 days
- Employees who have worked at least 3 years with the company earns 14 days
- Employees who have worked at least 4 years with the company earns 15 days

- Employees who have worked at least 5 year+ with the company earns an additional one (1) day until reach the maximum of 20 days

Part-time, substitutes or temporary employees are not eligible for vacation days. A vacation request should be submitted to your direct supervisor two (2) weeks prior to your planned vacation. A Vacation Request Form can be obtained from the Human Resource Department.

7.3 Sick Leave

Sick leave may be used during an employee's own illness or for an illness in the employee's immediate family. Sick leave will be limited to six (6) 8-hour days per calendar year for all regular full-time employees.

Part-time, substitutes or temporary employees are not eligible for sick leave days.

7.4 Bereavement Leave

Full-time or part-time employee shall be entitled to Bereavement Leave upon the death of an immediate family member.

Immediate family members are defined as an employee's spouse, parents, stepparents, siblings, children, stepchildren, grandparent, father-in-law, mother-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, or grandchild.

When a death occurs in an employee's immediate family, all regular full time employees may take up to three (3) days off with pay to attend the funeral or make funeral arrangements. The pay for time off will be prorated for a part-time employee if the funeral occurs on a scheduled work day. NiSe may require verification of the need for the leave.

All regular, full-time employees may take up to one (1) day off with pay to attend the funeral of a close, non-family member. This time off will be considered by the employee's supervisor on a case-by-case basis. The pay for time off will be prorated for a part-time employee if the funeral occurs on a scheduled work day.

Additional non-paid time off may be granted. The employee may make arrangements with his or her supervisor for an additional four (4) unpaid days off in the instance of the death of an immediate family member. Additional unpaid time off may be granted depending on the circumstances such as distance, the individual's responsibility for funeral arrangements, and the employee's responsibility for taking care of the estate of the deceased.

7.5 Jury Duty

NiSe is committed to supporting the communities in which NiSe operates, including supporting NiSe employees in fulfilling their responsibilities to serve as

jurors whenever it is possible. When an employee receives notification regarding upcoming jury duty, it is their responsibility to notify their direct supervisor and Human Resources within one business day of receiving the notice.

7.6 Military Reserves or National Guard Leaves of Absence

Employees who serve in U.S. military organizations or state militia groups such as the National Guard may take the necessary time off to fulfill this obligation and will retain all of their legal rights for continued employment under existing laws.

7.7 Family/Medical Leaves of Absence

Occasionally, for medical, personal, or other reasons, employees may need to be temporarily released from the duties of their job with NiSe. It is the policy of NiSe to allow its employees to apply for and be considered for certain specific leaves of absence. All requests for leaves of absence should be submitted in writing to management and the Human Resources Department.

7.8 Extended Disability Leaves

If a period of disability continues beyond the 12 weeks provided for within the Family/Medical Leaves of Absence section, an employee may apply in writing for an extended disability leave.

7.9 Uniformed Services Employment and Reemployment

As an Equal Opportunity Employer, NiSe is committed to providing the basic employment and reemployment services and support as set forth in the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA).

7.10 Personal Leaves of Absence

- In special circumstances, NiSe will grant a leave for a personal reason, but never for taking employment elsewhere or becoming self-employed. Full-time employees will be allowed two (2) personal leave days per school year. Personal leaves of absence must be requested in writing and are subject to the discretion of management and the Human Resources Department.



8 EXPENSES

8.1 Introduction

The following is a comprehensive guide to the NiSe expense policy and procedures for the reporting and reimbursement of expenses. Any manager who approves expense reports should be familiar with this policy—authorizing an expense report indicates to NiSe that the expenses reported are legitimate, reasonable, and complies with this policy.

8.2 Company Supplies, Other Expenditures

Only authorized persons may purchase supplies in the name of NiSe. No employee whose regular duties do not include purchasing may incur any expense on behalf of NiSe. Without a properly approved purchase order, NiSe is not obligated for any purchase.

8.3 Expense Reimbursement

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

Under ordinary circumstances, it is the policy of NiSe to reimburse travel expenses on the basis of actual expenses involved. Persons traveling on NiSe business are entitled to transportation, hotel accommodation, meals, and limited incidentals (for example, taxis and telephone calls) that meet reasonable and adequate standards for convenience, safety, and comfort.

All travel requires approval. You cannot approve your own travel. Before you make specific travel plans, find out from your supervisor the approval(s) you need.

All NiSe related travel must be approved in advance by your supervisor. A Travel form must be filled out for any travel to or from the NiSe. All travel must be pre-approved on this form whether or not reimbursement for travel expenses will be requested. In most cases, prior authorization is required at least three (3) weeks in advance of travel. Employees should obtain a Travel Form from Human Resources.

8.4 Relocation

No relocation expenses will be reimbursed by NiSe.



9 EMPLOYEE COMMUNICATIONS

9.1 Open Communication

NiSe encourages employees to discuss any issues they may have with a co-worker directly with that person. If a resolution is not reached, employees should arrange a meeting with their direct supervisor. If the concern, problem, or issue is not properly addressed, employees should contact the Human Resources Department. Any information discussed in an Open Communication meeting is considered confidential, to the extent possible while still allowing management to respond to the problem. Retaliation against any employee for appropriate usage of Open Communication channels is unacceptable.

9.2 Staff Meetings

In order to keep the communication channels open, NiSe implements a once-a-month company-wide staff meeting. Employees receive communications from Human Resources about the agenda and discussion topics every month.

9.3 Electronic Bulletin Boards

NiSe runs a company-wide electronic bulletin board service where employees can find organizational announcements, news/events, and discussions about specific topics. The employee is responsible for reading necessary information posted on the bulletin boards.

9.4 Suggestions

NiSe encourages all employees to bring forward their suggestions and good ideas about making NiSe a better place to work and enhancing service to NiSe customers. Any employee who sees an opportunity for improvement is encouraged to talk it over with management. All suggestions are valued.

10 ACKNOWLEDGMENT

I acknowledge that I have received a copy of the NiSe Employment Policies, and I do commit to read and follow these policies.

I am aware that if, at any time, I have questions regarding NiSe’s company policies I should direct them to my manager or the Human Resources Department.

I know that NiSe company policies and other related documents do not form a contract of employment and are not a guarantee by NiSe of the conditions and benefits that are described within them. Nevertheless, the provisions of such NiSe company policies are incorporated into the acknowledgment, and I agree that I shall abide by its provisions.

I also am aware that NiSe, at any time, may on reasonable notice, change, add to, or delete from the provisions of the company policies.

Employee’s Printed Name

Position

Employee’s Signature

Date



Exhibit 14 - Leadership / Teacher Evaluation Tool

Academic Evaluation System - RISE

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

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

Teachers that meet or exceed Letter to Return prior to the end leader and teachers have to be success. Everybody has their Research shows that effective student's education. Ineffective careful consideration and legal

| CORE BELIEFS | HOW RISE WORKS |
|--|---|
| Nothing we can do for our students matters more than giving them effective teachers capable of driving student learning outcomes. | RISE incorporates multiple measures of student learning. |
| Teachers deserve to be treated like professionals. We need a system that differentiates teacher performance in order to give accurate and applicable support and recognition for excellence. | The Indiana Teacher Effectiveness Rubric provides an in-depth description of four performance levels. |
| A new evaluation system will make a positive difference in teachers' everyday lives by providing detailed, constructive feedback, tailored to the individual needs of their classrooms and students. | Evaluators will spend more time in the classroom in order to provide frequent, actionable feedback. |

expectations will receive an Intent of the school year. The school held accountable for school part to play in that success. teachers play a significant role in teachers will be removed after consultation.

RISE
around
beliefs.

was designed
three core



If you have received this than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.RISEindiana.org.

document from any source other

Professional Development

The school will have an aggressive professional development process. The state allows 6 1/2 days of professional development. The school will ask for a waiver pursuant to IC 20-10, 2-3-4 and IC 20-10, 2-3-5 for an additional three days. If approved, the school will allow up to 9½ days for professional development as outlined in the school calendar (See Attachment 5).

Each NiSe staff and faculty will receive a NiSe Standards of Operating Procedures (SOP) Manual on hire date with all the school's procedures and practices listed below. Agreed upon and approved SOPs will be added so that every employee will be knowledgeable of school practices and all staff will be continuously informed so that all community constituents will know of the school's progress. Pre-opening professional development training will start October 2014 and end June 2015.

LEASE OF SCHOOL FACILITIES

This Lease of School Facilities ("**Lease**") is made as of November ____, 2014 by **LAUREL CHURCH MINISTRIES, INC.**, an Indiana nonprofit corporation ("**Landlord**") and **TRON-AGEK EDUCATIONAL FOUNDATION, INC.**, an Indiana nonprofit corporation ("**Tenant**"). Based upon the mutual agreements stated in this Lease, Landlord and Tenant agree as follows:

ARTICLE 1 - LEASED PREMISES

1.1 **Contingencies.** This Lease and all rights and obligations of the parties hereunder are and will be contingent upon:

- (a) The final approval by Ball State University of the Charter Proposal of Tenant;
- (b) The issuance of a Certificate of Occupancy for the space leased hereunder by the Indiana Department of Health, pursuant to which Tenant may operate a charter school on the space leased hereunder;
- (c) The need for a zoning variance, as required by the Town of Merrillville; and
- (d) The receipt of State of Indiana start-up funds.

If any or all of these contingencies are not met, this Lease and all rights and obligations of the parties hereunder will be terminable at the option of either party by giving notice of such termination to the other party on or before November 30, 2015. If this Lease is so terminated, any and all rent payments made hereunder will be refunded to Tenant.

1.2 **Lease of Premises.** Landlord is the owner of the land and improvements commonly known as 7525 Taft Street, Merrillville, Lake County, Indiana (the "**Leasing Center**"). Landlord hereby leases to Tenant the right to the exclusive use of portions of the Leasing Center, and the non-exclusive right to use other portions of the Leasing Center, as follows:

- (a) **Prior to First School Year.** For the period from January 1, 2016 (or such earlier date on which the term of this Lease may commence) through June 30, 2016, Tenant will have sole and exclusive possession of the first-floor office area adjacent to the kitchen and lunch

area, containing approximately 1,036 square feet of interior space (the "Office Space"). In addition, during this period Tenant will have non-exclusive use of the hallways extending from the entrance to the Leasing Center and the adjacent rest rooms, along with such other common facilities as the parties may agree from time to time. The use and occupancy of such facilities will be on the terms and conditions stated in this Lease.

(b) **During School Years.** From and after July 1, 2016, during the term of this Lease, Tenant will have:

(i) the sole and exclusive use (subject to the provisions of Section 1.4 hereof) of certain classrooms, offices (including but not limited to the Office Space), rest rooms and storage areas, and the outdoor garden area, as described on Exhibit A, which is attached hereto and made a part hereof (collectively, the "**Exclusive Leased Facilities**");

(ii) the non-exclusive right to use the parking areas, roadways and walkways, front and rear foyers, hallways, rest rooms, lunch area, kitchen, gymnasium, and auditorium, as described on Exhibit A, which is attached hereto and made a part hereof (collectively, the "**Shared Leased Facilities**"), will be limited subject to the provisions of Section 1.3 hereof; and

(iii) the occasional use of the sanctuary portion of the Leasing Center, provided that such use will be only at times mutually acceptable to Landlord and Tenant, with the agreement and understanding that Landlord in its discretion may decline to permit such use at any time.

(collectively, the "**Leased Premises**") on the terms and conditions stated in this Lease.

1.3 **Use of Shared Leased Facilities.**

(a) **Lunch Areas and Kitchen.** The lunch areas and kitchen will be used exclusively by Landlord on: (i) Sundays (any times), (ii) Thursdays 5:00 p.m. to 10:00 p.m., (iii) the second Saturday of each month 9:00 a.m. through 11:00 a.m., (iv) the last Saturday of each month from 7:00 a.m. to 9:00 a.m., (v) Saturday afternoons for occasional play-land rentals, and (vi) other special events as reasonably agreed by the parties from time to time, and holidays.

(b) **Music Auditorium.** The upstairs music auditorium will be used exclusively by Landlord on: (i) Sundays (any times), (ii) Thursdays 6:00 p.m. to 10:00 p.m., (iii) occasional Saturdays for special events, and (iv) other special events as reasonably agreed by the parties from time to time, and holidays.

(c) **Gymnasium (Big City Jungle).** The gymnasium (Big City Jungle) will be used exclusively by Landlord on: (i) Sundays (any times), (ii) Thursdays 6:00 p.m. to 10:00 p.m., (iii) Wednesdays 5:00 p.m. to 7:00 p.m., (iv) occasional Saturdays for baptisms, and (v) other special events as reasonably agreed by the parties from time to time, and holidays. In addition, Landlord will have use of the gymnasium (Big City Jungle) during normal day care and school hours through June 30, 2016, provided that Landlord and Tenant will cooperate in order to permit Tenant to make approved alterations to this facility prior to the commencement of the 2016-2017 school year.

(d) **Hallways and Rest Rooms.** Landlord retains the right to use all hallways and rest rooms that are not part of the Exclusive Leased Facilities as necessary or appropriate with respect to the uses provided in Subsections 1.3(a) through (d) hereof and with respect to all uses of the sanctuary area.

(e) **Outdoor Areas.** Tenant's use of the portions of the Shared Leased Facilities constituting parking areas, roadways, hallways and outdoor walkways will be non-exclusive at all times, provided that Tenant will have no right to any use thereof on Sundays, except as may otherwise be agreed by Landlord and Tenant from time to time, and Landlord and its other tenants and assignees may use such facilities at any and all times.

(f) **Dream Chic.** In addition to the foregoing, Landlord will have the sole and exclusive right to the use of all Shared Leased Facilities annually, in the second week of September, from Thursday at 6:00 p.m. through Saturday at 5:00 p.m.

(g) **Modifications to Use.** Landlord and Tenant will make reasonable efforts to agree to changes to the scheduled times for use of the Shared Leased Facilities by the parties in order to accommodate any special needs or changes for the other party.

(h) **Condition of Shared Leased Facilities.** Tenant will cause the Shared Leased Facilities to be used by Landlord to be in reasonably good and clean condition prior to scheduled use thereof by Landlord. Landlord, after each use of the Shared Leased Facilities under this Section 1.3, will cause the facilities so used to be in reasonably good and clean condition after each use thereof by Landlord.

1.4 **Area of Leased Premises.** The parties acknowledge and agree that the Exclusive Leased Facilities are be deemed to contain 6,979 square feet of interior space, that the Shared Leased Facilities are be deemed to contain 16,036 square feet

of interior space, and that the sanctuary is deemed to contain 8,900 square feet of interior space.

1.5 **Condition of Title.** The Leased Premises are leased by Landlord to Tenant subject to all liens, covenants, easements, restrictions, and conditions of record, to all rights of public utilities, and to all applicable laws, ordinances, statutes, rules, rulings, regulations, and governmental requirements of any sort, including but not limited to zoning ordinances.

Prior to the commencement of the term of this Lease, Landlord will provide to Tenant a commitment for the issuance of a leasehold title insurance policy by Chicago Title Insurance Company or Fidelity National Title Insurance Company, in compliance with the requirements of the previous paragraph. As of the Rent Commencement Date (as defined herein), Landlord will cause a leasehold title insurance policy in the amount of \$100,000.00 to be issued pursuant to such commitment, listing Tenant as the insured party. Landlord will pay all premiums with respect to the issuance of such title policy, provided that Tenant will pay all costs of any endorsements and all customary tenant's charges.

1.6 **Modifications to Shared Leased Facilities and Sanctuary.** The parties acknowledge and agree that Landlord may, from time to time, re-configure, relocate, enlarge, reduce, or otherwise change the Shared Leased Facilities and/or the sanctuary (sometimes collectively referred to herein as the "Common Areas"), provided that no such modifications will materially affect Tenant's use thereof under this Lease. Landlord will give notice of the intention of Landlord to make any such changes to the Common Areas to Tenant prior to commencing any such work, and will consider any concerns of Tenant with respect thereto prior to the commencement of any such work.

Tenant's right to use the Common Areas will be subject to reasonable uniform rules and regulations which Landlord may, from time to time, adopt and amend. Notwithstanding any other provisions hereof, Tenant and its students, employees, agents and invitees may use the Common Areas only with respect to Tenant's permitted uses of the Leased Premises, as provided in Section 4.1 of this Lease.

Tenant may make renovations and alterations to the Exclusive Leased Facilities and/or the Shared Leased Facilities with the prior consent of Landlord as provided in Article 11 hereof.

ARTICLE 2 - TERM

2.1 **Initial Term.** The term of this Lease will begin at on such date as Tenant may designate, provided that such commencement date will not be later than January 1, 2016, and the term of this Lease will end at 11:59 p.m. on June 30, 2019. Landlord

agrees that the Leased Premises will be delivered to Tenant at the commencement of the term, free from all tenancies.

2.2 **Access Prior to Commencement of Term**. Tenant may enter onto the Leasing Center at reasonable times with the prior approval of Landlord, prior to the commencement of the term of this Lease, for the purpose of making measurements and inspections of the Exclusive Leased Facilities and/or the Shared Leased Facilities, provided that such entries will not interfere with Landlord's operations, and further provided that Tenant will be responsible for any and all damage to the property resulting from such entries. Notwithstanding the foregoing, Tenant may not commence any construction, remodeling, renovation, rehabilitation or other activities on the Exclusive Leased Facilities and/or the Shared Leased Facilities prior to the commencement of the term of this Lease.

ARTICLE 3 - RENTAL CONSIDERATION

3.1 **Rent Amount.**

(a) **Base Rent**. Tenant will pay rent from and after the Rent Commencement Date (as defined in Section 3.3 of this Lease) as provided in this Article. The total rental amount will be equal to the Base Rent (as defined herein) plus rental amounts payable pursuant to Sections 3.1(c), 3.1(d) and 8.5.

(b) **Base Rent.**

(i) During the period commencing on the commencement date of the term of this Lease and ending on June 30, 2016, the "**Base Rent**" amount will be \$1,000.00 multiplied by the number of months in such period. The first month's rent will be paid on or before December 1, 2015 or, if earlier, the commencement date of the term of this Lease. All other rent payments for such period will be paid in monthly installments in advance in the amount of \$1,000.00.

(ii) During the period from July 1, 2016 through June 30, 2017, the "**Base Rent**" amount will be \$58,800.00, payable in monthly installments in advance in the amount of \$4,900.00.

(iii) During the period from July 1, 2017 through June 30, 2018, the "**Base Rent**" amount will be \$61,740.00, payable in monthly installments in advance in the amount of \$5,145.00.

(iv) During the period from July 1, 2018 through June 30, 2019, the "**Base Rent**" amount will be \$64,827.00, payable in monthly installments in advance in the amount of \$5,402.25.

(c) **Sanctuary Rent.** As and when Landlord and Tenant agree that Tenant may use the sanctuary portion of the Leasing Center, Tenant will pay no additional rental amounts for the first three days (or any portion thereof) during any period described in paragraphs 3.1(b)(i), 3.1(b)(ii) or 3.1(b)(iii) hereof on which Tenant makes any use of the sanctuary. If Tenant makes any use of the sanctuary for more than three (3) days (or any portion thereof) during any such period, Tenant will pay, along with its next-payable monthly rent installment, in addition to all other amounts payable pursuant to this Section 3.1, a special rental equal to \$500.00 for each day (or portion thereof), after the third such day (or portion thereof) during which Tenant makes use of the sanctuary.

(d) **Utility Expenses.** In addition to all other amounts payable hereunder, Tenant will pay, as additional rent, an amount equal to the Applicable Utility Percentage (as defined herein) of all utility costs for or with respect to the Leasing Center that accrue during the term of this Lease. Such utility costs will include, gas, electric, water, sewer, storm water and other utility costs, including but not limited to all costs relating to storm water retention, detention and disposal, but will exclude telephone, cable television and internet costs. Landlord and Tenant will each pay their respective charges for telephone, cable television and internet in full.

For purposes hereof, the "**Applicable Utility Percentage**" will be thirty-nine percent (39%). Landlord and Tenant will review the utility allocation three months after Tenant takes possession of the Exclusive Leased Facilities on July 1, 2016, and will reasonably attempt to agree to a modification to this allocation, if applicable, such that the allocation accurately reflects the relative uses of the utilities on the Leasing Center; if and when the parties agree to such modification, such modified allocation will thereafter be the Applicable Utility Percentage.

3.2 **Payment of Rent.** All rent will be paid in monthly installments, in advance on the Rent Commencement Date and on the first day of each calendar month after the calendar month that includes the date of commencement of the term of this Lease during the term of this Lease. Tenant will pay a pro rata sum for the first month if the Rent Commencement Date does not fall on the first day of a calendar month and/or the last month if the term of this Lease does not end on the last day of a calendar month.

Payments of rent and all other amounts payable by Tenant under this Lease will be made to Landlord at 7525 Taft Street, Merrillville, Indiana 46410, or at such other address as Landlord may, from time to time, designate by notice to Tenant.

3.3 **Rent Commencement Date.** For all purposes of this Lease, the "Rent Commencement Date" will be December 1, 2015 or, if earlier, the first day of the term of this Lease.

3.4 **Late Payments.** Any installments of rent accruing under the provisions of this Lease, and any other sums which may become payable by Tenant, that are not paid within five (5) days from the due date thereof, will bear interest at the rate of eight percent (8%) per year, compounded annually, until paid, without relief from valuation and appraisal laws, with a minimum late charge of fifty dollars (\$50.00) per occurrence.

ARTICLE 4 - USE AND OCCUPANCY

4.1 **Permitted Use.** Tenant agrees that the Leased Premises will, during the term of this Lease, be used as a charter school for students up to and including grade 12, and for administration thereof, and for such other allied purposes as may be incidental thereto. The allied purposes will include, but will not be limited to, events associated with the operation of a school, such as parent meetings, community meetings, fundraising and sporting events. The Leased Premises will be used for no other purpose.

The charter school to be operated by Tenant will be under the name "Northwest Indiana Science and Engineering Charter School" (NiSe), or another name reasonably acceptable to Landlord.

Tenant expressly acknowledges and agrees that the Leased Premises are situated on the grounds of a place of worship and that Landlord has a compelling interest in maintaining the dignity, morality, and reputation of the Leasing Center. Accordingly, notwithstanding any other provisions hereof, Landlord reserves the right to prohibit any use of the Leased Premises by any persons, by any organizations, and/or for any use or activity which Landlord, in its discretion, determines is not in the best interests of Landlord and/or its congregation. In the event of any such prohibition, Tenant will refrain from any violations of such prohibition, and such prohibition will not constitute a breach of the lease by Landlord.

All operations and activities of Tenant and the students, employees, agents and invitees of Tenant on the Leased Premises and the Common Areas will be in accordance with all applicable federal, state, county, and local laws, ordinances, statutes, rules, rulings, regulations, and governmental requirements of any sort.

4.2 **Expressly Prohibited Uses.** Tenant will not use and will not suffer or permit any person to use the Leased Premises or the Common Areas in any manner or for any purpose which may injure the reputation of the Leasing Center, the Leased Premises, or any other premises in the Leasing Center, or which may impair the value of the Leasing Center or the Leased Premises. Tenant will neither commit nor permit waste upon the Leased Premises or the Common Areas. Tenant will permit nothing to be done upon the Leased Premises or the Common Areas in any way tending to create

a nuisance or to injure the reputation of the Leasing Center or the Leased Premises or to annoy occupants of neighboring property.

The prohibitions expressed in this Section 4.2 will not limit any other provisions of this Lease.

4.3 **Hazardous Materials**. Tenant may use and store hazardous materials in the Exclusive Leased Facilities as necessary and appropriate for science education purposes, provided that all such storage and uses will be in compliance with all applicable laws, regulations, ordinances, statutes, and orders of all applicable governmental entities.

Except as provided in the preceding paragraph, Tenant will not use or permit the use of the Leased Premises or the Common Areas for the transportation, treatment, storage, or disposal of any hazardous substances or other materials subject to regulation by the Indiana Department of Environmental Management or the United States Environmental Protection Agency, or any materials or substances which Landlord reasonably determines to be hazardous. The foregoing will not be construed to prohibit the presence of medical wastes generated from Tenant's operations on the Leased Premises (if any), provided that such medical wastes are generated, stored and disposed in accordance with all applicable laws, statutes, regulations, rules and orders, and further provided that all such medical wastes are removed from the Leased Premises and the Leasing Center upon or prior to termination of this Lease.

4.4 **Labor Relations**. Not in limitation of any other provisions of this Article, Tenant will conduct its labor relations and its relations with employees and agents in such a manner as to avoid all strikes, picketing, and boycotts of, on, or about the Leased Premises and the Leasing Center. Tenant further agrees that if any of its employees or agents strike, or if picket lines or boycotts or other visible activities objectionable to Landlord are established or conducted or carried out against Tenant or its employees or agents, or any of them, on or about the Leased Premises or the Leasing Center, Tenant will immediately close the Leased Premises to the public and remove all employees therefrom until the dispute giving rise to such strike, picket line, boycott, or objectionable activity has been settled to Landlord's satisfaction.

4.5 **Additional Restrictions**. Not in limitation of any other provisions of this Article, Tenant will:

- (a) occupy the Leased Premises and the Common Areas in a safe and careful manner;
- (b) neither do nor permit anything to be done or kept in or about the Leased Premises which contravenes any of Landlord's policies of

insurance with respect to the Leasing Center of any part thereof or increases the premiums therefor;

(c) permit no reproduction of sound which is audible outside the Leased Premises and permit no odors to be unreasonably dispelled from the Leased Premises;

(d) cause all employees and invitees of Tenant to park their vehicles only in such places as may be designated from time to time by Landlord for employee parking;

(e) keep all refuse in proper containers on the Leased Premises until removed, and permit no refuse to accumulate in or around the Leased Premises or the Leasing Center;

(f) solicit no business, distribute no handbills or other advertising matter, and place no handbills or other advertising matter in or on automobiles in the Common Areas; and

(g) comply with all reasonable rules and regulations which Landlord may from time to time establish for the use and care of the Leased Premises, the Common Areas, and other facilities and buildings in the Leasing Center.

4.6 **Property Taxes.** Landlord will be fully and solely responsible for all real property taxes and assessments, and all use charges, with respect to the Leasing Center. Tenant will be solely responsible for any personal property taxes payable with respect to the personal properties of Tenant. Tenant will provide all reasonable assistance to allow Landlord to obtain and maintain tax-exempt status for and with respect to real property taxes.

ARTICLE 5 – UTILITIES

5.1 **Utilities.** Landlord and Tenant agree that the allocation of utility expenses as provided in Section 3.1(d) hereof constitutes a reasonable allocation based on present expectations. The parties may agree to modify the allocation provided in Section 3.1(d) hereof, but neither party will be obligated to modify such allocation

During all times that the Leasing Center is in use by either party, the interiors will be adequately and reasonably heated and cooled.

5.2 **Installed Fixtures and Equipment.** Tenant will not install any fixtures or place any equipment in the Leased Premises that may exceed the capacity of any utility facilities on the Leased Premises. If any fixtures or equipment Tenant wishes to install

on the Leased Premises requires additional utility facilities, Tenant will be fully and solely responsible for full and timely payment of all costs relating to the increase in utility capacity, as reasonably determined by Landlord.

ARTICLE 6 - SECURITY DEPOSIT

6.1 **No Security Deposit.** No security deposit is required.

ARTICLE 7 - MAINTENANCE AND REPAIRS

7.1 **Maintenance and Repairs by Landlord.** During the term of this Lease, Landlord will keep the foundation, exterior walls, canopy (if any), roof, mechanical systems, downspouts, and gutters of the Leasing Center and the interior portions of the Shared Leased Facilities and sanctuary in good order, condition, and repair. In addition, Landlord will operate, maintain, and repair the Common Areas. Notwithstanding the foregoing, except as otherwise provided in this Lease, Tenant will be responsible for and will pay all expenses and costs arising from the negligence or other misconduct of Tenant and its students, agents, employees and invitees.

Tenant will promptly notify Landlord of any damage to any portion of the Leased Premises as and when such damage occurs.

7.2 **Maintenance by Tenant.** During the term of this Lease, Tenant will keep and maintain all interior portions and utility connections of the Exclusive Leased Facilities in good and slightly condition at all times, in compliance with all applicable laws, codes, ordinances, rules and regulations.

7.3 **Right to Inspect.** Landlord and its agents and representatives will have the right at all reasonable times to enter into and upon the Leased Premises for the purpose of inspecting the Leased Premises and determining the compliance by Tenant with the terms of this provision of this Lease.

7.4 **Janitorial Service.** Tenant will provide janitorial services, at its sole expense, for the Exclusive Leased Facilities. Landlord and Tenant will jointly provide reasonable janitorial services for the Shares Leased Facilities and will equally pay all reasonable costs with respect to such services, provided that each party will pay all costs with respect to janitorial service arising from activities outside the ordinary course of the parties' respective operations (including but not limited to all construction activities).

ARTICLE 8 - INSURANCE

8.1 **Insurance by Landlord.** Landlord may maintain such insurance with respect to the Leasing Center, any portions thereof, and/or any operations thereon, as Landlord, in its reasonable discretion, deems advisable. The insurance which Landlord may elect to maintain may include, but is not limited to, fire and extended coverage insurance, insurance against liability for personal injury, death and property damage, worker's compensation insurance, and rent interruption insurance.

Neither the purchase nor maintenance of any policy or policies of insurance by Landlord, nor the failure of Landlord to purchase and/or maintain any policy or policies of insurance will in any way limit or change the obligation of Tenant to maintain insurance as provided in this Article.

Landlord will cause Tenant to be included as a named insured on Landlord's casualty and liability insurance policies that relate to the Leased Premises and/or outdoor areas that are or may be used by Tenant hereunder. Notwithstanding the foregoing, the liability insurance carried by Tenant pursuant to Section 8.2(a) hereof will be deemed to be the primary coverage, with Landlord's liability policy or policies deemed to be the secondary coverage, for and with respect to all claims for injury, death and/or property damage of Tenant and all persons present on the Leasing Center under Tenant, including but not limited to all students, employees, parents, staff, and other invitees of Tenant. However, Landlord will notify Tenant within 15 days prior to the expiration date of such insurance and/or its intent to discontinue its insurance coverage to permit Tenant to increase or change their insurance coverage accordingly.

8.2 **Insurance by Tenant.**

(a) **Liability Insurance.** Tenant will carry public liability insurance on the Leased Premises and the operations of Tenant thereon during the term of this Lease, covering Tenant and naming Landlord and Landlord's mortgagee (if required) as additional named insured parties with limits of not less than \$2,000,000 per person and \$4,000,000 per occurrence for bodily injury, including death, and \$250,000 for property damage.

(b) **Casualty Insurance.** At all times during the term of this Lease, Tenant will carry insurance against fire and such other risks as are from time to time included in standard fire and extended coverage insurance for the full replacement value, covering all of Tenant's merchandise, trade fixtures, furnishings, wall coverings, plate glass, floor coverings, carpeting, drapes, equipment, and all items of personal property of Tenant located on or within the Leased Premises.

(c) **Additional Insurance.** Tenant's insurance obligation will be subject to additional and/or different types of insurance at any time, and from time to time, during the term of this Lease, as may be required pursuant to any applicable law, statute, ordinance, regulation, rule or order.

(d) **Evidence of Insurance.** Copies of the policies or certificates evidencing that all insurance required in this Section 8.2 is in full force and effect and stating the terms thereof will be furnished by Tenant to Landlord prior to occupancy of the Leased Premises by Tenant. At least 15 days prior to the expiration date of such insurance, Tenant will furnish to Landlord satisfactory evidence that such insurance has been renewed and the premium paid for the extended period. All insurance required to be provided by Tenant will be written by a company or companies authorized to conduct business in the State of Indiana and approved by Landlord. Upon the request or requests of Landlord from time to time, Tenant will deliver to Landlord, or to Landlord's mortgagee, for inspection any and all of such insurance policies showing said policies to be in force.

8.3 **Mutual Waiver of Subrogation Rights.** Whenever:

(a) any loss, cost, damage or expense resulting from fire, explosion or any other casualty or occurrence is incurred by either of the parties to this Lease in connection with the Leased Premises, and

(b) such party is then covered in whole or in part by insurance with respect to such loss, cost, damage or expense,

then the party so insured hereby releases the other party from any liability it may have on account of such loss, cost, damage or expense to the extent of any amount recovered by reason of such insurance and waives any right of subrogation which might otherwise exist in or accrue to any person or account thereof, provided that such release of liability and waiver of the right of subrogation will not be operative in any case where the effect thereof is to invalidate such insurance coverage or increase the cost thereof (provided that in the case of increased cost, the other party will have the right, within thirty (30) days following written notice, to pay such increased cost and thereupon keeping such release and waiver in full force and effect).

8.4 **Waiver of Claims.** To the extent permitted by law, Landlord and its agents and employees will not be liable for, and Tenant waives all claims for damages, including, but not limited to, consequential damages to person, property, or otherwise sustained by Tenant or any person claiming through Tenant resulting from any accident or occurrence in or upon any part of the Leasing Center including, but not limited to, claims for damages resulting from: (a) any equipment or appurtenances becoming out of repair; (b) Landlord's failure to keep any part of the Leasing Center in repair; (c) injury done or caused by wind, water or other natural element; (d) any defect in or failure of plumbing, heating or air conditioning equipment, electric wiring or installation thereof, gas, water and steam pipes, stairs, porches, railings or walks; (e) broken glass; (f) the backing up of any sewer pipe or downspout; (g) the bursting, leaking or running of any tank, tub, washstand, water closet, waste pipe, drain or any other pipe or tank in, upon

or about the Leasing Center or the Leased Premises; (h) the escape of steam or hot water; (i) water, snow or ice upon the Leasing Center or the Leased Premises; (j) the falling of any fixture, plaster or stucco; (k) damage to or loss by theft or otherwise of property of Tenant or others; (l) acts or omissions of persons in the Leased Premises or other tenants in the Leasing Center, occupants of nearby properties, or any other persons; and (m) any act or omission of owners, tenants, customers, or invitees of adjacent or contiguous property. All property of Tenant kept in the Leased Premises will be so kept at Tenant's risk only, and Tenant will save Landlord harmless and indemnified from claims arising out of damage to the same.

8.5 **Increase in Fire Insurance Premium.** Tenant will not keep or use in or upon the Leased Premises any article which may be prohibited by the standard form of fire insurance policy. Tenant agrees to pay any increase in premiums for fire and extended coverage or other insurance that may be charged during the term of this Lease on the amount of such insurance which may be carried by Landlord on the Leasing Center resulting from any articles brought onto the Leasing Center by Tenant or persons claiming under Tenant, whether or not Landlord has consented to the same. In determining whether increased premiums are the result of Tenant's use of the Leased Premises, a schedule, issued by the organization making the insurance rate on the Leasing Center showing the various components of such rate, will be conclusive evidence of the several items and charges which make up the fire insurance rate on the Leasing Center.

8.6 **Indemnification.** Tenant will indemnify and forever save harmless Landlord and its agents and beneficiaries from and against any and all liabilities, liens, claims, demands, damages, expenses, attorneys' fees, costs, fines, penalties, suits, proceedings, actions and causes of action of any and every kind and nature arising or growing out of, or in any way connected with, Tenant's use, occupancy, management or control of the Leased Premises and the Common Areas or Tenant's operations, conduct or activities in the Leasing Center or any part thereof, or occasioned wholly or in part by any act or omission of Tenant, its invitees, agents, employees or servants. If Landlord is made a party to any litigation commenced by or against Tenant, Tenant will protect and forever hold Landlord, its agents and beneficiaries harmless and will pay all costs, expenses and reasonable attorneys' fees incurred or paid by Landlord in connection with such litigation.

ARTICLE 9 – CONDITION OF LEASED PREMISES

9.1 **Condition of Leasing Center.** Tenant will accept the Leased Premises and the Leasing Center "as is" in their present condition. Landlord makes and has made no representations, warranties or promises that the Leased Premises are or will be suitable for the operation of a school or for any other purpose. Tenant will be solely responsible for obtaining any necessary governmental licenses, permits or approvals for

its operations on the Leased Premises, and for making any improvements or alterations necessary or appropriate for such matters.

ARTICLE 10 - FIXTURES AND ALTERATIONS

10.1 **Alterations**. During the term of this Lease, Tenant may make alterations and renovations of the Exclusive Leased Facilities and/or the Shared Leased Facilities, provided that no renovations, alterations or improvements of any sort and no structural changes of any sort will be made, and no fixtures will be installed or removed, in or upon the Exclusive Leased Facilities and/or the Shared Leased Facilities without the prior written consent of Landlord. Any request to Landlord will be accompanied by drawings, specifications, and/or other documents which Landlord may require, fully describing the changes to be made, along with the names and addresses of all contractors and subcontractors which will be performing the work and written estimates of all costs. Upon submission of such items by Tenant, Landlord will, within a reasonable time and in any event within thirty (30) days, approve such proposed alterations or will deny such request, providing comments to Tenant stating the reasons for any such denial and any changes to such proposal that would result in approval by Landlord.

All such work, if permitted by Landlord, will be at the sole expense of Tenant, and will be performed as described in the submissions to Landlord, as approved by the Landlord, and will be done in a good workmanlike manner in conformity with all applicable ordinances, rules, statutes, regulations, laws, and permits. Tenant will submit to Landlord paid bills or final lien waivers for all work done and all materials supplied. Tenant will be solely responsible for obtaining all necessary building permits and governmental approvals with respect to all such work.

Without limiting any other requirements of this Article, Tenant will, with respect to all work, provide such builder's risk and worker's compensation insurance coverage as Landlord may reasonably require, containing such terms as Landlord may reasonably designate.

All such work will be performed in a manner to reasonably minimize disruptions to Landlord's operations on the Leasing Center. Notwithstanding any other provisions hereof, no work will be performed on any Sunday, except as may be specifically authorized by Landlord from time to time.

10.2 **Liens**. Tenant will keep the Leased Premises free from any mechanics' or materialmen's liens for any labor or material furnished in connection with the Leased Premises, except that Tenant may, with the written consent of Landlord, which consent will not be unreasonably withheld, contest the validity or amount of any such lien. If Tenant so contests any such lien prior to payment, as a prerequisite to Landlord's consent, Tenant will meet all reasonable requirements of Landlord and Landlord's

mortgagee, including but not limited to the posting of a reasonable bond, and Tenant will save Landlord and Landlord's mortgagee harmless from any loss caused by Tenant's failure to discharge said claim.

10.3 **Improvements to Remain**. Except as provided in Section 10.4, and except as Landlord may require as a condition for its approval of any alterations or improvements, all erections, additions, fixtures and improvements, whether temporary or permanent in character (except the movable office furniture and fixtures of Tenant), made in or upon the Leased Premises, will remain upon the Leased Premises at the termination of this Lease by lapse of time or otherwise, and will be the sole property of Landlord.

10.4 **Trade Fixtures**. Subject to the provisions of Section 10.1 of this Lease, Tenant may, with the consent of Landlord, install in and upon the Leased Premises such trade fixtures, decorations, equipment and appliances as Tenant deems appropriate, subject to the prior written approval of Landlord. Upon the expiration of the term of this Lease, Tenant will, at Tenant's sole expense, remove all of such trade fixtures, decorations, equipment, and appliances so installed on the Leased Premises and will repair any damage to the Leased Premises which may be caused by such installation, operation, or removal.

ARTICLE 11 - ASSIGNMENT

11.1 **Assignment by Tenant**. Tenant agrees that neither this Lease, nor any rights under this Lease, may be assigned, nor may any portion of the Leased Premises be sublet, without the prior written consent of Landlord, which consent will not be unreasonably withheld. Any transfer of this Lease from Tenant by merger, consolidation, liquidation or otherwise by operation of law will constitute an assignment for the purpose of this Lease and will require the written consent of Landlord. Tenant will not permit any business to be operated in or from the premises by any concessionaire or licensee without the prior written consent of Landlord. If Tenant seeks Landlord's permission to assign this Lease or to sublet the Leased Premises, Tenant will provide to Landlord in writing at least sixty (60) days prior to the date of the proposed assignment or subletting, the name, address and financial statement of the proposed assignee or subtenant and such other information concerning such proposed assignee or subtenant as Landlord may require. It will be a condition to any consent by Landlord to an assignment or subletting that Tenant will accompany such written request with a payment in the amount of \$300.00 to reimburse Landlord for administrative and legal expense for the review and preparation of necessary documents. Any consent by Landlord to any assignment or subletting or to the operation by a concessionaire or licensee will not constitute a waiver of the necessity for such consent to any subsequent assignment or subletting or operation by a concessionaire or licensee. If Tenant at any time during the term of this Lease sublets all or any part of the Leased Premises or assigns this Lease, either with the consent of

Landlord as hereinbefore provided or without the consent of Landlord, Tenant will nevertheless remain fully liable under all the terms, covenants, and conditions of this Lease. If this Lease is assigned or if the Leased Premises or any part thereof is subleased or occupied by anyone other than Tenant, Landlord may collect from the assignee, subtenant, or occupant any rent or other charges payable by Tenant under this Lease, and apply the amount collected to the rent and other charges herein reserved, but such collection by Landlord will not be deemed an acceptance of the assignee, subtenant, or occupant as a tenant nor release of Tenant from the performance by Tenant under this Lease.

11.2 **Assignment by Landlord.** If Landlord sells or transfers the Leasing Center or any part thereof, and, as a part of such sale or transfer, effectively assigns its rights under this Lease, the entity then constituting Landlord, upon transfer of all amounts then held as security deposit to the purchaser, assignee, or other successor, will be entirely relieved of liability for any and all of its obligations, covenants, liabilities, and responsibilities under this Lease, or arising out of any act occurrence or omission relating to the Leased Premises, the Leasing Center, or this Lease, occurring after the consummation of such sale, transfer, or assignment, and such purchaser, assignee or successor will succeed to all such liabilities.

ARTICLE 12 - SIGNS

12.1 **Identification of Leased Premises.** Tenant may install a free-standing sign on Taft Street, provided that the location and appearance of such sign will be acceptable to Landlord and will be installed and maintained in accordance with all applicable laws. Prior to such installation, Tenant will obtain all necessary consents and permits from all applicable governmental entities. Any such sign which is permitted by Landlord will, at all times, be maintained in good condition and repair so as to be structurally sound and to not detract from the general appearance of the Leasing Center.

ARTICLE 13 - LANDLORD'S TITLE AND QUIET ENJOYMENT

13.1 Landlord warrants that at the time possession of the Leased Premises is delivered to Tenant and on the first day of the term of this Lease, Landlord will have full right to lease the same for the term aforesaid, and it is expressly understood and agreed that this covenant of Landlord constitutes a warranty by it, and that in case Landlord does not have the right aforesaid, this Lease will become null and void, and no rent will accrue for the term aforesaid or for any part thereof. Landlord agrees to put Tenant in actual possession of the Leased Premises at the beginning of the term of this Lease or on such other date as may be agreed by the parties and Tenant, upon paying the said rent and performing the covenants herein agreed by it to be performed, will and may peaceably and quietly have, hold, and enjoy the Leased Premises for the term of this Lease.

ARTICLE 14 - DAMAGE TO OR DESTRUCTION OF LEASED PREMISES

14.1 **Repair of Damage.** If the Leased Premises are damaged by fire, explosion, windstorm or any other casualty, such damage is covered under any policy of insurance for the benefit of Landlord with respect to the Leased Premises, and such damage may reasonably be repaired within one hundred fifty (150) days after such occurrence, Landlord will repair such damage and put the Leased Premises in good condition as rapidly as reasonably practical.

During such repair, the rental payable by Tenant will abate in proportion to the loss of the ability of Tenant to operate its business on the Leased Premises.

14.2 **Severe Damage.** If the Leased Premises are damaged by fire, explosion, windstorm or any other casualty, and such damage may not reasonably be repaired within one hundred fifty (150) days after such occurrence, this Lease will be terminable at the option of either party by giving written notice of such termination within thirty (30) days after such occurrence.

ARTICLE 15 - CONDEMNATION

15.1 **Total Taking.** Should the entire area of the Leased Premises and/or the Common Areas, or such portion thereof as to materially interfere with or curtail Tenant's operation of its business, be taken by condemnation, this Lease will be void and of no effect from the effective date of such taking, and Landlord and Tenant will be under no further obligation to each other, save that Landlord will return to Tenant any portion of unearned rental paid in advance.

15.2 **Partial Taking.** Should a portion of the Leased Premises and/or the Common Areas taken by condemnation, and the portion thus taken be of such an

amount as not to materially interfere with or curtail the operation of Tenant's business, then and in that event there will be a proportionate reduction in the annual rental.

15.3 **Interruption of Business.** If any such taking results in the suspension of business in the Leased Premises, all rents and other charges payable by Tenant hereunder will abate from the date of such suspension of business until the earlier of (i) the date such business is resumed, or (ii) the date ten (10) days following the completion of said restoration by Landlord.

15.4 **Condemnation Award.** The parties agree that Landlord will have the exclusive right to negotiate, settle, or contest any condemnation or proposed condemnation. It is specifically understood and agreed that Tenant will have no interest in, nor will it in any way share in any condemnation award received by Landlord, unless an award is received which is specifically designated by the relevant governmental authority as constituting compensation for losses suffered exclusively by Tenant.

ARTICLE 16 - DEFAULT

16.1 **Events of Default.** Each of the following will constitute an event of default under this Lease:

- (a) any failure to pay any rent or any other amount payable by Tenant under this Lease within five (5) days after the due date thereof, regardless of whether notice of such failure has or has not been given by Landlord;
- (b) any failure to perform any covenant, promise, or other obligation of Tenant under this Lease, other than the payment of money, within fifteen (15) days after Landlord gives notice to Tenant of such failure;
- (c) the adjudication of Tenant as a bankrupt,
- (d) the making of an assignment for the benefits of creditors, or the petition or application to any tribunal for the appointment of a custodian, receiver, or trustee for Tenant, or for a substantial part of their assets;
- (e) the appointment of a permanent receiver for the property of Tenant;
- (f) whether voluntarily or involuntarily, Tenant takes advantage of any debtor relief proceeding under any present or future law whereby

the rent, or any part thereof, is or is proposed to be reduced or payment thereof deferred;

(g) the making of an assignment for the benefit of creditors by Tenant;

(h) any levy or attachment of the Leased Premises or Tenant's effects or interest therein under process against Tenant; or

(i) repeated failures on the part of Tenant to make payment of any amounts payable by Tenant under this Lease within five (5) days after the due date thereof, regardless of whether any late charge is imposed or waived by Landlord, and/or repeated failures on the part of Tenant to keep, observe, or perform any of the other covenants or agreements of Tenant contained in this Lease, provided that notices of such defaults were given to Tenant, but without regard to whether Tenant timely cured any such defaults.

16.2 **Landlord's Remedies.** Upon the occurrence of any event of default, as defined in Section 16.1, Tenant will be deemed to have breached this Lease and Landlord will have the right, at its option, to

(a) enter upon and take possession of the Leased Premises as Tenant's agent without terminating this Lease, and re-rent the Leased Premises at the best price obtainable by a reasonable effort and on such term as Landlord deems proper. Tenant will thereupon become and thereafter be liable and indebted to Landlord for and upon demand then or from time to time thereafter will promptly pay to Landlord the difference between the amount of the rent collected and received from the Leased Premises for each month during the residue of the term herein provided remaining after taking of possession by Landlord, as well as all rents due and owing from the time of notice of default until Landlord's taking of possession hereunder.

(b) forthwith cancel and terminate this Lease by notice in writing to Tenant; and if such notice is given, all rights of Tenant to the use and occupancy of the Leased Premises will terminate as of the date set forth in such notice, and Tenant will at once surrender the possession of the Leased Premises to Landlord and remove all of Tenant's effects therefrom, and Landlord may forthwith re-enter the Leased Premises and repossess itself thereof. No termination of this Lease prior to the normal expiration thereof will affect Landlord's right to collect rent for the period prior to the termination thereof. If Tenant holds over after said notice of termination hereunder for a period of thirty (30) or more days, by failing to

deliver possession, use, and occupancy to Landlord, or by failing to remove all of Tenant's effects therefrom, or otherwise, then Tenant will be deemed to be a tenant from month to month, and the value of the use of the premises by Tenant as such tenant will equal twice the rental which Tenant would otherwise have been obligated for under the terms of this Lease.

16.3 **Attorneys' Fees.** Tenant will pay all reasonable fees, costs, and expenses, including but not limited to reasonable attorneys' fees, incurred by Landlord in collecting any amounts payable under this Lease or in otherwise enforcing any of the obligations of Tenant or any of the rights of Landlord under this Lease, regardless of whether any suit is filed, or in any litigation, arbitration, or negotiation which Landlord, without its fault, becomes involved through or on account of this Lease.

16.4 **Non-Exclusivity of Remedies.** No remedy herein or otherwise conferred upon or reserved to Landlord will be considered exclusive of any other remedy but the same will be cumulative and will be in addition to every other remedy given hereunder or now or hereafter existing at law or in equity or by statute, and every power and remedy given by this Lease to Landlord may be exercised from time to time and as often as occasion may arise or as may be deemed expedient. No delay or omission of Landlord to exercise any right or power arising from any default will impair any such right or power or will be construed to be a waiver of any such default or an acquiescence therein.

16.5 **Rights of Landlord to Perform Tenant's Covenants.**

(a) **Right to Perform Acts and Make Payments.** If Tenant fails to perform any act or to make any payment required to be performed or paid by Tenant under this Lease, Landlord will have the right, but not the obligation, at any time and without notice, to perform any such act or to make any such payment, and in exercising such right, to incur any and all necessary and incidental costs and expenses, including but not limited to attorneys' fees. Nothing in this Section 17.5 will imply any obligation on the part of Landlord to perform any act or to make any payment required of Tenant under the terms of this Lease.

(b) **No Release.** The exercise by Landlord of any of its rights under this Section 16.5 will not constitute a release of any obligation of Tenant under this Lease or a waiver of any remedy available under this Lease; nor will such exercise constitute an estoppel to the exercise by Landlord of any right or remedy of Landlord for a subsequent failure by Tenant to perform any act or make any payment required by Tenant under this Lease.

(c) **Reimbursement by Tenant.** Tenant will, within seven (7) days after notice from Landlord, pay to Landlord an amount equal to the total of all payments

made and all costs and expenses incurred by Landlord in connection with any payment or performance under this Section 16.5, plus an administrative charge equal to twenty percent (20%) of such total amount, plus interest at the rate of eighteen percent (18%) per year, compounded annually, on such total amount plus administrative charge from the date of such payment or payments by Landlord.

16.6 **Defaults by Landlord.** In the event of a material breach of the terms of this Lease by Landlord, Tenant, in addition to all other rights, will be entitled to seek specific performance and/or actual (and not consequential or punitive) damages available to Tenant in equity or at law.

16.7 **Attorneys' Fees.** In the event any party to this Lease is compelled to enforce any provisions hereof in litigation or arbitration commenced against another party hereto, then the prevailing party in such litigation will be entitled to recover its reasonable attorney fees, court costs and other litigation expenses from the non-prevailing party in such litigation or arbitration.

ARTICLE 17 - SUBORDINATION

17.1 **Estoppel Certificate.** Within ten (10) days after any request or requests of Landlord, Tenant will execute and deliver to Landlord an Estoppel Certificate in a form prescribed by Landlord. Such Estoppel Certificate will be in recordable form, directed to any person or persons designated by Landlord: (a) ratifying this Lease; (b) stating the commencement and termination dates; and (c) certifying: (i) that this Lease is in full force and effect and has not been assigned, modified, supplemented or amended (except by such writings as are stated); (ii) that all conditions under this Lease to be performed by Landlord have been satisfied (stating exceptions, if any); (iii) that no defenses or offsets against the enforcement of this Lease by Landlord exist (or stating those claimed); (iv) the advance rent, if any, paid by Tenant; (v) the date to which rent has been paid; (vi) the amount of security deposited with Landlord; and (vii) such other information as Landlord or its mortgagees may require. All persons receiving such statement will be entitled to rely upon such statement.

17.2 **Attornment.** Tenant will, in the event of a sale or assignment of Landlord's interest in the Leasing Center, the Leased Premises, or this Lease, or if the Leasing Center, the Leased Premises, or this Lease, come into the hands of a mortgagee, ground lessor, or any other person, whether because of a mortgage foreclosure, exercise of a power of sale under a mortgage, termination of the ground lease, or otherwise, attorn to the purchaser or such mortgagee or other person and recognize the same as Landlord thereunder. Tenant will execute, at Landlord's request, any attornment agreement required by any mortgagee, ground lessor or other such persons to be executed, containing such provisions as such mortgagee, ground lessor or other person may require.

17.3 **Subordination**. This Lease and Tenant's rights under this Lease are subject and subordinate to the liens of any mortgages or any lien resulting from any method of financing or refinancing, together with any renewals, extensions, modifications, consolidations and replacement of them (hereinafter collectively referred to as "Mortgage"), which now or at any subsequent time affect the Leasing Center or the Leased Premises, or any interest of Landlord in the Leasing Center or the Leased Premises, or Landlord's interest in this Lease and the estate created by this Lease (except to the extent that any such instrument expressly provides that this Lease is superior to it), provided that Tenant's possession of the Leased Premises under this Lease will not be disturbed so long as Tenant is not in default hereunder. This provision will be self-operative and no further instrument of subordination will be required in order to effect it. Nevertheless, Tenant will execute, acknowledge, and deliver to Landlord at any time and from time to time, upon demand by Landlord, such documents as may be requested by Landlord or any mortgagee, or any holder of a deed of trust or other instrument described in this paragraph, to confirm or effectuate any such subordination so long as said instrument provides that Tenant's possession of the Leased Premises will not be disturbed so long as it is not in default under the terms of this Lease.

17.4 **Attorney-In-Fact**. Tenant, upon any request of any party in interest, will promptly execute such instruments or certificates to carry out the intent of this Article as may be requested from time to time by Landlord. If Tenant fails or refuses to execute, acknowledge, and deliver any such document within ten (10) days after written demand, Landlord, and its successors and assigns, will be entitled to execute, acknowledge, and deliver any such document on behalf of Tenant as Tenant's attorney-in-fact. Tenant hereby irrevocably appoints Landlord and its successors and assigns as attorney-in-fact for Tenant with full power and authority to execute and deliver in the name of Tenant any such instruments or certificates.

17.5 **Financial Statements**. If requested by any mortgagee with respect to the Leasing Center, upon Landlord's written request or requests, Tenant will promptly furnish Landlord's mortgagee from time to time financial statements reflecting Tenant's current financial condition.

ARTICLE 18 - TERMINATION

18.1 **Delivery of Leased Premises**. Tenant will quit and deliver possession of the Leased Premises to Landlord, its successor, agents, or assigns, when this Lease terminates by limitation or forfeiture, with all of the Leased Premises, including but not limited to all keys, locks, bolts, plumbing fixtures, heating appliances, and air conditioning appliances in as good order and condition as the same are when let, or may hereafter be made by repair, in compliance with all the covenants of this Lease, excepting only the wear thereof from reasonable and careful use thereof.

18.2 **Advertisement by Landlord.** Tenant hereby gives to Landlord the right to place and maintain its usual "For Rent" signs upon the Leased Premises and to place the same as they are usually displayed on the properties similar to that hereby demised for the last 90 days of the term of this Lease.

18.3 **Holdover.** If Tenant holds over or occupies the Leased Premises beyond the termination of this Lease (it being agreed that there will be no such holding over without the written consent of Landlord), Tenant will pay to Landlord for each day of such holding a sum equal to twice all amounts which would then be payable as Base Rent under the terms of this Lease, prorated for the number of days of such holding over. In addition, Tenant will be liable to Landlord for any and all damages which Landlord may suffer by reason of such holding over, and Tenant will indemnify Landlord against all claims and demands made by any succeeding tenants against Landlord which are founded upon delay by Landlord in delivering possession of the Leased Premises to such succeeding tenants. If Tenant holds over without Landlord's written consent, at the option of Landlord (which option may be exercised with or without notice to Tenant), such tenancy will be deemed to be in violation of this Lease or will be deemed to be an additional tenancy on a month-to-month basis subject to all other terms and provisions of this Lease.

ARTICLE 19 - NOTICES

19.1 **Place of Notice.** All notices, demands and requests hereunder will be in writing and given by United States registered or certified mail, by messenger delivery, by personal delivery, or by facsimile transmission, in the case of Landlord to Landlord's address at the Leasing Center, or to such other address as Landlord may, from time to time designate, and in the case of Tenant either at 319 East 60th Drive, Merrillville, Indiana 46410, or at the Leased Premises. Tenant may change its address for notice purposes by notice to Landlord; however, any notices to Tenant may be delivered at the Leased Premises at any time, and depositing of a written notice, demand or request in, or on the door of, the Leased Premises will be deemed to constitute full delivery thereof to Tenant for all purposes of this Lease.

19.2 **Time of Notice.** Any notice, demand or request given by United States registered or certified mail, as provided herein, will be deemed served on the date it is deposited in the United States mail properly addressed and with postage fully prepaid. Notice delivered by facsimile transmission will be deemed to be given when delivered to Tenant's fax terminal. Notice delivered by personal or messenger delivery will be deemed to be given when delivered at Tenant's address for notice purposes hereunder.

19.3 **Notice by Mail.** If a party gives a notice hereunder by certified or registered mail and the other party refuses to accept or fails to claim such certified or registered mail, at the option of the party giving such notice, such notice may be given

in writing by first class mail. Such notice will be deemed served on the date it is deposited in the United States mail properly addressed and with postage fully prepaid.

ARTICLE 20 - MEMORANDUM OF LEASE

20.1 This Lease will not be recorded or otherwise made a public record. The parties will, upon the request of either party, execute a Memorandum of Lease in recordable form, indicating that Tenant has an interest in the Leased Premises. Such Memorandum may be recorded by either party.

ARTICLE 21 - MISCELLANEOUS PROVISIONS

21.1 **Interpretation.** Whenever required by the context, the use of the words "term of this Lease" or any variation thereof, will be deemed to include any extension or renewal of this Lease. Words of any gender used in this Lease will be held to include any other gender, and words in singular will be held to include the plural, and vice versa, when the sense so requires.

21.2 **Captions.** The captions of this Lease and the Table of Contents are for convenience only and are not to be construed as part of this Lease and will not be construed as defining or limiting in any way the scope or intent of the provisions thereof.

21.3 **Enforceability.** If any term or provision of this Lease is to any extent be held invalid or unenforceable, the remaining terms and provisions of this Lease will not be affected thereby, but each term and provision of this Lease will be valid and be enforced to the fullest extent permitted by law.

21.4 **Governing Law.** This Lease will be construed and enforced in accordance with the laws of the State of Indiana.

21.5 **Entity Parties.** The individuals executing this document on behalf of any corporation, partnership, limited liability company, trust or other legal entity each certify and warrant that such entity is in good standing, that the execution of this Lease by such entity and by such individual on behalf of such entity has been duly authorized by the governing body of such entity, and that the execution of this Lease will not violate the documents under which such entity was established.

21.6 **Successors and Assigns.** The covenants of this Lease will be obligatory upon and will extend to the successors and assigns of Landlord, and to the successors and assigns of Tenant.

21.7 **Partial Payment.** No payment by Tenant or receipt by Landlord of a lesser amount than the rental herein stipulated will be deemed to be other than on account of the earliest stipulated rent, nor will any endorsement or statement on any

check or any letter accompanying any check or payment as rent be deemed an accord and satisfaction, and Landlord may accept such check or payment without prejudice to Landlord's right to recover the balance of such rent or pursue any other remedy provided in this Lease or available at law or in equity.

21.8 **Waivers**. No waiver of any condition or legal right or remedy will be implied by failure of Landlord to declare a forfeiture or for any other reason, and no waiver of any condition or covenant will be valid unless it is in writing signed by Landlord. No waiver by Landlord with respect to one or more tenants or occupants of the Leasing Center will constitute a waiver in favor of any other tenant, nor will the waiver of a breach of any condition be claimed or pleaded to excuse a future breach of the same condition or covenant.

21.9 **Brokerage**. Landlord has not retained the services of any broker with respect to the transactions described in this Lease, and will pay no commissions for or with respect hereto. Tenant will be fully and solely responsible for payment of any commissions to any brokers or salespersons retained by Tenant, or otherwise brought into the deal by Tenant.

21.9 **Entire Agreement**. This Lease and the exhibits attached hereto set forth all the covenants, promises, agreements, conditions and undertakings between Landlord and Tenant concerning the Leased Premises and there are no covenants, promises, agreements, conditions or understandings, either oral or written, between them other than are herein set forth. Except as herein otherwise provided, no subsequent alteration, amendment, change or addition to this Lease will be binding upon Landlord or Tenant unless reduced to writing and signed by them.

21.10 **Counterparts**. This Lease may be executed in several counterparts, all of which will constitute one Lease, binding on all parties hereto, notwithstanding that all of the parties are not signatories to the same counterpart.

* * * * *

[Signatures appear on the following page.]

IN WITNESS WHEREOF, the parties hereunto caused this Lease to be executed, individually, by their duly authorized corporate officers, by their duly authorized partners, or by their duly authorized trustee or trust beneficiary, the day and year first above written.

Landlord:

LAUREL CHURCH MINISTRIES, INC.
an Indiana nonprofit corporation

By: _____
Lawrence C. Raftery, President

Tenant:

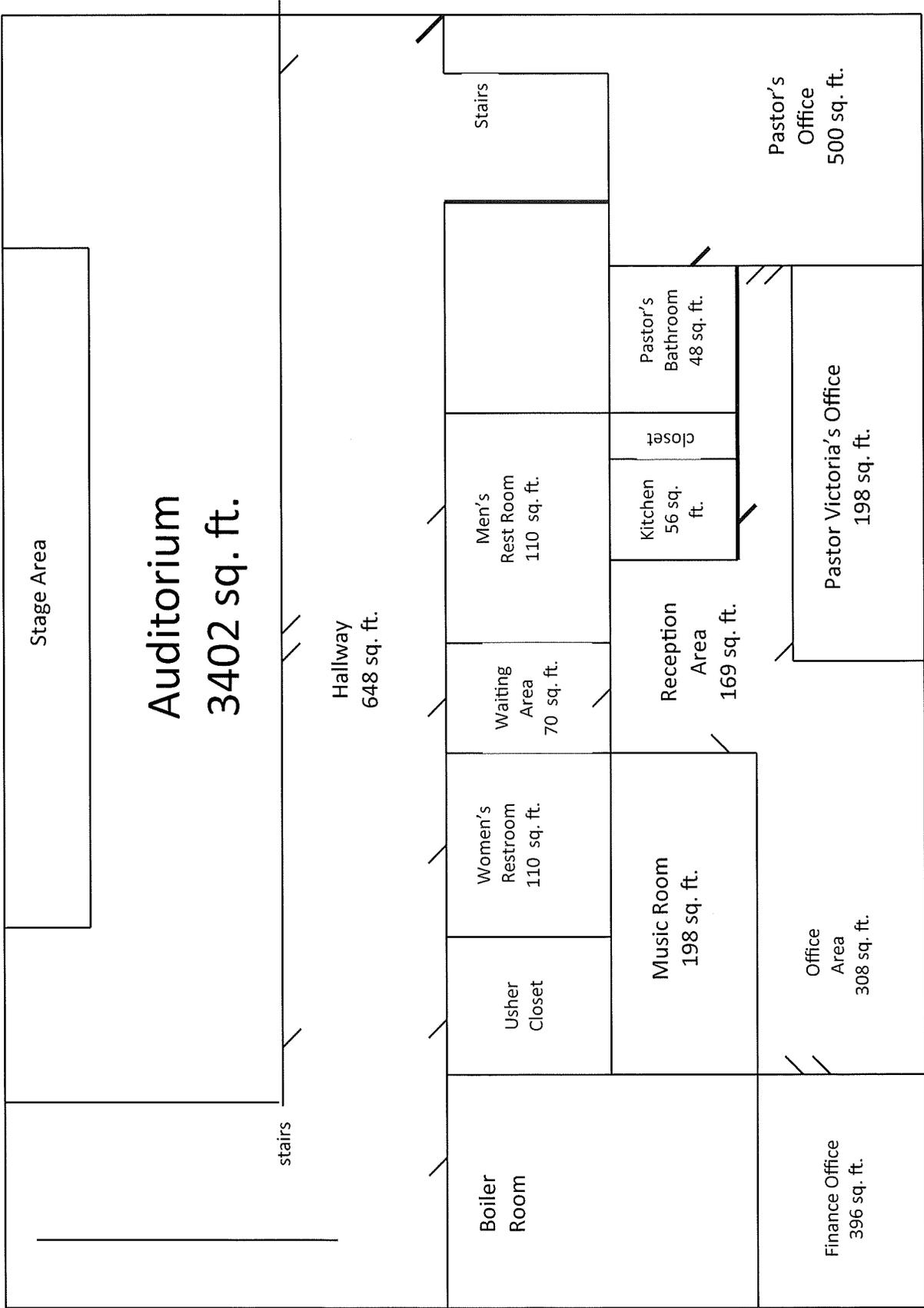
**TRON-AGEK EDUCATIONAL
FOUNDATION, INC.**, an Indiana
nonprofit corporation

By: _____
Dr. Augusta Deneal, President

EXHIBIT A

Drawing of Leased Premises

(Exclusive Leased Facilities and Shared Leased Facilities depicted in different colors)



*Total Upper Level Space is
7128 sq. ft.

- MOU

08/01/2014 15:59 3129511230

08/01/2014 13:59 310-457-2206

08/01/2014 15:47 3129511230

NOVOGRODER CO INC

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NOVOGRODER CO INC

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PAGE 02/02



NOVOGRODER COMPANIES, INC.

August 1, 2014

Fax: 1 Page

Dawn Dawkins
TRON/AGEK Educational Foundation, Inc.
P.O. Box 3126
East Chicago, IN 46312

Tel: 219-997-6994
Fax: 219-397-6994

Dear Dawn:

This letter will confirm that you have an Option on up to 7,000 square feet through September 30, 2014 at Westlake Commons Office Building, 8374 Louisiana Street in Merrillville, IN.

You agree to pay the following amounts for this Option:

- 1. By July 25, 2014 - \$1,500.00
- 2. By August 15, 2014 - \$1,500.00
- 3. By September 25, 2014 - \$1,500.00
- 4. By October 15, 2014 - \$3,500.00

Both Landlord and Tenant will negotiate in good faith for a lease for up to 7,000 square feet by September 30, 2014.

This Option will be null and void if any payments are not made on a timely basis.

We look forward to working with you on your charter school. Thank you.

Very truly yours,
THE NOVOGRODER COMPANIES, INC.
a/k/a WESTLAKE COMMONS

George Novogroder
President

GN/rb
cc: File

Accepted by:
TRON/AGEK EDUCATIONAL FOUNDATION, INC.
an Indiana Nonprofit Corporation

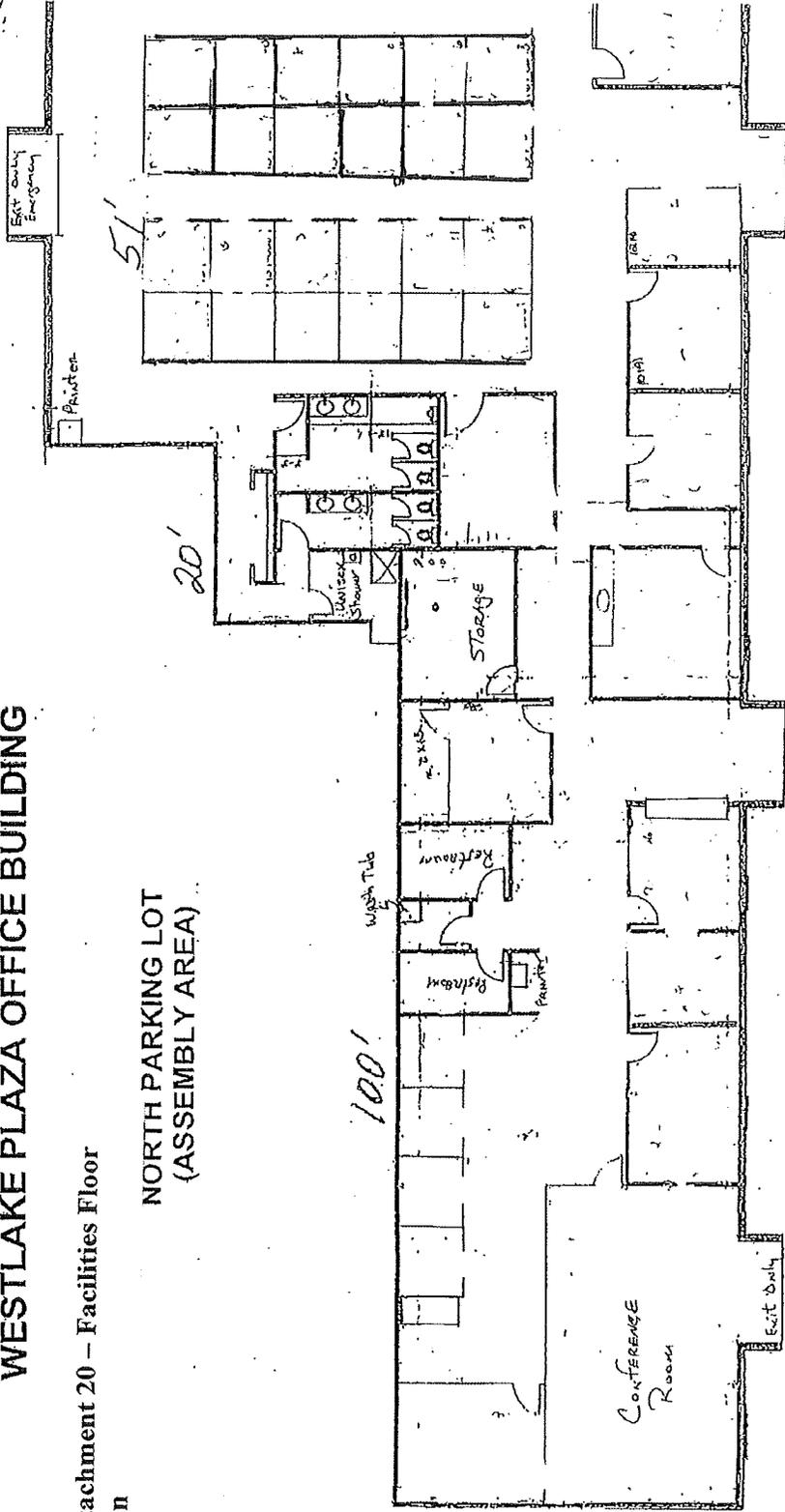
By: [Signature]
Dawn Dawkins

By: [Signature]
D. George Novogroder

By: [Signature]
Dwylene Tucker

INDIANA DEPARTMENT OF ENVIRONMENTAL MANAGEMENT
WESTLAKE PLAZA OFFICE BUILDING

Attachment 20 - Facilities Floor
Plan



SOUTH PARKING LOT
(ASSEMBLY AREA)

SOUTH PARKING LOT
(ASSEMBLY AREA)

Novagator Companies