

HELPING IMPROVE MANKIND BY HEALING EVERY RACE



HIM BY HER FOUNDATION, INC.
(A 501(c)(3) Non-Profit Corporation)



**APPLICATION FOR A
PROPOSED CHARTER
SCHOOL WITH
BEGINNING GRADES 6-8
(INDIANAPOLIS, IN)**

**RESPECTFULLY SUBMITTED TO THE
INDIANA CHARTER SCHOOL BOARD**

SEPTEMBER 3, 2018



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Exhibit B

Proposal Overview

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

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

Name of proposed Charter School:

HIM By HER Collegiate School for the Arts

Proposed Charter School location:*

1115 Broad Ripple Avenue, Indianapolis, IN 46220 or other suitable address

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

School district of proposed location:

Indianapolis Public Schools

Legal name of group applying for Charter:

HIM By HER Foundation, Inc.

Designated representative:

Harry C. Dunn, III

Contact Information (Phone & Email):

Tel: (317) 918-7799; Email: himbyherfoundation@ymail.com

Planned opening year for the school:

2020-21

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

College preparatory, including arts and wrap-around services

Proposed Grade Levels and Student Enrollment

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

Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1	6-8	250
Year 2	6-9	375
Year 3	6-10	500
Year 4	6-11	625
Year 5	6-12	750
At Capacity	6-12	750

Target student population (if any):

Marginalized and under-served families

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):

N/A

Planned submission date(s):

N/A

Please list the number of previous submissions (including withdrawn submissions) for request to authorize any charter school(s) over the past five years, as required under IC § 20-24-3-4.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

Number of Previous Submissions:

1 (current Application continues from the 3/5/2018 submission to the ICSB)

Authorizer(s):

Indiana Charter School Board

Submission date(s):

March 5, 2018

Signature of Applicant's Designated Representative

/s/ Harry C. Dunn/

September 3, 2018

Signature

Date



CHARTER SCHOOL PROPOSAL (INCLUDING EXECUTIVE SUMMARY)

CHARTER SCHOOL PROPOSAL (INCLUDING EXECUTIVE SUMMARY)

EXECUTIVE SUMMARY

Background and Brief History

HIM By HER Collegiate School for the Arts (“HBHCSA”) is a proposed charter school seeking a charter from the esteemed Indiana Charter School Board (“ICSB”). If approved, HBHCSA has targeted the Fall of 2020 to open and begin its first academic school year. The school will be located in Indianapolis, Indiana, and will serve students in grades six (6) through eight (8) in its first academic year. It plans to add a grade each new academic year until in the fifth academic year of operation (at full capacity), it will serve students in grades six (6) through grade twelve (12).

HIM By HER Foundation, Inc. (“HBHF”), an Indiana not-for profit corporation with Internal Revenue Code Section 501(c)(3) tax-exempt status, is the Applicant (and new school operator) seeking the aforementioned charter as a crowning extension of HBHF’s mission to improve the lives and life trajectories of underserved and marginalized students and families. HBHF was founded in 2014 by Harry C. Dunn, III, a homicide detective with the Indianapolis Metropolitan Police Department, along with his wife, Michelle Christian Dunn “to improve the life skills and economic prospects of at-risk youth and adults.” The name “HIM By HER stands for “Helping Mankind by Healing Every Race.” HBHF is also acutely interested in reducing the growing youth crime rate and assisting the growing at-risk population of youth in making better life-choices and developing better life skills through its innovative signature programs, including The Enterprise City (“EC”), a program in which youth participants learn a variety of life skills from job seeking, job readiness and positive job habit skills, to financial literacy, to civic responsibility, to conflict resolution, to entrepreneurship, and others, and The Industrial City™ (“IC”), for both youth and their families to learn and improve marketable, vocational job skills. HBHF also has strategic partnerships who will deliver important “wrap-around” services to program participants and others, including but not limited to: mental health; counseling; overall health and reduced-price medical services; social services, and others.

The new Charter School will target a similar student population.

Mission and Vision of the School

The **mission** of HBHCSA is to: provide a wide range of academic opportunities and support leading to successful graduation and entry into college or career by students whose needs are often unmet by other local schools, improve the life skills and economic prospects of all students—especially those marginalized by society and the school system; and to serve as a bridge for a successful, productive life in society as a positive outcome. HBHCSA also seeks to counteract the “School-to-Prison Pipeline” described below in this document.

HBHCSA’s **vision** forges a new and powerful model of education, ensuring a positive outcome for its students. The School will be a place where the learning design is student-centered, and students are motivated to learn with the help of unique, hands-on, quality instruction and leading-edge strategies and technology. Owing to the “arts” influence in the broad sense, all students will be perpetually engaged in some type of performance—with a hands-on approach to all learning—varying from conventional arts (for example, building a theatrical set and performing on that set) to earning Union Apprenticeship skills (while building or repairing a house), as two such examples among many others. Every student will have one specific and continuous (year-to-

year) advisor or mentor and will graduate with the knowledge and skills needed to compete and excel in an increasingly technology-based world. Utilization of a diverse array of traditional and alternative methods of study, pedagogy, and educational media will be coupled with community partnerships to provide wrap-around services in a student-first, relaxed, and nurturing family-based environment. HBHCSA envisions a profound positive influence on Indianapolis, with fewer youths becoming ensnared in the criminal justice system and receiving the scarlet letter of “ex-offender,” fewer in public assistance, and more confident in their cognitive abilities and self-worth.

Educational Need and Target Population

The “Crossroads of America,” Indianapolis is among the top three U.S. convention cities, boasting almost 30 million visitors in 2016, and a plethora of famous visitor attractions. But the experiences of welcome visitors and more affluent residents are not often the same as many of the city’s youth, who often have not visited many of the attractions, and face everyday threats of crime, food insecurity, incarceration, homelessness, and premature death. Marginalized Indianapolis youth are home to a city where a homicide on the average of every three days, with gun homicides ranking the highest among African American males, age 15-24. According to the FBI’s 2017 Uniform Crime Report, Indianapolis ranks as the 10th most violent city in the U.S., with 17.1 homicides per 100,000 people, compared with the U.S. rate of 4.9 homicides per 100,000 people, which is higher than NYC or Chicago, per capita. Indianapolis Metropolitan Police Department (IMPD) has labeled six areas of Indianapolis as “killing zones”; all in the Indianapolis Public School (IPS) district.

The above issues have profound ramifications on education outcomes. For example, in 2015, 1 of every 5 students in IPS were suspended or expelled, and the U.S. Department of Education data shows Black students are suspended or expelled at a rate three times that of White students. Extensive research shows the correlation between these societal dangers and a lack of success in schools. The State of Indiana actually used to use failing third and fourth grade reading scores to predict the future prison bed need 10 years into the future!

IPS has converted many schools into magnet schools able to selectively enroll or dismiss students that don’t meet specific academic or behavioral requirements, or failing schools have been reorganized as “innovative schools” so test scores don’t reflect poorly on IPS. It recently announced several north and northeast middle and high school closings, including the long-recognized northside public school anchor, Broad Ripple High School and the troubled far east-side middle school, John Marshall, leaving almost 700 students alone without a similar school.

Combating a disturbing phenomenon and trend known as the “School-to-Prison-Pipeline” is a primary objective of HBHCSA. In this phenomenon poor education practices, deficiencies and policies disproportionately destine Black and Latino children to end up incarcerated with no signs of abatement. The National Council on Educating Black Children¹ (NCEBC) has published the chart immediately following this “Executive Summary” illustrating the School-to-Prison Pipeline.

The NCEBC asserts that “There are a number of policies and practices evident in public and charter schools that result in student ‘push out’ ‘counsel out’ and ‘select out’” which ultimately contribute to the School-to-Prison Pipeline—among them, the lack of governance by the State of

¹ In collaboration with Collaboration with the Black & Latino Policy Institute, and Indiana University School of Social Work. The Applicant notes that the charts and description of the charts related to the School-to-Prison Pipeline are the creation of the identified collaborators, and the Applicant makes no claim to copyright of the Collaborators’ materials.

Indiana, on home schooling and other mobility rate factors, such as “missing children.” contributes to the school to prison pipeline. It also makes the following conclusions: 1) In the underbelly of a school, there are factors such as home schooling and missing children that can contribute to a school to prison pipeline; 2) The selection of a “transfer” to home schooling is used as an option for those considered for expulsion, which may (pending further investigation) allow the schools to avoid any further responsibility for the child, and keep a lower expulsion rate; 3) The practice affects the graduation rate used by the current state formula (impliedly causing them to effectively be inflated at the schools); and 4) Further research is needed on whether the practice feeds the school to prison pipeline with students of color from lower socio-economic backgrounds, living in neighborhoods characterized by high crime and violence.

The NCEBC cites the following characteristics of a school needed to combat the Pipeline: 1) A principal who is a strong instructional leader; 2) A safe community-like climate conducive for learning; 3) A professional staff with high expectations for all students; 4) A curriculum that relates to the experiences of the learners; and 5) Constant evaluation with remediation for mastery of content. These aggregate factors are generally lacking for HBHCSA’s targeted population.

HBHCSA believes that populations in Indianapolis are effectively part of a School-to-Prison Pipeline, and there is a long-felt but unmet need for a school to interrupt the Pipeline.

Community Engagement

Community partners will be a critical component of the School, providing wrap-around services, mentoring students and serving as guest speakers. These partnerships include the Indianapolis Housing Agency Truancy Prevention Program; Marion County Health & Hospital Corporation providing a health clinic inside the building—a clinic for medical and mental health/counseling issues, IMPD establishing a police sub-station in the building as well as a Police Cadet program; and many other entities and individuals, including, for example, a tax specialist who is fluent in Spanish. Should the school building have contiguous land, Browning Investments has indicated preliminary interest in providing a new housing development with staff parking and discounted housing for teachers. Additional community support is shown in Attachment 10 of this Application, from consulting from the Indiana Council on Educating Students of Color; and, through HBHF itself, providing an onsite Enterprise City experience for students. There is also great community interest from local businesses to provide student internships and apprenticeships.

Education Plan/School Design

HIM By HER Collegiate School for the Arts (HBHCSA) is designed to provide numerous options for students to reach their ultimate goals, prepared after high school graduation, to enter and graduate from college or a career (as opposed to a “job”). Examples of such options include daily performance activities whether on stage, in a vocational education shop, or in participating in an internship. For example, it makes more sense to provide a 15-year-old pregnant girl with English/Language Arts reading assignments on pre-natal care and child care with a nurse at a local hospital than it does to try to require her to read *Silas Marner*. If a young man’s family is traveling to India for a business trip for two months, it makes more sense to provide him related requirements concerning mileage, travel, currency conversion, etc. for math; history of India and photos/reports on the Taj Mahal, Buddhism, India’s fairly recent struggle for independence, Gandhi, etc. as requirements for social studies/language arts credits rather than telling him he cannot travel with his family or he will lose his credits for that term. If a student has free time during the day, a

course taken at a local university (or online) may be more valuable than spending idle time in study hall, with an aspirational goal of avoiding boredom if possible.

The time calendar for the school day will be set up based on research on teenagers' brain engagement, starting somewhat later than traditional starting times more appropriate for full agrarian societies.

Students will be at the center of their own education, revolving around mastery of their academics and meeting Core and State Standards. They will also spend time in the community or with community partners in the school building, under the tutelage of mentors and they will not be evaluated solely on the basis of standardized tests. Instead, students will be assessed on exhibitions and demonstrations of achievement, on motivation, and on the habits of mind, hand, and heart—reflecting the real-world evaluations and assessments that all of us face in our everyday lives, in line with the school design of Big Picture Learning. In 1995 with the sole mission of putting students directly at the center of their own learning. BPL co-founders Dennis Littky and Elliot Washor merged their thirty years of experience as teachers and principals and their distinct national reputations to launch this new innovation in education. With an intention to demonstrate that schooling and education can and should be radically changed, Big Picture Learning was born. At about the same time, Rhode Island was re-examining its educational system and a bold new school dedicated to educating one student at a time -- the Metropolitan Regional Career and Technical Center ("The Met"), the very first Big Picture Learning school, was opened. The first Met class graduated in 2000 with a 96% graduation rate. Ninety-eight percent of its graduates were admitted to postsecondary institutions, receiving over \$500,000 in scholarships to help fund their college dreams.

Clearly, Big Picture was working; with these ground-breaking successes came national attention. In 2001, the Bill and Melinda Gates Foundation announced that the Met was its favorite high school in America, and that the U.S. needed more schools like it, providing Big Picture Learning with a large grant to replicate its design nationwide. In 2003, after the continued success of Big Picture schools, the foundation pledged a second grant to launch even more schools. By 2010, the President of the United States was lauding the Met and schools like it as engaging and relevant models of innovation worth replicating.

Today, there over 65 Big Picture network schools around the world. Though Big Picture Learning began as a school design model, its ever-expanding organization and network now devotes its time and energy to the challenging and urgent mission of changing the way education is thought about. Instead of a paradigm that judges students and sets limits for achievement, BPL is rethinking an education system that inspires and awakens the possibilities of an engaged population of learners, from Pre-K through higher education.

Each student at a Big Picture Learning school is part of a small learning community of 15 students called an advisory, and each advisory is supported and led by an advisor—a teacher that works closely with the group of students and forms personalized relationships with each advisee. Each student works closely with his or her advisor to identify interests and personalize learning. The student as the center of learning truly engages and challenges the student and makes learning authentic and relevant. Also, each student has an internship where he or she works closely with a mentor, learning in a real-world setting.

Parents and families are actively involved in the learning process, helping to shape the student's learning plan and are enrolled as resources to the school community. The result is a student-centered learning design, where students are actively invested in their learning and are

challenged to pursue their interests by a supportive community of educators, professionals, family members, and local businesses and community agencies.

Vision for Growth

HBHCSA will collaboratively work with students in need to produce outstanding students and citizens. Upon establishing cornerstone education processes and inculcation of its initial group of students ranging from 6th grade through 8th grade, the School will expand upward by adding a new grade level each year until grades 6 through 12 are included in the fifth year of operation. Growth will be deliberative while maintaining a critical mass of students who have already been exposed to the pedagogical methods and expectations of the School, and who already appreciate the value and power of onsite or convenient wrap-around services. The appropriate mindset to avoid the School to Prison Pipeline (discussed *supra*.) will continue to be instilled in manageable numbers of new students.

Adding HBHCSA's soft skills curriculum to the proven hard skills curriculum will make it unique among Indianapolis schools and beyond. HBHCSA expects to become a mecca for its target population of marginalized youth who continue to be profoundly underserved, continually and methodically adding converts. Growth will also be supported by the surrounding "village."

Governance and Leadership

HIM By HER Collegiate School for the Arts (HBHCSA) has a strong governance, management and leadership structure in place to move it from its start-up phase to a viable charter school, and then toward long-term sustainability. The governance and management structure were carefully crafted considering not only typical charter school structures but modifying the charter structure to comport with the nature of HIM By HER Foundation's existing non-profit status and its previous foray into educational activities, although not in the nature of operating a school. Input was received from educators with charter school administration experience, financial professionals, business leaders, and legal professionals including attorneys with non-profit law experience, all of whom have lived in or very near Indianapolis for many years.

While the Applicant has memorialized definite leadership roles and job descriptions for a fully functioning school, the leadership positions are not yet filled except for the most important one—School Principal. Mr. Clete H. Ladd has firmly committed to be the School Principal. In his illustrious quarter-of-a-century educational career Mr. Ladd has functioned as the educational equivalent of a corporate turn-around artist, where instead of turning around failing corporate entities, he consistently and successfully turned around the academic and life prospects of many students who were thought to be failures (either within themselves or from society, or both). His invaluable alternative principal experience will greatly benefit the School.

HBHCSA will be carefully and methodically governed by a Governing Committee already comprised of several outstanding individuals with prominent backgrounds in education, information technology, business and finance, and military. More such outstanding individuals will be added in the near future with backgrounds in, for example, legal and compliance, as well as others. The Board of HBHF for reference, contains individuals with even more diverse non-profit organization experience.

School To Prison Pipeline

The Pipeline to Prisons: The U.S. has the highest incarceration rate in the world, and its prisons and jails are overwhelmingly filled with African Americans and Latinos. The paths to prison for young African Americans and Latinos are many, but the starting points are often the school and foster care systems.*

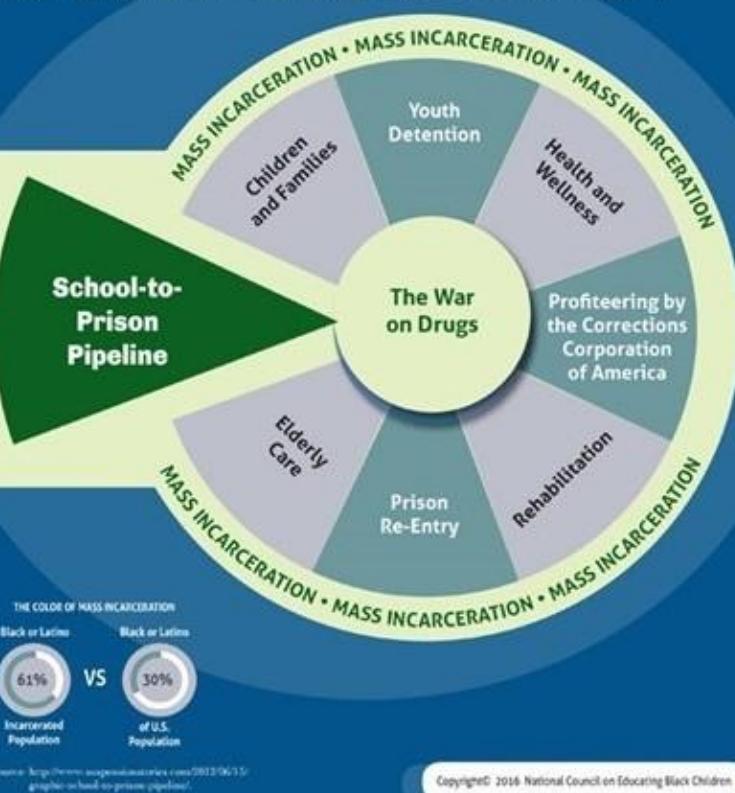
Source: <http://www.suspensionstories.com/2012/06/15/graphic-school-to-prison-pipeline/>



The Impact of Mass Incarceration

"Today, the New Jim Crow system targets substantially African American men, but it undermines and destabilizes African American children, families and their communities. The New Jim Crow is arguably as formidable foe to the well-being of the American family and community, as the systemic force of the 19th century slave system or slavocracy."

Source: "Bearing Witness Report: A Nation In Chains" — Samuel DeWitt Proctor Conference, Inc.



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SECTION I: EVIDENCE OF CAPACITY

Background

With the grace of the Indiana Charter School Board (ICSB) HIM By HER Foundation, Inc. (HBHF) is committed to opening an exemplary charter school in 2020 in the name of HIM By HER Collegiate School for the Arts (HBHCSA) to serve marginalized and underserved students in Indianapolis, Indiana. The establishment of a charter school is an awesome responsibility both legally, socially, and it can be argued, morally. That is why the Applicant HBHF seeks to gain the public trust with all serious consideration required. It should be noted that from the legal inception of HBHF in 2014 (groundwork for the organization was laid many years before) to present, it did not decide to seek a charter school lightly. Only after beginning to serve marginalized youth through operating its innovative version of The Enterprise City program, beginning to establish its The Industrial City™ program did HBHF understand, even more, the profound challenges faced by underserved and marginalized youth. As a result, HBHF actively sought strategic partnerships with important community partners (often with executed memoranda of understanding) to encourage those partners to provide important wrap-around services to HBHF program participants regarding mental health, counseling, social services and medical health.

HBHF came to appreciate the high correlation of academic failure and truancy with youth crime and poor life choices. HBHF then realized that a veritable hole existed in the education system for properly and positively educating the target population of underserved and marginalized youth. From there, the intense desire to establish HBHCSA was born.

The School has been carefully researched to provide a truly sustainable public education venture commensurate with all due academic, fiscal, legal, and operationally accountable standards.

Key Personnel

HBHF believes that the proper establishment of a charter school begins with a team of passionate, skillful and professional individuals from diverse backgrounds who cooperate to create the synergy needed for a successful charter school. The HBHF Board of Directors certainly meets that description, including prominent individuals from many walks of life, including education. As to the direct governance of the proposed charter school, HBHF has established its standing Governing Committee, which includes members no less prominent and committed.

The following individuals currently serve on the HIM By HER Foundation, Inc. Board of Directors: 1) Harry C. Dunn, III, a seasoned Indianapolis Metropolitan Police Department (IMPD) homicide detective, who along with his wife Michelle, founded HBHF to provide positive life paths for marginalized youth. Harry Dunn also brings vast leadership experience, entrepreneurial experience, facilities management experience and expertise regarding the adult and juvenile criminal justice systems; 2) Michelle Christian Dunn (wife of Harry Dunn), an investigator with the Indiana State Police who also has experience with foster care. Also an accountant, Michelle Dunn has ensured that the Foundation always stayed fiscally compliant and fiscally viable. Harry and Michelle both grew up in Indianapolis, Indiana and attended Broad Ripple High School; 3) The Honorable John L. Bartlett, Chairman, and an Indiana State Representative. Bartlett is a retired tool-and-die maker who not only understands the value of vocational education, but the value of education in general, having served on several education boards over the years. Bartlett brings strong experience to the Board in the areas of legislative issues affecting education and marginalized families, strong community and parental, and many other areas; 4) Diana M. Daniels,

Executive Director of the Indiana Council on Educating Children of Color and a former HBHF Chair. With over 30 years with Indianapolis Public Schools (IPS) in various capacities, including a K-12 teacher, a Title I reading specialist, a school principal, and reading administrator, Daniels brings education experience to the Board in the areas of school leadership, curriculum instruction, assessment, human resources, and performance management; 5) Terrance M. Bogan, M.B.A. brings direct financial experience to the Board to aid in financial and business concerns. Bogan also has experience with teaching financial literacy and a background in youth residential treatment; 6) WTHR TV's Sports Director, Dave Calabro, is perhaps Indiana's best-known sports reporter. But simply being a television celebrity scratches only the surface of the man. Calabro is active in many charities and non-profit organizations and has been a member of the HBHF Board of Directors since the organization's formation. Calabro brings powerful connection and energy to parent and community engagement; 7) Jason Gardner is a former professional basketball player and current men's basketball coach at I.U.P.U.I. A former Indiana Mr. Basketball, Gardner has pledged continuing support for community outreach and community engagement for the Foundation and for the prospective charter school; 8) Gregory P. Gadson is a long-time attorney with experience in many areas of the law. Gadson brings strong experience in the areas of administration, governance, legal compliance and marketing outreach; 9) Keith A. White. Along with his M.S. degree in Curriculum and Instruction, White brings important other education experience in the form of previous Assistant Principal at Broad Ripple High School and at the IPS New Beginnings Alternative High School. and District Director of Fine Arts and Music; 10) William Benjamin, former NFL football player and current law officer. Benjamin is also a long-term member of the HBHF Board of Directors, and has a great deal of experience in law enforcement issues concerning marginalized communities, performance management, administration and parent and community engagement; and 11) Other Directors include Larcia S. Warthaw, with experience in education, and Norma L. Knecht, with experience in business.

For the direct governance of HBHCSA, HBHF has established a standing Governing Committee, and has provided detailed directives for the oversight and operation of the HBHCSA. The Governing Committee (which will be expanded) already comprises the following outstanding individuals: 1) Sheryl Alexander, Ph.D. Dr Alexander has been a teacher and high-level school administrator at several schools, and has experience and expertise in the areas of school leadership, administration, curriculum, instruction, assessment, performance management, and parent and community engagement; 2) James L. Leonard. Along with his outstanding military career, Leonard brings his successful business and entrepreneurial experience to the Governing Committee. Leonard is expected to bring the following expertise to the Governing Committee: financial, business, human resources, and performance management; 3) Tasha Phelps is an Information Technology (IT) entrepreneur and business owner, as well as an expert in cyber security. Also having a background in criminal justice, Phelps has great experience and expertise in business, technology and community engagement; 4) Wayne R. Wellington is a long-time educator at the secondary and post-secondary levels. He brings strong school leadership, instruction, curriculum, human resources, performance management, facilities management, and parent and community engagement experience to the Governing Committee; and 5) Daryl Williams-Dotson, a notable architect who will lend her expertise to facilities management, business and other areas.

The résumés of the above individuals also appear in Attachment 1 to this Application. Attachment 2 contains the required Statements of Economic Interest & Conflict of Interest Forms.

Governance Structure

As HBHF was already an existing non-profit corporation and now seeks to operate a new charter school, it has developed a governance structure that adequately handles the operation and oversight of the proposed HIM By HER Collegiate School for the Arts. Namely, the HBHF has established a standing Governing Committee which will handle all governing duties of the HBHCSA as spelled out in its Directive Document in Attachment 11 to this Application.

The Governing Committee will have 5 to 12 members and will handle all matters related to oversight of the School. These include all planning matters, general oversight matters, and financial matters. All finances of HBHCSA will be completely separate, without the possibility of co-mingled funds and accounts, as per-pupil expenditures through the School are not able to be used for HBHF purposes (nor accessible for such purposes).

The Governing Directives clearly list the meeting requirements, dealings with the public, budget oversight and all other matters of governance required by the Charter School Law.

Grievance Matters

Along Governing Committee Directives in the body of Attachment 11, Attachment 9 contains a Grievance Policy. Grievance matters are normally handled first at the School level, with a right to appeal unsatisfactory results to the Grievance Committee. In any case, the Grievance Committee shall accept all direct grievances it receives from any member of the public. The School and the Grievance Committee shall endeavor to resolve grievances in good faith and in the best interests of the grievants, the School and the community.

The School Principal

Clete H. Ladd will be the School Principal. As explained in the Executive Summary, Mr. Ladd has extensive experience as a school principal, and specifically as a school principal at alternative schools. As a “turnaround” artist for failing students, Mr. Ladd’s extensive experience will mesh well with HBHCSA’s mission of improving the life outcomes of marginalized students and in helping them to avoid the School-to-Prison Pipeline. More of Mr. Ladd’s outstanding credentials are illustrated in his résumé in Attachment 1 to this Application. Mr. Ladd will be the key figure during the planning phase of the School with respect to curriculum planning and coordination, staffing, community outreach and school recruitment, and many other functions.

Other Evidence of Capacity Matters

The School (via the HBHF Board) also will hire a School Director to coordinate many of the logistical, administrative, and compliance matters needed to be addressed during the planning and start-up phases, as well as for operation of a well-run entity. This position has not yet been filled. The proposed salaries and compensation of the School Leadership and other key school personnel are listed in the School’s Budget Workbook associated with Attachment 16 to this Application. Compensation for the School Director will be through funding from HBHF, and not through per-pupil tuition in the start-up phase.

As HBHCSA is not utilizing an education service provider, and thus will not incur any costs associate therewith.

A convenient summary of the governance and operation duties and how they are spread between the School Leadership and the Governing Committee appears in Attachment 3 to this Application.

SECTION II: SCHOOL DESIGN

Education Plan

Innovation

HIM By HER Collegiate School for the Arts (HBHCSA) will enter an agreement with Big Picture Learning (BPL) as an affiliate. BPL is invested and involved nationally, internationally, in rural and urban schools. BPL targets the marginalized student with individual instruction along with mentoring and internships and will coincide with The Enterprise City, as will be described *infra*.

In accordance with its affiliation with BPL, HBHCSA will focus on BPL's 10 Distinguishers that maximize student learning. The following is summary gathered from the BPL website:

- **One student at a time:** learning is individualized to each student's passions and interests, talents and needs
- **Advisory:** Learning takes place with an advisor and with fellow classmates and establishes close family-oriented relationships that can last the student's entire life
- **Learning Through Interests and Internships (LTI):** Once and at times, twice each week the student experiences real world learning working with experts in their chosen areas of interest, completing an extensive, authentic project and presenting it to parents, experts, teachers, community members and other students in an exhibition
- **Parent, Family and Community engagement:** All participate with the student in planning and assessing the student's project. Many projects of BPL students have become incorporated into the programs of many business. Parents also build relationships with mentors and their business within the community
- **School Culture:** Students are members of the culture team and take on roles of leadership within the school decision making process.
- **Authentic Assessment:** Students progress and growth are tracked, and improvements prescribed on an individual basis and via standardized testing. Projects are assessed using real world standards of the field the student has expressed interest in and conducted by mentor and professionals.
- **School Organization:** The school is built on a culture of collaboration and communication between the school leadership, students, parents and family and the community
- **Leadership:** Shared ownership, visionary principal; a dedicated, responsible staff; and committed students. The school community operates in a democratic values system that drives a positive culture dedicated to ongoing improvement.
- **Post-Secondary Planning:** Is student-centered. Students develop plans that prepare and ensure a successful transition to college and career, military, trades school, and the workforce after their graduation from high school
- **Professional Development:** School principal and staff, BPL coach and staff together will conduct monthly PD with a focus on Rigor, Relevance and Relationships for continuous improvement.

BPL Distinguishers form a comprehensive whole and is unique, where no one works in isolation. The cost of the BPL affiliation is \$4500.00.

Curriculum and Instructional Design

The School's curriculum and instructional design are detailed in Attachments 4, 5 and 6 to this Application, with Attachment 4 addressing the course scope and sequence, Attachment 5 addressing Academic Exit Standards, and Attachment 6 addressing the School Calendar and Schedule.

Academic Curriculum Plan

HimByHer will provide all 6th-8th grade students with a safe, supportive and intellectually challenging educational environment. Every student will be provided with the necessary skills needed to attend and graduate from the college of their choice. The foundation of our instructional program is built upon a culture of high academic and behavior expectations for all students. Our instructional framework is informed by and aligned with the Indiana Academic Standards , the unique needs of students, and proven best practices that have yielded significant student achievement results, at charter schools across the country serving a similar population of students. Our school model is based on the design of proven instructional models at other high performing schools across the country, implementing the following design element: Supportive Educational Environment, Rich, Rigorous, and Engaging Curriculum aligned to the Indiana State Standards, Extended Learning Opportunities, Authentic Family Involvement, Data Informed Instruction, Focused Professional Development and School Culture.

Focus on Literacy and Math

HimByHer will implement the **engageNY** Curriculum which is aligned with the Indiana State Standards and Common Core Learning Standards for Ela and Math.

Rationale:

1. EngageNY offers differentiated instruction to meet various student needs that will be appropriate for their individual levels of instruction and reading and/or English language abilities.
 - EngageNY offers an equitable access to a safe and inclusive learning environment where the language and cultures of all students are valued and used as bridges from prior knowledge to new knowledge.
 - Integrated language and content instruction to support language development is offered through scaffolding and learning ladders for all students, including special populations that includes G & T, ELL and MLL students.
 - EngageNY has bilingual instructional models in Spanish/English and the four other most spoken foreign languages. Translated modules in Spanish for Language Arts and Math are available, especially appropriate for the rapidly-growing Hispanic community in Indianapolis.
2. EngageNY supports the federal and state laws ensuring that students with disabilities receive the same general education curriculum and content as all other students and provides appropriate services and supports, including accommodations, modifications, and scaffolding.
 - Students are assisted in engaging in self-advocacy and are involved in determining their own educational goals and plans
 - Parents and family members are engaged as meaningful partners

- Significant changes have been made in the last year to the mathematics standards instruction in order to ensure students can successfully transition to post-secondary education and the workforce, including
 - i. Maintaining the rigor of the standards by balancing the need for conceptual understanding, procedural skill and application; and,
 - ii. Creating a glossary of verbs associated with the math standards, such as “explore” rather than “master” --to allow for first year acquaintance with building a foundation--toward mastering the concept in subsequent grade levels.
- 3. EngageNY provides appropriate instructional curriculum for all students in career development and opportunities to participate in work-based learning.
- Citizenship concepts are woven throughout their K-12 Social Studies curriculum, including such topics as slavery/Civil Rights, women’s rights, and corporate and social responsibility that match the HBH character development/citizenship class to be taken by all students.
- 4. EngageNY is an evidence-based curriculum utilized in schools across the country and specifically shown to be successful with students struggling with more textbook-oriented traditional, pedantic classrooms.
- 5. The Engage NY curriculum has processes for each grade level. “There is a summary for the year, the rationale for the module sequence, the major emphasis clusters, and an alignment chart which provides the length of each module and the associated standards (Engage NY).”
- 6. EngageNY recommends the principles of Universal Design for Learning (UDL) to promote equal opportunities to learn.
 - UDL incorporates flexibility in the classroom design, instructional methodology, and instructional materials
 - UDL supports a variety of learning styles and reduces traditional barriers to learning
 - UDL fits with the varying instructional strategies that will be utilized at HBH

ELA curricula engageNY 6th-8th includes six modules that focus on **reading, writing, listening, and speaking** in response to high-quality texts. Each module is intended to last a quarter of a school year. There are two additional modules that allow for teacher choice throughout the school year. The modules will sequence and scaffold content that is aligned the Common Core Learning Standards and Indiana State Standards for ELA and Literacy. Each module will culminate in an end-of-module performance task, which can provide information to educators on whether students in their classrooms are achieving the standards. Modules may include several units and each unit may include a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts. They will also include daily lesson plans, guiding questions, recommended texts, scaffolding strategies, examples of proficient student work, and other classroom resources.

Structure of a Module

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments: – Six unit-level assessments that almost always are on-demand:

students' independent work on a reading, writing, speaking, or listening task. – One final performance task that is a more supported project, often involving research.

Structure of a Year of Instruction

- There are six modules per grade level.
- Of these six modules, teachers would teach four: Module 1, followed by either Module 2A or 2B, then either 3A or 3B, then Module 4.
- Teachers should begin the year with Module 1, which lays the foundation for both teachers and students regarding instructional routines.
- For Modules 2 and 3, option B formally assesses all standards formally assessed in Option A (and possibly some additional standards as well).

ELA curricula engageNY 6th-8th provides a high-level summary of each module and name the standards formally assessed in each module.

- Module focus: Read this first. The “focus” signals the progression of literacy skills across the year, as well as, alignment to the Indiana State Standards.
- Module title: This signals the topic students will be learning about (often connected to social studies or science) and aligns with Instructional Shift #1, building knowledge through content-rich nonfiction.
- Description: These three or four sentences tell the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text.
- Texts: This lists texts that all students read. The text in bold is the extended text for a given module: the text(s) with which students spend the most time. Remember that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile® measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways other than Lexile. Within a given module, the list shows the wide variety of texts students read as they build knowledge about a topic. This aligns with Instructional Shift #1, building knowledge through content-rich nonfiction. For a procurement list that specifies texts that need to be purchased for use with the curriculum, go to commoncoresuccess.elschools.org or EngageNY.org and search for the document “Trade Books and Other Resources.”
- Final Performance Task: This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are developed using the writing process, are scaffolded, and almost always include peer critique and revision. Performance tasks are not “on-demand” assessments. (Note: The end of Unit 3 assessment often addresses key components of the performance task.)
- Unit-Level Assessments – Each unit includes two assessments, most of which are “on-demand” (i.e., show what you know/can do on your own). – Mid-unit assessments typically, though not always, are reading assessments: text-based answers. – End of unit assessments typically, though not always, are writing assessments: writing from sources. – Most assessments have a heavy emphasis on academic vocabulary, particularly determining words in context. – Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on state assessments. – The curriculum map lists the title of each assessment, the standards assessed, and the assessment format. – Selected response (multiple-choice questions) – Short constructed-

response (short-answer questions of the type that is scored using the New York State 2-point rubric) – Extended response (longer writing or essays of the type that is scored using the New York State 4-point rubric) (either on-demand or supported) – Speaking and listening (discussion or oral presentation) – Scaffolded essay (involving planning, drafting, and revision)

- Standards: In each module, the standards formally assessed.

Math curricula engageNY 6th-8th rigorous and engaging, providing students with many activities to obtain and demonstrate not only conceptual understanding and problem solving, but also procedural skill and fluency.

Eighth grade mathematics is about (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. **engageNY** allows students to master needed skills through seven modules.

Sequence of Grade 8 Modules Aligned with the Standards

Module 1: Integer Exponents and Scientific Notation

Module 2: The Concept of Congruence

Module 3: Similarity

Module 4: Linear Equations

Module 5: Examples of Functions from Geometry Module

6: Linear Functions

Module 7: Introduction to Irrational Numbers Using Geometry

The year begins with students extending the properties of exponents to integer exponents in Module 1. They use the number line model to support their understanding of the rational numbers and the number system. The number system is revisited at the end of the year (in Module 7) to develop the real number line through a detailed study of irrational numbers.

In Module 2, students study congruence by experimenting with rotations, reflections, and translations of geometrical figures. Their study of congruence culminates with an introduction to the Pythagorean Theorem in which the teacher guides students through the “square-within-a-square” proof of the theorem. Students practice the theorem in real-world applications and mathematical problems throughout the year. (In Module 7, students learn to prove the Pythagorean Theorem on their own and are assessed on that knowledge in that module.)

The experimental study of rotations, reflections, and translations in Module 2 prepares students for the more complex work of understanding the effects of dilations on geometrical figures in their study of similarity in Module 3. They use similar triangles to solve unknown angle, side length and area problems. Module 3 concludes with revisiting a proof of the Pythagorean Theorem from the perspective of similar triangles.

In Module 4, students use similar triangles learned in Module 3 to explain why the slope of a line is well-defined. Students learn the connection between proportional relationships, lines, and linear equations as they develop ways to represent a line by different equations ($y = mx + b$, $y - y_1 = m(x - x_1)$, etc.). They analyze and solve linear equations and pairs of simultaneous linear equations.

The equation of a line provides a natural transition into the idea of a function explored in the next two modules.

Students are introduced to functions in the context of linear equations and area/volume formulas in Module 5. They define, evaluate, and compare functions using equations of lines as a source of linear functions and area and volume formulas as a source of non-linear functions.

In Module 6, students return to linear functions in the context of statistics and probability as bivariate data provides support in the use of linear functions.

By Module 7 students have been using the Pythagorean Theorem for several months. They are sufficiently prepared to learn and explain a proof of the theorem on their own. The Pythagorean Theorem is also used to motivate a discussion of irrational square roots (irrational cube roots are introduced via volume of a sphere). Thus, as the year began with looking at the number system, so it concludes with students understanding irrational numbers and ways to represent them (radicals, non-repeating decimal expansions) on the real number line.

Social Studies

Indiana State Standards for 8th grade Social Studies include the following:

1 Students examine the relationship and significance of themes, concepts, and movements in the development of United States history, including review of key ideas related to the colonization of America and the revolution and Founding Era. This will be followed by emphasis on social reform, national development and westward expansion, and the Civil War and Reconstruction period.

2 Students explain the major principles, values and institutions of constitutional government and citizenship, which are based on the founding documents of the United States and how the three branches of government share and check power within our federal system of government.

3 Students identify the major geographic characteristics of the United States and its regions. They name and locate the major physical features of the United States, as well as demonstrate a broad understanding of the states, capitals and major cities, and use geographic skills and technology to examine the influence of geographic factors on national development.

4 Students identify, describe and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.

engageNY 6th-8th Social Studies Curriculum focus on Student-Centered Teaching, Learning, and Assessment .

In an effort to engage students more effectively in the learning process and to provide real opportunities for the application of intellectual skills, lessons are linked to teaching, learning, and assessment to the world of the student. For this to happen, students need to participate in many different kinds of activities to gain a broad knowledge base, develop thinking skills, and take responsibility for their own learning. In addition to the more traditional learning tasks, activities include independent reading on and investigation of topics identified by the teacher and by the student, performances that require in-depth understanding, complex questioning and thinking, and opportunities to present conclusions in new ways. Many assessment tasks are embedded in learning activities to mesh instruction and monitoring students' progress toward the attainment of

learning goals. Using this approach at all levels is supported by recent studies showing that students can conceptualize and employ complex thinking skills at a very young age.

Science

Indiana State Standards for Science focuses on the following:

1. 8.PS Physical Science

Create models to represent the arrangement and charges of subatomic particles in an atom (protons, neutrons and electrons). Understand the significance that the currently 118 known chemical elements combine to form all the matter in the universe.

2. 8.ESS Earth and Space Science

Research global temperatures over the past century. Compare and contrast data in relation to the theory of climate change.

3. 8.LS Life Science

Compare and contrast the transmission of genetic information in sexual and asexual reproduction. Research organisms that undergo these two types of reproduction.

4. 6-8.E Engineering

Identify the criteria and constraints of a design to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

engageNY science curriculum consists of the Overview, followed by five main sections:

- the Curriculum Map
- Unit Descriptions
- Lesson Plans for three units
- Math/Science Connections
- Resources for Teaching Science. Each Unit Description provides foundational learning needed for students to grasp subsequent science topics. Lessons are designed to meet the Indiana Standards and provide Internet links for more project-based learning opportunities.

Pupil Performance Standards

Pupil performance standards are detailed in Attachment 5 to this Application.

All 8th graders will have to master/pass the exit Indiana State Standards, which are listed below.



Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

GRADE 8 **READING**

Guiding Principle: *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and*

the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.ⁱ

READING: Literature

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

Learning Outcome

8.RL.1 Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

Key Ideas and Textual Support

8.RL.2.1 Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.

8.RL.2.2 Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.

8.RL.2.3 Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.

8.RL.2.4 *Students are expected to build upon and continue applying concepts learned previously.*

Structural Elements and Organization

8.RL.3.1 Compare and contrast the structure of two or more related works of literature (e.g., *similar topic or theme*), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.

8.RL.3.2 Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.

Synthesis and Connection of Ideas

8.RL.4.1 Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

8.RL.4.2 Analyze how works of literature draw on and transform earlier texts.

READING: Nonfiction

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

Learning Outcome

8.RN.1 Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

Key Ideas and Textual Support

8.RN.2.1 Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.

8.RN.2.2 Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.

8.RN.2.3 Analyze how a text makes connections and distinctions among individuals, events, and ideas.

Structural Elements and Organization

8.RN.3.1 *Students are expected to build upon and continue applying concepts learned previously.*

8.RN.3.2 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

8.RN.3.3 Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Synthesis and Connection of Ideas

8.RN.4.1 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

8.RN.4.2 Evaluate the advantages and disadvantages of using different mediums (e.g., *print or digital text, video, multimedia*) to present a particular topic or idea.

8.RN.4.3 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

READING: Vocabulary

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

Learning Outcome

8.RV.1 Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Vocabulary Building

8.RV.2.1 Use context to determine or clarify the meaning of words and phrases.

8.RV.2.2 *Students are expected to build upon and continue applying concepts learned previously.*

8.RV.2.3 Distinguish among the connotations of words with similar denotations.

8.RV.2.4 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).

8.RV.2.5 Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.

Vocabulary in Literature and Nonfiction Texts

8.RV.3.1 Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

8.RV.3.2 Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

8.RV.3.3 Interpret figures of speech (e.g., *verbal irony, puns*) in context.

WRITING

Guiding Principle: *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.*ⁱⁱ

WRITING

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Learning Outcome

8.W.1 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

Handwriting

8.W.2 *Students are expected to build upon and continue applying concepts learned previously.*

Writing Genres: Argumentative, Informative, and Narrative

8.W.3.1 Write **arguments** in a variety of forms that –

- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a consistent style and tone appropriate to purpose and audience.
- Provide a concluding statement or section that follows from and supports the argument presented.

8.W.3.2

Write **informative** compositions in a variety of forms that –

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., *headings*), graphics (e.g., *charts, tables*), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Establish and maintain a style appropriate to the purpose and audience.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

8.W.3.3

Write **narrative** compositions in a variety of forms that –

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
- Organize an event sequence (e.g., *conflict, climax, resolution*) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide an ending that follows from and reflects on the narrated experiences or events.

The Writing Process

8.W.4 Apply the **writing process** to –

- Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.
- Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.

8.W.5 Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.

- Formulate a research question.
- Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
- Assess the credibility and accuracy of each source.
- Quote or paraphrase the information and conclusions of others.
- Avoid plagiarism and follow a standard format for citation.
- Present information, choosing from a variety of formats.

The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

8.W.6.1 Demonstrate command of English grammar and usage, focusing on:

8.W.6.1a Pronouns –

Students are expected to build upon and continue applying conventions learned previously.

8.W.6.1b Verbs –

Explaining the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice.

8.W.6.1c Adjectives and Adverbs –

Students are expected to build upon and continue applying conventions learned previously.

8.W.6.1d Phrases and Clauses –

Students are expected to build upon and continue applying conventions learned previously.

8.W.6.1e Usage –

Students are expected to build upon and continue applying conventions learned previously.

8.W.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:

8.W.6.2a Capitalization –

Students are expected to build upon and continue applying conventions learned previously.

8.W.6.2b Punctuation –

Using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.

8.W.6.2c Spelling –

Students are expected to build upon and continue applying conventions learned previously.

SPEAKING AND LISTENING

Guiding Principle: *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.ⁱⁱⁱ*

SPEAKING AND LISTENING

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

Learning Outcome

8.SL.1 Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

Discussion and Collaboration

8.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.

8.SL.2.2 Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.

8.SL.2.3 Follow rules for considerate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

8.SL.2.4 Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

8.SL.2.5 Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.

Comprehension

8.SL.3.1 Analyze the purpose of information presented in diverse media and formats (e.g., *visually, quantitatively, orally*) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

8.SL.3.2 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

8.SL.4.1 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

8.SL.4.2 Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.

8.SL.4.3 *Students are expected to build upon and continue applying concepts learned previously.*

MEDIA LITERACY

Guiding Principle: *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.*^{iv}

MEDIA LITERACY

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

Learning Outcome

8.ML.1 Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.

Media Literacy

8.ML.2 Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print and mass media, and identify false or misleading information.

8.ML.2 Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.

MATHEMATICS: GRADE 8

The Mathematics standards for grade 8 are supplemented by the Process Standards for Mathematics.

The Mathematics standards for grade 8 are made up of 5 strands: Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis, Statistics, and

Probability. The skills listed in each strand indicate what students in grade 8 should know and be able to do in Mathematics.

NUMBER SENSE

GRADE 8
8.NS.1: Give examples of rational and irrational numbers and explain the difference between them. Understand that every number has a decimal expansion; for rational numbers, show that the decimal expansion terminates or repeats, and convert a decimal expansion that repeats into a rational number.
8.NS.2: Use rational approximations of irrational numbers to compare the size of irrational numbers, plot them approximately on a number line, and estimate the value of expressions involving irrational numbers.
8.NS.3: Given a numeric expression with common rational number bases and integer exponents, apply the properties of exponents to generate equivalent expressions.
8.NS.4: Use square root symbols to represent solutions to equations of the form $x^2 = p$, where p is a positive rational number.

COMPUTATION

GRADE 8
8.C.1: Solve real-world problems with rational numbers by using multiple operations.
8.C.2: Solve real-world and other mathematical problems involving numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Interpret scientific notation that has been generated by technology, such as a scientific calculator, graphing calculator, or excel spreadsheet.

ALGEBRA AND FUNCTIONS

GRADE 8
8.AF.1: Solve linear equations with rational number coefficients fluently, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. Represent real-world problems using linear equations and inequalities in one variable and solve such problems.
8.AF.2: Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by transforming a given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).
8.AF.3: Understand that a function assigns to each x -value (independent variable) exactly one y -value (dependent variable), and that the graph of a function is the set of ordered pairs (x,y) .

	<p>8.AF.4: Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear, has a maximum or minimum value). Sketch a graph that exhibits the qualitative features of a function that has been verbally described.</p>
	<p>8.AF.5: Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. Describe similarities and differences between linear and nonlinear functions from tables, graphs, verbal descriptions, and equations.</p>
	<p>8.AF.6: Construct a function to model a linear relationship between two quantities given a verbal description, table of values, or graph. Recognize in $y = mx + b$ that m is the slope (rate of change) and b is the y-intercept of the graph, and describe the meaning of each in the context of a problem.</p>
	<p>8.AF.7: Compare properties of two linear functions given in different forms, such as a table of values, equation, verbal description, and graph (e.g., compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed).</p>
	<p>8.AF.8: Understand that solutions to a system of two linear equations correspond to points of intersection of their graphs because points of intersection satisfy both equations simultaneously. Approximate the solution of a system of equations by graphing and interpreting the reasonableness of the approximation.</p>

GEOMETRY AND MEASUREMENT

	<p>GRADE 8</p>
	<p>8.GM.1: Identify, define and describe attributes of three-dimensional geometric objects (right rectangular prisms, cylinders, cones, spheres, and pyramids). Explore the effects of slicing these objects using appropriate technology and describe the two-dimensional figure that results.</p>
	<p>8.GM.2: Solve real-world and other mathematical problems involving volume of cones, spheres, and pyramids and surface area of spheres.</p>
	<p>8.GM.3: Verify experimentally the properties of rotations, reflections, and translations, including: lines are mapped to lines, and line segments to line segments of the same length; angles are mapped to angles of the same measure; and parallel lines are mapped to parallel lines.</p>
	<p>8.GM.4: Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations. Describe a sequence that exhibits the congruence between two given congruent figures.</p>
	<p>8.GM.5: Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations. Describe a sequence that exhibits the similarity between two given similar figures.</p>
	<p>8.GM.6: Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.</p>
	<p>8.GM.7: Use inductive reasoning to explain the Pythagorean relationship.</p>

	<p>8.GM.8: Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and other mathematical problems in two dimensions.</p>
	<p>8.GM.9: Apply the Pythagorean Theorem to find the distance between two points in a coordinate plane.</p>

DATA ANALYSIS, STATISTICS, AND PROBABILITY

GRADE 8	<p>8.DSP.1: Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantitative variables. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.</p> <p>8.DSP.2: Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and describe the model fit by judging the closeness of the data points to the line.</p> <p>8.DSP.3: Write and use equations that model linear relationships to make predictions, including interpolation and extrapolation, in real-world situations involving bivariate measurement data; interpret the slope and y-intercept.</p> <p>8.DSP.4: Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. Understand and use appropriate terminology to describe independent, dependent, complementary, and mutually exclusive events.</p> <p>8.DSP.5: Represent sample spaces and find probabilities of compound events (independent and dependent) using methods, such as organized lists, tables, and tree diagrams.</p> <p>8.DSP.6: For events with a large number of outcomes, understand the use of the multiplication counting principle. Develop the multiplication counting principle and apply it to situations with a large number of outcomes.</p>
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MATHEMATICS: GRADE 8

The Mathematics standards for grade 8 are supplemented by the Process Standards for Mathematics.

The Mathematics standards for grade 8 are made up of 5 strands: Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis, Statistics, and Probability. The skills listed in each strand indicate what students in grade 8 should know and be able to do in Mathematics.

NUMBER SENSE

GRADE 8
8.NS.1: Give examples of rational and irrational numbers and explain the difference between them. Understand that every number has a decimal expansion; for rational numbers, show that the decimal expansion terminates or repeats, and convert a decimal expansion that repeats into a rational number.
8.NS.2: Use rational approximations of irrational numbers to compare the size of irrational numbers, plot them approximately on a number line, and estimate the value of expressions involving irrational numbers.
8.NS.3: Given a numeric expression with common rational number bases and integer exponents, apply the properties of exponents to generate equivalent expressions.
8.NS.4: Use square root symbols to represent solutions to equations of the form $x^2 = p$, where p is a positive rational number.

COMPUTATION

GRADE 8
8.C.1: Solve real-world problems with rational numbers by using multiple operations.
8.C.2: Solve real-world and other mathematical problems involving numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Interpret scientific notation that has been generated by technology, such as a scientific calculator, graphing calculator, or excel spreadsheet.

ALGEBRA AND FUNCTIONS

GRADE 8
8.AF.1: Solve linear equations with rational number coefficients fluently, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. Represent real-world problems using linear equations and inequalities in one variable and solve such problems.
8.AF.2: Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by transforming a given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).
8.AF.3: Understand that a function assigns to each x -value (independent variable) exactly one y -value (dependent variable), and that the graph of a function is the set of ordered pairs (x,y) .

	<p>8.AF.4: Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear, has a maximum or minimum value). Sketch a graph that exhibits the qualitative features of a function that has been verbally described.</p>
	<p>8.AF.5: Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. Describe similarities and differences between linear and nonlinear functions from tables, graphs, verbal descriptions, and equations.</p>
	<p>8.AF.6: Construct a function to model a linear relationship between two quantities given a verbal description, table of values, or graph. Recognize in $y = mx + b$ that m is the slope (rate of change) and b is the y-intercept of the graph, and describe the meaning of each in the context of a problem.</p>
	<p>8.AF.7: Compare properties of two linear functions given in different forms, such as a table of values, equation, verbal description, and graph (e.g., compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed).</p>
	<p>8.AF.8: Understand that solutions to a system of two linear equations correspond to points of intersection of their graphs because points of intersection satisfy both equations simultaneously. Approximate the solution of a system of equations by graphing and interpreting the reasonableness of the approximation.</p>

GEOMETRY AND MEASUREMENT

GRADE 8	
	<p>8.GM.1: Identify, define and describe attributes of three-dimensional geometric objects (right rectangular prisms, cylinders, cones, spheres, and pyramids). Explore the effects of slicing these objects using appropriate technology and describe the two-dimensional figure that results.</p>
	<p>8.GM.2: Solve real-world and other mathematical problems involving volume of cones, spheres, and pyramids and surface area of spheres.</p>
	<p>8.GM.3: Verify experimentally the properties of rotations, reflections, and translations, including: lines are mapped to lines, and line segments to line segments of the same length; angles are mapped to angles of the same measure; and parallel lines are mapped to parallel lines.</p>
	<p>8.GM.4: Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations. Describe a sequence that exhibits the congruence between two given congruent figures.</p>
	<p>8.GM.5: Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations. Describe a sequence that exhibits the similarity between two given similar figures.</p>
	<p>8.GM.6: Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.</p>

8.GM.7: Use inductive reasoning to explain the Pythagorean relationship.
8.GM.8: Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and other mathematical problems in two dimensions.
8.GM.9: Apply the Pythagorean Theorem to find the distance between two points in a coordinate plane.

DATA ANALYSIS, STATISTICS, AND PROBABILITY

GRADE 8
8.DSP.1: Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantitative variables. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
8.DSP.2: Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and describe the model fit by judging the closeness of the data points to the line.
8.DSP.3: Write and use equations that model linear relationships to make predictions, including interpolation and extrapolation, in real-world situations involving bivariate measurement data; interpret the slope and y-intercept.
8.DSP.4: Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. Understand and use appropriate terminology to describe independent, dependent, complementary, and mutually exclusive events.
8.DSP.5: Represent sample spaces and find probabilities of compound events (independent and dependent) using methods, such as organized lists, tables, and tree diagrams.
8.DSP.6: For events with a large number of outcomes, understand the use of the multiplication counting principle. Develop the multiplication counting principle and apply it to situations with a large number of outcomes.

School Calendar and Schedule

HIM By HER Collegiate School for the Arts will use a balanced calendar academic year. Below, as also appears in Attachment 6 of this Application, is the proposed School Calendar and Schedule.

HIM BY HER BALANCED CALENDAR 2020

DATE	DAY	EVENT	ATTENDANCE INFORMATION
August 3-5	Monday-Wednesday	Professional Development	No School for Students
August 6	Thursday	First Day of School (Full Day, First Semester)	Late Start School day
August 7	Friday	Teacher PLC	Regular School day
August 10-September 2	Monday-Friday	Regular school day	Students and Staff
September 3	Thursday	Late Start- PLC	First period begins later time
September 4	Friday	Regular School Day	
September 7	Monday	Labor Day	No School
September 10, 17, 24	Thursday	Late Start – Grades 6-8	First period begins later time
September 25	Friday	Welcome back to School Night	
September 28- October 1	Friday-Friday	Regular School Day	Regular School Day
October 2	Friday	Parents in Touch	8 am—p.m.
October 1, 22, 29	Thursday	Late Start – Grades 6-8	First period begins later time
October 5-October 15	Monday-Friday	Fall Break	No School Students and Staff
October 19	Monday	Professional Development	No Students
October 24	Friday	Parent Teacher Conferences	No School for Students Parent Teacher conferences during the day
October 120-30	Tuesday-Friday	Regular School Days	Students and Staff
November 5, 12, 19	Thursday	Late Start – Grades 6-8	First period begins later time
November 2-November 24	Monday -Friday & Monday-Tuesday	Regular School	Students and Staff
November 25, 26, 27	Wednesday - Friday	Thanksgiving Break	No School
December 3, 10, 17	Thursday	Late Start – Grades 6-8	First period begins at Later time
December 1-18	Tuesday-Friday 3 weeks	Regular School Days	Students and Staff
December 21 – Jan 1	Monday-Friday	Winter Break	No School
January 4-5	Monday-Tuesday	Professional Development	No School for Students
January 6	Wednesday	School Resumes 2 nd Semester	Students and Staff
January 7, 14, 21, 28	Thursday	Late Start – Grades 6-8	First period begins later time
January 18	Monday	M.L. King's Birthday	No School
February 4, 11, 18, 25,	Thursday	Late Start – Grades 6-8	First period begins at Later time
February 1-February 26	Monday-Friday	Regular School	Students and Staff

March 4, 11,	Wednesday	Late Start – Grades 9-12	First period begins at 8:50 a.m.
March 1- March 17	Monday-Thursday	Regular School	Students and Staff
March 18	Friday	School Improvement Day and Parent Teacher Conferences	No School for Students Parent Teacher Conferences in the evening
March 22 – April 2	Monday-Friday	Spring Break	No School
April 5	Monday	School Resumes	
April 1, 8, 15, 22, 29	Thursday	Late Start – Grades 6-8	First period begins at later times
April 8 & 9	Thursday, Friday	Professional Development	No School-Students
May 6, 13, 20, 27	Thursday	Late Start – Grades 6-8	First period begins at later time
May 31	Monday	Memorial Day	No School
June 1-11	Monday-Friday	Regular School Day	Students and Staff
June 14-18	5 Snow days	Snow Days = 5	
<i>*All 2nd semester days of attendance dependent upon snow days. Additional calendar years will be added</i>			

School Culture

HBHCSA will provide all 6th-8th grade students with a safe, supportive and intellectually challenging educational environment. Every student will be provided with the necessary skills needed to attend and graduate from the college of their choice. The foundation of our instructional program is built upon a culture of high academic and behavior expectations for all students. Our instructional framework is informed by and aligned with the Indiana Academic Standards, the unique needs of students, and proven best practices that have yielded significant student achievement results, at charter schools across the country serving a similar population of students. Our school model is based on the design of proven instructional models at other high performing schools across the country, implementing the following design element: Supportive Educational Environment, Rich, Rigorous, and Engaging Curriculum aligned to the Indiana State Standards, Extended Learning Opportunities, Authentic Family Involvement, Data Informed Instruction, Focused Professional Development and School Culture

Supplemental Programming

In addition to the wrap around services to be provided for the students (and their families) by community partners, the HIM by HER Foundation will provide its Enterprise City, an afterschool program teaching young people life skills and consequences, such as job readiness, financial literacy, civic responsibility, entrepreneurship, and other skills in a hands-on manner. The HIM by HER Foundation, Inc. (“HBHF”), is a non-profit, Section 501(c)(3) corporation with a mission of assisting the growing at-risk population of youth in making better life-choices and developing better life skills through its innovative signature programs that include the Enterprise and Industrial Cities.

The Enterprise City will be an after-school 6-weeks curriculum in which all students will have the opportunity to participate. Enterprise City is a program with a set curriculum aligned with State Standards on financial literacy and civics based on applied, real-world learning, giving students a unique glimpse of the adult world and why staying in school and giving “their best” is so important. Students will (1) apply and integrate financial literacy, civics, teamwork, critical thinking, math, language arts, social studies, and technology skills; (2) take on roles as employees, employers, government officials, judicial system participants, consumers and citizens while running businesses, organization, and government offices; and, (3) create resumes, job applications, have real job interviews, and are hired by a business where they work together as a team. The students will participate in this program through the HIM by HER Foundation’s Mobile Development Center, that is a moveable and collapsible program infrastructure set up at their school. The program will begin for the middle school students and will expand to the high school level as the school adds grade levels through high school. The Enterprise City curriculum includes the programs below; (for further expansion of inputs and activities as well as outputs and outcomes, see the Logic Model in the Attachments.)

- Understanding of the Community in which they live
- Career Exploration & Workforce Preparedness
- Economy, Trade, Government & Taxation
- Business Operation & Management
- Citizenship, Community Life & Responsibilities
- Financial Literacy & Personal Finance

The high school students will move from the 6 week expanded Enterprise City program to actual internships, apprenticeships, and jobs., leading to entry into various trades that will be offered through the HbH School, at the high school level as it expands. These “in-demand vocational job skills” include potential training in carpentry, cement masonry, painting, HVAC, electrical, plumbing, landscaping, and other skilled trades. Additionally, and other overall employment-related “soft” skills including customer service, fairness, hard work, conflict resolution, team work, and courtesy. This has currently been an afterschool program with an established 5-day curriculum that that brings a miniature city set-up for students so they can see all of the jobs and opportunities that there are in a city. HbH has made this program mobile, and it is now housed inside a semi-truck so that it can visit area schools, churches, and communities, but it would be housed permanently in the new charter school. In the early stages of Enterprise City, the organization quickly saw a need for helping the adult population in these inner-city areas as well. Thus, they formed the “Industrial City” program for “adult family members [to] also learn valuable and marketable vocational skills for today’s job market” HBHF has found a tremendous value in the relationships it has built in local neighborhoods with the mobile HbH Enterprise City, and it uses these relationships to create partnerships that allow for in-the-field training for much-needed and well-paying trades. The ultimate goal for both Cities is to create productive members of society rather than life on the streets or even entanglements within the criminal justice system.

SECTION III: IMPLEMENTATION PLAN

Legal Status and Governing Documents

The Governing documents of HBHCSA are found in Attachment 11 to this Application.

HBHCSA plans to implement its staffing structure, as stated in Attachment 13. School Start-Up will be implemented as shown in Attachment 14.

As to detailed finances of the School, Attachment 16, as well as the Budget Narrative in Attachment 17, discuss the financial plans and targets of the School.



ATTACHMENT 1

APPLICANT GROUP RÉSUMÉS

ATTACHMENT 1

APPLICANT GROUP RÉSUMÉS

In the following pages are résumés of HIM By HER Foundation, Inc. (HBHF) Board of Directors, followed by résumés of the current members of the Governing Committee responsible for the governing and oversight functions of the HIM By HER Collegiate School for the Arts (HBHCSA). The HBHF Directors are: Hon. John L. Bartlett (Chair); William Benjamin; Terrance M. Bogan, M.B.A.; David “Dave” Calabro; Diana M. Daniels (former Chair); Harry C. Dunn, III; Michelle C. Dunn; Gregory P. Gadson, Esq.; Jason Gardner; Norma L. Knecht; Larcia S. Warthaw; and Keith A. White. The current members of the HBHCSA Governing Committee (which will be expanded) are: Sheryl Alexander, Ph.D.; James L. Leonard; Tasha Phelps; Wayne R. Wellington; and Daryl Williams-Dotson. A résumé for the School Principal, Clete H. Ladd, is also included.

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



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

Accounting, and is currently working on her Bachelor’s degree at Indiana Wesleyan University. Her need for giving back, and making a difference has been her passion for many years. When not working, Michelle enjoys spending time with family, reading, traveling, and watching football. With her deep faith and positive spirit, Michelle Dunn is dedicated to empowering youth and adults through education and jobs.



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



Bartlett's ties with the City include graduating from Arsenal Technical School and attending Martin University and Ivy Tech. Prior to his political career, Bartlett retired after 42 years as a tool-and-die

maker for the Rolls-Royce Corporation. He began his political career as a member of the Mayor's Neighborhood Advisory Council, then served on the Judicial Nominations Commission under Gov. Frank O'Bannon, and was then appointed to the Public Compensation Advisory Commission.

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

Employment, Labor & Pensions; Family, Children, & Human Affairs; and Government & Regulatory Reform. He is also a member of the Indiana Code Revision Commission. Outside of his legislative responsibilities, Rep. Bartlett is now Chair of the Board of Trustees of Martin University. He also serves as president of the Coalition of Black Trade Unionists and until recently was president of the Devington Community Development Corporation. He was a founding member of the Sheridan Heights Associations for Neighborhood Enhancement (SHANE), serves on the NAACP Executive Committee, and is past Chairman of the Civil Rights Council for United

Auto Workers Region Three.

Terrance M. Bogan, M.B.A.

- 3740 Wishbone Blvd, Indianapolis, IN 46268
- (317) 362-5466
- terrance_bogan@hotmail.com



MISSION

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

Education

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

December, 2006

Bachelor of Arts in Business Management and Leadership, Earlham College, Richmond, IN
December, 2002

Professional Licenses

Life/Health Insurance

Property/Casualty

Series 7/63

Series 9/10

Insurance

Professional Profile

Professional Profile

CHARLES SCHWAB AND CO. INDIANAPOLIS, INDIANA

CUSTOMER SERVICE REPRESENTATIVE (2011-2014) AFFLUENT CLIENT SERVICE PROFESSIONAL (2014-2014) TEAM MANAGER- CLIENT SERVICE AND SUPPORT (BROKERAGE SERVICES) (2014-2015) TEAM MANAGER- CLIENT BANKING SERVICES (2015- 2017) SR. TEAM MANAGER- CLIENT BANKING SERVICES (2017- Present)

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

ROCHE DIAGNOSTICS INDIANAPOLIS, INDIANA

ACCU-CHEK CUSTOMER CARE SPECIALIST (2008-2010)

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

CINTAS CORPORATION FRANKFORT, INDIANA

Lost

Business MANAGER/ sERVICE SUPERVISOR/PRODUCTION sUPERVISOR (2005-2007)

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

LUTHERAN CHILD AND FAMILY SERVICES (LCFS) INDIANAPOLIS, INDIANA**RESIDENTIAL MANAGER (2004-2005)**

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

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

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

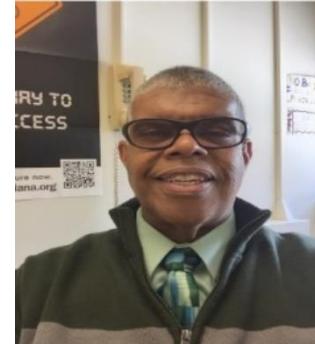
Professional Development and affiliations**Indiana CPA Society****National Black MBA Association****Board Member of HIM by HER Foundation**



David “Dave” Calabro often brings comparisons with the mythical “Energizer® Bunny” with his dizzying work as the Sports Director and an on-air personality for WTHR 13, a major Indianapolis, Indiana television station, and his numerous other pursuits, including prolific behind-the-scenes charitable work. Calabro graduated from Indianapolis’ Ben Davis High School, and Butler University, where he met his wife and best friend, Lisa. The Calabros have two sons. Dave has received numerous awards for his sports casting, including four regional Emmy® Awards, and “Best Sportscaster” by Indianapolis Monthly Magazine readers. He covers all levels of amateur and professional sports, and nearly all-manner of sports, including football, basketball, baseball, auto racing, and many others. In his earlier career Calabro was a sports anchor in Dayton, Ohio, covering the likes of the Cincinnati Bengals NFL team and the Cincinnati Reds Major League Baseball team. Interesting trivia: Dave’s older brother is the legendary national sports broadcaster, Kevin Calabro, of “Good golly, Miss Molly!” fame.

Keith A White
Bulleted Bio:

- ◆ Retired Educator, 32 years; Superintendent's License
 - Instrumental Music Teacher, Elementary & Middle School
 - High School Band Director,
 - Acting Dean of Students, Northwest HS
 - Asst. Principal, New Beginnings Alternative School
 - Asst. Principal, Broad Ripple HS
 - District Director of Fine Arts\Music
- ◆ Marian University, Music Department
- ◆ St. Vincent's Hospital, Security
- ◆ Lazarus Dept. Store, Retail Security
- ◆ BS degree, Indiana State University in Music Education
- ◆ MS degree (all but 6 hours completed) Indiana State University in Criminology
- ◆ MS degree Indiana Wesleyan University, Instruction & Curriculum
- ◆ Deacon. College Park Church
- ◆ Served on Indianapolis Symphony Orchestra Board of Directors
- ◆ Served on Indianapolis Philharmonic Board of Directors
- ◆ Currently a reserve Lieutenant with Marion County Sheriff's Office
- ◆ Married to Yolanda, 2 adult daughters, 3 grandchildren



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

William J. Benjamin was born in Indianapolis in the late 50's. He moved to Los Angeles, Ca. in the late 70's as a teen and upon high school graduation received a full football scholarship to San Jose State University. William J. Benjamin graduated in 1981 from San Jose State as an All P.C.A.A. linebacker receiving a Bachelor's of Arts in Radio and Television and a pro football contract with the New York Jets. In 1987 William J. Benjamin was a player for the AFC Eastern Division Champion Indianapolis Colts, while also serving as an IPD Officer. Benjamin was sworn in with the Indianapolis Police Department in 1984 and rose through the ranks holding several assignments as Pal Club Officer, Pal Club Supervisor, Metro Gang Task Force Commander, and Homicide Supervisor. While working in the Homicide Branch he never lost a murder trial. Advancing through the ranks, in 2009 Benjamin was promoted to the rank of Deputy Chief of Criminal Investigations where he reduced crime in the city and led the Homicide Branch for 3 years holding the honor of leading the nation in solving homicide cases with an 81% clearance rate. These efforts brought two TV shows to Indianapolis, "Crime 360" and the "Shift", which depicted the fine work of the IMPD Homicide Branch. Benjamin is a graduate of the National FBI Academy, a graduate of the Southern Police Institute and a graduate of the Senior Management Institute for Police. William J.

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

IN MEMORIAM

The Honorable William A. “Bill” Crawford (January 28, 1936 – September 25, 2015) was a very early supporter and Board Member of HBHF’s mission, and graced it with his wisdom, his public and private support, and his wealth of organizational experience. Bill enthusiastically embraced his commitment to HBHF by becoming one of its first directors.



We will miss him and greatly mourn his passing on September 25, 2015. Bill served for 40 years as an elected Representative in the Indiana State Legislature before retiring in 2012. Crawford’s legislative career saw him rise to the powerful position of Chairman of the Indiana House Ways and Means Committee for six of those years. He and his committee were instrumental in establishing the state’s biennial budget during his leadership. During his stint in the legislature, Crawford managed the delicate balancing act of being a strong advocate for the betterment of Marion County while maintaining a statewide outlook. Mr. Crawford supported numerous charitable and community outreach causes during his life. He was previously the Director of Outreach with Ivy Tech Community College. At the time of his death, Mr. Crawford continued to serve the public as the Chief Deputy Treasurer of Marion County (Indiana). Mr. Crawford was a trailblazer in Indiana government, serving as a legislator longer than any other AfricanAmerican in state history. He helped paved the way for countless others who now follow in his giant footprints.

Curriculum Vitae
SHERYL ALEXANDER, PhD
3545 Shepperton Blvd.
Indianapolis, IN 46224
Cell: 317-496-8980
Email: kappaka55@hotmail.com

PROFESSIONAL PROFILE

- Accomplished career demonstrating success as an Administrator, Educator, and Consultant.
- Seasoned in conceiving and building programs from the ground up through proven competencies in grant writing and administration, project and program management, and staff development and empowerment.
- Extensive background in developing and implementing special programs for at-risk and special needs students, racially and ethnically diverse populations, and second language learners.
- Effective communicator with excellent planning organizational, and negotiation strengths as well as the ability to reach consensus, establish goals and attain results.

EDUCATION

- **Doctor of Philosophy (PhD) Educational Leadership in Administration,** Capella University, Minneapolis, MN, **2011**
Dissertation- Analysis of the Relationship Between Latino and African American Male High Schools Graduation Rates and Principal Leadership Style
- **Masters of Science (MS) Education Administration,** Butler University, Indianapolis, IN, **1982**
- **Bachelor of Science (BS) Family and Consumer Science,** Ball State University, Muncie, IN, **1976**

ACADEMIC HONORS AND AWARDS

- Graduated Summa Cum Laude, Capella University, 2011
- New York Public Schools Principals Academy, 2004
- Metropolitan School District Decatur Township-Human Relations Unity Award, Indianapolis, IN 1997

- Assistant Principal Award, Metropolitan School District Decatur Township, Indianapolis, IN 1995-1999

ADMINISTRATIVE/ACADEMIC EXPERIENCE

Provider/ Consultant – Family and Community Partners, LLC Indianapolis, IN **2016-present**

- Provide and assist families from DCS with reunification with their children
- Supervise family visitations
- Facilitator for Father Engagement Program

Teacher Charter Schools USA Indianapolis, IN **2014-2017**

Taught Family and Consumer Science grades 9-12

Academic Dean & Assistant Principal Northwest & Manual High Schools Indianapolis, IN **2004-2009**

- Co-constructed agendas and co-facilitated small school meetings and professional development sessions.
- Worked with the Site Based Decision Making Team in forming decisions and recommendations which impact teaching and learning.
- Shared responsibility for the campus master schedule.
- Monitored and evaluated the performance of teachers and other licensed staff.
- Provided teachers regularly scheduled professional development activities.

Principal PS 136 Roy Wilkins School Queens, NY **2003-2004**

- Increased ELA Test scores for Grade 4 by 13 points over the target test score.
- Implemented Balance Literacy Program as required by NYC Schools reform policy.
- Provided leadership during the transition into the new Balance Literacy Program
- Managed annual school year budget of 4.5mm
- Responsible for providing a safe environment for 80 staff members and 868 students.

Interim Dean & Teacher Arlington High School Indianapolis, IN **2003-2001**

- Interim Dean of Students
- Provided assistance in reorganizing the high school into “Small Schools Reforms”
- Taught Family and Consumer Science Grades 9 -12.

Principal Mount Carmel Christian Academy Indianapolis, IN **1999-2001**

- The Academy received Performance Base Accreditation from the state of Indiana in two years. The Academy had only been open one year prior.
- Initiated student improvement for instruction through the proper alignment of the curriculum with state proficiencies.
- Provided leadership and development in curriculum, instruction assessment and data analysis.

Assistant Principal Decatur Middle School Indianapolis, IN

1992-2001

- Provided leadership in continue growth and development for the staff, parents and student body of 1,200 students.
- Every 3 years the assistant principals would rotate with the student body. This allowed the AP's to follow six graders through to the 8th grade.
- Provided leadership for the implementation of Curriculum and Instruction
- Provided leadership and development in strategic planning

Teaching Career

- Commercial Foods, Arsenal Technical HS School Indianapolis, IN **1986-1987**
- Home/School Advisor, Rhoades Elementary School Indianapolis, IN **1987-1992**
- Family and Consumer Science, Madison Heights HS and North Side Middle School Anderson, IN **1977-1986**

HIGHLIGHTS OF PROFESSIONAL EXPERIENCE

Principal

- Select, manage and retain high performing teachings and school staff
- Formal and informal teacher evaluations
- Embody, and advocate the school districts, vision, mission and strategic directions
- The development of structures and systems to build consistency within the schools
- Manage educational program; including professional development, curriculum, assessment, and instructional methodologies
- Serve as test coordinator for yearly high stakes test, provide testing and placement services, maintain updated student records, plan
- Manage discipline and school systems that promote a structured, safe and orderly environment for learning
- Provide counseling to students with infractions leading to suspension/expulsion
- Weekly lesson plan review
- Grant writing
- Reside over monthly faculty and PTO meetings

- Manage school fiscal finances and budget

PROFESSIONAL LEADERSHIP

Supervised, designed and implemented the following programs for grades K-12:

- Flexible block scheduling
- Advise /Advisee Program
- Student-Led Conferences
- Secondary & Elementary Master Schedule to foster a feeling of inclusion
- Inclusion Program
- Student Portfolios
- Drop Everything and Read Program

Principal of PS 136 Roy Wilkins School Queens, NY

- Increased ELA Test scores for Grade 4 by 13 points
- Balance Literary Program

Director of Elementary and Secondary Summer School Program

- Responsible for all aspects of student discipline
- Supervised and evaluated summer school personnel

Supervisor of Middle School Alternative Program

Coordinator of Title 1 Programs for Elementary and Secondary

Supervisor of International Baccalaureate Program for Secondary

Committee Involvement

- Academic Intervention Services Committee/Chairperson
- School Violence/Gang Task Force Committee
- Multi-Cultural Committee/Chairperson
- Human Relations Committee /Chairperson

- District-Wide Alternative School Program
- District-Wide Committee for Extra-Curriculum Assessment & Evaluation

CURRENT ADMINISTRATION and TEACHING LICENSES

- **New York State Administrative/ Supervision Elementary and Secondary** **2003**
- **Indiana Administration/Supervision Elementary and Secondary** **2006**
- **Indiana Teacher's License** **1977**

COMMUNITY SERVICE

- Out-Reach Counselor, Indianapolis Women's Crisis Center Indianapolis, Indiana 2002 - 2005
- Volunteer/ Academic Tutor Jackie Robinson Center, Pasadena, CA 2011- 2012
- Alpha Kappa Alpha Sorority Inc. 2017-2018



James L. Leonard

803 E. 38th Street Indianapolis, IN 46205
Cell: (317) 679-1165 Office: (317) 926-4663
Email: JLeonard@J2SSLLC.COM



Professional Profile

Sole Owner and operator of two Limited Liability Companies (LLC) incorporated in the state of Indiana. E & L Son Enterprise, LLC which was established in June 2006 is a real estate investment and management company with annual rental revenue of approximately \$250,000. E&L also serves as a building materials and construction supply distributor. J2 Systems and Supply, LLC is a chemical distribution company organized in May 2007. After retiring from the military as a Colonel with over 28 years of service J2 was created to leverage my understanding of the inner workings of the federal government procurement process. As such, this company was established to cater exclusively to federal government agencies and their prime contractors. J2 areas of expertise consist of providing bulk chemicals for waste water treatment, Petroleum Oils & Lubricants, cosmetics ingredients and food additives. J2 and E&L are certified as a Service-connected Disabled Veteran Owned Small Businesses (SDVOSB), located in a HUB zone and we are registered in good standing with the Central Contracting Registry and the Veterans Business (VetBiz) as authorized federal government supply distribution contractors.

Key Military Assignments

Director, Army Vendor Pay Support

Defense Finance and Accounting Services (DFAS)

May 04 – May 06 Indianapolis, IN

Responsible for systems, procedures, internal controls and managing payments in excess of \$27 billion annually to vendors, contractors and commercial carriers in support of Defense Agencies and the Army “*War-Fighting*” operations worldwide. Manage and direct a staff of over 700 military, U.S. and German National union and non-union employees operating from eight geographical locations with an annual budget of over \$31 million. Provide direct support for the entire Army, 34 of 40 Defense Agencies, including White House Communications, Joint Chiefs of Staff, and International Partnership for Peace Alliances, and oversee the processing of transportation payments to carriers supporting all four services. The single most significant indicator of overall performance, invoice overage rate, was reduced by over 50%, surpassing the OSD goal and achieving the best year-end results ever. Served as the DFAS commercial payments action officer for all services in support of the DoD Hurricane Katrina relief effort.

Director, Army Military Pay Operations

Defense Finance and Accounting Services

Jun 03 – May 04 Indianapolis, IN

Responsible for payment and entitlements of 1.2 million active duty, National Guard, and Reservist of the U.S. Army, which exceeded \$2 billion per month. Managed centralized operations to include monitoring the payroll processing system and IRS tax reporting for the \$25 billion Army military pay appropriation. Directed a worldwide network of over 750 soldiers, airmen and civilians actively engaged in front-line operations and daily delivery of all payroll services to soldiers. Traveled to Iraq and successfully established procedures for processing deployed soldier entitlements via data mining of information from theatre flight manifests. Managed the early stage of the U.S. Global War on Terrorism and handled a myriad of issues, pay changes, and new entitlements resulting in the creation of the most comprehensive and proactive financial network in the current history of the Army’s Finance Corps. The timeliness and accuracy of the system to compute payment of combat zone entitlements was reviewed by the GAO and resulted in numerous appearances before congressional staffers and the U.S. Congressional Committee on Government Reform.

Director, Network Operations

Defense Finance and Accounting Services

Aug 01 – May 03 Indianapolis, IN

Provided accounting support by maintaining the books of original entry and preparing the official accounting reports for five major subordinate Army Commands, the Army Reserves and numerous installations geographically dispersed throughout the United States. Managed 600 civilian and military personnel, and accounted for appropriated funding in excess of \$7 billion annually. Achieved unprecedented height in that DNO ranked #1 in DFAS in customer service, and #4 in employee overall satisfaction among all 26 field sites. Following the “9-11” terrorist attack, spearheaded the expanded responsibilities for the Army’s Financial and Accounting operations in the Pentagon, requiring extraordinary effort to ensure that all Pentagon personnel, civilians, contractors, vendor and other support personnel continued to receive payment. Managed the establishment of remote access to the Pentagon and served as a surrogate on behalf of HQDA Accounting operations and achieved an on-time closeout of the fiscal year-end appropriations.

Chief of the Fund Control Branch - Budget Division

U S Army Forces Command

Jun 00 – Aug 01 Atlanta, GA

Managed a \$4.2 billion multiple appropriations budget of Base operations (BASOPS) and Operations and Maintenance-Army (OMA) funds distributed for all 24 Forces Command installations. Monitored execution and actually controlled the monthly and quarterly release of spending authority for the purpose of ensuring adequate funds were available and that the budget execution was balanced across the entire command. Prepared reports for HQDA and requested funding authority for special mission related programs. Developed annual obligations spending plan for the entire Forces Command for HQDA approval, helped develop the seven-year Program Objective Memorandum (POM), participated in the Planning Program Budget Execution system (PPBES) as well as develop Plans of Action and Milestones (POAM) for all fiscal control and spending plan issues within the command.

Commander, U S Army Finance Command

Secretary of the Army for Financial Management & Comptroller

Jan 96 – May 00 Indianapolis, IN

Led, managed and directed the U S Army's only Strategic Level Finance Command; Responsibilities included on-site liaison with DFAS on all military, travel and civilian pay support matters. Also served as the focal point for the Total Army (requiring a special top-secret clearance) for developing and implementing plans, policies, systems and procedures for worldwide classified finance and accounting operations. These procedures approved by OSD and National Security Agency (NSA), have proven to be impenetrable and are used today in providing financial support of worldwide intelligence gathering and special operations missions. Revolutionized the finance command "Go to War" doctrine by obtaining the Department of Treasury approval to implement smart-card technology to prevent black marketing and to help bring about economic stability in Bosnia. Traveled to Bosnia to lay the foundation and implement this technology and today the same is being used by U.S. soldiers and contractors in Iraq and Afghanistan. Thus, significantly reducing the requirement for U.S. currency in these war-torn areas saving the U.S. government millions.

Director, Resource Management

Headquarters, US Army Garrison

May 94 – Dec 95 Ft Ben Harrison, IN

Principal staff advisor to the CG (Commanding General) on all resource management related matters. Responsible for programming and budget execution for approximately \$50M annually, manpower, equipment and management support of over 1600 permanent personnel and approximately 14,000 students. Administered the Financial Management Fiscal Integrity Act (FMFIA) program and performed non-appropriated fund accounting. While serving as Resource manager at this closing military base, was responsible for the litany of transition issues such as unique BRAC (Base Realignment and Closure) funding, environmental dollars, mission transfer funding, establishing sub-installation support agreements, reduction in force funding matters, facility closures and numerous other base closure actions. Gained an understanding and used all of the civilian personnel management laws, rules and regulations to lead the reduction and placement effort on behalf of the CG yielding less than one percent civilian involuntary separation. A tough task made tougher due to very turbulent conditions, nevertheless was able to keep the staff motivated and focused on the execution of multiple complex budget appropriations and tasks which yielded critical path results, a model budget execution plan, and personnel reduction strategy.

Education

MBA - Accounting (Summa Cum Laude)

Butler University

Indianapolis, IN

MSBA - Management

Boston University

Frankfurt, Germany

BS - Business Administration

University of North Florida

Jacksonville, FL

Awards and Recognitions

Defense Meritorious Service Medal

Joint Achievement Medal

Comptroller of the Year – ASMC

Army Meritorious Service Medal

Boss of the Year

Physical Fitness Achievement

Army Commendation Medal

OK(Our Kids) Teammate of the Year



Tasha Phelps, MSCJPS, CISSP

President & CEO, Phelco Technologies, Inc
9801 Fall Creek Rd, # 131 | Indianapolis, IN 46256
www.phelco.com :: (317) 442-7842 :: tasha@phelco.com



Tasha Phelps is significantly experienced in using technology to manage information. Being able to FIRST understand the nature of an issue, followed with the capacity to RESOLVE it, has created a competitive advantage for her company. Protecting the integrity of information continues to be a strategic focus within Ms. Phelps' Cyber Security efforts. She has seen the impact of businesses being compromised by malicious threats, and shares how building contingency plans can be of value. Her approach is to align business processes with technical solutions to create powerful plans for sustainability.

Her experience detecting, responding to, and prevention of cyber threats in online environments, grants a unique perspective to ensure the security of information assets with industry accepted risk management techniques. In short, she leads a team to implement organizational awareness for cyber actors. Upon completing the Level 1 Anti-Terrorism Awareness training from the US Department of Homeland Security, she became even better positioned to create strategies for success – knowing WHAT to do is equally as important as HOW to do it.

Civically, Ms. Phelps has been involved with her community for over 30 years. She often shares her knowledge of the US Constitution and the public's civic responsibility. As a requested speaker and panelist in business development initiatives, Ms. Phelps is also eager to share her experiences and knowledge of her industry and her journey into business ownership.

Education

2015	MS Criminal Justice & Public Safety (IU School of Public & Environmental Affairs)
2012	Graduate Certificate - Homeland Security & Emergency Management (Indiana University)
1998	BS Business (IU Kelley School of Business)

Qualifications / Training

2015	Constitution 101
2014	Security+
2014	CHFI – Certified Hacking Forensics Investigator
2014	CISSP – Certified Information Systems Security Professional
2014	Indiana Intelligence Fusion Center / Private Sector Outreach Conference
2013	Threat and Risk Assessment (FEMA)
2012	Level I Anti-Terrorism Awareness Training (US Department of Defense)
2011	FBI Citizens Academy – Graduate (Federal Bureau of Investigation, Indianapolis)

Government Appointments / Affiliations

- (2017) Indiana Executive Cyber Security Council
- (2017) Executive Women's Forum – a discussion with Women in CyberSecurity on Capitol Hill
- (2014) Indianapolis Metropolitan Police Department Efficiency Team
- (2013) Indianapolis Division of Homeland Security CERT Alumni Association, Co-Founder (*a 501c3 organization*)
- (2010 – 2012) Commissioner, Indianapolis Metropolitan Development Commission

Awards / Recognition / Honors

2018 – Featured TV Guest on WHMB-TV “Real People, Real Voices”
2018 – Mayor’s Minority Business Enterprise of the Year
2016 – IBJ Most Influential Women (nominee)
2016 – Stanley K Lacy Leadership Series
2014 – Distinguished Woman in Economic Development (National Coalition of 100 Black Women)
2010 – Leading Light Award Winner – Distinguished Use of Technology in Non-profit or Govt Agency (Women & HiTech)
2010 – MIRA Award Nominee (TechPoint)
2010 – Center for Leadership Nominee
2009 – Mayor’s Diversity in Business Award
2009 – Indiana Torchbearer Award Recipient
2008 – Indy’s Best & Brightest Finalist (Technology)
2008 – Indianapolis Woman Business columnist
2007 – Indianapolis Business Journal “40 Under Forty”
2005 – 06 Who’s Who in Black Indianapolis

Speaking Engagements

(April 26, 2018) – Cybersecurity Terms & Conditions. Keynote Speaker
Hamilton Co. Republican Womens Club – Westfield, IN

(April 4, 2016) – Women in Cyber Security, Webinar
National Cyber Security Institute – Washington, DC

(August 18, 2015) – Cyber Protection for the Title Industry, Panel Discussion
Indiana Land Title Association Annual Conference – Indianapolis, IN

(July 28, 2014) – FBI Information Sharing Initiative Briefing
Indiana Infragard – Indianapolis, IN

(July 09, 2014) – Cyber Security for the Title Industry
Indiana Land Title Association – Indianapolis, IN

(July 16, 2013) – Cyber Security: 101
Indiana Black Expo – Indianapolis, IN

(June 9, 2011) – Business Continuity as a Professional Morality
ISSA (Information Systems Security Association) – Indianapolis, IN

(April 21, 2011) – Keynote presentation – Fearless Females in Engineering & Technology
Vincennes University – Indianapolis, IN

(March 2011) - The Corporate Responsibility in Business Continuity
US Small Business Administration – Dayton, OH

(September 2010) - Business Continuity as a Professional Morale
Rolls-Royce International Supplier Conference – Indianapolis, IN

(November 2009) - Positioning Your Business for Growth with Corporate America
HUsB Coordinators Annual Meeting – Indianapolis, IN

(November 2008) – Panel Discussion – Maximizing Opportunity & Minimizing Liability
Indiana Department of Administration – Indianapolis, IN

(June 2008) - Flirting With Disaster: Business Continuity in 2008
ITEC 2008 – Indianapolis, IN

Personal Interests

Martial Arts (Tae Kwon Do Black Belt)

Billiards (Competitive League play)

Community & Board Service



FBI Citizens Academy
(2016 – present)



Business Ownership Initiative (BOI) – Indianapolis Chamber
(2016 – present)



Winning Experiences
(2016 – present)

- Board of Directors



Greater Indianapolis Republican Womens Club (GIRWC)
(2018 – present)

“Planet STEM”
(2016 – present)

[no logo available]



HIM By HER Foundation (Helping Improve Mankind By Healing Every Race)
(2014 – 2015)



Techpoint Foundation for Youth
(2010 - 2012)



Muscular Dystrophy Family Foundation

- National Board President (2002)
- Board of Directors (1999 – 2002)
- Chair, Strategic Long-Range Planning Committee (2001)

Other Civic Participation & Volunteer Efforts (Expired)

- Columbia Club of Indianapolis, Membership committee
- 2012 Indianapolis XLVI NFL Superbowl Host Committee
- IndyMet High School LTI Advisory Board (2009 – 2010)
- Indianapolis Rotary Northeast, member (2005 – 2007)
- Fall Creek Valley School, Improvement Committee (2005-2006)
- National Coalition of 100 Black Women, Volunteer (2004)
- American Marketing Association - VP, Database Services (1999 – 2001)
- Mt. Pleasant Baptist Church, Youth Mentor (1997)
- Dallas County Court Appointed Special Advocate – C.A.S.A., (Dallas, TX – 1995)

Professional Affiliations



FBI InfraGard Indiana Members Alliance
(2009 - present)

- Scholarship Fund Administrator
- Board of Directors, Secretary (2014-2016)



AFCEA International (Armed Forces Communications & Electronics Association)
(2010 - present)

- Member



Midwest Contingency Planners
(2010 - present)

- Member



GRAMMYS (National Academy of Recording Arts & Sciences)
(2003 – present)

- Member



National Association of Women Business Owners
(2006 – present)

- Board of Directors (2005 – 2008)
- Education & Training Committee (2008)



Women & Hi-Tech
(present)

- Member



Greater Indianapolis Chamber of Commerce
(2008 – present)

- Education & Workforce Task Force



Indiana University – Kokomo

- Adjunct Faculty (2004 - 2010)
- Kelley School of Business Advisory Board (2006 – 2010)
- Entrepreneur & Technology Steering Committee (2004 - 2007)
- Lilly Grant Advisory Committee (2004)

Wayne R. Wellington
5472 N. Park Drive
Indianapolis, IN 46220

PERSONAL

Married and have two daughters, one son, and five grandchildren. I am a proud recipient of the Indianapolis Public Schools, graduating from Hazel Hart Hendricks School 37 and Arsenal Technical High School. I have served two years in the United States Army and have over 40 years of experience as an educator and administrator within the Indianapolis Public Schools District.

PHILOSOPHY

Whatever you do, become part of the solution, not the problem.

PROFESSIONAL EXPERIENCE

DIRECTOR OF STUDENT SERVICES—Martin University (February 2016 to October 2016)

ASSISTANT TO SUPERINTENDENT—Adult Education, Vocational Education, and JROTC
(July 2005 to August 2013 Retired)

REGIONAL DIRECTOR—Manual High School Boundary Area
(July 2002 to June 2005)

PRINCIPAL—Broad Ripple High School
(July 1997 to June 2002)

DIRECTOR SUPERVISOR –Adult Evening Division
Arsenal Technical High School
(November 1994 to July 1997)

VICE PRINCIPAL/DIRECTOR –Day Adult High School
Arsenal Technical High School
(August 1992 to July 1997)

VICE PRINCIPAL—Arlington High School
(August 1991 to August 1992)

DIRECTOR—Adult Evening Division
Thomas Carr Howe High School
(August 1989 to August 1991)

DEPARTMENT HEAD, INDUSTRIAL TECHNOLOGY
Thomas Carr Howe High School
(November 1979 to 1989)

TEACHER, INDUSTRIAL TECHNOLOGY
(September 1970 to October 1979)

EDUCATION

M.A. Plus 55 hours, Administration and Supervision of Secondary Schools
Ball State University, Muncie, Indiana 1977

M.A. Industrial Education: Administration and Supervision of Industrial Education
Ball State University, Muncie, Indiana 1975

B.S. Industrial Arts and Health & Safety Education
Indiana State University, Terre Haute, Indiana 1970

COMMUNITY ACTIVITIES

United Way of Central Indiana ReadUP Program, Volunteer Tutor
IPS School 37 Alumni Committee, Director
Martin University, Student Success Center, Volunteer
Indiana Commission on the Social Status of Black Males, Chairman
Freetown Village Living History Museum, Member, Volunteer
Galilee Baptist Church, Assistant Sunday School Superintendent
Galilee Baptist Church, Sunday School Teacher
Galilee Baptist Church, Men's Fellowship, Treasurer
Galilee Baptist Church, Men's Day, Chairman
Trusted Partners National Baptist Convention, USA
Boulevard Manor Neighborhood Association, Member/Participant
NAACP, Member

HOBBIES

Traveling
Listening to jazz
Exercising
Fishing
Hunting
Reading



Daryl Williams-Dotson, AIA, NCARB, RID

WDi Architecture, Inc. CEO/President

Daryl Williams-Dotson is a native of Daytona Beach, Florida and a graduate of Southern University an HBCU (Historic Black College & University). After graduation she relocated to Phoenix, Arizona where she established her initial Architectural Registration before moving to Indianapolis, Indiana in 1991. She has worked on a large variety of assignments ranging from medical, commercial, education, public safety, multi-family housing and child care. She is the President of WDi Architecture, Inc., which she founded in 1995. Ms. Williams-Dotson accomplishments have been featured in such publications as "Essence Magazine" and recognized in the Daytona Times, Indianapolis Star, NUVO, and Indianapolis Business Journal.

Daryl portfolio includes architectural design, planning, programming, project management, building analysis, and feasibility work nationwide. She has extensive project experience with the design and construction of high-performance sustainable buildings and research data for sustainable solutions. Daryl brings past and current prime and associate experience in the design and renovation of buildings ranging from \$200k to 27m. In addition to architecture, she brings recent and past experience as a general contractor and real estate developer.



Education

BArch, Southern University A&M College, Baton Rouge, Louisiana

Professional Registrations & Affiliations

2007 A Monumental Affair for IAA Airport Emergency Operations Center

2008 Honor Award Midwest Construction Best in Architecture

2008 LEED Award in Architecture for IU Teaching Research Lab

2009 Monumental Affair Award in Architecture (ARCHorsortium) for IAA Garage and GTC

2011 Recognition Award from the Indiana Parks & Recreation Association Park Development for Wes Montgomery Spray Park

Architectural Registration: Indiana, Illinois and Ohio

Interior Design Registration: Indiana

Indiana Interior Design Coalition (IIDA)

American Institute of Architects (AIA)

National Council of Architects Registration Board (NCARB)

Daryl has been honored by the number of repeat clients. Her firm has been recognized by clients' and peers for its constructability and sustainable designs as well as its meticulous attention to details. Her portfolio and design approach demonstrate high quality architectural planning and design services for a wide variety of projects.

The following is a Partial List of Repeat Clients:

- ✓ Indiana University Purdue University
- ✓ Indiana Department of Natural Resources (DNR)
- ✓ City of Indianapolis - Indy Parks & Recreation
- ✓ IVY TECH Community College (Fort Wayne)
- ✓ Indianapolis Public Schools (IPS)
- ✓ Indianapolis International Airport Authority
- ✓ Martin University

Daryl provides the highest quality of work while delivering prompt results. She has the knowledge, technical skills, and expertise to successfully complete assignment.

RESUME

Clete Hassan Ladd
9181 Amberleigh Drive
Plainfield, Indiana 46168
(317) 292-7042 (cell)
clete.ladd@aol.com

OBJECTIVE

Utilize my more than 30 years, plus experience and exemplary leadership skills to serve students, families and communities in traditional, public charter and private school settings, and to support an institution's mission.

EMPLOYMENT HISTORY

- * **School Administrator/Director of Leadership Development Kindezi Academy @ Joyce Kilmer IPS 69, 2018 - Present**
- * Dean of Culture/Academic Dean: Kindezi Academy @ Joyce Kilmer IPS 69, 2016 - 2018
- * Adjunct Professor: Brightwood College 2018 – Present
- * Director of Enrollment Services/Adjunct Professor: Martin University, 2015 - 2016
- * Director of Community Relations: *The Excel Centers*, Goodwill Education Initiatives, 2015 - 2015
- * Principal/School Director: *The Excel Center - Decatur*, Goodwill Education Initiatives, 2011 – 2015
- * Advanced Faculty/Faculty Supervisor: *University of Phoenix*, Indianapolis campus 2007 to Present
- * Grade-Level Principal: *Indianapolis Metropolitan high school* classes of 2009 and 2013
- * Assistant Principal: *Flanner House Higher Learning Center* (2003 – 2004)
- * Adjunct Instructor: *Indiana University*, Bloomington (2002 – 2005)
- * Lead Teacher, Alternative Schools: *Indianapolis Public Schools* (1998 – 2002)
- * YouthBuild Director: *Eastside Community Investments (ECI)* (1997 – 1998)
- * Teacher: *True Belief Christian Academy* (1996 – 1997)
- * Teacher: *Zion Hope Christian School* (1993 – 1996)
- * Coordinator, College and Cultural tours and immersion program, *Wheeler-Dowe Boys and Girls Clubs* (1990 – 1997)

EDUCATION

- **Martin University*, BA (1992)
- **Martin University*, MA (1994)
- **Indiana University*, English 5 -12, Teacher Certification (2000)
- **Oakland City University*, School Building Administrator certification (2005)
- **American College of Education*, Ed.D. Education Leadership Administration (anticipated 2018)

PROFESSIONAL CERTIFICATIONS

- 2015 – Council for Adult Experiential Learning (CAEL) Certification

- 2014 – Teaching English as a Foreign Language/Teaching English as a Second or Other Language (TEFL/TESOL)
- 2010 – State of Indiana Professional Educators License: Proficient Practitioner, Building Administrator (All Schools) Expires 12/20/2020
- 2011 – State of Indiana Professional Educator's License: Proficient Practitioner, English (grades 5 - 12) Expires 03/10/2021
- 2007 – Indiana Proprietary Colleges Facilitator/Instructor Certification. No expiration.
- 2003 – State of Indiana Teachers License, Special Education (All grades). Renewal Pending

MILITARY

- *Indiana Army National Guard*, 120th Public Affairs Detachment. Photojournalist, E4, (1975 – 1979)

VOLUNTEER SERVICES

- Club Sponsor, *100 Black Men of Indianapolis* African American History Challenge (2008 – 2010)
 - Guest speaker for Indiana Department of Corrections, Pendleton Reformatory inmate graduations:
 - Black History Month Celebration, February 11, 2009
 - G.E.D. Horticulture class graduation July 9, 2009
 - Inside Out Dads graduation, October 6, 2009.
- * Board Member: *Etheridge Knight Festival of the Arts* (2004 to 2007)
- * Committee Chairperson: *North Central Association*, Committee on Accreditation and School Improvement 2002 - 2004
- * Board-member/Vice President: *Community Choice Federal Credit Union* (1999 – 2003)
- * President: *Wheeler Boys and Girls Club Alumni Association* (1996 – 1998)
- * Vice President: *Martin University, Alumni Association* (1995 – 1996)
- * Mediator: Indianapolis Metro Gang Task Force (1995 – 1996)
- * Researcher: *Martin University*, Intervention of Violence in Our Community Study (1992 – 1993)
- * Immunizations Researcher: *Marion County Health and Hospital Corporation*. (1981 – 1982)

EDUCATIONAL GRANT WRITING/FUND RAISING

- *Kroger Community Grant, Vex-Robotics team, The Excel Center Decatur \$2,200 (2013)
- *Title 1 Grant writer, Indianapolis Metropolitan high school. \$300,000 (2008)
- *Title 1 Grant writer, Indianapolis Metropolitan high school. \$280,000 (2007)
- *Indiana Black Expo – African American Male Reading Initiative \$5,000 (2000)
- *Lilly Endowment – Rites of Passage, Wheeler Boys and Girls Club \$5,000 (1997)
- *Indiana Youth Institute – Rites of Passage, Wheeler Boys and Girls Club \$3,500 (1995)

KEYNOTE SPEAKING OPPORTUNITIES

- ***Brightwood College:** Commencement, keynote speaker (2016)
- ***The Excel Centers:** Commencement guest speaker (2015)
- ***University of Phoenix:** Faculty of the Year, Commencement guest speaker (2014)
- ***Indianapolis Metropolitan high school:** Commencement, keynote speaker (2013)
- ***Indiana Department of Corrections:** Keynote and Special guest speaker (2009, 2011, 2012, 2013)
- ***True Belief Christian Academy:** Graduation guest speaker (2004, 2008)

EXPERT PANELIST: Education

- **Stressed Brains Can't Learn:** A conversation about education WFYI Television (2016)
- **Bullying Prevention:** Creating a culture of acceptance. Indiana Convention Center (2013)
- **What does the future hold for Urban Education in Marion County?** Public, Private or Charter schools. IABSE (Indianapolis Alliance of Black School Educators) (2011)

PRESENTER/LECTURER/BOOK SIGNINGS

- ***Scott United Methodist Church:** Generation 2 Generation Conference, Indianapolis (2014, 2016)
- ***Center for Leadership Development (CLD):** Role Model Conference (2014, 2015)
- ***Indiana Black Expo:** Parent Empowerment Conference (2009)
- ***Indiana Department of Education:** Alternative Education Conference (2004)
- ***Indiana, Department of Corrections:** Governors' Task Force on the Social Status of Black Males: Gang intervention/prevention (2000) (2002)
- ***Indianapolis Public Schools:** Infusion Conferences: Teaching minority males (1996) (2000) (2001)
- ***Martin University:** Meet the Authors, (1996)
- ***A Taste of Indianapolis:** Meet the Authors. Palmer House Hilton, Chicago, (1995)
- ***Indianapolis Marion County Public Library (IMCPL):** Meet the Authors, 1995
- ***Africa World Press:** Featured author book signing, Chicago (1995)
- ***Civic and Faith-Based Institutions**
 - Scott United Methodist Church, Indianapolis (2014, 2016)
 - Martin Luther King, Jr, Multi-service center, Indianapolis (2012)
 - Emmaus Christian Church, Indianapolis (2011)
 - Al-Fajr Masjd, Indianapolis (2009)
 - St. Paul United Methodist Church, Indianapolis (2005)
 - G.T. Haywood Memorial Pentecostal Church, Greencastle, IN (1999, 2003, 2010)
 - Son-shine Community Center, Brazil, Indiana (1999)

AWARDS/HONORS

- * **Community Service Awards:** Martin University, Wheeler-Dowe Boys & Girls Club (1992, 1994, 1997)
- * **NIKE Coaches Award:** Life Skills curriculum developed life skills for Indianapolis basketball camps (1997)
- * **Distinguished Alumni:** Martin University (1997)
- * **Presidential Citation:** Martin University and Historically Black Institutions, National Association for Equal Opportunity in Higher Education (1997)
- * **Wheeler-Dowe Boys & Girls Clubs:** Alumnus of the year (1997)
- * **Project E:** Excellence in Education Teacher Award, honoree (2001)
- * **Center for Leadership Development:** Nominee, minority professional of the year (2006)

* **Martin University:** Alumni Hall of Fame inductee (2008)

* **University of Phoenix:** Indiana Campuses Faculty of the year, 2014

REFERENCES:

Available on request



ATTACHMENT 2

STATEMENT OF ECONOMIC
INTEREST & CONFLICT OF
INTEREST FORMS
(EXHIBIT C)

ATTACHMENT 2

STATEMENTS OF ECONOMIC INTEREST & CONFLICT OF INTEREST FORMS

The following documents are the completed and executed “Statement of Economic Interest & Conflict of Interest” (Exhibit C) Forms for each of the current members of the Governing Committee of the proposed HIM By HER Collegiate School for the Arts charter school. The current Governing Committee members are: Sheryl Alexander, Ph.D.; James L. Leonard; Tasha Phelps; Wayne R. Wellington; and Daryl Williams-Dotson. Also included are previously-submitted Conflict-of-Interest Forms of HIM By HER Foundation Board member information forms.

Exhibit C

Statement of Economic Interest & Conflict of Interest Form
(Must be completed individually by each Board member)

Background

1. Name of charter school on whose governing board you serve: HIM By HER Collegiate School for the Arts
2. Your full name: James L. Leonard
3. Your spouse's full name: NA

Employment

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).
 My resume is attached.
 My resume is not attached. Please provide a narrative response:
5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): J2 Systems and Supply, LLC
6. List the name(s) of your spouse's employer(s) and the nature of the business: NA
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?
 No.
 Yes. Please provide the name and describe the nature of the business: See resume
8. Are you and/or your spouse a member of a partnership and/or limited liability company?
 No.
 Yes. Please provide the name and describe the nature of the business: See resume
9. Are you and/or your spouse an officer or director of a corporation?
 No.
 Yes. Please provide the name and describe the nature of the business: See resume

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?
 No.
 Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?

No.

Yes. Please identify the business and indicate the nature of the relationship:

3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?

No.

Yes. Please describe the nature of the business that is being, or will be, conducted:

4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?

Not applicable.

No.

Yes. Please describe the relationship:

5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?

Not applicable.

No.

Yes. Please provide a description of the interest:

6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?

Not applicable.

No.

Yes. Please describe the nature of the business:

7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?

No.

Yes. Please describe the relationship and the nature of the partnership:

8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?

No.

Yes. Please describe the nature of the potential conflict(s):

10. 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 and the Access to Public Record Act?

Yes.

Don't Know/ Unsure.

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

Name

Signature

JAMES L. LEONARD

Date

8/28/18

Exhibit C

Statement of Economic Interest & Conflict of Interest Form
(Must be completed individually by each Board member)

Background

1. Name of charter school on whose governing board you serve: HIM by HER Collegiate School for the Arts
2. Your full name: Tasha Phelps
3. Your spouse's full name: Ronald Baker

Employment

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).
 My resume is attached.
 My resume is not attached. Please provide a narrative response:
5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): Phelco Technologies, Inc.
6. List the name(s) of your spouse's employer(s) and the nature of the business: Retired
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?
 No.
 Yes. Please provide the name and describe the nature of the business: Information Technology (Phelco Technologies, Inc.)
8. Are you and/or your spouse a member of a partnership and/or limited liability company?
 No.
 Yes. Please provide the name and describe the nature of the business:
9. Are you and/or your spouse an officer or director of a corporation?
 No.
 Yes. Please provide the name and describe the nature of the business: Information Technology (Phelco Technologies, Inc.)

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?
 No.
 Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?
 No.
 Yes. Please identify the business and indicate the nature of the relationship:
3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?
 No.
 Yes. Please describe the nature of the business that is being, or will be, conducted:
4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?
 Not applicable.
 No.
 Yes. Please describe the relationship:
5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?
 Not applicable.
 No.
 Yes. Please provide a description of the interest:
6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?
 Not applicable.
 No.
 Yes. Please describe the nature of the business:
7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?
 No.
 Yes. Please describe the relationship and the nature of the partnership:
8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?
 No.
 Yes. Please describe the nature of the potential conflict(s):

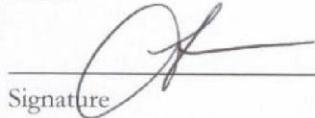
10. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law and the Access to Public Record Act?

Yes.
 Don't Know/ Unsure.

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

MASHA PETERS

Name



Signature

08-26-2018

Date

Exhibit C

Statement of Economic Interest & Conflict of Interest Form
(Must be completed individually by each Board member)

Background

1. Name of charter school on whose governing board you serve: Him By Her
2. Your full name: Wayne R. Wellington
3. Your spouse's full name: Ophelia Wellington

Employment

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).
 My resume is attached.
 My resume is not attached. Please provide a narrative response:
5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): Retired
6. List the name(s) of your spouse's employer(s) and the nature of the business: Freetown Village Living History Museum
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?
 No.
 Yes. Please provide the name and describe the nature of the business:
8. Are you and/or your spouse a member of a partnership and/or limited liability company?
 No.
 Yes. Please provide the name and describe the nature of the business:
9. Are you and/or your spouse an officer or director of a corporation?
 No.
 Yes. Please provide the name and describe the nature of the business: Living History Museum

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?
 No.
 Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?

No.

Yes. Please identify the business and indicate the nature of the relationship:

3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?

No.

Yes. Please describe the nature of the business that is being, or will be, conducted:

4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?

Not applicable.

No.

Yes. Please describe the relationship: Friend

5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?

Not applicable.

No.

Yes. Please provide a description of the interest:

6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?

Not applicable.

No.

Yes. Please describe the nature of the business:

7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?

No.

Yes. Please describe the relationship and the nature of the partnership:

8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?

No.

Yes. Please describe the nature of the potential conflict(s):

10. 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 and the Access to Public Record Act?

Yes.

Don't Know/ Unsure.

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

Wayne R. Wellington

Name

Wayne R. Wellington

Signature

August 29, 2018

Date

Exhibit C

Statement of Economic Interest & Conflict of Interest Form
(Must be completed individually by each Board member)

Background

1. Name of charter school on whose governing board you serve: **Him by Her**
2. Your full name: **Ms. Daryl Williams-Dotson**
3. Your spouse's full name: **N/A**

Employment

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).
 My resume is attached.
 My resume is not attached. Please provide a narrative response:
5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): **WDi Architecture, Inc. - Architectural desing and planning.**
6. List the name(s) of your spouse's employer(s) and the nature of the business: **N/A**
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?
 No.
 Yes. Please provide the name and describe the nature of the business:
8. Are you and/or your spouse a member of a partnership and/or limited liability company?
 No.
 Yes. Please provide the name and describe the nature of the business: **WDi Investment Group, LLC - Property Design and Development.**
9. Are you and/or your spouse an officer or director of a corporation?
 No.
 Yes. Please provide the name and describe the nature of the business: **WDi Architecture, Inc.**

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?
 No.
 Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?

No.
 Yes. Please identify the business and indicate the nature of the relationship:

3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?

No.
 Yes. Please describe the nature of the business that is being, or will be, conducted:

4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?

Not applicable.
 No.
 Yes. Please describe the relationship:

5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?

Not applicable.
 No.
 Yes. Please provide a description of the interest:

6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?

Not applicable.
 No.
 Yes. Please describe the nature of the business:

7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?

No.
 Yes. Please describe the relationship and the nature of the partnership:

8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?

No.
 Yes. Please describe the nature of the potential conflict(s):

10. 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 and the Access to Public Record Act?

Yes.
 Don't Know/ Unsure.

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

Daryl Williams Dotson

Name

Daryl Williams Dotson

Signature

August 21, 2018

Date

Exhibit C

Charter School Board Member Information Form

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

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

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

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

Background

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

Help support and development youth and marginalized families"

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

Disclosures

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

I/we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I/we do not anticipate conducting any such business Yes

4. If the school intends to contract with an Education Service Provider, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship

Not applicable I/we do not know any such persons Yes

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

Not applicable I/we have no such interest Yes

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

Not applicable I/we or my family do not anticipate conducting any such business Yes

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

Does not apply to me, my spouse or family Yes

8. Describe any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None Yes

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

Name and Title

Dave Calabro

Date

02/25/2018

Signature

/s/ Dave Calabro

Exhibit C

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose board of directors you intend to serve: HIM By HER Collegiate School for the Arts
2. Your full name: John Bartlett
3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of Attachment 1).

D Resume is attached. Please do not include a resume in both Attachment #1 and #2.

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

Help, support and development of youth and marginalized families

5. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

[j] Yes **D** Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows any other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

[j]I/we do not know any such trustees D Yes

2. Indicate whether you or your spouse knows anyone who is conducting or plans to conduct business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.

[j]I/we do not know any such persons. D 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.

[j]I/we do not anticipate conducting any such business D Yes

4. If the school intends to contract with an Education Service Provider, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship

Iii Not applicable O I/we do not know any such persons D 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. **Iii Not applicable D I/We have no such interest D 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.

Iii Not applicable D I/we or my family do not anticipate conducting any such business D 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. **Iii Does not apply to me, my spouse or family D Yes**

8. Describe any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

[i] None D Yes

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

Name and Title	c,	>	Date
	<i>State Representative John Bartlett</i>		<i>Feb 27, 2018</i>

of a public school you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

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

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

Background

1. Name of charter school on whose board of directors you intend to serve:

HIM By HER Collegiate School for the Arts

2. Your full name:

Harry Dunn

3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of **Attachment 1**).

D Resume is attached. **Please do not include a resume in both Attachment #1 and #2.**

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

Help support and development youth and marginalized families"

5. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Ii] Yes D Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows any other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

Ii] I/we do not know any such trustees D Yes

2. Indicate whether you or your spouse knows anyone who is conducting, or plans to conduct, business with the charter school (whether as an individual or as a director,

officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business

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.

[j] I/we do not anticipate conducting any such business D Yes

4. If the school intends to contract with an Education Service Provider, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship

[j] Not applicable D I/we do not know any such persons D 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.

[j] Not applicable D I/we have no such interest D 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.

[j] Not applicable D I/we or my family do not anticipate conducting any such business D
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. [j] Does not apply to me, my spouse or family D Yes

8. Describe any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

[j] None D Yes

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

Name and Title

Harry Dunn Signature

Date 02/25/2018

Is/ Harry Dunn

a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

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

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

Background

1. Name of charter school on whose board of directors you intend to serve:

HIM By HER Collegiate School for the Arts

2. Your full name:

Michelle Dunn

3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of **Attachment 1**).

D Resume is attached. **Please do not include a resume in both Attachment #1 and #2.**

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

Help support and development youth and marginalized families"

5. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

[i] Yes D Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows any other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

Ii] I/we do not know any such trustees **D** Yes

2. Indicate whether you or your spouse knows anyone who is conducting, or plans to conduct business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so,

[i] I/we do not know any such persons. **D** 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. **Iii** I/we do not anticipate conducting any such business **D** Yes

4. If the school intends to contract with an Education Service Provider, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship

Iii Not applicable **D** I/we do not know any such persons **D** 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,

Iii Not applicable **D** I/we have no such interest **D** 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.

Iii Not applicable **D** I/we or my family do not anticipate conducting any such business **D** 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. **[j]** Does not apply to me, my spouse or family **D** Yes

8. Describe any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None Yes

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

Name and Title	Date
Michelle Dunn	02/25/2018
Signature /s/ Michelle Dunn	

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

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

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

Background

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

Help support and develop youth and marginalized families"

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

Disclosures

1. Indicate whether you or your spouse knows any other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

[j] I/we do not know any such trustees D Yes

2. Indicate whether you or your spouse knows anyone who is conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so,

Ii] I/we do not know any such persons. D 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. Ii] I/we do not anticipate conducting any such business D Yes

4. If the school intends to contract with an Education Service Provider, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship

[i] Not applicable D I/we do not know any such persons D 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.

Ii] Not applicable D I/we have no such interest D 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.

Ii] Not applicable D I/we or my family do not anticipate conducting any such business D 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. [i] Does not apply to me, my spouse or family D Yes

8. Describe any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

Ii] None D Yes

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

Name and Title	Date
Gregory Gadson	02/25/2018
Signature	
Is/ Gregory Gadson	



ATTACHMENT 3

GOVERNANCE AND OPERATIONAL
STRUCTURE
(EXHIBIT D)

Exhibit D

Decision-Making Authority

Function	Governing Board	School
<u>Performance Goals</u>	Approves the School performance goals as part of the School Accountability Plan. Receives performance data from the School and issues corrective action and commendation edicts to the School in response.	Management develops the School performance goals. Head of School is responsible for at least meeting the performance goals and providing progress data reports to the Governing Committee.
<u>Curriculum</u>	Allocates sufficient resources for the development or purchase of a compliant school curriculum aligned with the School's mission, and for revisions as needed.	Management ensures that curriculum comports with federal, state and any local standards, and revises the curriculum revises the curriculum as needed to meet school expansion and evolution in accordance with the School mission.
<u>Professional Development</u>	Governing Committee allocates sufficient resources in the School's budget for School Management to carry out Professional Development.	Management plans, monitors and oversees appropriate and compliant Professional Development (PD) of the School as a whole, and all School staff, and establishes and monitors weekly, monthly and yearly PD goals.
<u>Data Management and Interim Student Assessments</u>	Receives and reviews monthly student assessment data, and reviews action plans to address academic underperformance.	Management responsible for supporting teachers in collecting and analyzing student assessment data, and creating action plans from student under performance for monthly presentation to the Governing Committee.
<u>Grade Level Promotion Criteria</u>	Approves student grade promotion and retention criteria for promotion and retention as outlined in the Student and Family Handbook. Receives monthly update from Head of School of projected student promotions and retentions. Approves the Student and Family Handbook.	Management develops student promotion criteria for inclusion in the Student and Family Handbook. Supports teachers towards leading students towards end-of-year promotion goals. Head of School, with input from teachers, makes the final student grade promotion and retention decisions. Provides monthly updates to Governing Committee of projected student promotions and retentions.
<u>Culture</u>	Receives monthly behavior issue documentation (including student suspensions) from the Head of School, including cumulative numbers.	Management trains staff regarding cultural and student behavioral expectations, and maintains documentation of student behavioral issues and infractions. Head of School regularly supplies the Governing Committee with related documentation.
<u>Budgeting, Finance, and Accounting</u>	Approves School budgets and fiscal policies, and oversees and ensures the ongoing financial viability of the School. Collaborates with School Management to ensure the School's required financial documents are filed.	Supplies monthly School financial reports to the Governing Committee. Develops, with outside support if needed, proposed periodic School budgets (e.g., annual) for School operation.
<u>Student Recruitment</u>	Oversees, and supports the Head of School in revising and implementing the Student Recruitment Plan.	Develops, revises and implements the Student Recruitment Plan.
<u>School Staff Recruitment and Hiring</u>	Recruits, evaluates and hires School executive staff, including the School Principal, and establishes compensation for all School executives and staff, with the exception of the School Director, who is hired by the HBHF Board. Allocates sufficient resources to compensate School personnel. Approves personnel policies and handbooks, and approves personnel organization and re-organization.	School Principal recruits, evaluates and hires teachers and staff.
<u>HR Services (payroll, benefits, etc.)</u>	Approves contracts for outside Human Resource (HR) service providers as recommended by Management.	Management assesses whether to contract out certain HR services, such as payroll, benefits, etc., makes recommendations to the Governing Committee if outside services are needed and supports the outside service providers.
<u>Development</u>	With input from Head of School, identifies annual fund raising goals, and maintains a Development Committee to collaborate with the Head of School to identify donors and grants.	Head of School develops fundraising plans to support academic expansion and expansion of other School programs where feasible.
<u>Community Relations</u>	Supports the Head of School in community relation endeavors.	Head of School creates, revises as needed, and implements a Community Engagement Plan.
<u>Information Technology</u>	Approves the Information Technology (IT) resource requests of the School and approves IT vendors, IT vendor contracts and Requests for Proposals (RFPs).	Determines the IT needs of the School consistent with the Technology Plan, makes recommendations to the Governing Committee, seeks IT vendors as needed, and collaborates with approved IT vendors to carry out the IT function.

<u>Function</u>	<u>Governing Board</u>	<u>School</u>
<u>Facilities Management</u>	Allocates sufficient resources for routine facility security, upkeep and maintenance, and works with Management to develop facility security plans, and major facility improvements and repairs.	Management is responsible for the day-to-day security, upkeep and maintenance of the School facilities and brings to the Governing Committee's attention, the need or desire for major facility improvements and/or repairs.
<u>Vendor Management / Procurement</u>	Approves contracts either requiring Requests for Proposals (RFPs) or those required because of the dollar amount.	Management identifies the need for vendor goods and services, and monitors deliverables supplied by vendors to ensure compliance with vendor contracts.
<u>Other Operational Functions, if any</u>		



ATTACHMENT 4

COURSE SCOPE AND SEQUENCE

ATTACHMENT 4

COURSE SCOPE AND SEQUENCE

Academic Curriculum Plan

HimByHer will provide all 6th-8th grade students with a safe, supportive and intellectually challenging educational environment. Every student will be provided with the necessary skills needed to attend and graduate from the college of their choice. The foundation of our instructional program is built upon a culture of high academic and behavior expectations for all students. Our instructional framework is informed by and aligned with the Indiana Academic Standards , the unique needs of students, and proven best practices that have yielded significant student achievement results, at charter schools across the country serving a similar population of students. Our school model is based on the design of proven instructional models at other high performing schools across the country, implementing the following design element: Supportive Educational Environment, Rich, Rigorous, and Engaging Curriculum aligned to the Indiana State Standards, Extended Learning Opportunities, Authentic Family Involvement, Data Informed Instruction, Focused Professional Development and School Culture.

Focus on Literacy and Math

HimByHer will implement the **engageNY** Curriculum which is aligned with the Indiana State Standards and Common Core Learning Standards for Ela and Math.

Rationale:

7. EngageNY offers differentiated instruction to meet various student needs that will be appropriate for their individual levels of instruction and reading and/or English language abilities.
 - EngageNY offers an equitable access to a safe and inclusive learning environment where the language and cultures of all students are valued and used as bridges from prior knowledge to new knowledge.
 - Integrated language and content instruction to support language development is offered through scaffolding and learning ladders for all students, including special populations that includes G & T, ELL and MLL students.
 - EngageNY has bilingual instructional models in Spanish/English and the four other most spoken foreign languages. Translated modules in Spanish for Language Arts

and Math are available, especially appropriate for the rapidly-growing Hispanic community in Indianapolis.

8. EngageNY supports the federal and state laws ensuring that students with disabilities receive the same general education curriculum and content as all other students and provides appropriate services and supports, including accommodations, modifications, and scaffolding.
 - Students are assisted in engaging in self-advocacy and are involved in determining their own educational goals and plans
 - Parents and family members are engaged as meaningful partners
 - Significant changes have been made in the last year to the mathematics standards instruction in order to ensure students can successfully transition to post-secondary education and the workforce, including
 - i. Maintaining the rigor of the standards by balancing the need for conceptual understanding, procedural skill and application; and,
 - ii. Creating a glossary of verbs associated with the math standards, such as “explore” rather than “master” --to allow for first year acquaintance with building a foundation--toward mastering the concept in subsequent grade levels.
9. EngageNY provides appropriate instructional curriculum for all students in career development and opportunities to participate in work-based learning.
 - Citizenship concepts are woven throughout their K-12 Social Studies curriculum, including such topics as slavery/Civil Rights, women’s rights, and corporate and social responsibility that match the HBH character development/citizenship class to be taken by all students.
10. EngageNY is an evidence-based curriculum utilized in schools across the country and specifically shown to be successful with students struggling with more textbook-oriented traditional, pedantic classrooms.
11. The Engage NY curriculum has processes for each grade level. “There is a summary for the year, the rationale for the module sequence, the major emphasis clusters, and an alignment chart which provides the length of each module and the associated standards (Engage NY).”
12. EngageNY recommends the principles of Universal Design for Learning (UDL) to promote equal opportunities to learn.
 - UDL incorporates flexibility in the classroom design, instructional methodology, and instructional materials
 - UDL supports a variety of learning styles and reduces traditional barriers to learning

- UDL fits with the varying instructional strategies that will be utilized at HBH

ELA curricula engageNY 6th-8th includes six modules that focus on **reading, writing, listening, and speaking** in response to high-quality texts. Each module is intended to last a quarter of a school year. There are two additional modules that allow for teacher choice throughout the school year. The modules will sequence and scaffold content that is aligned the Common Core Learning Standards and Indiana State Standards for ELA and Literacy. Each module will culminate in an end-of-module performance task, which can provide information to educators on whether students in their classrooms are achieving the standards. Modules may include several units and each unit may include a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts. They will also include daily lesson plans, guiding questions, recommended texts, scaffolding strategies, examples of proficient student work, and other classroom resources.

Structure of a Module

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments: – Six unit-level assessments that almost always are on-demand: students' independent work on a reading, writing, speaking, or listening task. – One final performance task that is a more supported project, often involving research.

Structure of a Year of Instruction

- There are six modules per grade level.
- Of these six modules, teachers would teach four: Module 1, followed by either Module 2A or 2B, then either 3A or 3B, then Module 4.
- Teachers should begin the year with Module 1, which lays the foundation for both teachers and students regarding instructional routines.
- For Modules 2 and 3, option B formally assesses all standards formally assessed in Option A (and possibly some additional standards as well).

ELA curricula engageNY 6th-8th provides a high-level summary of each module and name the standards formally assessed in each module.

- **Module focus:** Read this first. The “focus” signals the progression of literacy skills across the year, as well as, alignment to the Indiana State Standards.
- **Module title:** This signals the topic students will be learning about (often connected to social studies or science) and aligns with Instructional Shift #1, building knowledge through content-rich nonfiction.
- **Description:** These three or four sentences tell the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text.
- **Texts:** This lists texts that all students read. The text in bold is the extended text for a given module: the text(s) with which students spend the most time. Remember that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile® measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways other than Lexile. Within a given module, the list shows the wide variety of texts students read as they build knowledge about a topic. This aligns with Instructional Shift #1, building knowledge through content-rich nonfiction. For a

procurement list that specifics texts that need to be purchased for use with the curriculum, go to commoncoresuccess.elschools.org or EngageNY.org and search for the document “Trade Books and Other Resources.”

- Final Performance Task: This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are developed using the writing process, are scaffolded, and almost always include peer critique and revision.

Performance tasks are not “on-demand” assessments. (Note: The end of Unit 3 assessment often addresses key components of the performance task.)

- Unit-Level Assessments – Each unit includes two assessments, most of which are “on-demand” (i.e., show what you know/can do on your own). – Mid-unit assessments typically, though not always, are reading assessments: text-based answers. – End of unit assessments typically, though not always, are writing assessments: writing from sources. – Most assessments have a heavy emphasis on academic vocabulary, particularly determining words in context. – Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on state assessments. – The curriculum map lists the title of each assessment, the standards assessed, and the assessment format. – Selected response (multiple-choice questions) – Short constructed-response (short-answer questions of the type that is scored using the New York State 2-point rubric) – Extended response (longer writing or essays of the type that is scored using the New York State 4-point rubric) (either on-demand or supported) – Speaking and listening (discussion or oral presentation) – Scaffolded essay (involving planning, drafting, and revision)

- Standards: In each module, the standards formally assessed.

Math curricula engageNY 6th-8th rigorous and engaging, providing students with many activities to obtain and demonstrate not only conceptual understanding and problem solving, but also procedural skill and fluency.

Eighth grade mathematics is about (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. **engageNY** allows students to master needed skills through seven modules.

Sequence of Grade 8 Modules Aligned with the Standards

Module 1: Integer Exponents and Scientific Notation

Module 2: The Concept of Congruence

Module 3: Similarity

Module 4: Linear Equations

Module 5: Examples of Functions from Geometry Module

6: Linear Functions

Module 7: Introduction to Irrational Numbers Using Geometry

The year begins with students extending the properties of exponents to integer exponents in Module 1. They use the number line model to support their understanding of the rational numbers and the number system. The number system is revisited at the end of the year (in Module 7) to develop the real number line through a detailed study of irrational numbers. In Module 2, students study congruence by experimenting with rotations, reflections, and translations of geometrical figures. Their study of congruence culminates with an introduction to the Pythagorean Theorem in which the teacher guides students through the “square-within-a-square” proof of the theorem. Students practice the theorem in real-world applications and mathematical problems throughout the year. (In Module 7, students learn to prove the Pythagorean Theorem on their own and are assessed on that knowledge in that module.) The experimental study of rotations, reflections, and translations in Module 2 prepares students for the more complex work of understanding the effects of dilations on geometrical figures in their study of similarity in Module 3. They use similar triangles to solve unknown angle, side length and area problems. Module 3 concludes with revisiting a proof of the Pythagorean Theorem from the perspective of similar triangles.

In Module 4, students use similar triangles learned in Module 3 to explain why the slope of a line is well-defined. Students learn the connection between proportional relationships, lines, and linear equations as they develop ways to represent a line by different equations ($y = mx + b$, $y - y_1 = m(x - x_1)$, etc.). They analyze and solve linear equations and pairs of simultaneous linear equations. The equation of a line provides a natural transition into the idea of a function explored in the next two modules.

Students are introduced to functions in the context of linear equations and area/volume formulas in Module 5. They define, evaluate, and compare functions using equations of lines as a source of linear functions and area and volume formulas as a source of non-linear functions.

In Module 6, students return to linear functions in the context of statistics and probability as bivariate data provides support in the use of linear functions.

By Module 7 students have been using the Pythagorean Theorem for several months. They are sufficiently prepared to learn and explain a proof of the theorem on their own. The Pythagorean Theorem is also used to motivate a discussion of irrational square roots (irrational cube roots are introduced via volume of a sphere). Thus, as the year began with looking at the number system, so it concludes with students understanding irrational numbers and ways to represent them (radicals, non-repeating decimal expansions) on the real number line.

Social Studies

Indiana State Standards for 8th grade Social Studies include the following:

1 Students examine the relationship and significance of themes, concepts, and movements in the development of United States history, including review of key ideas related to the colonization of America and the revolution and Founding Era. This will be followed by emphasis on social reform, national development and westward expansion, and the Civil War and Reconstruction period.

2 Students explain the major principles, values and institutions of constitutional government and citizenship, which are based on the founding documents of the United States and how the three branches of government share and check power within our federal system of government.

3 Students identify the major geographic characteristics of the United States and its regions. They name and locate the major physical features of the United States, as well as demonstrate a broad understanding of the states, capitals and major cities, and use geographic skills and technology to examine the influence of geographic factors on national development.

4 Students identify, describe and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.

engageNY 6th-8th Social Studies Curriculum focus on Student-Centered Teaching, Learning, and Assessment .

In an effort to engage students more effectively in the learning process and to provide real opportunities for the application of intellectual skills, lessons are linked to teaching, learning, and assessment to the world of the student. For this to happen, students need to participate in many different kinds of activities to gain a broad knowledge base, develop thinking skills, and take responsibility for their own learning. In addition to the more traditional learning tasks, activities include independent reading on and investigation of topics identified by the teacher and by the student, performances that require in-depth understanding, complex questioning and thinking, and opportunities to present conclusions in new ways. Many assessment tasks are embedded in learning activities to mesh instruction and monitoring students' progress toward the attainment of learning goals. Using this approach at all levels is supported by recent studies showing that students can conceptualize and employ complex thinking skills at a very young age.

Science

Indiana State Standards for Science focuses on the following:

5. 8.PS Physical Science

Create models to represent the arrangement and charges of subatomic particles in an atom (protons, neutrons and electrons). Understand the significance that the currently 118 known chemical elements combine to form all the matter in the universe.

6. 8.ESS Earth and Space Science

Research global temperatures over the past century. Compare and contrast data in relation to the theory of climate change.

7. 8.LS Life Science

Compare and contrast the transmission of genetic information in sexual and asexual reproduction. Research organisms that undergo these two types of reproduction.

8. 6-8.E Engineering

Identify the criteria and constraints of a design to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

engageNY science curriculum consists of the Overview, followed by five main sections:

- the Curriculum Map
- Unit Descriptions
- Lesson Plans for three units
- Math/Science Connections
- Resources for Teaching Science. Each Unit Description provides foundational learning needed for students to grasp subsequent science topics. Lessons are designed to meet the Indiana Standards and provide Internet links for more project-based learning opportunities.

Him by Her Performing Arts Curriculum Framework

Dance, theatre, vocal, studio recording/sound production & instrumental music forms of art allows one to use the creative side of the brain. HbH students will gain an learning of expression through the arts that gives students a way to express themselves without using verbal language.

“Any form of Art is a form of power; it has impact, it can affect change- it can not only move us, it makes us move.” Ossie Davis

Indiana Standard correlation: DA:Cr1.1.6

HbH Students will.

- *learn the historical context of the performing arts*
- *learn how the various forms of the arts has changed over time*
- *learn the role that breath, posture, and breath support play in endurance and health.*
- *learn and apply the elements of music, including pitch, rhythm, tempo, dynamics and articulation.*
- *learn the relationship among the elements of music and how they create musical meaning.*
- *learn and apply the musical symbol system in order to read and notate music.*

- *learn the relationship between the elements of music and begin to make connections necessary to performing music individually and in an ensemble.*
- *develop aural skills in relation to listening to music,*
- *develop the skills needed to become a contributing member of an ensemble.*
- *develop the skills needed to present performances.*
- *learn the relationship between music, culture and other disciplines.*
- *explore basic improvisation and composition.*
- *perform, listen to, and, describe music of a wide variety of genres and styles.*

6-8 Grades

Dance: ballet, jazz, tap, hip hop

HBH students will develop movement sequences that shows an ability to use basic movement. HBH students will show their ability to emulate specific patterns of motion while moving to beats and tempo.

Students will use a dance sequence that shows the learning of the concept of personal space using the three elements of movement.

The use of multiple types of genre and choreographic principles will be exhibited. Students will study and develop positive acceptance of themselves as they gain knowledge of various dance forms. Students will be expected to perform 4 recitals per semester for a grade.

Vocal Music: Choir (advanced options may include show choir, solos/duets, or an acapella competition group; private lessons as a fee-based option)

HBH students will learn to develop a vocal technique, in both head and chest voices, while learning how to use their skills artistically as an individual. Our curriculum, will include the National Core Music Standards, which emphasizes developing the ability to read and understand musical notation along with sight and hearing abilities of music.

HbH students will learn an appreciation of music through a historical lens and appreciate the various cultures they represent. Through a selection genre, vocalists are encouraged to use higher-order thinking skills as they make musical connections. The collection of music is drawn from various genres such as American and World music, folk songs, choral classics, and popular music, including Broadway show tunes, hip hop, jazz, rock & roll. Students will analyze their own growth through personal evaluations of their abilities.

Instrumental Music: Band, orchestra, piano, guitar (advanced options may include jazz band, solo/ensemble or chamber groups; private lessons as a fee-based option)

HBH students will learn and develop ensemble skills, instrumental technique, and a sound foundation of music theory concepts. The practice of using sight-reading, ear training, and notating music skills will be used in order to develop their own style. The curriculum will be use the National Core Music Standards, so our students will develop the skills to perform, analyze, evaluate, and compose while exploring various cultures using selected repertoire.

The curriculum allows students to explore musical concepts including rhythm, melody, harmony, form, and tone color. Additionally, students will experience a broad range of genres and cultures. An exhibition of students talents, skill, and knowledge will be presented in at least one original creative projects, using both traditional methods and music technology. Units may include world drumming, historical research, ukulele, mallet/Orff instruments, guitar, piano, and composing and arranging (by hand and using computer applications).

Practice outside of school hours will be necessary for students to develop their skills for performances. There will be several concerts and performances each quarter.

Drama/Musical Theatre: acting, musical theatre, technical theatre (advanced options may include auditioning, directing, lighting/sound design, etc.)

Connections: History, Criticism, and Links to Other Disciplines

HBH students will learn about the history and criticism of music, its role in the community, and its links to other disciplines. As students learn about and use the symbolic languages of theatre, HBH students will mature and progress in their skill as they develop acting skills to depict characters who interrelate in extempore and scripted scenes. HBH students will be reading, writing, analyzing, and writing dramatic material. HBH students will rehearse and stage dramatic works.

Technical Theatre – HBH students will learn and exhibit skills in using the basic tools, media, and techniques involved in theatre production.

Critical Response – HBH students will illustrate and examine their own theatrical work and the work of others using appropriate theatre vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

HBH students will explore the history and criticism of theatre, and how it impacted the community and world, and its links to other disciplines

Purposes and Meanings in the Arts -Students will explain the purposes of dance, music, theatre, visual arts, and architecture and answer the questions of by whom they were created, their purpose and interpret its meanings.

Roles of Artists in Communities -Students will explain the roles of various artists, patrons, cultural organizations, and arts institutions in societies of the past and present.

Concepts of Style, Stylistic Influence, and Stylistic Change-Students will demonstrate their understanding of styles, stylistic influence, and stylistic change. Students will analyze characteristic & features of art works from many different historical periods, cultures, and genres, also identify when and where art works were created.

Inventions, Technologies, and the Arts -Students will examine and explain how performing and visual artists use and have used materials, inventions, and technologies in their work.

Interdisciplinary Connections -Students will employ their understanding of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

Level 6-8

Students will:

1. Sing or play on pitch with correct rhythm, maintaining a steady tempo. Students will be aware of proper posture, breathing and diction techniques.
2. Demonstrate capability to sing or play limited harmony parts, rounds and/or partner songs.
3. Demonstrate knowledge of various dynamic levels
4. Demonstrate ability to perform on classroom rhythmic and melodic instruments a variety of rhythmic and melodic patterns.
5. Demonstrate rhythmic and melodic memory.
6. Demonstrate ability to perform rhythm patterns on percussion instruments, while singing.
7. Demonstrate ability to play melody and chord patterns on bells or keyboards.

Create group compositions with lyrics, melody, rhythm and harmony

Recognize and use the following note/rest values: whole, half, dotted half, quarter, and eighth in 2/4, 3/4 and 4/4 meter signatures.

Identify pitches on the staff in the treble clef and bass clef and be able to perform simple melodies on keyboards.

Be able to Identify and understand the meaning of basic dynamic and tempo markings and other musical symbols.

Be able to Identify AB, ABA, and Theme and Variations forms.

Be able to Identify various styles of musical examples listened to (patriotic, jazz, classical, rock, country, folk, ethnic, etc.).

Be able to Identify and classify orchestral, folk and band instruments both visually and aurally.

Be able to Identify and classify children and adult voices (soprano, alto, tenor, bass).

Show they can Improvise stylistically appropriate accompaniments on rhythm instruments

The HBH student will:

1. Compare and contrast two different performances of the same work through discussion and written comments.

2. Form a personal opinion about musical and other art forms examples and be able to back up their opinion

Identify common terms used in various arts i.e. form, line, repetition, contrast, tone color, rhythm.

Understanding the mathematical relationships of note and rest values, also understanding the use of phrasing, form and composition in reading and relating them to music.

1. Be aware of the relationship of different musical styles to the historical period in which they were produced (baroque, classical, romantic, 20th century, jazz, rock, patriotic).
2. Be aware of the appropriate use of music to accompany and enhance various activities (sporting events, family events, holidays, religious events).
3. Be aware of the role of music in society. 4. Understand the appropriate concert etiquette both on stage and off.

MIDDLE SCHOOL CHORUS, BAND

The Arts will incorporate Singing and playing alone and with others, a varied repertoire of music.

• Singing and playing with good breath control, expression and technical accuracy at a level that includes appropriate ranges and changes of tempo, key, and meter.

Sings and performs music that represents diverse genres and cultures (vocal jazz, musical theater, swing, classical, pop, spiritual, Gospel, sacred, patriotic, and multi-cultural).

Reads music

* Can recognize and perform whole, half, quarter, eighth, sixteenth and dotted notes in a variety of meter signatures.

* Reads at sight simple melodies, rhythms and harmonies in the appropriate range.

* Knows standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.

* Knows and applies appropriate criteria to the arts and performances

* Demonstrates appropriate concert etiquette.

* Understands the technical vocabulary of the arts.

* Understands that the style of music being performed requires changes in the type of vocal production. Standard

*Understands the relationship between the arts history and culture.

* Understands the characteristics of the arts from various historical periods and cultures.

Technology.

Our mission is to offer a sequenced set of Technology courses to all students is aligned with the work of

21st Century Learning, a national organization committed to ensuring students have the knowledge and skills to thrive in an ever-evolving, technological world. Students enrolled at HimByHer will be required to have skills and knowledge in the following areas:

- Word Processing, Multimedia
- Presentation Tools
- Research Tools, Basic Operations

- Spreadsheet
- Website Design
- Coding, App Creation
- Digital Citizenship and Robotics
-

Digital Curriculum: Apex Learning.

HimByHer will implement **Apex Learning** digital curriculum which is based on time-tested pedagogical principles:

- Create an anticipatory set for the student
- Provide focused instruction using teaching strategies such as guided-inquiry and direct instruction
- Engage student in practice and application exercises to clarify and deepen conceptual understanding and mastery of skills
- Assess student progress throughout the instruction with formative assessments that provide feedback to both student and teacher
- Remediate where necessary
- Provide summative assessment with both objective (computer-scored) and open-ended (teacher-scored) instruments at the end of each unit and semester.

Schools and districts using Apex Learning digital curriculum consistently increase on-time graduation rates, lower dropout rates, and improve exam scores. Our proven digital curriculum, actionable data, and success management combine to support you in achieving your goals and ensuring your students are prepared for college, work, and life. Their Comprehensive Courses are research-based and designed for more rigorous standards and assessment requirements for an increasingly diverse student population.

Recently, the **Evansville Vanderburgh School Corporation** embarked upon a vision that could provide students with a rigorous standards-based digital curriculum to optimize student learning in an online environment. To achieve this vision, EVSC partnered Apex Learning because of its expansive digital curriculum catalog. Learning environments were created from blended to full-time virtual learning in order to keep students on track toward graduation. Through Apex Learning, students enrolled in online classes for advancement, early graduation, credit recovery, or for grade replacement to raise their GPA.

Apex Learning AP Exam Review** helps all students make the most effective use of their study time, giving them the skills and confidence to achieve higher scores on AP exams.

Diagnostic tests identify areas of weakness.

Formatted like the AP Exam and organized by topic, each diagnostic contains 10–35 multiple choice questions that test students' abilities.

Prescriptive study plans link to targeted content.

Using the diagnostic results, AP Exam Review creates individualized study plans that link to specific reviews and practice questions for each AP topic.

By combining the **EngageNY** Curricula, which provides flexibility and rigor, along with Apex Learning, which is standard-based, as well as, self-paced, our academic curriculum is aligned with Indiana State Standards, and will be student-centered and promote critical thinking for the success of all students.

Curriculum and Instructional Framework

The mission of HimByHer is to prepare all students with rigorous academics, character development, and a commitment to community necessary for college success and a life of positive action. The foundation of our instructional program is built upon a culture of high academic and behavior expectations for all students. Our instructional framework is informed by and aligned with the Indiana Academic Standards, the unique needs of students, and proven best practices that have yielded significant student achievement results, at charter schools across the country serving a similar population of students. Using Indiana Academic Standards, students will receive the academic foundation necessary to earn their way into and graduate from a college preparatory high school and the college or university of their choice. Standards are aligned vertically across content areas to ensure a seamless transition as students matriculate from grade level to grade level.

When selecting a curriculum, we considered the following:

1. Alignment to Indiana Academic Standards
2. Degree of success in other high performing urban schools
3. Evidence of significant student achievement
4. Evidence of effectiveness with students with special needs

Our understanding of Indiana Academic Standards coupled with our response to the specific student needs led us to our selected academic curricula: **engageNY** and **Apex learning**.

Curriculum will be evaluated annually using academic data; adjustments will be made where needed to ensure student success.

SPECIAL POPULATIONS AND AT-RISK STUDENTS

1. Plan to Serve Students with Special Needs.

HimByHer support all learners through rigorous instruction, high expectations, and necessary and appropriate interventions and instruction for every student. Students with unique needs receive robust supports within our extended school day. We provide research-based, proven curriculum and differentiated instruction to support all students, including Special Education students, English Language Learners, gifted learners, and students with Section 504 plans. Frequent small group instruction (10:1 student to teacher ratio), daily individualized Blended Learning opportunities, and built in re-teach and remediation blocks provide us with the structure to address the academic and social needs of our students with special needs.

2. Students with Mild, Moderate, and Severe Disabilities.

Serving students identified as having disabilities under the law or whom we suspect may have such disabilities, we provide a Free and Appropriate Public Education (FAPE) and comply with all applicable state and federal statutes, including Title II of the American with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1974. We educate students with disabilities in the least restrictive environment (LRE) and with their non-disabled peers to the extent appropriate and allowed by each student's Individualized Education Plan (IEP). We do not discriminate in our admission and enrollment practices against students having or suspected to have disabilities.

3. Identification and Protecting Against Misidentification. Upon enrollment, we will conduct individual One-on-One meetings with students and families. In addition to going over our mission and vision, we ask each family to identify if their student has an existing IEP or has ever received special education services. If so, we provide appropriate documentation to ensure students receive required accommodations and modifications aligned with the IEP or 504 Plan requirements

During the school year, Special Education Teachers work with classroom teachers to ensure Special Education students' modifications and accommodations are being implemented during instruction and that all services are being provided. Our Special Education teachers and SSC will be licensed within the State of Indiana as special educators. Our academic program integrates frequent, strategic academic monitoring and push-in supports to ensure students with IEPs are receiving all modifications and accommodations outlined in their plan. Frequent internal assessments provide in-the-moment snapshots of where students are and what specific academic or behavioral skills they are struggling with the most. During the week, each teacher reviews students' progress based on Lifework (Homework), classwork, quizzes, projects, observations, and anecdotal notes. Teachers are equipped with formal and informal data to quickly respond to the needs of every student. School leadership and staff work together to monitor assessment data on a regular basis. For students identified as not progressing at a pace to meet end-of-year academic goals, we use a pre-referral, Response to Intervention process or RtI. If the intervention planned is deemed unsuccessful, not resulting in student academic or behavioral improvement, we schedule a meeting at a convenient time for the students' parent/guardian to discuss our next plan of action. This conversation with the student's parent/guardian would include considering if the student needs to be considered for evaluation for special education eligibility and related services. If the family agrees to conduct an evaluation for their student the school will secure a written parental consent form before administering testing. The school will

conduct testing, through an appropriately licensed educational psychologist. If the student is eligible and the family agrees in writing, an Individual Education Plan (IEP) is developed. Each student's IEP will be reviewed at least one time each school year, and each student will be re-evaluated at least once every three years. Students' families can request to meet with the school at any time to discuss the details and goals of their student's IEP plan. At the request of a legal guardian, we will evaluate any student for a disability. Section 504 requires schools to provide students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities. Section 504 prohibits discrimination on the basis of disability. We adhere to all obligations under Individuals with Disabilities Education Act (IDEA) and Section 504. We immediately evaluate and identify any students protected under Section 504. This includes any student determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities, (2) have a record of such impairment, or (3) be regarded as having such impairment.

Evidence-based Instructional Programs.

Our educational model is an inclusive and heterogeneous and serves all students. Our program design is informed by high-performing urban schools serving similar student populations including disabilities language proficiency barriers, and/or special circumstance that put them at risk for academic failure. To the fullest extent possible, we will provide a full inclusion model, maximizing accommodations and minimizing modifications.

Evaluation and Progress Monitoring.

Progress monitoring occurs in alignment with IEP goals and is reported out accordingly. We will look to the assessments of students with disabilities receiving special education services, including improvements in performance on the NWEA MAP, STEP, ISTEP+, and teacher-created assessments to determine our program's effectiveness. We will disaggregate assessment results between students with disabilities and students without disabilities to continuously monitor and improve the efficacy of our special education program.

English Language Learners.

We will serve English Language Learners (ELLs) in accordance with all applicable Federal Laws and regulations related to the education of language minority students as stated under Title IV of the Civil Rights Act of 1964 and the Equal Education Opportunities Act of 1974. We will proactively identify and support ELLs and provide targeted, individualized plans to ensure proficiency at the same high level as their peers and based on the same academic programs and opportunities provided to all students.

Identifying ELL students.

We follow these steps to identify ELLs that should receive English language instruction and support:

Step 1 - Identification of Potential ELL Student. We will use the STN site to see if enrolled student has pre-existing ACCESS score from a previous school in Indiana or another WIDA state. If no previous record of Home Language Survey exists, we will administer to identify that there is a language other than English spoken by the student or at home.

Step 2 - Evaluating Potential ELL students.

The ELL certified staff member will administer the WIDA-ACCESS Placement Test (WAPT) to assess the four language domains of Listening, Speaking, Reading, and Writing. Based on the results and observation using the WIDA Can Do Descriptors, the ELL teacher will determine the ELL status.

Step 3 - Student is identified as ELL.

ELLs will be provided Sheltered English Immersion (SEI) instruction and developmentally appropriate instruction aligned to the WIDA English language development Standards Framework.

Step 4 - Communicating with Parents.

Parents will be notified in writing in parents' preferred language of the reason the child was identified as ELL, a description of the child's current level of English proficiency, and description of the program placement and method of instruction, the manner in which the program will meet the child's educational needs, a description of how the program will help the child to learn English, the requirements for exiting the program, and the parent's right to waive ELL services. If requested, a follow-up meeting will be set up between parents and the Head of School and ELL certified staff member.

Evidence-Based Instructional Programs.

Our instructional practices for ELLs will incorporate the five strategies outlined on the federal Department of Education Doing What Works webpage: screen and monitor progress, provide reading intervention if needed, teach vocabulary, develop academic English, and schedule peer learning. These will be integrated into daily instructional practices through discourse, pushing-in vocabulary, small group literacy instruction, and cooperative learning.

Evaluation and Progress Monitoring.

Students identified as English Language Learners (ELL) will be assessed annually to determine improvement in English language proficiency (ELP). We will use the World Class Instruction Design and Assessment (WIDA) and ACCESS Placement Tests to screen the English language proficiency of enrolling students identified as potential ELLs. We will work to identify ELLs as quickly as possible and will make this determination using ACCESS exam scores, input from general education teacher, and data from general education progress.

Students Performing Below Grade Level.

Our school model includes additional supports and structures, and additional learning time to ensure 100% of students are performing at grade level. We will accomplish this goal with an extended school day and year, blended learning, extended literacy and math instruction each day, small group differentiated instruction, daily reserved tutoring time, and language acquisition and vocabulary development support.

Intellectually Gifted Students.

We will serve all students, including the intellectually gifted. During Student Enrollment students who score in the upper quadrants of the NWEA MAP are placed on a list of students considered for Gifted and Talented Services.

Data Analysis Process.

Our assessments allow us to identify skills and objectives that students have and have not yet mastered, but to best plan for supporting students in their progress towards goals, we must deeply analyze student data. Our structure for student data analysis is built from *Driven by Data: A Practical Guide to Improve Instruction*, allowing us to create interventions, re-teach lessons, and create small group remediation plans to address specific skills that students need to master to meet end-of-year mastery and growth targets. We will analyze data from a variety of assessments, including NWEA MAP, Interim Assessments, and Daily Exit Tickets.

Unit Exams. Teachers will analyze student Unit Exams every 4-6 weeks. Teachers will discuss student misconceptions and skills that have not been developed to create and submit an action plan that outlines what specific skills students did not master and plan to address during in class instruction and tutoring.

End-of-Course Exam (6-8).

Teachers will complete assessment analysis to provide rationale for skills students did not master during that academic year. The instructional leadership reviews assessment results to

identify instructional areas of growth in content areas and adjust curriculum choices for following school year, as well as inform PD needs for the upcoming year.

4. Student Performance Information Systems.

NWEA MAP and STEP provide valuable student growth and achievement data. A “Data Wall” that displays student behavior, attendance, and academic data points will be created and utilized at every grade level. This wall serves as a reminder of what the school values and must continue to collect and use to respond to and address student skill gaps

All 8th graders will have to master/pass the exit Indiana State Standards

GRADE 8

READING

Guiding Principle: *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.^v*

READING: Literature

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

Learning Outcome

8.RL.1 Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

Key Ideas and Textual Support

8.RL.2.1 Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.

8.RL.2.2 Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.

8.RL.2.3 Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.

8.RL.2.4 *Students are expected to build upon and continue applying concepts learned previously.*

Structural Elements and Organization

8.RL.3.1 Compare and contrast the structure of two or more related works of literature (e.g., *similar topic or theme*), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.

8.RL.3.2 Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.

Synthesis and Connection of Ideas

8.RL.4.1 Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

8.RL.4.2 Analyze how works of literature draw on and transform earlier texts.

READING: Nonfiction

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

Learning Outcome

8.RN.1 Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

Key Ideas and Textual Support

8.RN.2.1 Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.

8.RN.2.2 Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.

8.RN.2.3 Analyze how a text makes connections and distinctions among individuals, events, and ideas.

Structural Elements and Organization

8.RN.3.1 *Students are expected to build upon and continue applying concepts learned previously.*

8.RN.3.2 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

8.RN.3.3 Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Synthesis and Connection of Ideas

8.RN.4.1 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

8.RN.4.2 Evaluate the advantages and disadvantages of using different mediums (e.g., *print or digital text, video, multimedia*) to present a particular topic or idea.

8.RN.4.3 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

READING: Vocabulary

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

Learning Outcome

8.RV.1 Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Vocabulary Building

8.RV.2.1 Use context to determine or clarify the meaning of words and phrases.

8.RV.2.2 *Students are expected to build upon and continue applying concepts learned previously.*

8.RV.2.3 Distinguish among the connotations of words with similar denotations.

8.RV.2.4 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).

8.RV.2.5 Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.

Vocabulary in Literature and Nonfiction Texts

8.RV.3.1 Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

8.RV.3.2 Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

8.RV.3.3 Interpret figures of speech (e.g., *verbal irony, puns*) in context.

WRITING

8.W.3.1 Write **arguments** in a variety of forms that –

- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a consistent style and tone appropriate to purpose and audience.
- Provide a concluding statement or section that follows from and supports the argument presented.

8.W.3.2 Write **informative** compositions in a variety of forms that –

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., *headings*), graphics (e.g., *charts, tables*), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Establish and maintain a style appropriate to the purpose and audience.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

8.W.3.3 Write **narrative** compositions in a variety of forms that –

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
- Organize an event sequence (e.g., *conflict, climax, resolution*) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide an ending that follows from and reflects on the narrated experiences or events.

Guiding Principle: *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.^{vi}*

WRITING

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Learning Outcome

8.W.1 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

Handwriting

8.W.2 *Students are expected to build upon and continue applying concepts learned previously.*

Writing Genres: Argumentative, Informative, and Narrative

The Writing Process

8.W.4 Apply the writing process to –

- Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.
- Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.

The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

8.W.5 Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.

- Formulate a research question.
- Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
- Assess the credibility and accuracy of each source.
- Quote or paraphrase the information and conclusions of others.
- Avoid plagiarism and follow a standard format for citation.
- Present information, choosing from a variety of formats.

Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

8.W.6.1 Demonstrate command of English grammar and usage, focusing on:

8.W.6.1a **Pronouns –**

Students are expected to build upon and continue applying conventions learned previously.

8.W.6.1b **Verbs –**

Explaining the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice.

8.W.6.1c **Adjectives and Adverbs –**

Students are expected to build upon and continue applying conventions learned previously.

8.W.6.1d **Phrases and Clauses –**

Students are expected to build upon and continue applying conventions learned previously.

8.W.6.1e **Usage –**

Students are expected to build upon and continue applying conventions learned previously.

8.W.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:

8.W.6.2a **Capitalization –**

Students are expected to build upon and continue applying conventions learned previously.

8.W.6.2b **Punctuation –**

Using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.

8.W.6.2c

Spelling –

Students are expected to build upon and continue applying conventions learned previously.

SPEAKING AND LISTENING

Guiding Principle: *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.*^{vii}

SPEAKING AND LISTENING

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

Learning Outcome

8.SL.1 Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

Discussion and Collaboration

8.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.

8.SL.2.2 Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.

8.SL.2.3 Follow rules for considerate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

8.SL.2.4 Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

8.SL.2.5 Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.

Comprehension

8.SL.3.1 Analyze the purpose of information presented in diverse media and formats (e.g., *visually, quantitatively, orally*) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

8.SL.3.2 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

8.SL.4.1 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

8.SL.4.2 Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.

8.SL.4.3 *Students are expected to build upon and continue applying concepts learned previously.*

MEDIA LITERACY

Guiding Principle: *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.*^{viii}

MEDIA LITERACY

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

Learning Outcome

8.ML.1 Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.

Media Literacy

8.ML.2 Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print and mass media, and identify false or misleading information.

8.ML.2 Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.



ATTACHMENT 5

ACADEMIC AND EXIT STANDARDS

ATTACHMENT 5

ACADEMIC AND EXIT STANDARDS

All 8th graders will have to master/pass the exit Indiana State Standards, which are listed below.



Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

GRADE 8

READING

Guiding Principle: *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.^{ix}*

READING: Literature

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

Learning Outcome

8.RL.1 Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

Key Ideas and Textual Support

8.RL.2.1 Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.

8.RL.2.2 Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.

8.RL.2.3 Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.

8.RL.2.4 *Students are expected to build upon and continue applying concepts learned previously.*

Structural Elements and Organization

8.RL.3.1 Compare and contrast the structure of two or more related works of literature (e.g., *similar topic or theme*), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.

8.RL.3.2 Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.

Synthesis and Connection of Ideas

8.RL.4.1 Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

8.RL.4.2 Analyze how works of literature draw on and transform earlier texts.

READING: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

Learning Outcome

8.RN.1 Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

Key Ideas and Textual Support

8.RN.2.1 Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.

8.RN.2.2 Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.

8.RN.2.3 Analyze how a text makes connections and distinctions among individuals, events, and ideas.

Structural Elements and Organization

8.RN.3.1 *Students are expected to build upon and continue applying concepts learned previously.*

8.RN.3.2 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

8.RN.3.3 Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Synthesis and Connection of Ideas

8.RN.4.1 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

8.RN.4.2 Evaluate the advantages and disadvantages of using different mediums (e.g., *print or digital text, video, multimedia*) to present a particular topic or idea.

8.RN.4.3 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

READING: Vocabulary

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

Learning Outcome

8.RV.1 Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Vocabulary Building

8.RV.2.1 Use context to determine or clarify the meaning of words and phrases.

8.RV.2.2 *Students are expected to build upon and continue applying concepts learned previously.*

8.RV.2.3 Distinguish among the connotations of words with similar denotations.

8.RV.2.4 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).

8.RV.2.5 Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.

Vocabulary in Literature and Nonfiction Texts

8.RV.3.1 Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

8.RV.3.2 Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

8.RV.3.3 Interpret figures of speech (e.g., *verbal irony, puns*) in context.

WRITING

Guiding Principle: *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.*^x

WRITING

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Learning Outcome

8.W.1 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

Handwriting

8.W.2 *Students are expected to build upon and continue applying concepts learned previously.*

Writing Genres: Argumentative, Informative, and Narrative

8.W.3.1 Write **arguments** in a variety of forms that –

- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a consistent style and tone appropriate to purpose and audience.
- Provide a concluding statement or section that follows from and supports the argument presented.

8.W.3.2 Write **informative** compositions in a variety of forms that –

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., *headings*), graphics (e.g., *charts, tables*), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Establish and maintain a style appropriate to the purpose and audience.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

8.W.3.3 Write **narrative** compositions in a variety of forms that –

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
- Organize an event sequence (e.g., *conflict, climax, resolution*) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide an ending that follows from and reflects on the narrated experiences or events.

The Writing Process

8.W.4 Apply the **writing process** to –

- Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.
- Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.

The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

8.W.5 Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.

- Formulate a research question.
- Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
- Assess the credibility and accuracy of each source.
- Quote or paraphrase the information and conclusions of others.
- Avoid plagiarism and follow a standard format for citation.
- Present information, choosing from a variety of formats.

Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

8.W.6.1 Demonstrate command of English grammar and usage, focusing on:

8.W.6.1a **Pronouns –**

Students are expected to build upon and continue applying conventions learned previously.

8.W.6.1b **Verbs –**

Explaining the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice.

8.W.6.1c **Adjectives and Adverbs –**

Students are expected to build upon and continue applying conventions learned previously.

8.W.6.1d **Phrases and Clauses –**

Students are expected to build upon and continue applying conventions learned previously.

8.W.6.1e **Usage –**

Students are expected to build upon and continue applying conventions learned previously.

8.W.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:

8.W.6.2a **Capitalization –**

Students are expected to build upon and continue applying conventions learned previously.

8.W.6.2b **Punctuation –**

Using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.

8.W.6.2c

Spelling –

Students are expected to build upon and continue applying conventions learned previously.

SPEAKING AND LISTENING

Guiding Principle: *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.*^{xi}

SPEAKING AND LISTENING

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

Learning Outcome

8.SL.1 Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

Discussion and Collaboration

8.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.

8.SL.2.2 Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.

8.SL.2.3 Follow rules for considerate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

8.SL.2.4 Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

8.SL.2.5 Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.

Comprehension

8.SL.3.1 Analyze the purpose of information presented in diverse media and formats (e.g., *visually, quantitatively, orally*) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

8.SL.3.2 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

8.SL.4.1 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

8.SL.4.2 Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.

8.SL.4.3 *Students are expected to build upon and continue applying concepts learned previously.*

MEDIA LITERACY

Guiding Principle: *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.*^{xii}

MEDIA LITERACY

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

Learning Outcome

8.ML.1 Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.

Media Literacy

8.ML.2 Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print and mass media, and identify false or misleading information.

8.ML.2 Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.

MATHEMATICS: GRADE 8

The Mathematics standards for grade 8 are supplemented by the Process Standards for Mathematics.

The Mathematics standards for grade 8 are made up of 5 strands: Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis, Statistics, and Probability. The skills listed in each strand indicate what students in grade 8 should know and be able to do in Mathematics.

NUMBER SENSE

GRADE 8

8.NS.1: Give examples of rational and irrational numbers and explain the difference between them. Understand that every number has a decimal expansion; for rational numbers, show that the decimal expansion terminates or repeats, and convert a decimal expansion that repeats into a rational number.

8.NS.2: Use rational approximations of irrational numbers to compare the size of irrational numbers, plot them approximately on a number line, and estimate the value of expressions involving irrational numbers.

8.NS.3: Given a numeric expression with common rational number bases and integer exponents, apply the properties of exponents to generate equivalent expressions.

8.NS.4: Use square root symbols to represent solutions to equations of the form $x^2 = p$, where p is a positive rational number.

COMPUTATION

GRADE 8

8.C.1: Solve real-world problems with rational numbers by using multiple operations.

8.C.2: Solve real-world and other mathematical problems involving numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Interpret scientific notation that has been generated by technology, such as a scientific calculator, graphing calculator, or excel spreadsheet.

ALGEBRA AND FUNCTIONS

GRADE 8

8.AF.1: Solve linear equations with rational number coefficients fluently, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. Represent real-world problems using linear equations and inequalities in one variable and solve such problems.

8.AF.2: Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by transforming a given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).

8.AF.3: Understand that a function assigns to each x -value (independent variable) exactly one y -value (dependent variable), and that the graph of a function is the set of ordered pairs (x,y) .

8.AF.4: Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear, has a maximum or minimum value). Sketch a graph that exhibits the qualitative features of a function that has been verbally described.

	<p>8.AF.5: Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. Describe similarities and differences between linear and nonlinear functions from tables, graphs, verbal descriptions, and equations.</p> <p>8.AF.6: Construct a function to model a linear relationship between two quantities given a verbal description, table of values, or graph. Recognize in $y = mx + b$ that m is the slope (rate of change) and b is the y-intercept of the graph, and describe the meaning of each in the context of a problem.</p> <p>8.AF.7: Compare properties of two linear functions given in different forms, such as a table of values, equation, verbal description, and graph (e.g., compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed).</p> <p>8.AF.8: Understand that solutions to a system of two linear equations correspond to points of intersection of their graphs because points of intersection satisfy both equations simultaneously. Approximate the solution of a system of equations by graphing and interpreting the reasonableness of the approximation.</p>
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GEOMETRY AND MEASUREMENT

GRADE 8	<p>8.GM.1: Identify, define and describe attributes of three-dimensional geometric objects (right rectangular prisms, cylinders, cones, spheres, and pyramids). Explore the effects of slicing these objects using appropriate technology and describe the two-dimensional figure that results.</p> <p>8.GM.2: Solve real-world and other mathematical problems involving volume of cones, spheres, and pyramids and surface area of spheres.</p> <p>8.GM.3: Verify experimentally the properties of rotations, reflections, and translations, including: lines are mapped to lines, and line segments to line segments of the same length; angles are mapped to angles of the same measure; and parallel lines are mapped to parallel lines.</p> <p>8.GM.4: Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations. Describe a sequence that exhibits the congruence between two given congruent figures.</p> <p>8.GM.5: Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations. Describe a sequence that exhibits the similarity between two given similar figures.</p> <p>8.GM.6: Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.</p>
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8.GM.7: Use inductive reasoning to explain the Pythagorean relationship.
8.GM.8: Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and other mathematical problems in two dimensions.
8.GM.9: Apply the Pythagorean Theorem to find the distance between two points in a coordinate plane.

DATA ANALYSIS, STATISTICS, AND PROBABILITY

GRADE 8

8.DSP.1: Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantitative variables. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
8.DSP.2: Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and describe the model fit by judging the closeness of the data points to the line.
8.DSP.3: Write and use equations that model linear relationships to make predictions, including interpolation and extrapolation, in real-world situations involving bivariate measurement data; interpret the slope and y -intercept.
8.DSP.4: Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. Understand and use appropriate terminology to describe independent, dependent, complementary, and mutually exclusive events.
8.DSP.5: Represent sample spaces and find probabilities of compound events (independent and dependent) using methods, such as organized lists, tables, and tree diagrams.
8.DSP.6: For events with a large number of outcomes, understand the use of the multiplication counting principle. Develop the multiplication counting principle and apply it to situations with a large number of outcomes.



ATTACHMENT 6

SCHOOL CALENDAR AND
SCHEDULE

ATTACHMENT 6

SCHOOL CALENDAR AND SCHEDULE

HIM BY HER BALANCED CALENDAR 2020

DATE	DAY	EVENT	ATTENDANCE INFORMATION
August 3-5	Monday-Wednesday	Professional Development	No School for Students
August 6	Thursday	First Day of School (Full Day, First Semester)	Late Start School day
August 7	Friday	Teacher PLC	Regular School day
August 10-September 2	Monday-Friday	Regular school day	Students and Staff
September 3	Thursday	Late Start- PLC	First period begins later time
September 4	Friday	Regular School Day	
September 7	Monday	Labor Day	No School
September 10, 17, 24	Thursday	Late Start – Grades 6-8	First period begins later time
September 25	Friday	Welcome back to School Night	
September 28- October 1	Friday-Friday	Regular School Day	Regular School Day
October 2	Friday	Parents in Touch	8 am—p.m.
October 1, 22, 29	Thursday	Late Start – Grades 6-8	First period begins later time
October 5-October 15	Monday-Friday	Fall Break	No School Students and Staff
October 19	Monday	Professional Development	No Students
October 24	Friday	Parent Teacher Conferences	No School for Students Parent Teacher conferences during the day
October 120-30	Tuesday-Friday	Regular School Days	Students and Staff
November 5, 12, 19	Thursday	Late Start – Grades 6-8	First period begins later time
November 2-November 24	Monday -Friday & Monday-Tuesday	Regular School	Students and Staff
November 25, 26, 27	Wednesday - Friday	Thanksgiving Break	No School
December 3, 10, 17	Thursday	Late Start – Grades 6-8	First period begins at Later time
December 1-18	Tuesday-Friday 3 weeks	Regular School Days	Students and Staff
December 21 – Jan 1	Monday-Friday	Winter Break	No School
January 4-5	Monday-Tuesday	Professional Development	No School for Students
January 6	Wednesday	School Resumes 2 nd Semester	Students and Staff
January 7, 14, 21, 28	Thursday	Late Start – Grades 6-8	First period begins later time
January 18	Monday	M.L. King's Birthday	No School
February 4, 11, 18, 25,	Thursday	Late Start – Grades 6-8	First period begins at Later time
February 1-February 26	Monday-Friday	Regular School	Students and Staff

March 4, 11,	Wednesday	Late Start – Grades 9-12	First period begins at 8:50 a.m.
March 1- March 17	Monday-Thursday	Regular School	Students and Staff
March 18	Friday	School Improvement Day and Parent Teacher Conferences	No School for Students Parent Teacher Conferences in the evening
March 22 – April 2	Monday-Friday	Spring Break	No School
April 5	Monday	School Resumes	
April 1, 8, 15, 22, 29	Thursday	Late Start – Grades 6-8	First period begins at later times
April 8 & 9	Thursday, Friday	Professional Development	No School-Students
May 6, 13, 20, 27	Thursday	Late Start – Grades 6-8	First period begins at later time
May 31	Monday	Memorial Day	No School
June 1-11	Monday-Friday	Regular School Day	Students and Staff
June 14-18	5 Snow days	Snow Days = 5	
<i>*All 2nd semester days of attendance dependent upon snow days. Additional calendar years will be added</i>			



ATTACHMENT 7

ENROLLMENT POLICY

ATTACHMENT 7

ENROLLMENT POLICY

Student Recruitment and Enrollment

Market analysis clearly demonstrates the need for an options school with the attributes of HIM By HER Collegiate School for the Arts (“HBHCSA”). A demand analysis report from the Broad Ripple Village Associate (BRVA), for example, found that there are more than 17,000 high school-aged children living within a 15-minute drive of the Broad Ripple High School building location. If the drive radius broadens to 30 minutes, the pool of students increases to more than 80,000 children. HIM By HER Foundation (“HBHF”) plans to supplement the already overwhelming response it has received by even more surveys of local residents and community members, especially as relates to a new neighborhood school integrating the performing arts.

Meanwhile, community outreach regarding the proposed HBHCSA includes visiting faith-based institutions, local businesses, Indy Parks and Recreation Family Centers, Boys and Girls Clubs, YMCA, apartment complexes, and homes. HBHF representatives have also attended community meetings and events such as holiday celebrations, Indiana Black Expo, Indiana Latino Expo, La Plaza’s Fiesta Indianapolis, County and State fairs, family agencies and neighborhood associations. HBHF also plans quarterly open-house gatherings in the future.

If a charter is received, HBHCSA will launch an aggressive social media campaign meeting contemporary standards to reach out to and connect with students and families via FaceBook. Instagram, Twitter, Pinterest, Snapchat, YouTube, and Tumblr. The student recruitment campaigns will also employ strong advertising with conventional media such as handing out printed materials (fliers), advertising in newspaper and magazines, and in radio broadcasts and publications. The advertisements will also be in other languages in addition to English—resources permitting—including Spanish, Arabic, and Asian languages such as Chinese, Japanese, and Burmese-Chin.

In addition, several well-known celebrities have endorsed HBHF’s quest for a charter school in the nature of HBHCSA, and are agreeable to participating in promotion efforts, including but not limited to: Broad Ripple High School alumni George Hill (a current National Basketball Association (NBA) player for the Cleveland Cavaliers, and former player of the Indiana Pacers) and Roosevelt Colvin (a former National Football League (NFL) player with the New England Patriots); Robert Mathis (former NFL player with the Indianapolis Colts); and Tamika Catchings (former Women’s National Basketball Association (WNBA) player with the Indiana Fever, and current Indiana Pacers Player Personnel manager). These notable current and former professional athletes have pledged to assist HBHCSA in recruiting students. Dave Calabro, WTHR Channel 13 Sports Director and on-air personality, is also committed to helping publicize HBHCSA for its recruitment and enrollment endeavors.

Open Enrollment

HBHCSA will maintain an open-door policy as well as rolling enrollment. Under the Enrollment Plan, all prospective families or students complete an Interest Form available either in printed form or online. Each family will then receive a phone call within one week to schedule a meeting between the prospective student and his or her parents or guardians to explain the School’s program and tour the School facilities to ensure a full understanding of the HBHCSA school

program and services provided. Families will then receive an admission packet to complete and return to the Enrollment Manager.

HBHCSA does not discriminate against any student based on their intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, ethnicity, national origin, religion, gender, sexual orientation or any other ground protected by civil and human rights, and complies with all local, state and federal antidiscrimination laws applicable to public schools. There will be equal access for all students regardless of which public school district, private or charter school they are coming from or where they live.

HBHCSA also recognizes that many school-aged children in Indianapolis are homeless, and that many others have incarcerated parents. HBHCSA will actively work with those students from challenged backgrounds to serve them in conjunction with programs such as, Outreach, Inc., School on Wheels, Use What You've Got Ministry and InsideOut Dads (incarcerated fathers).

When the number of desired admission applications received exceeds the number of available enrollment openings, HBHCSA will hold a lottery.

The Open Enrollment Policy (also to be included in the Student and Families Handbook) explains the “Performance” or hands-on, engaging program at HBHCSA as well as the wrap-around services the School provides, and the pre-admission activities for students and parents. Tentative dates for the application period, including enrollment deadlines and procedures, and an explanation of how the school will receive and process Intent-to-Enroll forms will be included in the Enrollment Policy along with policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

HBHCSA will host a series of Community Discussions to introduce the School Principal and to understand what potential families want for their children’s educational experiences. HBHCSA will conduct two recruiting and marketing events in the Broad Ripple neighborhood and Eastside communities, speaking with families regarding the school’s mission and vision. It will distribute brochures with information about the School’s mission, and specifications of the school design when those become available. During these events, the Founding Team and volunteers will come together in order to reach as many prospective families as possible. The School Principal will spend two days and five hours per day each week visiting local businesses and youth serving agencies such as Boys and Girls Club, YMCA, Indy Parks family centers, restaurants, commercial stores, and faith-based institutions, to recruit and to develop alliances with families and build community support. Prior to, and after ICSB authorization, during its planning period, HBHCSA will conduct two neighborhood Community Marketing Events each month.

As part of an aggressive digital/social media (e.g., Facebook, Twitter, LinkedIn, etc.) marketing campaign, HBHCSA will provide information via a website and other means to give parents, students and the community updates on the progress of the school toward opening and continuing after the School opens. Student enrollment forms for the planned opening school year will be made available online soon after charter authorization is received. HBHCSA also will have a monthly newsletter available online and in print to the more than 400 individuals and 100 organizations that support HBHCSA’s mission. The intent is to keep the community informed of, and engaged with, HBHCSA, its goals during the planning period, and continuing after the opening of the School to better inform and serve the community. HBHCSA will email and post a monthly newsletter out to prospective students’ families beginning in August 2019.

With support of the Governing Committee, the School Principal will work during the planning phase year to connect with a list-serve of 1000 participants by the Fall of 2019. HBHCSA will utilize the latest Census data to target students and market to families via postal mail, email

newsletter, social media, and to connect with those we were unable to communicate via previously outline marketing and recruitment measures. HBHCSA will allocate \$8,000 for student recruitment and marketing during the planning year.



ATTACHMENT 8

STUDENT DISCIPLINE POLICY

ATTACHMENT 8

STUDENT DISCIPLINE POLICY

Discipline Philosophy

HIM By HER Collegiate School for the Arts' discipline philosophy is grounded in Restorative Justice. HIM By HER Collegiate School for the Arts (HBHCSA) will empower students to resolve conflicts on their own and in small groups via peer mediation where appropriate, as is a growing practice at schools around the country. Essentially, the idea is to bring students together in peer-mediated small groups to talk, ask questions, and air their grievances. Restorative Justice fundamentally works by inclusion and bringing affected parties together, by making amends, and then reintegrating students into the classroom community. HBHCSA will work to promote healthy relationships and promote positive discipline among students in its school.

HBHCSA staff understands all humans can learn; however, learning does not take place in isolation. Learning takes place through building positive relationships, and productive interactions with peers—especially in the school community. The school community fosters opportunities for students and staff to learn and grow together. As educators HBHCSA's staff recognizes this reality and will focus on the social and emotional health of their students, and intentional practices that focus of student learning. HBHCSA will not have a zero-tolerance discipline policy. HBHCSA intends to strengthen relationships and design a safe and supportive school. Therefore, HBHCSA will utilize Restorative Justice practices to address conflict, improve and advance the school climate, and build a positive school culture with which students are connected. Staff will be well aware that students are children and are developing adults. Teachers and administrators will work diligently to build genuine relationships with students to learn and understand each individual student. Teachers and administrators will work to develop these relationships by eating lunch with students, interacting with students at recess, and building community during Morning Meetings, and Community Circles.

All students make mistakes. HBHCSA will take the opportunity to teach students that learning from their mistakes is important to their growth. A student that makes a mistake, with our guidance will learn and grow, and understand that we still support them and will help them recover from mistakes made: Through explicit and intentional character development and discipline, students develop a moral compass that will guide their decisions at HBHCSA in school, college, and life. For students to ultimately excel in college and gain upward mobility in career and life they must be internally motivated to do their best to ensure their leadership skills are developed and they achieve success. Each week teachers focus on one of the 7 Habits from the Leader in Me. and what student actions are aligned to this value. For example, if the week's focus is Habit 4: Think Win-Win, HBHCSA will teach that everyone Can Win. Students will learn that "getting what I want with consideration for what others want." They will learn to make deposits in others' Emotional Bank Accounts.

When conflicts arise, students will look for alternatives. During the day, teachers acknowledge and celebrate students who are demonstrating actions aligned to our core values. Students will develop a strong sense of right and wrong and working together at HBHCSA. Our character development program will ensure students have a solid understanding and desire to treat others the way they would want to be treated. As college students and adults, they will be able to constantly tap back into their values when making personal and professional decisions.

HBHCSA's discipline policy focuses on the promotion of a positive, safe, structured environment. A list of suspension/expulsion worthy offenses, the rights of students with disabilities in disciplinary actions, description of appeal process, and how parents will be informed of the school's discipline policy will be printed in the Student and Family Handbook.

Attendance Policy

HBHCSA requires all students enrolled to attend school and class regularly in accordance with the laws of the State of Indiana. HBHCSA's wrap around services are based upon the students' attendance and entails the permanence of instruction and classroom participation. Teacher contact with students and students with one another in the classroom and their active involvement in purposeful and deliberate instructional activity under the guidance and facilitation of a highly qualified teacher establishing relationships, relevance and rigor are vital.

Excused absence occurs in the following: A student is absent from school, or an individual class with the approval of a certified administrator such as the School Principal, Assistant Principal, Dean, of Culture, or Academic Dean; Or as authorized by Indiana State Law.

Recognized excused absences also occur in the following ways: Illness or Emergency when the parent/guardian contacts the school office by phone or written in advance of the day of absence and not the day of the student's absence; Health care and Social Services appointments, which should be made by the parent; however, the parent/guardian is urged to schedule these appointments outside the student's school day. Additionally, a statement from a qualified medical or social services provider must be presented to the school office explaining this absence; Religious Instruction Commitments for religious instruction pursuant to Indiana law I.C. 20-33-2-19. All other absences are generally considered unexcused unless, in the judgment of the school administrator extenuating circumstances warrant the absence being classified as excused.

An Unexcused Absence occurs when a student is absent from school or an individual class without obtaining either the approval or consent of a school administrator or as authorized by Indiana law.

Absences that will not count against the student consist of the following: Approved HBHCSA-sanctioned field trips; Students serving as pages in the Indiana General Assembly; Students participating in valid Election Day activities; however, they must provide written documentation; Students subpoenaed by the courts (juvenile, municipal, superior, etc.) as a Witness; Students who have a death in their immediate family; ISS (IN-School Suspensions) or OSS (Out of School Suspensions); Students Detained by Juvenile or Criminal Justice System; and Students hospitalized or under medical treatment/therapy by a licensed/certified provider.

Pursuant to Indiana State laws parents/guardians can be held directly responsible for their child's chronic absence and violation of attendance procedures and can suffer the penalty of incarceration.

A student who is suspended from school must be accompanied by the parent/guardian upon the child's return to school.

Catch up/Make-up Work: A student who is absent shall make up work on all assignments missed. The Student will be awarded full credit for turning in make-up work completed within an agreed time frame for all absences. For example, a student who misses three days of school will make up within three days after returning to school and receive no penalty.

Students are expected to arrive at school each day, for each class, on time or the student will be marked tardy. When a student is tardy to class for reasons beyond the student's control, such as a late bus, the student will be admitted to class without a penalty. In cases where a student

is tardy to class without a reasonable explanation; consequences such as ASD (After School Detention. LD (Lunch Detention), Written Reflection will be assigned by the teacher and/or an administrator. A student will be admitted to class even though tardy. In the case of consistent and repeated tardiness to school, or in the same class, the teacher and Dean of Culture will work together to come up with appropriate intervention strategies.

HBHCSA will promote and encourage student attendance. The TLIM (The Leader in Me) will foster the 7 Habits and lead the student to develop a commitment to coming to school to learn, and faith in administration, faculty, and parents.

Incentives

HBHCSA's strategy for attendance will engage students, parents, educators and community members in a campaign that offers positive rewards for perfect attendance and getting to school on-time. Attendance incentives are most effective when part of a comprehensive approach that includes outreach to families with more significant challenges to attendance. Incentives will be part of creating a school-wide culture of attendance and accompanied by a deep commitment to ensuring students are engaged in the classroom during instruction and independent study

HBHCSA will reward students with perfect attendance and students whose attendance improves after some challenges when coming to school, whether illness or mandatory suspensions. HBHCSA will offer certificates, Hero Points, and passes, and will recognize students during assemblies. HBHCSA will also promote interclass competitions for meeting attendance measures and offer rewards such as students' names on the "Attendance Wall" in the school hallway, classroom, skating party, Cinema Day, special interest field trip, and inclusion in our wrap-around services to assist students and families overcome dire situations that can cause poor attendance. Additionally, HBHCSA will offer families access to resources such as food baskets, bus passes and possibly Uber/Lyft transportation services. These are just some examples of incentives for perfect and great attendance. HBHCSA will recognize the class or classes that have the best attendance the prior week during the following week's assembly. This motivates students to compete and gives the class a chance to succeed the next week.

HBHCSA will send parents/guardians information that highlights that we value student attendance and provide incentives for students coming to school and participating in the learning process. HBHCSA will confirm to families the attendance policy and incentive program via the Student and Family Handbook, the school's website, social media, classroom dojo, U.S. mail, and telephone calls to parents and families



ATTACHMENT 9

GRIEVANCE POLICY

ATTACHMENT 9

GRIEVANCE POLICY

Background

It is expected that the primary point of contact for most grievances is at the School level, rather than at the Governing Committee level, although unsatisfactory resolution at the School level shall be addressed by the Governing Committee. The relative frequency of Governing Committee meetings compared to the day-to-day operations of the School also weighs in favor of the School being the initial contact for grievances from students and parents in most instances. Nonetheless, the Governing Committee shall accept and investigate all formal complaints, whether from students, parents or other members of the public, directly received regarding operation or oversight of the School.

Grievance Policy Authority and Publication

The Governing Committee shall approve all grievance policies in effect. The grievance policy shall be published in each current Student and Family Handbook, which shall be made freely available to the family of each student at the beginning of the academic school year, and freely available thereafter if the Handbook is revised before the end of a current school year. The current Student and Family Handbook shall also be made available to the public via electronic means, such as the World Wide Web.

Printed and Electronic Formal Complaint Forms and Acceptance

All formal complaints shall be in writing. The School shall make readily available for students and parents printed Formal Complaint Forms allowing the grievant to identify himself/herself, provide contact information for follow-up, identify their affiliation or status with the School, and to describe the gravamen or more details of their complaint or complaints. The School and Governing Committee shall accept and process all received Formal Complaint Forms. The School and Grievance Board shall also establish procedures for accepting completed Formal Complaint Forms via electronic means, including email and the World Wide Web.

The School and the Governing Committee shall accept all Formal Complaint Forms that are either hand-delivered in the established manner, or mailed to the specified address, or electronically transmitted according to instructions provided. The receipt of submitted Formal Complaint Forms shall be acknowledged to the grievant.

Formal Complaint Subject Matter

Grievants may lodge Formal Complaints including but not limited to the following: specific academic issues regarding an individual student or general academic issues; school safety issues; school curriculum issues; legal issues; ethical issues; disciplinary issues; school cultural and cultural sensitivity issues; and extracurricular activity issues.

Complaint Processing and Procedures

All Formal Complaints shall be investigated by the receiving entity (School or Governing Committee). The Governing Committee shall enlist the School where appropriate to aid in investigating Formal Complaints it receives. In the case of Formal Complaints submitted to the School while the School is in session, the School shall respond to the grievant within two weeks

with either: setting a meeting with the grievant and appropriate School personnel to discuss the grievance, obtain additional information and attempt to resolve the grievance if possible; provide a decision regarding the grievance by the School Principal or Acting School Principal where no additional information is needed and the grievant's concerns have been fully articulated where the grievance involves a routine matter fully addressed by the School's policies and procedures through the Student and Family Handbook; or provide a decision after a meeting between the grievant and appropriate School personnel. The School Principal or Acting School Principal shall have the final decision regarding the resolution of a Formal Complaint at the School level. A grievant unsatisfied with decisions from the School may appeal the School's decision by timely filing an appeal to the Governing Committee within 30 days of the School's decision.

When Formal Complaints are received by the Governing Committee, whether originally submitted to the Board, or via appeal of a School decision, the Board shall give the grievant the opportunity to address the Board at the next occurring public Governing Committee meeting if the Complaint or appeal is received prior to the closing date for receiving new agenda items at the Board meeting; otherwise, the matter must be heard at the next scheduled public Governing Committee meeting. If all information needed for a decision has been provided to the Board and the grievant has had an opportunity to be heard by the Board, the Governing Committee may make a decision regarding the grievance or table the decision to occur at the next public Governing Committee meeting.

All decisions regarding Formal Complaints shall be in writing, or in the case of decisions first communicated orally, followed up by a writing.

Good Faith

All Complaints received by the School and the Governing Committee shall be processed and decided in good faith, considering the best interests of the grievant, the School, and the community served by the School. The School and the Governing Committee shall endeavor to resolve complaints satisfactory to the grievant or grievants where possible,



ATTACHMENT 10

EVIDENCE OF SUPPORT FROM
COMMUNITY PARTNERS

ATTACHMENT 10

The quest for the HIM By HER Collegiate School for the Arts (“HBHCSA”) did not begin in a vacuum. In fact, only after considerable attention and interest from members of the public in the targeted service area and methodical follow-up did HIM By HER Foundation (“HBHF”) convince itself of the actual need to establish a charter school focused on serving underserved families and students, while providing the wrap-around services and promoting the soft-skills that the targeted students need to both academically succeed, and succeed in life beyond school in careers, financially, socially, civically, and in avoiding the negative impact of the criminal justice system. This endeavor is therefore not the proverbial build a better charter school and then market it to the consumer as an alternative to conventional public schools and pricey private schools, but rather, an outgrowth of a demonstrated yearning from members of the public for a transformative school with an HBHF twist.

Following an outpouring of interest, urging and support from prospective families, while in parallel receiving interest, urging and support from various strategic community partners, HBHF launched the current endeavor to seek a charter from the esteemed Indiana Charter School Board for its proposed HIM By HER Collegiate School for the Arts.

It is only fitting that HBHCSA should receive valuable support from community partners since community partners will be critical in one form or another in the typical day of an HBHCSA student’s life, whether it be in the form of receiving wrap-around services, receiving academic and non-academic mentoring, experiencing and interacting with notable guest speakers, and conveniently participating in HBHF programs on site as The Enterprise City and the Industrial City™.

April 18, 2018



Phelco Technologies, Inc

Business Solutions

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Indianapolis, IN 46256
Phone: 317.898.0334
Fax: 317.536.3743
www.phelco.com
MBE | WBE | DBE | ACOBE | SD6

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

RE: Charter School Letter of Support

Dear Mr. Dunn:

As a former board member to the HIM by HER Foundation, I am writing in support of the Him by Her Performance Academy's submission for charter school status from the Indiana Charter School Board. In my past experience with the organization, I saw that the goals of the organization were designed to meet the needs of so many students in the community who are falling short of standard academia performance. This is an unfortunate truth in the city of Indianapolis, but I am grateful that an organization like HIM by HER has chosen to address these needs in the form of a stronger education.

It's exciting to know that the expansion of Him by Her's current Enterprise City program, into a comprehensive charter school, will rapidly provide up to 1400 students (by year 5) the opportunity to realize their performance dreams in the arts, sciences, sports, and theatre. It is an exciting and worthy venture to know that the plan will also provide many potential drop-outs, suspended, or at-risk students the wrap-around services needed for them to learn about many different careers.

It is with great pleasure that I offer my support to you and your leadership team at the Him by Her Performance Academy. Again, I am grateful for your service to the community, and for your efforts to build bridges that will make a difference in the lives of so many young-people. If I may provide further needed information, please feel free to contact me.

Respectfully,

Tasha Phelps
President & CEO
Phelco Technologies
tasha@phelco.com
(317) 442-7842

Business IS our Business

Hi Amy,

Thank you for your questions/clarifications. Opening in the Fall, 2019, rather than in January, 2019, would be fine with us.

We would like to remain as focusing on the Broad Ripple High School (or the Broad Ripple, northside area, if necessary) so far as location goes. We understand the dynamics regarding the sale/purchase and the current law goes (and the now—at least for the immediate future—defunct portion of HB 1315 that referred to sales of IPS buildings); but we have the potential for a funder at the table with us that would make the sale of BRHS to us a win/win for everyone—the BR/Meridian Kessler northside neighborhood & the desires of the BRVA; the students of the current BRHS & MS Performing Arts Magnets; HIM BY HER; and the need for an appropriate selling price for IPS.

We strongly believe that there is a definite advantage in BRHS remaining a Performing Arts-type magnet so as to not “lose” many of their students and to provide the continuing prospect for performing arts careers for those currently-enrolled students there. Yet, we believe that expanding the opportunities available at the building to provide career-skill building like the school used to do is a critical need lacking in IPS and, generally, in Indianapolis. We—like other charters—have also met with the Purdue Polytech School Scott Bess. We believe that our proposal would mesh very well with the Governor’s new career and technical/vocational plans.

As you noted, we provided data on the need in this community, but given the expertise of myself, Detective Harry Dunn, former IPS Assistant Principal Keith White and others involved in our project, we are already very familiar and have at our disposal the demographics, data, and need for other high-need areas on the North and NorthEast and NorthWest side of greater Indianapolis. We are not limited to the Broad Ripple High School or Broad Ripple area, but—for now—believe that is the most appropriate fit for HIM BY HER and the existing IPS Performing Arts Magnets building and want to leave our ISCB application for the Broad Ripple area. Should the existing BRHS site not be available, for some reason, then we have other sites in the same general northside of Indianapolis area that could be applied.

Again, thank you for your informative note, and we look forward to meeting with you. As always, should you have any other questions or suggestions, please feel free to get in touch with us.

The opening date can be arranged to fit what is best for the community and budget. We do have a recruiting plan in place, but this is flexible with the 2019 school year and the 2020 school year.

Sincerely,

Harry Dunn, & Wanda Riesz

HIM By HER Foundation, INC



“Helping Improve Mankind By Healing Every Race”

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

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

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

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

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

Gregory P. Gadson
Jason Gardner
Norma L. Knecht

Bailey Rayford
Larcia S. Warthaw
Keith White

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

Dear Mr. Dunn:

My name is LeRoy Lewis III, and I am writing in support of the Him by Her Performance Academy submission for charter school status from the Indiana Charter School Board. I can not support the placement of this school in any particular location, but I believe that it can fill a void in the Indianapolis community. This is a school that will meet the needs of so many of the local students who are falling short of academic success in school or are marginalized in some manner—whether this be financial, minority status, language fluency, homelessness, or simply not able to continue in a performance-direction due to the forecasted closure of the grade 6-12 Broad Ripple Performing Arts Magnet School.

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

As our youth in Indianapolis become more involved in the city in volunteer and paying positions and enjoy and profit from their schooling, research shows that crime rates will decrease. At a time when Indianapolis is rapidly becoming a world-class city, competing for Amazon headquarters, foreign business facilities, and bio-tech industries, it is critical that we have a ready workforce with the “soft skills” (responsibility, team work, communication and leadership) that business demands. Him by Her Performance Academy will provide the character development experiences – as well as the academics to meet all State Standards—so that Indianapolis youth are sought for employment as some of the highest quality workforce available, not only in Indiana but in the U.S.

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

Yours In Service,

LeRoy Lewis III



5902 E. 34th Street, Suite I
Indianapolis, IN 46218

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

Dear Mr. Dunn:

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

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It is with great pleasure that BWI commits to assist the Him by Her Performance Academy by serving as a development and construction partner for this charter school. The Him by Her Foundation has already made an

Page 1 of 2

HBHF-Letter of Support



5902 E. 34th Street, Suite I
Indianapolis, IN 46218

exceptional difference in the lives of many local youth, as mentors, role models, and in business experiences, and I feel confident the number of youth to benefit from HbH Academy will be greatly expanded. Again, I highly support the HbH charter school proposal, and if I may provide further needed information, please feel free to contact me.

Sincerely,

Gary Hobbs
CEO
BWI, LLC



“Helping Improve Mankind By Healing Every Race”

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John L. Bartlett, Chair
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David Calabro
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Jason Gardner
Norma L. Knecht

Bailey Rayford
Larcia S. Warthaw
Keith White

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

Dear Mr. Dunn:

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

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As our youth in Indianapolis become more involved in the city in volunteer and paying positions and enjoy and

Page 1 of 2

HBHF-Letter of Support

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

Sincerely,

Jason Gardner



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Bailey Rayford
Larcia S. Warthaw
Keith White

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

Dear Mr. Dunn:

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

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HBHF-Letter of Support

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

Sincerely,

Aaron Williams
Global Director of Corporate Communications and Marketing



March 20, 2018

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

Dear Mr. Dunn:

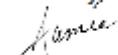
As Vice President of development at Browning, I am writing in support of the Him by Her Performance Academy submission for charter school status from the Indiana Charter School Board. This is a school that will meet the needs of so many of the local students who are falling short of academic success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

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

Sincerely,


Jamie Browning
Vice President Real Estate Development

6100 WEST 96TH STREET, SUITE 150 ■ INDIANAPOLIS, INDIANA 46278 ■ PHONE (317) 544-7300 ■ WWW.BROWNINGINVESTMENTS.COM



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John L. Bartlett, Chair
William Benjamin
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David Calabro
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Gregory P. Gadson
Jason Gardner
Norma L. Knecht

Bailey Rayford
Larcia S. Warthaw
Keith White

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

Dear Mr. Dunn:

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

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

As our youth in Indianapolis become more involved in the city in volunteer and paying positions and enjoy and

profit from their schooling, research shows that crime rates will decrease. At a time when Indianapolis is rapidly becoming a world-class city, competing for Amazon headquarters, foreign business facilities, and bio-tech industries, it is critical that we have a ready workforce with the "soft skills" (responsibility, team work, etc) that business demands. Him by Her Performance Academy will provide the character development experiences –as well as the academics to meet all State Standards—so that Indianapolis youth are sought for employment as some of the highest quality workforce available, not only in Indiana but in the U.S.

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

Sincerely,



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Norma L. Knecht

Bailey Rayford
Larcia S. Warthaw
Keith White

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

Dear Mr. Dunn:

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

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

As our youth in Indianapolis become more involved in the city in volunteer and paying positions and enjoy and profit from their schooling, research shows that crime rates will decrease. At a time when Indianapolis is rapidly becoming a world-class city, competing for Amazon headquarters, foreign business facilities, and bio-tech

Page 1 of 2

HBHF-Letter of Support

industries, it is critical that we have a ready workforce with the "soft skills" (responsibility, team work, etc., "clean juvenile record," Etc.....) that business demands. Him by Her Performance Academy will provide the character development experiences –as well as the academics to meet all State Standards—so that Indianapolis youth are sought for employment as some of the highest quality workforce available, not only in Indiana but in the U.S.

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

Sincerely,

(name) DARRYL PIERCE Darryl Pierce
(Title) I.M.P.D. (Retired)

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



**Indianapolis Metropolitan
Police Department
City of Indianapolis**

February 19, 2015

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

Dear Chairman Harry C. Dunn III:

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

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

Sincerely,

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

Chief Rick Hite
Indianapolis Metropolitan Police Department



**THE COUNCIL
CITY OF INDIANAPOLIS
MARION COUNTY**

William "Duke" Oliver
Councillor, District 9

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

To Whom it may concern:

As City-County Councillor, District 9, I William "Duke" Oliver, am writing in support of the Him by Her Performance Academy submission for charter school status from the Indiana Charter School Board. This is a school that will meet the needs of so many of the local students who are falling short of academic success in school or are marginalized in some manner—whether this be financial, minority status, language fluency, homelessness, or simply not able to continue in a performance-direction due to the forecasted closure of the grade 6-12 Broad Ripple Performing Arts Magnet School.

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

As our youth in Indianapolis become more involved in the city in volunteer and paying positions and enjoy and profit from their schooling, research shows that crime rates will decrease. At a time when Indianapolis is rapidly becoming a world-class city, competing for Amazon headquarters, foreign business facilities, and bio-tech industries, it is critical that we have a ready workforce with the "soft skills" that business demands. Him by Her Performance Academy will provide the character development experiences—as well as the academics to meet all State Standards—so that Indianapolis youth are sought for employment as some of the highest quality workforce available, not only in Indiana but in the U.S.

I am in support of the Him by Her Performance Academy and feel that the Him by Her Foundation has already made an exceptional difference in the lives of many local youth, as mentors, role models, and in business experiences, and I feel confident the number of youth to benefit from HbH Academy will be greatly expanded. Again, I highly support the HbH charter school proposal, and if I may provide further needed information, please feel free to contact me.

Sincerely,

William Duke Oliver

William Duke Oliver
City-County Councillor
District 9

200 E. Washington Street, T-241 • Indianapolis, IN 46204
Phone: 317.201.6770 • Fax: 317.327.4230
William.Oliver@indy.gov



“Helping Improve Mankind By Healing Every Race”

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

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

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

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

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

Gregory P. Gadson
Jason Gardner
Norma L. Knecht

Bailey Rayford
Larcia S. Warthaw
Keith White

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

Dear Mr. Dunn: *Charles Harrison*

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

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

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

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

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

Sincerely,

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

Charles Hamrin
Berea United Methodist Church
Board President
Indianapolis Ten Point Coalition



**THE COUNCIL
CITY OF INDIANAPOLIS
MARION COUNTY**

VOP OSILI
President
Councillor, District 11

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

Dear Mr. Dunn:

I write in support of the Him by Her Performance Academy submission for charter school status from the Indiana Charter School Board. The school will meet the needs of up to 1400 local students (by year 5) who are falling short of academic success in school or are marginalized in some manner—whether this be financial, minority status, language fluency, homelessness, or simply not able to continue in a performance-direction due to the forecasted closure of the grade 6-12 Broad Ripple Performing Arts Magnet School

Expanding your current Him by Her Enterprise City into a comprehensive charter school will provide these students the opportunity to realize their performance dreams in the arts, sports, and theatre. The school will also provide many potential drop-outs, suspended, or at-risk students the wrap-around services needed for them to learn about many different careers, enabling them to graduate prepared either for college entrance and success or prepared to skip the typically available entry-level jobs and go directly into their chosen career, whether this be welding, drywall, or another apprentice-level position.

Research shows that crime rates decrease when our youth become more involved in volunteer and paying positions and enjoy and profit from their schooling. At a time when Indianapolis is rapidly becoming a world-class city, competing for global company headquarters, foreign business facilities, and bio-tech industries, it is critical that we have a ready workforce equipped with the soft skills of responsibility, team work and work ethic that business demands. I believe Him by Her Performance Academy will provide the character development experiences and the academic background to meet all State Standards so that Indianapolis youth are sought for employment as some of the highest quality workforce available in the country.

The Him by Her Foundation has already made an exceptional difference in the lives of many local youth. I strongly support the Him by Her Performance Academy charter school proposal, and if I may provide further needed information, please feel free to contact me.

Sincerely,

Vop Osili
President, City-County Council
District 11

133 W. Market St., Unit 184 • Indianapolis, IN 46204
Phone: 317.332.0877 • Fax: 317.327.4230
Email: voposili@gmail.com • Website: www.indy.gov/council



THE COUNCIL
CITY OF INDIANAPOLIS
MARION COUNTY

Monroe Gray
Councillor, District 8

April 9, 2018

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

Dear Mr. Dunn:

I, Monroe Gray Jr., City-County Councillor, write this letter in support of the Him by Her Performance Academy's submission for Charter School status from the Indiana Charter School Board. This is a school that will meet the needs of so many of the local students who are falling short of academic success in school or are marginalized in some manner . . . whether it is due to financial or minority status, language fluency, homelessness, or simply not able to continue in a performance-direction due to the forecasted closure of the Broad Ripple Performing Arts Magnet School Grades 6-12.

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

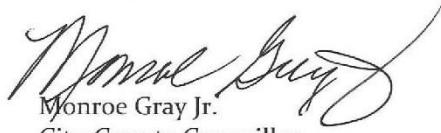
As our Indianapolis youth become more involved in the city in volunteer and paying positions and enjoy and profit from their schooling, research shows that crime rates will decrease. At a time when Indianapolis is rapidly becoming a world-class city, competing for Amazon Headquarters, foreign business facilities, and Bio-Tech industries, it is critical that we have a ready workforce with the "soft skills" to include responsibility, team work, a clean juvenile history, which business demands. Him by Her Performance Academy will provide the character development experiences as well as the required academics necessary to meet all State Standards so that Indianapolis youth are sought after for employment as some of the highest quality workforce available, not only in Indiana but throughout the United States.

200 E. Washington Street • Indianapolis, IN 46204
Phone: 317-327-4242 • Fax: 317-327-4230
Email: monroe.gray@indy.gov • Website: www.indy.gov/council

It is with great pleasure to offer my commitment to assist the **Him by Her Performance Academy** by supporting them for Charter School status. The **Him by Her Foundation** has already made an exceptional difference in the lives of many local youth, as mentors, role models, and in business experiences, and I feel confident the number of youth to benefit from the **Him by Her Performance Academy** will be greatly expanded.

Again, I highly support the **Him by Her Performance Academy** Charter School proposal. Should you have a need for further information or have additional questions, please do not hesitate to contact me directly.

Sincerely,


Monroe Gray Jr.
City-County Councillor



"Helping Improve Mankind By Healing Every Race"

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

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

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John L. Bartlett, Chair
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Bailey Rayford
Larcia S. Warthaw
Keith White

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

Dear Mr. Dunn:

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

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

As our youth in Indianapolis become more involved in the city in volunteer and paying positions and enjoy and profit from their schooling, research shows that crime rates will decrease. At a time when Indianapolis is rapidly becoming a world-class city, competing for Amazon headquarters, foreign business facilities, and bio-tech industries,

Page 1 of 2

HBHF-Letter of Support

it is critical that we have a ready workforce with the "soft skills" (responsibility, team work, etc) that business demands. Him by Her Performance Academy will provide the character development experiences –as well as the academics to meet all State Standards—so that Indianapolis youth are sought for employment as some of the highest quality workforce available, not only in Indiana but in the U.S.

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

Sincerely,

Exhibit C

Charter School Board Member Information Form

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

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

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

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

Background

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

Help support and development youth and marginalized families"

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

Disclosures

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

I/we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I/we do not anticipate conducting any such business Yes

4. If the school intends to contract with an Education Service Provider, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship

Not applicable I/we do not know any such persons Yes

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

Not applicable I/we have no such interest Yes

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

Not applicable I/we or my family do not anticipate conducting any such business Yes

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

Does not apply to me, my spouse or family Yes

8. Describe any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None Yes

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

Name and Title <u>Chair of the Board of Trustees</u>	Date <u>2/25/18</u>
Signature <u>Joh L. Baile</u>	

**The Enterprise City Program
Provided By
Him By Her Foundation, Inc.**

MEMORANDUM OF UNDERSTANDING

Term of Agreement: Two years from the date of execution.

Parties:

**Him By Her Foundation, Inc.
Indianapolis Metropolitan Police Department (“IMPD”)**

This Memorandum of Understanding (“MOU”) is entered into by and between the parties listed above; namely: Him By Her Foundation, Inc. and IMPD (hereafter “Parties”).

WHEREAS, the Parties desire to participate in and positively support “The Enterprise City Program” and “The Industrial City Program” (hereafter, collectively, the “Programs” or individually, a “Program”) described more fully in Exhibit A, below, and the Parties desire to reduce juvenile delinquency, recidivism, and resulting adult crime, and to provide positive reinforcement and positive direction for successful participation of area youths and young adults in society; and whereas the Parties recognize the benefits of greater ongoing contact of police officers with citizens outside of arrest and peacemaking activities.

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

- Him By Her Foundation, Inc. (hereafter “Him By Her”) shall administer the Program with local judicial, law enforcement and civic support.
- IMPD shall provide and direct police officers in community policing activities that include, between “runs,” making follow-up visits to the homes and schools of those individuals who have completed a Program (“Program Participant”). IMPD agrees to use reasonable efforts to complete such follow-up visits promptly, yet, as reasonable in consideration of official duties and capacity, after receipt of a referral of a Program Participant from Him By Her to IMPD.
- During such visits, police officers supplied via this MOU shall make observations regarding the home environment, and conduct at school of the student.
- During such visits, police officers shall document such observations on simple forms supplied by Him By Her.
- During such visits, police officers shall be prepared to provide, Him By Her and/or IMPD’s social service information, if available and in the possession of the police officer, to the student and his or her family where difficulties are observed that can

be addressed by social service agencies and organizations.

- The follow-up services described above shall be at no cost to Him By Her.
- Him By Her shall provide status reports to IMPD about the progress and efficacy of the Programs annually.
- IMPD shall supply police officers from the North and Northwest Districts, initially, to carry out the terms of this MOU, and shall endeavor to subsequently provide police officers from the Southeast and Southwest Districts.
- The Programs administered by Him By Her will be carried out in a mobile facility operated and maintained by Him By Her or such other suitable facilities as reasonably determined by Him By Her (including, without limit, the Messiah Missionary Baptist Church, 5640 East 38th Street). The mobile Enterprise City arrives at a location and unfolds inside a gymnasium, large recreational room or even a small class room.
- IMPD shall use its best skill and judgment in supplying suitable officers to carry out this Agreement. IMPD agrees to make available to Him By Her materials or other programs that may supplement and/or enhance the mission and purpose of Him By Her (e.g. "Juvenile Justice Jeopardy", etc.); provided, however, nothing herein shall be interrupted to permit IMPD to directly or indirectly control Him By Her, its programming and how it carries out its mission, programming and/or other Him By Her matters. Except in reasonable compliance with "talking points" to be approved by the parties associated with this agreement, as to the relationship between IMPD and Him By Her, neither party may publicly promote or in any manner publicize (e.g. verbal and/or written statements, press releases, etc.), advertise or otherwise the name of either party or any board member, contractor or employee of the other party, nor any trade name, trademark, trade device or simulation thereof owned by either party, or represent, directly or indirectly, that any of a respective party's policy, procedure, act and/or omission has been approved, recommended, certified, or endorsed by the other party or any board member, contractor or employee of the other party without the prior written approval of the other as to the manner, form and substance of such publicity. Nothing herein shall be construed as a joint venture or other affiliation of the parties and/or any endorsement of any of the parties' policies, procedures and/or acts or omissions.
- The Parties agree to indemnify and hold harmless the other party and its employees, members, landlord, successors, and assigns, from any claims, liabilities, losses, damages, and expenses asserted against the other party and arising out of the indemnifying party's negligence, willful misconduct, and negligent performance of, or failure to perform, any of its duties or obligations under this Agreement. The provisions of this indemnification are solely for the benefit of the parties hereto and not intended to create or grant any rights, contractual or otherwise, to another person or entity.
- The parties acknowledge that during the course of this Agreement, each may obtain

confidential information regarding the other party's business. Both parties agree to treat all such information and the terms of this Agreement as confidential and to take all reasonable precautions against disclosure of such information to unauthorized third parties during and after the term of this Agreement, except that of which is required to be disclosed by law. Upon request by an owner, all documents relating to the confidential information will be returned to such owner.

- This agreement is intended to commence upon the signature of both the Parties, with an initial term of two (2) years; provided, however, Him By Her reserves the right to terminate this agreement upon thirty (30) days prior written notice. Him By Her may, at any time, suspend the performance of IMPD's services, or any portion thereof by notice in writing to IMPD. If the notice fixes the date on which performance of such services is to resume, then IMPD shall resume the services on the date so fixed, unless otherwise directed by Him By Her in writing. This agreement may be terminated in whole or in part in writing by IMPD for IMPD's convenience; provided that Him By Her is given (1) not less than ten (10) calendar days written notice of intent to terminate and (2) an opportunity for consultation with IMPD prior to termination.
- Notwithstanding anything herein to the contrary, the services to be provided by IMPD are not intended to result in an adverse impact to a Program Participant and/or any individual that might be related to or associated with a Program Participant, including, but not limited to an arrest, revocation of probation and/or other violation that might result in incarceration or adverse impact on a criminal record.
- The Parties shall endeavor in good faith to take such actions that are necessary and proper, including entering into subsequent contracts, to carry out the spirit and goals of this MOU.

The Parties indicate their mutual manifestation of assent to this Memorandum of Understanding by signing and dating this document below.

Andrew Klineman Date: 12-28-2015
Him By Her Foundation, Inc.
By: ANDREW KLINEMAN
Title: VICE CHAIR HIM BY HER FOUNDATION, INC.

Rick Hite Date: 12/15/15
Indianapolis Metropolitan Police Department
By: Richard A.J. "Rick" Hite
Title: Chief of Police
Address: 50 North Alabama Street
Indianapolis, Indiana 46204

EXHIBIT A

The Enterprise City Program is an after school program teaching life skills and consequences. It is modeled on a miniature city with vital entities and institutions the participants run and interact with to gain practical knowledge and experience. The Him By Her version has been specially modified to address the needs of at-risk youth. Him By Her will have territorial exclusivity for the Enterprise City programs, and will also utilize the curriculum expertise of Enterprise City innovator Philip Ross. Separate curricula are used for the different ages of participants, including: pre-kindergarten; elementary school; middle school; and high school. All curriculum versions of the Enterprise City Programs can be implemented at a local school, church, or community center.

In the Industrial City Program, adult participants learn valuable and marketable vocational skills for today's job market. It provides hands-on training for many traditional skilled trades, and will expand to include cutting-edge trades. In-the-field training is acquired through unique partnerships with the local business community. It also serves as another component for avoiding the criminal justice system and becoming long-term, productive members of society. The Industrial City is a day and evening program.

For each Program Participant who is referred to the Enterprise City Program, the minimum term of such placement shall be one (1) complete rotation consisting of five (5) consecutive days, with four (4) of the days having four (4) hours of training, and the fifth (5th) and final day having the Program Participant carry out the planned activities in the Enterprise City.

The Enterprise City includes:

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

Industrial City includes:

- Program and curriculum focused on developing in-demand vocational job skills, including potential training in carpentry, cement masonry, painting, HVAC, electrical, plumbing and landscaping and other overall employment related skills including customer service, fairness, hard work, conflict resolution and courtesy



"Helping Improve Mankind By Healing Every Race"

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

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

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

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

Gregory P. Gadson
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Larcia S. Warthaw
Keith White

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

Dear Mr. Dunn:

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

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

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

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

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

Sincerely,



Bryan K Roach
Chief of Police, Indianapolis Metropolitan Police Department



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

Michael R. Pence
Governor

July 25, 2015

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

Greetings,

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

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

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

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

Sincerely,

A handwritten signature in black ink, appearing to read "Michael R. Pence".

Michael R. Pence
Governor of Indiana



ATTACHMENT 11

GOVERNANCE DOCUMENTS

ATTACHMENT 11

GOVERNANCE DOCUMENTS

The following governance documents are included in this Application: a) HIM By HER Foundation, Inc. (“HBHF”) tax-exempt determination letter pursuant to 26 U.S.C. § 501(c)(3); b) HBHF Articles of Incorporation; c) HBHF Amended Bylaws; d) HIM By HER Collegiate School for the Arts (“HBHCSA”) Governing Committee Directives, Duties and Responsibilities; and e) Code of Ethics Policy (also applicable by the Directives to the Governing Committee).

The Applicant notes that the Conflict of Interest Policy (also applicable by the Directives to the Governing Committee) is contained in the Amended Bylaws under Article VIII (titled “Standard of Care”), Section 3 (titled “Conflict of Interest”). The Applicant also notes that the Amended Bylaws comply with Indiana Code Section 20-24-3-3 under Article VI, titled “Dedication of Assets.”

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

DEPARTMENT OF THE TREASURY

Date: AUG 29 2014

HIM BY HER FOUNDATION INC
8304 CORAL BAY CT
INDIANAPOLIS, IN 46236

Employer Identification Number:
47-1388573
DLN:
17053216308004
Contact Person:
CUSTOMER SERVICE ID# 31954
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
July 21, 2014
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

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

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

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

Sincerely,



Director, Exempt Organizations

State of Indiana
Office of the Secretary of State

Certified Copies

To Whom These Presents Come, Greeting:

I, CONNIE LAWSON, Secretary of State of Indiana, do hereby certify that I am, by virtue of the laws of the State of Indiana, the custodian of the corporate records and the proper official to execute this certificate.

I further certify that this is a true and complete copy of this 5 page document consisting of the following records filed in this office:

Certification Date:

August 18, 2018

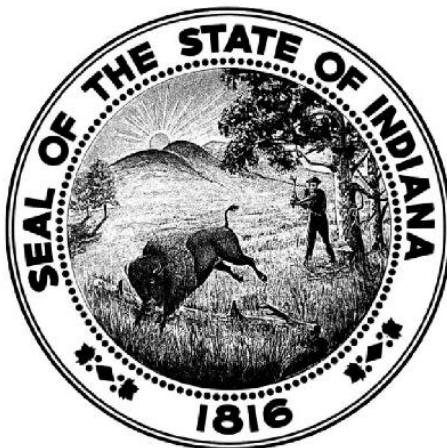
Business Name:

HIM BY HER FOUNDATION, INC

Business ID:

2014072100801

Transaction	Date Filed	No. of pages
Articles of Incorporation	07/21/2014	5
	Total No. of pages	5



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, August 18, 2018

Connie Lawson

CONNIE LAWSON
SECRETARY OF STATE

2014072100801 / 10518850

All certificates should be validated here: <https://bsd.sos.in.gov/ValidateCertificate>

Expires on September 17, 2018.



ARTICLES OF INCORPORATION FOR A NONPROFIT CORPORATION

State Form 4162 (R13 / 5-14) Corporate Form No. 364-1 (October 1984)

Approved by State Board of Accounts, 2014

CONNIE LAWSON
SECRETARY OF STATE
BUSINESS SERVICES DIVISION
302 W. Washington Street, E018
Indianapolis, IN 46204
Telephone: (317) 232-6576

INSTRUCTIONS: 1. Use 8 1/2" x 11" white paper for attachments.

2. Present original and one copy to the address in the upper right corner of this form.

3. Please TYPE or PRINT in INK.

4. Please visit our office at www.sos.in.gov.

5. Make check or money order payable to Secretary of State.

14 JUL 21 PM 12:29

Indiana Code 23-17-3-2

FILING FEE: \$30.00

NOTES: 1. Nonprofit corporations must qualify with the Internal Revenue Service and the Indiana Department of Revenue. It is strongly suggested you do not complete or file this form before contacting both agencies.

2. Article VII must be completed appropriately. Please see (1) above.

ARTICLES OF INCORPORATION

The undersigned, desiring to form a Corporation (hereinafter referred to as the "Corporation") pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991 (hereinafter referred to as the "Act"), execute the following Articles of Incorporation:

ARTICLE I - NAME AND PRINCIPAL OFFICE

Name of the Corporation: (The name must include the word Corporation, Incorporated, Limited, Company or an abbreviation thereof.)

HIM By HER FOUNDATION, INC

Address of Principal Office (number and street)

8304 Coral Bay CT

City

INDPLS

State

IN 46236

ARTICLE II - PURPOSE

The purposes for which the Corporation is formed are:

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

SEE ATTACHMENT

Indiana Secretary of State

Packet: 2014072100801

Filing Date: 07/21/2014

Effective Date: 07/21/2014

**APPROVED
AND
FILED
Connie Lawson
IND. SECRETARY OF STATE**

ARTICLE III - TYPE OF CORPORATION (CHECK ONLY ONE)

The Corporation is a:

public benefit corporation, which is organized for a public or charitable purpose;
 religious corporation, which is organized primarily or exclusively for religious purposes; or
 mutual benefit corporation (all others).

ARTICLE IV - REGISTERED AGENT AND REGISTERED OFFICE

Registered Agent: The name and street address of the Corporation's Registered Agent and Registered Office for service of process are:

Name of Registered Agent (cannot be the corporation itself.)

Harry C Dunn III

Address of Registered Office (number and street) (PO Box not accepted)

8304 Coral Bay CT

City

INDPLS

State

IN 46236

Required:

By checking the box, the Signator(s) represents that the registered agent named in the application has consented to the appointment of registered agent.

ARTICLE V - MEMBERSHIP

Indicate if Corporation will have members:

Yes No

(Continued on the reverse side)

ARTICLE VI - INCORPORATOR(S)
(INCORPORATORS MAY NEVER BE AMENDED)

Name(s) and address(es) of the incorporator(s) is/are as follows:

Name	Number and Street or Building	City	State	ZIP code
Harry C Dunn Jr	8304 Coral Bay RT	Indpls	IN	46236

ARTICLE VII - DISTRIBUTION OF ASSETS ON DISSOLUTION OR FINAL LIQUIDATION

Refer to Indiana Code 23-17-22-5 for permitted activities following Dissolution:
Specific language is required by the IRS in this article in order to be approved for 501(c) status. Contact the IRS for assistance.

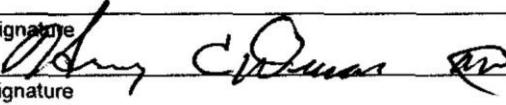
SEE ATTACHMENT

Indiana Secretary of State
Packet: 2014072100801
Filing Date: 07/21/2014
Effective Date: 07/21/2014

* Please note this section must be completed.

ARTICLE VIII - INCORPORATOR(S)
(INCORPORATORS MAY NEVER BE AMENDED)

In witness whereof, the undersigned incorporator(s) of said Corporation execute(s) this document, and verify(ies) subject to penalties of perjury that the facts contained herein are true this 21 st day of July, 20 14.

Signature 	Printed name <u>Harry C Dunn Jr</u>
Signature	Printed name
Signature	Printed name

This instrument was prepared by: (name)

Address (number and street or building)	City	State	ZIP code

Indiana Secretary of State
Packet: 2014072100801
Filing Date: 07/21/2014
Effective Date: 07/21/2014

14 JUL 21 PM 12:00

Article II

This organization is organized exclusively for charitable, religious, educational, and/or scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensation for service rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause hereof.

No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the organization shall not participate in, or intervene in (including publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision of these articles, the organization shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code, or any future federal tax code or (b) by an organization, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code or corresponding section of any future federal tax code.

Article VII

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

Harry C Dunn III gives consent to Harry C Dunn III
to use the name him by HER Foundation, Inc

Harry C Dunn III
X

DATE: 07-21-14

Indiana Secretary of State
Packet: 2014072100801
Filing Date: 07/21/2014
Effective Date: 07/21/2014

14 JUL 21 PM 12:30

**State of Indiana
Office of the Secretary of State**

**CERTIFICATE OF INCORPORATION
of
HIM BY HER FOUNDATION, INC**

I, CONNIE LAWSON, Secretary of State of Indiana, hereby certify that Articles of Incorporation of the above Non-Profit Domestic Corporation have 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.

Indiana Secretary of State
Packet: 2014072100801
Filing Date: 07/21/2014
Effective Date: 07/21/2014

NOW, THEREFORE, with this document I certify that said transaction will become effective
Monday, July 21, 2014.

In Witness Whereof, I have caused to be
affixed my signature and the seal of the
State of Indiana, at the City of Indianapolis,
July 21, 2014.



Connie Lawson

CONNIE LAWSON,
SECRETARY OF STATE

2014072100801 / 2014072144076

AMENDED BYLAWS
OF
HIM BY HER FOUNDATION, INC.
(Effective 12-05-2014)

ARTICLE I: NAME

Organized under the Indiana Nonprofit Corporation Act of 1991, the name of this corporation is **HIM BY HER FOUNDATION, INC.**

ARTICLE II: PURPOSES

This corporation is has been formed to provide education, vocational training and ameliorative services for juveniles and adults in a non-profit setting, and its activities will be consistent with, and compliant with those permitted for organizations with tax-exempt status under Section 501(c)(3) of the Internal Revenue Code. Upon formation, this corporation shall immediately seek tax exempt status pursuant to Section 501(c)(3) of the Internal Revenue Code.

In addition, this corporation is formed for the purposes of performing all things incidental to, or appropriate in, the achievement of the foregoing specific and primary purposes. The corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of its primary charitable purposes. However, the corporation may, with the proper approval of the Board of Directors, modify the corporation's purposes.

This corporation shall hold and may exercise all such powers as may be conferred upon a nonprofit corporation by the laws of the State of Indiana and as may be necessary or expedient for the administration of the affairs and attainment of the purposes of the corporation. In no event shall the corporation engage in activities which are not permitted to be carried on by a corporation exempt under Section 501(c)(3) of the Internal Revenue Code.

ARTICLE III: PRINCIPAL OFFICE

The initial principal office of the corporation shall be located in Marion County, Indiana. The Board of Directors may at any time, or from time to time, change the location of the principal office from one location to another within or without Marion County, and within or without the State of Indiana to best carry out the purposes of the corporation. The Board of Directors may at any time establish branch offices at any place where the corporation is qualified to do business.

ARTICLE IV: MEMBERSHIP

The corporation shall not have any members within the meaning of IC 23-17-2-16. The corporation may from time to time use the term "members" to refer to persons associated with it, but such persons shall not be members within the meaning of the aforementioned Indiana Code section.

ARTICLE V: NONPARTISAN ACTIVITIES

This corporation has been formed under the Indiana Nonprofit Corporation Act of 1991 (the "Law") for the charitable purposes described above, and it shall be nonprofit and nonpartisan. The corporation shall not participate or intervene in any political campaign on behalf of or in opposition to a particular candidate for public office.

ARTICLE VI: DEDICATION OF ASSETS

The properties and assets of this nonprofit corporation are irrevocably dedicated to charitable purposes. No part of the net earnings, properties, or assets of this corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or any member, director or officer of this corporation. On liquidation or dissolution, all remaining properties and assets of the corporation shall be distributed and paid over to an organization dedicated to charitable purposes consistent with its tax-exempt status under the Internal Revenue Code, particularly under Section 501(c)(3), and Indiana Code Section 23-17-22-5. In case of any conflict between the aforementioned federal and state statutes, federal law shall be

controlling where there is pre-emption, and federal law shall be the primary source of the direction and requirements of dissolution activities.

ARTICLE VII: BOARD OF DIRECTORS

Section 1. Powers. Subject to the provisions and limitations of the Law and any other applicable laws, the business and affairs of the corporation shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors. The Board of Directors may delegate the management of the day-to-day operation of the business of the corporation to a management company, committee **(however composed)**, or other person, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board of Directors.

Section 2. Number of Directors. The authorized number of directors of the corporation shall not be less than two (2) nor more than twelve (12), until changed by amendment of the Articles of Incorporation or these bylaws. The Board of Directors shall fix the exact number of directors from time to time, within these limits. Until changed by the Board, the initial number of Directors shall be nine (9).

Section 3. Election, Designation, and Term of Office of Directors. The initial Board of Directors shall be chosen by the incorporator to serve until their successors have been elected and seated at the first annual meeting of the directors. Except for the initial directors, the Board of Directors shall elect the directors.

At the first annual meeting, the directors shall be divided into two (2) approximately equal groups and designated to serve one (1) or two (2) year terms by a random method determined by the Board of Directors. Thereafter, the term of office of each director shall be two (2) years. If any annual meeting is not held or the directors are not appointed at the annual meeting, the directors may be appointed at any meeting of the Board.

Each director, including a director elected to fill a vacancy, shall hold office until expiration of the term for which elected and until a successor has been elected and qualified.

Directors may serve any number of consecutive terms.

Section 4. Vacancies. A vacancy on the Board shall exist on the occurrence of the following: (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of a vacancy in the office of a director who has been declared of unsound mind by a final order of court, convicted of a felony, or found by final order or judgment of any court to have breached a duty under the Indiana Nonprofit Corporation Act of 1991 dealing with standards of conduct for a director, or has missed three (3) consecutive meetings of the Board of Directors or a total of four (4) meetings of the Board during any one calendar year; (c) an increase in the authorized number of directors; or (d) the failure of the directors, at any annual or other meeting of directors at which any director or directors are to be elected, to elect the full authorized number of directors.

The Board of Directors, by affirmative vote of a majority of the directors then in office, may remove any director without cause at any regular or special meeting; provided that the director to be removed has been notified in writing in the manner set forth in Article VII, Section 5, that such action would be considered at the meeting.

Except as provided in this paragraph, any director may resign effective upon giving written notice to the chairperson of the Board, the president, the secretary, or the Board of Directors, unless the notice specifies a later time for the effectiveness of the resignation. If the resignation is effective at a future time, a successor may be designated to take office when the resignation becomes effective. Unless the Indiana Attorney General is first notified, no director may resign when the corporation would then be left without a duly elected director in charge of its affairs.

Vacancies on the Board may be filled by vote of a majority of the directors then in office, whether or not the number of directors then in office is less than a quorum, or by vote of a sole remaining director. No reduction of the authorized number of directors shall have the effect of removing any director before that director's term of office expires.

Section 5. Meetings. The Board of Directors shall hold an annual meeting no later than August of each year for the purpose of electing directors and officers of the corporation and for the transaction of other business. Notice of the annual meeting shall be given in the manner set forth below. Other

regular meetings shall be held at such times as are fixed by the Board of Directors. Such regular meetings may be held without notice. Meetings may be held at any place designated by resolution of the Board, or, if not designated, at the principal office of the corporation. Special meetings shall be held at any place designated in the notice of the meeting or, if not stated in the notice or if there is no notice, at the principal office of the corporation. Notwithstanding the above, any meeting may be held at any place consented to in writing by all the directors, either before or after the meeting. Consents shall be filed with the minutes of the meeting.

Any meeting may be held by conference telephone or other communications equipment permitted by the Law, as long as all directors participating in the meeting can communicate with one another and all other requirements of the Law are satisfied. All such directors shall be deemed to be present in person at such meeting.

Meetings of the Board for any purpose may be called at any time by the chairperson of the Board, the president, the secretary, or any two (2) directors. Notice of the date, time, and place of meetings shall be delivered personally to each director or communicated to each director by telephone (**including a voice messaging system which records and communicates messages**), facsimile, or electronic mail at least forty-eight (48) hours prior to the meeting, or communicated by telegraph, express mail service, first-class mail, or by other means of written communication, charges prepaid, addressed to the director at the director's address as it is shown upon the records of the corporation, deposited in the mails or given to the telegraph company or express mail company or other carrier at least four (4) days before the date of the meeting. The notice need not specify the purpose of the meeting. Notice of a meeting need not be given to any director who signs a waiver of notice or a consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or who attends the meeting without protesting, prior to the meeting or at its commencement, the lack of notice to such director. The waiver of notice or consent need not specify the purpose of the meeting. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

Section 6. Action at a Meeting. Presence of a majority of the directors then in office or twenty percent (20%) of the authorized number of directors, whichever is greater, at a meeting of the Board of Directors constitutes a

quorum for the transaction of business, except as otherwise provided in these Bylaws. Every act done or decision made by a majority of the directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors, unless a greater number, or the same number after disqualifying one or more directors from voting, is required by the Articles of Incorporation, these bylaws, or the Law. Directors may not vote by proxy. A meeting at which a quorum is initially present, including an adjourned meeting, may continue to transact business notwithstanding the withdrawal of directors, if any action taken is approved by at least a disinterested majority of the required quorum for such meeting, or such greater number as required by the Articles of Incorporation, these bylaws or the Law.

Section 7. Adjourned Meeting and Notice. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. If the meeting is adjourned for more than twenty-four (24) hours, notice of any adjournment to another time or place shall be given prior to the time of the adjourned meeting to the directors who were not present at the time of the adjournment. Such notice may be waived in the manner provided for in Article VII, Section 5.

Section 8. Action Without a Meeting. The Board of Directors may take any required or permitted action without a meeting, if all members of the Board shall individually or collectively consent in writing to such action. Such written consent or consents shall be filed with the minutes of the proceedings of the Board. Such action by written consent shall have the same force and effect as the unanimous vote of such directors.

Section 9. Fees and Compensation. Directors and members of committees may not receive any compensation for their services as such, but may receive reasonable reimbursement of expenses incurred in the performance of their duties, including advances as provided in Article VIII, Section 2, as may be fixed or determined by resolution of the Board of Directors. Directors may not be compensated for rendering services to this corporation in any capacity other than director, unless such compensation is reasonable and approved as provided in Article VIII, Section 4.

ARTICLE VIII: STANDARD OF CARE

Section 1. General. A director shall perform the duties of a director, including duties as a member of any committee of the Board on which the director may serve, in good faith, in a manner such director believes to be in the best interest of this corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like situation would use under similar circumstances.

In performing the duties of a director, a director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

- (a) One or more officers or employees of the corporation whom the director believes to be reliable and competent in the matters presented;
- (b) Counsel, independent accountants or other persons as to matters which the director believes to be within such person's professional or expert competence; or
- (c) A committee of the Board upon which the director does not serve, as to matters within its designated authority, which committee the director believes to merit confidence, so long as in any such case, the director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

Except as provided in Article VIII, Section 3B, a person who performs the duties of a director in accordance with the above shall have no liability based upon any failure or alleged failure to discharge that person's obligations as a director, including, without limiting the generality of the foregoing, any actions or omissions which exceed or defeat a public or charitable purpose to which the corporation, or assets held by it, are dedicated.

Section 2. Loans. This corporation shall not make any loan of money or property to, or guarantee the obligation of, any director or officer, unless approved by the Indiana Attorney General; provided, however, that this corporation may advance money to a director or officer of this corporation or any subsidiary for expenses reasonably anticipated to be incurred in performance of the duties of such officer or director so long as such individual would be entitled to be reimbursed for such expenses absent that advance.

Section 3. Conflict of Interest. The purpose of the conflict of interest policy is to protect the corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of one of its officers or directors, or that might otherwise result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable Indiana and federal laws governing conflict of interest applicable to nonprofit and charitable corporations and is not intended as an exclusive statement of responsibilities.

A) Definitions:

Unless otherwise defined, the terms used in this section have the following meanings:

1. "Interested Persons" - Any director, principal officer, or member of a committee with governing Board delegated powers, which has a direct or indirect financial interest, as defined below, is an interested person.
2. "Financial Interest" - A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - (a) An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement;
 - (b) A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement; or
 - (c) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing Board or committee decides that a conflict of interest exists.

B) Procedures

1. Duty To Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors, who are considering the proposed transaction or arrangement.

2. Determining Whether A Conflict Of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, the interested person shall leave the Board meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board members shall decide if a conflict of interest exists.

3. Procedure For Addressing The Conflict Of Interest

In the event that the Board determines that a proposed transaction or arrangement presents a conflict of interest, the Board shall take the following actions:

(a) An interested person may make a presentation at the Board meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

(b) The Chairperson of the Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

(c) After exercising due diligence, the Board shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

(d) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. It shall make its decision as to whether to enter into the transaction or arrangement in conformity with this determination.

4. Violations Of The Conflict Of Interest Policy

If the Board has reasonable cause to believe an interested person has failed to disclose actual or possible conflicts of interest, it shall inform the interested person of the basis for such belief and afford the interested person an opportunity to explain the alleged failure to disclose.

If, after hearing the interested person's response and after making further investigation as warranted by the circumstances, the Board determines the interested person has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

5. Records And Procedures: The minutes of the Board and shall contain:

- (a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a conflict of interest in fact existed.
- (b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

6. Annual Statements

Each director, principal officer and member of a committee with Board-delegated powers shall annually sign a statement which affirms such person:

- (a) Has received a copy of the conflict of interest policy;
- (b) Has read and understands the policy;
- (c) Has agreed to comply with the policy; and
- (d) Understands the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities, which accomplish one or more of its tax-exempt purposes.

Section 4. Compensation.

A) Definitions:

Unless otherwise defined, the terms below have the following meanings:

1. "Highest Compensated Employee" - Any employee of the Corporation, whose total compensation would require the employee to be listed in Part I of Schedule A of IRS Form 990, or in response to an equivalent question on any successor exempt organization annual return.
2. "Highest Compensated Independent Contractor" - Any independent contractor engaged by the Corporation, whose total compensation would require the contractor to be listed in Part II of Schedule A of IRS Form 990, or in response to an equivalent question on any successor exempt organization annual return.

B) No director, officer, Highest Compensated Employee or Highest Compensated

Independent Contractor may receive compensation, directly or indirectly, from the Corporation unless such compensation is first determined by the disinterested directors, or an authorized committee or authorized director thereof, to be just and reasonable to the corporation.

The names of the persons who were present for discussions and votes relating to the compensation arrangement, the content of the discussion, including any the information used to determine the reasonableness of the compensation, and a record of any votes taken in connection with the proceedings shall be maintained in the minutes of the Corporation.

The determination of reasonableness shall be based upon information about compensation paid by similarly situated organizations for similar services, current compensation surveys compiled by independent firms or actual written offers from similarly situated organizations. Similarly situated organizations may include both taxable and tax exempt organizations.

No director, principal officer, Highest Compensated Employee or Highest Compensated Independent Contractor, shall participate in the discussion and approval of his or her compensation, except that such persons may provide information to the disinterested directors as described in the conflict of interest policy above.

Section 5. Compensation Review. The Board shall review the fairness of compensation, including benefits, paid to the Chairperson of the Board and the Treasurer upon the occurrence of the following events:

- (a) The officer is hired;
- (b) The officer's term of employment is extended or renewed; or
- (c) The officer's compensation is modified, unless such modification occurs pursuant to a general modification of compensation that extends to all employees.

Section 6. Periodic Reviews. Periodic reviews shall be conducted to ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status. The periodic reviews shall, at a minimum, include the following subjects:

- (a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining; and
- (b) Whether partnerships, joint ventures, and arrangements with management corporations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

When conducting the periodic reviews as provided for above, the Corporation may, but need not, use outside advisors. If outside experts are used their use shall not relieve the Board of its responsibility for ensuring that periodic reviews are conducted.

Section 7. Mutual Directors. No contract or transaction between the corporation and any nonprofit public benefit corporation, of which one or more of its directors are directors of this corporation, is void or voidable because such director(s) are present at a meeting of the Board which authorizes, approves, or ratifies the contract or transaction if the material facts as to the transaction and as to such director's other directorship are fully disclosed or known to the Board and the Board authorizes, approves, or ratifies the contract or transaction in good faith by a vote sufficient without counting the vote of the common director(s), or if the contract or transaction is just and reasonable as to the corporation at the time it is authorized, approved or ratified.

Section 8. Restriction on Interested Directors. Not more than forty-nine percent (49%) of the persons serving on the Board of Directors at any time may be interested persons. An interested person is (1) any person currently being compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (2) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person. However, any violation of the provisions of this section shall not affect the validity or enforceability of any transaction entered into by the corporation.

Section 9. Indemnification. To the fullest extent permitted by law, this corporation shall indemnify its "agents", as described in the Law, including its directors, officers, employees, and volunteers, and including persons formerly occupying any such position, and their heirs, executors, and administrators, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding, " as that term is used in the Law, and including an action by or in the right of the corporation, by reason of the fact that the person is or was a person described in that Section. "Expenses" shall have the same meaning as in said Section. Such right of indemnification shall not be

deemed exclusive of any other rights to which such persons may be entitled apart from this Article VIII, Section 9.

To the fullest extent permitted by law and except as otherwise determined by the Board in a specific instance, expenses incurred by a person seeking indemnification in defending any “proceeding” shall be advanced by the corporation before final disposition of the proceeding upon receipt by the corporation of an undertaking by or on behalf of that person to repay such amount unless it is ultimately determined that the person is entitled to be indemnified by the corporation for those expenses.

The corporation shall have power to purchase and maintain insurance to the fullest extent permitted by law on behalf of any agent of the corporation, against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, or to give other indemnification to the extent permitted by law.

ARTICLE IX: COMMITTEES

Section 1. Committees of Directors. The Board of Directors may, by resolution adopted by a majority of the directors then in office, provided that a quorum is present, designate one or more committees to exercise all or a portion of the authority of the Board, to the extent of the powers specifically delegated in the resolution of the Board or in these bylaws. Each such committee shall consist of two (2) or more directors, and may also include persons who are not on the Board, to serve at the pleasure of the Board. The Board may designate one or more alternate members of any committee, who may replace any absent member at any meeting of the committee. The appointment of members or alternate members of a committee requires the vote of a majority of the directors then in office, provided that a quorum is present. The Board of Directors may also designate one or more advisory committees that do not have the authority of the Board. However, no committee, regardless of Board resolution, may:

- (a) Approve any action that, under the Law, would also require the affirmative vote of the members if this were a membership corporation.
- (b) Fill vacancies on, or remove the members of, the Board of Directors or in any committee that has the authority of the Board.

- (c) Fix compensation of the directors for serving on the Board or on any committee.
- (d) Amend or repeal the Articles of Incorporation or bylaws or adopt new bylaws.
- (e) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or repealable.
- (f) Appoint any other committees of the Board of Directors or their members.
- (g) Approve a plan of merger; consolidation; voluntary dissolution; bankruptcy or reorganization; or for the sale, lease, or exchange of all or substantially all of the property and assets of the corporation otherwise than in the usual and regular course of its business; or revoke any such plan.
- (h) Approve any self-dealing transaction, except as provided by the Law.

No committee shall bind the corporation in a contract or agreement or expend corporate funds, unless authorized to do so by the Board of Directors.

Section 2. Meetings and Actions of Committees. Meetings and actions of all committees shall be governed by, and held and taken in accordance with, the provisions of Article VII of these bylaws, concerning meetings and actions of directors, with such changes in the context of those bylaws as are necessary to substitute the committee and its members for the Board of Directors and its members, except that the time for regular meetings of committees may be determined either by resolution of the Board of Directors or by resolution of the committee. Special meetings of committees may also be called by resolution of the Board of Directors. Notice of special meetings of committees shall also be given to any and all alternate members, who shall have the right to attend all meetings of the committee. Minutes shall be kept of each meeting of any committee and shall be filed with the corporate records. The Board of Directors may adopt rules not inconsistent with the provisions of these bylaws for the government of any committee.

Section 3. Executive Committee. Pursuant to Article IX, Section 1, the Board may appoint an Executive Committee composed of three (3) or more directors, one of whom shall be the chairperson of the Board **[OR consisting of the chairperson of the Board, the vice chairperson, the secretary, and the treasurer]**, to serve as the Executive Committee of the Board. The Executive Committee, unless limited in a resolution of the Board, shall have and may exercise all the authority of the Board in the management of the business and affairs of the corporation between meetings of the Board; provided, however, that the Executive Committee shall not

have the authority of the Board in reference to those matters enumerated in Article IX, Section 1. The secretary of the corporation shall send to each director a summary report of the business conducted at any meeting of the Executive Committee.

Section 4. Audit Committee. The Board shall appoint an Audit Committee. Notwithstanding Article IX, Section 1, which shall otherwise govern the committee's operations, the committee may be comprised of one or more persons and may include persons other than directors of the corporation.

The membership of the Audit Committee shall not include the following persons;

- (a) The chairperson of the Board;
- (b) The treasurer of the corporation;
- (c) Any employee of the corporation; or
- (d) Any person with a material financial interest in any entity doing business with the corporation.

In the event that the Board appoints a Finance Committee, members of the Finance Committee must constitute less than one-half of the membership of the Audit Committee and the Chair of the Finance Committee shall not serve on the Audit Committee.

The Audit Committee shall make recommendations to the Board of Directors regarding the hiring and termination of an auditor, who shall be an independent certified public accountant, and may be authorized by the Board to negotiate the auditor's salary.

The Audit Committee shall confer with the auditor to satisfy its members that the corporation's financial affairs are in order, and shall review and determine whether to accept the audit.

In the event that the auditor's firm provides non-audit services to the corporation, the Audit Committee shall ensure that the auditor's firm adheres to the standards for auditor independence set forth in the latest revision of the Government Auditing Standards published by the Comptroller General of the United States, or any standards promulgated by the Attorney General of Indiana.

ARTICLE X: OFFICERS

Section 1. Officers. The officers of the corporation shall consist of a chairperson, vice chairperson, president (**Chief Executive Officer and Executive Director**), secretary and treasurer (**Chief Financial Officer**), and such other officers as the Board may designate by resolution. The same person may hold any number of offices, except that neither the secretary nor the treasurer may serve concurrently as the chairperson of the Board or the president. In addition to the duties specified in this Article X, officers shall perform all other duties customarily incident to their office and such other duties as may be required by law, by the Articles of Incorporation, or by these bylaws, subject to control of the Board of Directors, and shall perform such additional duties as the Board of Directors shall from time to time assign.

The officers shall be chosen by the Board at its annual meeting, and shall serve at the pleasure of the Board, subject to the rights, if any, of any officer under any contract of employment. Without prejudice to any rights of an officer under any contract of employment, any officer may be removed with or without cause by the Board. Any officer may resign at any time by giving written notice to the Board of Directors, the chairperson of the Board, the president, or the secretary of the corporation, without prejudice, however, to the rights, if any, of the corporation under any contract to which such officer is a party. Any resignation shall take effect on the date of the receipt of such notice or at any later time specified in the resignation; and, unless otherwise specified in the resignation, the acceptance of the resignation shall not be necessary to make it effective. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for regular appointments to that office. The compensation, if any, of the officers shall be fixed or determined by resolution of the Board of Directors.

Section 2. Chairperson of the Board. The chairperson of the Board shall, when present, preside at all meetings of the Board of Directors and Executive Committee. The chairperson is authorized to execute in the name of the corporation all contracts and other documents authorized either generally or specifically by the Board to be executed by the corporation, except when by law the signature of the president is required.

Section 3. Vice Chairperson of the Board. The vice chairperson shall, in the absence of the chairperson, or in the event of his or her inability or refusal to act, perform all the duties of the chairperson, and when so acting shall have all the powers of, and be subject to all the restrictions on, the chairperson.

Section 4. President (Chief Executive Officer and Executive Director). Subject to the control, advice and consent of the Board of Directors, the president shall, in general, supervise and conduct the activities and operations of the corporation, shall keep the Board of Directors fully informed and shall freely consult with them concerning the activities of the corporation, and shall see that all orders and resolutions of the Board are carried into effect. Where appropriate, the Board of Directors shall place the president under a contract of employment. The president shall be empowered to act, speak for, or otherwise represent the corporation between meetings of the Board. The president shall be responsible for the hiring and firing of all personnel, and shall be responsible for keeping the Board informed at all times of staff performance and for implementing any personnel policies adopted by the Board. The president is authorized to contract, receive, deposit, disburse, and account for funds of the corporation; to execute in the name of the corporation all contracts and other documents authorized either generally or specifically by the Board to be executed by the corporation; and to negotiate all material business transactions of the corporation.

Section 5. Secretary. The secretary, or his or her designee, shall be custodian of all records and documents of the corporation which are to be kept at the principal office of the corporation, shall act as secretary of all the meetings of the Board of Directors, and shall keep the minutes of all such meetings in books proposed for that purpose. He or she shall attend to the giving and serving of all notices of the corporation, and shall see that the seal of the corporation is affixed to all documents, the execution of which on behalf of the corporation under its seal is duly authorized in accordance with the provisions of these bylaws.

Section 6. Treasurer. The treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements.

The treasurer shall deposit or cause to be deposited all moneys and other valuables in the name and to the credit of the corporation with such depositories as may be designated by the Board of Directors. The treasurer shall disburse or cause to be disbursed the funds of the corporation as may be ordered by the Board of Directors, and shall render to the chairperson, president and directors, whenever they request it, an account of all of the treasurer's transactions as treasurer and of the financial condition of the corporation.

If required by the Board of Directors, the treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board for faithful performance of the duties of the treasurer's office and for restoration to the corporation of all its books, papers, vouchers, money and other property of every kind in the treasurer's possession or under the treasurer's control on the treasurer's death, resignation, retirement, or removal from office. The corporation shall pay the cost of such bond.

ARTICLE XI: EXECUTION OF CORPORATE INSTRUMENTS

Section 1. Execution of Corporate Instruments. The Board of Directors may, in its discretion, determine the method and designate the signatory officer or officers or other person or persons, to execute any corporate instrument or document, or to sign the corporate name without limitation, except when otherwise provided by law, and such execution or signature shall be binding upon the corporation.

Unless otherwise specifically determined by the Board of Directors or otherwise required by law, formal contracts of the corporation, promissory notes, deeds of trust, mortgages, and other evidences of indebtedness of the corporation, and other corporate instruments or documents, memberships in other corporations, and certificates of shares of stock owned by the corporation, shall be executed, signed, or endorsed by the chairperson of the Board, vice chairperson of the Board or the president and by the secretary or treasurer or any assistant secretary or assistant treasurer.

All checks and drafts drawn on banks or other depositories on funds to the credit of the corporation, or in special accounts of the corporation, shall be

signed by such person or persons as the Board of Directors shall authorize to do so.

Section 2. Loans and Contracts. No loans or advances shall be contracted on behalf of the corporation and no note or other evidence of indebtedness shall be issued in its name unless and except as the specific transaction is authorized by the Board of Directors. Without the express and specific authorization of the Board, no officer or other agent of the corporation may enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation.

ARTICLE XII: RECORDS AND REPORTS

Section 1. Maintenance and Inspection of Articles and Bylaws. The corporation shall keep at its principal office the original or a copy of its Articles of Incorporation and bylaws as amended to date, which shall be open to inspection by the directors at all reasonable times during office hours.

Section 2. Maintenance and Inspection of Federal Tax Exemption Application and Annual Information Returns. The corporation shall keep at its principal office a copy of its federal tax exemption application and its annual information returns for three years from their date of filing, which shall be open to public inspection and copying to the extent required by law.

Section 3. Maintenance and Inspection of Other Corporate Records. The corporation shall keep adequate and correct books and records of accounts, and written minutes of the proceedings of the Board and committees of the Board. All such records shall be kept at such place or places designated by the Board of Directors, or, in the absence of such designation, at the principal office of the corporation. The minutes shall be kept in written or typed form, and other books and records shall be kept either in written or typed form or in any other form capable of being converted into written, typed, or printed form. Upon leaving office, each officer, employee, or agent of the corporation shall turn over to his or her successor or the chairperson or president, in good order, such corporate monies, books, records, minutes, lists, documents, contracts or other property of the corporation as have been in the custody of such officer, employee, or agent during his or her term of office.

Every director shall have the absolute right at any reasonable time to inspect all books, records, and documents of every kind and the physical properties of the corporation and each of its subsidiary corporations. The inspection may be made in person or by an agent or attorney, and shall include the right to copy and make extracts of documents.

Section 4. Preparation of Annual Financial Statements. The corporation shall prepare annual financial statements using generally accepted accounting principles. Such statements shall be audited by an independent certified public accountant, in conformity with generally accepted accounting standards, under supervision of the Audit Committee established by these bylaws. The corporation shall make these financial statements available to the Indiana Attorney General and members of the public for inspection no later than nine (9) months after the close of the fiscal year to which the statements relate.

Section 5. Reports. The Board shall cause an annual report to be sent to all directors, within 120 days after the end of the corporation's fiscal year, containing the following information:

- (a) The assets and liabilities, including the trust funds, of this corporation at the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;
- (c) The revenues or receipts of this corporation, both unrestricted and restricted for particular purposes, for the fiscal year;
- (d) The expenses or disbursements of this corporation for both general and restricted purposes during the fiscal year; and
- (e) The information required by the Law concerning certain self dealing transactions involving more than \$50,000 or indemnifications involving more than \$10,000 which took place during the fiscal year.

The report shall be accompanied by any pertinent report of independent accountants, or, if there is no such report, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

ARTICLE XIII: FISCAL YEAR

The fiscal year for this corporation shall begin on January 1st and shall end on December 31st.

ARTICLE XIV: AMENDMENTS AND REVISIONS

These bylaws may be adopted, amended or repealed by the vote of a majority of the directors then in office. Such action is authorized only at a duly called and held meeting of the Board of Directors for which written notice of such meeting, setting forth the proposed bylaw revisions with explanations therefore, is given in accordance with these bylaws, unless such notice is waived in accordance with these bylaws. If any provision of these bylaws requires the vote of a larger proportion of the Board than is otherwise required by law, that provision may not be altered, amended, or repealed except by that greater vote.

ARTICLE XV: CORPORATE SEAL

The Board of Directors may adopt, use, and alter a corporate seal. The seal shall be kept at the principal office of the corporation. Failure to affix the seal to any corporate instrument, however, shall not affect the validity of that instrument.

ARTICLE XVI: NON-DISCRIMINATION

The corporation shall not, either in its operation or the delivery of services, discriminate on the basis of race with respect to those served by the corporation, and shall adhere to EEOC guidelines and best practices regarding non-discriminatory hiring and promotion practices.

ARTICLE XVI: CONSTRUCTION AND DEFINITIONS

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Indiana Nonprofit Corporation Act of 1991 as amended from time to time shall govern the construction of these bylaws. Without limiting the generality of the foregoing, the masculine gender includes the feminine and neuter, the singular number includes the plural and the plural number includes the singular, and the term "person" includes a corporation as well as a natural person. If any competent court of law shall deem any portion of these bylaws invalid or inoperative, then so far as is reasonable and possible (i) the remainder of these bylaws shall be considered valid and operative, and (ii) effect shall be given to the intent manifested by the portion deemed invalid or inoperative.

CERTIFICATE

I, the undersigned, certify that the above bylaws, consisting of 22 pages, are the bylaws of this corporation as duly adopted by the then existing Board of Directors on December 5, 2014, and that they have not been amended or modified since that date.

Executed on December 5, 2014, at Indianapolis, Indiana.



Gregory P. Gadson, Secretary

HIM BY HER FOUNDATION, INC.

**ESTABLISHMENT OF THE CHARTER SCHOOL GOVERNING COMMITTEE AS
THE GOVERNING BOARD FUNCTION FOR
HIM BY HER COLLEGIATE SCHOOL FOR THE ARTS
AND
DIRECTIVES, DUTIES AND RESPONSIBILITIES REGARDING THE CHARTER
SCHOOL OPERATION**

This document memorializes and summarizes the duties and responsibilities of the Charter School Governing Committee established by HIM By HER Foundation, Inc. (HBHF) for the immediate governance responsibility and operation of the prospective HIM By HER Collegiate School for the Arts (HBHCSA) charter school, contingent upon the receipt of a charter from the Indiana Charter School Board (ICSB).

PREAMBLE

WHEREAS HIM By HER Foundation, Inc. (HBHF) is a not-for-profit corporation incorporated under the laws of the State of Indiana and also has tax-exempt status pursuant to 26 U.S.C. § 501(c)(3);

WHEREAS HBHF's mission and activities include improving the lives of underserved and at-risk youth and families through its programs and collaborations, including education programs;

WHEREAS HBHF endeavors to operate a charter school and seeks a charter from the Indiana Charter School Board (ICSB) in furtherance of its education goals;

WHEREAS HBHF desires to have proper oversight and accountability for the management, administration and operation of the proposed charter school in accordance with all applicable Indiana and Federal laws pertaining to charter schools; and

WHEREAS those agreeing to sit on the Charter School Governing Committee as well as key charter school personnel agree to abide by the terms of this document;

WITNESSETH

NOW THEREFORE, HIM By HER Foundation, Inc. (HBHF) hereby establishes the Charter School Governing Committee as a standing committee to carry out the governance function and duties and routine oversight of the proposed "HIM By HER Collegiate School for the Arts" (HBHCSA) charter school, which charter school, if approved, shall be located in Indianapolis, Indiana, and initially contain school grades 6 through 8, with an additional grade being added each new school year as feasible until it shall serve grades 6 through 12 at full capacity, and planned to open in the Fall of 2020. The Charter School Governing Committee shall in its operation, ensure that HBHF meets all of its Governing Board requirements under law in overseeing the Charter School. Members of the Charter School Governing Committee shall be

duly appointed by the HBHF Board of Directors for terms established by the HBHF Board. The Charter School Governing Committee shall exist and function so long as the charter for the proposed HBHCSA exists.

1. Duties and Obligations of the Governing Committee.

1.1. Governance. The HIM By HER Collegiate School for the Arts Governing Committee (“HBHCSA Governing Committee” or “Governing Board” for public purposes) has the ultimate responsibility for establishing the school’s budget and determining its curriculum pursuant to applicable Indiana State Law. The Governing Committee shall be responsible for the oversight, but not the day-to-day management, of the HIM By HER Collegiate School for the Arts (“HBHCSA” or “the School”). The Governing Committee’s oversight responsibilities shall include those charter school oversight responsibilities as is required by the Charter School laws. The Governing Committee meetings shall be open to the public and shall be held regularly but shall not be held less than quarterly in frequency upon the beginning of the operation of the Charter School, and notice of said meetings shall be provided to the public consistent with the relevant public access laws. The Board shall comply with all of the provisions of applicable law including, but not limited to, those regulating access to equal educational opportunities, open meeting laws, the Board’s own by-laws, and freedom of information laws. The Governing Committee shall carry out its duties under this Agreement in such a manner as to minimize disruption to the orderly functioning and administration of the School.

1.2. Appointment. In its dealings with the public and third parties, the Governing Committee shall represent that it is authorized by law on behalf of HIM By HER Foundation, Inc. (HBHF) to contract with private or public persons or entities for any product, service or matter in furtherance of the operation of the School, including but not limited to functions of the School and portions of educational management services as the Governing Committee sees fit.

1.3. Maintenance of Charter. The Governing Committee has the obligation to ensure compliance with the provisions of and maintenance of the charter (“Charter”) granted by the Indiana Charter School Board (ICSB), for establishment of an independent Public Charter School (“the School”), in accordance with all Indiana Charter School laws and regulations (hereinafter the “Charter School Law”) and in accordance with all other applicable federal and state laws.

1.4. Communication with the HBHF Board. The Governing Committee has the obligation to comply with the provisions of and maintain the Charter granted by the ICSB for establishment of the School. The Governing Committee shall do and cause to be done all things necessary to ensure that all conditions imposed by ICSB in connection with the grant of the Charter are fulfilled at all times. If the HBHF Board is notified by the State of Indiana, ICSB or any other governmental authority, or by any other person or entity that it may be in violation of the Charter School Law or any other applicable law or regulation, the Governing Committee shall take whatever action it deems necessary and appropriate to:

1.4.1. Determine if a claimed violation in fact exists; and

1.4.2. If a violation is determined to exist, the Governing Committee must take whatever actions it deems necessary to correct the violation and return to full compliance; or if it is determined that no such violation exists, take whatever actions it deems necessary and appropriate to contest the claimed violation; and

1.4.3. Regardless of what action is taken by the Governing Committee, they shall keep the HBHF Board apprised as to the status of their actions and where possible act in a cooperative manner with the HBHF Board to address any purported violation as described above.

1.4.4. Upon notice of purported violation as described above, the Governing Committee shall immediately, but not later than ten (10) days from receipt of said notice, notify the HBHF Board of the claimed violation and apprise the HBHF Board of the steps being taken to rectify the purported violation by whatever reasonable means are necessary and appropriate.

1.4.5. The Governing Committee shall cooperate with the HBHF Board to prepare any response to the appropriate governmental authority or other person or entity alleging any violation of law in connection with the operation of the School.

1.5. Evaluation of the School. The Governing Committee shall review of the progress of School in educating the children in accordance with the School's Accountability Plan. The Governing Committee shall if appropriate engage a third-party to perform evaluation of the School in reaching the School's goals and the reaching the Accountability Plan goals and any other criteria established by the Governing Committee. Evaluations shall be conducted annually or at such other times more frequent as the Governing Committee decides is necessary.

1.6. Student Enrollment. The Governing Committee and the School shall work cooperatively in recruiting and admitting students to the School, subject to the Charter School Law, School Policies, and any and all other applicable federal and state laws and regulations. Students shall be admitted to the School as determined pursuant to policies established by the Governing Committee in close consultation with School management. The School management shall be responsible for administering the School's recruitment, retention, admissions, lottery, and enrollment processes in accordance with the policies established by the Governing Committee, the Charter School Law, and any and all other applicable federal and state laws and regulations.

1.7. Legal Status and Tax Status. The School is a public charter school established by a charter issued by ICSB. The Governing Committee has a fiduciary duty to the School to carry out the best interests of the School and is responsible to public for the proper governance of the School.

1.8. Physical Space. The HBHF Board shall be responsible for finding and acquiring occupancy rights in the physical spaces where the School will operate, and for ensuring the physical spaces will be ready for occupancy at least three weeks prior to the first day of school. The Governing Committee shall be responsible for all construction, health and safety laws. All costs incurred in locating facilities, including but not limited to surveying, engineering, renovation, consultant costs, and initial lease payments, shall be paid from funds allocated in the Start-Up Budget, and additional lease payments (if any) shall be part of the Operating Budget. The Governing Committee shall delegate to the School leadership the management of such real estate. The Governing Committee must approve in writing all decisions related to the acquisition, remodeling and maintenance of the facilities. The School leadership is responsible for developing and implementing a policy, subject to Governing Committee approval, for determining who has access to the building, including who has keys to the building, regardless of who signs the lease or owns the property.

1.9. Name of the School. The name of the School shall be “HIM By HER Collegiate School for the Arts.”

1.10. Governing Committee Training. Prior to the opening of the school, all Governing Committee members shall participate in governing board training with a governing board trainer or program. The cost of such training shall be a Start-Up Budget item. All Governing Committee members shall participate in governing board training each year the School is open as well as a Governing Board self-evaluation in relation to Charter School Governing Board best practices. The cost of such training shall be a budget item.

2. Duties and Obligations of the School Leadership.

“School Leadership” shall mean the School Principal and those acting as agents of the School Principal, and the Director and those acting as agents of the Director. Consistent with the obligations of a Governing Board under the Charter School Law, School Policies and any and all applicable federal and state laws and regulations, the School Leadership shall have the following duties and obligations in connection with the operation of the School and education of the children enrolled as students in the School.

2.1. Duties and Obligation to Manage School.

2.1.1. The Governing Committee shall authorize the School Leadership to undertake the functions necessary to cause the School to operate the School in a manner consistent with the Charter and the Governing Committee bylaws, it being understood that, at all times, the School and the School Leadership remain accountable and subject to the oversight of the Governing Committee as provided by law. The Governing Committee also authorizes the School Leadership to take such other actions which are necessary in the School Leadership’s good faith and reasonable judgment to properly and efficiently manage or operate the School, provided such actions are consistent with the Charter, policies of the Governing Committee, applicable laws, and the annual School budget approved by the Governing Committee. The School and the Governing Committee shall ensure that the School and School Leadership have all power and authority necessary to

carry out the duties of operating the School. These duties shall include:

- (a) Implementation of the education program and program of instruction, inclusive of all special education and English language learner program requirements;
- (b) Development and administration of the School's curriculum and determination of the applicable grade levels and subjects;
- (c) Selection, hiring and performance review of all personnel, and payroll functions on behalf of the Governing Committee. The Governing Committee shall have the authority to hire the School Principal, while the HBHF Board shall hire the School Director;
- (d) Professional development for directors, instructional personnel, and other administrative staff;
- (e) Maintenance and operation of the School facilities;
- (f) Management and administration of the School, its staff, facilities, and programs;
- (g) Management and administration of all extra-curricular programming, including but not limited to before and after school care and programs, implemented in connection with the School;
- (h) Management and oversight of all required reports to be presented to the Governing Committee; and
- (i) Administration and oversight of improvement to the facility necessary for the implementation of its program.

2.1.2. Any contracting or subcontracting with the School by third parties shall be with the approval of the Governing Committee and shall be in accordance with State laws and regulations where appropriate. Such services subject to the approval of the Governing Committee include, but are not limited to:

- Food and transportation;
- Custodial services, supplies and equipment;
- Special education services; and
- Any other services as consented to by the Governing Committee that the School deems reasonable and necessary to achieve the goals of the Governing Committee, including but not limited to nursing, after-school programs, security, drafting

requests for proposals, and drafting grant applications.

2.2. Student Outcomes. The School Leadership shall provide to the Governing Committee the reports set forth in 2.3. for the Governing Committee's review and approval and shall set student standards for performance which shall meet or exceed the minimum standards established by the Accountability Plan, the Charter School Law, School Policies, and any and all other applicable federal and state laws and regulations. The School Principal shall lead the School in its efforts to meet annually agreed upon standards for performance which shall provide for:

- Full compliance with the Charter School Law, the methods and philosophy as set forth in the Charter, School Policies, and any other applicable law or regulation.
- Student testing in the first month of school using a nationally recognized norm-referenced test to establish a benchmark. Students will be tested again in spring, using another form of the same test, to determine their improvement during the year and whether goals established by the Governing Committee are being reached.
- Student proficiency in essential concepts per subject. Through established testing timelines, testing, as needed, as well as final exams at the end of each term, students will display proficient understanding of essential subject material as defined by the School curriculum.

2.3. Reporting by the School.

2.3.1. The School shall submit an annual report to the Governing Committee, before the beginning of the new academic year, reporting its progress towards attaining student outcomes.

2.3.2. The School shall provide to the Governing Committee on a quarterly basis a budget analysis showing budget versus actual comparisons in the same format as the budget. In consultation with the School Leadership, the Governing Committee shall engage an independent audit firm to complete the annual audit, in accordance with Generally Accepted Accounting Principles ("GAAP"), and the School shall comply with all reasonable requests. The cost of the audit shall be a budget item. All financial reports provided or prepared by the School will follow GAAP and comply with the Governing Committee's prescribed format (if any).

2.3.3. The School shall provide full opportunity for the Governing Committee to observe the School processes, review curriculum, review appropriate data, and meet and confer with designated School personnel.

2.3.4. The School Leadership shall make regular reports to the Governing Committee at least as frequent as the Governing Committee regular meetings, and at any other times established by the Governing Committee.

2.4. Fees. Fees may only be charged to students in accordance with applicable provisions of the Charter School Law, School Policies, and any other applicable federal or state laws or regulations.

2.5. Insurance.

2.5.1. The Governing Committee undertakes to maintain insurance necessary to protect the interest of the School and other interested parties and shall provide the necessary resources for such insurance.

2.6. Charter with ICSB. Neither the Governing Committee nor the School will act, or fail to act, in a manner that will cause HBHF to be in breach of its Charter with ICSB.

3. Budget and Funding.

3.1. Budget. All revenues generated by or received by the School will serve to fund the operation of the School. At least two months prior to the new academic year, or such other date if required by law, the School Leadership shall prepare and present to the Governing Committee for its approval, a detailed recommended operating budget and capital outlay budget for the next fiscal year (the “Proposed Budget”). The Proposed Budget shall show each area of expenditure as a separate line item, including funds allocated for use by the Governing Committee for legal fees, and incidental Governing Committee administrative expenses (“Governing Committee Expenses”), and fees allocated for Governing Committee Expenses shall not exceed \$50 per student. The Governing Committee shall review the Proposed Budget with the School Leadership and shall provide the School Leadership with the Governing Committee’s comments, in writing, within a reasonable period of time. The Governing Committee has the authority to approve the Budget and shall approve an acceptable budget in a timely manner.

3.1.1. Start-Up Costs. The School Leadership will submit to the Governing Committee a budget for the anticipated pre-opening expenses, including a contingency amount in order to take into account any extraordinary additional expenses. The School Leadership will obtain the consent of the Governing Committee in advance for unbudgeted expenses exceeding 5% of the total Start-Up Budget.

3.1.2. Gaps in State Funding. In the event that there is a gap between Per Pupil Tuition Funding from the State and expenses incurred by the School due to the Per Pupil Tuition Funding cycle set by the State (i.e. Tuition Funding is not received on the first day of each month or the first day of each quarter), the Governing Committee through resources allocated to it is responsible for covering the gap either using the budget reserve, raising additional funds or with a line of credit. All loans to the School must be evidenced by supporting appropriate documentation.

3.2 Funding and Spending. All funds received in connection with the School, including

per pupil funding, shall be deposited in the School's bank account, which shall be separate from other HBHF accounts. The School bank account funds may not be comingled with any other HBHF funds. Expenditures from the School's bank account shall be made only in accordance with the Budget (as it may be modified from time to time) and upon approval in writing by the School Principal or Director of the School or the Business Manager to whom the Director may delegate this responsibility. The Governing Committee shall require that two agents of the School sign all checks to be valid, and shall determine which two persons, either by generic position or specific name, shall have authority to sign checks written on the School's bank account.

The Governing Committee and the School shall collaborate to seek funding outside of per-pupil funding where appropriate. The Governing Committee shall coordinate with the School before applying for outside funding to ensure that such funding is in line with the School's mission and goals. The School Leadership may make recommendations to the Governing Committee regarding the proposed use of outside funding consistent with mission of the School.

All funds expended must be in the best interest of the School and in accordance with all applicable local, state and federal law.

Per pupil tuition funding for the School shall go directly to the operation of the school and shall not be used to fund afterschool programs.

The Governing Committee shall enable HBHF to receive a management fee of 15% of the total per pupil tuition funding, or a lower percentage if limited by law, for furtherance of HBHF programs directed to enhancing the charter school student and family populations.

4. Employees.

4.1. Teachers and Staff. The Governing Committee shall delegate all personnel functions to the School Leadership, including, save the positions of Director and School Principal, selecting, hiring, training, managing, reviewing, and terminating all staff associated with the School, including without limitation its teachers and all administrative and support staff, establishing personnel policies and procedures, and determining teacher and staff compensation, with Governing Committee approval. The Governing Committee may for good cause overrule personnel decisions of the School Leadership. The School Leadership shall determine the number of teachers and the number of support staff required for the operation of the School pursuant to the Charter. The School Leadership shall select and hire such teachers, at their discretion, qualified in the grade levels and subjects required, and support staff as are needed to carry out the mission and curriculum of the School. Such teachers and support staff may, at the discretion of the School Leadership, work at the School on a full or part time basis. All teachers and staff shall have undergone a criminal background check and an unprofessional conduct check, if applicable, as required by Charter School Law and other applicable state and federal laws.

4.2. Training. All School personnel shall receive such training as is reasonable and necessary under the circumstances, or as required by Charter School Law. Expenses for training and seminars, including travel and lodging, related to the School shall be a budget item.

5. **Property Ownership.**

5.1. With respect to property acquisitions, the Governing Committee has an obligation to act in the best interest of the School. All property purchased through the operating Budget with Per Pupil Tuition funds the Governing Committee may receive pursuant to the Charter School Law shall remain the property of the Charter School to the extent consistent with the law.

5.2. All contracts, whether with public or private entities, shall be entered into whenever possible in the name of the HIM By HER Foundation or School, as appropriate. Contracts shall not ordinarily extend beyond the term of the charter.

5.3. All property owned personally and/or individually by the teachers, administrative and support staff shall remain the property of the individual teachers and staff.

6. **Non-Discrimination.**

The Governing Committee and the School shall comply with all applicable federal and state statutes, rules, regulations and orders dealing with discrimination.

7. **Student and Financial Records.**

All financial records and educational records, including student records, are records of the Governing Committee and shall be kept on-site or electronically accessible on-site at or by the School and be available, subject to any and all applicable laws, for authorized inspection, pursuant to local, state and federal law, upon reasonable request. Such records are subject to the provisions of the Family Educational Rights and Privacy Act (“FERPA”) and the applicable state Freedom of Information and/or Open Records Act.

8. **Additional Directives.**

The Governing Committee shall be comprised of between 5 and 12 Directors, or such other number of Directors as it shall see fit to include through proper action. The Governing Committee shall, as soon as practicable, adopt By-laws not inconsistent with this document, establishing parliamentary rules, committee rules, length of term of Directors, conflict of interest rules in addition to those required under Charter School Law, if desired, and all other rules necessary and proper for the governance, oversight and operation of the School.

The Governing Committee Directors shall be subject to the Code of Ethics Policy and the Conflict of Interest Policy of HIM By Foundation, Inc. as applied to the governance of the School unless or until the Governing Committee adopts new such policies not inconsistent.

The Governing Committee shall be responsible for allocating sufficient resources to the School to do and accomplish the following: 1) the development or purchase of a compliant school

curriculum aligned with the School's mission, and for revisions as needed; 2) professional development of School personnel; 3) compensate School personnel; 4) the Information Technology (IT) resource needs of the School by approving IT vendors, IT vendor contracts and Requests for Proposals (RFPs); and 5) the routine facility security, upkeep and maintenance, and works with Management to develop facility security plans, and major facility improvements and repairs.

The Governing Committee shall be responsible for approving: 1) School performance goals as part of the School Accountability Plan, and in response to receiving performance data from the School, issuing corrective action and commendation edicts to the School; 2) student grade promotion and retention criteria for promotion and retention as outlined in the Student and Family Handbook, also in response to monthly updates from the Head of School regarding projected student promotions and retentions; 3) the Student and Family Handbook; 4) the School budgets and fiscal policies, and oversees and ensures the ongoing financial viability of the School; 5) personnel policies and handbooks, and approves personnel organization and re-organization; 6) contracts for outside Human Resource (HR) service providers as recommended by Management; and 7) contracts either requiring Requests for Proposals (RFPs) or those required because of the dollar amount.

The Governing Committee shall also be responsible for: 1) providing input to the HBHF Board regarding the construction of new school buildings and sites and improvements to existing school buildings and sites, for the HBHF Board's decision on such matters as part of the duty to provide appropriate premises to the Charter School; 2) receiving and reviewing monthly student assessment data, and reviewing action plans to address academic underperformance; 3) receiving monthly behavior issue documentation (including student suspensions) from the Head of School, including cumulative numbers; 4) overseeing and supporting the Head of School in revising and implementing a Student Recruitment Plan; 5) recruiting, evaluating and hiring the School's staff, including the School Principal, and establishes compensation for all School executives and staff; 6) supporting the Head of School in community relation endeavors.; 7) with input from Head of School, identifying annual fund raising goals, and maintaining a Development Committee to collaborate with the Head of School to identify donors and grants; and 8) receiving grievances from students and families as well as members of the public that allows grievants to be adequately heard and according to fair procedures established by it for grievances, whether the grievances it receives are original or are appeals from decisions of the School; and 9) resolving or attempting to resolve grievances in a fair and consistent manner consistent with the Student and Families Handbook, as well as what is in the best interest of the School, the grievants, and the community at large.

* * *

June 30, 2018

CODE OF CONDUCT AND ETHICS

This Code of Conduct and Ethics that follows is being issued to the board of directors and other covered individuals of the HIM BY HER FOUNDATION, INC (“Foundation”) to confirm the Foundation’s commitment to conduct business in an ethical manner and in full compliance with applicable law. It is the Foundation’s expectation that all covered individuals will read and become familiar with the principles expressed in this statement.

Ethical Conduct

All covered individuals (Foundation directors, employees, officers, contractors, consultants or person that conducts business in the name of Foundation) have an obligation to perform their duties and responsibilities to the best of their abilities, while conducting themselves and managing the business within the framework of accountability, ethics, objectivity and integrity in both words and action.

- Accountability

The Foundation expects everyone to take responsibility for what they do and to provide solutions to challenges and honor his/her commitments and promises to the best of his/her abilities and to appropriately acknowledge contributions from other individuals and organizations who help facilitate the Foundation’s goals.

- Ethics

Legal and regulatory compliance is not enough. We must also conduct ourselves in an ethical manner in all dealings on the Foundation’s behalf.

- Objectivity

Covered individuals are expected to conduct his or herself without bias and base decisions on facts and equal opportunity.

- Integrity

We expect the highest standards of behavior and honest and transparent communication internally and externally.

- Mission

The Foundation expects all covered individuals to listen to our stakeholders and make all reasonable efforts to satisfy their needs and concerns within the scope of our mission, and to strive for and demonstrate professional respect and responsiveness to constituents, donors and others.

Compliance with Applicable Law

It is the Foundation’s policy to comply with all laws and regulations.

Confidentiality

It is important that the confidentiality of sensitive Foundation information is maintained.

Avoiding Conflicts of Interest

Covered individuals are expected to avoid involvement in outside activities that could (or potentially could) conflict or might adversely affect the covered individual's judgment and objectivity or time spent on the Foundation's mission; or might reasonably be construed by others as such.

Fair Dealing with Suppliers, Contractors and Vendors

It is the Foundation's policy to award orders, contracts and commitments to suppliers or others strictly on the basis of merit (including cost efficiency) without favoritism. All dealings with customers and potential customers must be legal, fair and open.

Covered individuals must not accept any form of "kickback" payment, services, compensation or benefit, either in cash or otherwise, from any supplier or potential supplier to the Foundation. Similarly, covered individuals must not offer or give "kickbacks", under-the-table payments or other similar improper favors to customers or their employees or representatives. All dealings with customers and potential customers must be legal, fair and open.

Gifts and Hospitality

Gifts, commissions, payments, loans, promises of future benefits or other items of value should not be accepted except on the basis that they are occasional, of very small intrinsic value and are unlikely to be perceived as having influenced decision making.

Reporting Violations and Asking Questions

Information coming to the attention of any person about the existence of any situation which may involve a violation of this policy should be promptly reported in writing to the Board of Directors. If you have questions about this policy, you should consult with the Chair of and Counsel to the Board of Directors. The Foundation's "open door" policy gives you the freedom to approach any member of the Board of Directors with ethical questions or concerns without fear of retaliation.

The undersigned, by his/her affixed signature, accept and agree to abide by the Code of Conduct and Ethics.

By _____
Printed: Gregory P. Gadson, Esq.

If on behalf of an entity and not an individual

Name of Entity: HIM By HER Foundation



ATTACHMENT 12

STATEMENT OF ASSURANCES (EXHIBIT E)

Exhibit E

Statement of Assurances

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

- 1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
- 2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
- 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the ICSB and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
- 4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments* of 1972, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
- 5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
- 6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
- 7. Recipients will comply with all provisions of the *Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015 ("ESSA")*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act ("FERPA") and assessments.
- 8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.
- 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.
- 10. Recipients will indemnify and hold harmless the ICSB, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any

successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

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

Signature from Authorized Representative of the Charter School Applicant

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

Name and Title

Harry C. Dunn, III

DATE

August 29, 2018

Signature

/Harry C. Dunn, III/



ATTACHMENT 13

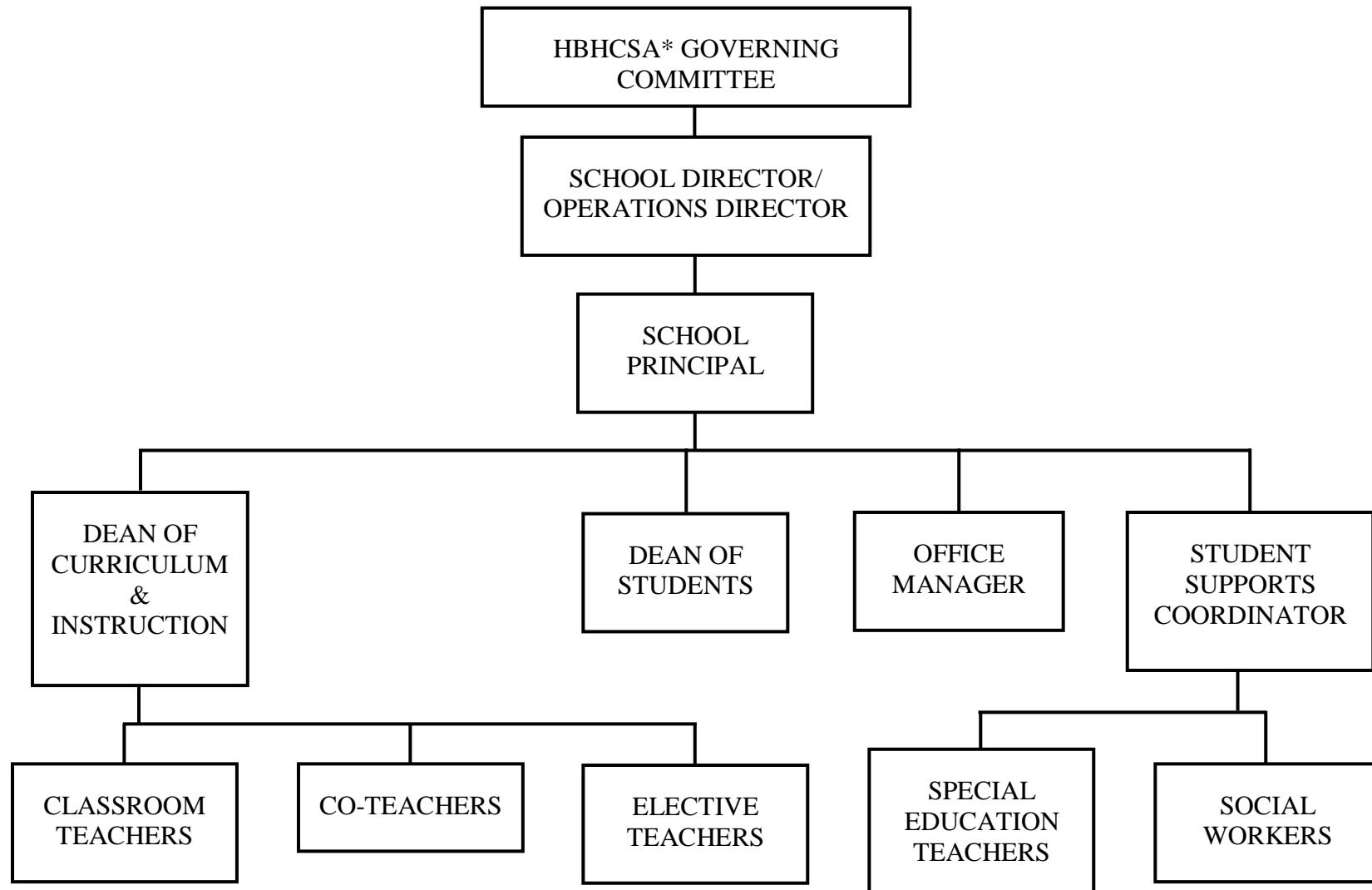
ORGANIZATIONAL CHARTS

ATTACHMENT 13

ORGANIZATIONAL CHARTS

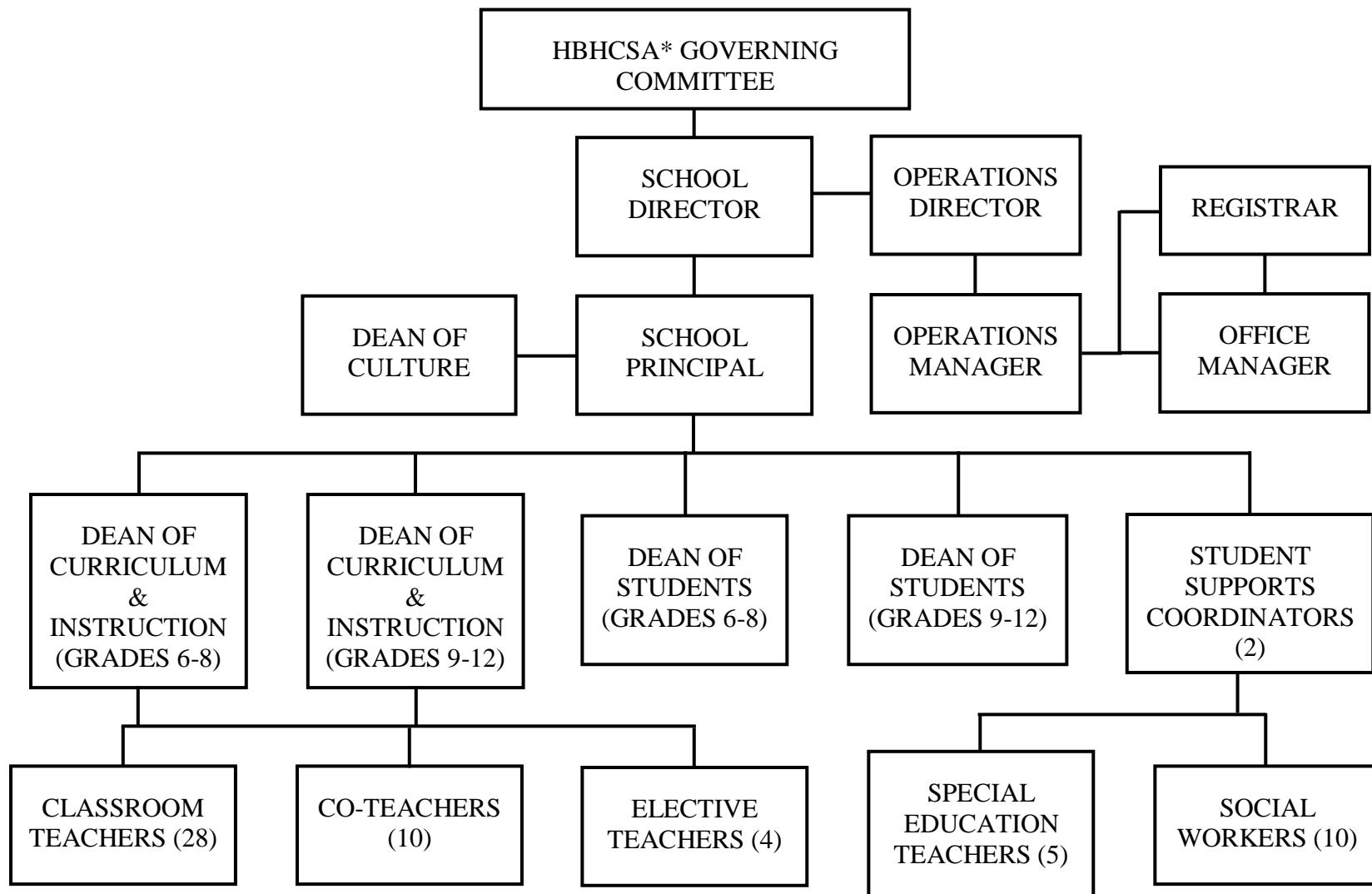
The following pages contain the organizational charts for the proposed HIM By HER Collegiate School for the Arts (HBHCSA) during the first year of operation and during the fifth year of operation, which is at the projected full capacity.

PROPOSED YEAR 1 ORGANIZATIONAL CHART



* HIM By HER Collegiate School for the Arts

PROPOSED YEAR 5 (FULL CAPACITY) ORGANIZATIONAL CHART



* HIM By HER Collegiate School for the Arts



ATTACHMENT 14

START-UP PLAN

ATTACHMENT 14

START-UP PLAN

General

In the start-up phase of HIM By HER Collegiate School for the Arts (HBHCSA) the School Principal, Clete H. Ladd, along with the HBHCSA Governing Committee and HIM By HER Foundation, Inc. (HBHF) in general, will continue build interest in prospective students for attendance beginning in the Fall of 2020. Along with such coordinated recruitment efforts, the HBHF will complete a facility search and facility acquisition for the upcoming School opening. Meanwhile, the HBHCSA Governing Committee and the School Leadership in place will begin the task of further curriculum planning, hiring sufficient staff, and other activities necessary for a timely and successful school opening. School Principal Clete Ladd will continue to receive support from HBHF, Big Picture Learning, The Leader in Me and the State of Indiana in the planning year and the first two years of school operation. Mr. Ladd will continue to develop resources from the best practice, researched-base high-performing schools.

Specific Start-Up Timetables

Below is a general and tentative timetable of activities to be performed during HBHCSA's starting phase.

PHASE 1: GETTING STARTED

<u>Activity:</u>	<u>Responsible Parties</u>	<u>Timeline</u>
<u>ADMINISTRATIVE:</u>		
Community outreach	GC, P	On-going 2018-20
Request approval from ICSB	HBH	Sept., 2018
Identify facility	GC	Jan-June 2019
Select School Principal	GC	Jan., 2019
Select a School Director	HBH	Jan., 2019
Develop recruitment, marketing and outreach plan for new students	GC, P	Feb.-Jun., 2019
Identify community liaisons	M	Feb. 2019
Write and design initial information materials (brochures, general info sheet, Q&A Sheets, etc.)	M	Jun., 2019
Print and distribute information/brochures	M	Jul., 2019
Design and print other marketing materials	M	Jul., 2019
Organize community presentations	P	Apr., 2019
Organize recruitment campaign, make phone calls	P	Jun., 2019 and ongoing
Answer parent phone calls, run open houses	P	Apr., 2019
Register students	E	Jul., 2020

INSTRUCTION & ASSESSMENT

Plan for classroom/learning environment configuration	P & F	May -Jun., 2019
Complete plan for curriculum	P	Jul., 2019
Arrange for regular ECA testing	P	May, 2019

FINANCIAL PLANNING

Accommodate HBHF in existing accounting, purchasing, payroll and state reporting systems	A	Mar., 2019
Modify five-year planning budget and business plan based on any new information from the State	GC, A	May, 2019

PHASE II: PREPARATION FOR OPENING

ORGANIZATIONAL

Revise and expand comprehensive school accountability plan, if necessary	P	May, 2019
Develop Emergency Plan	P, GC	May, 2019
Develop Weather Notification Plan	P	Aug., 2019

INSTRUCTION AND ASSESSMENT

Review and amend instructional program plan P		Aug., 2019
Review and amend curriculum/projects/units P		Oct., 2019
Review and amend assessment plan P		Oct., 2019

PLANNING FOR SPECIAL EDUCATION NEEDS

Identify students indicating IEPs needed	P, SEI	Jul., 2020
Review and assess need for IEPs	P, SEI	Jul., 2020
Confer with parents/students regarding special education needs during registration period.	P, SEI	Jul., 2020
Devise plans for serving special education students	P, SEI	Jul., 2020
Coordinate schedule for special education students	P, SEI	Jul., 2020
Work with students/parents to develop or revise IEPs as needed.	P, SEI	Jul., 2020
Convey special education plans to special education teachers and other regular education teachers/advisors	P, SEI	Jul., 2020
Undertake complete ESL assessment	P	Jul., 2020
Establish framework for assignment for specific ESL programming	P	Jul., 2020

FACILITIES

Select facility	HBH	Jun., 2019
Meet with landlord and architect to plan renovations	HBH, F	June-July, 2019
Begin renovations Construction	HBH, F	Jul., 2019
Arrange classrooms/instructional & work environments	F	Jan., 2020

Secure all inspections for fire, safety and other codes F Jan., 2020

STAFFING

Plan recruitment strategy	P	Feb., 2019
Develop new staff selection process	P	Jun., 2019
Provide orientation for new faculty and staff	P	Jul., 2020
Advise staff on legal and regulatory compliance	P	Jul., 2020
Establish Year 1 staff development plan including paraprofessionals	P	Mar.-Jul., 2020
Conduct Yr. 1 Professional Development & On-Boarding	P	Jul., 2020

STUDENTS

Accept and review applications	OM	Apr.-Jul., 2020
Monitor diversity and outreach	P	Apr.-Jul., 2020
Conduct enrollment lottery if applications exceed	P, OM	Jul., 2020
Conduct registration and assessment	P and staff	Jul., 2020
Publish public notice of special education services	P	Jul., 2020
Send updates to prospective students on a monthly basis	P	Apr.-Jul., 2020
Conduct Student Orientation	P and staff	Jul., 2020 (additional dates added, as needed)

FINANCE AND OPERATIONS

Review current budget development and oversight policies	GC, A	Apr., 2019
Full implementation of accounting system	A	Mar., 2019

Oversight and decision-making of accounting sys.	GC, A	Mar., 2019
Review internal controls and fiscal pol.s	GC, A, P	Mar., 2019
Research and recommend auditing options	A,	Mar., 2019
Establish and maintain fiscal linkages with state	GC	Mar., 2020

Develop long-term fiscal plans	GC, A	Mar., 2019
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SCHOOL OPENING-

Staff	All staff	Aug., 2020-for PD workshop
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Students

All staff

Aug., 2020

Charter School Key:

= Accounting Department

GC = Governing Committee

HBH = HBHF Board of Directors

F = Facilities Personnel

M=Marketing Specialist from Board

OM= Office administrator/Admin. Asst to Principal

P = School Principal

SEI = Special Education Instructor



ATTACHMENT 15

INSURANCE ESTIMATE

73APG065666-02

RENEWAL NUMBER

CROSS REFERENCE NUMBER

73 APG 065666 - 03

**NATIONAL LIABILITY & FIRE INSURANCE
COMPANY
STAMFORD, CONNECTICUT**

BUSINESS AUTO COVERAGE DECLARATIONS

The Declarations
include a second part
designated "Part 2".

ITEM ONE NAMED INSURED & ADDRESS
HIM BY HER FOUNDATION INC
8304 CORAL BAY CT
INDIANAPOLIS, IN 46236

FORM OF NAMED INSURED'S BUSINESS: **Non-profit Association**

NAMED INSURED'S BUSINESS: **VOCATIONAL TRAINING**

POLICY PERIOD: Policy covers FROM **04/22/2017 12:01 AM** TO **04/22/2018** 12:01 A.M. Standard Time at the Named Insured's Address stated above.

ITEM TWO - SCHEDULE OF COVERAGES AND COVERED AUTOS

This policy provides only those coverages where a charge is shown in the premium column below. Each of these coverages will apply only to those "autos" shown as covered "autos". "Autos" are shown as covered "autos" for a particular coverage by the entry of one or more of the symbols from the COVERED AUTO Section of the Business Auto Coverage Form next to the name of the coverage.

COVERAGES	COVERED AUTOS (Entry of one or more of the symbols from the COVERED AUTOS Section of the Business Auto Coverage Form shows which autos are covered autos)	LIMIT OF INSURANCE THE MOST WE WILL PAY FOR ANY ONE ACCIDENT OR LOSS		PREMIUM
LIABILITY	7	\$ 300,000 CSL		\$ 906
PERSONAL INJURY PROTECTION (P.I.P.) (or equivalent No-fault coverage)		SEPARATELY STATED IN EACH P.I.P. ENDORSEMENT MINUS \$ Deductible		\$
ADDED P.I.P. (or equivalent added No-fault cov.)		SEPARATELY STATED IN EACH ADDED P.I.P. ENDORSEMENT		\$
PROPERTY PROTECTION INSURANCE (P.P.I.) (Michigan only)		SEPARATELY STATED IN THE P.P.I. ENDORSEMENT MINUS \$ Deductible FOR EACH ACCIDENT		\$
AUTO MEDICAL PAYMENTS		\$		\$
UNINSURED MOTORISTS	10	\$ 300,000 CSL (BI & PD)		\$ 30
UNDERINSURED MOTORISTS (when not included in Uninsured Motorists coverage)	10	\$ See CA 2146 (12/1993)		\$ 10
PHYSICAL DAMAGE INSURANCE				
COMPREHENSIVE COVERAGE	7	\$ See M 3912b (08/2001)		\$ INCL
SPECIFIED CAUSES OF LOSS		\$		\$
COLLISION COVERAGE	7	\$ See M 3912b (08/2001)		\$ 1,736
TOWING AND LABOR		\$ Deductible FOR EACH COVERED AUTO		\$
FORMS AND ENDORSEMENTS CONTAINED IN THIS POLICY AT ITS INCEPTION See M4572 (12/1994)		PREMIUM FOR ENDORSEMENTS		\$
		ESTIMATED TOTAL PREMIUM		\$ 2,682
ENTER SYMBOL 10 DESCRIPTION HERE:				
Symbol 10 - Only those autos described in Item Three of the Declarations with Liability premium shown.				
POLICY SUBJECT TO A FULLY EARNED POLICYWRITING MINIMUM PREMIUM OF \$		0	IF CANCELLED BY THE INSURED.	
ITEM THREE - SCHEDULE OF COVERED AUTOS		AS ATTACHED		

GEICO Insurance Agency, Inc.
Fredericksburg, VA

Countersigned At

By _____

AUTHORIZED SIGNATURE

In Witness whereof, we have caused this policy to be executed and attested.



Secretary



President



ATTACHMENT 16

BUDGET PROJECTIONS
WORKBOOK

Instructions for 5-Year Pro Forma Budget Submission

= Information should be entered into light gray shaded cells.

Name of Proposed Charter School: Him by Her Collegiate School for the Arts
Planned Opening School Year (YYYY): 2019
Planned Location: Indianapolis Public Schools

<u>1. Instructions</u>	<ul style="list-style-type: none">• All organizers submitting a charter application to the Indiana Charter School Board must complete all four BLUE tabs of the 5-Year Pro Forma Budget Template. No information is required to be entered into WHITE cells, they will autotfill as information is entered into GREY cells.
<u>2. Enrollment Projection</u>	<ul style="list-style-type: none">• Please provide a summary of the school's projected enrollment for the proposed grade span for the next five years.
<u>3. Staffing Plan</u>	<ul style="list-style-type: none">• Please provide a list of administrative, instructional, and other staff along with estimates of proposed salaries and benefits. Insert rows as needed. Please include both full and part-time employees and contractors. Projected salary and benefits should align with Year 0 and 5-Year budgets.
<u>4. Year 0 - Budget and Cash Flow</u>	<ul style="list-style-type: none">• Please provide budget and cash flow projections for the start-up year (Year 0).
<u>5. 5-Year Budget</u>	<ul style="list-style-type: none">• Please provide 5-year budget projections (Year 1 - Year 5). Year 0 data will automatically populate once Tab 4 is completed. Note that the information provided in Tab 3 must align with the personnel expenses provided in Tab 5 or Tab 5 will throw an ERROR.

Notes:	<ul style="list-style-type: none">Applicants proposing to operate a network of schools should add a worksheet or attach a separate file reflecting the consolidated network's 5-Year pro forma budget, reflecting all components - including the regional back office/central office - of the Indiana network.The Indiana Department of Education (IDOE) was awarded the Charter School Program Grant effective the 2018-2019 school year. This is a competitive grant and IDOE will oversee reimbursement and distribution of funds. This grant will be available for five years. For schools opening during the Fall of 2019, the distribution of funds will end during the 2022-2023 school year. Please contact the Office of Title Grants at Support at IDOE with questions.
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Ver. 7.19.2018

School Enrollment Projections
(must align with Charter Application Enrollment Plan)

School Name: **Him by Her Collegiate School for the Arts**
Planned Opening Year: **2019**

Enrollment	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten					
Grade 1					
Grade 2					
Grade 3					
Grade 4					
Grade 5					
Grade 6	80	80	80	80	80
Grade 7	80	80	80	80	80
Grade 8	90	90	90	90	90
Grade 9		125	125	125	125
Grade 10			125	125	125
Grade 11				125	125
Grade 12					125
Adult					
Total Enrollment:	250	375	500	625	750
Special Education #	25	38	50	62	75
English Learners #	12	19	25	31	37
FRL #	125	188	250	312	325
Basic Grant	\$ 1,338,000.00	\$ 2,007,000.00	\$ 2,676,000.00	\$ 3,345,000.00	\$ 4,014,000.00
Complexity	\$ 207,606.25	\$ 312,239.80	\$ 415,212.50	\$ 518,185.20	\$ 539,776.25
Adult Grant	\$ -				
Total:	\$ 1,545,606.25	\$ 2,319,239.80	\$ 3,091,212.50	\$ 3,863,185.20	\$ 4,553,776.25

The complexity amount is an **estimate** based on the complexity index for proposed location of the charter school multiplied by the estimated number of students eligible to receive free or reduced lunch. The school's actual first-year complexity amount will be based on the percentage of students who qualify for SNAP, TANF, or foster care services.

BENEFITS

Other Insurance

Retirement Contribution

Social Security

Medicare

Unemployment

Other Benefits

Rate/Per Employee Expense	Total Expense
\$ 2,500.00	\$ 3,750.00
\$ 1,700.00	\$ 2,550.00
6.2%	\$ 6,262.00
1.45%	\$ 1,464.50
2.5%	\$ 2,525.00
\$	\$ -

SUMMARY**Year 0**

Total Staff	1.5
Total Salaries:	\$ 101,000.00
Total Benefits:	\$ 16,551.50
Total Salaries + Benefits:	\$ 117,551.50
Student/teacher ratio	N/A
Student/staff ratio	N/A

5-Year Projected Staffing Plan

urance, Retirement Contribution, and Other Benefits.

Year 1		
Number	Average Salary	Total Expense
	\$ -	\$ -
10.0	\$ 42,000.00	\$ 420,000.00
2.0	\$ 35,000.00	\$ 70,000.00
2.0	\$ 35,000.00	\$ 70,000.00
1.0	\$ 45,000.00	\$ 45,000.00
	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
15.0		\$ 605,000.00
	\$ -	\$ -
1.0	\$ 80,000.00	\$ 80,000.00
0.0	\$ -	\$ -
1.0	\$ 90,000.00	\$ 90,000.00
	\$ -	\$ -
1.0	\$ 32,000.00	\$ 32,000.00
	\$ -	\$ -
	\$ -	\$ -
1.0	\$ 50,000.00	\$ 50,000.00
	\$ -	\$ -
0.0	\$ -	\$ -
	\$ -	\$ -
1.0	\$ 35,000.00	\$ 35,000.00
1.0	\$ 45,000.00	\$ 45,000.00
	\$ -	\$ -
6.0		\$ 332,000.00

Year 2		
Number	Average Salary	Total Expense
	\$ -	\$ -
15.0	\$ 43,260.00	\$ 648,900.00
4.0	\$ 36,050.00	\$ 144,200.00
3.0	\$ 36,050.00	\$ 108,150.00
2.0	\$ 46,350.00	\$ 92,700.00
	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
24.0		\$ 993,950.00
	\$ -	\$ -
1.0	\$ 82,400.00	\$ 82,400.00
1.0	\$ 65,000.00	\$ 65,000.00
1.0	\$ 92,700.00	\$ 92,700.00
1.0	\$ 32,000.00	\$ 32,000.00
1.0	\$ 32,960.00	\$ 32,960.00
	\$ -	\$ -
1.0	\$ 51,500.00	\$ 51,500.00
1.0	\$ 51,500.00	\$ 51,500.00
	\$ -	\$ -
1.0	\$ 51,500.00	\$ 51,500.00
	\$ -	\$ -
1.0	\$ 36,050.00	\$ 36,050.00
2.0	\$ 46,350.00	\$ 92,700.00
	\$ -	\$ -
11.0		\$ 588,310.00

Rate/Per Employee Expense	Total Expense
\$ 5,000.00	\$ 105,000.00
\$ 3,400.00	\$ 71,400.00
6.2%	\$ 58,094.00
1.45%	\$ 13,586.50
2.5%	\$ 23,425.00
	\$..

Rate/Per Employee Expense	Total Expense
\$ 5,000.00	\$ 175,000.00
\$ 3,400.00	\$ 119,000.00
6.2%	\$ 98,100.12
1.45%	\$ 22,942.77
2.5%	\$ 39,556.50
	\$..

Year 1	
Total Staff	21.0
Total Salaries:	\$ 937,000.00
Total Benefits:	\$ 271,505.50
Total Salaries + Benefits:	\$ 1,208,505.50
Student/teacher ratio	17:1
Student/staff ratio	42:1

Year 2	
Total Staff	35.0
Total Salaries:	\$ 1,582,260.00
Total Benefits:	\$ 454,599.39
Total Salaries + Benefits:	\$ 2,036,859.39
Student/teacher ratio	16:1
Student/staff ratio	34:1

Year 3			Year 4		
Number	Average Salary	Total Expense	Number	Average Salary	Total Expense
	\$ -	\$ -		\$ -	\$ -
19.0	\$ 44,557.80	\$ 846,598.20	24.0	\$ 45,894.53	\$ 1,101,468.82
6.0	\$ 37,131.50	\$ 222,789.00	8.0	\$ 38,245.45	\$ 305,963.56
4.0	\$ 37,131.50	\$ 148,526.00	4.0	\$ 38,245.45	\$ 152,981.78
3.0	\$ 47,740.50	\$ 143,221.50	4.0	\$ 49,172.72	\$ 196,690.86
	\$ -	\$ -		\$ -	\$ -
	\$ -	\$ -		\$ -	\$ -
	\$ -	\$ -		\$ -	\$ -
	\$ -	\$ -		\$ -	\$ -
	\$ -	\$ -		\$ -	\$ -
	\$ -	\$ -		\$ -	\$ -
	\$ -	\$ -		\$ -	\$ -
	\$ -	\$ -		\$ -	\$ -
	\$ -	\$ -		\$ -	\$ -
	\$ -	\$ -		\$ -	\$ -
32.0		\$ 1,361,134.70	40.0		\$ 1,757,105.02
	\$ -	\$ -		\$ -	\$ -
1.0	\$ 84,872.00	\$ 84,872.00	1.0	\$ 87,418.16	\$ 87,418.16
1.0	\$ 66,950.00	\$ 66,950.00	1.0	\$ 68,958.50	\$ 68,958.50
1.0	\$ 95,481.00	\$ 95,481.00	1.0	\$ 98,345.43	\$ 98,345.43
1.0	\$ 32,960.00	\$ 32,960.00	1.0	\$ 33,948.80	\$ 33,948.80
1.0	\$ 33,948.80	\$ 33,948.80	1.0	\$ 34,967.25	\$ 34,967.25
0.0	\$ -	\$ -	0.0	\$ -	\$ -
1.0	\$ 53,045.00	\$ 53,045.00	1.0	\$ 54,636.35	\$ 54,636.35
1.0	\$ 53,045.00	\$ 53,045.00	1.0	\$ 54,636.35	\$ 54,636.35
1.0	\$ 53,045.00	\$ 53,045.00	1.0	\$ 54,636.35	\$ 54,636.35
1.0	\$ 53,045.00	\$ 53,045.00	1.0	\$ 54,636.35	\$ 54,636.35
0.0	\$ -	\$ -	0.0	\$ -	\$ -
2.0	\$ 37,131.50	\$ 74,263.00	2.0	\$ 38,245.45	\$ 76,490.89
2.0	\$ 47,740.50	\$ 95,481.00	4.0	\$ 49,172.72	\$ 196,690.86
	\$ -	\$ -		\$ -	\$ -
13.0		\$ 696,135.80	15.0		\$ 815,365.30

Rate/Per Employee Expense	Total Expense
\$ 5,000.00	\$ 225,000.00
\$ 3,400.00	\$ 153,000.00
6.2%	\$ 127,550.77
1.45%	\$ 29,830.42
2.5%	\$ 51,431.76
\$	\$
	-

Rate/Per Employee Expense	Total Expense
\$ 5,000.00	\$ 275,000.00
\$ 3,400.00	\$ 187,000.00
6.2%	\$ 159,493.16
1.45%	\$ 37,300.82
2.5%	\$ 64,311.76
\$	\$
	-

Year 3	
Total Staff	45.0
Total Salaries:	\$ 2,057,270.50
Total Benefits:	\$ 586,812.96
Total Salaries + Benefits:	\$ 2,644,083.46
Student/teacher ratio	16:1
Student/staff ratio	38:1

Year 4	
Total Staff	55.0
Total Salaries:	\$ 2,572,470.32
Total Benefits:	\$ 723,105.74
Total Salaries + Benefits:	\$ 3,295,576.06
Student/teacher ratio	16:1
Student/staff ratio	42:1

Year 5		
Number	Average Salary	Total Expense
	\$ -	\$ -
28.0	\$ 47,271.37	\$ 1,323,598.36
10.0	\$ 39,392.81	\$ 393,928.08
4.0	\$ 39,392.81	\$ 157,571.23
5.0	\$ 50,647.90	\$ 253,239.48
	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
47.0		\$ 2,128,337.16
	\$ -	\$ -
1.0	\$ 90,040.70	\$ 90,040.70
1.0	\$ 71,027.26	\$ 71,027.26
1.0	\$ 101,295.79	\$ 101,295.79
1.0	\$ 34,967.26	\$ 34,967.26
1.0	\$ 36,016.28	\$ 36,016.28
1.0	\$ 36,016.28	\$ 36,016.28
1.0	\$ 56,275.44	\$ 56,275.44
1.0	\$ 56,275.44	\$ 56,275.44
1.0	\$ 56,275.44	\$ 56,275.44
1.0	\$ 56,275.44	\$ 56,275.44
2.0	\$ 39,392.81	\$ 78,785.62
4.0	\$ 50,647.90	\$ 202,591.59
	\$ -	\$ -
17.0		\$ 932,117.98

Rate/Per Employee Expense	Total Expense
\$ 5,000.00	\$ 320,000.00
\$ 3,400.00	\$ 217,600.00
6.2%	\$ 189,748.22
1.45%	\$ 44,376.60
2.5%	\$ 76,511.38
\$ -	\$ -

Year 5	
Total Staff	64.0
Total Salaries:	\$ 3,060,455.14
Total Benefits:	\$ 848,236.20
Total Salaries + Benefits:	\$ 3,908,691.34
Student/teacher ratio	16:1
Student/staff ratio	44:1

School Name: **Him by Her Collegiate School for the Arts**
 Planned Opening Year: **2019**

REVENUES		July	August	September	October	November
Federal Revenues - See Footnotes						
1 Public Charter School Program Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 Other Federal Revenue (please describe) (1)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Federal Revenues:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenues						
3 Contributions and Donations from Private Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4 Interest Income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5 Other Revenue (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other Revenues:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUES:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
EXPENSES						
Personnel Expenses						
6 Wages, Benefits and Payroll Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Personnel Expenses:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Instructional Supplies and Resources - See Footnotes						
7 Textbooks	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8 Library/Media Services (Other than Staff)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
9 Instructional Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
10 Technology Supporting Instruction (2)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
11 Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
12 Computers used for Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
13 Instructional Software	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
14 Enrichment Programs (3)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

REVENUE		Take	Amount	Contribution	Other Income	Interest Income	Net Income
41	Other Transportation Services (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
42	Promotion Expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
43	Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Professional Purchased or Contracted Services:		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities Expenses							
44	Rent of Buildings, Facilities, and Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
45	Purchase of Furniture & Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
46	Electric/Gas	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
47	Water & Sewage	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
48	Repair and Maintenance Services (not provided by school personnel)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
49	Custodial Services (not provided by school personnel)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
50	Waste Disposal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
51	Debt Service for Facilities (Principal & Interest)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
52	Debt Service for Equipment (Principal & Interest)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
53	Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Facilities Expenses:		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Expenses							
54	Indiana Charter School Board Administrative Fee	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
55	CMO/EMO Fee	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
56	Bank Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
57	Depreciation Expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
58	Escrow	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other Expenses:		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENSES:		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
SURPLUS / (DEFICIT):		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

1-June 30

ment company or affiliate of a management company that are not included in Line 97
ng; or fees related to the management, sale, or lease of real estate. Please also state

Year 5	Assumptions
\$ 4,553,776.25	
\$ -	
\$ -	
\$ -	
\$ -	
\$ -	
\$ 37,500.00	\$50/student
\$ -	
\$ 375,000.00	\$500/student
\$ -	
\$ 2,500.00	
\$ -	
\$ -	
\$ 375,000.00	Estimate based on 10% special education population
\$ -	
\$ 5,343,776.25	
\$ -	
\$ -	
\$ 75,000.00	Estimate based on 10% special education population
\$ 168,750.00	Based on \$450/FRL Student
\$ 10,000.00	
\$ 300,000.00	Lunch/Breakfast combined based on \$400/student
\$ -	
\$ -	
\$ 553,750.00	
\$ 40,000.00	Anticipate Walton and Mind Trust grants but not included
\$ -	
\$ -	
\$ -	
\$ -	Line of Credit to manage CSP reimbursement timing
\$ 40,000.00	

§ 5,937,526.25

§ 90,040.70	Executive Director also Director of Ops/Finance yr. 1
§ 101,295.78	
§ 281,377.20	Timing of adding Dean positions based on CSP availability
§ 71,027.26	

§ 543,740.94

§ 1,875,097.68
§ 253,239.48
§ -
§ -

§ 2,128,337.16

§ 281,377.21
§ 106,999.83
§ -
§ -
§ -
§ -
§ -
§ -
§ -

§ 388,377.04

§ 3,060,455.14

ERROR Tab 3 and Tab 5 Values do not match.

§ 310,636.20
§ 320,000.00
§ 217,600.00
§ -

§ 848,236.20

§ 3,908,691.34

ERROR Tab 3 and Tab 5 Values do not match.

§ 42,750.00	\$150/student start-up + replacement
§ -	
§ 75,000.00	\$100/student
§ 37,500.00	\$50/student
§ 56,250.00	\$75/student

\$ 25,000.00	Timing CSP dependent
\$ 15,000.00	Timing CSP dependent
\$ 25,000.00	\$100/student net of misc revenue to offset

\$ 276,500.00

\$ 5,000.00	
\$ 1,000.00	
\$ -	
\$ 2,400.00	
\$ 28,137.72	\$1K/mo. + Start-up/3% incr
\$ 15,000.00	Will adjust based on CSP
\$ -	

\$ 51,537.72

\$ 3,000.00	
\$ 5,000.00	
\$ -	
\$ -	
\$ -	

\$ 8,000.00

\$ 15,000.00	Pre-opening Audit yr. 1
\$ 4,051.83	
\$ 40,518.32	
\$ -	
\$ 36,000.00	
\$ 13,505.11	
\$ 20,259.16	
\$ 28,137.72	
\$ 2,500.00	
\$ 6,753.05	
\$ 60,000.00	
\$ 16,882.63	
\$ 300,000.00	Budgeted to breakeven w/food service revenue
\$ -	
\$ -	
\$ 5,000.00	
\$ -	

\$ 548,608.82



ATTACHMENT 17

BUDGET NARRATIVE

ATTACHMENT 17

BUDGET NARRATIVE

The Budget Template for the HIM By HER Collegiate School for the Arts (HBHCSA) is attached. Upon inspection of the Budget Projections Workbook and the School's Plan, it will be shown that the five-year budget projection is in alignment. The most obvious way is that as many resources as possible are being put into HBHCSA's staff. Staffing costs represent over 67% of our total expenditures in year five, the first year in which the School is fully staffed. That, combined with the estimated facilities costs, represents 81% of the total expenditures. HBHCSA is aware of the direct relationship between facility costs and human capital costs. The budgeting process was begun by building the year five budget to reflect what the School wants at full enrollment, and then working backwards to determine when the School could afford to add staff and other costs. The overall goal will be to become fully staffed as soon as funding allows. Hopefully, that will be sooner than what HBHCSA is projecting, but the School believes it has a very conservative plan that works.

HBHCSA believes its revenue assumptions are very conservative. In year five, the overall per-student funding from all revenue sources is only \$7,917 per student. Even in the first year, which includes an assumption of CSP start-up grant funds, the overall per student revenue assumption is \$9,187. That's a number that is more likely a total number without CSP funds. The basic grant is based on being located in IPS and the School has made conservative assumptions for Title I and Federal Special Education allocations. The only variable source of funding HBHCSA relies on is the CSP start-up grant. HBHCSA realizes it's competitive. If it does not receive the funding, the School would adjust by changing the timing of some hires, financing technology and furniture, and evaluating the salary structure.

Not incidentally, HBHCSA intends to apply for \$325,000 from the Walton Family Foundation and it will apply to The Mind Trust and others for help with start-up funding. The School has not included any of those revenue streams in its budget.

On the expenditure side, staffing and facilities are the major items that will determine the School's financial viability. The staffing chart details the positions for which the School is hiring and the salaries for each. The School is able to keep its student/teacher ratio at a pretty consistent 16:1 target. Other staff/student ratio will end up at about 44:1. HBHCSA feels comfortable with that and it will manage the timing of those hires throughout the first few years of operation. For instance, in a perfect world, the School would love to hire all of our administrative and support staff in year one and let them grow and plan for future years. Realistically, however, the School will not hire its high school deans in year one when it opens with grades 6-8. Similarly, the School will add operations staff as the budget allows. The average salaries for positions are also detailed in the staffing plan. The School has goals of offering higher salaries, but it feels confident that it can find quality staff at the levels utilized in the initial planning.

HBHCSA does not have a facility plan in place yet. For budget purposes, it is planning on a lease, including utilities, at \$1,000 per student, which falls in the reasonable range of charter school facility costs. This number, however, will impact the entire budget. HBHCSA will conduct its facility search with this budget in mind, but also with the intent to lower its facility costs.

As for technology, the School feels it is budgeting an appropriate amount in total for computers, software, and technology services. The School will evaluate different financing

options, lease options, etc., in order to help with cash flow if necessary. As mentioned above, if the School does not have access to CSP funding, it will impact how it finances its technology.

The School has not budgeted for transportation costs. This is an area that may change as options are explored. HBHCSA will make sure that the School is accessible to all who want to attend. The School is aware of the unpredictable nature of special education costs, and believes it is prepared to manage those costs with the staffing and contracted oversight services being included. Also, there is enough flexibility in the budget to adapt as necessary by shifting resources to cover any additional special education costs and additional transportation costs as needed. Additionally, the School has budgeted conservatively for both State and Federal special education revenue. If the special education population is higher than anticipated, the School will also receive additional dollars to help offset some of the additional costs.

HBHCSA's budget is based on very conservative anticipated revenue but is flexible enough to adapt to less than expected revenue. The School's priorities are proper staffing and ongoing access to proper academic resources and professional development. Ultimately, the School's facility costs (and corresponding transportation needs), will have a significant impact on the overall budget development and management. If a revenue shortfall is the result of falling short of enrollment targets, HBHCSA will make the necessary staffing adjustments and reduce other variable per-student costs.



ATTACHMENT 18

EXISTING ORGANIZER
FINANCIALS

ATTACHMENT 18

EXISTING ORGANIZER FINANCIALS

In furtherance of the charter school application for the proposed HIM By HER Collegiate School for the Arts, the Applicant, HIM By HER Foundation, Inc., an Indiana non-profit corporation with IRS Section 501(c)(3) tax-exempt status, submits the pages following regarding the entity's financial information.

Form 4562

Depreciation and Amortization
(Including Information on Listed Property)

OMB No. 1545-0172

2015

Attachment
Sequence No. 179Department of the Treasury
Internal Revenue Service (99)

► Attach to your tax return.

Name(s) shown on return

HIM By HER Foundation, Inc.

Business or activity to which this form relates

Identifying number
47-1388573

Form 990/990-PF

Part I Election To Expense Certain Property Under Section 179

Note: If you have any listed property, complete Part V before you complete Part I.

1	Maximum amount (see instructions).....	1	
2	Total cost of section 179 property placed in service (see instructions).....	2	
3	Threshold cost of section 179 property before reduction in limitation (see instructions).....	3	
4	Reduction in limitation. Subtract line 3 from line 2. If zero or less, enter -0-.....	4	
5	Dollar limitation for tax year. Subtract line 4 from line 1. If zero or less, enter -0-. If married filing separately, see instructions.....	5	
6	(a) Description of property	(b) Cost (business use only)	(c) Elected cost
7	7 Listed property. Enter the amount from line 29.....	7	
8	8 Total elected cost of section 179 property. Add amounts in column (c), lines 6 and 7.....	8	
9	9 Tentative deduction. Enter the smaller of line 5 or line 8.....	9	
10	10 Carryover of disallowed deduction from line 13 of your 2014 Form 4562.....	10	
11	11 Business income limitation. Enter the smaller of business income (not less than zero) or line 5 (see instrs).....	11	
12	12 Section 179 expense deduction. Add lines 9 and 10, but do not enter more than line 11.....	12	
13	13 Carryover of disallowed deduction to 2016. Add lines 9 and 10, less line 12..... ► 13	13	

Note: Do not use Part II or Part III below for listed property. Instead, use Part V.

Part II Special Depreciation Allowance and Other Depreciation (Do not include listed property.) (See instructions.)

14	Special depreciation allowance for qualified property (other than listed property) placed in service during the tax year (see instructions).....	14
15	Property subject to section 168(f)(1) election.....	15
16	Other depreciation (including ACRS).....	16

Part III MACRS Depreciation (Do not include listed property.) (See instructions.)

17	MACRS deductions for assets placed in service in tax years beginning before 2015.....	17	1,128.
18	If you are electing to group any assets placed in service during the tax year into one or more general asset accounts, check here. ► <input type="checkbox"/>		

Section B – Assets Placed in Service During 2015 Tax Year Using the General Depreciation System

(a) Classification of property	(b) Month and year placed in service	(c) Basis for depreciation (business/investment use only — see instructions)	(d) Recovery period	(e) Convention	(f) Method	(g) Depreciation deduction
19a 3-year property.....						
b 5-year property.....		25,518.	5	HY	200DB	5,104.
c 7-year property.....						
d 10-year property.....						
e 15-year property.....						
f 20-year property.....						
g 25-year property.....		25 yrs			S/L	
h Residential rental property.....		27.5 yrs	MM	S/L		
		27.5 yrs	MM	S/L		
i Nonresidential real property.....		39 yrs	MM	S/L		
			MM	S/L		

Section C – Assets Placed in Service During 2015 Tax Year Using the Alternative Depreciation System

20a Class life.....				S/L	
b 12-year.....		12 yrs		S/L	
c 40-year.....		40 yrs	MM	S/L	

Part IV Summary (See instructions.)

21	Listed property. Enter amount from line 28.....	21
22	Total. Add amounts from line 12, lines 14 through 17, lines 19 and 20 in column (g), and line 21. Enter here and on the appropriate lines of your return. Partnerships and S corporations — see instructions.....	22
23	For assets shown above and placed in service during the current year, enter the portion of the basis attributable to section 263A costs.....	23

BAA For Paperwork Reduction Act Notice, see separate instructions.

FD1Z0812L 10/27/15

Form 4562 (2015)

Form **8879-EO**

**IRS e-file Signature Authorization
for an Exempt Organization**

OMB No. 1545-1878

Department of the Treasury
Internal Revenue Service

For calendar year 2015, or fiscal year beginning _____, 2015, and ending _____, 2015

2015

► Do not send to the IRS. Keep for your records.

► Information about Form 8879-EO and its instructions is at www.irs.gov/form8879eo.

Name of exempt organization

HIM By HER Foundation, Inc.

Employer identification number

47-1388573

Name and title of officer

Harry C. Dunn III

President & CEO

Part I Type of Return and Return Information (Whole Dollars Only)

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line **1a, 2a, 3a, 4a, or 5a**, below, and the amount on that line for the return being filed with this form was blank, then leave line **1b, 2b, 3b, 4b, or 5b**, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than 1 line in Part I.

1a Form 990 check here	► <input type="checkbox"/>	b Total revenue , if any (Form 990, Part VIII, column (A), line 12)	1b
2a Form 990-EZ check here	► <input checked="" type="checkbox"/>	b Total revenue , if any (Form 990-EZ, line 9)	2b <u>122,000.</u>
3a Form 1120-POL check here	► <input type="checkbox"/>	b Total tax (Form 1120-POL, line 22)	3b _____
4a Form 990-PF check here	► <input type="checkbox"/>	b Tax based on investment income (Form 990-PF, Part VI, line 5)	4b _____
5a Form 8868 check here	► <input type="checkbox"/>	b Balance Due (Form 8868, Part I, line 3c or Part II, line 8c)	5b _____

Part II Declaration and Signature Authorization of Officer

Under penalties of perjury, I declare that I am an officer of the above organization and that I have examined a copy of the organization's 2015 electronic return and accompanying schedules and statements and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the organization's electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the organization's return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the organization's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the organization's electronic return and, if applicable, the organization's consent to electronic funds withdrawal.

Officer's PIN: check one box only

I authorize Teipen, Selanders, Poynter & Ayres, P.C. to enter my PIN 65085 as my signature
ERO firm name
Enter five numbers, but
do not enter all zeros

on the organization's tax year 2015 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

As an officer of the organization, I will enter my PIN as my signature on the organization's tax year 2015 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Officer's signature ► _____

Date ► _____

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN

35175113456

do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2015 electronically filed return for the organization indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163**, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature ► _____

Date ► _____

**ERO Must Retain This Form – See Instructions
Do Not Submit This Form To the IRS Unless Requested To Do So**

BAA For Paperwork Reduction Act Notice, see instructions.

Form **8879-EO (2015)**

TEEA7401L 10/22/15

2015	Federal Exempt Organization Tax Summary (EZ)			Page 1
Client 65085	HIM By HER Foundation, Inc.		47-1388573	
6/29/16				8:25 AM
	2015	2014	Diff	
FORM 990-EZ REVENUE				
Contributions, gifts, and grants.....	122,000	117,419	4,581	
Total revenue.....	122,000	117,419	4,581	
EXPENSES				
Grants and similar amounts paid.....	0	8,890	-8,890	
Salaries and employee benefits.....	33,196	0	33,196	
Professional fees/pymt to contractors....	1,480	1,600	-120	
Occupancy/rent/utilities/maintenance.....	26,331	335	25,996	
Printing, publications, and postage.....	1,795	258	1,537	
Other expenses.....	83,940	37,897	46,043	
Total expenses.....	146,742	48,980	97,762	
NET ASSETS OR FUND BALANCES				
Excess or (deficit) for the year.....	-24,742	68,439	-93,181	
Net assets/fund bal. at beg. of year.....	68,439	0	68,439	
Net assets/fund bal. at end of year.....	43,697	68,439	-24,742	

12/31/15

Client 65085

6/29/16

2015 Federal Book Depreciation Schedule

Page 1

47-1388573

HIM By HER Foundation, Inc.

Form 990/990-PF										08:25AM							
No.	Description	Date Acquired	Date Sold	Cost/Basis	Bus. Pct.	Cur. Bonus	Special Depr.	Prior 179/ Bonus/	Prior Dec. Bal.	Salvage /Basis	Depr. Basis	Prior Depr.	Depr. Basis	Method	Life	Rate	Current Depr.
Auto / Transport Equipment																	
4	Semi Truck	2/27/15		17,750					17,750		200DB HY	5	.20000		3,550		
5	Semi Trailer	3/06/15		6,500					6,500		200DB HY	5	.20000		1,300		
Total Auto / Transport Equipment																	
Furniture and Fixtures																	
2	Office Furn/Fixtures		8/04/14		2,043					2,043		292		200DB HY	7	.24490	500
Total Furniture and Fixtures																	
Machinery and Equipment																	
1	Computers	4/09/14		1,994					1,994		200DB HY	5	.32000		628		
3	Computer-Surface	2/23/15		1,288					1,288		200DB HY	5	.20000		254		
Total Machinery and Equipment																	
Total Depreciation																	
Grand Total Depreciation																	
DRAFT																	
2,043	0	0	0	0	0	0	0	2,043	0	2,043	0	292		200DB HY	7	.24490	500
29,525	0	0	0	0	0	0	0	29,525	0	29,525	0	685					6,232

ⁱ Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at

<http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>.

ⁱⁱ Ibid.

ⁱⁱⁱ Ibid.

^{iv} Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at

<http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>.

^{vi} Ibid.

^{vii} Ibid.

^{ix} Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at

<http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>.

^x Ibid.

^{xi} Ibid.