Northwest Indiana Science and Engineering (NiSe) STEM Charter School

WHERE CHILDREN MATTER
Office of Charter Schools

REQUEST FOR PROPOSAL

For

NORTHWEST INDIANA SCIENCE AND ENGINEERING (NISE) CHARTER SCHOOL

Opening in the 2013-14 School Year

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PROPOSAL COVER SHEET & ENROLLMENT PROJECTION

Primary Contact. Identify the primary point of contact for your team. This individual will serve as the contact for all communications, scheduling, and notices regarding your application. The Primary Contact should be the user of the team’s CSAPPHIRE account to ensure that your team receives all general communications promptly.

Note: As with all aspects of your application, names and contact information of the Primary Contact will become public information.

Primary contact person: ____________ Augusta DeNeal

Mailing address: 319 East 60th Drive
Street/PO Box
Merrillville, Indiana 46410
City State Zip

Phone: (day) (219) 381-8287 (evening) (219) 981-4825

Email address: adeneal@ivytech.edu Fax: ____________

Primary contact for facilities planning: ____________ Atty. Dawn Dawkins

Phone Number: (219) 397-6994 e-mail: Dawkinsdawn@sbcglobal.net

Name of team or entity applying: ____________ TRON/AGEK Educational Foundation, Inc.

Names, roles, and current employment of all persons on applicant team (you may add lines as needed):

<table>
<thead>
<tr>
<th>Full Name</th>
<th>Current Job Title and Employer</th>
<th>Position with Proposed School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Augusta DeNeal, Ph.D.</td>
<td>Director TRIO Services, Ivy Tech Community College</td>
<td>Organizing Board Member</td>
</tr>
<tr>
<td>Elonda Ervin, Ph.D.</td>
<td>Director of Diversity Office, Indiana State University</td>
<td>Organizing Board Member</td>
</tr>
<tr>
<td>Dawn Dawkins, Esq.</td>
<td>Attorney</td>
<td>Organizing Board Member</td>
</tr>
<tr>
<td>Geraldine Ware-Roby, Ed.S.</td>
<td>Special Education Teacher, LEAD College Prep Middle School</td>
<td>Organizing Board Member</td>
</tr>
<tr>
<td>Grayling Gordon</td>
<td>Federal Grant Officer, Ivy Tech Community College</td>
<td>Organizing Board Member</td>
</tr>
<tr>
<td>Wanda Day</td>
<td>Places and Spaces Realty, Owner</td>
<td>Organizing Board Member</td>
</tr>
<tr>
<td>Dwayne Tucker</td>
<td>Supplier Quality Sub-region Team lead, Boeing IDS and BDS</td>
<td>Organizing Board Member</td>
</tr>
<tr>
<td>Mary Steele-Agee, Ed.D.</td>
<td>Prestige Preparatory Academy Child Care/Tutoring Center, President/CEO</td>
<td>Organizing Board Member</td>
</tr>
</tbody>
</table>
*Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States?  □ Yes  □ No

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

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

Authorizer(s):  _______TRON/AGEK’ Educational Foundation, Inc. _______

Submission date(s):  _______September, 2011 _______

Provide the intended opening year for the proposed school.

<table>
<thead>
<tr>
<th>Opening Year</th>
<th>*Geographic Community</th>
<th>Opening Grades</th>
<th>Grade Levels at Full Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>Merrillville, Indiana</td>
<td>5-8</td>
<td>5-12</td>
</tr>
</tbody>
</table>

*Identification of Geographic Community may be as specific as a neighborhood or as general as the school district targeted for school location.

Model or Focus of Proposed School (e.g., Arts, College Prep, Dual-Language, etc.), if any:  
STEM – Science, Technology, Engineering and Mathematics

*Does the school expect to contract or partner with an Education Service Provider (ESP; i.e. Charter Management Organization or Education Management Organization) or other organization for school management/operation?  
□ Yes  □ No

Proposed Principal/Head of School Information, if known:

Name of proposed Principal Candidate:  _______Not Identified _______

School Enrollment Projection

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Planned Number of Students</th>
<th>Maximum Number of Students</th>
<th>Grade Levels Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 - 2013</td>
<td>5-8</td>
<td>208</td>
<td>5-8</td>
</tr>
<tr>
<td>Year 2 - 2014</td>
<td>5-9</td>
<td>248</td>
<td>5-9</td>
</tr>
<tr>
<td>Year 3 - 2015</td>
<td>5-10</td>
<td>288</td>
<td>5-10</td>
</tr>
<tr>
<td>Year 4 - 2016</td>
<td>5-11</td>
<td>328</td>
<td>5-11</td>
</tr>
<tr>
<td>Year 5 - 2017</td>
<td>5-12</td>
<td>400</td>
<td>5-12</td>
</tr>
<tr>
<td>At Capacity – 2017</td>
<td>400</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
School Narrative

Prosperity tomorrow depends largely on the science and math proficiency of today’s students. Redesigning Indiana high schools for excellence in science and technology is the single best step we can take to raise the income of future generations of Hoosiers. - Gov. Mitch Daniels

School Overview

Proposed plan
The Northwest Indiana community’s lack of STEM secondary and post-secondary students presents a problem for the community and nation. Data reflects that the U.S. ranks 25th in a STEM educated populace. Northwest Indiana Science and Engineering (NiSe) Charter School’s proposed plan to provide a high quality learning environment that will instruct students from grades 5-12 through a science, technology, engineering and math (STEM) curricula centered on the Indiana Academic Standards and Common Core State Standards.

NiSe’s graduating high school seniors will be technically trained and academically prepared to enter STEM postsecondary fields. We will provide a safe, nurturing and respectful environment where all students are empowered to be lifelong learners and not be afraid to be smart.

NiSe graduating seniors will have earned 15 hours of college, transferrable credits.

Geographic and population considerations of the school environment
The geographic location of the school will be located in the town of Merrillville, Indiana. The proposed selected site is the Laurel Church located at 7525 Taft Street. The population of students NiSe proposes to serve will be from Northwest Indiana. It is highly likely that the school’s population of students will be from surrounding municipalities. The town of Merrillville is within the proximity of Northwest Indiana school corporations (e.g. Gary, Highland, Hammond, Whiting, East Chicago, etc.) that would benefit from a STEM academy.

NiSe STEM Charter School will serve children of Northwest Indiana. The central location of the academy will benefit surrounding communities. There is no other charter school within the town of Merrillville.

Challenges and considerations
At the present time, we see no challenges in terms of geographic location because a lease agreement, negotiated by legal counsel, has been executed by the Laurel Church and TRON/AGEK’ Educational Foundation Inc. which included legal counsel negotiation.

Our challenges will be no different from other schools in the area, which according to school data include: low science scores, special education, retention and graduation rates.

The mind frame of how education is viewed, particularly in Northwest Indiana should be one of prevention, especially since students from the cities of Gary and East Chicago are migrating to the town of Merrillville in significant numbers. For example, based on educational reports, Gary, Indiana is considered an area with a low probability of students graduating from high school and attending college. There is a high educational and economical need in the city of Gary. For
example, over 90% of the children living in this area are on the free-lunch program. Over 42% do not graduate from high school. There is a demonstrated and important need for an increase in high school completion rates which will positively increase the college admission rates. These changes will affect student success while making a change in Northwest Indiana.

Educational attainment and academic achievement are a primary concern of the target communities of Gary, East Chicago, and Whiting. Coupled with public school problems, a decrease in population, deteriorating economic tax base, lack of availability of high paying production jobs for the unskilled, and uneducated has dropped precipitously, with steep competition for low paying, service sector employment, the hope for economic recovery in the Gary, Indiana area looks grim due to the increase in poverty, substance abuse, domestic violence, and homicides. These negative influences have created serious detriments to the quality of life in the area. This all comes together to result in the population of this area being counted among the most economically disadvantaged group when compared with state and nation. As a matter of fact, the information contained in the tables below support this.

Table 1: Poor Families by Family Type Residing in Gary, IN, 2008

<table>
<thead>
<tr>
<th>Family Type</th>
<th>Gary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married-Couple Family</td>
<td>20.5%</td>
</tr>
<tr>
<td>Male, no wife present</td>
<td>7.7%</td>
</tr>
<tr>
<td>Female, no husband present</td>
<td>72%</td>
</tr>
</tbody>
</table>

Source: Indiana Poverty Rate Data (2010)

Table 2: Other Poverty Indicators in Gary, IN and State of Indiana, 2008

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Gary</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children below Poverty level</td>
<td>47.9%</td>
<td>21.6%</td>
</tr>
<tr>
<td>Poverty rate among high school graduates</td>
<td>28.0%</td>
<td>17.1%</td>
</tr>
<tr>
<td>Poverty rate among people who did not graduate high school</td>
<td>46.9%</td>
<td>34.9%</td>
</tr>
</tbody>
</table>

Source: Indiana Poverty Rate Data (2010)

As displayed, poverty statistics pertaining to the region’s children are disconcerting. In Northwest Indiana in 2007, 22% of residents under the age of 18 lived in poverty. In other words, nearly one in four children fell below the poverty line. In 2008, 18% of U.S. children lived in poverty. In Gary, children below the poverty level reached 47.9%. The children below poverty levels exceeded the state by 31% in Gary alone. Gary and East Chicago has the highest population with the race identified as Black. In the state of Indiana in the 2010 Census Report, approximately 60% of Black children live in low-income families and approximately 80% of Hispanic children live in low income families. The nation’s poverty rate is 14%. Indiana rate is 17.2%. Gary and East Chicago’s family poverty rate is 27% and 31% respectively.

In 2012, Gary and East Chicago rates have reached critical levels of 50% or more above the state average of 11.1%. All poverty rates, including Merrillville, rates are less than the rates in the State of Indiana.
After careful research and working with students from the targeted population, this charter application will demonstrate how we will implement strategic plans to assure that “all” students will be successful. NiSe’s goal is 70-80% high school persistence, retention and graduation rates. NiSe can provide interventions, courses of action, and encouragement for Northwest Indiana students to keep them successfully on track and in the educational pipeline. Educational, social and cultural support can help them thrive.

Applicant team’s capacity to successfully open and operate
NiSe’s team capacity to successfully open and operate a high quality school given the above considerations can be drawn from our past and present education and professional experiences. Our team founders received public school, secondary, post-secondary and graduate degrees at Indiana public schools.

This charter application is a collection of voices with one goal; creating a high quality STEM public school.

The applicant team’s three founding members include two members who earned Ph.Ds. in Education Leadership and have past experiences working not only in secondary but; post-secondary institutions as well. One member has experience in business as an insurance fraud investigator, professor and diversity director for an Indiana public university. Another founding member has worked in TRIO programs serving low-income, first generation students for the past twelve years and has authored and managed grants for over twelve years totaling more than $5 million dollars annually. Two founding members hold undergraduate degrees in Curriculum Development. The third founding Board member has an Ed.S; public school superintendent license; MS in Education; worked in the K-12 environment for more than 10 years; and holds a special education endorsement. Two founding members have written dissertations on subgroups of this population (e.g., Black males in predominately White institutions of higher education, African American women in pursuit of a doctoral degree).

A Governing Board Member is the past superintendent of the Gary Community School Corporation and holds a special education endorsement. Another Governing Board Member is an attorney. The third Governing Board Member is a finance manager and broker. The final Governing Board Member is an engineer with Boeing Airlines.

Mission Statement
Northwest Indiana Science and Engineering (NiSe) Charter School, in collaboration with students, parents, and the community, endeavors to foster a school environment to create a challenging and supportive organization of lifelong learners. It is our mission to actively engage the students, faculty, parents and community to work together to provide an education empowering students with a science, technology, engineering and mathematics educational foundation.

School Vision Statement
NiSe will be located in a community where diversity is a reality. The school will be located geographically at the crossroads of the town of Merrillville, cities of Hobart, Griffith, Munster, Crown Point, and Gary. All our families will represent a diverse group of citizens - ethnically, racially and religiously - coming together for one cause; a high quality education for all children.
NiSe will uphold this vision and Ball State’s requirements for a charter school. It is paramount that we have a close knit internal and external constituency that involves not only staff but parents and the community, because this school will be unlike any other educational setting in Northwest Indiana. There is no other charter school in the town of Merrillville; and it is highly probable that NiSe will draw a majority of its population of students from the town of Merrillville.

The Merrillville School District has a reputation for excellence. Leadership, teachers and staff will take pride for not only upholding the town of Merrillville School Corporation’s reputation; but the town’s as well. We too are committed to excellence. This is clearly evident in our stated goals which will be aligned with the State and STEM standards. Students will find all instruction to be meaningful and applicable to everyday life which will help their mastery of subjects. Students will be provided STEM work experience which includes internships and externships. The curriculum will include health & wellness, gym and/or yoga, arts, music and foreign language (See Attachment 3 – Sample Curriculum).

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

NiSe will be a STEM charter school with a state of the art Science and Technology Center and Outdoor Classroom where students will work on annual STEM projects during their blocked STEM times in the curriculum. For example, by the time a student completes 8th grade, before entering the 9th, grade they would have participated in designing and creating STEM projects. Students will enter the school with a sense of becoming a STEM specialist. The Indiana Common Core and STEM aligned curriculum will be available to all students from grades 5-12. Upon graduation, students will be STEM trained and academically prepared to attend any post-secondary institution. They will be skilled in mathematics, science, engineering and technology according to their secondary majors and careers of choice.

**Educational need and anticipated student population**

The educational need is an increase in persistence, retention, and post-secondary graduate rates. The target communities need an increase in state test assessments rates. But the current priority is an increase in math, science, graduation rates, and advance placement (AP) courses.

The funding of this proposal will provide in some cases, and enhance in many others, the necessary educational STEM courses, supplemental and corrective services that can significantly reduce or actually eliminate most of the barriers to a post-secondary education for the population of students we plan to serve, particularly low-income, first generation children. In the 2011 *Education Supports Racial and Ethnic Equality in STEM Report*, the disparities in STEM educational attainment was reviewed (Economics and Statistics Administration). The report highlighted that non-Hispanic Whites and Asians are more likely than other minority groups to be employed in STEM related professions. The report promoted the increase of underrepresented groups in STEM fields.
This community needs an increase in high school graduates trained in STEM related fields. For the purpose of this proposal, the educational need is described below for Merrillville and surrounding municipalities in terms of math, science, graduation rates and AP pass rates.

Educational Need: This application highlights four community educational needs and we referenced them as Priority One, Priority Two, Priority Three and Priority Four.

Priority One: Increase in state math assessment scores (see Table 3)

The Indiana Department of Education ISTEP+ Summary Results for Math alone depicts the need for a STEM school.

Table 3: Sample of 2011 ISTEP+ Pass Rate for 6, 7 & 8 Grades by School Corporations for Math

<table>
<thead>
<tr>
<th></th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merrillville</td>
<td>70.8%</td>
<td>65.3%</td>
<td>70.6%</td>
</tr>
<tr>
<td>Lake Station</td>
<td>82.0%</td>
<td>51.9%</td>
<td>59.1%</td>
</tr>
<tr>
<td>Lake Ridge</td>
<td>70.1%</td>
<td>60.7%</td>
<td>59.6%</td>
</tr>
<tr>
<td>Crown Point</td>
<td>90.6%</td>
<td>86.4%</td>
<td>87.5%</td>
</tr>
<tr>
<td>East Chicago</td>
<td>44.1%</td>
<td>34.4%</td>
<td>32.18%</td>
</tr>
<tr>
<td>Gary</td>
<td>62.6%</td>
<td>34.8%</td>
<td>35.7%</td>
</tr>
</tbody>
</table>

Source: Indiana Department of Education (2010)

For the sample above, all municipal schools had a less than 71% math pass rates in the 8th grade with the exception of Crown Point. Lake Station’s rates decreased by 30.1% and 22.9% from 6th to 8th grades.

Priority Two: To increase in state science assessment pass rates (See Table 4)

Table 4: Sample of Science Total Pass Percentages for District – Grade 6

<table>
<thead>
<tr>
<th></th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merrillville</td>
<td>51%</td>
</tr>
<tr>
<td>Lake Central</td>
<td>72%</td>
</tr>
<tr>
<td>Lake Ridge</td>
<td>37%</td>
</tr>
<tr>
<td>Crown Point</td>
<td>78%</td>
</tr>
<tr>
<td>East Chicago</td>
<td>26%</td>
</tr>
<tr>
<td>Lake Station</td>
<td>62%</td>
</tr>
<tr>
<td>Gary</td>
<td>30%</td>
</tr>
<tr>
<td>Griffith</td>
<td>59%</td>
</tr>
</tbody>
</table>

Source: Indiana Department of Education (2010)

According to the above tables, the cities of Gary and East Chicago had the lowest pass rates in science. Students enrolled in the Gary Community School District (public school), according to the data, are enrolled persistently in low achieving schools. In 2010, all four high schools did not make academic progress and were placed on probation. One school has since been taken over by the state. Students consistently fail to meet academic standards; particularly in STEM subjects.
Priority Three: To increase in state high school graduation rates (see Table 5)

Table 5: Sample of High School Graduation Rates

<table>
<thead>
<tr>
<th>High School</th>
<th>Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merrillville</td>
<td>90.1%</td>
</tr>
<tr>
<td>Lake Station</td>
<td>70.8%</td>
</tr>
<tr>
<td>Lake Ridge</td>
<td>79.6%</td>
</tr>
<tr>
<td>Crown Point</td>
<td>93.7%</td>
</tr>
<tr>
<td>East Chicago</td>
<td>67.0%</td>
</tr>
<tr>
<td>Gary</td>
<td>66.8%</td>
</tr>
</tbody>
</table>

Source: Indiana Department of Education (2010)

Most municipal school corporations are reporting a graduation rate above 70%. Again, the cities of East Chicago and Gary, with Lake Station following, have the lowest graduation rates well below the other local school districts. Students without an academic diploma are counted as high school dropouts in the secondary school data collection. Students that do graduate need at least a cumulative grade point average of 2.5 GPA for state 4-year institutions. Based on these facts and rates from Table 1, 2 and 3, there is an academic need for a STEM school. The presumption is without an academic diploma, students will not be admitted to any postsecondary institution in Indiana.

A new Indiana State curriculum was issued in 2011 with more rigorous standards for advanced placement classes. Students that take and pass advanced courses are more likely to be admitted into STEM fields complete their post-secondary degrees and are trained for STEM jobs.

Priority Four: To meet or exceed the Indiana state average of eligible students in the graduating class excelling in advance placement (AP) courses. In Northwest Indiana, only a small number of students in Northwest Indiana passed advanced placement classes (see Table 6).

Table 6: Sample of High School Graduates Advanced Placement Courses in 2010 & 2011

<table>
<thead>
<tr>
<th></th>
<th>2010 Tested</th>
<th>2010 Passed</th>
<th>2011 Tested</th>
<th>2011 Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merrillville</td>
<td>91</td>
<td>7.1%</td>
<td>126</td>
<td>7.7%</td>
</tr>
<tr>
<td>Lake Station</td>
<td>21</td>
<td>7.7%</td>
<td>22</td>
<td>1.6%</td>
</tr>
<tr>
<td>Lake Ridge</td>
<td>25</td>
<td>0.0%</td>
<td>27</td>
<td>2.2%</td>
</tr>
<tr>
<td>East Chicago</td>
<td>25</td>
<td>0.6%</td>
<td>47</td>
<td>2.9%</td>
</tr>
<tr>
<td>Gary</td>
<td>95</td>
<td>1.0%</td>
<td>95</td>
<td>0.9%</td>
</tr>
<tr>
<td>Hobart</td>
<td>61</td>
<td>14.9%</td>
<td>82</td>
<td>7.8%</td>
</tr>
</tbody>
</table>

Source: Indiana Department of Education

Advanced placement succession is an indicator of college placement. Passing advanced courses makes it likely that students have mastered the Indiana standards. The community as a whole needs an increase in high school advanced placement graduates trained in STEM related fields according to local industries like BP and NIPSCO (Ivy Tech Community College - Workforce Development, 2012). NiSe instructional design will be instrumental in helping children improve
their quality of life and change their circumstances by acquiring gainful employment.

Our charter application was developed on the fact that NiSe will provide interventions, courses of action, and encouragement for a population of students that require assistance if they are to be successfully on track to complete not only Core 40, but advanced placement classes, STEM subjects and pass state assessments. It is well documented that external and internal barriers to achieving an education can be overcome with individualized, direct academic support and continuous corrective support services.

The funding of this application will provide in some cases, and enhance in many others, the necessary educational STEM courses and initiatives and supplemental and remedial services that can significantly reduce or actually eliminate most of the barriers to post-secondary education for the population of students we plan to serve; especially for the under-resourced students. The rationale for selecting the location and student body clearly is a community in need for a well-educated STEM degreed student population. Research shows that all jobs locally, nationally and globally now and in the future will require a STEM educational foundation.

There are no enrollment restriction priorities for which the school is based. NiSe proposes to serve 400 students who live in the target area by the year 2017. If the school is undersubscribed, children will be accepted into admission. If the school is oversubscribed in any year, they will be entered in a lottery and all lottery policies will apply.

We have a commitment to operate with a level of transparency needed to identify and report areas of improvement at all levels and immediately implement a plan to improve educational services.

Overall, students will be STEM trained while attending NiSe and prepared to enter programs at 2- and 4-year post-secondary institutions in any science, technology, engineering and math discipline. NiSe’s ultimate goal is to assist in producing the next generation of STEM teachers, practitioners, innovators, inventors and researchers.

**Key Design**

a. Unlike any secondary school in the area, NiSe will provide students with a STEM foundation by teaching literacy and numeracy skills in every academic subject; helping students use what they are learning to solve authentic problems; and connect their learning to everyday life and future careers

b. Rigorous courses for all students - even students whose skills are behind their peers - tend to succeed when they are given challenging work – and the additional help and support to handle it. Students will be prepared to succeed beyond high school in their academic pursuits that will prepare them with a STEM educational foundation

c. Use of developmental math, science and English curriculum using technology supported, active learning strategies (MyWritingLab, MyMathLab, STEMway, PLATO)

d. NiSe’s curriculum design will always align with Indiana Academic Standards, Common Core State Standards and STEM curriculum (2006 Massachusetts Science and Technology/Engineering Curriculum – See Exhibit 1) researched
based standards.
e. Outstanding school leaders-including principals, counselors and academic teachers-coaches - who understand how to improve student achievement and the learning environment - can help students plan their paths to success in middle, high school and beyond
f. STEM based – Dual credits, college transfer courses (at least 15 hours)
g. Student Support Services (e.g. counseling)
h. Extended School Year and longer day schedule. The academic year will start in August of each year and end in June. Only the administration and support staff will work during the month of July
i. Academic Subjects: English, Language Arts, Mathematics, Science, Social Studies, History, two Foreign Languages, Experiential Learning Module, STEM annual projects, high school STEM volunteerism, STEM internship, Study Abroad international program
j. Healthy Living initiative. The school will not serve foods with high trans-fat content. Pop or sodas will not be available. All children will participate in 1-hour of gymnastics or yoga a minimum of three times of week and Health Education
k. Community garden and Greenhouse will be used primarily as an Outdoor Classroom (See Exhibit 2 - Life Lessons Through the Power of Gardening)
l. State of the art Science and Technology Center where students will be provided discipline specific apparel (e.g. different colored lab jackets)
m. Summer School for enrolled and wait list. A summer school “jump start” program for waitlisted students to introduce NiSe’s school expectations. Waitlist students will be taught by lead teacher and retired school teachers from Northwest Indiana Credit repair program

Unique Characteristics
a. The staff of NiSe will deliver appropriate high quality educational services to all students
b. We will implement a Response to Intervention (RTI) method which is a combination of high quality, cultural and linguistically response instruction, assessment and evidence based intervention which contributes to more meaningful identification of learning behavior and improved instructional student services. The RTI is explained in the RTI Program Manual (See Exhibit 3)
c. Students are assessed for academic weaknesses continuously (e.g. NWEA, Acuracy, Plato) from the beginning of student academic tenure to the end. The goal is to keep students one year ahead of their age appropriate grade level
d. Classes with no more than 20 students for each teacher (20:1) and a NiSe trained teacher’s aide
e. It will be the policy of NiSe to provide a variety of educational programs, services, equipment and facilities to accommodate the special needs of students
f. It will be the policy of NiSe to provide specially designed instruction to meet the unique needs of students identified as disabled in accordance with state and federal special education laws
g. The Board will support efforts to promote, develop and implement programs which meet the learning needs of students in cognitive, affective and psychomotor performance and behavior on an individual student basis according to Indiana law
h. The Board will consider homebound or hospitalized programs for students unable to attend school because of special health problems, temporary illnesses or injuries that preclude their attendance at school. The Board will require a medical doctor’s statement indicating that because of the physical or mental disability, the student will be confined to home or hospital for an extended period of time.

i. NiSe will use an individualized academic model for bi-lingual students that include computer software.

j. NiSe employees are the most important resources for effectively conducting a quality learning program. NiSe’s administration will provide a working environment in which optimum staff performance and morale are produced. NiSe will develop and utilize positive evaluative procedures which contribute to the improvement of staff capabilities and the learning program.

k. On-going Professional Development: NiSe will provide a staff development program designed to contribute both to the improvement of learning and to each staff member’s career development aspirations. To make sure that teachers and staff understand development of the students NiSe will serve, a professional development workshop will be conducted one month prior to joining the staff and every summer thereafter. Staff development training not only will include student development theories, special education training and updates but other subjects depicted in this application.

l. Green school aligned with STEM initiatives (e.g. learning modules, school projects)

There are technology curriculums at other Northwest Indiana public schools with trade and career emphasis. However; none of the public schools offer a curriculum similar to NiSe’s proposed STEM academic plan.

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

**Community Engagement**

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

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

**Survey questions**

1. Is there a need for a school in Northwest Indiana, particularly Gary, Indiana where students can focus on science, technology, engineering and math studies centered on the Core 40 curriculum?

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

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

Table 7: Leadership and Governance
Below please find the members of the NiSe’s Board of Trustees. School leadership positions have yet to be filled; however, the leadership team qualifications and job descriptions can be found in Attachment 10. Board of Trustees resumes can be found in Attachment 1.

<table>
<thead>
<tr>
<th>Full Name</th>
<th>Current Job Title and Employer</th>
<th>Position with Proposed School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wanda Day</td>
<td><em>Places and Spaces Realty, Owner</em></td>
<td>Board President</td>
</tr>
<tr>
<td>Dwayne Tucker</td>
<td><em>Supplier Quality Sub-region Team lead, Boeing IDS and BDS</em></td>
<td>Vice-President</td>
</tr>
<tr>
<td>Dawn Dawkins, Esq.</td>
<td><em>Attorney</em></td>
<td>Board Member</td>
</tr>
<tr>
<td>Dr. Mary Steele-Agee</td>
<td><em>Prestige Preparatory Academy Child Care/Tutoring Center, President/CEO</em></td>
<td>Board Member</td>
</tr>
</tbody>
</table>

The Board decided to start the school with 208 students and add students every year until the goal of 400 is reached in the 5th year.

Table 8: Age and Grade Range of Students to be Enrolled

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1 2013</td>
</tr>
<tr>
<td>5</td>
<td>58</td>
</tr>
<tr>
<td>6</td>
<td>50</td>
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<td>7</td>
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<tr>
<td>11</td>
<td>35</td>
</tr>
<tr>
<td>12</td>
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</tbody>
</table>
The rationale for the number of students and grade levels served in year one is due to the capacity of the school facility and community need. With this structure, we plan to serve 5th-12th grades totaling 400 by the year 2017.

Section 1 - Curriculum and Instructional Methods

Curriculum and Instructional Design
Educational failure puts the U.S. future economic prosperity, global position and physical state at risk (U.S. Education Reform and National Security Report, 2012). Our philosophy is that learning should be a familiar process for a child. When a child is promoted from one grade to the next the school must be assured that they have the accumulated knowledge to be successful in the next grade.

The proposed framework for instructional design reflects the needs of the anticipated population and ensures all students will meet or exceed the expectations of the Indiana Academic Standards (described in IC § 20-31-3) and the Common Core State Standards.

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

Research states that there are no national STEM standards. The school’s STEM curriculum will be based on the Massachusetts Technology/Engineering Curriculum theoretical frames best practices.

The context of NiSe’s entire curriculum is to:

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

NiSe’s STEM curriculum will be aligned with the Indiana Academic Common Core Standards (See Exhibit 4). Our foundational philosophy is taken from Howard Gardner’s Multiple Intelligence Theory which states that every child can learn and John Dewey thought that education is not preparation for life, education is life itself. We believe that every child can learn STEM subject content that correlates with the Indiana state standards. STEM subjects permeate nearly every facet of modern life; yet, few U.S. workers have strong backgrounds in these fields.

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

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

A pre and post assessment will be given to students to assess their strengths and weaknesses each fall, spring, and summer terms. These assessments will be used to identify student needs and establish interventions to master Indiana Common Core Standards and STEM standards. Some major measurement instruments to be used to assess learning will be: ISTEP, NWEA, mClass, and Acuity. Only the 2012-2013 ISTEP+/ECA Assessment Windows are available. We will start preparing for the 2013-2014 state assessments immediately after charter approval.

NiSe STEM curriculum is based on a rich and newly growing body of research on teaching STEM subjects. The models that had the most influence on our STEM charter school instructional design were the National Research Council on Science Education (NRC, 2011), Massachusetts and Technology/Engineering Curriculum (2010), Making Middle Grades Work (MMGW) and Indiana Academic Standards (particularly science & biology).

**National Research Council (NRC)**
The Carnegie Corporation Institute for Advanced Study established a commission that issued a report calling for a common set of standards in science to be developed. The Carnegie Corporation has taken a leadership role to ensure that common science standards are established. This movement to adopt common standards furthers the case for a STEM school in Northwest Indiana. According to the NRC, by the end of 12th grade, students should have gained core ideas of science and engineering to engage in public discussions on science-related issues. Additionally, at that time they should be critical consumers of scientific information related to their everyday lives, and to continue to learn about science throughout their lives. NRC believes that the insights gained and interests provoked from studying and engaging in the practices of science and engineering during their K-12 schooling should help students see how science and engineering are instrumental in addressing major challenges that confront society today, such as generating sufficient energy, preventing and treating diseases, maintaining supplies of clean water and food, and solving problems of global environment change.

Our hope is that a science education based on NiSe’s instructional design using ideology like NRCs’ will motivate our students to be educated in STEM fields. NRC’s vision, like ours, is to educate students in the STEM educational disciplines. We have made contact with this NRC for guidance on STEM practices.

The NRC Council committee recommends that science education in grades K-12 be built around three major dimensions. These dimensions are:

1. Scientific and engineering practices
2. Crosscutting concepts that unify the study of science and engineering through their common application across fields
3. Core ideas in four disciplinary areas; physical sciences; life sciences; earth and space sciences; and engineering, technology and the application of science

This is further explained in Table 9.
Table 9: Three Dimensions of the National Research Council Framework

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>A. Ask questions (for science) and defining problems (for engineering)</td>
<td>A. Physical Sciences</td>
</tr>
<tr>
<td>C. Planning and caring out investigations</td>
<td>ii. Standard (2): Motion and stability: Forces interaction</td>
</tr>
<tr>
<td>D. Analyzing and interpreting data</td>
<td>iii. Standard (3): Energy</td>
</tr>
<tr>
<td>E. Using mathematics and computational thinking</td>
<td>iv. Standard (4): Waves and their applications in technologies for information transfer</td>
</tr>
<tr>
<td>F. Constructing explanations (for science) and designing solutions (for engineering)</td>
<td></td>
</tr>
<tr>
<td>G. Engaging in argument from evidence</td>
<td>B. Life Science</td>
</tr>
<tr>
<td>H. Obtaining, evaluating, and communicating information</td>
<td>i. Standard (1): From molecules to organisms: Structures and processes</td>
</tr>
<tr>
<td></td>
<td>ii. Standard (2): Ecosystems; Interactions, energy, and dynamics</td>
</tr>
<tr>
<td></td>
<td>iii. Standard (3): Heredity; Inheritance and variation of traits</td>
</tr>
<tr>
<td></td>
<td>iv. Standard (4) Biological evolution: Unity and diversity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Crosscutting Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Pattern</td>
</tr>
<tr>
<td>B. Cause and effect: Mechanism and explanation</td>
</tr>
<tr>
<td>C. Scale, proportion, and quantity</td>
</tr>
<tr>
<td>D. Systems and system models</td>
</tr>
<tr>
<td>E. Energy and matter: Flows, cycles, and conservation</td>
</tr>
<tr>
<td>F. Structure and function</td>
</tr>
<tr>
<td>G. Stability and change</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Earth and Space Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Standard (1): Earth’s place in the universe</td>
</tr>
<tr>
<td>ii. Standard (2): Earth’s systems</td>
</tr>
<tr>
<td>iii. Standard (3): Earth and human activity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Engineering, Technology, and the Applications of Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Standard (1): Engineering design</td>
</tr>
<tr>
<td>ii. Standard (2): Links among engineering, technology, science, and society</td>
</tr>
</tbody>
</table>

All three dimensions are correlated and can be integrated into standards, curriculum and assessments.

Massachusetts Science and Technology/Engineering Curriculum Framework

We looked at several curriculums that centered on STEM middle and high schools and compared the curriculums to Indiana standards. We were struck with the content of the Massachusetts Science and Technology/Engineering Curriculum Framework. Indiana Academic Science Common Standards was implemented recently. Massachusetts STEM instructional design has been in place for several years and has proven success in the State of Massachusetts. The Massachusetts Science and Technology/Engineering Curriculum Framework standards are presented by strand, grade, span and subject areas.

The learning standards are grouped into four strands:
1. Earth and Space Science
2. Life Science (Biology)
3. Physical Sciences (Chemistry and Physics)
4. Technology/Engineering

Each strand section begins with an overview of the strand for grades 5-12.
The Massachusetts Science and Technology/Engineering Curriculum design approach matched the intent of this charter (STEM education) application.

As recommended, NiSe STEM plan will be an interdisciplinary educational approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply science, technology, engineering, and mathematics in contexts that make connections between school, community, work, and the global enterprise. This learning approach will enable students to develop not only state standards intellect but STEM training that makes sense to the student to keep them motivated to learn.

The state of Massachusetts has one of the highest STEM state standards pass rate for children in rural areas.

Making Middle Grades Work (MMGW)
All the above training must start at an early age. Time is of the essence when only an estimated 60% Gary, Indiana students are not completing high school. Further, students graduating from high school are not skilled and trained for the competitive job market locally or globally. Completing a “high quality” high school diploma that includes STEM subjects is more important than ever. More importantly, students from the Northwest Indiana area cannot be expected to exceed in rigorous high school studies if they do not receive adequate education preparation before entering the 9th grade. Many students entering the 9th grade are not ready for the demanding course work required of high school students. We have to align a transitional curriculum from middle to high school. The MMGW model focuses on the concept that middle school is the most important time for students to learn. If children are not given a good middle school foundation, it is more likely they will be unprepared for high school. Additionally, continuing their educational journey to college will be prolonged by remedial instruction.

Based on MMGW areas of emphasis for a STEM school should include:

- Teaching literacy and numeracy skills in every academic subject, helping students use what they learn to solve authentic problems and connect their learning to everyday life and future careers
- Rigorous courses for all students. Even students with skills behind many of their peers tend to succeed when they are given challenging work – and the additional help and support to handle it
- Outstanding school leaders, including the leadership team, counselors and academic teacher, who understand how to improve student achievement, the learning environment, and can help students plan their paths to success in high school and beyond
- Problem solvers – able to define questions and problems, design investigations to gather data, collect and organize data, draw conclusions, and then apply understandings to new and novel situations
- Innovators – creatively use science, mathematics, and technology concepts and principles by applying them to the engineering design process
- Inventors – recognize the needs of the world and creatively design, test, redesign, and then implement solutions (engineering process)
- Self-reliant – able to use initiative and self-motivation to set agendas, develop and gain self-confidence, and work within time specified time frames
Logical thinkers – able to apply rational and logical thought processes of science, technology, engineering, and mathematics design to innovation and invention

Technologically literate – understand and explain the nature of technology, develop the skills needed, and apply technology appropriately

NiSe will start in the 5th grade beginning with an educational framework that will be individualized and differentiated for each child. The focus will be on Indiana Academic Common Core Standards, Core 40 requirements, and STEM classes. Each child will prepare a science project centered on problem solving. Upon passing the 5th and 6th grades, students will continue the STEM curriculum incorporating upper level training. Upon successful completion of the 7th through 9th grades, students will be placed in Science, Technology, Engineering, and Mathematic tracks. In the 10th grade students will start taking dual credit classes at a local college or university where they will receive college, transferable credits. The goal here is eliminate college remedial credits and transitioning directly into post-secondary programs centered on medicine, computer science, education, engineering, mathematics, etc. The College Board reported that even among college-bound seniors, only 43% met college-ready standards, meaning that more college students need to take remedial courses. If a child enrolls in NiSe in the fifth grade, chances are they will be prepared for taking college classes after completing the 9th grade at NiSe. Data reflected that most college assessments were based on 10th grade skills.

Our 5th to 12th curricula will introduce students to relevant and fulfilling science, technology, engineering, and mathematics content in an integrated fashion through exploration of the built world around them. Contextually, NiSe will allow the students to select their own personal projects thereby motivating them to learn. We believe and research has shown that if a child’s interests are peaked and they are provided individual, directed training to equal the educational playing field; they will perform better.

**Indiana Academic Common Core Standards**

According to research, the State of Indiana last revision of science core standards was in 2010. There are no adopted standards for engineering and technology.

Driven by STEM goals based on the above principals and Common Core’s rigorous standards, this instructional plan has the potential of reversing the decline of Northwest Indiana children science achievement by focusing on student literacy. The reason is clear; students with good reading skills have a greater chance of success in science. We will use innovative approaches to make science instruction accessible to all learners. At the same time, we will enable teachers and students to succeed together in the classroom and on state and national assessments. We hope to advance inquiry-based science instruction with science technologies that moves from teacher directed to student centered learning. The focus will be on questioning, critical thinking and problem solving. We will use core curriculum differentiated by students reading levels to enable science content acquisition while reinforcing key literacy needs. The goal is for students to be able to analyze, evaluate, and synthesize scientific data and write about their findings correlated and aligned with the state standards. This focus will lead to higher academic abilities across other subjects and disciplines. Most importantly, students will be able to read and resolve conflicting views to exercise judgment and to engage in critical thinking. Any 21st century curriculum must develop citizens who are flexible, who embrace new ideas, and who can reason well when faced with complex new ideas (Berliner & Biddle 1995).
Standards will become more rigorous in the State of Indiana. It has been indicated that more statewide tests will be used by the year 2015. This could mean that the Common Core could affect all aspects of instruction including school letter grading by the state to teacher’s evaluations. In the first year of operation, NiSe will be prepared with an instructional mission that will be constantly upgraded and supported by technologies and professional training to meet the needs of not only the school, but the state as they adapt to new assessments.

**Basic Learning Environment**

Our learning environment will always be scientific and hands-on. Our hope is through our academic program students will build up accurate generalizations or scientific principles using Indiana standards and acquire a problem-solving frame of mind. The only and best way to do that is to match students with the best teachers as mentors and allow the students to be inquisitive and free to test for results. Our teachers’ purpose will be to see that students develop ideals of scientific inquiry through classroom instruction that includes reading and writing, accurate observations and tested knowledge drawn from textbooks and in-class projects. There will be no more than 20 students to every teacher (20:1). Students will study independently and in groups. There will be two classroom-based laboratories for students to apply their academic preparation. All 8th graders transitioning to the 9th grade with a 3.5 GPA will be accepted in the SciQ Freshman Academy where funds will be available for a STEM summer academy and other learning opportunities. The Freshman Academy was approved by the Board of Trustees where students will attend Pre-Anatomy, Pre-Algebra or CAD Drafting in a 90-minute class schedule during the summer.

**Planned Curriculum**

We have provided an overview of the planned curriculum in the sample course scope and sequence (See Attachment 2) for one subject for each division (elementary, middle, high school). In addition, we have identified course outcomes and demonstrated alignment with the Indiana Academic Standards and Common Core State Standards.

We realize that rigorous, standards-based, grade and content level aligned curriculum is an important component of NiSe becoming a high performing school. The implementation of coherent curriculum, effective lessons and abundant amounts of purposeful reading, writing, and discussions will be our highest priority. We realize that common assessments which reflect these three areas should also be monitored. Our teachers will teach from the curriculum aligned with standards from one grade to the next. In this way, students are prepared for the next grade since they have gained the appropriate content knowledge that the next year’s teachers expects of their students. No matter the subject, English-Language Arts, Math, Science, or History, all grades’ instruction will include elements of teacher planning time, class culture, student behavior, differentiation, assessment, collaboration, common core standards, and technology. All classes will be supported by technology for assessment and corrective planning.
For an example:

5th – 12th Grade

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Corrective Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading, writing, math</td>
<td>Based on student assessment scores</td>
</tr>
<tr>
<td>Aligned to Common Core and STEM Standards</td>
<td>Individualized Instruction</td>
</tr>
<tr>
<td>Automatically graded and recorded</td>
<td>Printable Worksheets and Activities</td>
</tr>
<tr>
<td>Flexible reporting to track progress</td>
<td>Online end of lesson quiz</td>
</tr>
</tbody>
</table>

This instructional process provides tools to help educators measure and improve student understanding of the concepts covered in the classroom centered on all standards.

Technology (e.g. MyWritingLab, MyMathLab, STEMway, PLATO, etc.) will be used as learning tools. They will focus on the continuation of major building goals, improved student technological practices; teacher embedded technological skills; and their relationship to instruction, and enhanced communication.

It is understandable that teachers and staff must first and foremost be the forerunners of technical knowledge to support our mission. All classrooms will be equipped with computers installed with instructional programs along with mentioned software. All NiSe student learning will be supported with computer assisted instruction. Software utilized by teachers and students will not only be aligned to ISTEP, but to ACT, SAT, and GED standards as well. This technology will be used to assess student progress in mastering skills in reading, language, mathematics and other school subjects. Student progression at each subject level is based on how well the student has answered prior questions. As the student answers correctly, the questions become progressively more difficult. For example, the PLATO assessment instantly analyzes the student’s response to each question and determines the appropriate difficulty level throughout the diagnostics test. If the student answers incorrectly, the questions become less difficult. Each child is appropriately challenged at his or her functional achievement level. According to research, assessments like PLATO have created a mastery of 80% based on teaching the Indiana content standards. The analysis of computer generated student data will be used to determine successful instructional strategies and to assess the corrective needs of students who do not attain mastery students. All classes will be smart rooms containing projectors, projection screens, and smart boards.

Curriculum not fully developed. See Attachment 3 for a plan on how the curriculum will be developed between approval of the application and the opening of the school.
Primary Instructional Strategies
The primary instructional strategy to be used is a team approach with a tenured Lead/Mentor teacher for each academic topic. All teachers will be versed in NiSe’s strategic goals, plans and missions and held responsible for implementing and monitoring the success and corrective actions of the curriculum. Lead teachers will meet consistently with the school leader and staff.

Most importantly, to prepare students as we develop the curriculums, communication and discussion will center on the precise amount of text and the number of books needed by all teachers for a given course. Additionally, the number and length of papers to be written, common grading rubrics, and the type and frequency of research and professional training will be determined with the collaboration of the Principal, STEM Coordinators, Academic Leads, and Student Services staff (Counselors, Special Education, and RT1).

Once the content and texts for each course is selected, teacher teams will develop text-based questions that will be the heart of inquiry as students complete their reading, discussion and writing samples. STEM hands-on projects will play a major role with this effort.

Teachers will use formative assessments to determine which content and skills from the standards students already know and which they need to learn. A quality curriculum has to be progressive and built over time. The School Leader/Principal will assist in the development of and monitor all curriculums. The Principal and teaching staff will decide the sequence for standards informed by the state curriculum which will be aligned with state assessments (ISTEP+, CURRICULUM-Map Aligned Acuity) and the Common Core assessments.

Students, while at NiSe, will participate in band or choir, health and wellness, and gym while at NiSe. Honors classes will be blocked in Math & Science. Both classes will be designed to challenge students’ intellectual and educational abilities. Students that participate in Honors Classes will have the opportunity to compete in local, state and national science competitions. However, all NiSe students will have the opportunity to participate in local, regional, state, and national academic competitions.

All faculty teams for each grade will have a set schedule to meet and coordinate activities and discuss student progress, develop educational units, and work on means to enhance the student’s learning. In addition, teachers will meet with their department lead teachers and the student services staff to plan lessons, develop common assessments and analyze student standardized testing data results every two weeks for the first two years.

To assure that teachers and staff understand student development a professional development workshop will be conducted in June before the start of the school year. An Educational Consultant will conduct these sessions.

Pupil Performance Standards
Formative assessments aligned to curriculum are critical. We will use Acuity, the diagnostic assessments aligned with the Standards/indicators and Learning Targets on the state curriculum maps, to provide student data for teachers. We will build open-ended tasks that mirror expectations from the Common Core Standards. Student progression toward mastery of
standards will be assessed and evaluated with tools (e.g. ISTEP, NWEA, mClass, and Acuity). Testing times as outlined by the State of Indiana will be followed by NiSe.

Table 10: Description of Pupil Performance

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
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</thead>
</table>
| By the Fall of 2014, 70% of students in all grades will meet or exceed the Mathematics State Standards  
Goal: Percentages increase by 5% for next four years | Instruction time will be dedicated to modeling, coaching, guiding, and explaining the process needed to solve multi-step mathematics problems. Practice and journaling will be incorporated at each grade level. |
| By the Fall of 2014, > 70% of students in all grades will meet or exceed the Reading Standards  
Goal: Percentages increase by 5% for next four years | Instructional time will be dedicated to modeling, coaching, guiding and explaining teaching strategies in reading instruction in vocabulary and comprehension development focusing on open-ended, text supported responses, text-based short answer responses and constructed responses. Practice and journaling will be incorporated at each grade level. |
| By the Fall of 2014, > 70% of students in all grades will meet or exceed the Writing Standards  
Goal: Percentages increase by 5% for next four years | Teacher will provide instruction daily in writing which includes skills lessons, coaching, modeling, writing, editing, conferencing, and publishing. |
| By the Fall of 2014, > 70% of students in all grades will meet or exceed the Science Standards measured by ISTEP+  
Goal: Percentages increase by 5% for next four years | Teachers will provide instruction daily in science which includes coaching, guiding, modeling and skills lessons. |
| By the Fall of 2014, > 70% of students in all grades will meet or exceed the Engineering Standards set by NiSe as depicted in student’s projects.  
Goal: Percentages increase by 5% for next four years | Teachers will provide instruction daily in Engineering which includes coaching, guiding, modeling and skills lessons. |
| By the Fall of 2014, > 70% of students in all grades will meet or exceed the Technology Standards set by NiSe.  
Goal: Percentages increase by 5% for next four years | Teachers will provide instruction daily in Engineering which includes coaching, guiding, modeling and skills lessons. |

The complete set of NiSe’s proposed learning standards for one grade for each division the school will serve is provided in Attachment 4 (State of Indiana Standards included).

Additional Academic Standards Beyond the Indiana Academic Standards

As stated in addition to Indiana Academic Standards, NiSe will adapt a STEM curriculum modeled after the Massachusetts and Technology Engineering Curriculum framework which articulates updated guidelines for not only learning but teaching, and assessment in Science, Technology, Engineering, and Mathematics for public schools. Starting in the 5th grade, our students will be taught STEM lessons. Using this model and Indiana’s Academic Standards we want to make sure students are learning and practicing standards resulting in robust STEM instructional practice.

All grades will include reading and writing for literacy, particularly in science. Teachers will use their unique disciplinary expertise to help students meet the challenges of reading, writing speaking, listening, and language.
The proposed simulated Outdoor classroom and the SciQ Lab will play an integral part of the curriculum and the key for learning science. Learning in this environment will be based on data gathering, analysis and other evidence obtained through direct observation or experiments; reflect inferences that are broadly shared and communicated; and be accompanied by a model that offers a naturalistic explanation expressed in conceptual, mathematical and/or mechanical terms taught in the classroom. Student scientific models will highlight science points of both the STEM and Common Standards. All instruction will cultivate student development in reinforcing writing to persuade, to explain, and to convey real or imagined experiences. To illustrate this point, the classroom and lab may illustrate the following example:

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

A STEM curriculum is about getting children motivated to ask questions, to seek out knowledge, to make inferences, and to explain or debate their realisms. This learning will not just take place in a traditional classroom surrounded by books; but, in a classroom surrounded by nature.

**Policies and Standards for Promoting Students**

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

NiSe will have parent and student conferences four times each year (twice during the fall term and twice during the spring term). Teachers will meet with students and parents during these periods to discuss a student’s academic progression, their needs, and individual plans to be used for any needed academic improvement. Additional parent/teacher conferences may be scheduled as needed. Parents will also receive progress reports monthly. Teachers, parents and students can consistently monitor students’ progress to make necessary adjustments to avoid students failing. Students’ progression will always be monitored. Students will always know what is expected of them.
Grade point averages
GPA’s will be calculated using a 4–point grading scale. Each letter grade is assigned a value (below). The grade point average is figured by adding the value of each grade to arrive at a sum total. The next step is dividing the total by the number of courses for the grading period.

For example:

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>B+</td>
<td>3.35</td>
</tr>
<tr>
<td>English</td>
<td>B-</td>
<td>2.70</td>
</tr>
<tr>
<td>History</td>
<td>A-</td>
<td>3.72</td>
</tr>
<tr>
<td>Health</td>
<td>C+</td>
<td>2.34</td>
</tr>
<tr>
<td>Science</td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>PE</td>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>Art</td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>22.11</td>
</tr>
</tbody>
</table>
|        |       | 22.11 divided by 7 = 3.16 cumulative grade point average (GPA)

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

Graduation requirements
Graduation requirements will not exceed those required by the State of Indiana. However, students will surpass the number of credits to graduate because of dual college enrollment programs and STEM curriculum. High schools approved by BSU are expected to meet Indiana Graduation Requirements (described in IC § 20-32-4).

Graduation Scholarships
Graduation scholarships will be available for high school graduates with a 3.5 or above GPA.

College Readiness
NiSe’s post-secondary goal exceeds the Lumina Foundation’s post- secondary goal attainment of 60% for Hoosiers. Again, it is most likely that NiSe’s graduates will not have to take remedial college classes nor become unnecessarily in debt pursuing a higher education degree.

The college completion rates are 38% and 23% respectively for the U.S. and Indiana. A recent report by ACT found that only 22% of U.S. high school students met college ready standards in all of their core subjects. These figures are even lower for African Americans and Hispanic students. In order to meet the challenge of ensuring student readiness for college or postsecondary opportunities, we have planned the following college readiness objectives:

1. Secondary School Persistence: 70% of students served each year will complete the current academic year and continue in school for the next academic school, at the next grade level
2. Secondary School Graduation (regular Core 40 Diploma and STEM): 70% of seniors served will graduate with a regular Core 40/STEM diploma
3. Secondary School Graduation: (AP Core 40): 40% of seniors served will graduate with an AP/STEM diploma
4. Secondary School Graduation: 30% will graduate with Honors Distinction
5. Secondary School Graduation: 80-90% will pass Indiana Academic Common Core and NiSe STEM standards
6. Secondary School Graduation: 70% will enroll in a post-secondary institution of higher education in Science, Engineering, Technology, or Math disciplines

**School Calendar and Schedule**
Attachment 5 explains the annual academic year and the structure of the school day, core subjects, and length of days.

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

Student behavior starts the day they walk into the school and continues throughout the school year. We will always work in a preventive mode and never in a punishment mode and make sure that teachers teach and students learn. We will address any behavior that is not acceptable in the school environment. We will focus on discipline. However, our focus will be on appropriate behavior and etiquette. We will have a cooperative school environment for students, teachers, parents and the community. The plan is the same for students enrolling at mid-term. As a matter of fact, no student can enter NiSe without an interview and signed contract of acknowledgement. The school’s climate will provide a safe, supportive and nurturing environment, create an atmosphere of continuous improvement, and regularly celebrate the efforts and achievements of students, staff and parents. We will make all efforts to integrate new students and staff to feel welcome and become a part of the mission, vision and goals of NiSe.

At-risk, special needs and ELL students need to be identified as early as possible and on a regular basis. Some researchers believe that the root of at-risk behavior begins in elementary grades with low achievement patterns, high absenteeism, and low self-esteem. Programs identifying and working with at-risk students are needed at every grade level, especially between 5th and 8th grades. Teachers will be well trained and alert to the symptoms of at-risk student behavior, and administrative staff will be responsive to their needs. It is especially important that teachers dealing with these students have training in language and cultural differences. Schools need to be a model for equal opportunity and a place where the individual’s needs for achievement and positive experiences can be met.
We realize that although the U.S. is a nation of immigrants, roughly 8 out of 10 Americans speak only English and a decreasing number of students are being taught foreign languages. Assimilation is very important. The school will embrace these students and require students to be taught at least two foreign languages. However, whether language deficient or not, any and all the needs of at-risk students will be a high priority for the school. Successful programs often separate at-risk students from other students. NiSe will not. We will provide supportive academic services. NiSe’s programs will emphasize flexibility and tailor curriculum to the learning needs of the individual students. NiSe’s planned programs are innovative, provide alternatives to traditional promotion policies, structure curriculum in nontraditional ways, and include alternative settings.

NiSe’s programs will involve a broad range of special services to help at-risk students improve their low self-esteem while providing a supportive system in which they can begin to have positive experiences. These include re-teaching programs, tutoring, substance abuse awareness programs, bilingual instruction, employment training, and close follow-up procedures on truancy and absenteeism.

**Typical School Day - Student Perspective**

I am a 5th grade student. Like other NiSe students, I have made it a habit of walking down the halls of the school memorizing the Greek names of the classrooms or memorizing the math and science formulas displayed on the school walls. No matter where you look there is something to learn. I finally arrived for Ms. Sellars’ class.

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

Several weeks later, the weather station that we had created was in operation. We recorded data twice a day, once in Science Class and once in the STEM block. We made an anemometer and a wind vane and used them to observe wind direction speed. There was a windmill outside of the Outdoor Classroom on display already donated from an organization. We all were curious about the windmill. Now, we understood the reason for windmills and some of us are planning on
building another windmill for our next school project. We might even compete in the next Science Fair in Indianapolis.

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

With this project we learned how to ask questions, create tools to gather data, collect and organize data. We learned how to describe daily weather changes in terms of temperature, wind speed and direction, precipitation and humidity. Now, I know what the weather man is talking about when he explains the weather (Massachusetts Science and Technology Engineering Curriculum 2006).

**Typical School Day – Teacher Perspective**

At NiSe, Mr. David works as an 8th grade teacher. His class of 8th grade earth science students investigated the interconnections between Earth systems by studying river basins and the geologic materials through which they flow. He began this activity by asking the students “How do rivers affect their surroundings?” He instructed the class to write down their thoughts with what they know about geology and plant life of the nearby retention pond located in back of the school. The class discussed their thoughts.

The following day, the class visited the Indiana Dunes Environmental Center in Chesterton, Indiana to gather geologic and ecological data. An Indiana Dunes ranger helped the students identify areas along Lake Michigan where erosion and deposition occurs. The students used a recording system to identify and record mathematical measurements so that they could later compare and examine. Students recorded this data and returned to school. He asked the students to use their observations and data to draw the river and indicate where material was collected. Students prepared a manual drawing and later as a group drew on the computer using a CAD software program. They used websites, maps and other resources to collect additional information about the river.

Students were then paired and assigned another river to investigate. Students as a group collected data. As a class, the students discussed the similarities and differences between Lake Michigan and their assigned rivers. As a result of this experience, students learned how to make ground-based observations according to standards and STEM curriculum and to accurately collect and analyze data. Students were able to read, interpret, and analyze images; describe how rivers create landscapes; and explain how surface processes impact human decisions. This learning as will other NiSe learning techniques centered on geographic locations in their own community.

**Assessment Strategies used by the teacher:**

- Students correctly recorded data using language and units in an organized way
- Students created individual portfolios of their work, including some of the images they collected downloaded, data charts, a summary of work completed, and a conclusive report. They presented and communicated their work to other groups using technology
Students showed images they had seen or not seen and were asked to annotate the images and summarize their properties according to a scaled rubric.

**Indiana Standards - Key Ideas and Details**
- 6-8.RS.1 Cite specific textual evidence to support analysis of science texts
- 6-8.RS.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions
- 6-8.RS.3 Follow precisely a multistep procedure when carrying out experiments or taking measurements

**NiSe STEM Standards**
- Read, interpret, and analyze a combination of ground-based observations, data and computer models to demonstrate Earth systems and interconnections.
- Explain how physical and chemical weathering leads to erosion and the formation of soils and sediments, and creates various types of landscapes. Give examples that show the effects of physical and chemical weathering on the environment.

**Scientific Inquiry Skills Standards for 8th grade**
- SIS1: Make observations, raise questions, and formulate hypotheses
  - Observe the world from a scientific perspective
- SIS2: Design and conduct scientific investigations.
  - Employ appropriate methods for accuracy and consistency
  - Making observations
  - Making and recording measurements at appropriate levels of precision
  - Collecting data or evidence in an organized way
- SIS4: Communicate and apply the results of scientific investigations
  - Use language and vocabulary appropriately, speak clearly and logically, and use appropriate technology (presentation software) and other tools to present findings.

All the students met or exceeded the standards outlined in the class rubric including completing a science project. Student’s notes, grades, assessment results information was downloaded in a program the school used for all functions called Schoolworks (Massachusetts Science and Technology/Engineering Curriculum - See Exhibit 1).

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

Interventions will be in place to help students that fall behind (e.g. RTI). We will implement a credit repair program after school that will utilize a virtual school program. This allows students to makeup necessary credits for graduation. However, students who receive a final grade of “F” and will not be promoted to the following grade. Students will receive one of two classifications:

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

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

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

Summer school will reinforce specific curriculum objectives in subjects: Language Arts, Math, Science, Social Studies, and Reading. The tentative dates for summer school are June - July (no classes on Fridays and July 4-5). No other vacation can be taken by the student since missed assignments cannot be made up. Tentative schedule for summer school will be Monday-Thursday from 7:30am – 11:55am.

Requirements for summer school classes: number of students, dates, and times will adhere to the guidelines of DOE Summer School Programs. Instruction that allows students with disabilities to participate in general education programs will be included.

Summer school will be a 4-week intensive program that will combine non-fiction reading, writing that develops vocabulary; background knowledge; test preparedness; project-based learning that stimulates; and challenges students to read. Students build knowledge of the world they live in today and acquire literacy skills for tomorrow. In addition, the school will provide a Summer JumpStart 2-week session for wait list students. Lead teachers will be responsible for the coordination of this initiative.

**NiSe Extra- and Co-curricular Activities/Programming**

All students will be encouraged to support and participate in extra-curricular activities.

Clubs will be available at NiSe. At the beginning of the year, each club sponsor will announce the date and time of the first club meeting and the requirements for joining. All children, except where determined, will participate in a gym class, or be active in a sport or other artistic humanity.

NiSe will provide a variety of competitive sports for both boys and girls at all grade levels. Prior to participation in practices or competition, student-athletics must have a completed physical form. Students must abide by all school policies, rules and regulations while in attendance at school functions or school sponsored activities, on or off school grounds (See Exhibit 5 - Student Handbook).

The curriculum will include a health component. Research shows that in 12-years of primary school, most children do not learn about food, nutrition and health (apart from tangential references in biology) where the human digestive system and metabolism are studied. Home economics, a study previously restricted to female students, has been widely abandoned as a result of curriculum changes. Even degreed medical education spends limited time on nutrition and health. Unfortunately, the media overwhelms our children with commercial highlighting
unhealthy food choices. As a result, we have a nation with high obesity among our children leading to disease. Research shows this is the first generation that will die before their parents. NiSe will implement curriculums teaching and experimentation with nutrition and health.

In addition, children will be able to eat a wholesome breakfast from 7:30-7:55 a.m. in the morning and lunch between 11-12 noon. None of this food will have a high degree of fat and sugar.

**Addressing the Student’s Mental, Emotional, and Social Development and Health**

The educational programs in NiSe are concerned with all phases of individual growth. Students will be provided with sound academic opportunities to facilitate their physical, emotional, social, and professional potential. It is our task to provide demanding programs appropriate for all levels of ability. The goal of NiSe’s special education team is to implement this philosophy into practice for students with disabilities. NiSe will provide student health services comprised of a Nurse, Counselor and Dean of Students whose primary responsibility will be to assess and monitor each student's physical, mental, emotional health, and social development. Student expectations will not be lowered. Each child can learn at a high level.

**Special Populations and At-Risk Students**

NiSe will employ only licensed teachers. School personnel shall participate in developing Individualized Education Programs (IEPs); identify and refer students for assessment of special education needs; maintain records; and cooperate in the delivery of special education instruction and services, as appropriate.

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

NiSe’s child identification process will be coordinated by the special education teacher with consultation of the School Leader/Principal who will hold a special education endorsement. Both the Special Education Teacher and Principal shall have extensive experience working with special populations and at-risk students. We will utilize a variety of community resources and conduct systematic activities in an effort to identify children requiring special services. A standard referral form will be used to document all referrals. The NiSe’s Special Education Manual (See Exhibit 6) is a set of guidelines to assist all employees in carrying out the provisions of the Individuals with Disabilities Education Act (IDEA) of 2004, its implementing regulations, and the additional legal requirements and regulations developed by the State of Indiana and Ball State. The Special Education Manual was based on the information contained in the Guidance for Special Education Local Procedures (See Exhibit 7).

The mission of NiSe, in partnership with parents and the greater community, is to assure each student receives an engaging, rigorous and comprehensive education. Following this overall mission, NiSe’s special education team will seek to ensure that students with disabilities receive the necessary support and individual interventions for progress and achievement.
NiSe’s leadership team will strive to ensure that all teachers and support staff are prepared to implement research-based practices while recognizing the inherent strengths of students and their families and communities with regard to individual differences in language, culture, and ability.

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

- A free, appropriate public education
- A fair, accurate, and unbiased evaluation to assist in deciding Exceptional STEM Education and related services
- An individualized educational program (IEP) based upon each student’s individual capabilities and needs
- An education in the most typical setting in which each student can make educational progress
- A range of placement options from the least restrictive to the most restrictive
- The same array of academic, nonacademic, physical education, and extracurricular activity services that is available to students without disabilities

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

In order for students to be successful, they will be supported not only academically; but, socially and culturally.

- It will be the policy of NiSe to provide a variety of educational programs, services, equipment and facilities to accommodate the special needs of all students
- It will be the policy of NiSe to provide specially designed instruction to meet the unique needs of students identified as disabled in accordance with the special education regulations (push in/pull out)
- The school will support staff efforts to promote, develop and implement programs, which meet the learning needs of students in cognitive, affective and psychomotor performance and behavior on an individual student basis according to Indiana law
- The school will consider homebound or hospitalized programs for students unable to attend school because of special health problems, temporary illnesses or injuries that preclude their attendance at school. The school will require a medical doctor’s statement indicating that because of the disability or illness, the student will be confined to home or hospital for an extended period of time
- NiSe will contract with a School Psychologist to provide psychological services. A draft copy of contractor’s Independent Contract Agreement (See Exhibit 8)
Policy Regarding Special Education

Adhering to Ball State University Office of Charter School guidance for special education local procedures, NiSe has created a Special Education Manual.

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

All students with mild and severe needs will receive educational services from the full-time Special Education teacher (e.g. push ins/pull out) on the school premise. However, specialized services will be provided by the Contracted Psychologist and part time specialists. Indiana Special Education Grant will be used to meet special needs students, materials, and professional development for the staff.

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

NiSe will adhere to the current IDEA and ECEA laws and will implement a special education team lead by a Special Education Lead teacher with appropriate endorsements. The school will provide special education services required by IEPS, including evaluations, paraprofessional services, physical and occupational services. At the middle school level, teams of teachers will provide instruction in the core curriculum to assigned teams of students. The balance of the instructional day will be devoted to exploratory, enrichement and corrective activities. The school will organize the instructional program to ensure that individual students receive instruction appropriate to their identified needs. The Board supports staff efforts to promote, develop and implement programs, which meet the learning needs of students in cognitive, affective and psychomotor performance and behavior on an individual student basis.

NiSe anticipates receiving special education funding based on the No Child Left Behind, the IDEA of 2004, as well as Indiana Public Law 221 and Article 7 for each child with an IEP that is enrolled. NiSe therefore will be entitled to all federal and state special education funds as outlined in the Indiana Charter School Act, the IDEA, and the ECEA. Funding that may be available include Response to Intervention (RTI) funds, Title I Part A and Part B, Title II Part A, Title III Language Instruction for Limited English Proficient (LEP) and Immigrant Students, Title IV Part A, and IDEA Part B.
Meeting the Needs of English Language Learner (ELL) Students
A self-assessment program will be used to determine successful instructional strategies and to assess the corrective needs of ELL students who do not attain mastery. Assessments will not only include traditional examinations and tests; but, summative performance evaluations guided by rubrics that will include student electronic portfolios to demonstrate mastery of skills and content. Instructional staff will develop self-help assessments for course work guided by the standards and analysis of student’s learning needs. Our intent is that students will understand academic standards and be allowed to self-access their own mastery along with teachers. The purpose of these assessments is to ensure that students understand the importance of subject mastery, content and progressing to the next level. Re-teaching will always be available to assist in this regard both during and after school. It is important to connect with community education partners in the area that are familiar with this student population. There will after school and weekend tutoring, and an ELL assistant all of which will eliminate barriers and equal the playing field for all students. There will be teachers on staff that are able to teach ESL classes. NiSe will use an individualized academic model for bi-lingual students that include computer software

Identifying and Meeting the Learning Needs of Student Performing Below Average
NiSe believes that all children can learn. The model that we will use to ensure that students learn and achieve high standards as a result of targeted, individualized teaching is the Response to Instruction. The RTI model provides resources to students in need of academic and/or behavioral support. The lead teachers will be the team to coordinate and implement this model. This professional, trained group of teachers will meet regularly to analyze data in order to identify and target students who are not making expected progress. This team will put in place interventions for students at the earliest indication of concerns. Measurements will be in place to gage whether the interventions are meeting the student’s academic needs.

Identifying and Meeting the Needs of Intellectually Gifted Students

Honor Classes Criteria
NiSe will have an honors program. Whenever a student achieves a grade of “C” or below on a 4-week progress report and/or semester report card in an honors course, he/she will be removed from that class and moved back into general course offerings and given the opportunity to improve their grades. The team of lead teachers will be responsible for identifying, monitoring, and provide research-based instructional programs to enhance student abilities.

Honor Roll (all grades)
NiSe will recognize two honor roll periods at the end of each grading period and each semester. The Distinguished Honor Roll recognizes those students who receive no letter grade lower than an A- on their report cards. The A/B Honor Roll acknowledges those individuals who have received no letter grade below a B- on their semester report card.

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

**Admissions Policy and Criteria**

In adherence to IC 20-24-1 Sec. 1, a charter school must be open to any student who resides in Indiana. It is the stated policy of NiSe to admit all students using fair practices without regard to race, religion, origin or gender. This non-discrimination policy applies to: students’ access to courses and programs to physical education and athletics; to counseling and guidance; vocational education programs; financial assistance; extracurricular activities; and other matters related to students. It is the responsibility of the school to see that this non-discrimination policy for students is followed. Recruitment information will be marketed in Northwest Indiana within programs like: 21st Century Scholars, Educational Talent Search, social service agencies (e.g. Urban League of Northwest Indiana, Youth Homeless Shelters like Sojourner Truth House and other key agencies that serve families in poverty, low-income/first generation, students with disabilities and youth at-risk for academic failure). The student application period for all students will be 6-weeks to ensure adequate time. Application notices will be placed on the school website, cable stations, local newspapers, and posted throughout the Northwest Indiana community. All applications must be postmarked by the last day of the 6-week period. All applicants will be enrolled in grades where the number of students does not exceed 20 students per classroom. If the class reaches capacity, a student lottery will take place. NiSe’s Admission Policy is highlighted in Attachment 6.

The McKinney Vento Act, effective January 2002, authorizes educational rights and protections for children and youth experiencing homelessness. This act provides guidelines to services which are available to homeless children. In the student interview process data will be collected for reporting purposes and to help with assistance.

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

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

There will be a placement assessment given to each student after enrollment. These assessments will be used to determine placement once a student is enrolled. Once all available slots are filled, applicants will be placed on a waitlist. Students will be admitted from the waitlist, in the order that the applications were received, as places become available in each grade.
Application Period – Jan - April, 2013
NiSe will accept applications for attendance from anywhere in Indiana, in accordance with the state charter school law. The marketing emphasis of the school will, however, focus on the Northwest Indiana area. NiSe will not engage in policies, which discriminate against students on account of race, gender, religion, national origin, ancestry or color or disability.

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

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

Enrollment – June, 2013
Under IC 20-24-4-10-1 a charter must not discriminate against students in any way. The following information will be required to enroll all students:

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

NiSe reserves the right to deny enrollment to any student who has been expelled from another educational institution during the current school year
In compliance with Senate Enrolled Act 416, which passed the Indiana General Assembly in 1988, NiSe will report to the Indiana Clearinghouse information on Missing Children any student who does not provide a birth certificate or other proof of the student’s date of birth within twenty days of enrollment.

The school will adhere to the federal law that applies to educational agencies and institutions that receive funding under a program administered by the U.S. Department of Education. Under FERPA, schools must generally afford students who are 18 years or over, or attending a postsecondary institution: access to the education records, an opportunity to seek to have the records amended and some control over the disclosure of information from the records.

Timeline
The marketing for the school will continue until April, 2013. At that time, it will be determined if further marketing efforts are required to fill the various grades. If the grade slots are filled, parents/guardians of the accepted students will be notified in writing. If, as we anticipate, the number of applications exceeds available slots for a given grade, a random selection drawing will be held no later than May, 2013. The time, date and location of the random selection will be announced via local newspapers and radio outlets. The random selection will be done by an accounting firm. The same representative will conduct the random selection for the school waiting list if such a list exists.

Student Acceptance
Within 10 days of the selection of students for NiSe, the parents/guardians of the students will be notified in writing of their acceptance. Parents of those students accepted will be asked to sign a form verifying that they will be sending their child to the school and that they understand and will comply with school policies and regulations. Parental acceptance forms must be returned to the NiSe office within two weeks or the child’s name will be removed from the acceptance list and another student will be selected from the waiting list. By June, 2013 parents/guardians will be invited to an open-house which includes a school campus tour and introduction of NiSe staff.

Withdrawals
The parent should contact the school if a student wishing to withdraw. Students who plan to withdraw from NiSe must contact the counselor at least one day in advance in order to have the proper records to take with them to their new school. A withdrawal form (See Exhibit 9) will be given to the parent, which enables the student to receive grades up to the date of withdrawal. Students will return books, library books, and should pay any fees before withdrawal. A health record will also be given at this time, as some schools require this record before enrolling a new student.

Students may withdraw at any time with their parent’s permission. Students and parents must complete a Withdrawal Form and must attend an exit interview with the NiSe counselor to make sure that the school has exerted all efforts to serve the student. The withdrawal form must be approved by both the Principal and Dean of Students. If the student needs to be referred to another agency, this process will be worked out between NiSe and the referral agency. Under Indiana law, any student who is at least 16-years of age but is not yet 18 years of age may withdraw from school prior to high school graduation after an exit interview with the student’s parents or guardian is conducted. If the exit interview fails to occur, the Principal will notify the
proper authorities and ask that legal action be taken against the student and parent/guardian. IC 20-8.1-3-170 PL 121-1989 states a student may withdraw from school when the student graduates, turns 17, or turns 16 and has the written consent of a parent or guardian.

Retention
In most cases students that are in the risk category involves retention consideration. Our purpose of grade retention is intended to help meet the academic, social, emotional and cognitive needs of the students and support their goals within the school environment. We will be committed to making individual decisions on persistence, promotion and retention based on what it is in the long-term best interest of an individual student. We will be committed to helping all students realize their potential which may include re-teaching subject matter more than once for those experiencing academic issues. However retention will be considered after attempts by the school without success. Students who qualify under special education are not bound to this policy to insure compliance with all state laws. In case of retention, the following steps will be used: (1) recommendation of retention; (2) classroom modifications, additional testing (psychological and academic) and school and home plans; (3) NiSe staff meet to review student progress and make recommendations for student placement or referral. As a team, we will consider grades/test data, records and attendance, teacher recommendations, emotional state, and social development; and (4) a final decision will be made.

Student Discipline
Please see NiSe Code of Conduct Discipline Policy in Exhibit 10.

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

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

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

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

Parent and Community Involvement
The development process of this charter application began with meetings and conversations with agencies that were concerned about the new CORE 40 diplomas, new academic standards and
lack of students to fill STEM jobs in the community. All of our discussions centered on how we could implement a school that would guarantee STEM learning from the day students enter school and the best practices of other states. Finally, it was suggested that the founding group would submit a STEM charter application to Ball State University. An attempt was made in 2011. This will be the founding group’s second attempt. The founding group worked from the list of suggestions and recommendations from the first proposal review by Ball State Charter application review team for the current application. The founding group has only submitted to Ball State and no other authorizer to date.

Once the school is approved, a public announcement will be made to Northwest Indiana constituencies. NiSe will hold a community meeting once a month starting in November 2012 advising the community on the status of the school and listening to the public for feedback and concerns.

The Governing Board will be made of up of community members, leaders and parents from across Northwest Indiana. The community will be able to attend open Board meetings. This group brings an educated, community experience constituents to the idea of designing not only an excellent but “elite” school to the Northwest Indiana community. This group has a collective and shared experience with the community, managing corporate, state and government programs. The organizing group has an extensive network of community leaders, advisors and partners which include local nonprofits such as town Manager of Merrillville, Northern Indiana Public Service (Nipsco), Attorney and Mayor of Gary, Chancellor of Ivy Tech Community College (Gary Campus), Indiana University (Northwest), Methodist Hospital, Ivy Tech Community College (TRIO) program, NAACP, Urban League of Northwest Indiana, Boys and Girls Club, and YWCA.

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

We will adopt school-wide parental communication goals: return all voicemails and e-mails from parents within 24 hours, and mail correspondence informing parents of upcoming assignments, quizzes, tests, and classroom projects and updates. The school will update the Web/Schoolworks grading system each week and provide a mid-year progress report and final grades via the web. Excellent customer services will be provided at all times. NiSe always want parent’s questions answered and for them to have a good experience while visiting the school. Our evaluative components will include an annual evaluation from the parents. This information will be reviewed by the Board on a consistent basis. All parental concerns will be addressed immediately.

NiSe activities will involve the parents. This is a way of ensuring that the learning experiences and activities offered by NiSe will be continuous and involve the parents. This in itself reinforces
the connection between school and home and enlists the parents’ involvement in their child’s educational journey. NiSe will develop a:

- Support system in orienting middle grades students and their parents to high school expectations, beginning in the 5th grade.
- Support system in orienting students in high school and their parents to college choice, finances, and expectations early on.

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

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

Parents will be involved in Title 1 initiatives where school will offer parenting classes, incentives such as reimbursement for mileage when traveling with and for the school under the guidelines of the school finance rules.

Table 11: Community Resources

<table>
<thead>
<tr>
<th>Name/Org</th>
<th>Services</th>
<th>In-kind</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sojourner Truth Shelter</td>
<td>Women’s Homeless Shelter</td>
<td>Referrals</td>
<td></td>
</tr>
<tr>
<td>Indiana University Northwest</td>
<td>Post-Secondary Institution</td>
<td>Admissions &amp; Financial Aid Info &amp; Presentations Dual Credit</td>
<td>Scholarships</td>
</tr>
<tr>
<td>Purdue University Calumet</td>
<td>Post-Secondary Institution</td>
<td>Admissions &amp; Financial Aid Info &amp; Presentations Dual Credit</td>
<td>Scholarships</td>
</tr>
<tr>
<td>Ivy Tech Community College, Chancellor</td>
<td>Post-Secondary Institution</td>
<td>Admissions &amp; Financial Aid Info &amp; Presentations Dual Credit</td>
<td>Scholarships</td>
</tr>
<tr>
<td>Northwest Hispanic Council</td>
<td>Social Service Agency</td>
<td>Referrals</td>
<td></td>
</tr>
<tr>
<td>Urban League of Northwest Indiana</td>
<td>Social Service Agency</td>
<td>Referrals</td>
<td></td>
</tr>
<tr>
<td>town of Merrillville</td>
<td>Municipality</td>
<td>Referrals</td>
<td></td>
</tr>
<tr>
<td>Gary Freedom School</td>
<td>Social Service Agency/Education</td>
<td>Referrals</td>
<td></td>
</tr>
<tr>
<td>A T &amp; T</td>
<td>Communications</td>
<td>Career Presentations</td>
<td>Scholarships / Internships</td>
</tr>
<tr>
<td>City of Gary</td>
<td>Municipality</td>
<td>Referrals</td>
<td></td>
</tr>
<tr>
<td>21st Century Scholars</td>
<td>Education</td>
<td>Referrals</td>
<td>Scholarships</td>
</tr>
</tbody>
</table>

Please review Attachment 8 for support from community partners.
Educational Program Capacity
The Chief Executive Officer (CEO) will be the liaison between the operations and academic divisions of NiSe.

The CEO will possess:
- A doctoral degree in education, business management, human resource management or related discipline
- A minimum of 15 years of supervisory skills
- Diversity training skills
- Experience involving the development of training programs
- Experience in higher education management leadership
- An understanding of internship and externship programs

The School Leader will serve as the Principal. Their primary role responsibilities involve creation of educational plan management, curriculum development and modifications, hiring and supervisor of all academic staff, assessment of educational plan, student assessment, coordination of summer teacher institute, and the supervision of all academic instructors, RTI, PE, and counseling staff. This person is responsible for the implementation and monitoring of all NiSe’s goals, strategies and directions for the school. This includes, but is not be limited to, the meeting of Indiana State Standards and other identifiable core knowledge sequences. The School Leader will possess:
- Principal/Superintendent license
- A minimum of 10 years of teaching
- Understanding of current educational laws and practices
- Knowledge of post-secondary curriculums and articulation and transfer agreements
- Leadership qualities and experience

The School Leader/Principal will provide day-to-day academic leadership not limited to:
- Discuss, review and initiate school policy
- Work directly with the Foundation on school direction
- Oversee and monitor the operation of the school as executed by the foundation
- Meet in open meetings at least once per month to fulfill the above responsibilities and to build a strong relationship with parents and the community
- Report to the foundation on a quarterly basis observations, findings, conclusions and recommendations regarding the operation of NiSe and academic progress of the student body
- Review financial reports of the school and present the findings to the Foundation with recommendations for changes, actions and/or acceptance

Attachment 9 provides a copy of the job description for this individual.

The Chief Operations Officer (COO) will work hand-in-hand with the principal in the pipeline of educating children, supporting and assisting teaching faculty and staff. The COO will possess:
- A minimal of a Master’s degree in education, business management, human resource management or related discipline, doctoral degree preferred
- Understand current educational laws and practices
Knowledge of financial practices
Knowledge of post-secondary curriculums and articulation and transfer agreements
Leadership qualities and experience

The School Leader/Principal and COO report directly to the CEO and work collaboratively to lead the school in the implementation and monitoring of all NiSe’s goals, strategies and directions for the school. This must include, but not be limited to, meeting of Indiana State Standards and other identifiable core knowledge sequences.

- Promoting collaborative problem solving and open communication
- Collecting, analyzing, and using data to identify school needs
- Using data to identify and plan for needed changes in the instructional program
- Implementing and monitoring the school improvement plan goals
- Using systems thinking to establish a clear focus on attaining student achievement

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

- School leadership, administration, and governance experience
- Curriculum, instruction, and assessment
- Performance management
- Parent and community engagement
- Extensive budget management skills
- Training program development
- Grant writing/Fundraising skills
- Scholarship development skills
- Career development skills
- Higher education experience
- Management experience
- 1st Generation college students
- Special education training/certification
- Teaching experience in K-12 environment
- Teaching experience in higher education environment

Key Members of Leadership Team

Only four members of the Board of Trustees have been identified. No school leadership members have been identified. Please see Exhibit 11 for the names, qualifications, community involvement, title and biographies of the Board of Trustees.

An educational consultant and former public school superintendent is one of the partners in the planning and establishing of the charter school. This consultant has been tapped to provide professional development of staff in the areas of effective leadership and strategic planning. The planned role will be to lead the leadership team in the development of documents critical to the success of the charter. The education consultant will provide the leadership team with a framework and a process for the development of a 3-5 year strategic plan, as well the framework for the identification of short term goals in the establishment of the charter in its initial stages of development.
The School Leader/Principal will be developed by being *intimately* aware of the expectations from the funding source and the vision and the goals outlined by the NiSe leadership team. The School Leader will be the "keeper of the vision" of the charter school, and be able to clearly articulate the vision and the mission in all interactions relative to the charter, including all staff and the community at large.

The leadership team will support educational consultant ensuring needed resources are readily available. All parties will be clear as to the expectations for successful delivery and accomplishment of all goals of the charter.

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

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

The plan is to develop an evaluative instrument that will allow for a mid-year review to assess progress and lend added support prior to the yearly evaluation.

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

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

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

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

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

Table 12: Development Team Following Application Approval (start up to opening)

<table>
<thead>
<tr>
<th>Name-Title</th>
<th>% of Time</th>
<th>Projected Start Time</th>
<th>Potential Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>COO</td>
<td>50%</td>
<td>Nov. 2012</td>
<td>Start Up/Common School Loan</td>
</tr>
<tr>
<td>School Leader/Principal</td>
<td>100%</td>
<td>Nov. 2012</td>
<td>Start-Up/Common School Loan</td>
</tr>
<tr>
<td>CEO</td>
<td>50%</td>
<td>Nov. 2012</td>
<td>Start-Up/Common School Loan</td>
</tr>
<tr>
<td>Educational/Strategic Consultant (Board Member Training and Strategic Planning)</td>
<td>25%</td>
<td>Nov. 2012</td>
<td>Start Up/Common School Loan</td>
</tr>
<tr>
<td>Legal Advisor/HR Finance Manager</td>
<td>50%</td>
<td>Nov. 2012</td>
<td>Start-Up/Common School Loan</td>
</tr>
<tr>
<td>Teachers Assistants/Retired School Teachers</td>
<td>50%</td>
<td>June-August. 2013</td>
<td>Start-Up/Common School Loan</td>
</tr>
<tr>
<td>Financial/Accountant Specialist</td>
<td>100%</td>
<td>Nov. 2012</td>
<td>Start Up/Common School Loan</td>
</tr>
<tr>
<td>IT/Web Master</td>
<td>25%</td>
<td>Nov. 2012</td>
<td>Start Up/Common School Loan</td>
</tr>
<tr>
<td>Lead Teacher (1) Language Arts/Foreign Languages</td>
<td>50%</td>
<td>Jan.-August 2013</td>
<td>Start Up/Common School Loan</td>
</tr>
<tr>
<td>Lead Teacher (2) Science</td>
<td>50%</td>
<td>Jan.-August 2013</td>
<td>Start Up/Common School Loan</td>
</tr>
<tr>
<td>Lead Teacher (3) Math</td>
<td>50%</td>
<td>Jan.-August 2013</td>
<td>Start Up/Common School Loan</td>
</tr>
<tr>
<td>Lead Teacher (4) Special Education</td>
<td>50%</td>
<td>Jan.-August 2013</td>
<td>Start Up/Common School Loan</td>
</tr>
<tr>
<td>Lead Teacher (5) Social Studies</td>
<td>50%</td>
<td>Jan-August 2013</td>
<td>Start Up/Common School Loan</td>
</tr>
<tr>
<td>STEM Coordinator (1) Engineering/Technology</td>
<td>50%</td>
<td>Jan.-August 2013</td>
<td>Start Up/Common School Loan</td>
</tr>
<tr>
<td>STEM Coordinator (2) Science/Math</td>
<td>50%</td>
<td>Jan-August 2013</td>
<td>Start Up/Common School Loan</td>
</tr>
<tr>
<td>Facilities/Security Manager</td>
<td>50%</td>
<td>June 2013</td>
<td>Start Up/Common</td>
</tr>
<tr>
<td>Position</td>
<td>%</td>
<td>Start Date</td>
<td>Funding Type</td>
</tr>
<tr>
<td>----------------------</td>
<td>----</td>
<td>------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>100%</td>
<td>June 2013</td>
<td>Start Up/Common School Loan</td>
</tr>
<tr>
<td>Non-Lead Teachers</td>
<td>50%</td>
<td>June 2013</td>
<td>Start Up/Common School Loan</td>
</tr>
<tr>
<td>RTI</td>
<td>50%</td>
<td>June 2013</td>
<td>Start Up/Common School Loan</td>
</tr>
<tr>
<td>Data Specialist</td>
<td>100%</td>
<td>June 2013</td>
<td>Start Up/Common School Loan</td>
</tr>
</tbody>
</table>

*Start and continued time

The staff members above will be in place following school approval.

**Section 2 - Operations Plan & Capacity**

**Governance**

**Legal Status and Governing Documents**

TRON /AGEK’ Educational Foundation, Inc. is an Indiana not-for-profit corporation, exempt from tax under I.R.C. 501 (c) (3). Federal exempt documents are attached (Attachment 11) along with Articles of Incorporation. In Attachment 12 is the completed and signed Statement of Assurances. TRON/AGEK’ anticipates being authorized under the Indiana and by law to organize and operate a public charter school and is vested with all powers necessary for carrying out its planned programs including power to contract for the services, equipment and educational services.

**Organization Charts**

A complete description of the organizational structure is attached (See Attachment 13).

**Governing Board**

The NiSe Board of Trustees Training Manual is attached (Exhibit 12). The Board will immediately assume management and governance of NiSe school upon confirmation by Ball State University that a charter has been awarded. While the foundation engages in a wide number and variety of activities it will oversee the proposed charter school as follows:

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

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

In all the above mentioned duties and responsibilities, the role of the Board is primarily an advisory one only. Final legal action on any of the above named or any other matters will be the
sole responsibility of the foundation. A list of all current and identified Board members and their intended roles are listed in Table 16 below along with a summation of their interests in and qualifications for serving on the school’s Board.

Attachment 14 provides a copy of the Board Member Information Sheet, professional biographies, and criminal background checks. Board member resumes can be found in Attachment 1.

Table 13: Board Members and Roles

<table>
<thead>
<tr>
<th>Members</th>
<th>Role</th>
<th>Interests &amp; Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dawn Dawkins, Esq.</td>
<td>Legal</td>
<td>Legal</td>
</tr>
<tr>
<td>Wanda Day</td>
<td>Finance</td>
<td>Finance &amp; Brokerage</td>
</tr>
<tr>
<td>Dwayne Tucker</td>
<td>Member</td>
<td>Engineer</td>
</tr>
<tr>
<td>Dr. Mary Steele-Agee</td>
<td>Member</td>
<td>Education</td>
</tr>
</tbody>
</table>

The Board’s ethical standards and procedures for identifying and addressing conflicts of interest are outlined in the Board of Trustees Training Manual. Provided in Attachment 15 are the Board’s proposed Code of Ethics and Conflict of Interest policy.

The NiSe manual describes plans for increasing the capacity of the governing Board, plans for expanding and developing the board over time, timeline for new members to be recruited and added, process for vacancies to be filled, and orientation or training. Criminal background checks are provided for all potential Board members.

Advisory Board

NiSe relies on the Advisory Board to provide advice on its policies, services, curriculum and events. The Advisory Board is the means by which NiSe’s curriculum and services remain relevant to community and business needs. The Advisory Board will consist of teachers, parents and community leaders to advise the board on school initiatives. The Advisory Board will provide community input and offers advice to the Board of Trustees about concerns and issues. The Advisory Board will provide assistance to the Board in their efforts to conduct business in a way that is beneficial to the children NiSe serves.

Grievance Process

Throughout this process it is important to maintain confidentiality, particularly if the issue concerns the performance of a staff member or sensitive issues regarding other students and their families. Concerns about a staff member’s performance must only be raised with the School Leader/Principal. Concerns about a non-academic staff member’s performance must only be raised with the COO. Concerns about the COO or Principal can only be raised with the CEO. Concerns may be raised as follows:

- **Step 1**
  
The individual (e.g. parent, community member) should contact the staff member involved and arrange an appointment to discuss the matter without distractions. Contacting the office can result in a return phone call or an appointment being made for you with the staff member involved. This meeting must occur within five business days.
Step 2
If the issue raised is unresolved, then the individual must make an appointment within five business days with the School Principal/Principal to inform of the concern.

Step 3
If the issue raised is still unresolved at this point, then the individual must make an appointment within five business days with the CEO to inform of the concern. At this point, the individual can choose to arrange for a support person to accompany them.

Step 4
Within 30 days from the meeting with the CEO, if the individual is still dissatisfied with the outcome of the meeting, they may write to the Board of Trustees. The Board President will create a special Grievance Committee to review any complaints. If no new information is presented, then the matter is closed.

School Management Contracts
“Not Applicable”

Staffing

Staff Structure
A complete staffing chart for the school is included in Attachment 16.

Staffing Plans, Hiring, Management, and Evaluation
NiSe will adhere to Indiana Code IC 20-24-6-1, 2,3,4,5,6,7,8. It will be the policy of NiSe not to discriminate. It is the intent of Board to employ administration and faculty personnel who are credentialed and licensed. As an affirmative Action/Equal Opportunity Employer, the school is committed to compliance with Title IX of the Federal Education Amendment of 1972, (GEPA), and the Americans with Disabilities Act. The Board will not offer tenured or guaranteed employment to any of its personnel. Employment will be defined as “at will” but may be terminated by NiSe at any time according to NiSe employer/employment agreement. Employment does not exist unless a Letter of Commitment or Annual Contract has been received. Please see Exhibit 13 for the complete NiSe Employee Handbook.

Faculty Recruitment
Staff employed by NiSe and the Board is the most important resource for professionally and effectively conducting a high quality learning environment and programs. We have to do what is best for our students by investing in our teachers. It takes a team effort from all constituencies to make sure this takes place. NiSe will hire the most competent personnel, conduct continuous staff development and establish rules, policies and working conditions which are conducive to high morale and which enable each staff member to make the fullest contribution to the mission of NiSe, nothing less. NiSe will ensure that all teachers meet the Indiana state teacher certification and licensure requirements at the time of hire by requiring legal copies of licensures through the Department of Education. NiSe will use all possible avenues to attract and retain teachers that meet the requirements of No Child Left Behind Act and with STEM credentials and a commitment to NiSe’s mission and philosophy. In return, the school will support the teachers with a salary (within the guidelines of the proposed budget) and continual professional development that would attract and retain qualified faculty because students need to trust that the relationships they form with their teachers will be a true lasting mentoring relationship. Students need to trust that their teachers will be at the school as they expect them to be. So, if NiSe makes
all efforts to support their faculty and student learning and motivation in this manner, it is highly likely that this will add to the school’s success which will be an overall increasing high school graduation rate and low teacher turnover.

**Performance Evaluations**

Faculty and staff will be evaluated at least twice during the academic year (end of Fall and Spring). Teachers will be formally evaluated by the Principal and Lead Teachers. Every personnel whether faculty or staff will have an evaluation session with their immediate supervisors. In order to invest in acquiring and keeping the best teaching staff, a continuous effort will be placed on teacher training throughout the year. Teachers that perform will receive an Intent Letter to Return prior to the end of the year.

**Performance Bonuses**

NiSe will award performance bonuses to faculty and staff at the end of the academic year who qualifies. Approval of the bonuses is at the discretion of the principal and CEO. All teachers that master core areas as defined will be eligible for a salary adjustment not to exceed $3,000. Bonuses will be determined prior to the and Spring term. Salary adjustments will be made based on an agreed upon given set of criteria.

**Hiring**

The school will conduct the recruitment campaign in accordance with IC 20-24-6, including the school’s plan for hiring “Highly Qualified” staff in accordance with the Elementary and Secondary Education Act (ESEA). The marketing and intent to hire process will begin no later than one month after formal notification that the charter has been signed by Ball State University and TRON/AGEK. The campaign will be conducted in consultation with the Board. The school will host a job fair immediately after the charter approval.

NiSe’s vision for hiring is to make sure the right candidate meet the job requirements whether faculty or staff. We will be open and honest with all employees because internal relationships and open communication are key to the holistic climate of the school. Management and employees must be able to communicate with each other to work out and solve issues. If employees have a difference or problem with each other they should make all attempts to solve this among themselves. If the issue cannot be solved, then the immediate supervisor or lead teacher is invited in to mediate. If a resolution cannot be agreed upon, both employees should work with the Principal and CEO. Then if a resolution cannot be agreed upon, the employee is allowed to present the issue to Human Resource and NiSe attorney.

All faculty will be evaluated according to the NiSe’s rubric for teacher recruitment and evaluation. Faculty must also present a portfolio and simulation of teaching on subject matters at the time of interview.

**Criminal Background Checks**

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

**Discipline**

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

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

2. If a second occurrence, issue a written reprimand, warn the employee, prepare documentation and have the employee to sign and forward a copy to Human Resource or NiSe attorney

3. If a third or more occurrence occur, the supervisor should give the employee a written warning and/or suspend for 10 days without pay or recommend to the School Leader for termination
   a. Some violations, if proven, constitute grounds for immediate dismissal: abuse, drugs/alcohol, insubordination, threats of violence and theft

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

Job Appraisals
School leadership will utilize the Halogen eAppraisal's online appraisal systems which feature:

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

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

The Board believes that all employees, including the Principal, should be evaluated periodically by their immediate supervisor. The appraisal program established will be directly related to the written position description for each employee or job classification (See Attachment 19).
**Professional Development**

The school will have an aggressive professional development process. The state allows 6 1/2 days of professional development. The school will ask for a waiver pursuant to IC 20-10, 2-3-4 and IC 20-10, 2-3-5 for an additional three days. If approved, the school will allow up to 9½ days for professional development as outlined in the school calendar (See Attachment 5) and professional development plans below in Table 14.

Table 14: Professional Development Process

<table>
<thead>
<tr>
<th>Core Components of Professional Development</th>
<th>Intended Audience</th>
<th>Person Responsible</th>
<th>Schedule - Timeline of implementation date</th>
<th>Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiana and Common Core Standards</td>
<td>Faculty, Selected Staff</td>
<td>CEO / Educational Consultant</td>
<td>July – August 2013 (40 hours) and Fall, Spring (30 hours) and Summer (20 hours) each year</td>
<td>Pearson Common Core Professional Development</td>
</tr>
<tr>
<td>STEM/Indiana/Common Core Standards Curriculum Training</td>
<td>Faculty, Selected Staff</td>
<td>CEO / Educational Consultant</td>
<td>July – August 2013 (40 hours) and Fall, Spring (30 hours) and Summer (20 hours) each year</td>
<td>Purdue University Calumet Engineering Program, NRC, Mass. Science and Technology/Engineering Consultant</td>
</tr>
<tr>
<td>Health &amp; Safety</td>
<td>Faculty &amp; Staff</td>
<td>Principal / Nurse and Facilities / Safety Manager</td>
<td>June, 2013</td>
<td>Handbook/Processes</td>
</tr>
<tr>
<td>Parent</td>
<td>Community Parents/Guardian</td>
<td>COO / Educational Consultant /Parent Partner</td>
<td>June, 2013</td>
<td>Handbook/Processes</td>
</tr>
<tr>
<td>Assessment Performance</td>
<td>Faculty, Data Specialist</td>
<td>COO / Educational Consultant</td>
<td>June, 2013</td>
<td>Handbook/Processes</td>
</tr>
<tr>
<td>Special Education-behavioral adjustments</td>
<td>Faculty, Selected Staff</td>
<td>Principal</td>
<td>June, 2013</td>
<td>Handbook/Processes</td>
</tr>
<tr>
<td>RTI</td>
<td>Faculty</td>
<td>Principal</td>
<td>June, 2013</td>
<td>Handbook/Processes</td>
</tr>
<tr>
<td>Technology</td>
<td>Faculty &amp; staff</td>
<td>Principal, COO, Educational Consultant, IT Manager, Data Specialist</td>
<td>June, 2013</td>
<td>Handbook/Processes</td>
</tr>
<tr>
<td>Board member/Strategic planning training</td>
<td>Board Members/Advisory Board</td>
<td>Educational Specialist</td>
<td>Nov. 2012</td>
<td>Handbook/Processes</td>
</tr>
</tbody>
</table>
Performance Management
The progression of all students will be assessed on a students will be assessed on a consistent basis toward achieving the goals as outlined in Table 15. The testing of all students and subgroups will be according to the student’s individual plans. NiSe will ensure the accommodations of all student individual needs and will follow the Indiana laws as it pertains to IDEA and Article 7.

To measure proficiency with the State System of Accountability, the school will submit a continuous report to Ball State demonstrating the testing results in comparison with other schools and districts in Northwest Indiana. Our intended growth between first year (2013) and fifth year (2017) is shown in Table 15. Student will demonstrate adequate yearly progress (AYP) on all the measurements of the Indiana Accountability system.

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

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Desired Result</th>
<th>Staff Responsible for collection and analysis of data and reporting to school community</th>
<th>Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use all teacher recommendations and assessments results to admit students in courses that are consistent with their ability to succeed. Teachers will integrate and teach state standards in all classes.</td>
<td>Students to achieve 80-90% class average in all classes</td>
<td>Lead teachers, individual teachers and parents</td>
<td>Goal 70% attained/ exceeded</td>
</tr>
<tr>
<td>By the 12th grade 80% of students will pass the state assessment to solve real life problems in Math, Writing, Reading and Science.</td>
<td></td>
<td>Individual training on how to analyze all data from each class and make comparisons with teaching teams resulting in individual student action plans.</td>
<td>Goal 75% attained/ exceeded</td>
</tr>
<tr>
<td>Use pre-test/post-test process to evaluate student improvement</td>
<td>Data will be used for aligning with state standards</td>
<td>Principal, Lead teachers, Data Specialist</td>
<td>Goal 75% attained / exceeded</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Principal and Lead teachers will be given training by NiSe consultant and time to revise pre and post-</td>
<td>Goal 75% attained/ exceeded</td>
</tr>
</tbody>
</table>

Table 15: Measuring and Evaluating Academic Progress
Additional assessments indicating alignments will be used as well as shown in Table 16 below.

### Table 16: Assessments and Alignment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT</td>
<td>College-Assessment</td>
</tr>
<tr>
<td>SAT</td>
<td>College Assessment</td>
</tr>
<tr>
<td>NiSe Pre-assessment</td>
<td>Evaluation of student’s math, writing, reading post admissions</td>
</tr>
<tr>
<td>Accuplacer</td>
<td>Ivy Tech college assessment (dual credit admissions)</td>
</tr>
<tr>
<td>NiSe Senior Praxis</td>
<td>NiSe Education majors preparation for Praxis</td>
</tr>
<tr>
<td>NiSe Pre-med/Nursing Assessment</td>
<td>Academic Individual Support for medical/nursing college programs</td>
</tr>
</tbody>
</table>

NiSe’s Data Specialist will be responsible for managing, interpreting data for student achievement; reviewing all financial transactions and providing accurate financial reports. The Data Specialist assists with all audits, collects all student fees, and is generally responsible for supporting NiSe within every area of the school’s human resources operations.

### Table 17: Training and Data for Improving Student Learning

<table>
<thead>
<tr>
<th>Activity</th>
<th>Intended Audience</th>
<th>Person Responsible</th>
<th>Timeline of implementation date</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Training on building course assessments and alignment of standards Indiana and Common Core Standards which will involve more focused instructional and teacher quality strategies | Faculty & Selected NiSe Staff | Contracted & School Leader | July –August 2013 (40 hours) and Fall, Spring (30 hours) and Summer (20 hours) each year | *Pearson Common Core Professional Development  
  - enVisionMATH (grades 5)Common core 2012  
  - digits(Grades 6-8)  
  - Prentice Hall Middle Grades Mathematics – Common Core Edition 2012 (grades 6-8)  
  - CMP2 (Connected Math Project 2)* |
<table>
<thead>
<tr>
<th>Event Description</th>
<th>Faculty &amp; Staff</th>
<th>Principal</th>
<th>Date/Duration</th>
<th>Institution/Consultant</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM and alignment of Indiana/Common Core Standards Curriculum Training</td>
<td>Faculty &amp; Science Faculty</td>
<td>Principal</td>
<td>July – August 2013 (40 hours) and Fall, Spring (30 hours) and Summer (20 hours) each year</td>
<td>Purdue University Calumet Engineering Program, NRC, Mass. Science and Technology/Engineering Consultant</td>
</tr>
<tr>
<td>Health, Safety, Emergency Plan</td>
<td>Faculty &amp; Staff</td>
<td>Principal, Nurse &amp; Facilities/Safety Manager</td>
<td>July 2013</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>Principal, Faculty, &amp; Data Specialist</td>
<td>COO &amp; Data Specialist</td>
<td>July 2013</td>
<td></td>
</tr>
<tr>
<td>Sessions to assist Math, Science &amp; Writing teachers to analyze **NWEA and ISTEP, Acurity data comparing with course data including assessments of state standards</td>
<td>Math, Science &amp; Writing Faculty</td>
<td>Principal, Data Specialist, &amp; Academic Leads</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISTEP Remediation Counselors</td>
<td>Math, Science, Writing Faculty</td>
<td>Principal &amp; Academic Leads</td>
<td>January 2014</td>
<td></td>
</tr>
<tr>
<td>Study Skills Support Workshop</td>
<td>Parents &amp; Students</td>
<td>Dean of Students &amp; Counselors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Development</td>
<td>Faculty &amp; Staff</td>
<td>Principal &amp; Dean of Students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Pearson and Indiana have been providing learning materials to Indiana schools for more than 100 years*

**The professional development training will include:**
- Analysis of NWEA data to direct planning for student re-teaching who have not met mathematic skills
- Training to work with less motivated students
- Establishing consistent measures for mathematic recommendations
- Continuing development of activities that address student’s different learning styles and teaching strategies to meet the learning needs of students
- Computer software (e.g. Powerschool - teacher grading and reporting)
Prior to the state assessments, if student classroom assessments are not reflecting the pass rates expected, individualized tutoring will be included in the classroom and afterschool.

**School Goal for Reading, Writing and Mathematics**
- By 2013-2014: Students are required to meet the state standards and will increase to at least a pass rate of 75% as measured by ISTEP testing
- By 2014-2015: Students are required to meet the state standards and will increase to at least a pass rate of 70% as measured by ISTEP testing
- By 2015-2016: Students are required to meet the state standards and will increase to at least a pass rate of 85% as measured by ISTEP testing
- 100% of students in grades 9-12 will demonstrate the ability to solve complicated mathematic problems across the content areas

90% or above for all students will improve literacy skills across the curriculum:
- Intervention 1: All students will improve reading comprehensive skills across the entire curriculum
- Intervention 2: All students will read more self-directed reading material and selected sources
- Intervention 3: All students will improve writing skills across the curriculum

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

**Facilities**
TRON/AGEK has executed a lease with the Laurel Church located at 7525 Taft Street, Merrillville, Indiana. A support letter and lease are attached (See Attachment 20). Additionally, the floor plan is attached (See Attachment 21).

NiSe will provide services contemplated by the agreement at the property at 7525 Taft Street, Merrillville, Indiana to be leased under the terms and provisions of the lease (Attachment 20). TRON/AGEK’ will make every effort to ensure that the school facilities are suitable and appropriate for use as a school by the student population to be served at the school site; and that facilities are in compliance with all federal, state and local fire, safety; and building codes and requirements applicable to the school facilities including abatement of environmental hazards and the requirements of the American with Disabilities Act. TRON/AGEK’ will see that the school facilities are kept in good condition and repair for their intended school use. TRON/AGEK’ will also use its best efforts to ensure that the school complies with its obligations under the lease.

Approximate use of building space includes thirteen classrooms, a gym space, faculty work area, Principal’s office, reception area, student services division, health services area, Dean’s office, and kitchen/lunch area (See Attachment 21 – Floor Plan). Renovations will include: Students’ office, the Science Lab (SciQ), inclusion of electrical lines for science equipment (interior and exterior), painting classrooms, re-carpeting some classrooms, security space, security cameras, the repair of parking lot, and purchasing of school signs.
Start-Up & Ongoing Operations

Detail School Start-up Plan
NiSe will adhere to 20-24-34, Section 4(a) (b) A 1-3. A pre-opening checklist is provided in Attachment 22.

Transportation Plan and Policy
No general student bus transportation.

The Dean of Students will evaluate proposals or requests for transportation of physically disabled students and make recommendations to the School Leader/Principal.

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

Health measures include
- Immunizations required for students enrolled in public schools in Indiana.
- Proper handling of medical records
- First Aid and emergencies
- Medical and medical treatment for students
- Hearing and Vision Testing of Students
- Social, Emotional and Behavioral health

Safety measures include
- Employ a Facilities/Safety Manager
- Maintain a part-time staff of two security officers
- Apply for and receive the Cops in School Grant
- Maintain a security video camera system
- School Crisis Management Plan
- Professional Development

Insurance
NiSe will maintain at all times the following insurance for full-time (40 hours per week) employees:
- Health Insurance – a PPO or HMO with 80% of the premium paid by the school and 20% by the employee
- Dental Insurance – All full time employees are eligible for Dental Insurance coverage
- Term Life Insurance – Term life insurance equivalent to the employee’s annual salary with 100% of premium paid by school
- Accidental Death and Dismemberment Insurance – ADD & D coverage will be provided with 100% of premium paid by company
- Tuition Reimbursement – Teachers will be reimbursed up to $500 per semester for pre-approved courses
- 403b Tax Shelter – A voluntary pretax 403b is available for employees who choose to participate
- Sick days – Employees will be allowed six sick days each calendar year
- Personal Leave Days – Employees will be allowed two personal leave days per school year subject to administrative procedures
- Worker’s compensation as required by law
- School leader’s legal/professional insurance

Please review Attachment 23 for additional information.

Operations Capacity

Staffing
Staffing is the primary responsibility of the board and CEO, Principal, COO, and the Legal Advisor who will not only advise the school on legal and contractual concerns but; will lead in Human Resources such as review of human resource documentation and governance. The legal advisor will consult with the School Leader/Principal using the NiSe Employee Handbook. Any human resource matter that deviates from the handbook must be approved by the Board.

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

Performance management
Performance management for both the School Leader/Principal and COO will be governed by the CEO and Board of Trustees.

General operations
General operations, for the school, are the primary responsibility of the CEO with the approval of the Board.

Facilities management
Facilities, safety and emergency management are under the direction of the Facilities/Safety Manager and COO. The preparation of this charter school application considered plans for the facilities, safety and emergency management for the school.

Recommendations were sought from professionals including a broker who has owned, operated, purchased and sold several facilities and land in the Northwest Indiana contributed to the facilities planning. This individual played an instrumental part in the execution of the contingent school lease.

Section 3 - Budget and Financial Plans

Financial Plan
The charter application includes a budget that reasonable and cost effective. Reasonable in that it has been structured to cover all required expenses to ensure the successful implementation and
maintenance of a charter school with the guidelines and mandatory Ball State and State
guidelines and school objectives. Cost effective because the CEO, attorney and Board will
oversee all the expenditures of the charter school funds and review program budgets to ensure
that the funds are spent according to the guidelines and in a cost effective manner.

The operational management of the charter school’s financial regards will be under the control
and auspices of the CEO, COO, Attorney, and Board, audited twice a year by an accounting
firm. This management team will include an accountant who will report to the HR/Finance
Manager; provide financial statements monthly; and upon request for the Board’s review, make a
report at every monthly meeting. During the times that the Indiana State Board of Accounts does
not perform a financial audit, the school will authorize an audit by a state qualified accounting
firm. The Board will have direct oversight and responsibility of financial matters of the school.
The CEO will report financial matters to the full Board at Board meetings for full recording and
review of constituencies.

Financial Management Capacity
The financial management for NiSe as outlined in this proposal will be the full responsibility of
the CEO (See Attachment 24, 24a and 25).
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Table 1: Poor Families by Family Type Residing in Gary, IN, 2008
Table 2: Other Poverty Indicators in Gary, IN and State of Indiana, 2008
Table 3: Sample of 2011 ISTEP+ Pass Rate for 6, 7 & 8 Grades by School Corporations for Math
Table 4: Sample of Science Total Pass Percentages for District – Grade 6
Table 5: Sample of High School Graduation Rates
Table 6: Sample of High School Graduates Advanced Placement Courses in 2010 & 2011
Table 7: Leadership and Governance
Table 8: Age and Grade Range of Students to be Enrolled
Table 9: Three Dimensions of the National Research Council Framework
Table 10: Description of Pupil Performance
Table 11: Community Resources
Table 12: Development Team Following Application Approval (start up to opening)
Table 13 Board Members and Roles
Table 14: Professional Development Process
Table 15: Measuring and Evaluating Academic Progress
Table 16: Assessments and Alignment
Table 17: Training and Data for Improving Student Learning
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Attachment 2: Sample Course Scope and Sequence
Attachment 3: Sample Curriculum
Attachment 4: Learning Standards and Exit Stands for Graduation Students
Attachment 5: School Calendar for First Year of Operation
Attachment 6: Admissions Policy
Attachment 8: Support Letters
Attachment 9: School Leader/Principal Job Description
Attachment 10: Leadership Team Qualifications, Resumes, and Professional Biographies
Attachment 11: Government Documents
Attachment 12: Statement of Assurances
Attachment 13: Organization Structure
Attachment 14: Board Member Information Sheet
Attachment 15: Board Code of Ethics and Conflict of Interest
Attachment 16: Staffing Chart
Attachment 19: Teacher/Leadership Evaluation Tools
Attachment 20: Laurel Church Support Letter and Contingent Lease
Attachment 21: Facilities Floor Plan
Attachment 22: Detailed Start-up Plan
Attachment 23: School Insurance Coverage
Attachment 24: Budget Worksheets
Attachment 24a: Supplemental to Budget Worksheets
Attachment 25: Description of Assumptions and Revenue Estimates
Exhibit List

Exhibit 1: Massachusetts Science and Technology/Engineering Curriculum Framework

Exhibit 2: Life Lessons Through the Power of Gardening

Exhibit 3: RTI Program Manual

Exhibit 4: Common Core State Standards

Exhibit 5: Student Handbook

Exhibit 6: Special Education Manual

Exhibit 7: Guidance for Special Education Local Procedures

Exhibit 8: Independent Contract Agreement

Exhibit 9: Withdrawal Form

Exhibit 10: Code of Conduct Discipline Policy

Exhibit 11: Key Members of Board of Trustees

Exhibit 12: Board of Trustees Training Manual

Exhibit 13: Employee Handbook
B. Assurance and Signature(s)

As the Organizer(s) of this charter school, I (we) submit the attached Preliminary Proposal to Charter.

We have reviewed the Indiana Charter Law (IC 20-24) in detail and have based the responses in this Preliminary Proposal on the current Requirements for a Preliminary Proposal published by Ball State University and the requirements of the Indiana Charter Law. This Preliminary Proposal meets each of the requirements of the Indiana Charter Law and each of the current Requirements for a Preliminary Proposal as published by the University.

We understand that if this document is determined to be incomplete at any time, it may be returned to the Organizing Group without further consideration.

We understand that when submitted to Ball State University, this document will be deemed to be a "public document" subject to disclosure pursuant to the provisions of the laws of Indiana.

We agree that in the event approval is granted by the University for this school to be awarded a charter, its Organizer, board of directors and staff will fully comply with all requirements of the Indiana Charter Law, the Indiana Department of Education, the Indiana State Board of Accounts, and Ball State University.

We agree that if this school plans to contract with an Educational Management Company, the school and the Educational Management Company will adhere to the requirements of the Ball State University Office of Charter Schools: Policy on Contracting with an Educational Management Company (Attorney Opinion Letter).

We have reviewed each of the Office of Charter Schools Policies listed below and agree to meet all of the requirements included in each policy:

- Charter Schools Policy Regarding Organizer Governance and Model Bylaws (Appendix A)
- Policy Regarding Criminal Histories (Appendix B)
- Policy Regarding Conflict of Interest (Appendix C)
- Policy for School Assessment and Intervention (Appendix D)
- Policy on Contracting with Educational Management Organizations (EMO)* (Appendix E)
- Policy on Leasing From a Religious Organization* (Section N)

* If the proposed school does not contract with an Educational Management Organization (EMO) the Organizing Group and Board of Directors are not responsible for meeting the requirements of the EMO Policy. If the proposed school does not lease a facility from a religious organization, the Organizing Group and Board of Directors are not responsible for meeting the terms of the Policy on Leasing from a Religious Organization.

Northwest IN STEM Charter School 7-17-12

Name of Proposed Charter School

Signature of Organizer

Address of Organizer

City and State of Organizer

Date of Signature

 augmented Neal

Name of Organizer


**DAWN M. DAWKINS, Esq.**
3801 Main Street, Suite A, East Chicago, IN 46312  
Phone/Fax: 219-397-6994; Cell: 219-808-8310  
Email: Dawkinsdawn@sbglobal.net

**EDUCATION/LICENSURE**
- Fisk University, Nashville, Tennessee  
  B.A., Political Science/Sociology (1976)
- Thurgood Marshall School of Law  
  Texas Southern University, Houston, Texas  
  Juris Doctorate (1980)
- State Bar of Texas (1980)
- State Bar of Indiana (1987)
- United States District Court  
  Southern District of Texas (1981)  
  Northern & Southern Districts of Indiana (1987)

**LEGAL EXPERIENCE**
- Solo practitioner, Law Offices of Dawn M. Dawkins (1999 to present)
- Contract Attorney for City of East Chicago handling city ordinance violations (2011-present)
- Contract Attorney for the Lake County Prosecutor's Office handling civil forfeiture cases. (2000-2009)
- Hearing Officer for the City of East Chicago Human Rights Commission (2000/01)
- Staff Attorney for Legal Services Organization of Indiana, Inc., in Anderson and Indianapolis, Indiana (1989-1993)
- Legal Counsel, Martindale Brightwood Community Development Corporation in Indianapolis, Indiana (1991-1992)
- Staff/Supervising Attorney for Texas Attorney General's Office in Austin, Texas (1986/87)
- Hearing Officer for the Texas Department of Human Services in Houston, Texas (1989)
- Associate Attorney:  
- Law Clerk Positions:  
  - Texas American Title Company in Houston, Texas (1979/80)  
    - Lake County Superior Court No. 2 at East Chicago, Indiana (1987/88)  
    - East Chicago City Court/Law Department, East Chicago, Indiana (1979)

**RELEVANT EXPERIENCE**
- Knowledge of poverty, elder law, family law, probate, bankruptcy and real estate.
- Knowledge of practices and procedures that may lead to litigation.
- Experience in litigation and appellate practices and procedures.
- Experience in criminal defense and child support prosecution.
- Experience in college level teaching and staff supervision.

**PERSONAL**
- Single, no children; Intercessory Prayer Ministry and Bible Teacher
CAREER OBJECTIVE

Self-driven, creative communicator, accomplished in writing, marketing, and organizational development, seeking to become an effective member of a winning team, blending my communication skills, talents and professional experience with a commitment for achieving and supporting the goals and vision of a dynamic organization.

PROFESSIONAL EXPERIENCE

Places and Spaces Realty, LLC., East Chicago, IN
Broker-Owner
• Successfully created and developed full-time real estate brokerage, offering residential, commercial, business, and referral services to clients throughout the U.S.
• Providing market research, concise data, and detailed reports for client support and consultation.
• Offering competitive broker price opinions and property condition reports for Asset Management companies.
• Specializing in client representation for HUD (Housing and Urban Development) and REO (Real Estate Owned) property acquisitions, lending strong support in contract negotiations and bid submissions.

Century 21 Powers Realty, Inc., Gary, IN
Sales Associate
• Consistently provided full-time real estate client services from listings/sales contracts to comparable marketing analyses.
• Ordered title policies and coordinated closing activities on behalf of buyers, sellers, and lenders.
• Developed marketing campaigns for client support including open houses, media placement, and distribution of creative promotional tools.
• Effectively represented buyers and sellers in contract negotiations that consistently yielded positive results.
• Evaluated and gauged market changes and fluctuations to better-advice clients.

Nielsen Media Research, Dunedin, FL
Senior Membership Representative
• Strategically planned and traveled to prospective households throughout the Midwestern U.S.- that would ultimately become the Nielsen TV Ratings participants scientically selected for the national television sample.
• Conducted initial interviews for sample households.
• Collected and compiled confidential survey data and demographic information.
• Coordinated and scheduled technical installations with technical field reps, communicating specific physical characteristics to insure accurate and complete installation of meters and other electronic systems required for the ratings sample.
• Coached entire households on proper usage of people meters, including children and frequent visitors.
• Routinely analyzed statistical data, in turn effectively communicating results to management and Statistical Research Department insuring sample credibility.
• Periodically conducted household viewing studies to ascertain potential “fault” problems.
• Provided excellent customer service, prompt action toward problem solving and follow-up initiatives.
• Mentored/trained newly hired reps.
• Wrote some of the communications material used for recruitment tools.

East Chicago News!, East Chicago, IN
Advertisement Account Executive
• Creatively developed and managed product advertisement on behalf of local and national accounts solicited for placement in community print media; managed accounts receivables.
• Responsible for design and layout of over 30 accounts.
• Successfully provided customer service for detail and attraction with design layout.
• Wrote for publication special feature articles including "Martin Luther King: The Man and His Dream", a view of his character and philosophy.

East Chicago Central H.S.
Full-time Substitute Teacher
• Assigned to teach English literature, grammar, and composition courses for 9th through 12th grades.
• Created lesson plans and course outlines
• Incorporated special student competitions with curricula to diversify learning techniques.
• Commended for identifying and reporting a student-victim child abuse incident.

WTW Channel, Chicago PBS, Chicago, IL
Production Assistant - “As We See It”-2 (A national award-winning PBS project)
• Strategically managed six film productions and one videotape production on five site locations (Hartford, CT, Springfield, MA, Little Rock and Hope, AK, Louisville, KY, Milwaukee, WI, and Chicago, IL).
• Compiled in-depth research material for prospective sites and served as liaison for local authorities and production staff to facilitate coordinating site activities.
• Pre-production responsibilities entailed arranging all travel and hotel accommodations; assisted both producer and writer with script development and production preparation and conducted talent interviews.
• During production, responsible for managing all production expenses, talent coordination, accurately recording all video and audio logs, slating scenes and acquiring and managing props.
• Post-production responsibilities involved providing assistance to the film and sound editors with film logs. Conducted follow-up communications with site contacts.

Vanderbilt University Medical Center, Nashville, TN
Staff Assistant, Office of Public Information
• Created, designed and distributed all employee-related announcements including upcoming hospital events; special notices and hospital newsletter.
• Served as hospital liaison for all news media.
• Conducted hospital tours; facilitated Children’s Hospital events.
• Responsible for coordinating hospital-employee relations orientations via multi-media presentations.

EDUCATION
Coldwell Banker School of Real Estate - Broker and Sales Training, Munster, IN
Longman Financial Services Institute, Inc. - Investment Co. Variable Contracts, Life/Accident & Health Insurance, Chicago, IL
Fisk University - B.A., English, Nashville, TN
Nicholas Senn H.S. - 5900 N. Glenwood, Chicago, IL

ACHIEVEMENTS
Century 21 Powers Realty, Inc., Rookie of the Year Award
Nielsen Media Research, Special Task Analysis Committee, Membership Rep Above and Beyond Award, and Employee Service Award
WTW-Chicago Public Broadcasting, Peabody Award

PROFESSIONAL MEMBERSHIPS
National Association of Realtors, Member
Indiana Association of Realtors, Member
Greater Northwest Indiana Association of Realtors
East Chicago Home Incentive Program Committee, Member

COMMUNITY MEMBERSHIPS
East Chicago School City - Gifted/Talented Broad Base Planning Committee, Member
East Chicago N.A.A.C.P. - Member

*Proficient in MS systems including Vista, Windows XP, Internet Explorer, Excel, PowerPoint, MS Office and Outlook applications.
Resume
Dr. Mary Steele-Agee
8515 Taney Street
Merrillville, IN 46410

219.769.0259 H 219.689.4163 C
E-mail: cmagee8515@comcast.net

CAREER OBJECTIVE
To inspire, lead, guide and train members of the administrative, instructional and supportive services teams in public and charter school district settings, to achieve the highest standards of excellence, affording each individual student enrolled in a charter or public school setting meaningful and personally rewarding education by providing quality professional staff training. To provide administrative support/direction for the use of school/district facilities and funds for maximum efficiency. To empower staffs to strategically plan for continuous school-wide improvement by providing consultation services to low-performing urban school districts and charter school start ups.

EDUCATION

2004 - 2007 Executive Leadership Certificate
University of Virginia, Charlottesville, Virginia
Executive Leadership Program, Darden School of Business

1994 - 1998 Doctorate Degree, Ed.D.
Southeastern University, Fort Lauderdale, Florida.
National Ed.D. program for Educational Leaders

Summer 1996 Exchange Student - Doctoral Level
Uppsala University, Uppsala, Sweden

1987 - 1989 Administration License, Ed.S. Degree
Indiana University, Bloomington, Indiana

DePaul University, Chicago, Illinois.
Management Trainee Courses in Marketing, Business Management and Accounting

1977 - 1979 Masters Degree, M.S.
Indiana University, South Bend, Indiana
Major: Secondary Education, Minor: Special Education Learning Disabilities/Neurological Impaired Endorsement

1973 - 1977 Bachelors Degree, B.S.
Indiana University, South Bend, Indiana
Major Elementary Education

West Side High School, Gary, Indiana
National Honor Society, Future Teacher's of America, Editor of Senior Yearbook, Hoosier Scholarship Recipient. Graduated top 10%. Upward Bound/Ball State University (HS Junior)
PROFESSIONAL EXPERIENCE

2011 - Present  
**President/CEO**  
Prestige Preparatory Academy Child Care / Tutoring Center

2009 - 2012  
**Chairman of the Board**  
Urban League of Northwest Indiana  
Serving Lake, Porter, La Porte counties in Indiana

2003 - 2009  
**Superintendent of Schools**  
Gary Community School Corporation  
Gary, Indiana

- Served as top school executive with a 14,800 student enrollment while maintaining the development and maintenance of positive educational programming designed to meet the unique needs of each student, the community and adherence to policies of the Board of School Trustees
- Directed the preparation/spending of 187 million dollar annual budget
- Made administrative decisions within the district necessary for its proper function and operation
- Supervised the implementation of all federal and state law regulations, and school board policies
- Provided strong leadership and supervision of the educational process
- Provided leadership in the development, implementation and monitoring of a Five Year District-wide Strategic Plan
- Supervised 3,581 employees
- Led school district in achieving Adequate Yearly Progress (AYP) for two consecutive years (2006 & 2007); school district designated as a Choice District
- Guided the implementation of innovative district-wide initiatives including secondary reform models
- Started the first Gender Academies in the State of Indiana

1999-2003  
**Executive Director of Educational Improvement**  
Gary community School Corporation  
Gary, Indiana

- Provided direct supervision to twelve (12) schools, elementary, middle and high school (K-12), with a combined enrollment of 6,240
- Monitored the school improvement process with building principals and their school improvement teams
- Articulated and provided oversight to the adherence of Board policy

1998 - 2003  
**Associate Professor**  
Indiana University Northwest  
Gary, Indiana

- Taught Graduate level course (E525)  
  Advanced Teaching Of Reading In Elementary and Secondary Schools

1991 - 1999  
**Principal - Benjamin Franklin Elementary School**  
Gary Community School Corporation  
Gary, Indiana
- Provided effective management of curricular/special programs/projects
- Supervised building budgets including grants and fundraisers
- Improved the image of the District by significantly contributing to student academic growth
- Recognized in Educational Trust as high poverty, high performing school

1990 - 1991
ACTING PRINCIPAL - BENJAMIN FRANKLIN ELEMENTARY SCHOOL
Gary Community School Corporation
Gary, Indiana

1978 - 1989
SPECIAL EDUCATION TEACHER
Gary Community School Corporation
Gary, Indiana
- Provided day to day instruction to students
- Performed diagnostic assessments and wrote prescriptive teaching plans
- Monitored progress of students Individual Educational Plans (IEP's)
- Reported student progress to parents and administration

1987 - 1988
OFFICE MANAGER: EQUAL EMPLOYMENT OPPORTUNITY OFFICER, CONSULTANT
Agee Concrete & Construction Co., Inc.
Gary, Indiana
- Developed and implemented strategies to increase Minority Business Enterprise (MBE) participation in a grant program for Region V (Indiana, Illinois, Wisconsin, Ohio and Michigan). Activities included reviewing solicitation inserts of proposed contract awards, evaluating efforts after contract award, implementation of sanctions, collecting data, preparing reports, developing project goals, serving as liaison with agencies, organizations and firms involved. Promoted the project, provided technical assistance to firms and organizations. Responsibilities also included monitoring construction timelines.

1981 - 1989
FOUNDER AND DIRECTOR KIDDIE KAMPUS CHILD CARE CENTER, INC.
Gary, Indiana
- Recruited and retained personnel required by the State Department's guidelines for preschool employees
- Provided leadership in appropriate hiring procedures, personnel management policies, competitive compensation, employee benefit plans and staff training and oversight of 180 thousand dollar budget and day to day operations
- Supervised 15 direct reports

1977 - 1978
COUNSELOR
Thelma Marshall Children's Home
Gary, Indiana
- Provided on-site counseling support to troubled youth ages 6-18.
CERTIFICATES AND LICENSES

- State of Indiana Superintendent License (renewal in 2014)
- State of Indiana Administration/Supervision License
- State of Indiana Professional Teaching Certificate - Learning Disabilities/Neurological Impaired Endorsement (K-12), Life license
- State of Indiana Professional Teaching License, (Grades K-6, 7&8 non-departmentalized) Life license

ACTIVITIES AND HONORS

- Hoosier State Scholarship Recipient (four year academic award)
- Former Acting President of Neal Marshall Chapter of Indiana University Alumni Association (Gary chapter)
- Acceptance into the Ed.S. degree program at Indiana University Bloomington, Indiana
- Acceptance into the National Ed.D. degree program for Educational Leaders, Southeastern, University, Fort Lauderdale, Florida
- Attended Harvard University - The Art and Craft of the Principalship - Summer 1992
- Featured in The Educational Trust: Dispelling the Myth: High Poverty Schools Exceeding Expectations
- Achieved District-wide Adequate Yearly Progress (AYP) under Federal NCLB for 2006 & 2007 - School District designated as Choice District
- Named Educator of the Year - National One Church One School 2006
- Named Outstanding Educator - Zeta Phi Beta 2007
- Distinguished Educator Award - National Sorority of Phi Delta Kappa, Inc. 2008

PROFESSIONAL MEMBERSHIPS

- National Association of Professional Women (NAPW)
- Life Member National Alliance of Black School Educators (NABSE)
- Indiana Association of Public School Superintendents (IAPSS)
- Indiana Urban Superintendent's Association (IUSA)
- Association of Supervision and Curriculum Development (ASCD)
- Life Member NAACP
- National School Boards Association (NSBA)
- Past President Gary Elementary Principals Association (GEPA)
- Urban League Of Northwest Indiana (Board Chair)
- Gary Literacy Coalition (Founding Member/Past President)
- Professional Advisory Board Member for Pediatric, Infant, and Family Home Health Care Specialists, Inc.
- Board Member Glorified Temple Ministries

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

Work Experience

2005-Present
Boeing IDS and BDS
Supplier Quality Sub-region Team Lead
Provided leadership for Supplier Quality team in daily operations and assisted Regional Supplier Quality management. This job function included being acting West Region Supplier Quality Manager in 2009. Participated in BCA/IDS Supplier Principle Rep transitions. Served as team training coordinator. Serves as Maintenance Repair and Overhaul System Compliance Representative (MROSC). Coordinate and implement Supplier Quality Surveillance (SQS) strategies with site supplier management, supplier quality and quality engineering functions.

1998-2005
Boeing IDS
SQM Field Representative Midwest
Performs supplier surveillance through Process Validation Assessments (PVA), investigations, MRB audits, First Article Inspections, statistical analysis, source inspections and root cause corrective action requests.

1996-1998
McDonnell Douglas and Boeing
SQM Supplier Corrective Action Team Leader
Lead Supplier Performance Improvement Board (SPIB) and corrective action group within Supplier Quality Management department. Conducted SPIB meetings with programs and functional personnel in attendance.

1990-1996
McDonnell Douglas
Quality Engineer
Performed T45, AV8, F15, program quality engineering functions as assigned to the Avionics commodities. Reviewed program contracts for QA tasks and submitted monthly customer status reports.

1985-1990
McDonnell Douglas
Associate Quality Engineer
Performed equipment calibration checks, ESD bench Measurements and surveillance of depot level test equipment sell-off at supplier facilities. Reviewed and approved supplier requests for MR

Education

1980-1985
BS degree in Electrical Engineering Technology
Purdue University in West Lafayette, IN

1988-1990
MBA with emphasis in Finance
Lindenwood College in St. Charles, MO

Activities

2011-Present
Hope Help and Healing - Community assistance project
Weight Lifting, Jogging, Reading
Attachment 2 – A Sample Course Scope and Sequence for One Subject – Elementary Science Grade 6

Indiana Academic Standards for Science subjects define what students should understand and be able to do by the end of each grade span. Below is a sample course scope and sequence for Science that aligns with the Indiana Academic Standards and Common Core State Standards.

Young children study the phenomena of the world around them, generalizing has as prominent a place as it does in the study carried on by older persons, they just don’t know it. Children even younger than 6th grade generalize, and that the breadth and complexity of their generalizations increases with mental maturity and understanding. The question to ask how can we assure that generalization by the students will lead to good outcomes and alignment with the standards.

It is important that lesson units be connected, having some definite relation to one another from one grade to the next. In the early grades students desire to see, touch, feel, smell, taste, and hear. The more sensory avenues they use in gaining knowledge, the more lasting and enlightening the educational experience will be. All academic subjects as the standards state have fundamental meanings. For science it probably would be:

(a) *The earth*: earth studies, including earth history, the atmosphere
(b) *Beyond the earth*: sun-earth and earth-moon relationships, solar system, constellations, star systems
(c) *Conditions necessary for life*: light, water, warmth, air, food
(d) *Living things*: adaptation, economic value, balance of nature struggle for existence
(e) *Physical and chemical forces and phenomena*: light, gravitation, sound, electricity, steam, magnetism, etc.
(f) *Man’s control of his environment*: transportation, shelter, communication, application of machines, use of energy. This forms the gap between natural science and social studies and furnishes a foundation to the latter

Student generalization and deductions required from the standards develop from observation. In time this should create in students the habit of seeking answers to their own questions by observing accurately facts and their relations, drawing warranted conclusions and generalizations, and recognizing the proof of the truth or falsity of such conditions. Experience has shown teachers that there are many advantages in introducing the study of scientific principles or standards with something concrete in having the students make observations and then work backward to the principle. Teachers will continually study student’s interests and make their experiences meaningful by associating them in such a manner that they contribute to the child’s life long understanding of the concepts. Teachers can simply ask questions about what they would like to have answered in a science study and center them on the standards.
Science has a large place in the curriculum. Subject matter should be considered primarily as a means to an end and not merely as something to be remembered.

This point can be illustrated by citing a simple generalization made by children at each of 6 - 12, grade levels as they observe the turning of a plant toward the light using the *Reading Standards for Literacy in Science and Technical Subjects.

<table>
<thead>
<tr>
<th>Observation or Happening</th>
<th>Generalization of Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5-6th Grade</strong></td>
<td></td>
</tr>
<tr>
<td>Plants turn toward the window</td>
<td>Plants turn toward the window to get light because light makes them strong</td>
</tr>
<tr>
<td></td>
<td>Plants bend to the window to get light because they must stay green</td>
</tr>
<tr>
<td>Plants turn toward the window to get light</td>
<td>Plants get yellow and die in the dark because they have no light to make food</td>
</tr>
<tr>
<td>Plants bend to the window to get light</td>
<td>In the dark the plant would lose all of the food in it and then get yellow and die</td>
</tr>
<tr>
<td><strong>7th Grade</strong></td>
<td></td>
</tr>
<tr>
<td>Plants turn toward the sun</td>
<td>If you put a plant in the dark it will not have green in its leaves because the little machines that make food for the plant will stop working</td>
</tr>
<tr>
<td>The plant follows the sun</td>
<td>A plant in the dark with plenty of good soil and water would never live unless it had been in the sunlight and had stored up a little food with which it could live for a while</td>
</tr>
<tr>
<td><strong>8th grade</strong></td>
<td></td>
</tr>
<tr>
<td>Plants turn toward the light</td>
<td>The chlorophyll (or green color) in the leaves acts like a machine, and through the energy of the sun makes food which is stored in the stem and leaves of the plant</td>
</tr>
<tr>
<td><strong>Standard</strong></td>
<td>By the end of grade 8, read and comprehend [science] texts in the grades 6-8 text complexity band independently and proficiently</td>
</tr>
<tr>
<td><strong>9-12th grade</strong></td>
<td></td>
</tr>
<tr>
<td>Science and Technology Work room or laboratory. A science room provides a convenient means for organizing and storing permanent material and for making perishable materials available for study. Equipment makes it possible to demonstrate and give meaning to the general principles and standards for</td>
<td>Learning projects should call for experiences with the materials and forces of everyday life. STEM projects and correlate science with other courses like the wind – having students listen to music about the wind, associate certain musical sounds, as a flute sounding like the wind blowing. Art – by having students enjoy a</td>
</tr>
</tbody>
</table>
**Science. It offers opportunity for students to help in constructing, assembling, caring for and developing materials of instruction** number of selected pictures; recognize the simple ways in which wind is represented in pictures. This can be correlated with reading of poems and stories about the Wind. This can be correlated with arts by having the children make and fly kites, discuss the principles and standards on which balloons are built make windmills, weather vanes and boats and experiment with them in the wind.

This means learning in the context of real-world applications while synthesizing practical application with theoretical knowledge to help students learn better from hands-on, applications-oriented instruction. It emphasizes applications of theory, problem-solving, and critical thinking to provide students with the skills in literacy, numeracy, computing, scientific methodology, and technology that postsecondary institutions recognize as a necessary foundation for further study in most fields which correlates with Indiana standards.

<table>
<thead>
<tr>
<th>Standard</th>
<th>By the end of grade 12, read and comprehend [science] texts in the grades 11 CCR text complexity band independently and proficiently which will include biographies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Developing appreciation of scientific method through biography</td>
</tr>
</tbody>
</table>

*The above table was derived from the Standards for Literacy in History/Social Studies, Science, and Technical Subjects p. 4.*
Attachment 3: Sample Curriculum
NiSe will follow Indiana’s new Common Core State Standards effective 2011-12: General Curriculum Principles: 511 IAC6.1-5-0.6, Elementary Curriculum 511 IAC 6.1-5-2.6, Middle Level Curriculum 511 IAC 6.1-5-3.6, and High School Curriculum 511 IAC 6.1-5-4.5. NiSe’s mission is to provide a quality learning environment that will instruct students from grades 5 -12 through a science, technology, engineering and math (STEM) centered on the above mentioned Core 40 curriculum.

See Sample Copy of Curriculum below

Middle School Curriculum

5-6th Grade Curriculum
Students will be taught a core curriculum of English/Language Arts, Reading, Mathematics, Social Studies, and Science which will include a STEM project taught by a PUC engineering student. Stem projects will include activities from an urban garden that the students will plant and maintain. All students will participate in gym, band, choir or art. Common Core 40 academic themes and approaches will be offered throughout the 5-12 grade curriculums. Every teacher will include language, writing, critical thinking and a STEM component into their lesson plans. Math will always be critical in our curriculum. Why should we care about mathematics achievement? There is growing national concern about the economy in terms of globalization, out-sourcing and off-shoring and rise of other nations. Our students must understand at an early age why math is important and how its knowledge will assure them a job in our competitive global society. We cannot afford to start after the 5th grade because statistical data indicates that we are too far behind other countries as it stands. If you look at other countries as far as type of degrees awarded:

- In South Korea, 38% of all undergraduates receive their degrees in natural science or engineering
- In France, the figure is 47%, in China, 50%, and in Singapore 67%. In the United States, the corresponding is 15%
- Conversely, a study was done by the Brookings Institute in 2000. The following two questions were asked:

  Brookings asked a sample of 17 year old nationally the question:
  If \( f(z) = z+8 \), what is the value of \( f(6) \)?
  ANSWER: 14
  33% of students could not answer
Brookings asked a sample of 12th graders nationally the following question:
The first term in a sequence of numbers is. Each term after the first term is 1 more than twice its previous term. What is the 4th term?

(a) 2  
(b) 4  
(c) 5  
(d) 11* (50% could not answer)  
(e) 23

Students will be taught subjects, particularly mathematics, science and writing manually (without computers or calculators) by retired school teachers from Northwest Indiana through 5-8th grade. Computer technology initiatives will start in the 5th grade. A fifth grade honor class (Gifted and Talented Program) will be offered for those students who meet standards and criterion. These classes will be honors math, science and writing.

The lead 5th and 6th grade lead teacher will continuously meet to plan out curriculum and activities centered on enrolled 5th graders and to evaluate student progression.

7th Grade Curriculum
Students are taught by specialized teachers in the same areas listed for the fifth and sixth graders. However, students in the 7th grade will begin their Japanese, Chinese or Spanish class and complete their second STEM project and compete in local science fairs. Stem projects will include activities from our urban garden that the students will plant and maintain. Students will be taught by credentialed teachers and retired school teachers from Northwest Indiana.

A 7th grade honors class, named the Gifted and Talented Program, will be offered for those students who meet standards and criterion. These classes will be honors math, science, and writing. Students must be able to communicate their ideas via writing which has become an integral part of virtually all performance-based tasks. During the 7th grade, college or cultural tours will be provided for these students.

The lead 7th grade teacher will continuously meet to plan curriculum and activities centered on enrolled 7th graders and to evaluate student progression.

8th Grade Curriculum
Students are taught by specialized teachers in the same areas listed for the 6th and 7th graders. However, students in the 8th grade will begin their foreign language plan of study (i.e. Japanese, French or Spanish) and complete their second STEM project and compete in local science fairs.
Stem projects will include activities from urban garden that the students will plant and maintain. Students will be taught by credentialed teachers and retired school teachers from Northwest Indiana.

An 8th grade honors class (Gifted and Talented Program) will be offered for those students who meet standards and criterion. These classes will be honor math, science and writing. During the 8th grade, college or cultural tours will be provided for these students.

The lead 8th grade teacher will continuously meet to plan out curriculum and activities centered on enrolled 8th graders and to evaluate student progression.

### NiSe Charter School Proposed Curriculum

#### Sequence - 40 Credits required for Graduation 9-12th Grade

<table>
<thead>
<tr>
<th></th>
<th>Indiana Requirements</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/Language</strong></td>
<td><strong>Arts (8)</strong></td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 12</td>
</tr>
<tr>
<td></td>
<td><strong>General (8)</strong></td>
<td>English 9 Honors</td>
<td>English 10 Honors</td>
<td>English 11 Honors</td>
<td>English 12 Honors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pre-Algebra</td>
<td>Algebra I</td>
<td>Geometry</td>
<td>Geometry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Algebra 1 Honors</td>
<td>Geometry Honors</td>
<td>Adv. Algebra/Trig</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics (6)</strong></td>
<td><strong>General (4)</strong></td>
<td>Business Math</td>
<td>Pre-Algebra</td>
<td>Business Math</td>
<td>Pre-Algebra</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Algebra I</td>
<td>Chemistry Honors</td>
<td>Geometry</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Geometry</td>
<td>Biology</td>
<td>Adv. Algebra/Trig</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Earth Science</td>
<td>Biology Honors</td>
<td>Chemistry Honors</td>
<td>Calculus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Honors</td>
<td>Earth Science</td>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td><strong>Science (6)</strong></td>
<td><strong>General (4)</strong></td>
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<td><strong>General (6)</strong></td>
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<td>CAD II - *DC</td>
<td>Externship**</td>
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3
NiSe Stem (TRACK) Curricula

The Core 40 curriculum will comprised of Common Core and NiSe Stem (Track) Curricula for all grades.

Parent/Student Interview and signed contract before placed in the 9th grade track classes so parents are aware of subject area their child’s major area of study in the STEM track. Changes would have to be approved by the Lead Teacher and Principal.

Also, STEM track classes will be offered after-school and during summer school (June and July) to accommodate students.

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<tr>
<th>6-7</th>
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<td>Level 1 and 2</td>
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<td>Geometry</td>
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</table>

As you can see from the NiSe curriculum, students will earn a Core 40 diploma and take college credit courses in their sophomore, junior and senior high school years. Students will earn more 15 or more credit hours. In some cases, students can earn enough credits to apply for a technical certificate at Ivy Tech Community College their first or second semester of college!

All curricula will be aligned with Indiana academic, Common Core, and STEM standards. Teacher lesson plans will demonstrate those standards through both NiSe and college credit.
classes. Additionally, student portfolios will be used which is a way to accommodate individual differences by providing students with multiple modes to express what has been learned through writing, audio/video recordings, or artistic forms of expression (Archbald & Newman, 1992). Lead teachers will work with students to make sure a portfolio is added after student accomplishments and presented to student at high school graduation or transfer.

We believe like theorist Gardner that all children have the ability to learn and succeed in a global competitive workforce if they are given “early” enough time, instructional support and a comfortable environment that is safe and promotes STEM achievement.

Embedded within the “success for all” philosophy is the belief that students must be provided with instructional and assessment opportunities which maximize their unique learning styles and strengths (Minnesota State Department of Education, 1991).
Attachment 4: Learning Standards and Exit Standards for Graduating Students

Indiana Core 40

Students must successfully complete the Indiana Core 40 to be considered for admission to Indiana’s four – year colleges. Listed below are the Core 40 requirements:

Language Arts 8 credits in Literature, Composition, and Speech


Science 6 credits in laboratory science: 2 Biology; 2 Chemistry, Physics, or Earth Science; and 2 additional credits from advanced levels of college prep science

Social Studies 6 credits in laboratory science: 2 Biology; 2 Chemistry, Physics, or Earth Science; and 2 additional credits from advanced levels of college prep science

Physical Education 1 credit (two semesters)

Health/Safety 1 credit

Minimum Graduation Requirements

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<th>Years</th>
<th>Credits</th>
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<td>Health and Safety</td>
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Total required credits 23

Elective credits 22

Credits required for graduation 45

Sample: Aim highest achievement goal for all grades

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<tr>
<th>Curriculum Description</th>
<th>Courses Offered</th>
<th>Technology</th>
<th>Academic Standards</th>
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<tr>
<td>Our nation suffers from students with STEM training. To address this problem, all NiSe curriculum will include:</td>
<td>5, 6, 7, 8 Grades</td>
<td>Microsoft Office</td>
<td>NiSe curriculum will aligned all standards into class subjects. For example:</td>
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<tr>
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<td>➢ Pre-Algebra</td>
<td>➢ Word</td>
<td>Mathematics</td>
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<tr>
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<td>➢ Pre-Biology</td>
<td>➢ Excel</td>
<td>1. Computation</td>
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<td>➢ Pre-Chemistr</td>
<td>➢ PowerPoint</td>
<td>2. Estimation</td>
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<td>➢ A realism of the global economy</td>
<td>➢ Access</td>
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<td>➢ Internet/Web</td>
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<td>➢ Visual Basic</td>
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</table>
- Acquisition of secondary and postsecondary educational course credit hours
- Providing students with foundational training of their choice in Science, Technology, Engineering or Mathematics
- Providing continuous academic support
- Administration of pre and post-tests

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>Digital Camera Scanner</th>
<th>Microsoft Front Page</th>
<th>Cad Drafting</th>
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<td>Required Reading</td>
<td>Science Projects</td>
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</table>

- Compute Applications
- Mathematics
- 3. Statistics
- 4. Probability
- 5. Algebra
- 6. Functions
- 7. Problem Solving Reasoning
- 8. Communication
- 9. Technology Connections

Reading
- 1. Word
- 2. Recognition
- 3. Vocabulary
- 4. Development
- 5. Comprehensive
- 6. Application

Writing
- 1. Applications
- 2. Process
- 3. Conventions

Speaking & Listening
Attachment 5 - Calendar for the School Year & Weekly/Daily Schedule - June 2013 to June 2014

Days of school
191

Length of school day
8:00am – 4:00pm

Breakfast
7:30am – 7:55am

Lunch
11:00am – 12:00pm

Description weekly / Daily schedule (required classes)

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<th>9 – 12</th>
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<td>History</td>
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<td>Foreign Language</td>
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<td>Computer Tech</td>
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Weekly
7 classes for 55 minutes daily -some classes will alternate during week (e.g. choir, gym, arts)

STEM block consist of Science, Technology, Engineering and Math
### Attachment 5 - Calendar for School Year - June 2013 to June 2014

#### 2013

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### 2014

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**KEY**

- **H = Holidays**
- **PD = Professional Development** (teachers and staff/ 1-hour twice monthly - children will have early release days)
- **SS = School Starts**
- **SE = School Ends** Second Friday in July (final day of school may vary if snow days are needed throughout the year)
- **SB = Spring Break**
- **RC = Report Card Pickup (Parent/Teacher Conferences / half days for students ) December 9-12th grades**
- **RC = Report Card Pickup (Parent/Teacher Conferences / half days for students ) January 6-8th grades**
- **RC = Report Card Pickup (Parent/Teacher Conferences / half days for students ) March 5th grade**
- **TSI = Teacher's Summer Institute**
- **SU = Summer School**
Attachment 6: Admission / Re-admission Policy

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

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

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

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

Application Period – Jan - April, 2013

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

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

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

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

There are no enrollment restrictions priorities for which the school is based. NiSe proposes to
serve 400 students who live in the target area by the year 2017. If the school is undersubscribed, children will be accepted into admission. If the school is oversubscribed in any year, they will be entered in a lottery and all lottery policies will apply.

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

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

NiSe reserves the right to deny enrollment to any student who has been expelled from another educational institution during the current year.

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

**Re-admission**
Students are re-admitted on a best-qualified basis. All applicants are considered on the basis of their school records, completion of the required registration procedures, and a personal interview with school administration. A student's previous academic progress, behavior, and attitude are also considered in the acceptance process. The Principal will recommend acceptance or non-acceptance of a new student and will make the final decision regarding a students’ acceptance.
July 25, 2012

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

Dear Mr. Huston:

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

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

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

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

Sincerely,

Karen Freeman-Wilson,  
Mayor, City of Gary, Indiana
October 28, 2011

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

Dear Dr. DeNeal:

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

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

Sincerely Yours,

Richard L. Hardaway
Merrillville Councilman
July 12, 2012

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

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

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

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

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

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

Best Regards,


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

June 20, 2012

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

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

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

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

Sincerely,

Dr. Mary Steele-Agee
President/CEO
Prestige Preparatory Academy of The Arts
November 2, 2001

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

Dear Dr. DeNeal:

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

Most Sincerely,

Tamara K. Young-King
AT&T Director of External Affairs, NWI
April 19, 2012

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

To the Organizing Board of NiSe STEM Academy:

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

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

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

Respectfully yours,

Anita Ugent, M.A., NCSP
School Psychologist
September 14, 2011

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

Dear Dr. Deneal:

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

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

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

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

In Partnership,

Val Carr
Board Chair
October 26th, 2011

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

Greetings, Dr. DeNeal,

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

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

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

Sincerely yours,

Shannon Watson
Counselor/Assessment Coordinator
Student Support Services (TRIO)
Ivy Tech Community College- Northwest
Gary Campus
Room T201
1440 East 35th Avenue
Gary, IN 46409
(219) 981-1111 ext. 2229
swatson29@ivytech.edu
Attachment 9 – School Leader/Principal Job Description

The qualifications required for the school leader must meet Indiana’s educational requirements including Ed.S. or Ph.D. degree from a recognized college or university as well as hold a state certificate. The school leader must create cooperative partnerships with the student, staff, parents and community partners. The School Leader/Principal has not been identified. The School Leader/Principal will provide day-to-day academic leadership not limited to:

- To discuss, review and initiate school policy
- To work directly with the Foundation on school direction
- To oversee and monitor the operation of the school as executed by the foundation
- To meet in open meetings at least once per month to fulfill the above responsibilities and to build a strong relationship with parents and the community
- To report to the foundation on a quarterly basis of their observations, findings, conclusions and recommendations regarding the operation of NiSe and academic progress of the student body
- To review financial reports of the school and present the findings to the Foundation with recommendations for changes, actions and/or acceptance
- To evaluate the performance of the Foundation
- To present recommendations to the Foundation regarding their retention as the educational provider
- To reappoint current or solicit new members will be the responsibility of the Board
- Develop and implement educational activities both strategic and operational, including metrics to track and evaluate progress
- Ensure campus compliance with state Department of Education, accreditation regulations and policies, including coordinating the educational activities in the Institutional Effectiveness Plan (IEP)
- Research and identify trends and needs and establish program directions accordingly
- Assess quality of program operations. Modify existing program services or creates new program offerings to maintain or enhance program standing
- Set and communicate program priorities and performance standards and assess operations using these criteria
- Provides for quality assurance reviews and addresses areas in need of attention
- Monitor attrition analysis and assists with campus issues relating to retention
- Coordinate strategies with college leadership staff to achieve desired organizational results in areas of customer satisfaction, student retention, graduation rates and satisfactory student progress
- Provide leadership to ensure campuses maintain satisfactory academic progress in the areas of attendance, grades, matriculation, and graduation
- Assist in developing and managing the educational budget
- Facilitate creative changes in educational programming, processes, and procedures
- Develop business plans and projections for assigned education projects and proposed projects
- Lead campuses in program direction, development of goals, and objectives
- Establish and maintain compliance with academic policy and procedure

This position in conjunction with Chief Executive Officer and Chief Operating Officer, will oversee:

- teacher/faculty recruitment
- orientation
- professional development
- evaluation and curriculum implementation
- control and calculation and awarding of faculty performance bonuses
Attachment 10 – Leadership Team Qualifications - Job Descriptions

The Chief Executive Officer (CEO) will be an ad-hoc member of the Board of Trustees and the liaison between the operations and academic divisions of NiSe.

The Chief Executive Officer is responsible for maintaining an educational program consistent with the stated mission and providing the line of communication between NiSe and the Board of Trustees. The CEO sets the overall strategy for NiSe to follow. This includes a near- and long-term growth plan plus decisions about new products and marketing methods. A CEO needs to be consistent and must also effectively communicate the strategy so all employees can work effectively toward the same goal. This person is also charged with creating an operating budget and submitting it to the Board. While the CEO may not personally prepare the budget, he/she is still responsible for its content and accuracy.

The CEO also reports to the Board of Trustees with regular status updates. Duties are as follows but not limited to:

- Guidance and coordination in the development of admission requirements and curriculum
- Assistance in the selection, improvement, and evaluation of the instructional staff (review of credentials with departmental chairpersons, screening of applications, and formulation of recommendations for final interviews with the School Leader/Principal
- Work with the COO and School Leader/Principal with the orientation of new staff members, and the professional growth of all staff members
- Leadership in staff development of improved teaching techniques and methods of instruction
- Review of departmental requisitions on budget allotments and on change of textbooks
- Assistance in preparation of annual budget with a unified budget request from each academic area (CORE 40 and STEM)
- Coordinate external operations of NiSe

The CEO will possess:

- A doctoral degree in education, business management, human resource management or related discipline
- A minimum of 15 years of supervisory skills
- Diversity training skills
- Experience involving the development of training programs
- Experience in higher education management leadership
- An understanding of internship and externship programs

The School Leader will serve as the Principal. Their primary role responsibilities involve creation of educational plan management, curriculum development and modifications, hiring and supervisor of all academic staff, assessment of educational plan, student assessment, coordination of summer teacher institute, and the supervision of all academic instructors, RTI, PE, and counseling staff. This person is responsible for the implementation and monitoring of all NiSe’s goals, strategies and directions for the school. This includes, but is not be limited to, the meeting of Indiana State Standards and other identifiable core knowledge sequences.
The School Leader will possess:
- Principal/Superintendent license
- A minimum of 10 years of teaching
- Understanding of current educational laws and practices
- Knowledge of post-secondary curriculums and articulation and transfer agreements
- Leadership qualities and experience

The **Chief Operations Officer** (COO) - This person will serve as the COO and the lead for the Operations Division of NiSe. This person will manage the day-to-day operations of NiSe. They will work hand-in-hand with the School Leader/Principal in the pipeline of educating children, supporting and assisting teaching faculty and staff. This person reports directly to the CEO.

Duties are as follows but not limited to:
- Responsible for the operations management of NiSe which includes facilities management, maintenance, payroll, human resources, data analyst, information technology, etc.
- Coordinates budget planning activities
- Works with the CEO, School Leader/Principal and department managers to ensure task completion in accordance with policies
- Assists in cost management activities
- Familiar with accounting software, as well as customer relationship management software and enterprise resource management software
- Coordinate external operations of NiSe

The COO will possess:
- A minimal of a Master’s degree in education, business management, human resource management or related discipline, doctoral degree preferred
- Understanding of current educational laws and practices
- Knowledge of financial practices and budget management
- Grant writing experience
- Minimum of 10-years of management/supervision experience
- Knowledge of post-secondary curriculums, articulation and transfer agreements
- Leadership qualities and experience

**Legal Advisor** – The legal advisor is responsible for providing legal assistance on any kind of contracts, disputes or regulations handed down from the federal or municipal government. They can also train NiSe staff regarding the legal aspects of fund-raising, policies, procedures and taxes. This person will ensure that NiSe remains in compliance with various legal issues. This person will also advise NiSe to limit the risks of being litigated. This person will review, analyze and interpret any legal documents and negotiate any disputes that occur.

This position has been combined into Legal Advisor/HR Finance Manager.

This person reports to the COO.

Duties are as follows but not limited to:
Practicing preventative law, providing legal advice and assistance to management and internal departments

Assisting management in understanding legal and contractual risks and mitigating those risks

Drafting, reviewing and revising contract documentation, including tender documentation and ensuring it is qualified in the best interests of NiSe

Assisting management in negotiations with vendors

Provide support, advice and guidance as necessary on legal and contractual matters on projects, in both main and sub-contracts

The Legal Advisor will possess:

- Fully qualified Solicitor/Barrister/Advocate – J.D. required
- Minimum 5-years litigation experience
- Experience in contract drafting and negotiation

HR/Finance Manager – The HR/Finance Manager focuses on four areas of NiSe:

- Creation of all HR related forms, policies, and procedures
- Creation and implement of Employee Handbook
- Resource Hunting and Recruitment
- Coaching the Employees
- Motivation and Performance Appraisal
- Salary and Payroll Negotiations
- Employee Satisfaction and Feedback

This person reports to the COO.

The HR/Finance Manager will possess:

- A Master’s degree in labor laws, social sciences, human resources or a related field
- Minimum 5-years HR and/or Finance experience
- Experience in contract drafting and negotiation

Dean of Students/PE Instructor – The Dean of Students takes on a disciplinary role with the students. It is the dean's job to make sure the school policies are upheld and to implement the school's suspension and expulsion policies if they are breached. This person reports to the School Leader/Principal.

Duties are as follows but not limited to:

- Oversee all student disciplinary matters and make sure to communicate all concerns with parents
- Oversees student judicial process
- Maintain detailed records of at-risk students to ensure that the Counselor area is made aware in a timely fashion to ensure that they receive the counseling services they need
- Develop programs that provide student learning and development opportunities: Community Service and Outreach, Student Activities, Athletics, Intramural and Recreation, and Student Leadership
- Manages programs that provide student learning and development opportunities
- Development of external experiential education programs (e.g. community garden, physical education, internship, externship, job shadow)
The Dean of Students/PE Instructor will possess:
- Master’s degree in education, human resources, or any business related field
- Minimum 5-years student affairs experience
- Leadership qualities and experience

**Academic Leads** – There will be five academic leads for each area of study: Language Arts, Science, Math, Social Studies and Special Education. Academic leads serve on the Leadership Board and must be able to plan, organize and implement an appropriate instructional program in a learning environment that guides and encourages students to develop and fulfill their academic potential. The leads will supervisor teachers within their specific area of expertise. The Academic Leads report to the School Leader/Principal.

Duties are as follows but not limited to:
- Plan, prepare and deliver instructional activities that facilitate active learning experiences
- Develop schemes of work and lesson plans
- Establish and communicate clear objectives for all learning activities
- Prepare classroom for class activities
- Differentiate instruction
- Follow all required guidelines and laws for students with special needs and ELL
- Provide a variety of learning materials and resources for use in educational activities
- Identify and select different instructional resources and methods to meet students' varying needs
- Instruct and monitor students in the use of learning materials and equipment
- Use relevant technology to support instruction
- Observe and evaluate student's performance and development
- Assign and grade class work, homework, tests and assignments
- Provide appropriate feedback on work
- Encourage and monitor the progress of individual students
- Maintain accurate and complete records of students' progress and development
- Update all necessary records accurately and completely as required by laws, district policies and school regulations
- Prepare required reports on students and activities
- Manage student behavior in the classroom by establishing and enforcing rules and procedures
- Maintain discipline in accordance with the rules and disciplinary systems of the school
- Apply appropriate disciplinary measures where necessary
- Perform certain duties including but not limited to student support, counseling students with academic problems and providing student encouragement
- Participate in extracurricular activities such as social activities, sporting activities, clubs and student organizations
- Participate in department and school meetings, parent meetings
- Communicate necessary information regularly to students, colleagues and parents regarding student progress and student needs
- Keep up to date with developments in subject area, teaching resources and methods and make relevant changes to instructional plans and activities
The Academic Leads will possess:

- Bachelor’s degree or higher from an accredited institution
- Meet professional teacher education requirements of school, district, state
- Single subject teaching credential or certification if teaching a specialized subject
- State certification
- Relevant teaching experience
- Knowledge of relevant technology
- Leadership qualities and experience

**Student Services Manager** – This person will create, implement, and manage pupil support services groups. The Student Services Lead performs duties in accordance with established federal, state and district-level policies. This person manages the Counseling staff and coordinates activities of the RTI, SPED and ELL instructors.

This person reports directly to the School Leader/Principal.

Duties are as follows but not limited to:

- Work closely with families to foster understanding of available school programs and services
- Serve as a liaison between students’ school and home environments
- Maintain case files and attendance reports
- Responsible for evaluating and monitoring costs for developing educational programming
- Interpreting federal and state regulatory information
- Interpret documents, generate memorandums, and correspond with members of the general public

The Student Services Manager will possess:

- Minimum of a Bachelor’s degree or higher education, school administration, curriculum or a related field
- Relevant teaching experience
- Knowledge of relevant technology
- Leadership qualities and experience

**STEM Coordinators** – There will be two STEM Coordinators who will serve on the Leadership Team. STEM Coordinator 1 will be responsible for the development and implementation of the STEM Engineering and Technology courses. STEM Coordinator 2 will be responsible for the development and implementation of the Science and Math STEM courses.

All coordinators report directly to the School Leader/Principal.

Duties are as follows but not limited to:

- To take the lead in program and curriculum development
- To organize, structure and manage the students' learning experience on program of learning
- To lead and manage STEM Faculty so as to maintain the high quality of provision within the Academic Division
 To teach and assess on a range of academic / vocational courses and learning programs
 To work with Faculty staff to promote and develop STEM subjects
 Work with School Leader/Principal to enhance and enrich the whole STEM curriculum
 Work with the Dean of Students to develop STEM internships, externships, and job shadowing program in promoting STEM subjects
 To lead the planning and delivery of the assigned curriculum
 To organize, structure and manage students’ learning experience including any necessary preparation and marking
 To monitor retention, achievement and success rates
 To lead self-assessment, the identification of actions for improvement and the implementation of development plans
 To contribute to curriculum developments as required
 To ensure that new curriculum is proposed and appropriately validated in accordance with College procedures
 To deliver planned, coordinated, high quality teaching
 To devise appropriate schemes of work, lesson plans and individual learning plans in accordance with College policy and procedures
 To be conversant with, implement and record information for the continuous assessment of competencies, in line with the criteria as laid down by the awarding bodies
 To carry out such assessment as required by Awarding Bodies in a fair, consistent and reliable way
 To contribute to the development, delivery and assessment of student key skills / basic skills
 To maintain all relevant course documentation and student records
 To contribute to curriculum development
 To attend parents and open evenings
 To ensure that all learners have been referred to and are receiving learning support as necessary (i.e. special education)
 To liaise with Academic Leads, Student Services Manager, Counselors, and Dean of Students regarding learner support and assessment requirements
 To liaise with appropriate agencies and organizations involved in related work
 To assist in the College's planning process including the setting of targets for enrolment, retention and achievement and the reviewing and evaluation of provision and performance, including value added measures
 To take part in the recruitment, selection and induction of students
 To lead with the monitoring and review of students performance
 To review student progress in any units taught and complete all relevant documentation
 To ensure learners are appropriately enrolled, withdrawn where necessary and adhere to registration and exam entry procedures
 To actively participate in planned professional self-development and team development activities

The STEM Coordinators will possess:
 Minimum of a Master’s degree or higher education preferably in one of the STEM disciplines
 Relevant teaching experience
Knowledge of relevant technology
Leadership qualities and experience

Facilities/Safety Manager – Facilities/Safety Manager is responsible for the management of services and processes that support the core business of an organization. They ensure that an organization has the most suitable, safe working environment for its employees and their activities. The Facilities/Safety Manager will provide leadership to the safety and maintenance personnel. The Facilities/Safety Manager will serve on the Leadership Team.

The Facilities/Safety Manager reports directly to the COO.

The Facilities/Safety Manager with assistance of the COO, Safety and Maintenance personnel, shall develop a School Emergency Plan according to Title 511 IAC 6.1-2-2.5 (b). It states “Within sixty (60) days after the beginning date of each school year, the superintendent shall certify to the department that the emergency preparedness plans for the school corporation and each school in the school corporation have been reviewed and revised if necessary. Within sixty (60) days of opening a new or significantly remodeled school, the superintendent shall certify to the Department Of Education, that a new plan has been developed or that the existing plan has been reviewed and revised, if necessary.”

Duties are as follows but not limited to:
- Establishes policies and procedures designed to promote worker health and safety as well as ensures compliance with applicable regulations
- Investigates accidents when they occur
- Develop and implement corrective actions when accidents occur to ensure a similar incident does not occur again
- Works with the organization’s management team to evaluate and to enforce policy conformance
- Ensuring workers understand safe work procedures and are competent to safely carry out their assigned duties
- Compiles statistics and publishes reports for regulators and for company management
- Utilizes information to identify injury trends and to implement programs to improve accident statistics
- Procurement and contract management
- Building and grounds maintenance
- Cleaning
- Catering and vending
- Health and safety
- Security
- Utilities and communications infrastructure
- Space management

The Facilities/Safety Manager will possess:
- Minimum of an Associate degree or higher education preferably
- Working knowledge of safety rules and regulations at all levels of government, including federal, state and local
➢ Ability, through demonstrated experience, to accomplish the following: conduct safety audits and inspections to ensure compliance with occupational and environmental health and safety requirement
➢ Experience in developing, implementing, and maintaining employee training programs
➢ Experience in establishing and maintaining complete safety and training record
➢ Experience in developing, updating, and managing workplace safety programs, procedures and policies
➢ A minimum of 4-years of management experience in industrial safety and employee training
BYLAWS

OF

TRON-AGEK EDUCATIONAL FOUNDATION, INC.

ARTICLE I - ORGANIZATION

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

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

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

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

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

ARTICLE II - BOARD OF DIRECTORS

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

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

Elonda Ervin, Ph.D.  4362 S. Hilton Street, Apt. 6, Terre Haute, IN 47802
Augusta DeNeal, Ph.D.  319 E. 60th Drive, Merrillville, Indiana 46410
Geraldine Roby, Ed.S.  1184 Jennings Street, Gary, Indiana 46404
Dawn Dawkins, Esq.  4236 Elm Street, East Chicago, Indiana 46312
Grayling Gordon   3718 Euclid Avenue, East Chicago, IN 46312

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

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

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

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

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

Section 5. Notice of Meetings.

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

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

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

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

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

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

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

Section 10. **Number and Term of Directors.**

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

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

Section 11. Vacancies.

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

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

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

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

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

1. Roll call,
2. Reading of the minutes of the preceding meeting and action thereon,
3. Reports of officers,
4. Reports of committees,
5. Unfinished business,
6. Miscellaneous business,
7. New business,
8. Adjournment.
ARTICLE III - OFFICERS OF THE CORPORATION

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

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

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

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

Section 3. Secretary. The Secretary shall have the custody and care of the corporate seal, records, and minutes of the corporation. The Secretary shall attend all meetings of the Board of Directors, and shall keep, or cause to be kept in a book provided for the purpose, a true and complete record of the proceedings of such meetings, and shall perform a like duty for all standing committees appointed by the Board of Directors, when required. The Secretary shall attend to the giving and serving of all notices of the corporation, shall file and take charge of all papers and documents belonging to the corporation and shall perform such other duties as this code of bylaws may require or the Board of Directors may prescribe.

Section 3. Treasurer. The Treasurer shall keep correct and complete records of account, showing accurately at all times, the financial condition of the corporation. The Treasurer shall be the legal custodian of all moneys, notes, securities and other valuables, which may from time to time come into the possession of the corporation. The Treasurer shall immediately deposit all funds of the corporation coming into his hands in some reliable bank or other depositary to be designated by the Board of Directors, and shall keep such bank account in the name of the corporation. He or she shall furnish at meetings of the Board of Directors, or whenever requested, a statement of the financial condition of the corporation, and shall perform such other duties as this code of bylaws may require or the Board of Directors may prescribe. The Treasurer may be required to furnish bond in such amount as shall be determined by the Board of Directors.

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

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

ARTICLE IV - CORPORATE BOOKS AND RECORDS

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

ARTICLE V - AMENDMENTS

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

ARTICLE VI - FISCAL YEAR

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

ARTICLE VII- ANY CONFLICTS WITH REGULATORY AGREEMENTS

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

ARTICLE VIII – DISSOLUTION OF THE CORPORATION

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

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 90-0866759. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Based on the information received from you or your representative, you must file the following form(s) by the date(s) shown.

Form 1120 05/23/2012

After our review of your information, we have determined that you have not filed tax returns for the above-mentioned tax period(s) dating as far back as 2011. Please file your return(s) by 06-15-2012. If there is a balance due on the return(s), penalties and interest will continue to accumulate from the due date of the return(s) until it is filed and paid. If you were not in business or did not hire any employees for the tax period(s) in question, please file the return(s) showing you have no liabilities.

If you have questions about the form(s) or the due dates(s) shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, Accounting Periods and Methods.

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2006-1, 2006-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, Entity Classification Election. See Form 8832 and its instructions for additional information.
IMPORTANT INFORMATION FOR S CORPORATION ELECTION:

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

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

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

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

IMPORTANT REMINDERS:

* Keep a copy of this notice in your permanent records. This notice is issued only one time and IRS will not be able to generate a duplicate copy for you.

* Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.

* Refer to this EIN on your tax-related correspondence and documents.

If you have questions about your EIN, you can call us at the phone number or write us at the address shown at the top of this notice. If you write, please tear off the stub at the bottom of this notice and send it along with your letter. If you do not need to write us, do not complete and return this stub. Thank you for your cooperation.
State of Indiana  
Office of the Secretary of State  
CERTIFICATE OF INCORPORATION  
of  
TRON-AGEK EDUCATIONAL FOUNDATION, INC.

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

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

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

Charles P. White  
SECRETARY OF STATE
ARTICLES OF INCORPORATION


ARTICLE I - NAME AND PRINCIPAL OFFICE

TRON-AGEK EDUCATIONAL FOUNDATION, INC.
319 E. 60TH DRIVE, MERRILLVILLE, IN 46410

ARTICLE II - REGISTERED OFFICE AND AGENT

AUGUSTA DENEAL
319 E. 60TH DRIVE, MERRILLVILLE, IN 46410

ARTICLE III - INCORPORATORS

ELONDA ERVIN
4352 S. HILTON STREET, APT. 6, TERRE HAUTE, IN 46410
Signature: //ELONDA ERVIN

ARTICLE IV - GENERAL INFORMATION

Effective Date: 9/21/2011
Type of Corporation: Public Benefit Corporation

Does the corporation have members?: Yes

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

Distribution of assets on dissolution or final liquidation:
UPON THE DISSOLUTION OF THE CORPORATION, ASSETS SHALL BE DISTRIBUTED FOR ONE OR MORE EXEMPT PURPOSES WITHIN THE MEANING OF SECTION 501 (C)(3) OF THE INTERNAL REVENUE CODE, OR CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE, OR SHALL BE DISTRIBUTED TO THE FEDERAL GOVERNMENT, STATE OR LOCAL GOVERNMENT, FOR A PUBLIC PURPOSE. ANY SUCH ASSETS NOT SO DISPOSED OF SHALL BE DISPOSED OF BY THE COURT OF COMMON PLEASE OF THE COUNTY IN WHICH THE PRINCIPAL OFFICE OF THE ORGANIZATION IS LOCATED, EXCLUSIVELY FOR SUCH PURPOSES OR TO SUCH ORGANIZATIONS(S), AS SAID COURT SHALL DETERMINE.
WHICH ARE ORGANIZED AND OPERATED EXCLUSIVELY FOR SUCH CHARITABLE PURPOSES.
**Attachment 12 – Statement of Assurances**

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<th>Statement of Assurances</th>
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The charter school (Organizer) agrees to comply to all of the following provisions: *(Read and check)*

1. A resolution or motion has been adopted by the charter school Organizer’s governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the Organizer’s designated representative to act in connection with the application and to provide such additional information as required.

2. Organizer operates (or will operate if not yet open) a charter school in compliance with all federal and state laws, including the Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.

3. Organizer will comply with the Open Door Law as described in IC § 5-14-1.5.

4. Organizer will, for the life of the charter, participate in all data reporting and evaluation activities as required by Ball State University (BSU) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.

5. Organizer 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*.

6. Organizer 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.

7. Organizer 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.

8. Organizer will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.

9. Organizer shall maintain accounting records and other evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for five full years from the date of final payment. BSU must be permitted to audit, review, and inspect the grantee’s activities, books, documents, papers and other records relating
to the expenditures of grant proceeds. The Organizer further agrees to comply with all federal and state audit requirements and ensures that arrangements have been made to finance those mandatory audits.

☐ 10. Organizer will at all times maintain all necessary and appropriate insurance coverage.

☐ 11. Organizer will maintain compliance with all applicable BSU policies, including the BSU Policy Regarding Organizer Governance.

☐ 12. Organizer is required to keep and maintain all equipment purchased with grant funds in accordance with federal law and regulation.

☐ 13. Organizer will comply with the federal McKinney-Vento Homeless Assistance Act, 42 USC 11431, for homeless students, as well as the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u), if and as applicable.

☐ 14. Organizer understands that if any findings of misuse of funds are discovered the said funds must be returned to the Indiana Department of Education, and BSU may revoke the charter if it deems that the recipient is not fulfilling the academic goals and fiscal management outlined in the charter.

☐ 15. Organizer will indemnify and hold harmless BSU, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.
NiSe School
Leader/Principal

Academic Division

Lead Teachers (English, Language Arts, Mathematics, Science, Social Studies)

STEM Leads (Science, Technology, Engineering, Mathematics)

Dean of Students / PE Instructor

Student Support Services Manager

School Psychologist (Contractual)

Administrative Assistant

Teachers

STEM Adjuncts

Gary Freedom School (Contractual)

Internship / Externship Program

Student Judicial Programs

Counselor

Response to Instruction Coordinator

ELL & SPED Instructors

Teaching Assistants

Response to Instruction Coordinator

ELL & SPED Instructors
<table>
<thead>
<tr>
<th>Title</th>
<th>Duties and Reporting Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent</td>
<td>Provides updated information about the student (development, medical, functional). To be involved in the decision making through Board and parent meetings. Responsibility of the Principal and Board</td>
</tr>
<tr>
<td>Student</td>
<td>Provides information regarding strengths and interests, educational goals and progress update. Responsibility of the Principal</td>
</tr>
<tr>
<td>Board of Trustees</td>
<td>Governs NiSe. Reports to the TRON/AGEK’ Educational Foundation</td>
</tr>
<tr>
<td>CEO</td>
<td>Provides oversight for NiSe total operation (academic and non-academic divisions) and serves as ad-hoc member of the Board. Reports to the Board</td>
</tr>
<tr>
<td>Principal</td>
<td>Provides leadership for the academic division. Reports to the CEO</td>
</tr>
<tr>
<td>COO</td>
<td>Provides leadership for the non-academic division of NiSe. Reports to the CEO</td>
</tr>
<tr>
<td>Lead Teachers</td>
<td>Instructs students according to the discipline. Provides a summary of all classroom data collected about student’s progress. Provides information regarding strategies to help students succeed. Reports to the Principal</td>
</tr>
<tr>
<td>Teachers (including CORE 40 and STEM)</td>
<td>Instructs students according to the discipline. Provides a summary of all classroom data collected about student’s progress. Provides information regarding strategies to help students succeed. Reports to the Lead Teachers in their discipline</td>
</tr>
<tr>
<td>HR/Finance Manager</td>
<td>Reviews all financial transactions and provide accurate financial reports. Assists with all audits. Collect all student fees. Reports to the Principal</td>
</tr>
<tr>
<td>Executive Assistant</td>
<td>Performs clerical duties for the CEO. Reports to the CEO</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Performs clerical duties for the school. Reports to the Executive Assistant</td>
</tr>
<tr>
<td>Dean of Students/PE Instructor</td>
<td>Leads student learning and development opportunities. Coordinates all student support services. Manages learning and development of students outside the classroom. Coordinates with campus constituencies and community leaders in developing and managing co-curricular learning and service opportunities. Provides leadership in and is responsible for the development, implementation and evaluation of policies and regulations pertaining to student life, especially those related to alcohol and drug usage, student conduct and student residences. Develops and coordinates policies and procedures relative to all student activities; oversees annual production of Student Handbook and other documents. Administers the policies and regulations of NiSe. Serves as PE Instructor. Reports to the Principal</td>
</tr>
<tr>
<td>Facilities/Safety Manager</td>
<td>Oversees maintenance and safety requirements of students and building. Reports to the COO</td>
</tr>
<tr>
<td>Title</td>
<td>Duties and Reporting Structure</td>
</tr>
<tr>
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</tr>
<tr>
<td>Counselors</td>
<td>Provides a comprehensive school counseling programs of developmental, preventive, remedial, and responsive services. Addresses the academic development, career development, and personal/social development of students. Reports to the Principal</td>
</tr>
<tr>
<td>Data Specialist/Registrar</td>
<td>Handles all student admission documents, monitor, administer and analyze student data for reporting purposes. Reports to the IT Manager</td>
</tr>
<tr>
<td>ELL Teacher</td>
<td>Assists certified ELL teachers in teaching children the skills necessary to speak, read and write fluently in English. Reports to the Principal</td>
</tr>
<tr>
<td>Special Education Teacher</td>
<td>Case manager to SPED students. Provides direct services as needed to special needs students. Obtains present levels/baselines. Reviews and prints monthly online school snapshot of progress for each student. Follows up with providers to confirm that IEP attendance, reports, and services are being completed. Schedules IEPs, set up online meetings, and follow up on attendees. Ensure all documents are in prior to IEP meeting (psych report, DIS provider reports/goals, GE/Parent progress) and forwarded to MT for approval. Completes academic testing for initials and tri-annuals and writing of reports and IEPs. Monitor confidential tracking database for returned IEPs. Follows up with parental or teacher concerns. Reports to the Principal</td>
</tr>
<tr>
<td>Response to Instruction (RTI)</td>
<td>Governs day and evening student support services. Reports to the Principal</td>
</tr>
<tr>
<td>Teachers Assistants (TA)</td>
<td>Assists instructors. Report directly to teachers</td>
</tr>
<tr>
<td>Payroll/HR Specialist</td>
<td>Generalist responsible for supporting NiSe within every area of a company's human resources operations. Process and issue employee paychecks and statements of earnings and deductions. Computes wages and deductions, and enter data into computers. Compiles employee time, production, and payroll data from time sheets and other records. Reviews time sheets, work charts, wage computation, and other information in order to detect and reconcile payroll discrepancies. Verifies attendance, hours worked, and pay adjustments, and post information onto designated records. Records employee information, such as exemptions, transfers, and resignations, in order to maintain and update payroll records. Reports to HR/Finance Manager</td>
</tr>
<tr>
<td>Title</td>
<td>Duties and Reporting Structure</td>
</tr>
<tr>
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</tr>
<tr>
<td>Security</td>
<td>Patrols premises to prevent and detect signs of intrusion and ensure security of doors, windows, and gates. Answers alarms and investigate disturbances. Monitors and authorizes entrance and departure of employees, visitors, and other persons to guard against theft and maintain security of premises. Writes reports of daily activities and irregularities, such as equipment or property damage, theft, presence of unauthorized persons, or unusual occurrences. Calls police or fire departments in cases of emergency, such as fire or presence of unauthorized persons. Circulates among visitors, patrons, and employees to preserve order and protect property. Reports to Facilities/Safety Manager.</td>
</tr>
<tr>
<td>Maintenance</td>
<td>Maintains cleanliness of property (in/outside). Conducts repairs when needed. Reports to Facilities/Safety Manager.</td>
</tr>
<tr>
<td>IT Manager</td>
<td>Manages NiSe’s computer resources, providing administrative services and technical support. Provides advanced user support and training for hardware and software. Assists with managing and providing technical support for the website. Provides departmental programming support for system administration, web development, and cataloging tasks. Develops and implements IT plan. Reports to COO.</td>
</tr>
<tr>
<td>Librarian</td>
<td>Ensures that students and staff are effective users of ideas and information. Collaborates with classroom teachers and specialists to design and implement lessons and units of instruction, and assess student learning and instructional effectiveness. Creates and implements a school library program. Reports to the HR/Finance Manager.</td>
</tr>
<tr>
<td>Nurse</td>
<td>Promotes and protects the optimal health status of school age children. Provides health assessments and maintains student health history. Develops and implements a student health plan. Maintains, evaluates and interprets cumulative health data to accommodate individual needs of students. Plans and implements school health management protocols. Participates in home visits to assess the family needs as related to the child’s health. Provides health education and anticipatory guidance. Serves as a resource person to the school staff members in health instruction. Coordinates school and community health activities and serves as a liaison health professional between the home, school and community. Provides consultation in the formation of NiSe health policies, goals and objectives. Participates in the IEP plan development. Reports to HR/Finance Manager.</td>
</tr>
<tr>
<td>Webmaster (Contractual)</td>
<td>Monitors, improves, and updates the performance of existing Web sites. Reports to IT Manager.</td>
</tr>
<tr>
<td>Title</td>
<td>Duties and Reporting Structure</td>
</tr>
<tr>
<td>------------------------------</td>
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</tr>
<tr>
<td><strong>School Psychologist</strong></td>
<td>Independent contractor of psychology and diagnostic service. Prepares evaluations, written reports and re-evaluations. Works/tests students for suspected disabilities at the request of the Student Services Manager and Special Education Teacher.</td>
</tr>
<tr>
<td><strong>Accountant (Contractual)</strong></td>
<td>Creates and monitors NiSe’s financial plan. Assists auditors for the purpose of providing supporting documentation and/or information on internal process that is required for audit. Assists in performing general ledger accounting functions as needed and/or assigned (e.g. general ledger, purchasing, etc.) for the purpose of ensuring that department functions are completed in an accurate and timely manner during short times of need. Compiles a wide variety of financial information related to work assignments (e.g. proof resolutions, gasoline vendor invoices, capital project funds, etc.) for the purpose of providing required documentation and/or processing information. Informs other staff regarding procedural requirements for the purpose of facilitating financial compliance within established practices. Maintains a wide variety of financial information, files and records for the purpose of ensuring the availability of documentation and compliance with established policies and regulatory guidelines. Reports to the HR/Finance Manager</td>
</tr>
<tr>
<td><strong>Gary Freedom School</strong></td>
<td>Develops and oversees STEM community garden (vegetation). Develops and implements STEM projects. Reports to the Principal</td>
</tr>
<tr>
<td><strong>School Consultant</strong></td>
<td>Provides consultation services to the CEO</td>
</tr>
<tr>
<td><strong>Attorney (Contractual)</strong></td>
<td>Assists with all legal documents for the school. Leads in the recruitment, selection, hiring, and contractual legal documents of all employees. Reports to the COO</td>
</tr>
<tr>
<td><strong>Food Service (Contractual)</strong></td>
<td>Provides culinary services for students, maintain all food service contracts. Reports to the HR/Finance Manager</td>
</tr>
<tr>
<td>Full Name</td>
<td>Current Job Title and Employer</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
| Wanda Day  | Places and Spaces Realty, Owner | Board President               | Born and raised in Chicago, IL, I became aware at a very young age that I was destined to do great things in life. I was blessed to attend Fisk University in Nashville, Tennessee where I earned my Bachelor’s Degree in English. Fisk well-prepared me for many of life's challenges and rewards especially meeting and wedding my husband of 33 years, Kirk Day. Together, we raised our (4) adult children and proudly proclaim (3) grandchildren. Upon graduating, I began my professional career in Public Relations at the Vanderbilt University Medical Center in Nashville. Soon after, I returned to Chicago accepting a position in Public Television production. Further on, teaching high school English, marketing business telecommunications and conducting media research interviews, helped to round out my career path. The skills I developed and the experiences I was afforded became valuable assets for me to pursue real estate; my life-long passion. In 2004, I began my professional real estate career as a sales agent. I planned to garner as much knowledge and experience as I could. After a couple of years, I felt confident enough to take on my own brokerage. Today, I am the broker-owner of Places and Spaces Realty, LLC (since 2007). I am passionately driven and I strive to help people in their quests to buy and sell real estate throughout the state of Indiana. I consider real estate to be my ministry. It is my utmost desire for Places and Spaces Realty, LLC to greatly impact the real estate industry, facilitating positive growth and development throughout the communities of Indiana. I look forward to representing the buyers and sellers of the marketplace, providing them the very best in quality service. I sincerely believe that unless we are willing to take an interest in our neighborhoods-become an integral part in affecting change-we cannot expect them to flourish. Education is the key to everyone’s’ freedom-regardless of ethnicity, social or economic strata. Over the past generation, America's standard of education has declined.
and public education is failing her young citizens. I pledge to offer my gifts and talents along with my commitment to serve on the Board of Directors of the NiSe Charter School. I will work hard to ensure this institution thrives and flourishes in its endeavor to build and develop tomorrow's leaders toward their pursuits and achievements.

| Dwayne Tucker | Supplier Quality Sub-region Team Lead, Boeing IDS and BDS | Vice-President Directors in St. Louis, MO from 1993 to 1997 where I also served as department head over the Children’s Ministries during this same period before we moved to Merrillville, IN. Currently, he is a Supplier Quality Representative for The Boeing Company which makes him an interface with suppliers for any performance issues in delivery of quality products to Boeing. As a Boeing Supplier Quality Team Lead, he reviews employees’ job performance, assigns and monitors employees training, and ensures adherence to department budget guidelines. As a Boy Scout troop leader, he organizes and prepares agendas and works with kids and troops leaders, ensuring they adhere to troop rules and bylaws. He is a lifelong learner and I promote lifelong learning. He is employed as the Training Coordinator for his department within The Boeing Company. |
| Dr. Mary Steele-Agee | Prestige Preparatory Academy Child Care/Tutoring Center, President/CEO | Board Member Dr. Mary Steele-Agee has garnered 32 years experience as a teacher, college professor, principal, Executive Director and Superintendent into her knowledge of effective leadership. Spending the last 5 years of her career as a school superintendent, Dr. Steele-Agee continues to inspire minds by training teachers and administrators to be effective leaders. She holds BS, MS, Ed.S, and Ed.D degrees all in the field of education. She also served as an Associate Professor at Indiana University Northwest for seven year. |
| Dawn Dawkins, Attorney Esq. | Board Member Dawn M. Dawkins maintains a private law practice in the city of East Chicago, Indiana, where she was born. She has been a licensed attorney for almost thirty-two years. Dawn has been admitted to both the state and federal bars of Texas and Indiana. She has been an advocate for children for most of her legal career, through her work for the Texas Attorney General’s Office, Texas Department of Human Services; and Indiana Legal Services. She manages Cornerstone Christian Books & Coffee Bar, |
established by her late father ten years ago. She desires to eventually retire from the practice of law, and devote herself full time to the business-ministry of the store. She worships at Zion Missionary Baptist Church of East Chicago, Indiana; and serves as an Intercessor, Sunday School teacher and member of the Women Ministries. Dawn actively practices her faith, seeks to fulfill her God-ordained purpose, and shares her ministry gifts with clients, colleagues and the community. She travels and enjoys the fine arts, culinary cuisine and interior design.
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, BSU 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 team 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.

Mission Statement
Northwest Indiana STEM Charter High School (NiSe), in collaboration with students, parents, and the community, endeavors to foster a school environment to create a challenging and supportive organization of lifelong learners. It is our mission to actively engage the students, faculty, parents and community to work together to provide an education empowering students with a science, technology, engineering and science educational foundation.

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

As a Board Member, you are agreeing to:

1. Behave ethically and responsibly.
2. Oversee all reports of the School, in addition to control and bookkeeping systems, and along with the Chief Administrative Officer, approve the expenditure and capital budgets.
3. Review yearly performance of the Leadership Team.
4. Develop and maintain liaison relationships with key stakeholders and develop effective communications channels.
5. Encourage strategic approaches to the school's mission by establishing and maintaining policy framework and consistency.
6. Set the tone and the ethical standard of the board and receive its collective endorsement.
To be completed individually by each proposed charter school board member. All forms must be signed by hand. Please provide responses to the questions below:

1. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application)
   - [ ] Resume and professional biography are provided.

2. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
   - [ ] Does not apply to me
   - [ ] Yes East Chicago Gifted/Talented Board - Base - Base: Planning and Curriculum Board.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
   - My professional background as a real estate broker coupled with my business ownership experience may be offered to the Board. As starting assets that yield results, I have a wealth of knowledge regarding all aspects of real estate, i.e., commercial, property management, marketing, sales, and acquisitions.

4. Describe the specific knowledge and experience that you would bring to the board.
   - My networking experience offers me access to business and other professional contacts. I am committed to serving the educational environment and believe I can make a positive impact toward resolving the education dilemma in our local communities. I have served on the East Chicago Gifted/Talented Board. I also served on the Planning Committee a number of years.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   - [ ] If you do not know any such trustees
   - [ ] Yes
   - [ ] Attorney Down Hawkins is a former classmate of my spouse.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   - [ ] Charter school students are Down Hawkins's leaders.
1. We do not know any such employees. ☑ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of that entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ 1. We do not know any such persons. ☑ Yes

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

☒ 1. We do not anticipate conducting any such business. ☑ Yes

5. 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

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

☒ None ☑ Yes

Certification

1. We, on this day, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for the Northwest Indiana STEM Charter High School is true and correct in every respect.

Signature: ___________________________ Date: 6/6/2012
NiSe requires, as a condition of becoming a Board member that all persons consent to and authorize a verification of the information submitted on their resume. Please read this statement carefully.

This release and authorization acknowledges that NiSe may conduct a pre-employment background investigation thoroughly and within the confines of all applicable state and federal laws. I further understand that while an offer of Board membership might precede any such investigation, actual employment is contingent upon a determination of my suitability for the membership on the Board. I seek.

I hereby authorize the release of information related to this investigation, and further release from liability any and all individuals and organizations who provide information to NiSe concerning my criminal history, motor vehicle history, certifications and licensing, educational credentials, employment eligibility (social security trace), and civil case records. In addition, NiSe may request and receive any record of criminal history or other relevant information pertaining to me which may be in the files of any Federal, State or Local criminal justice agency, and/or other information as deemed necessary to fulfill the position requirements.

I release organizations and agencies providing such information from any and all claims of damages in connection to their release of any requested information. I agree that any copy of this document is as valid as the original. I authorize NiSe’s chosen provider and any of its agents and/or employees to disclose verbally and in writing the results of this verification process to the designated authorized representatives of NiSe.

I do hereby agree to forever release and discharge NiSe, its agents, as well as any and all individuals, organizations, and agencies who provide information to NiSe to the full extent permitted by law from any claims, damages, losses, liabilities, cost and expenses, or any other charge or complaint filed with any agency arising from the retrieving and reporting of information.

According to the Federal Fair Credit Reporting Act, I am entitled to know if Board membership was denied based on information obtained from all reporting sources, and to receive, upon request, a disclosure of the public record information and of the nature and scope of the investigative report. Date of birth and Social Security number will be used only to complete the background investigation and will not become part of the selection process.

By signing this document, I authorize NiSe to conduct a background investigation. I also certify that the information provided by me for the purpose of Board membership (application, resume, transcripts, etc.) is true and accurate, and, if offered membership, I understand that any
information falsely provided will be sufficient grounds for the immediate termination of my Board membership.

[Signature]

Date

Please provide all requested information and provide the last three residences

Printed Name: First, Middle, Last Wanda M. Day

Other Name(s)

Date of Birth Location of Birth (City/State)

Social Security Number

Home Telephone No. (219) 397-8710 Driver's License Number

State Issued

Last Three Residences

4232 Magan Ave. East Chicago, IN 46312 25 yrs Lake County

1234 2273

Previous Address - City, State, Zip How Long County

Last Chicago, IN 46312 19 yrs. Lake County

5638 N. Winthrop Ave.

Previous Address - City, State, Zip How Long County Cook County
NiSe Board Member Information Form

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

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As a Board Member, you are agreeing to:

1. Behave ethically and responsibility
2. Oversee all aspects of the School, including its control and accountability systems, and along with the Chief Executive Officer approves the expenditure and capital budgets
3. Review yearly performance of the Leadership Team
4. Develop and maintain healthy relationships with key stakeholders and develop effective communication channels
5. Ensure a strategic approach to the school’s future by recommending major goals, policy frameworks and strategies
6. Set the tone and the ethical standards of the school and monitor adherence to them
7. Review plans and budgets established by school management
8. Approve all material expenditures outside the budget
9. Anticipate problems as much as possible and act to diffuse issues
10. Establish committees where appropriate
11. Review and monitor adherence to systems of risk management, governance compliance and legal compliance
12. Provide administrative oversight relative to educational policies and programs
13. Recognize and conform to the legal mandates imposed by state and federal laws
14. Conduct annual review of the Board’s own performance (i.e. Board Appraisal)
15. Conduct annual review of the School’s progress in meeting its objectives

To be completed individually by each proposed charter school board member. All forms must be signed by hand. Please provide responses to the questions below:

1. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application)
   ✗ Resume and professional biography are provided.

2. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
   □ Does not apply to me ✗ Yes

3. Describe any previous experience you have that is relevant to serving on the charter school’s board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
   I served on the Abundant Life Ministries Church Board of Directors in St. Louis, MO. My wife, Jenny, and I also served as department heads over the Children’s Ministries from 1993 to 1997 before we moved to Merrillville, IN.

4. Describe the specific knowledge and experience that you would bring to the board.
   I was a Boy Scout pack leader. I have taught Sunday School classes. My wife and I have three children ages 15, 20, and 22. Education is a big part of my family life. I am a life-long learner and I promote lifelong learning. I am also the training coordinator for my department within The Boeing Company.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ✗ I / we do not know any such trustees.  □ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. □ I / we do not know any such employees.  □ Yes

My sister, Diane Bigham, works as a school administrator at Central High School located in East Chicago, IN.

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

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

5. 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

My family currently attends the Laurel Church Ministries church which is where the NiSe charter school plans to house its facilities.

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

Certification

I, __________ Dwayne J. Tucker, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for the Northwest Indiana STEM Charter High School is true and correct in every respect.

Signature  7/4/2012  Date
NiSe requires, as a condition of becoming a Board member that all persons consent to and authorize a verification of the information submitted on their resume. Please read this statement carefully.

This release and authorization acknowledges that NiSe may conduct a pre-employment background investigation thoroughly and within the confines of all applicable state and federal laws. I further understand that while an offer of Board membership might precede any such investigation, actual employment is contingent upon a determination of my suitability for the membership on the Board I seek.

I hereby authorize the release of information related to this investigation, and further release from liability any and all individuals and organizations who provide information to NiSe concerning my criminal history, motor vehicle history, certifications and licensing, educational credentials, employment eligibility (social security trace), and civil case records. In addition, NiSe may request and receive any record of criminal history or other relevant information pertaining to me which may be in the files of any Federal, State or Local criminal justice agency, and/or other information as deemed necessary to fulfill the position requirements.

I release organizations and agencies providing such information from any and all claims of damages in connection to their release of any requested information. I agree that any copy of this document is as valid as the original. I authorize NiSe’s chosen provider and any of its agents and/or employees to disclose verbally and in writing the results of this verification process to the designated authorized representatives of NiSe.

I do hereby agree to forever release and discharge NiSe, its agents, as well as any and all individuals, organizations, and agencies who provide information to NiSe to the full extent permitted by law from any claims, damages, losses, liabilities, cost and expenses, or any other charge or complaint filed with any agency arising from the retrieving and reporting of information.

According to the Federal Fair Credit Reporting Act, I am entitled to know if Board membership was denied based on information obtained from all reporting sources, and to receive, upon request, a disclosure of the public record information and of the nature and scope of the investigative report. Date of birth and Social Security number will be used only to complete the background investigation and will not become part of the selection process.
By signing this document, I authorize NiSe to conduct a background investigation. I also certify that the information provided by me for the purpose of Board membership (application, resume, transcripts, etc.) is true and accurate, and, if offered membership, I understand that any information falsely provided will be sufficient grounds for the immediate termination of my Board membership.

Signature ___________________________ 7-27-2012 Date

Please provide all requested information and provide the last three residences

Printed Name: First, Middle, Last Dwayne J. Tucker

Other Name(s) ________________________

Date of Birth ______________ Location of Birth (City/State) East Chicago, IN

Social Security Number _____________________________

Home Telephone No. _____________________________

Driver’s License Number ________________________ State Issued IN

Last Three Residences

7601 Morton St, Merrillville, IN, 46410, 13 years Lake County Current Address – City, State, Zip How Long County

6559 Serenity Circle, Hazelwood, MO, 63042, 10 years St. Louis County Previous Address – City, State, Zip How Long County

various apartments in Hazelwood, MO
Previous Address – City, State, Zip How Long County
NiSe Board Member Information Form

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, BSU 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 team 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.

Mission Statement
Northwest Indiana STEM Charter High School (NiSe), in collaboration with students, parents, and the community, endeavors to foster a school environment to create a challenging and supportive organization of lifelong learners. It is our mission to actively engage the students, faculty, parents and community to work together to provide an education empowering students with a science, technology, engineering and science educational foundation.

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

As a Board Member, you are agreeing to:

1. Behave ethically and responsibility
2. Oversee all aspects of the School, including its control and accountability systems, and along with the Chief Executive Officer approves the expenditure and capital budgets
3. Review yearly performance of the Leadership Team
4. Develop and maintain healthy relationships with key stakeholders and develop effective communication channels
5. Ensure a strategic approach to the school’s future by recommending major goals, policy frameworks and strategies
6. Set the tone and the ethical standards of the school and monitor adherence to them
7. Review plans and budgets established by school management
8. Approve all material expenditures outside the budget
9. Anticipate problems as much as possible and act to diffuse issues
10. Establish committees where appropriate
11. Review and monitor adherence to systems of risk management, governance compliance and legal compliance
12. Provide administrative oversight relative to educational policies and programs
13. Recognize and conform to the legal mandates imposed by state and federal laws
14. Conduct annual review of the Board’s own performance (i.e. Board Appraisal)
15. Conduct annual review of the School’s progress in meeting its objectives

To be completed individually by each proposed charter school board member. All forms must be signed by hand. Please provide responses to the questions below:

1. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application)
   x☐ Resume and professional biography are provided.

2. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
   ☐ Does not apply to me   x☐ Yes

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

   I have served as Chairman of the board for Urban League of NWI from 2008-2010, previous to position of chairman I served as a member of the board from 2003- present. I have served as board member of Gary Cultural and Historical Society, Glorified Temple Ministries Church and Majestic Star Casino Scholarship Committee.

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

   As a former school superintendent, I have worked closely with the school board to frame the vision and mission of the school district and to articulate and oversee the work of employees to ensure the alignment with policies and expectations of the governing body. My experience as top administrator in an urban school district afforded me the opportunity to oversee a budget of $182 million dollars each year - therefore knowledge of budget expenditures being in line with goals and line items, when seeking approval, I understand both sides of the table of accountability. I am a problem -solver, I have dealt with numerous, often complex problems with relatively ease in finding solutions. I understand the importance of and have been successful in fostering healthy relationships with key stakeholders and the community-at-large.

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

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   X☐ I / we do not know any such employees. ☐ Yes

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

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

5. 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.
   X☐ Does not apply to me, my spouse or family. ☐ Yes

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

Certification
Mary Steele-Agee

I, ____________________________________________, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for the Northwest Indiana STEM Charter High School is true and correct in every respect.

Mary Steele-Agee

July 25, 2012

Signature

Date
Northwest Indiana STEM Charter High School (NiSe)

Release of Information and Background Investigation Consent Form

NiSe requires, as a condition of becoming a Board member that all persons consent to and authorize a verification of the information submitted on their resume. Please read this statement carefully.

This release and authorization acknowledges that NiSe may conduct a pre-employment background investigation thoroughly and within the confines of all applicable state and federal laws. I further understand that while an offer of Board membership might precede any such investigation, actual employment is contingent upon a determination of my suitability for the membership on the Board. I seek.

I hereby authorize the release of information related to this investigation, and further release from liability any and all individuals and organizations who provide information to NiSe concerning my criminal history, motor vehicle history, certifications and licensing, educational credentials, employment eligibility (social security trace), and civil case records. In addition, NiSe may request and receive any record of criminal history or other relevant information pertaining to me which may be in the files of any Federal, State or Local criminal justice agency, and/or other information as deemed necessary to fulfill the position requirements.

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I do hereby agree to forever release and discharge NiSe, its agents, as well as any and all individuals, organizations, and agencies who provide information to NiSe to the full extent permitted by law from any claims, damages, losses, liabilities, cost and expenses, or any other charge or complaint filed with any agency arising from the retrieving and reporting of information.

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information falsely provided will be sufficient grounds for the immediate termination of my Board membership.

Mary Steele - Agee
23, 2012

Please provide all requested information and provide the last three residences

Mary Ann Steele

Printed Name: First, Middle, Last

Other Name(s)

IN

Date of Birth ____________ Location of Birth (City/State)

Social Security Number

Home Telephone No. ___________________________ Driver’s License Number

Indiana

State Issued ____________

Last Three Residences

8515 Taney Street Merrillville, Indiana 46410 Lake

Current Address – City, State, Zip How Long County

8300 Polo Club Drive Merrillville, Indiana 46410 Lake

Previous Address – City, State, Zip How Long County

4195 Harrison Street Gary, Indiana 46408 Lake

Previous Address – City, State, Zip How Long County
NiSe Board Member Information Form

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

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10. Establish committees where appropriate
11. Review and monitor adherence to systems of risk management, governance compliance and legal compliance
12. Provide administrative oversight relative to educational policies and programs
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   □ Resume and professional biography are provided.

2. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
   □ Does not apply to me □ Yes  NO

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

Legal Advisor to Martindale –Brightwood Community Development Corporation (1991-1992)
Legal Advisor to and Member of Community Fellowship Outreach Ministry, Inc. (2011-2012)
Member of Faith Temple Community Development Corporation (@2003-2005)

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

Legal knowledge and experience.

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

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

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☐ I / we do not anticipate conducting any such business.  ☒ Yes
My sister, Aliesa Jones, may provide uniforms for the school.

5. 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.
X Does not apply to me, my spouse or family.
☐ Yes

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

Certification

I, Dawn M. Dawkins, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for the Northwest Indiana STEM Charter High School is true and correct in every respect.

//Dawn M. Dawkins
Signature  7/10/12
Date
Northwest Indiana STEM Charter High School (NiSe)

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information falsely provided will be sufficient grounds for the immediate termination of my Board membership.

_Dawn M. Dawkins_________________________

7/10/2012

Signature

Date

Please provide all requested information and provide the last three residences

Printed Name: First, Middle, Last __Dawn Michelle Dawkins________________________________
Other Name(s) __________________________________________

Date of Birth ______________________________ Location of Birth (City/State) ____East Chicago, Indiana________________________

Social Security Number __________

Home Telephone No. ___________________ Driver’s License Number __________

____________ State Issued ____ IN________

Last Three Residences

_4236 Elm Street, East Chicago, IN 46312 __August, 1994_ Lake

Current Address -- City, State, Zip How Long County

____ Indianapolis, IN ____1991-

1994 __Marion __________

Previous Address -- City, State, Zip How Long County

_ Anderson, IN (1989-1991

Madison

Previous Address -- City, State, Zip How Long County
# Background Report

**Mary Ann Steele**

**Age:** 57

**Phone Numbers:**
- 219-769-0259
- 705-769-6298, 219-668-5602, 705-769-0259

**Most Recent Address:**
- 6516 Temple St, Merrillville, IN 46410-9332

**Email:**
- m.steele@comcast.net

**Variations:**
- Mary Steele

## Addresses Found

<table>
<thead>
<tr>
<th>Address</th>
<th>City, State, Zip</th>
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<th>Updated</th>
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<td>219-769-0259</td>
<td>7/19/94</td>
<td>10/20/11</td>
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<td>4196 Hamson St</td>
<td>Gary, IN 46408-3249</td>
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<td>8500 Polo Club Dr, Apt 270</td>
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<td>8115 Tauny St</td>
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## Social Networks

<table>
<thead>
<tr>
<th>Name</th>
<th>Network</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Steele</td>
<td>Facebook</td>
</tr>
</tbody>
</table>

---

**50 W 71st St, Apt 1008**

**Chicago, IL 60621-5657**

**Kw-769-0259**
Looking for a criminal record that's not listed here?

Many records are only available through an in-office courthouse search. PeopleSmart lets you submit a request to our network of court runners.

Want to be alerted when new criminal records appear?

We'll send you a confidential e-mail if new criminal records appear in Mary Ann Steele's background report.

Coverage Areas & Record Types

Criminal records in PeopleSmart are originally compiled from thousands of case counties across the country. Below is a detailed list of our coverage areas and record types. If you'd like to run a search within a state or county that is not fully covered by our online database, please file a request with our Court Runner Network.

Staten: Alabama
  Counties: Baldwin County, Calhoun County, Escambia County, Jefferson County, Mobile County, Shelby County, Tuscaloosa County

Database Types: County Arrest Logs (1), Court Records: Court Index (1), County Arrest Logs (1), Court Records: County

Years: 2000 - Present Day

National Sex Offender Registry (5)

Staten: Alaska
  Counties: All Counties

Database Types: Statewide Felony and Murderer Convictions (15)

Years: 1976 - Present Day

National Sex Offender Registry (5)

Staten: Arkansas

Database Types: Statewide Traffic and Felony Convictions, County Arrest Logs (1), Court Records: County Index (1), Court Records: County

Years: 1982 - Present Day

National Sex Offender Registry (5)

Staten: California

Database Types: Statewide Felony and Murderer Convictions (1), County Arrest Logs (1), Court Records: County

Years: 1984 - Present Day

Staten: Colorado

Database Types: Statewide Felony and Murderer Convictions (1), County Arrest Logs (1), Court Records: County

Years: 1972 - Present Day

Criminal Records

No criminal records were found.

A comprehensive search of over 200 state and county criminal databases was run and 3 criminal records were found associated with Mary Ann Steele.

States Searched: 53
<table>
<thead>
<tr>
<th>State</th>
<th>National Sex Offender Registry Available</th>
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<tr>
<td>Massachusetts</td>
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<td>Michigan</td>
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<td>Years: 1986 - Present Day</td>
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<td>National Sex Offender Registry Available</td>
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<td>Minnesota</td>
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<td>Database Types: Statewide Felony and Misdemeanor Convictions - Historical (All)</td>
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<td>Years: 1937 - 2000</td>
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<td>National Sex Offender Registry Available</td>
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<td>Missouri</td>
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<td>Database Types: County Arrest Logs (1)</td>
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<td>Years: 2006 - Present Day</td>
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<td>National Sex Offender Registry Available</td>
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<td>County: All Counties</td>
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<td>Database Types: Statewide Felony, Misdemeanor and Traffic Violations (2)</td>
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<td>Years: 2001 - Present Day</td>
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<td>National Sex Offender Registry Available</td>
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<td>Nebraska</td>
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<td>Database Types: Court Records: Felony, Misdemeanor and Traffic Violations and Criminal Court Records (3), Statewide Felony, Misdemeanor and Traffic Convictions and Violations and Criminal Court Records (3)</td>
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<td>Years: 1985 - Present Day</td>
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<td>National Sex Offender Registry Available</td>
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<tr>
<td>State</td>
<td>Database Types</td>
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<td>-------</td>
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<td>Oregon</td>
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<tr>
<td>Pennsylvania</td>
<td>Statewide Felony, Misdemeanor and Traffic - Historical (All), County Arrest Logs (9)</td>
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<td>Rhode Island</td>
<td>Statewide Criminal Court and Traffic Court Records - Historical (All)</td>
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<td>South Carolina</td>
<td>Court Records: County Felony, Misdemeanor and Traffic Violation Records (2)</td>
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<td>South Dakota</td>
<td>Statewide Felony Offender and Traffic Convictions (All)</td>
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<td>Tennessee</td>
<td>Statewide Felony Convictions - Historical - Plus: Tennessee Methamphetamine Offender Registry - Sake</td>
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<tr>
<td>Texas</td>
<td>Criminal Court Convictions For The State of Texas (All), County Arrest Logs (3), Court Records: County</td>
</tr>
<tr>
<td>Utah</td>
<td>All Counties</td>
</tr>
</tbody>
</table>

**Motor Accidents**

Motor Accidents records are known automobile accidents and the associated individuals.

A comprehensive search of motor accidents was run and Mary Ann Sibley was not associated with any motor accidents.

No motor accidents were found

**Employment History**

No employment history was found
### Business Ownership

Business ownership records are compiled from public filings, commercial records and SEC registrations.

#### 3 businesses were found

<table>
<thead>
<tr>
<th>Company</th>
<th>Title</th>
<th>Status</th>
<th>Established Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glarified Temple C.O.G.I.C. Company</td>
<td>Secretary Active</td>
<td>8/29/1969</td>
<td></td>
</tr>
<tr>
<td>Glarified Temple Church Of God In Christ Etc.</td>
<td>Secretary Active</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

#### Property Ownership

Property ownership records are compiled from nationwide real property records commonly found with the county tax assessors.

#### 2 properties were found

<table>
<thead>
<tr>
<th>Address</th>
<th>Owner(s):</th>
<th>Property Use:</th>
<th>Assessed Value:</th>
<th>Build Date:</th>
<th>Land (sq ft):</th>
<th>Owner Occupied:</th>
<th>Assessment Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>8515 Taney St</td>
<td>Mary Ann Seede</td>
<td>Single Family Residential</td>
<td>$285,000</td>
<td>2007</td>
<td>1654 SF</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Mortonsville, IN 46410-6522</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Bankruptcy

Bankruptcy is the declared inability to pay creditors. Bankruptcy records are compiled from local, state, and federal courts to include Chapter 7, 11, and 13 bankruptcies. Please note that these records cannot be used to determine an individual's eligibility for credit, insurance, employment or other purposes under the Fair Credit Reporting Act (FCRA). More about FCRA compliance.

A comprehensive search of bankruptcies was run and Mary Ann Seede is not listed as having declared bankruptcy. Please note that filings that have not yet to be adjudicated may not appear.

No bankruptcies were found

### Judgments + Liens

A court-ordered lien is a legal claim issued to secure payment when someone fails to pay state and/or federal taxes. Depending on the jurisdiction, judgments are generally found within the lower courts often referred to as Small Claims and Municipal Courts. Please note that these records cannot be used to determine an individual's eligibility for credit, insurance, employment or other purposes under the Fair Credit Reporting Act (FCRA). More about FCRA compliance.

A comprehensive search of judgments and liens was run and Mary Ann Seede was not listed as a debtor or defendant in either database.

No judgments or liens were found

### Professional Licensees

No professional licenses were found

### Registered Aircrafts

No aircrafts were found

### Registered Watercrafts

No watercrafts were found

### FAA Certification

No FAA certifications were found

### UCC Filings

No UCC filings were found
Background Report
Wanda M Day

Name: Wanda M Day
Age: 56
Date of Birth: 8/10/56
Phone Number: 315-297-6474
Additional Phone Numbers: 316-397-2602, 315-297-6474, 615-221-3258

Most Recent Address: Po Box 2273, East Chicago, IN 46312-7273
Current Records: 0 records found
Aliases/Names: 1st Smith Wanda

Email:
w***@900000000000000.com

14 Addresses were found

<table>
<thead>
<tr>
<th>Address</th>
<th>City, State, Zip</th>
<th>Phone</th>
<th>Added</th>
<th>Updated</th>
</tr>
</thead>
<tbody>
<tr>
<td>3821 Parish Ave, 7</td>
<td>East Chicago, IN 46312-3337</td>
<td>315-297-6474</td>
<td>10/26</td>
<td>10/26</td>
</tr>
<tr>
<td>Po Box 194</td>
<td>East Chicago, IN 46312-0154</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Po Box 275</td>
<td>East Chicago, IN 46312-0273</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4232 Majors Ave</td>
<td>East Chicago, IN 46312-2520</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5257 N Halsted Ave</td>
<td>Chicago, IL 60650 -4412</td>
<td>315-297-4266</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4244 Majors Ave</td>
<td>East Chicago, IN 46312-2529</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4229 Eudoc Ave</td>
<td>East Chicago, IN 46312-3012</td>
<td>215-297-6474</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1710 Mehuny Blvd</td>
<td>Nashville, TN 37206-3027</td>
<td>615-221-3058</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Social Networks
23 social profiles were found

Wanda Day
Facebook

Wanda Day
Facebook

Wanda Day
Facebook

Wanda Day
Facebook
Possible Relatives

Potential relatives are people who are likely relatives ofVance M Day based on matching surname and shared addresses. Please note that this will not include all relatives.

6 possible relatives were found

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Address</th>
<th>City, State, Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kent Day</td>
<td>50</td>
<td>P.O. Box 2273</td>
<td>East Chicago, IL 60622-7273</td>
</tr>
<tr>
<td>Jason E Day</td>
<td>56</td>
<td>5038 N Winthrop Ave Apt</td>
<td>Chicago, IL 60660-4412</td>
</tr>
<tr>
<td>Gregory Day</td>
<td></td>
<td>508 Lake Ave</td>
<td>East Chicago, IL 60612-7273</td>
</tr>
<tr>
<td>Kelly J Day</td>
<td>23</td>
<td>30 S. STATE</td>
<td>Schererville, IN 60437-0721</td>
</tr>
<tr>
<td>Steven Day</td>
<td></td>
<td>323 Ewing Dr</td>
<td>Markham, IL 60435-3118</td>
</tr>
<tr>
<td>Irene Day Day</td>
<td></td>
<td>501 Arthur Blvd</td>
<td>East Chicago, IL 60615-2403</td>
</tr>
</tbody>
</table>

Criminal Records

No criminal records were found.

A comprehensive search of over 200 state and county criminal databases was run and 0 criminal records were found associated with Vance M Day.

Summary Search

Criminal Records Type: None

Looking for a criminal record that's not listed here?

Many records are only available through an on-site courthouse search. PeopleSmart lets you submit a request to our network of court runners.

Want to be alerted when new criminal records appear?

We'll send you a confidential email if new criminal records appear in Vance M Day's background report.

Coverage Areas & Record Types

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Address</th>
<th>City, State, Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meisy Salinas</td>
<td>22</td>
<td>3325 Catalpa St</td>
<td>East Chicago, IL 60612-2404</td>
</tr>
<tr>
<td>Gustavo H Salinas</td>
<td>46</td>
<td>3220 Catalpa St</td>
<td>East Chicago, IL 60612-2404</td>
</tr>
<tr>
<td>Michelle L Enches</td>
<td></td>
<td>3221 Catalpa St</td>
<td>East Chicago, IL 60612-2403</td>
</tr>
<tr>
<td>Liz Reyes</td>
<td></td>
<td>3221 Catalpa St</td>
<td>East Chicago, IL 60612-2403</td>
</tr>
<tr>
<td>Miguel Fernandez</td>
<td></td>
<td>3221 Catalpa St</td>
<td>East Chicago, IL 60612-2403</td>
</tr>
</tbody>
</table>
Criminal records in PeopleSmart are originally compiled from thousands of data sources across the country. Below is a detailed list of our coverage areas and recent types. If you'd like to run a search within a state or county that is not fully covered by our online database, please feel a request with our Court Runner Network.

**State: Alabama**
- Counties: Baldwin County, Calhoun County, Houston County, Jefferson County, Mobile County, Shelby County, Tuscaloosa County
- Database Types: Statewide Felony and Misdemeanor Convictions (A)
- Years: 1986 - Present Day
- National Sex Offender Available: Registry

**State: Alaska**
- Counties: All Counties
- Database Types: Statewide Felony and Misdemeanor Convictions (A)
- Years: 1978 - Present Day
- National Sex Offender Available: Registry

**State: Arizona**
- Counties: All Counties
- Database Types: Statewide Traffic and Felony Convictions, County Arrest Logs (1), Court Records: County Index (2), Court Records: County Superior
- Years: 1992 - Present Day
- National Sex Offender Available: Registry

**State: Arkansas**
- Counties: All Counties
- Database Types: Statewide Felony and Misdemeanor Convictions (A), County Arrest Logs (1)
- Years: 1984 - Present Day

**State: California**
- Counties: Contra Costa County, Fresno County, Sacramento County, Los Angeles County, Los Angeles
- Database Types: Court Records: Traffic and Superior Court Records (1), County Arrest Logs (12), County Arrest Logs (12)
- Years: 1972 - Present Day
- National Sex Offender Available: Registry

**State: Colorado**
- Counties: Denver County, Pueblo County, Weld County
- Database Types: Court Records: Criminal Court Records - Historical (1), County Arrest Logs (2)
- Years: 1986 - Present Day
- National Sex Offender Available: Registry

**State: Connecticut**
- Counties: All Counties
- Database Types: Statewide Felony, Misdemeanor, and Traffic Violations (A)
- Years: 1986 - Present Day

**State: Delaware**
- Counties: All Counties
- Database Types: Statewide Felony, Misdemeanor, and Traffic Convictions - Historical (A), Court Records: Felony, Misdemeanor
- Years: 1979 - Present Day
- National Sex Offender Available: Registry

**State: Florida**
- Counties: All Counties
- Database Types: Statewide Felony and Misdemeanor Convictions - National (A), Court Arrest Logs (3), Court Records: Felony
- Years: 1992 - Present Day

**State: Georgia**
- Counties: All Counties
- Database Types: Statewide Felony and Misdemeanor Convictions - National (A), County Arrest Logs (3), Court Records: Felony
- Years: 1992 - Present Day

**State: Hawaii**
- Counties: All Counties
- Database Types: Statewide Felony, Misdemeanor, Traffic and Ordinance Violations (A)
- Years: 1980 - Present Day
- National Sex Offender Available: Registry

**State: Idaho**
- Counties: Ada County, Canyon County
- Database Types: County Arrest Logs (3)
- Years: 2000 - Present Day
- National Sex Offender Available: Registry

**State: Illinois**
- Counties: Cook County, Cook County, Pekin County, Will County
- Database Types: County Arrest Logs (3), Court Records: Felony, Misdemeanor and Traffic Records (1)
- Years: 1993 - Present Day
- National Sex Offender Available: Registry

**State: Indiana**
- Counties: All Counties
- National Sex Offender Available: Registry

**State: Iowa**
<table>
<thead>
<tr>
<th>State</th>
<th>Counties</th>
<th>Database Types</th>
<th>Years</th>
<th>National Sex Offender Available</th>
<th>Registry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kansas</td>
<td></td>
<td>Statewide Felony, Misdemeanor, Traffic and Ordinance Violations (All)</td>
<td>1998 - Present Day</td>
<td>Available</td>
<td>Registry</td>
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<tr>
<td>Kentucky</td>
<td></td>
<td></td>
<td></td>
<td>Available</td>
<td>Registry</td>
</tr>
<tr>
<td>Louisiana</td>
<td>Lafayette Parish, St. Tammany County</td>
<td>County Arrest Logs (1), Court Records: Felony and Misdemeanor Records (1)</td>
<td>1987 - Present Day</td>
<td>Available</td>
<td>Registry</td>
</tr>
<tr>
<td>Maine</td>
<td></td>
<td></td>
<td></td>
<td>Available</td>
<td>Registry</td>
</tr>
<tr>
<td>Maryland</td>
<td>All Counties</td>
<td>Statewide Felony, Misdemeanor and Traffic Records (All)</td>
<td>1987 - Present Day</td>
<td>Available</td>
<td>Registry</td>
</tr>
<tr>
<td>Massachusetts</td>
<td></td>
<td></td>
<td></td>
<td>Available</td>
<td>Registry</td>
</tr>
<tr>
<td>Michigan</td>
<td>All Counties</td>
<td>Statewide Felony, Misdemeanor and Traffic Records (All), County Arrest Logs (1), Court Records: Felony, Misdemeanor and Criminal Traffic Violations (All)</td>
<td>1986 - Present Day</td>
<td>Available</td>
<td>Registry</td>
</tr>
<tr>
<td>Minnesota</td>
<td>All Counties</td>
<td>Statewide Felony and Misdemeanor Convictions - Historical (All)</td>
<td>1987 - 2007</td>
<td></td>
<td>Registry</td>
</tr>
<tr>
<td>Missouri</td>
<td>St. Francois County</td>
<td>County arrest logs (1)</td>
<td>1986 - Present Day</td>
<td>Available</td>
<td>Registry</td>
</tr>
<tr>
<td>Montana</td>
<td>Yellowstone County</td>
<td>County Arrest Logs (1)</td>
<td>2004 - Present Day</td>
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<td>Registry</td>
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<tr>
<td>Nebraska</td>
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<td></td>
<td></td>
<td>Available</td>
<td>Registry</td>
</tr>
<tr>
<td>Nevada</td>
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<td></td>
<td></td>
<td>Available</td>
<td>Registry</td>
</tr>
<tr>
<td>New Hampshire</td>
<td></td>
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<td>Available</td>
<td>Registry</td>
</tr>
<tr>
<td>New Jersey</td>
<td>All Counties</td>
<td>Statewide Felony, Misdemeanor and Criminal Traffic Violations (All)</td>
<td>1984 - Present Day</td>
<td></td>
<td>Registry</td>
</tr>
<tr>
<td>New Mexico</td>
<td>Bernalillo County</td>
<td>County arrest logs (1)</td>
<td>2003 - Present Day</td>
<td></td>
<td>Registry</td>
</tr>
<tr>
<td>State</td>
<td>Counties</td>
<td>Database Types</td>
<td>Years</td>
<td>National Sex Offender Available</td>
<td>Registry</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------</td>
<td>----------------------------------------------------</td>
<td>------------------------</td>
<td>---------------------------------</td>
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</tr>
<tr>
<td>New York</td>
<td>All Counties</td>
<td>Statewide Felony, Misdemeanor and Traffic Records (All), County Arrest Logs (5)</td>
<td>1983 - Present Day</td>
<td>Available</td>
<td>Registry</td>
</tr>
<tr>
<td>North Carolina</td>
<td>All Counties</td>
<td>Statewide Felony, Misdemeanor and Traffic Records (All), County Arrest Logs (3)</td>
<td>1983 - Present Day</td>
<td>Available</td>
<td>Registry</td>
</tr>
<tr>
<td>South Carolina</td>
<td>Greenville County, York County</td>
<td>Court Records: County Felony, Misdemeanor and Traffic Violation Records (2)</td>
<td>1993 - Present Day</td>
<td>Available</td>
<td>Registry</td>
</tr>
<tr>
<td>South Dakota</td>
<td>All Counties</td>
<td>Statewide Felony Convictions - Historical - Plus Tennessee Methamphetamine Offender Registry - State</td>
<td>1966 - Present Day</td>
<td>Available</td>
<td>Registry</td>
</tr>
<tr>
<td>Tennessee</td>
<td>All Counties</td>
<td>Statewide Felony Convictions - Historical - Plus Tennessee Methamphetamine Offender Registry - State</td>
<td>1966 - Present Day</td>
<td>Available</td>
<td>Registry</td>
</tr>
<tr>
<td>Texas</td>
<td>All Counties</td>
<td>Criminal Court Convictions For The State of Texas (All), County Arrest Logs (5), Court Records: County 1</td>
<td>1974 - Present Day</td>
<td>Available</td>
<td>Registry</td>
</tr>
<tr>
<td>Utah</td>
<td>All Counties</td>
<td>Statewide Felony, Misdemeanor and Traffic Violations (All)</td>
<td>1993 - Present Day</td>
<td>Available</td>
<td>Registry</td>
</tr>
<tr>
<td>Virginia</td>
<td>All Counties</td>
<td>Statewide Felony, Misdemeanor, and Infractions - Historical (All)</td>
<td>1993 - Present Day</td>
<td>Available</td>
<td>Registry</td>
</tr>
<tr>
<td>Washington</td>
<td>All Counties</td>
<td>Statewide Felony, Misdemeanor or Traffic Violations (All), County Arrest Logs (5)</td>
<td>1993 - Present Day</td>
<td>Available</td>
<td>Registry</td>
</tr>
</tbody>
</table>
Years: 1962 - Present Day
National Sex Offender Available
Registry:

State: West Virginia
National Sex Offender Available
Registry:

State: Wyoming
National Sex Offender Available
Registry:

Motor Accidents
Motor Accident records are known automobile accidents and the associated individuals.
A comprehensive search of motor accidents was run and Wanda M Day was not associated with any motor accidents.
No motor accidents were found

Employment History
No employment history was found

Business Ownership
Business ownership records are compiled from public filings, commercial records and SEC registrations.
A comprehensive search of business records was run and Wanda M Day was not listed as an owner of any businesses. This does not necessarily reflect employment with a company.
No owned businesses found

Property Ownership
Property ownership records are compiled from nationwide real property records commonly found with the county tax assessor.
1 property was found

Address: 4243 Magnin Ave
East Chicago, IN 46312-2529

Owner(s): Wanda M Day

Previous Owner(s):
Lake County Trust Company
Trust #92/6

Deed Type: Deed

Property Use:

Assessed Value: $100,000
Loan Amount: $95,000
Applicant: American Savings Bank

Loan Term: 30 years
Interest Rate: Variable Rate

Tax Company: None Available

Bankruptcy
Bankruptcy is the declaratory process to pay creditors. Bankruptcy records are compiled from local, state, and federal courts to include Chapter 7, 11, and 13 bankruptcies. Please note that these records cannot be used to determine an individual's eligibility for credit, insurance, employment or other purposes under the Fair Credit Reporting Act (FCRA). Learn more about FCRA compliance.

A comprehensive search of bankruptcies was run and Wanda M Day is not listed as having declared bankruptcy. Please note that filings that have yet to be adjudicated may not appear.

No bankruptcies were found

Judgments
A court-ordered lien is a legal claim issued to secure payment when someone fails to pay taxes and/or federal taxes. Depending on the jurisdiction, judgments are generally found within the lower courts rather than the Small Claims and Municipal Court. Please note that these records cannot be used to determine an individual's eligibility for credit, insurance, employment or other purposes under the Fair Credit Reporting Act (FCRA). Learn more about FCRA compliance.

2 judgments or liens were found

Type: Forfeiture of Bond (ID: 452118603800142)
Amount: $26,833
Filing Date: 02/15/2005
Debtor: Wanda M Day
Kirk Day
Creditor: LaGrange National Bank

Type: State Tax Warrant (ID: 04244185)
State Tax Warrant Release (ID: 04244185)
Amount: $1151
Filing Date: 01/17/2003
Background Report
Dawn M Dawkins

Name: Dawn M Dawkins
Age: 37
Date of Birth: 8/7/1954
Phone Number: xxx-398-8548 (This area code is unavailable or outdated)
Additional Phone: xxx-595-9125

Most Recent Address:
4236 Etna Sth, Apt 1820, East Chicago, IN 46312-3005

Email:
d*****@msn.com
Dawn dawkins
4236 Etna Sth
East Chicago, IN 46312-3005

5 addresses were found

<table>
<thead>
<tr>
<th>Address</th>
<th>City, State, Zip</th>
<th>Phone</th>
<th>Added</th>
<th>Updated</th>
</tr>
</thead>
<tbody>
<tr>
<td>4236 Etna Sth, Apt 1820</td>
<td>East Chicago, IN 46312-3005</td>
<td>xxx-255-5548</td>
<td>1/17/77</td>
<td>4/20/12</td>
</tr>
<tr>
<td>151 N Delaware St, Apt</td>
<td>Indianapolis, IN 46201-2599</td>
<td>xxx-398-8548</td>
<td>1/17/77</td>
<td>1/2/1994</td>
</tr>
<tr>
<td>1536 Santee Ave, Apt 9A</td>
<td>Indianapolis, IN 46220-2974</td>
<td>xxx-398-8548</td>
<td>1/17/77</td>
<td>1/1/875</td>
</tr>
<tr>
<td>4305 Wolf Paw Ln</td>
<td>Anderson, IN 46013-1317</td>
<td>xxx-398-8548</td>
<td>1/17/77</td>
<td>1/1/875</td>
</tr>
<tr>
<td>1011 W 8th St, Apt</td>
<td>Anderson, IN 46016-2559</td>
<td>xxx-398-8548</td>
<td>1/17/77</td>
<td>1/1/875</td>
</tr>
</tbody>
</table>

Social Networks:
15 social profiles were found
Email Addresses: dawkins@uchc.edu

Possible Relatives
Possible matches are anyone who is likely relatives of Dawn M Dawkins based on matching surname and shared addresses. Please note that this will not include all relatives.
6 possible relatives were found

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Venda P Dawkins</td>
<td>82</td>
<td>4238 Elm St, East Chicago, IN 60612-3025</td>
</tr>
<tr>
<td>George M Dawkins</td>
<td>75</td>
<td>4238 Elm St, East Chicago, IN 60612-3025</td>
</tr>
<tr>
<td>Marjorie T Dawkins</td>
<td>50</td>
<td>4238 Elm St, East Chicago, IN 60612-3025</td>
</tr>
<tr>
<td>Clint Brook Dawkins</td>
<td>46</td>
<td>5651 Denver Pl, Crown Point, IN 46307-7465</td>
</tr>
<tr>
<td>Aliesa Patrice Dawkins</td>
<td>49</td>
<td>1512 E Columbus Dr, East Chicago, IN 60612-2821</td>
</tr>
<tr>
<td>John Eric Dawkins</td>
<td>45</td>
<td>1742 S Broad St, Apt C, Schuylerville, IL 62575-6401</td>
</tr>
</tbody>
</table>

Neighbors
Neighbors are people who, based on known addresses, currently live or have lived near Dawn M Dawkins's current and previous addresses.
39 neighbors were found

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary E Kosolnik</td>
<td>50</td>
<td>4238 Elm St, East Chicago, IN 60612-3025</td>
</tr>
<tr>
<td>Barbara J Adams</td>
<td>48</td>
<td>4200 Elm St, East Chicago, IN 60612-3024</td>
</tr>
<tr>
<td>Yokorda Y Campbell</td>
<td>48</td>
<td>4200 Elm St, East Chicago, IN 60612-3024</td>
</tr>
<tr>
<td>Peter J Kazwienki</td>
<td>48</td>
<td>4200 Elm St, East Chicago, IN 60612-3024</td>
</tr>
<tr>
<td>Claudia Jean Price</td>
<td>144</td>
<td>N Delaware St, Indianapolis, IN 46204-2524</td>
</tr>
<tr>
<td>Ronald D Cassel</td>
<td>144</td>
<td>N Delaware St, Indianapolis, IN 46204-2524</td>
</tr>
<tr>
<td>Curtis S Travis</td>
<td>82</td>
<td>N Delaware St, Indianapolis, IN 46204-2524</td>
</tr>
<tr>
<td>Robert Evans Johnson</td>
<td>82</td>
<td>N Delaware St, Indianapolis, IN 46204-2524</td>
</tr>
</tbody>
</table>

Work Information
Work Information listings are compiled from databases containing over 75 million professional contacts.
1 potential work result was found

<table>
<thead>
<tr>
<th>Name</th>
<th>Job Title</th>
<th>Company Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dawn Dawkins</td>
<td>Motion-Centric, Office-New Haven</td>
<td>University Of Connecticut Health Center</td>
<td>University Of Connecticut 250 Farmington Ave Unit Unit 1706 1706 17th St, CT 06216-7706 USA</td>
</tr>
</tbody>
</table>
Criminal Records

No criminal records were found.

A comprehensive search of over 200 state and county criminal databases was run and no criminal records were found associated with Dawn M Dawkins.

States Searched: 50
Database Types: Statewide Felony and Misdemeanor Convictions (All)
Criminal Records: None Found

Looking for a criminal record that's not listed here?

Many records are only available through an on-site courthouse search. PeopleSmart lets you submit a request to our network of court clerks.

Want to be alerted when new criminal records appear?

We'll send you a confidential email if new criminal records appear in Dawn M Dawkins' background report.
State: Minnesota
Counties: All Counties
Database Types: Statewide Felony and Misdemeanor Convictions - Historical (All)
Years: 1957 - 2007
National Sex Offender Available Registry:

State: Missouri
Counties: Harrison County, Hines County
Database Types: Court Record; Felony, Misdemeanor and Traffic Violations (2)
Years: 1996 - Present Day
National Sex Offender Available Registry:

State: Montana
Counties: Yellowstone County
Database Types: County Arrest Logs (1)
Years: 2004 - Present Day
National Sex Offender Available Registry:

State: Nebraska
National Sex Offender Available Registry:

State: Nevada
National Sex Offender Available Registry:

State: New Hampshire
National Sex Offender Available Registry:

State: New Jersey
Counties: All Counties
Database Types: Statewide Felony, Misdemeanor and Criminal Traffic Convictions (All)
Years: 1954 - Present Day
National Sex Offender Available Registry:

State: New Mexico
Counties: Bernalillo County
Database Types: County Arrest Logs (1)
Years: 2003 - Present Day
National Sex Offender Available Registry:

State: New York
National Sex Offender Available Registry:

State: North Carolina
Counties: All Counties
Database Types: Statewide Felony, Misdemeanor and Traffic Records (All), County Arrest Logs (3)
Years: 1993 - Present Day
National Sex Offender Available Registry:

State: North Dakota
National Sex Offender Available Registry:

State: Ohio
Counties: Adams County, Allen County, Athens County, Auglaize County, Brown County, Butler County, Champaign
Database Types: Court Records; County Felony and Misdemeanor Records - Historical (G), Court Records; County Felony
Years: 1997 - Present Day
National Sex Offender Available Registry:

State: Oklahoma
Counties: All Counties
Database Types: Court Records; Criminal Court Records (3), Statewide Felony, Misdemeanor and Traffic Convictions and
Years: 1990 - Present Day
National Sex Offender Available Registry:

State: Oregon
Counties: All Counties
Database Types: Statewide Felony, Misdemeanor and Traffic - Historical (All), County Arrest Logs (3)
Years: 1993 - Present Day
National Sex Offender Available Registry:

State: Pennsylvania
Counties: All Counties
Database Types: Statewide Felony, Misdemeanor and Traffic Records (All)
Years: 2001 - Present Day
<table>
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<tr>
<th>State</th>
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<th>Registry</th>
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<tr>
<td>Statewide Criminal Court and Traffic Court Records - Misdemeanor (All)</td>
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<td>Years: 1977 - 2005</td>
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<tr>
<td>South Carolina</td>
<td>Available</td>
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<tr>
<td>Greenville County, York County</td>
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<tr>
<td>Database Types: Statewide Felony, Misdemeanor and Traffic Violation Records (All)</td>
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<td>Years: 1990 - Present Day</td>
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<tr>
<td>South Dakota</td>
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<td>Years: 1985 - Present Day</td>
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<td>Database Types: Statewide Felony, Misdemeanor and Traffic Convictions (All)</td>
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**Motor Accidents**

Motor accidents records are known automobile accidents and the associated individuals.

A comprehensive search of motor accidents was run and Dawn M. Dawkins was not associated with any motor accidents.

No motor accidents were found.

**Employment History**

No employment history was found.

**Business Ownership**

Business ownership records are compiled from public filings, commercial records and SEC registrations.

A comprehensive search of business records was run and Dawn M. Dawkins was not listed as an owner of any businesses. This does not necessarily reflect employment with a company.

No owned businesses found.
Property Ownership

A comprehensive search of real property records for Dawn M Dawkins was run and no listings were found.

No owned properties were found

Bankruptcies

A comprehensive search of bankruptcies was run and Dawn M Dawkins is not listed as having declared bankruptcy. Please note that filings that have yet to be adjudicated may not appear.

No bankruptcies were found

Judgments - Liens

A court-ordered lien is a legal claim to secure payment when someone fails to pay taxes and/or federal taxes. Depending on the jurisdiction, judgments are generally found within the lower courts often referred to as Small Claims and Municipal Courts. Please note that these records cannot be used to determine an individual's eligibility for credit, insurance, employment or other purposes under the Fair Credit Reporting Act (FCRA). Learn more about FCRA compliance.

A comprehensive search of judgments and liens was run and Dawn M Dawkins was not listed as a debtor or defendant in either database.

No judgments or liens were found

Professional Licenses

No professional licenses were found

Registered Amusements

No amusements were found

Registered Watercrafts

No watercrafts were found

FAA Certifications

No FAA certifications were found

UCC Filings

No UCC filings were found
Background Report
Wayne J Tucker

Name: Wayne J Tucker
Age: 51
Date of Birth: 10/2/1961
Phone Number: 219-738-1145
Additional Phone: 314-222-1722, 314-731-7606

Most Recent Address: 3 W APT 3W, SAINT LOUIS, MO 63130
Social Networks:

3 W APT 3W  Saint Louis, MO 63130
6536 Serenity Cir, Apt C  Hazelwood, MO 63042-1183
West 3W  Saint Louis, MO 63139
5574 Ebell Ave  Saint Louis, MO 63112-3402  314-731-7606

19 addresses were found

<table>
<thead>
<tr>
<th>Address</th>
<th>City, State, Zip</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>7601 Morton St</td>
<td>Merrillville, IN 46410-4229</td>
<td>219-738-1145</td>
</tr>
<tr>
<td>6559 Serenity Cir, Apt C</td>
<td>Hazelwood, MO 63042-1176</td>
<td>314-222-1722</td>
</tr>
<tr>
<td>6584 Serenity Cir, Apt C</td>
<td>Hazelwood, MO 63042-1152</td>
<td>314-738-1145</td>
</tr>
<tr>
<td>6529 Serenity Cir, Apt C</td>
<td>Hazelwood, MO 63042-1133</td>
<td>314-738-1145</td>
</tr>
<tr>
<td>4222 Drummond St</td>
<td>East Chicago, IN 60612-2851</td>
<td>219-738-1145</td>
</tr>
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</table>

20 social profiles were found
<table>
<thead>
<tr>
<th>Name</th>
<th>Company Name</th>
<th>Address</th>
<th>Phone</th>
<th>Email Addresses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wayne Tucker</td>
<td>U.S. Today International Corp</td>
<td>536 Madison Ave P130</td>
<td>212-742-6800</td>
<td>w****@usa.com</td>
</tr>
<tr>
<td>Wayne Tucker</td>
<td>Chase Mortgage Company-West</td>
<td>343 Thorne St Sta 7</td>
<td>732-202-0500</td>
<td>w****@chase.com</td>
</tr>
<tr>
<td>Wayne Tucker</td>
<td>Tuck Energy Services Inc</td>
<td>15311 Ventage Pkwy W Sta 250</td>
<td>281-442-0055</td>
<td>w****@tuckenergy.com</td>
</tr>
<tr>
<td>Wayne Tucker</td>
<td>Rogers Communications, Inc.</td>
<td>333 Bloor Street East</td>
<td>416-635-7777</td>
<td>w****@rogers.com</td>
</tr>
<tr>
<td>Wayne Tucker</td>
<td>Daikytronic Inc.</td>
<td>201 Daikytronic Dr</td>
<td>605-697-4000</td>
<td>w****@daikytronic.com</td>
</tr>
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</table>

**Possible Relatives:**

Possible relatives are people who are likely relatives of Wayne J. Tucker based on matching surname and shared addresses. Please note that this will not include all relatives.

3 possible relatives were found:

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Phone</th>
<th>Email Addresses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jenny M Michal</td>
<td>7601 Morton St</td>
<td>6554 Serenity Cir</td>
<td>Apts</td>
</tr>
<tr>
<td>A Jerr Tucker</td>
<td>6504 13th St</td>
<td>6604 13th St</td>
<td>Apts</td>
</tr>
</tbody>
</table>

**Neighbors:**

Neighbors are people who, based on known addresses, currently live or have lived near Wayne J. Tucker's current and previous addresses.

18 neighbors were found:

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Address</th>
</tr>
</thead>
</table>
No criminal records were found

A comprehensive search of over 200 state and county criminal databases was run and 6 criminal records were found associated with Wayne J Tucker.

States Searched: 59
Databases Searched: 231
Criminal Records Found: None

Looking for a criminal record that's not listed here?
Many records are only available through an on-site courthouse search. PeopleSmart lets you submit a request to our network of court runners.

Want to be alerted when new criminal records appear?
We'll send you a confidential email if new criminal records appear in Wayne J Tucker's background report.

Coverage Areas & Record Types
Criminal records in PeopleSmart are originally compiled from thousands of data sources across the country. Below is a detailed list of our coverage areas and record types. If you'd like to run a search within a state or county that is not fully covered by our online database, please file a request with our Court Runner Network.

State: Alabama
County: Baldwin County, Calhoun County, Houston County, Jefferson County, Mobile County, St
Database Types: Court Arrest Logs (1)
Years: 2006 - Present Day
National Sex Offender Registry Available

State: Alaska
County: All Counties
Database Types: Statewide Felony and Misdemeanor Convictions (AI)
Years: 1978 - Present Day
National Sex Offender Registry Available

State: Arizona
County: All Counties
Database Types: Statewide Traffic and Felony Convictions, County Arrest Logs (1), Court Records: Court
Years: 1882 - Present Day
<table>
<thead>
<tr>
<th>State</th>
<th>Counties</th>
<th>Database Types</th>
<th>Years</th>
<th>National Sex Offender Available Registry</th>
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<tr>
<td>Arkansas</td>
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<td>Statewide Felony and Misdemeanor Convictions (All), County Arrest Logs (1)</td>
<td>1984 - Present Day</td>
<td>Available Registry</td>
</tr>
<tr>
<td>California</td>
<td>Contra Costa County, Fresno County, Fresno County, Kings County, Los Angeles County</td>
<td>Court Records: Criminal Court Records - Historical (1), County Arrest Logs (1), Court F</td>
<td>1972 - Present Day</td>
<td>Available Registry</td>
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<tr>
<td>Colorado</td>
<td>Denver County, Pitkin County, Weld County</td>
<td>Statewide Felony, Misdemeanor, and Traffic Violations (All)</td>
<td>1985 - Present Day</td>
<td>Available Registry</td>
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<td>Connecticut</td>
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<td>Statewide Felony, Misdemeanor, and Traffic Violations (All)</td>
<td>1985 - Present Day</td>
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<td>Delaware</td>
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<tr>
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<td>Statewide Felony, Misdemeanor, and Traffic Violations - Historical (All), Court Records</td>
<td>1979 - Present Day</td>
<td>Available Registry</td>
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<td>Georgia</td>
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<td>Hawaii</td>
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<td>1890 - Present Day</td>
<td>Available Registry</td>
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<td>Idaho</td>
<td>Ada County, Canyon County</td>
<td>County Arrest Logs (2)</td>
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<td>Illinois</td>
<td>Cook County, Cook County, Peoria County, Will County</td>
<td>County Arrest Logs (3), Court Records: Felony, Misdemeanor and Traffic Records (1)</td>
<td>1993 - Present Day</td>
<td>Available Registry</td>
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<td>Indiana</td>
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<td>Statewide Felony, Misdemeanor, and Traffic Ordinance Violations (All)</td>
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<tr>
<td>State</td>
<td>County</td>
<td>Database Types</td>
<td>Years</td>
<td>National Sex Offender</td>
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<tr>
<td>Kentucky</td>
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<td>Available Registry</td>
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</table>
Employment History

No employment history was found.

Business Ownership

Business ownership records are compiled from public filings, commercial records and SEC regulations.

A comprehensive search of business records was run and Wayne J Tucker was not listed as an owner of any businesses. This does not necessarily reflect employment with a company.

No owned businesses found.

Property Ownership

Property ownership records are compiled from nationwide real property records commonly found with the county tax assessor.

A comprehensive search of real property records for Wayne J Tucker was run and no listings were found.

No owned properties were found.

Bankruptcies

Bankruptcy is the declared inability to pay creditors. Bankruptcy records are compiled from local, state, and federal courts to include Chapter 7, 11, and 13 bankruptcies. Please note that these records cannot be used to determine an individual's eligibility for credit, insurance, employment or other purposes under the Fair Credit Reporting Act (FCRA). Learn more about FCRA compliance.

1 bankruptcy was found.

Chapter Description: Chapter 13

Filing Date: 5/16/1997

Resolution Date: 11/5/2000

Court: Missouri Eastern - St Louis

Type: Individual

Filer Types: Joint

Debtors: Dwayne Tucker

Jenny Tucker

Motor Accidents

Motor Accidents records are known automobile accidents and the associated individuals.

A comprehensive search of motor accidents was run and Wayne J Tucker was not associated with any motor accidents.

No motor accidents were found.
Judgments + Liens

A court-ordered lien is a legal claim issued to secure payment when someone fails to pay state and/or federal taxes. Depending on the jurisdiction, judgments are generally found within the lower courts often referred to as Small Claims and Municipal Courts. Please note that these records cannot be used to determine an individual's eligibility for credit, insurance, employment or other purposes under the Fair Credit Report Act (FCRA). Learn more about FCRA compliance.

A comprehensive search of judgments and liens was run and Wayne J Tucker was not listed as a debtor or defendant in either database.

No judgments or liens were found

Professional Licenses

No professional licenses were found

Registered Aircrafts

No aircrafts were found

Registered Watercrafts

No watercrafts were found

FAA Certification

No FAA certifications were found

UCC Filings

No UCC filings were found
Attachment 15 – Board Code of Ethics and Conflict of Interest

Code of Ethics

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

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


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

_______________________________________________________________   ______________
Board of Director’s Name

_______________________________________________________________   ______________
Board of Director’s Name

_______________________________________________________________   ______________
CEO’s Signature
Conflict of Interest Policy

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

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

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

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

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

_______________________________________________________________   ______________
Board of Director’s Name

_______________________________________________________________   ______________
Board of Director’s Name   Date

_______________________________________________________________   ______________
CEO’s Signature   Date
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<td>Computer Teacher</td>
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<td><strong>Total Full-time Teaching Staff</strong></td>
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<tr>
<td><strong>Staffing Grand Total</strong></td>
<td><strong>57</strong></td>
<td><strong>64</strong></td>
<td><strong>77</strong></td>
<td><strong>85</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>93</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Attachment 19: Teacher/Leadership Evaluation Tools

NiSe has elected to purchase the Halogen eAppraisal online system.

For a minimum number of user licenses (100) for Halogen eAppraisal™ is $4,500 per year, to cover your software licenses, hosting, maintenance and support.

Halogen eAppraisal™ Education makes it easy for educational institutions of all types to ensure their staff are competent, accountable and focused on performance – ensuring a quality educational experience for all their students.

By automating your employee performance management processes, you can transform this administrative task into a strategic activity that is more meaningful and beneficial for everyone. Now you can easily align and track progress on goals, ensure continuous development and foster better collaboration and coaching.

Improve Your Staff’s Accountability and Performance

- Built specifically for educational institutions of all sizes, Halogen eAppraisal™ Education lets you:
  - Promote a culture of excellence and accountability with education specific appraisal forms and competencies.
  - Easily capture and encourage the performance and development of new or at risk staff with interim/probationary cumulative reviews.
  - Make it easy for staff to establish and track progress on goals and development plans.
  - Quickly and easily prepare development plans for staff with particular gaps in skills or expertise.
  - Dramatically improve participation in the process.
  - Drive accountability and support an ongoing dialogue on performance between supervisors and staff.
  - Go green with paperless appraisals and save both time and administrative expense.
  - Easily create and manage your own performance management workflows and forms - without vendor or IT involvement.
  - Instantly see the status of your entire process from your HR control center, and view reports to easily get the details you need.
  - Get graphical, dashboard views of performance metrics, including goal status, for the entire organization.

Halogen eAppraisal Education comes complete with education specific competencies, forms and guidelines, and features like:

- Career and Development Planning
  Identify employee development activities to support continuing development and performance
- Organizational Goal Management: Align/cascade, and monitor progress on organizational and staff goals
- Competency Management: Evaluate staff's demonstration of designated competencies, including education-specific competencies
- Integrated Talent Profiles: Easily identify staff with particular or needed skills using detailed employee talent profiles
- Flexible Employee Evaluation Forms: Modify one of our standard education specific performance appraisal forms, or build your own from scratch without vendor or IT support
- Configurable, Automated Performance Management Workflow: Easily configure your performance management process workflow the way you want it, defining who does what, when.

Halogen eAppraisal's standard features, including:
- Performance Journals
- Authoring Tools and Aids
- Employee Onboarding
- Automated Email Reminders
- Real-Time Reporting
- Activity Tracker
- Dashboard Analytics

Information obtained from http://www.halogensoftware.com
2010 - 2011 New Teacher Evaluation – Term 2

**Appraisal Score**

Overall Score: [ ]/3

**Monitoring of Student Behaviour**

Score: [ ]/3

Standard: Teachers create and maintain environments that are conducive to learning.

- Teacher always maintains a classroom atmosphere that is conducive to learning. Monitoring by teacher is subtle and preventative. Students monitor their own and their peers' behavior, correcting one another respectfully.

- Teacher maintains a classroom atmosphere that is conducive to learning. Teacher is alert to student behavior at all times.

- Teacher does not or seldom maintains a classroom atmosphere that is conducive to learning. Student behavior is not monitored and teacher is unaware of what students are doing.

Comments:
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>Provides individual competency scores or an overall appraisal score for your employee.</td>
</tr>
<tr>
<td>Evaluation Status</td>
<td>Provides the overall status of the responses as well as competency scores for your employees as rated by their peers, managers, direct reports, and so forth, for their appraisal or talent assessment.</td>
</tr>
<tr>
<td>Competency Rating</td>
<td>Provides individual competency appraisal scores for your employee.</td>
</tr>
<tr>
<td>Goals</td>
<td>Identifies individual goals or tasks to corporate goals for your employees as defined in their appraisal or employee records.</td>
</tr>
<tr>
<td>Talent Inventory</td>
<td>Provides insight into the Succession Planning by identifying the best candidates in a talent pool within your group of employees.</td>
</tr>
<tr>
<td>Development Plan</td>
<td>Identifies individual development plans for your employees as defined in their appraisal, employee records or talent assessment.</td>
</tr>
<tr>
<td>Employee Development History</td>
<td>Provides historical competency scores and training effectiveness data for each of your employees.</td>
</tr>
<tr>
<td>Training</td>
<td>Identifies upcoming and completed training information for your employees.</td>
</tr>
<tr>
<td>Certification</td>
<td>Identifies the status of your employee's certification.</td>
</tr>
<tr>
<td>Job Description Assignment</td>
<td>Provides information about job descriptions assigned to your employees.</td>
</tr>
<tr>
<td>Compensation Adjustment</td>
<td>Provides individual and total recommended increases for base salary details, variable pay, benefits and stock options (when applicable) for all process participants.</td>
</tr>
<tr>
<td>Compensation Review Status</td>
<td>Provides budget information, a list of compensation steps and status of each step.</td>
</tr>
</tbody>
</table>
Attachment 20 – Support Letter and Lease

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

July 12, 2012

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

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

Sincerely,

Wendy Howard
Laurel Church Administrator
LEASE OF SCHOOL FACILITIES

This Lease of School Facilities ("Lease") is made as of July 24, 2012 by
LAUREL CHURCH MINISTRIES, INC., an Indiana nonprofit corporation ("Landlord")
and TRON-AGEK EDUCATIONAL FOUNDATION, INC., an Indiana nonprofit
 corporation ("Tenant"). Based upon the mutual agreements stated in this Lease,
Landlord and Tenant agree as follows:

ARTICLE 1 - LEASED PREMISES

1.1 **Contingencies.** This Lease and all rights and obligations of the parties
hereunder are and will be contingent upon:

(a) The final approval by Ball State University of the Charter
Proposal of Tenant;

(b) The issuance of a Certificate of Occupancy for the space
leased hereunder by the Indiana Department of Health, pursuant to which
Tenant may operate a charter school on the space leased hereunder;

(c) The need for a zoning variance, as required by the Town of
Merrillville; and

(d) The receipt of State of Indiana start-up funds.

If any or all of these contingencies are not met, this Lease and all rights and obligations
of the parties hereunder will be terminable at the option of either party by giving notice
of such termination to the other party on or before November 30, 2012. If this Lease is
so terminated, any and all rent payments made hereunder will be refunded to Tenant.

1.2 **Lease of Premises.** Landlord is the owner of the land and improvements
commonly known as 7525 Taft Street, Merrillville, Lake County, Indiana (the "Leasing
Center"). Landlord hereby leases to Tenant the right to the exclusive use of portions of
the Leasing Center, and the non-exclusive right to use other portions of the Leasing
Center, as follows:

(a) **Prior to First School Year.** For the period from January 1,
2013 (or such earlier date on which the term of this Lease may
commence) through June 30, 2013, Tenant will have sole and exclusive
possession of the first-floor office area adjacent to the kitchen and lunch
possession of the first-floor office area adjacent to the kitchen and lunch area, containing approximately 1,036 square feet of interior space (the "Office Space"). In addition, during this period Tenant will have non-exclusive use of the hallways extending from the entrance to the Leasing Center and the adjacent rest rooms, along with such other common facilities as the parties may agree from time to time. The use and occupancy of such facilities will be on the terms and conditions stated in this Lease.

(b) **During School Years.** From and after July 1, 2013, during the term of this Lease, Tenant will have:

(i) the sole and exclusive use (subject to the provisions of Section 1.4 hereof) of certain classrooms, offices (including but not limited to the Office Space), rest rooms and storage areas, and the outdoor garden area, as described on Exhibit A, which is attached hereto and made a part hereof (collectively, the "Exclusive Leased Facilities");

(ii) the non-exclusive right to use the parking areas, roadways and walkways, front and rear foyers, hallways, rest rooms, lunch area, kitchen, gymnasium, and auditorium, as described on Exhibit A, which is attached hereto and made a part hereof (collectively, the "Shared Leased Facilities"), will be limited subject to the provisions of Section 1.3 hereof; and

(iii) the occasional use of the sanctuary portion of the Leasing Center, provided that such use will be only at times mutually acceptable to Landlord and Tenant, with the agreement and understanding that Landlord in its discretion may decline to permit such use at any time.

(collectively, the "Leased Premises") on the terms and conditions stated in this Lease.

1.3 **Use of Shared Leased Facilities.**

(a) **Lunch Areas and Kitchen.** The lunch areas and kitchen will be used exclusively by Landlord on: (i) Sundays (any times), (ii) Thursdays 5:00 p.m. to 10:00 p.m., (iii) the second Saturday of each month 9:00 a.m. through 11:00 a.m., (iv) the last Saturday of each month from 7:00 a.m. to 9:00 a.m., (v) Saturday afternoons for occasional play-land rentals, and (vi) other special events as reasonably agreed by the parties from time to time, and holidays.
(b) **Music Auditorium.** The upstairs music auditorium will be used exclusively by Landlord on: (i) Sundays (any times), (ii) Thursdays 6:00 p.m. to 10:00 p.m., (iii) occasional Saturdays for special events, and (iv) other special events as reasonably agreed by the parties from time to time, and holidays.

(c) **Gymnasium (Big City Jungle).** The gymnasium (Big City Jungle) will be used exclusively by Landlord on: (i) Sundays (any times), (ii) Thursdays 6:00 p.m. to 10:00 p.m., (iii) Wednesdays 5:00 p.m. to 7:00 p.m., (iv) occasional Saturdays for baptisms, and (v) other special events as reasonably agreed by the parties from time to time, and holidays. In addition, Landlord will have use of the gymnasium (Big City Jungle) during normal day care and school hours through June 30, 2013, provided that Landlord and Tenant will cooperate in order to permit Tenant to make approved alterations to this facility prior to the commencement of the 2013-2014 school year.

(d) **Hallways and Rest Rooms.** Landlord retains the right to use all hallways and rest rooms that are not part of the Exclusive Leased Facilities as necessary or appropriate with respect to the uses provided in Subsections 1.3(a) through (d) hereof and with respect to all uses of the sanctuary area.

(e) **Outdoor Areas.** Tenant's use of the portions of the Shared Leased Facilities constituting parking areas, roadways, hallways and outdoor walkways will be non-exclusive at all times, provided that Tenant will have no right to any use thereof on Sundays, except as may otherwise be agreed by Landlord and Tenant from time to time, and Landlord and its other tenants and assignees may use such facilities at any and all times.

(f) **Dream Chic.** In addition to the foregoing, Landlord will have the sole and exclusive right to the use of all Shared Leased Facilities annually, in the second week of September, from Thursday at 6:00 p.m. through Saturday at 5:00 p.m.

(g) **Modifications to Use.** Landlord and Tenant will make reasonable efforts to agree to changes to the scheduled times for use of the Shared Leased Facilities by the parties in order to accommodate any special needs or changes for the other party.

(h) **Condition of Shared Leased Facilities.** Tenant will cause the Shared Leased Facilities to be used by Landlord to be in reasonably good and clean condition prior to scheduled use thereof by Landlord. Landlord, after each use of the Shared Leased Facilities under this Section 1.3, will cause the facilities so used to be in reasonably good and clean condition after each use thereof by Landlord.

1.4 **Area of Leased Premises.** The parties acknowledge and agree that the Exclusive Leased Facilities are be deemed to contain 8,324 square feet of interior space, that the Shared Leased Facilities are be deemed to contain 16,036 square feet.
of interior space, and that the sanctuary is deemed to contain 8,900 square feet of interior space.

1.5 Condition of Title. The Leased Premises are leased by Landlord to Tenant subject to all liens, covenants, easements, restrictions, and conditions of record, to all rights of public utilities, and to all applicable laws, ordinances, statutes, rules, rulings, regulations, and governmental requirements of any sort, including but not limited to zoning ordinances.

Prior to the commencement of the term of this Lease, Landlord will provide to Tenant a commitment for the issuance of a leasehold title insurance policy by Chicago Title Insurance Company or Fidelity National Title Insurance Company, in compliance with the requirements of the previous paragraph. As of the Rent Commencement Date (as defined herein), Landlord will cause a leasehold title insurance policy in the amount of $100,000.00 to be issued pursuant to such commitment, listing Tenant as the insured party. Landlord will pay all premiums with respect to the issuance of such title policy, provided that Tenant will pay all costs of any endorsements and all customary tenant's charges.

1.6 Modifications to Shared Leased Facilities and Sanctuary. The parties acknowledge and agree that Landlord may, from time to time, re-configure, relocate, enlarge, reduce, or otherwise change the Shared Leased Facilities and/or the sanctuary (sometimes collectively referred to herein as the "Common Areas"), provided that no such modifications will materially affect Tenant's use thereof under this Lease. Landlord will give notice of the intention of Landlord to make any such changes to the Common Areas to Tenant prior to commencing any such work, and will consider any concerns of Tenant with respect thereto prior to the commencement of any such work.

Tenant's right to use the Common Areas will be subject to reasonable uniform rules and regulations which Landlord may, from time to time, adopt and amend. Notwithstanding any other provisions hereof, Tenant and its students, employees, agents and invitees may use the Common Areas only with respect to Tenant's permitted uses of the Leased Premises, as provided in Section 4.1 of this Lease.

Tenant may make renovations and alterations to the Exclusive Leased Facilities and/or the Shared Leased Facilities with the prior consent of Landlord as provided in Article 11 hereof.

ARTICLE 2 - TERM

2.1 Initial Term. The term of this Lease will begin at on such date as Tenant may designate, provided that such commencement date will not be later than January 1, 2013, and the term of this Lease will end at 11:59 p.m. on June 30, 2016. Landlord
agrees that the Leased Premises will be delivered to Tenant at the commencement of the term, free from all tenancies.

2.2 Access Prior to Commencement of Term. Tenant may enter onto the Leasing Center at reasonable times with the prior approval of Landlord, prior to the commencement of the term of this Lease, for the purpose of making measurements and inspections of the Exclusive Leased Facilities and/or the Shared Leased Facilities, provided that such entries will not interfere with Landlord's operations, and further provided that Tenant will be responsible for any and all damage to the property resulting from such entries. Notwithstanding the foregoing, Tenant may not commence any construction, remodeling, renovation, rehabilitation or other activities on the Exclusive Leased Facilities and/or the Shared Leased Facilities prior to the commencement of the term of this Lease.

ARTICLE 3 - RENTAL CONSIDERATION

3.1 Rent Amount.

(a) Base Rent. Tenant will pay rent from and after the Rent Commencement Date (as defined in Section 3.3 of this Lease) as provided in this Article. The total rental amount will be equal to the Base Rent (as defined herein) plus rental amounts payable pursuant to Sections 3.1(c), 3.1(d) and 8.5.

(b) Base Rent.

(i) During the period commencing on the commencement date of the term of this Lease and ending on June 30, 2013, the "Base Rent" amount will be $1,000.00 multiplied by the number of months in such period. The first month's rent will be paid on or before December 1, 2012 or, if earlier, the commencement date of the term of this Lease. All other rent payments for such period will be paid in monthly installments in advance in the amount of $1,000.00.

(ii) During the period from July 1, 2013 through June 30, 2014, the "Base Rent" amount will be $120,000.00, payable in monthly installments in advance in the amount of $10,000.00.

(iii) During the period from July 1, 2014 through June 30, 2015, the "Base Rent" amount will be $132,000.00, payable in monthly installments in advance in the amount of $11,000.00.

(iv) During the period from July 1, 2015 through June 30, 2016, the "Base Rent" amount will be $144,000.00, payable in monthly installments in advance in the amount of $12,000.00.
(c) **Sanctuary Rent.** As and when Landlord and Tenant agree that Tenant may use the sanctuary portion of the Leasing Center, Tenant will pay no additional rental amounts for the first three days (or any portion thereof) during any period described in paragraphs 3.1(b)(i), 3.1(b)(ii) or 3.1(b)(iii) hereof on which Tenant makes any use of the sanctuary. If Tenant makes any use of the sanctuary for more than three (3) days (or any portion thereof) during any such period, Tenant will pay, along with its next-payable monthly rent installment, in addition to all other amounts payable pursuant to this Section 3.1, a special rental equal to $500.00 for each day (or portion thereof), after the third such day (or portion thereof) during which Tenant makes use of the sanctuary.

(d) **Utility Expenses.** In addition to all other amounts payable hereunder, Tenant will pay, as additional rent, an amount equal to the Applicable Utility Percentage (as defined herein) of all utility costs for or with respect to the Leasing Center that accrue during the term of this Lease. Such utility costs will include, gas, electric, water, sewer, storm water and other utility costs, including but not limited to all costs relating to storm water retention, detention and disposal, but will exclude telephone, cable television and internet costs. Landlord and Tenant will each pay their respective charges for telephone, cable television and internet in full.

For purposes hereof, the "Applicable Utility Percentage" will be forty-six percent (46%). Landlord and Tenant will review the utility allocation three months after Tenant takes possession of the Exclusive Leased Facilities on July 1, 2013, and will reasonably attempt to agree to a modification to this allocation, if applicable, such that the allocation accurately reflects the relative uses of the utilities on the Leasing Center; if and when the parties agree to such modification, such modified allocation will thereafter be the Applicable Utility Percentage.

3.2 **Payment of Rent.** All rent will be paid in monthly installments, in advance on the Rent Commencement Date and on the first day of each calendar month after the calendar month that includes the date of commencement of the term of this Lease during the term of this Lease. Tenant will pay a pro rata sum for the first month if the Rent Commencement Date does not fall on the first day of a calendar month and/or the last month if the term of this Lease does not end on the last day of a calendar month.

Payments of rent and all other amounts payable by Tenant under this Lease will be made to Landlord at 7525 Taft Street, Merrillville, Indiana 46410, or at such other address as Landlord may, from time to time, designate by notice to Tenant.

3.3 **Rent Commencement Date.** For all purposes of this Lease, the "Rent Commencement Date" will be December 1, 2012 or, if earlier, the first day of the term of this Lease.
3.4 Late Payments. Any installments of rent accruing under the provisions of this Lease, and any other sums which may become payable by Tenant, that are not paid within five (5) days from the due date thereof, will bear interest at the rate of eight percent (8%) per year, compounded annually, until paid, without relief from valuation and appraisement laws, with a minimum late charge of fifty dollars ($50.00) per occurrence.

ARTICLE 4 - USE AND OCCUPANCY

4.1 Permitted Use. Tenant agrees that the Leased Premises will, during the term of this Lease, be used as a charter school for students up to and including grade 12, and for administration thereof, and for such other allied purposes as may be incidental thereto. The allied purposes will include, but will not be limited to, events associated with the operation of a school, such as parent meetings, community meetings, fundraising and sporting events. The Leased Premises will be used for no other purpose.

The charter school to be operated by Tenant will be under the name "Northwest Indiana Science and Engineering Charter School" (NiSe), or another name reasonably acceptable to Landlord.

Tenant expressly acknowledges and agrees that the Leased Premises are situated on the grounds of a place of worship and that Landlord has a compelling interest in maintaining the dignity, morality, and reputation of the Leasing Center. Accordingly, notwithstanding any other provisions hereof, Landlord reserves the right to prohibit any use of the Leased Premises by any persons, by any organizations, and/or for any use or activity which Landlord, in its discretion, determines is not in the best interests of Landlord and/or its congregation. In the event of any such prohibition, Tenant will refrain from any violations of such prohibition, and such prohibition will not constitute a breach of the lease by Landlord.

All operations and activities of Tenant and the students, employees, agents and invitees of Tenant on the Leased Premises and the Common Areas will be in accordance with all applicable federal, state, county, and local laws, ordinances, statutes, rules, rulings, regulations, and governmental requirements of any sort.

4.2 Expressly Prohibited Uses. Tenant will not use and will not suffer or permit any person to use the Leased Premises or the Common Areas in any manner or for any purpose which may injure the reputation of the Leasing Center, the Leased Premises, or any other premises in the Leasing Center, or which may impair the value of the Leasing Center or the Leased Premises. Tenant will neither commit nor permit waste upon the Leased Premises or the Common Areas. Tenant will permit nothing to be done upon the Leased Premises or the Common Areas in any way tending to create
a nuisance or to injure the reputation of the Leasing Center or the Leased Premises or to annoy occupants of neighboring property.

The prohibitions expressed in this Section 4.2 will not limit any other provisions of this Lease.

4.3 **Hazardous Materials.** Tenant may use and store hazardous materials in the Exclusive Leased Facilities as necessary and appropriate for science education purposes, provided that all such storage and uses will be in compliance with all applicable laws, regulations, ordinances, statutes, and orders of all applicable governmental entities.

Except as provided in the preceding paragraph, Tenant will not use or permit the use of the Leased Premises or the Common Areas for the transportation, treatment, storage, or disposal of any hazardous substances or other materials subject to regulation by the Indiana Department of Environmental Management or the United States Environmental Protection Agency, or any materials or substances which Landlord reasonably determines to be hazardous. The foregoing will not be construed to prohibit the presence of medical wastes generated from Tenant’s operations on the Leased Premises (if any), provided that such medical wastes are generated, stored and disposed in accordance with all applicable laws, statutes, regulations, rules and orders, and further provided that all such medical wastes are removed from the Leased Premises and the Leasing Center upon or prior to termination of this Lease.

4.4 **Labor Relations.** Not in limitation of any other provisions of this Article, Tenant will conduct its labor relations and its relations with employees and agents in such a manner as to avoid all strikes, picketing, and boycotts of, on, or about the Leased Premises and the Leasing Center. Tenant further agrees that if any of its employees or agents strike, or if picket lines or boycotts or other visible activities objectionable to Landlord are established or conducted or carried out against Tenant or its employees or agents, or any of them, on or about the Leased Premises or the Leasing Center, Tenant will immediately close the Leased Premises to the public and remove all employees therefrom until the dispute giving rise to such strike, picket line, boycott, or objectionable activity has been settled to Landlord’s satisfaction.

4.5 **Additional Restrictions.** Not in limitation of any other provisions of this Article, Tenant will:

(a) occupy the Leased Premises and the Common Areas in a safe and careful manner;

(b) neither do nor permit anything to be done or kept in or about the Leased Premises which contravenes any of Landlord’s policies of
insurance with respect to the Leasing Center of any part thereof or increases the premiums therefor;

(c) permit no reproduction of sound which is audible outside the Leased Premises and permit no odors to be unreasonably dispelled from the Leased Premises;

(d) cause all employees and invitees of Tenant to park their vehicles only in such places as may be designated from time to time by Landlord for employee parking;

(e) keep all refuse in proper containers on the Leased Premises until removed, and permit no refuse to accumulate in or around the Leased Premises or the Leasing Center;

(f) solicit no business, distribute no handbills or other advertising matter, and place no handbills or other advertising matter in or on automobiles in the Common Areas; and

(g) comply with all reasonable rules and regulations which Landlord may from time to time establish for the use and care of the Leased Premises, the Common Areas, and other facilities and buildings in the Leasing Center.

4.6 **Property Taxes.** Landlord will be fully and solely responsible for all real property taxes and assessments, and all use charges, with respect to the Leasing Center. Tenant will be solely responsible for any personal property taxes payable with respect to the personal properties of Tenant. Tenant will provide all reasonable assistance to allow Landlord to obtain and maintain tax-exempt status for and with respect to real property taxes.

**ARTICLE 5 – UTILITIES**

5.1 **Utilities.** Landlord and Tenant agree that the allocation of utility expenses as provided in Section 3.1(d) hereof constitutes a reasonable allocation based on present expectations. The parties may agree to modify the allocation provided in Section 3.1(d) hereof, but neither party will be obligated to modify such allocation.

During all times that the Leasing Center is in use by either party, the interiors will be adequately and reasonably heated and cooled.

5.2 **Installed Fixtures and Equipment.** Tenant will not install any fixtures or place any equipment in the Leased Premises that may exceed the capacity of any utility facilities on the Leased Premises. If any fixtures or equipment Tenant wishes to install
on the Leased Premises requires additional utility facilities, Tenant will be fully and solely responsible for full and timely payment of all costs relating to the increase in utility capacity, as reasonably determined by Landlord.

**ARTICLE 6 - SECURITY DEPOSIT**

6.1 **No Security Deposit.** No security deposit is required.

**ARTICLE 7 - MAINTENANCE AND REPAIRS**

7.1 **Maintenance and Repairs by Landlord.** During the term of this Lease, Landlord will keep the foundation, exterior walls, canopy (if any), roof, mechanical systems, downspouts, and gutters of the Leasing Center and the interior portions of the Shared Leased Facilities and sanctuary in good order, condition, and repair. In addition, Landlord will operate, maintain, and repair the Common Areas. Notwithstanding the foregoing, except as otherwise provided in this Lease, Tenant will be responsible for and will pay all expenses and costs arising from the negligence or other misconduct of Tenant and its students, agents, employees and invitees.

Tenant will promptly notify Landlord of any damage to any portion of the Leased Premises as and when such damage occurs.

7.2 **Maintenance by Tenant.** During the term of this Lease, Tenant will keep and maintain all interior portions and utility connections of the Exclusive Leased Facilities in good and slightly condition at all times, in compliance with all applicable laws, codes, ordinances, rules and regulations.

7.3 **Right to Inspect.** Landlord and its agents and representatives will have the right at all reasonable times to enter into and upon the Leased Premises for the purpose of inspecting the Leased Premises and determining the compliance by Tenant with the terms of this provision of this Lease.

7.4 **Janitorial Service.** Tenant will provide janitorial services, at its sole expense, for the Exclusive Leased Facilities. Landlord and Tenant will jointly provide reasonable janitorial services for the Shared Leased Facilities and will equally pay all reasonable costs with respect to such services, provided that each party will pay all costs with respect to janitorial service arising from activities outside the ordinary course of the parties’ respective operations (including but not limited to all construction activities).
ARTICLE 8 - INSURANCE

8.1 Insurance by Landlord. Landlord may maintain such insurance with respect to the Leasing Center, any portions thereof, and/or any operations thereon, as Landlord, in its reasonable discretion, deems advisable. The insurance which Landlord may elect to maintain may include, but is not limited to, fire and extended coverage insurance, insurance against liability for personal injury, death and property damage, worker’s compensation insurance, and rent interruption insurance.

Neither the purchase nor maintenance of any policy or policies of insurance by Landlord, nor the failure of Landlord to purchase and/or maintain any policy or policies of insurance will in any way limit or change the obligation of Tenant to maintain insurance as provided in this Article.

Landlord will cause Tenant to be included as a named insured on Landlord’s casualty and liability insurance policies that relate to the Leased Premises and/or outdoor areas that are or may be used by Tenant hereunder. Notwithstanding the foregoing, the liability insurance carried by Tenant pursuant to Section 8.2(a) hereof will be deemed to be the primary coverage, with Landlord’s liability policy or policies deemed to be the secondary coverage, for and with respect to all claims for injury, death and/or property damage of Tenant and all persons present on the Leasing Center under Tenant, including but not limited to all students, employees, parents, staff, and other invitees of Tenant. However Landlord will notify Tenant within 15 days prior to the expiration date of such insurance and/or its intent to discontinue its insurance coverage to permit Tenant to increase or change their insurance coverage accordingly.

8.2 Insurance by Tenant.

(a) Liability Insurance. Tenant will carry public liability insurance on the Leased Premises and the operations of Tenant thereon during the term of this Lease, covering Tenant and naming Landlord and Landlord’s mortgagee (if required) as additional named insured parties with limits of not less than $2,000,000 per person and $4,000,000 per occurrence for bodily injury, including death, and $500,000 for property damage.

(b) Casualty Insurance. At all times during the term of this Lease, Tenant will carry insurance against fire and such other risks as are from time to time included in standard fire and extended coverage insurance for the full replacement value, covering all of Tenant’s merchandise, trade fixtures, furnishings, wall coverings, plate glass, floor coverings, carpeting, drapes, equipment, and all items of personal property of Tenant located on or within the Leased Premises.

(c) Additional Insurance. Tenant’s insurance obligation will be subject to additional and/or different types of insurance at any time, and from time to time, during the term of this Lease, as may be required pursuant to any applicable law, statute, ordinance, regulation, rule or order.
(d) **Evidence of Insurance.** Copies of the policies or certificates evidencing that all insurance required in this Section 8.2 is in full force and effect and stating the terms thereof will be furnished by Tenant to Landlord prior to occupancy of the Leased Premises by Tenant. At least 15 days prior to the expiration date of such insurance, Tenant will furnish to Landlord satisfactory evidence that such insurance has been renewed and the premium paid for the extended period. All insurance required to be provided by Tenant will be written by a company or companies authorized to conduct business in the State of Indiana and approved by Landlord. Upon the request or requests of Landlord from time to time, Tenant will deliver to Landlord, or to Landlord's mortgagee, for inspection any and all of such insurance policies showing said policies to be in force.

8.3 **Mutual Waiver of Subrogation Rights.** Whenever:

(a) any loss, cost, damage or expense resulting from fire, explosion or any other casualty or occurrence is incurred by either of the parties to this Lease in connection with the Leased Premises, and

(b) such party is then covered in whole or in part by insurance with respect to such loss, cost, damage or expense,

then the party so insured hereby releases the other party from any liability it may have on account of such loss, cost, damage or expense to the extent of any amount recovered by reason of such insurance and waives any right of subrogation which might otherwise exist in or accrue to any person or account thereof, provided that such release of liability and waiver of the right of subrogation will not be operative in any case where the effect thereof is to invalidate such insurance coverage or increase the cost thereof (provided that in the case of increased cost, the other party will have the right, within thirty (30) days following written notice, to pay such increased cost and thereupon keeping such release and waiver in full force and effect).

8.4 **Waiver of Claims.** To the extent permitted by law, Landlord and its agents and employees will not be liable for, and Tenant waives all claims for damages, including, but not limited to, consequential damages to person, property, or otherwise sustained by Tenant or any person claiming through Tenant resulting from any accident or occurrence in or upon any part of the Leasing Center including, but not limited to, claims for damages resulting from: (a) any equipment or appurtenances becoming out of repair; (b) Landlord's failure to keep any part of the Leasing Center in repair; (c) injury done or caused by wind, water or other natural element; (d) any defect in or failure of plumbing, heating or air conditioning equipment, electric wiring or installation thereof, gas, water and steam pipes, stairs, porches, railings or walks; (e) broken glass; (f) the backing up of any sewer pipe or downspout; (g) the bursting, leaking or running of any tank, tub, washstand, water closet, waste pipe, drain or any other pipe or tank in, upon
or about the Leasing Center or the Leased Premises; (h) the escape of steam or hot water; (i) water, snow or ice upon the Leasing Center or the Leased Premises; (j) the falling of any fixture, plaster or stucco; (k) damage to or loss by theft or otherwise of property of Tenant or others; (l) acts or omissions of persons in the Leased Premises or other tenants in the Leasing Center, occupants of nearby properties, or any other persons; and (m) any act or omission of owners, tenants, customers, or invitees of adjacent or contiguous property. All property of Tenant kept in the Leased Premises will be so kept at Tenant’s risk only, and Tenant will save Landlord harmless and indemnified from claims arising out of damage to the same.

8.5 **Increase in Fire Insurance Premium.** Tenant will not keep or use in or upon the Leased Premises any article which may be prohibited by the standard form of fire insurance policy. Tenant agrees to pay any increase in premiums for fire and extended coverage or other insurance that may be charged during the term of this Lease on the amount of such insurance which may be carried by Landlord on the Leasing Center resulting from any articles brought onto the Leasing Center by Tenant or persons claiming under Tenant, whether or not Landlord has consented to the same. In determining whether increased premiums are the result of Tenant’s use of the Leased Premises, a schedule, issued by the organization making the insurance rate on the Leasing Center showing the various components of such rate, will be conclusive evidence of the several items and charges which make up the fire insurance rate on the Leasing Center.

8.6 **Indemnification.** Tenant will indemnify and forever save harmless Landlord and its agents and beneficiaries from and against any and all liabilities, liens, claims, demands, damages, expenses, attorneys’ fees, costs, fines, penalties, suits, proceedings, actions and causes of action of any and every kind and nature arising or growing out of, or in any way connected with, Tenant’s use, occupancy, management or control of the Leased Premises and the Common Areas or Tenant’s operations, conduct or activities in the Leasing Center or any part thereof, or occasioned wholly or in part by any act or omission of Tenant, its invitees, agents, employees or servants. If Landlord is made a party to any litigation commenced by or against Tenant, Tenant will protect and forever hold Landlord, its agents and beneficiaries harmless and will pay all costs, expenses and reasonable attorneys’ fees incurred or paid by Landlord in connection with such litigation.

**ARTICLE 9 – CONDITION OF LEASED PREMISES**

9.1 **Condition of Leasing Center.** Tenant will accept the Leased Premises and the Leasing Center “as is” in their present condition. Landlord makes and has made no representations, warranties or promises that the Leased Premises are or will be suitable for the operation of a school or for any other purpose. Tenant will be solely responsible for obtaining any necessary governmental licenses, permits or approvals for
its operations on the Leased Premises, and for making any improvements or alterations necessary or appropriate for such matters.

**ARTICLE 10 - FIXTURES AND ALTERATIONS**

10.1 **Alterations.** During the term of this Lease, Tenant may make alterations and renovations of the Exclusive Leased Facilities and/or the Shared Leased Facilities, provided that no renovations, alterations or improvements of any sort and no structural changes of any sort will be made, and no fixtures will be installed or removed, in or upon the Exclusive Leased Facilities and/or the Shared Leased Facilities without the prior written consent of Landlord. Any request to Landlord will be accompanied by drawings, specifications, and/or other documents which Landlord may require, fully describing the changes to be made, along with the names and addresses of all contractors and subcontractors which will be performing the work and written estimates of all costs. Upon submission of such items by Tenant, Landlord will, within a reasonable time and in any event within thirty (30) days, approve such proposed alterations or will deny such request, providing comments to Tenant stating the reasons for any such denial and any changes to such proposal that would result in approval by Landlord.

All such work, if permitted by Landlord, will be at the sole expense of Tenant, and will be performed as described in the submissions to Landlord, as approved by the Landlord, and will be done in a good workmanlike manner in conformity with all applicable ordinances, rules, statutes, regulations, laws, and permits. Tenant will submit to Landlord paid bills or final lien waivers for all work done and all materials supplied. Tenant will be solely responsible for obtaining all necessary building permits and governmental approvals with respect to all such work.

Without limiting any other requirements of this Article, Tenant will, with respect to all work, provide such builder’s risk and worker’s compensation insurance coverage as Landlord may reasonably require, containing such terms as Landlord may reasonably designate.

All such work will be performed in a manner to reasonably minimize disruptions to Landlord’s operations on the Leasing Center. Notwithstanding any other provisions hereof, no work will be performed on any Sunday, except as may be specifically authorized by Landlord from time to time.

10.2 **Liens.** Tenant will keep the Leased Premises free from any mechanics’ or materialmen’s lien for any labor or material furnished in connection with the Leased Premises, except that Tenant may, with the written consent of Landlord, which consent will not be unreasonably withheld, contest the validity or amount of any such lien. If Tenant so contests any such lien prior to payment, as a prerequisite to Landlord’s consent, Tenant will meet all reasonable requirements of Landlord and Landlord’s
mortgagee, including but not limited to the posting of a reasonable bond, and Tenant will save Landlord and Landlord's mortgagee harmless from any loss caused by Tenant's failure to discharge said claim.

10.3 **Improvements to Remain.** Except as provided in Section 10.4, and except as Landlord may require as a condition for its approval of any alterations or improvements, all erections, additions, fixtures and improvements, whether temporary or permanent in character (except the movable office furniture and fixtures of Tenant), made in or upon the Leased Premises, will remain upon the Leased Premises at the termination of this Lease by lapse of time or otherwise, and will be the sole property of Landlord.

10.4 **Trade Fixtures.** Subject to the provisions of Section 10.1 of this Lease, Tenant may, with the consent of Landlord, install in and upon the Leased Premises such trade fixtures, decorations, equipment and appliances as Tenant deems appropriate, subject to the prior written approval of Landlord. Upon the expiration of the term of this Lease, Tenant will, at Tenant's sole expense, remove all of such trade fixtures, decorations, equipment, and appliances so installed on the Leased Premises and will repair any damage to the Leased Premises which may be caused by such installation, operation, or removal.

**ARTICLE 11 - ASSIGNMENT**

11.1 **Assignment by Tenant.** Tenant agrees that neither this Lease, nor any rights under this Lease, may be assigned, nor may any portion of the Leased Premises be sublet, without the prior written consent of Landlord, which consent will not be unreasonably withheld. Any transfer of this Lease from Tenant by merger, consolidation, liquidation or otherwise by operation of law will constitute an assignment for the purpose of this Lease and will require the written consent of Landlord. Tenant will not permit any business to be operated in or from the premises by any concessionaire or licensee without the prior written consent of Landlord. If Tenant seeks Landlord's permission to assign this Lease or to sublet the Leased Premises, Tenant will provide to Landlord in writing at least sixty (60) days prior to the date of the proposed assignment or subletting, the name, address and financial statement of the proposed assignee or subtenant and such other information concerning such proposed assignee or subtenant as Landlord may require. It will be a condition to any consent by Landlord to an assignment or subletting that Tenant will accompany such written request with a payment in the amount of $300.00 to reimburse Landlord for administrative and legal expense for the review and preparation of necessary documents. Any consent by Landlord to any assignment or subletting or to the operation by a concessionaire or licensee will not constitute a waiver of the necessity for such consent to any subsequent assignment or subletting or operation by a concessionaire or licensee. If Tenant at any time during the term of this Lease sublets all or any part of the Leased Premises or assigns this Lease, either with the consent of
Landlord as hereinbefore provided or without the consent of Landlord, Tenant will nevertheless remain fully liable under all the terms, covenants, and conditions of this Lease. If this Lease is assigned or if the Leased Premises or any part thereof is subleased or occupied by anyone other than Tenant, Landlord may collect from the assignee, subtenant, or occupant any rent or other charges payable by Tenant under this Lease, and apply the amount collected to the rent and other charges herein reserved, but such collection by Landlord will not be deemed an acceptance of the assignee, subtenant, or occupant as a tenant nor release of Tenant from the performance by Tenant under this Lease.

11.2 **Assignment by Landlord.** If Landlord sells or transfers the Leasing Center or any part thereof, and, as a part of such sale or transfer, effectively assigns its rights under this Lease, the entity then constituting Landlord, upon transfer of all amounts then held as security deposit to the purchaser, assignee, or other successor, will be entirely relieved of liability for any and all of its obligations, covenants, liabilities, and responsibilities under this Lease, or arising out of any act occurrence or omission relating to the Leased Premises, the Leasing Center, or this Lease, occurring after the consummation of such sale, transfer, or assignment, and such purchaser, assignee or successor will succeed to all such liabilities.

**ARTICLE 12 - SIGNS**

12.1 **Identification of Leased Premises.** Tenant may install a free-standing sign on Taft Street, provided that the location and appearance of such sign will be acceptable to Landlord and will be installed and maintained in accordance with all applicable laws. Prior to such installation, Tenant will obtain all necessary consents and permits from all applicable governmental entities. Any such sign which is permitted by Landlord will, at all times, be maintained in good condition and repair so as to be structurally sound and to not detract from the general appearance of the Leasing Center.
ARTICLE 13 - LANDLORD'S TITLE AND QUIET ENJOYMENT

13.1 Landlord warrants that at the time possession of the Leased Premises is delivered to Tenant and on the first day of the term of this Lease, Landlord will have full right to lease the same for the term aforesaid, and it is expressly understood and agreed that this covenant of Landlord constitutes a warranty by it, and that in case Landlord does not have the right aforesaid, this Lease will become null and void, and no rent will accrue for the term aforesaid or for any part thereof. Landlord agrees to put Tenant in actual possession of the Leased Premises at the beginning of the term of this Lease or on such other date as may be agreed by the parties and Tenant, upon paying the said rent and performing the covenants herein agreed by it to be performed, will and may peaceably and quietly have, hold, and enjoy the Leased Premises for the term of this Lease.

ARTICLE 14 - DAMAGE TO OR DESTRUCTION OF LEASED PREMISES

14.1 Repair of Damage. If the Leased Premises are damaged by fire, explosion, windstorm or any other casualty, such damage is covered under any policy of insurance for the benefit of Landlord with respect to the Leased Premises, and such damage may reasonably be repaired within one hundred fifty (150) days after such occurrence, Landlord will repair such damage and put the Leased Premises in good condition as rapidly as reasonably practical.

During such repair, the rental payable by Tenant will abate in proportion to the loss of the ability of Tenant to operate its business on the Leased Premises.

14.2 Severe Damage. If the Leased Premises are damaged by fire, explosion, windstorm or any other casualty, and such damage may not reasonably be repaired within one hundred fifty (150) days after such occurrence, this Lease will be termible at the option of either party by giving written notice of such termination within thirty (30) days after such occurrence.

ARTICLE 15 - CONDEMNATION

15.1 Total Taking. Should the entire area of the Leased Premises and/or the Common Areas, or such portion thereof as to materially interfere with or curtail Tenant's operation of its business, be taken by condemnation, this Lease will be void and of no effect from the effective date of such taking, and Landlord and Tenant will be under no further obligation to each other, save that Landlord will return to Tenant any portion of unearned rental paid in advance.

15.2 Partial Taking. Should a portion of the Leased Premises and/or the Common Areas taken by condemnation, and the portion thus taken be of such an
amount as not to materially interfere with or curtail the operation of Tenant's business, then and in that event there will be a proportionate reduction in the annual rental.

15.3 **Interruption of Business.** If any such taking results in the suspension of business in the Leased Premises, all rents and other charges payable by Tenant hereunder will abate from the date of such suspension of business until the earlier of (i) the date such business is resumed, or (ii) the date ten (10) days following the completion of said restoration by Landlord.

15.4 **Condemnation Award.** The parties agree that Landlord will have the exclusive right to negotiate, settle, or contest any condemnation or proposed condemnation. It is specifically understood and agreed that Tenant will have no interest in, nor will it in any way share in any condemnation award received by Landlord, unless an award is received which is specifically designated by the relevant governmental authority as constituting compensation for losses suffered exclusively by Tenant.

**ARTICLE 16 - DEFAULT**

16.1 **Events of Default.** Each of the following will constitute an event of default under this Lease:

(a) any failure to pay any rent or any other amount payable by Tenant under this Lease within five (5) days after the due date thereof, regardless of whether notice of such failure has or has not been given by Landlord;

(b) any failure to perform any covenant, promise, or other obligation of Tenant under this Lease, other than the payment of money, within fifteen (15) days after Landlord gives notice to Tenant of such failure;

(c) the adjudication of Tenant as a bankrupt;

(d) the making of an assignment for the benefits of creditors, or the petition or application to any tribunal for the appointment of a custodian, receiver, or trustee for Tenant, or for a substantial part of their assets;

(e) the appointment of a permanent receiver for the property of Tenant;

(f) whether voluntarily or involuntarily, Tenant takes advantage of any debtor relief proceeding under any present or future law whereby
the rent, or any part thereof, is or is proposed to be reduced or payment thereof deferred;

(g) the making of an assignment for the benefit of creditors by Tenant;

(h) any levy or attachment of the Leased Premises or Tenant's effects or interest therein under process against Tenant; or

(i) repeated failures on the part of Tenant to make payment of any amounts payable by Tenant under this Lease within five (5) days after the due date thereof, regardless of whether any late charge is imposed or waived by Landlord, and/or repeated failures on the part of Tenant to keep, observe, or perform any of the other covenants or agreements of Tenant contained in this Lease, provided that notices of such defaults were given to Tenant, but without regard to whether Tenant timely cured any such defaults.

16.2 Landlord's Remedies. Upon the occurrence of any event of default, as defined in Section 16.1, Tenant will be deemed to have breached this Lease and Landlord will have the right, at its option, to

(a) enter upon and take possession of the Leased Premises as Tenant's agent without terminating this Lease, and re-rent the Leased Premises at the best price obtainable by a reasonable effort and on such term as Landlord deems proper. Tenant will thereupon become and thereafter be liable and indebted to Landlord for and upon demand then or from time to time thereafter will promptly pay to Landlord the difference between the amount of the rent collected and received from the Leased Premises for each month during the residue of the term herein provided remaining after taking of possession by Landlord, as well as all rents due and owing from the time of notice of default until Landlord's taking of possession hereunder.

(b) forthwith cancel and terminate this Lease by notice in writing to Tenant; and if such notice is given, all rights of Tenant to the use and occupancy of the Leased Premises will terminate as of the date set forth in such notice, and Tenant will at once surrender the possession of the Leased Premises to Landlord and remove all of Tenant's effects therefrom, and Landlord may forthwith re-enter the Leased Premises and repossess itself thereof. No termination of this Lease prior to the normal expiration thereof will affect Landlord's right to collect rent for the period prior to the termination thereof. If Tenant holds over after said notice of termination hereunder for a period of thirty (30) or more days, by failing to
deliver possession, use, and occupancy to Landlord, or by failing to remove all of Tenant's effects therefrom, or otherwise, then Tenant will be deemed to be a tenant from month to month, and the value of the use of the premises by Tenant as such tenant will equal twice the rental which Tenant would otherwise have been obligated for under the terms of this Lease.

16.3 **Attorneys' Fees.** Tenant will pay all reasonable fees, costs, and expenses, including but not limited to reasonable attorneys' fees, incurred by Landlord in collecting any amounts payable under this Lease or in otherwise enforcing any of the obligations of Tenant or any of the rights of Landlord under this Lease, regardless of whether any suit is filed, or in any litigation, arbitration, or negotiation which Landlord, without its fault, becomes involved through or on account of this Lease.

16.4 **Non-Exclusivity of Remedies.** No remedy herein or otherwise conferred upon or reserved to Landlord will be considered exclusive of any other remedy but the same will be cumulative and will be in addition to every other remedy given hereunder or now or hereafter existing at law or in equity or by statute, and every power and remedy given by this Lease to Landlord may be exercised from time to time and as often as occasion may arise or as may be deemed expedient. No delay or omission of Landlord to exercise any right or power arising from any default will impair any such right or power or will be construed to be a waiver of any such default or an acquiescence therein.

16.5 **Rights of Landlord to Perform Tenant's Covenants.**

(a) **Right to Perform Acts and Make Payments.** If Tenant fails to perform any act or to make any payment required to be performed or paid by Tenant under this Lease, Landlord will have the right, but not the obligation, at any time and without notice, to perform any such act or to make any such payment, and in exercising such right, to incur any and all necessary and incidental costs and expenses, including but not limited to attorneys' fees. Nothing in this Section 17.5 will imply any obligation on the part of Landlord to perform any act or to make any payment required of Tenant under the terms of this Lease.

(b) **No Release.** The exercise by Landlord of any of its rights under this Section 16.5 will not constitute a release of any obligation of Tenant under this Lease or a waiver of any remedy available under this Lease; nor will such exercise constitute an estoppel to the exercise by Landlord of any right or remedy of Landlord for a subsequent failure by Tenant to perform any act or make any payment required by Tenant under this Lease.

(c) **Reimbursement by Tenant.** Tenant will, within seven (7) days after notice from Landlord, pay to Landlord an amount equal to the total of all payments
made and all costs and expenses incurred by Landlord in connection with any payment or performance under this Section 16.5, plus an administrative charge equal to twenty percent (20%) of such total amount, plus interest at the rate of eighteen percent (18%) per year, compounded annually, on such total amount plus administrative charge from the date of such payment or payments by Landlord.

16.6 **Defaults by Landlord.** In the event of a material breach of the terms of this Lease by Landlord, Tenant, in addition to all other rights, will be entitled to seek specific performance and/or actual (and not consequential or punitive) damages available to Tenant in equity or at law.

16.7 **Attorneys’ Fees.** In the event any party to this Lease is compelled to enforce any provisions hereof in litigation or arbitration commenced against another party hereto, then the prevailing party in such litigation will be entitled to recover its reasonable attorney fees, court costs and other litigation expenses from the non-prevailing party in such litigation or arbitration.

**ARTICLE 17 - SUBORDINATION**

17.1 **Estoppel Certificate.** Within ten (10) days after any request or requests of Landlord, Tenant will execute and deliver to Landlord an Estoppel Certificate in a form prescribed by Landlord. Such Estoppel Certificate will be in recordable form, directed to any person or persons designated by Landlord: (a) ratifying this Lease; (b) stating the commencement and termination dates; and (c) certifying: (i) that this Lease is in full force and effect and has not been assigned, modified, supplemented or amended (except by such writings as are stated); (ii) that all conditions under this Lease to be performed by Landlord have been satisfied (stating exceptions, if any); (iii) that no defenses or offsets against the enforcement of this Lease by Landlord exist (or stating those claimed); (iv) the advance rent, if any, paid by Tenant; (v) the date to which rent has been paid; (vi) the amount of security deposited with Landlord; and (vii) such other information as Landlord or its mortgagees may require. All persons receiving such statement will be entitled to rely upon such statement.

17.2 **Attornment.** Tenant will, in the event of a sale or assignment of Landlord’s interest in the Leasing Center, the Leased Premises, or this Lease, or if the Leasing Center, the Leased Premises, or this Lease, come into the hands of a mortgagee, ground lessor, or any other person, whether because of a mortgage foreclosure, exercise of a power of sale under a mortgage, termination of the ground lease, or otherwise, attorn to the purchaser or such mortgagee or other person and recognize the same as Landlord thereunder. Tenant will execute, at Landlord’s request, any attornment agreement required by any mortgagee, ground lessor or other such persons to be executed, containing such provisions as such mortgagee, ground lessor or other person may require.
17.3 **Subordination.** This Lease and Tenant's rights under this Lease are subject and subordinate to the liens of any mortgages or any lien resulting from any method of financing or refinancing, together with any renewals, extensions, modifications, consolidations and replacement of them (hereinafter collectively referred to as "Mortgage"), which now or at any subsequent time affect the Leasing Center or the Leased Premises, or any interest of Landlord in the Leasing Center or the Leased Premises, or Landlord's interest in this Lease and the estate created by this Lease (except to the extent that any such instrument expressly provides that this Lease is superior to it), provided that Tenant's possession of the Leased Premises under this Lease will not be disturbed so long as Tenant is not in default hereunder. This provision will be self-operative and no further instrument of subordination will be required in order to effect it. Nevertheless, Tenant will execute, acknowledge, and deliver to Landlord at any time and from time to time, upon demand by Landlord, such documents as may be requested by Landlord or any mortgagee, or any holder of a deed of trust or other instrument described in this paragraph, to confirm or effectuate any such subordination so long as said instrument provides that Tenant's possession of the Leased Premises will not be disturbed so long as it is not in default under the terms of this Lease.

17.4 **Attorney-In-Fact.** Tenant, upon any request of any party in interest, will promptly execute such instruments or certificates to carry out the intent of this Article as may be requested from time to time by Landlord. If Tenant fails or refuses to execute, acknowledge, and deliver any such document within ten (10) days after written demand, Landlord, and its successors and assigns, will be entitled to execute, acknowledge, and deliver any such document on behalf of Tenant as Tenant's attorney-in-fact. Tenant hereby irrevocably appoints Landlord and its successors and assigns as attorney-in-fact for Tenant with full power and authority to execute and deliver in the name of Tenant any such instruments or certificates.

17.5 **Financial Statements.** If requested by any mortgagee with respect to the Leasing Center, upon Landlord's written request or requests, Tenant will promptly furnish Landlord's mortgagee from time to time financial statements reflecting Tenant's current financial condition.

**ARTICLE 18 - TERMINATION**

18.1 **Delivery of Leased Premises.** Tenant will quit and deliver possession of the Leased Premises to Landlord, its successor, agents, or assigns, when this Lease terminates by limitation or forfeiture, with all of the Leased Premises, including but not limited to all keys, locks, bolts, plumbing fixtures, heating appliances, and air conditioning appliances in as good order and condition as the same are when let, or may hereafter be made by repair, in compliance with all the covenants of this Lease, excepting only the wear thereof from reasonable and careful use thereof.
18.2 **Advertinsent by Landlord.** Tenant hereby gives to Landlord the right to place and maintain its usual "For Rent" signs upon the Leased Premises and to place the same as they are usually displayed on the properties similar to that hereby demised for the last 90 days of the term of this Lease.

18.3 **Holdover.** If Tenant holds over or occupies the Leased Premises beyond the termination of this Lease (it being agreed that there will be no such holding over without the written consent of Landlord), Tenant will pay to Landlord for each day of such holding a sum equal to twice all amounts which would then be payable as Base Rent under the terms of this Lease, prorated for the number of days of such holding over. In addition, Tenant will be liable to Landlord for any and all damages which Landlord may suffer by reason of such holding over, and Tenant will indemnify Landlord against all claims and demands made by any succeeding tenants against Landlord which are founded upon delay by Landlord in delivering possession of the Leased Premises to such succeeding tenants. If Tenant holds over without Landlord's written consent, at the option of Landlord (which option may be exercised with or without notice to Tenant), such tenancy will be deemed to be in violation of this Lease or will be deemed to be an additional tenancy on a month-to-month basis subject to all other terms and provisions of this Lease.

**ARTICLE 19 - NOTICES**

19.1 **Place of Notice.** All notices, demands and requests hereunder will be in writing and given by United States registered or certified mail, by messenger delivery, by personal delivery, or by facsimile transmission, in the case of Landlord to Landlord’s address at the Leasing Center, or to such other address as Landlord may, from time to time designate, and in the case of Tenant either at 319 East 60th Drive, Merrillville, Indiana 46410, or at the Leased Premises. Tenant may change its address for notice purposes by notice to Landlord; however, any notices to Tenant may be delivered at the Leased Premises at any time, and depositing of a written notice, demand or request in, or on the door of, the Leased Premises will be deemed to constitute full delivery thereof to Tenant for all purposes of this Lease.

19.2 **Time of Notice.** Any notice, demand or request given by United States registered or certified mail, as provided herein, will be deemed served on the date it is deposited in the United States mail properly addressed and with postage fully prepaid. Notice delivered by facsimile transmission will be deemed to be given when delivered to Tenant’s fax terminal. Notice delivered by personal or messenger delivery will be deemed to be given when delivered at Tenant’s address for notice purposes hereunder.

19.3 **Notice by Mail.** If a party gives a notice hereunder by certified or registered mail and the other party refuses to accept or fails to claim such certified or registered mail, at the option of the party giving such notice, such notice may be given
in writing by first class mail. Such notice will be deemed served on the date it is deposited in the United States mail properly addressed and with postage fully prepaid.

ARTICLE 20 - MEMORANDUM OF LEASE

20.1 This Lease will not be recorded or otherwise made a public record. The parties will, upon the request of either party, execute a Memorandum of Lease in recordable form, indicating that Tenant has an interest in the Leased Premises. Such Memorandum may be recorded by either party.

ARTICLE 21 - MISCELLANEOUS PROVISIONS

21.1 Interpretation. Whenever required by the context, the use of the words "term of this Lease" or any variation thereof, will be deemed to include any extension or renewal of this Lease. Words of any gender used in this Lease will be held to include any other gender, and words in singular will be held to include the plural, and vice versa, when the sense so requires.

21.2 Captions. The captions of this Lease and the Table of Contents are for convenience only and are not to be construed as part of this Lease and will not be construed as defining or limiting in any way the scope or intent of the provisions thereof.

21.3 Enforceability. If any term or provision of this Lease is to any extent be held invalid or unenforceable, the remaining terms and provisions of this Lease will not be affected thereby, but each term and provision of this Lease will be valid and be enforced to the fullest extent permitted by law.

21.4 Governing Law. This Lease will be construed and enforced in accordance with the laws of the State of Indiana.

21.5 Entity Parties. The individuals executing this document on behalf of any corporation, partnership, limited liability company, trust or other legal entity each certify and warrant that such entity is in good standing, that the execution of this Lease by such entity and by such individual on behalf of such entity has been duly authorized by the governing body of such entity, and that the execution of this Lease will not violate the documents under which such entity was established.

21.6 Successors and Assigns. The covenants of this Lease will be obligatory upon and will extend to the successors and assigns of Landlord, and to the successors and assigns of Tenant.

21.7 Partial Payment. No payment by Tenant or receipt by Landlord of a lesser amount than the rental herein stipulated will be deemed to be other than on account of the earliest stipulated rent, nor will any endorsement or statement on any
check or any letter accompanying any check or payment as rent be deemed an accord and satisfaction, and Landlord may accept such check or payment without prejudice to Landlord's right to recover the balance of such rent or pursue any other remedy provided in this Lease or available at law or in equity.

21.8 **Waivers.** No waiver of any condition or legal right or remedy will be implied by failure of Landlord to declare a forfeiture or for any other reason, and no waiver of any condition or covenant will be valid unless it is in writing signed by Landlord. No waiver by Landlord with respect to one or more tenants or occupants of the Leasing Center will constitute a waiver in favor of any other tenant, nor will the waiver of a breach of any condition be claimed or pleaded to excuse a future breach of the same condition or covenant.

21.9 **Brokerage.** Landlord has not retained the services of any broker with respect to the transactions described in this Lease, and will pay no commissions for or with respect hereto. Tenant will be fully and solely responsible for payment of any commissions to any brokers or salespersons retained by Tenant, or otherwise brought into the deal by Tenant.

21.9 **Entire Agreement.** This Lease and the exhibits attached hereto set forth all the covenants, promises, agreements, conditions and undertakings between Landlord and Tenant concerning the Leased Premises and there are no covenants, promises, agreements, conditions or understandings, either oral or written, between them other than are herein set forth. Except as herein otherwise provided, no subsequent alteration, amendment, change or addition to this Lease will be binding upon Landlord or Tenant unless reduced to writing and signed by them.

21.10 **Counterparts.** This Lease may be executed in several counterparts, all of which will constitute one Lease, binding on all parties hereto, notwithstanding that all of the parties are not signatories to the same counterpart.

* * * *

[Signatures appear on the following page.]
IN WITNESS WHEREOF, the parties hereunto caused this Lease to be executed, individually, by their duly authorized corporate officers, by their duly authorized partners, or by their duly authorized trustee or trust beneficiary, the day and year first above written.

Landlord:

LAUREL CHURCH MINISTRIES, INC.
an Indiana nonprofit corporation

By: ___________________________  
Lawrence C. Raftery, President

Tenant:

TRON-AGEK EDUCATIONAL FOUNDATION, INC., an Indiana nonprofit corporation

By: ___________________________  
Dr. Augusta Deneal, President
EXHIBIT A

Drawing of Leased Premises

(Exclusive Leased Facilities and Shared Leased Facilities depicted in different colors)
LCM Upstairs Floor Plans

Stage Area
LINK Upstairs Auditorium 3402 sq. ft.
Upstairs Hallway 648 sq. ft.

Bölcer Room 396 sq. ft.
Usher Closet
Women's Restroom 110 sq. ft.
Walking Area 70 sq. ft.
Men's Rest Room 110 sq. ft.

Music Room 198 sq. ft.
Reception Area 169 sq. ft.
Kitchen 56 sq. ft.
Pastor's Bathroom 48 sq. ft.
Pastor Victoria's Office 198 sq. ft.
Office Area 308 sq. ft.
Finance Office 396 sq. ft.

Elevator Shaft
Stairs
Pastor Larry's Office 500 sq. ft.
LCM Floor Plans

STEM Exclusive Areas

LCM Exclusive Areas

Shared Areas

Sanctuary/Auditorium
8900 sq. ft.

Boiler Room
240 sq. ft.

Rest Rooms
432 sq. ft.

Kitchen
420 sq. ft.

Indoor Play Area & Lunch Area
672 sq. ft.

Upper Lunch Area & Hallways
1682 sq. ft.

Rest Rooms
264 sq. ft.

Upper Lunch Area & Hallways
1682 sq. ft.

Rest Rooms
264 sq. ft.

Offices
Space
1036 sq. ft.

+ 3 private offices

Room 1
392 sq. ft.

Room 2
706 sq. ft.

Room 3
736 sq. ft.

Room 4
968 sq. ft.

Room 5
616 sq. ft.

Room 6
464 sq. ft.

Room 7
638 sq. ft.

Hallway 1
788 sq. ft.

Hallway 2
540 sq. ft.

Hallway 3
992 sq. ft.

Stage

Boiler Room
480 sq. ft.

Boiler Room
240 sq. ft.

Rest Rooms
49 SQ. FT.

Rest Rooms
96 sq. ft.

Stair
Stair

Stair

Stair

Stair

Stair

Stair

Stair

Stair

Stair
LCM Upstairs Floor Plans

- STEM Exclusive Areas
- LCM Exclusive Areas
- Shared Areas

- Stage Area
- LINK Upstairs Auditorium 3402 sq. ft.
- Upstairs Hallway 648 sq. ft.

- Boiler Room 396 sq. ft.
- Usher Closet
- Women’s Restroom 110 sq. ft.
- Waiting Area 70 sq. ft.
- Music Room 198 sq. ft.
- Reception Area 169 sq. ft.
- Office Area 308 sq. ft.
- Pastor’s Rest Room 110 sq. ft.
- Pastor’s Bathroom 48 sq. ft.
- Men’s Rest Room 110 sq. ft.
- Pastor Victoria’s Office 198 sq. ft.
- Pastor Larry’s Office 500 sq. ft.
- Kitchen 56 sq. ft.
- Pastor’s Bathroom 48 sq. ft.

Stairs
Laurel Church Ministries  
7525 Taft Street  
Merrillville, Lake County, IN 46410

47,150 Square Foot Building

- **Exclusive leased area around 8,300 square feet**  
- **Shared areas around 18,556 share feet**

9,638 + Acre Site

Zoned C-2 Community Commercial

The building is divided into
- 16 classrooms  
- 1 gymnasium/auditorium lined basketball court  
- 2 additional auditoriums  
- 3 distinct office areas (including private offices and general office space)  
- 1 kitchen  
- 1 roughed in kitchen in day care area  
- 1 large indoor play-land/activity center  
- 2 lunch areas  
- 1 large lower level storage area under stage in gymnasium/auditorium  
- Mechanical rooms throughout building  
- 3 main entranceways (2 in front of building and 1 in the back)  
- 21 washrooms located throughout offices, classrooms and hallways

Wendy Howard  
Church Administrator  
219.738.1991 **office**  
219.688.2961 **cell**  
219.650.7293 **fax**
### Attachment 22 - Detailed Start-up Plan

Adhering to 20-24-34, Section 4(a) (b) A 1-3, this pre-opening checklist is provided.

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Date</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Design and implement a marketing plan in four phases:</td>
<td>November 2012</td>
<td>COO/Marketing</td>
</tr>
<tr>
<td></td>
<td>a. Phase new school public relations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Press releases</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Groundbreaking ceremony</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Student and teacher recruitment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. Open House</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Professional development training for Board of Trustees, Faculty and Staff</td>
<td>November 2012</td>
<td>CEO/Principal/Educational Consultant</td>
</tr>
<tr>
<td>3.</td>
<td>Leasing contract finalized</td>
<td>November 2012</td>
<td>COO/Attorney</td>
</tr>
<tr>
<td>4.</td>
<td>Limited building renovation</td>
<td>June, 2013</td>
<td>COO/Facility/Safety Manager</td>
</tr>
<tr>
<td>5.</td>
<td>Hiring administration, faculty and staff</td>
<td>Jan.-June, 2013</td>
<td>COO/Principal/CEO/HR Finance Manager</td>
</tr>
<tr>
<td>6.</td>
<td>Open enrollment for a month</td>
<td>March, 2013</td>
<td>Board/Principal/CEO/COO</td>
</tr>
<tr>
<td>7.</td>
<td>If applications exceed open spaces, a lottery will be held in public meeting by an auditing firm</td>
<td>April, 2013</td>
<td>Principal/Dean of Students/Counselor/Lead Teaching Staff</td>
</tr>
<tr>
<td>8.</td>
<td>Announcement of student lottery and lottery procedures announced to the public</td>
<td>May, 2013</td>
<td>Principal/COO</td>
</tr>
<tr>
<td>9.</td>
<td>Waitlist will be formed. Applications received thereafter will be added.</td>
<td>June, 2013</td>
<td>Principal</td>
</tr>
<tr>
<td>10.</td>
<td>Student Acceptance Letter mailed</td>
<td>June, 2013</td>
<td>Principal/Administration Office</td>
</tr>
<tr>
<td>11.</td>
<td>Parent/student interviews and assessment test</td>
<td>June, 2013</td>
<td>Principal /Dean of Students/Counselor/Lead Teaching Staff</td>
</tr>
<tr>
<td>12.</td>
<td>Contract with vendors (e.g. books, food, utilities, professional services)</td>
<td>June, 2013</td>
<td>COO/ Principal /CEO</td>
</tr>
</tbody>
</table>
Attachment 23 – School Insurance Coverage

Insurance
NiSe will maintain at all times the following insurance for full-time (40 hours per week) employees:

- Health Insurance – a PPO or HMO with 80% of the premium paid by the company and 20% by the employee
- Dental Insurance – All full time employees are eligible for Dental Insurance coverage
- Term Life Insurance – Term life insurance equivalent to the employee’s annual salary with 100% of premium paid by company
- Accidental Death and Dismemberment Insurance – ADD & D coverage will be provided with 100% of premium paid by company
- Tuition Reimbursement – Teachers will be reimbursed up to $500 per semester for pre-approved courses
- 403b Tax Shelter – A voluntary pretax 403b is available for employees who choose to participate
- Sick days – Employees will be allowed six sick days each calendar year
- Personal Leave Days – Employees will be allowed two personal leave days per school year subject to administrative procedures
- Worker’s compensation as required by law
- School leader’s legal/professional insurance

Benefits Summaries and Eligibility
NiSe will sponsor a comprehensive benefits program for eligible employees, and each benefit plan will have specific eligibility conditions.

All full-time employees will enjoy all of the insurance. Part-time employees may be eligible for certain benefits if they meet the eligibility conditions.

All eligible U.S. employees may choose to participate in a nationwide medical insurance plan selected by NiSe. Eligible employees’ effective date of coverage will be the first of the month following 30 days’ employment with NiSe.

Dental Insurance
NiSe will make every effort to find a comprehensive dental plan that will meet the needs of both families and individuals.

Visual Care Insurance
The NiSe vision plan will cover employees’ standard eye examinations, lenses, frames, or contacts. Certain limitations may apply.

Disability Insurance
Eligible employees are automatically covered by NiSe disability plans. Disability insurance is designed to assist an employee with income should the employee become partially or totally disabled and be unable to perform the essential functions of his or her job.
Life, Accidental Death, and Dismemberment Insurance
The NiSe Group Life Insurance will cover all eligible employees. Term life insurance equivalent to the employee’s annual salary with 100% of premium will be paid by company. This insurance is payable in the event of the employee’s death, in accordance with the policy, while the employee is insured. Accidental Death and Dismemberment Insurance is in the same amount as and in addition to the employee’s life insurance coverage.

COBRA Notification
According to the federal Consolidated Omnibus Budget Reconciliation Act (COBRA) of 1985, in the event of your termination of employment with NiSe or loss of eligibility to remain covered under NiSe’s group health insurance program, employees and their eligible dependents may have the right to continued coverage under NiSe’s group health insurance program for a limited period of time at their own expense. Consult the Benefits Administrator for details.

Pre-tax Deductions for Expenses
NiSe employees participating in any of the basic health insurance plans (e.g., group medical, dental and/or vision) are required to contribute to payment of the plan(s) premium(s) via payroll deduction cost sharing. In accordance with U.S. Internal Revenue Service provisions, NiSe provides employees the opportunity to participate in such a plan. A voluntary pretax 403B is available for employees who choose to participate.

Worker’s Compensation
All employees are entitled to Workers’ Compensation benefits paid by NiSe. This coverage is automatic and immediate and protects employees from work-related injury or illness. If an employee cannot work due to a work-related injury or illness, Workers’ Compensation insurance pays his or her medical bills and provides a portion of his or her income until he or she can return to work. Employee should go to Human Resources and obtain Indiana Worker’s Compensation First Report Form (State Form 34401 (R10)

Unemployment Compensation
Unemployment compensation is designed to provide a temporary income for those who are out of work through no fault of their own. Depending upon the circumstances, employees may be eligible for Unemployment Compensation upon termination of employment with NiSe. The Division of Unemployment Insurance of each State’s Department of Labor determines eligibility for Unemployment Compensation. NiSe pays the entire cost of this insurance program.

Social Security
The United States Government operates a system of mandated insurance known as Social Security. As a wage earner, employees are required by law to contribute a set amount of weekly wages to the trust fund from which benefits are paid. As employer, NiSe is required to deduct this amount from each paycheck an employee receives. In addition, NiSe matches employee contribution dollar for dollar, thereby paying one-half of the cost of employee Social Security benefits.

Retirement Plans and Stock Options
Currently, NiSe will have a retirement plan or stock options for employees.
**Educational Assistance**
NiSe believes that education leads to self-improvement and recognizes that the skills and knowledge of its employees are critical to the success of the organization. In that vein, NiSe encourages higher education. Teachers will be reimbursed up to $500 per semester for pre-approved courses.

**Training and Professional Development**
NiSe will provide a positive staff development program designed to contribute both to the improvement of learning and to each staff member’s career development aspirations. To make sure that teachers and staff understand development of the students that NiSe will serve, professional development training will be ongoing.

**Charter Requirements**
The school will obtain insurance minimum coverage required Ball State as grantor of the charter. The coverage would include the following:

**General liability** insurance in the amounts of $2,000,000 aggregate and $1,000,000 per occurrence with endorsements for the following: 1) coverage for employee benefit plan administration; 2) specialized professional liability coverage for persons such as nurses and athletic trainers; and 3) coverage for groups conducting school sponsored activities, such as parent teacher organizations, booster clubs, and student groups.

**Vehicle insurance** for any vehicles owned or leased by school and used for school purposes, including, without limitation, any school buses and/or other vehicles used for the transportation of students. Coverage shall be in amounts equal to the greater of the amounts listed below or the amounts required by Indiana law.

- a. Liability $1,000,000 aggregate/occurrence
- b. Medical $5,000 per person per occurrence
- c. Uninsured motorist $1,000,000
- d. Underinsured motorist $1,000,000
- e. Property damage $50,000
- f. Comprehensive maximum deductible $500
- g. Collision maximum deductible $500

**School leaders/legal professional liability** in the following amounts: Board of Directors Errors & Omissions $2,000,000 aggregate $1,000,000 per occurrence

**Umbrella/excess liability insurance** over the general liability policy, the vehicle coverage, and the errors and omissions coverage for the board of directors in the amount of $2,000,000

**Employee dishonesty bonds** are required covering the treasurer in the amount of $100,000 and Bonds or crime insurance for theft and embezzlement in the amount of $100,000 for other employees handling money.
Prior to the commencement of the term of this Lease, Landlord will provide to Tenant a commitment for the issuance of a leasehold title insurance policy by Chicago Title Insurance Company or Fidelity National Title Insurance Company, in compliance with the requirements of the previous paragraph. As of the Rent Commencement Date (as defined herein), Landlord will cause a leasehold title insurance policy in the amount of $100,000.00 to be issued pursuant to such commitment, listing Tenant as the insured party. Landlord will pay all premiums with respect to the issuance of such title policy, provided that Tenant will pay all costs of any endorsements and all customary tenant’s charges.

Coverage would include the following as outline in our contingent lease:

**Insurance by Landlord**

Landlord may maintain such insurance with respect to the Leasing Center, any portions thereof, and/or any operations thereon, as Landlord, in its reasonable discretion, deems advisable. The insurance which Landlord may elect to maintain may include, but is not limited to, fire and extended coverage insurance, insurance against liability for personal injury, death and property damage, worker's compensation insurance, and rent interruption insurance.

**Insurance by Tenant**

(a) **Liability Insurance.** Tenant will carry public liability insurance on the Leased Premises during the term of this Lease, covering Tenant and naming Landlord and Landlord's mortgagee (if required) as additional insured parties with limits of not less than $1,000,000 per person and $2,000,000 per occurrence for bodily injury, including death, and $500,000 for property damage.Tenant's insurance will include contractual liability coverage recognizing this Lease, products and/or completed operations liability, and sprinkler damage insurance (if applicable). All liability insurance will include Landlord as a named insured or as an additional insured.

(b) **Casualty Insurance.** At all times during the term of this Lease, Tenant will carry insurance against fire and such other risks as are from time to time included in standard fire and extended coverage insurance for the full insurable value, covering all of Tenant's merchandise, trade fixtures, furnishings, wall coverings, plate glass, floor coverings, carpeting, drapes, equipment, and all items of personal property of Tenant located on or within the Leased Premises.

(c) **Additional Insurance.** Tenant's insurance obligation will be subject to additional and/or different types of insurance at any time, and from time to time, during the term of this Lease if Landlord, in the exercise of its reasonable judgment, deems such to be necessary for adequate protection. Within twenty (20) days after demand therefor by Landlord, Tenant will furnish Landlord with evidence that such demand has been complied with.
(d) **Evidence of Insurance.** Copies of the policies or certificates evidencing that all insurance required in this Section 8.2 is in full force and effect and stating the terms thereof will be furnished by Tenant to Landlord prior to occupancy of the Leased Premises by Tenant. At least 15 days prior to the expiration date of such insurance, Tenant will furnish to Landlord satisfactory evidence that such insurance has been renewed and the premium paid for the extended period. All insurance required to be provided by Tenant will be written by a company or companies authorized to conduct business in the State of Indiana and approved by Landlord. Upon the request or requests of Landlord from time to time, Tenant will deliver to Landlord, or to Landlord's mortgagee, for inspection any and all of such insurance policies showing said policies to be in force.
<table>
<thead>
<tr>
<th>Dates Covered</th>
<th>Pre-operational (From Schedule A)</th>
<th>First Fiscal Year (From Schedule B)</th>
<th>Second Fiscal Year (From Schedule C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projected Enrollment</td>
<td>Nov-12</td>
<td>Nov-12</td>
<td>14-Jun</td>
</tr>
<tr>
<td>Minimum enrollment for financial viability</td>
<td>208</td>
<td>248</td>
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</tr>
<tr>
<td></td>
<td>185</td>
<td>225</td>
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<tr>
<td>CARRY OVER</td>
<td>385218</td>
<td>10125</td>
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I. CASH IN (INCOME):

<table>
<thead>
<tr>
<th>Description</th>
<th>Pre-operational</th>
<th>First Fiscal Year</th>
<th>Second Fiscal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Fundraising</td>
<td>School Fund Raising</td>
<td>15000</td>
<td></td>
</tr>
<tr>
<td>Food Service</td>
<td></td>
<td>150000</td>
<td>160000</td>
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<tr>
<td>Investment Earnings</td>
<td>Basic Special Education Funding</td>
<td>116788</td>
<td>120000</td>
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<tr>
<td>Loan From Common School Loan</td>
<td>Tr20 Yr @4% repay begin 1/2014</td>
<td>250000</td>
<td>200000</td>
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<tr>
<td>Other Grants</td>
<td>PCSP Yr 2 Implementa Grant</td>
<td>175000</td>
<td>175000</td>
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<tr>
<td>State Grants</td>
<td>Federal Title I - Title IV</td>
<td>75000</td>
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<td>State Tuition Support</td>
<td>Textbook Reimbursement</td>
<td>90000</td>
<td>110000</td>
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<td>Transportation</td>
<td>Basic Grant Fund wt 2% 1/2014</td>
<td>2023216</td>
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<td>Student Fees</td>
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<td>17000</td>
<td>52500</td>
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<tr>
<td>IFF Losn for Building Improvement</td>
<td>IFF Losn for Building Improvement</td>
<td>150000</td>
<td>600000</td>
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TOTAL CASH IN (INCOME): 3062004 4039921

II. EXPENDITURES:

<table>
<thead>
<tr>
<th>Description</th>
<th>Pre-operational</th>
<th>First Fiscal Year</th>
<th>Second Fiscal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Leader/Principal</td>
<td>School Leader/Principal</td>
<td>80000</td>
<td>84000</td>
</tr>
<tr>
<td>7 Lead Teachers</td>
<td></td>
<td>350000</td>
<td>367000</td>
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<tr>
<td>Other Administration</td>
<td>R/t 2 @ $30,000</td>
<td>60000</td>
<td>63000</td>
</tr>
<tr>
<td>Social Worker/Counselor</td>
<td></td>
<td>50000</td>
<td>52500</td>
</tr>
<tr>
<td>Accountant/Nurse/Librarian</td>
<td></td>
<td>36000</td>
<td>37800</td>
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<tr>
<td>Administrative Assistant</td>
<td>Administrative Asst</td>
<td>25000</td>
<td>26250</td>
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<tr>
<td>Date Specialist</td>
<td></td>
<td>40000</td>
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<tr>
<td>Teachers Aids</td>
<td>4 Teacher Aids @ $12,000</td>
<td>48000</td>
<td>50400</td>
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<tr>
<td>Social Workers</td>
<td>9 Non Lead Teachers</td>
<td>360000</td>
<td>378000</td>
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<tr>
<td>Facility Manager</td>
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<td>47250</td>
</tr>
<tr>
<td>Financial Manager</td>
<td></td>
<td>45000</td>
<td>47250</td>
</tr>
<tr>
<td>IT Mgt</td>
<td></td>
<td>45000</td>
<td>47250</td>
</tr>
<tr>
<td>B. Employee Benefits</td>
<td>20000</td>
<td>21000</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>--------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>Dean/PE</td>
<td>50000</td>
<td>52500</td>
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</tr>
<tr>
<td>Christmas &amp; Performance Bonus</td>
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<tr>
<td>Total Employee Salaries</td>
<td>125400</td>
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B. Employee Benefits

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<tr>
<th>Group Dental Insurance</th>
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<tbody>
<tr>
<td>Group Health Insurance</td>
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<tr>
<td>Group Life Insurance</td>
<td>3135</td>
<td>3185</td>
</tr>
<tr>
<td>Long-Term Disability Insurance</td>
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<tr>
<td>Public Employee Retirement</td>
<td>72105</td>
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</tr>
<tr>
<td>Social Security &amp; Medicare</td>
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</tr>
<tr>
<td>Teacher Retirement</td>
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<tr>
<td>Unemployment Compensation</td>
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<td>34403</td>
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<tr>
<td>Workers Compensation</td>
<td>57433</td>
<td>58358</td>
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<tr>
<td>Other Employee Benefits</td>
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<td>4000</td>
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<tr>
<td>Total Employee Benefits</td>
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<td>524720</td>
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C. Rental of Facilities & Utilities

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<thead>
<tr>
<th>Electricity</th>
<th>10000</th>
<th>15750</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gas, Oil, or Steam Heat</td>
<td>5000</td>
<td>5250</td>
</tr>
<tr>
<td>Grass and Tree Services</td>
<td>3750</td>
<td>2100</td>
</tr>
<tr>
<td>Internet Access</td>
<td>6000</td>
<td>7350</td>
</tr>
<tr>
<td>Mortgage</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Rent</td>
<td>120000</td>
<td>126000</td>
</tr>
<tr>
<td>Repair &amp; Maintenance Services</td>
<td>5000</td>
<td>52500</td>
</tr>
<tr>
<td>Telephone Long Distance</td>
<td>10000</td>
<td>10500</td>
</tr>
<tr>
<td>Trash Removal</td>
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<td>3150</td>
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<tr>
<td>Utilities</td>
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<td>0</td>
</tr>
<tr>
<td>Water &amp; Sewer</td>
<td>6000</td>
<td>6300</td>
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<tr>
<td>Other Facilities &amp; Utilities Expense</td>
<td>5000</td>
<td>16800</td>
</tr>
<tr>
<td>Total Rent and Utilities</td>
<td>182250</td>
<td>245700</td>
</tr>
</tbody>
</table>

D. Insurance

<table>
<thead>
<tr>
<th>Board Errors and Omissions</th>
<th>3500</th>
<th>3675</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Liability Insurance</td>
<td>14375</td>
<td>8820</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Property &amp; Casualty Insurance</td>
<td>7500</td>
<td>10710</td>
</tr>
<tr>
<td>Property &amp; Inland Marine</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------</td>
<td>--------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Theft Insurance</td>
<td>Combined in above</td>
<td>0</td>
</tr>
<tr>
<td>Treasurer Bonds</td>
<td></td>
<td>525</td>
</tr>
<tr>
<td>Umbrella/excess Liability</td>
<td>Combined in above</td>
<td>0</td>
</tr>
<tr>
<td>Vehicle Insurance</td>
<td>None</td>
<td>0</td>
</tr>
<tr>
<td>Worker's Compensation Insurance</td>
<td>See Above under Employee Benefits</td>
<td>0</td>
</tr>
<tr>
<td>Other Insurance Expense (Please Describe)</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Insurance</strong></td>
<td></td>
<td>25375</td>
</tr>
</tbody>
</table>

**E. Service Contracts**

<table>
<thead>
<tr>
<th>Service Type</th>
<th>Description</th>
<th>Amount</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting &amp; Payroll Services</td>
<td>Monthly Accounting</td>
<td>10000</td>
<td>15750</td>
</tr>
<tr>
<td>Consulting Services</td>
<td></td>
<td>80000</td>
<td>26205</td>
</tr>
<tr>
<td>Data Processing Services</td>
<td>IT Services &amp; Power School</td>
<td>25000</td>
<td>36750</td>
</tr>
<tr>
<td>Equipment Rental &amp; Lease</td>
<td>Misc chairs &amp; other needs</td>
<td>5000</td>
<td></td>
</tr>
<tr>
<td>Food Service Contract</td>
<td>Est. net revenue at $500 per month</td>
<td>90000</td>
<td>94500</td>
</tr>
<tr>
<td>Legal Services</td>
<td></td>
<td>25000</td>
<td></td>
</tr>
<tr>
<td>Professional &amp; Technical Services</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Pupil Transportation Contract</td>
<td>None</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Security Services</td>
<td>See Above under Employee wages</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Staff Development</td>
<td>Professional Development</td>
<td>10000</td>
<td>10500</td>
</tr>
<tr>
<td>Other Service Contracts</td>
<td>CEO and COO Contracts</td>
<td>10000</td>
<td>84000</td>
</tr>
<tr>
<td><strong>Total Service Contracts</strong></td>
<td></td>
<td>255000</td>
<td>267705</td>
</tr>
</tbody>
</table>

**F. Supplies & Materials**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Amount</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising</td>
<td></td>
<td>15000</td>
<td>15750</td>
</tr>
<tr>
<td>Computer Software</td>
<td>Accounting and Educational</td>
<td>14500</td>
<td>15225</td>
</tr>
<tr>
<td>Custodial Supplies</td>
<td></td>
<td>5000</td>
<td>5250</td>
</tr>
<tr>
<td>Instructional Supplies</td>
<td>$100 per class</td>
<td>5000</td>
<td>2625</td>
</tr>
<tr>
<td>Library Books</td>
<td></td>
<td>6000</td>
<td>10500</td>
</tr>
<tr>
<td>Office Supplies &amp; Expense</td>
<td></td>
<td>11500</td>
<td>12075</td>
</tr>
<tr>
<td>Postage</td>
<td></td>
<td>2500</td>
<td>6300</td>
</tr>
<tr>
<td>Printing</td>
<td></td>
<td>2500</td>
<td>5250</td>
</tr>
<tr>
<td>Subscriptions</td>
<td></td>
<td>600</td>
<td>630</td>
</tr>
<tr>
<td>Testing &amp; Evaluation Supplies</td>
<td></td>
<td>5500</td>
<td>10710</td>
</tr>
<tr>
<td>Textbooks</td>
<td>$500 per new student</td>
<td>100000</td>
<td>10000</td>
</tr>
<tr>
<td>Other Supplies &amp; Materials</td>
<td>Educational Supplies</td>
<td>15000</td>
<td>78750</td>
</tr>
<tr>
<td><strong>Total Supplies &amp; Materials</strong></td>
<td></td>
<td>183100</td>
<td>173065</td>
</tr>
</tbody>
</table>

**G. Capital Outlay**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Amount</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Hardware</td>
<td>class comp/COW/ Netwk Infra</td>
<td>50000</td>
<td>12000</td>
</tr>
<tr>
<td>Description</td>
<td>Amount 1</td>
<td>Amount 2</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>----------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>Computer Software</td>
<td>10000</td>
<td>6000</td>
<td></td>
</tr>
<tr>
<td>Office Furniture &amp; Equipment</td>
<td>20000</td>
<td>10000</td>
<td></td>
</tr>
<tr>
<td>Instructional Furniture &amp; Equipment</td>
<td>$900 per class</td>
<td>50000</td>
<td></td>
</tr>
<tr>
<td>Vehicles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Land Purchases</td>
<td></td>
<td>15750</td>
<td></td>
</tr>
<tr>
<td>Improvements &amp; Alterations</td>
<td>Leasehold improvements wt IFF</td>
<td>5000</td>
<td></td>
</tr>
<tr>
<td>Other Capital Outlay</td>
<td></td>
<td>5000</td>
<td></td>
</tr>
<tr>
<td><strong>Total Capital Outlay</strong></td>
<td><strong>140000</strong></td>
<td><strong>43750</strong></td>
<td></td>
</tr>
<tr>
<td><strong>H. Other Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audit Expense</td>
<td>Ann BSU reqd review (n/a 1st yr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dues &amp; Fees</td>
<td>Indiana Charter Schools etc.</td>
<td>500</td>
<td>525</td>
</tr>
<tr>
<td>Judgments</td>
<td>Fundraising</td>
<td>2375</td>
<td>3300</td>
</tr>
<tr>
<td>Debt Services</td>
<td>IFF Building Improv. Loan payment</td>
<td>62273</td>
<td>27300</td>
</tr>
<tr>
<td>Travel Expense/Mileage</td>
<td></td>
<td>2500</td>
<td>2625</td>
</tr>
<tr>
<td>Debt Services</td>
<td></td>
<td>3000</td>
<td></td>
</tr>
<tr>
<td>Field Trips</td>
<td>Est @ 50 per student</td>
<td>10400</td>
<td></td>
</tr>
<tr>
<td>Payments to an EMO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSU Administrative Fee</td>
<td>3% of Basic Tuition Support</td>
<td>60696</td>
<td>63731</td>
</tr>
<tr>
<td><strong>Total Other Expenditures</strong></td>
<td><strong>141744</strong></td>
<td><strong>97481</strong></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL EXPENDITURES</strong></td>
<td><strong>2676786</strong></td>
<td><strong>4026502</strong></td>
<td></td>
</tr>
<tr>
<td><strong>REMAINING CASH BALANCE (DEFICIT)</strong></td>
<td><strong>368065</strong></td>
<td><strong>13419</strong></td>
<td></td>
</tr>
</tbody>
</table>
Attachment 24 (a) – Supplemental to Budget Worksheets

The table below is a five year projection is based on school enrollment and ADM tuition support (5% increases for each year). We estimate that ADM will increase by 3%.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ADM</td>
<td>$2,023,216</td>
<td>42,484,712</td>
<td>2,977,160</td>
<td>3,486,640</td>
<td>4,379,600</td>
</tr>
<tr>
<td>Enrollment</td>
<td>208</td>
<td>248</td>
<td>288</td>
<td>328</td>
<td>400</td>
</tr>
</tbody>
</table>

The following table displays start-up income and expenses for pre-operational costs.

<table>
<thead>
<tr>
<th>Income</th>
<th>Budget Amount</th>
<th>Description of Source</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cash-In – Funding Source</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grant</td>
<td>$175,000</td>
<td>Federal PCS Implementation Grant</td>
</tr>
<tr>
<td>Total Cash In (Income)</td>
<td>$175,000</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Budget Amount</th>
<th>Description: Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal</td>
<td>10,000</td>
<td>Initial Set-up of Contracts</td>
</tr>
<tr>
<td>Accounting</td>
<td>5,000</td>
<td>Initial Set-up of Budgets &amp; Accounting</td>
</tr>
<tr>
<td>Filing</td>
<td>25,000</td>
<td></td>
</tr>
<tr>
<td>Marketing (including printing &amp;</td>
<td>5,500</td>
<td>Advertising for Staff &amp; Students</td>
</tr>
<tr>
<td>postage)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies</td>
<td>2,000</td>
<td></td>
</tr>
<tr>
<td>Equipment (including Whiteboards)</td>
<td>10,000</td>
<td></td>
</tr>
<tr>
<td>Labor/Professional Development/Maintenance &amp; Renovations</td>
<td>45,000</td>
<td></td>
</tr>
<tr>
<td>Admin/Staff Teachers</td>
<td>65,000</td>
<td></td>
</tr>
<tr>
<td>Lease</td>
<td>2,400</td>
<td></td>
</tr>
<tr>
<td><strong>Total Expense</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remaining Balance</td>
<td>-0-</td>
<td></td>
</tr>
</tbody>
</table>
The table below depicts the total expenses for the first five years of the school.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Employee Salaries</strong></td>
<td>1,254,000</td>
<td>1,274,200</td>
<td>1,337,910</td>
<td>1,404,805</td>
<td>1,475,045</td>
</tr>
<tr>
<td><strong>Employee Benefits</strong></td>
<td>495,317</td>
<td>524,720</td>
<td>550,956</td>
<td>578,503</td>
<td>607,428</td>
</tr>
<tr>
<td><strong>Lease &amp; Utilities</strong></td>
<td>182,250</td>
<td>245,700</td>
<td>257,985</td>
<td>270,884</td>
<td>284,458</td>
</tr>
<tr>
<td><strong>Insurance</strong></td>
<td>25,375</td>
<td>23,730</td>
<td>24,916</td>
<td>26,161</td>
<td>27,469</td>
</tr>
<tr>
<td><strong>Supplies &amp; Materials/Contracts</strong></td>
<td>181,300</td>
<td>267,705</td>
<td>281,090</td>
<td>295,144</td>
<td>309,901</td>
</tr>
<tr>
<td><strong>Capital Outlay</strong></td>
<td>140,000</td>
<td>173,065</td>
<td>181,718</td>
<td>190,803</td>
<td>200,343</td>
</tr>
<tr>
<td><strong>Other Expenditures</strong></td>
<td>141,744</td>
<td>97,481</td>
<td>102,355</td>
<td>107,472</td>
<td>112,845</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>2,676,786</td>
<td>4,026,502</td>
<td>4,227,827</td>
<td>4,439,218</td>
<td>4,661,178</td>
</tr>
</tbody>
</table>

Below please find estimated revenues for the first five years of the school (projected 5% increase for each year) and estimated endowment income.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td>3,062,004</td>
<td>4,036,627</td>
<td>4,238,458</td>
<td>4,450,380</td>
<td>4,672,899</td>
</tr>
<tr>
<td><strong>Endowment</strong></td>
<td>50,000</td>
<td>50,000</td>
<td>50,000</td>
<td>50,000</td>
<td>50,000</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>3,112,004</td>
<td>4,086,627</td>
<td>4,288,458</td>
<td>4,500,380</td>
<td>4,722,899</td>
</tr>
</tbody>
</table>
Attachment 25 – Description of Assumptions and Revenue Estimates

To make certain that the financial affairs of the school are in order, an independent timely, annual audit will be conducted at pre-audits before the transactions actually occur, continuous audits during the length of the school year, post audits after the fiscal year has ended and whenever there seems to be some inconsistencies in the fiscal operations of a school.

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

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

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

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

An independent auditor along with NiSe HR/Finance Manager will examine source documents and transactions in order to certify that all activities were conducted with generally accepted accounting principles (Governmental Accounting Standards Board’s Statement, Basic Financial Statements) and in accordance with authorized actions and legal requirements. A formal contract specifying the expectations and responsibilities of the auditor once the school is approved.

All financial reports will be prepared in accordance with generally accepted principles set by the State Board of Accounts. The report will conform to all current, relevant pronouncements applicable to governmental entities throughout the United States. All reports will have three sections: introductory, financial and statistical. The introductory includes a transmittal report signed by the CEO, NiSe attorney and NiSe HR/Finance Manager showing an overview of financial developments. The financial report will include auditor’s report, analysis and recommendations and any other basis financial information. It will include a statistical section which will include statistical tables and comparisons, financial trends, revenue capacity information, debt capacity information, demographic and economic information and operating information. Finally, it will include a section on compliance and controls with provisions of the Single Audit Act of 1966 and the U.S. Office of Management and Budget Circular A-133, Audit
of States, Local Governments and Non-Profit Organizations. Individual fund statements will show state funds, proprietary funds, and fiduciary funds along with balance sheets, statement of revenues, cash assets, cash flows and liabilities. Each Board Member will commit $2,000 to offset upfront funds for the first year such as non-for-profit legal documents and legal retainer fees. Board Members will be reimbursed funds with 5% interest upon approval of funds for NiSe. NiSe will file any other forms requested by Ball State or other constituencies upon approval. Receipts will always indicate payment methods – cash (less than $100), check or money order – and receipt signatures of those issuing the receipt.

**Pre-Operational (November 2012 – June 2013)**

After receiving the approval for the charter from Ball State, TRON/AGEK’ will implement the plans in this application for pre-opening. We anticipate funds in the range of $175,000 to be provided by the Federal Public Charter Schools Grant Program and the Indiana Department of Education for this phase of the school (See Attachment 24 – Table B).

Funds to finance the pre-operational and first initial year of operations will be from grants and loans and ADM support:

- Federal charter school implementation grant from the Indiana Department of Education. $175,000 for pre-opening.

**Use of funds:**

- Board Development and Training
- Personnel Costs for School Leader, Financial Manager, Clerical Staff
- Staff Training
- Purchase of computers and instructional software
- Purchase of teacher text books
- Office Supplies
- Utilities
- Marketing
- Grant writer
- Service Contracts set-up: Accounting, PowerSchool (Safeguard)
- Legal Costs

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

**First Year ADM Revenue**

Our student projection for the first year is 208. The State Tuition Support based on rates will be approximately $2,023,216 for Gary and Merrillville schools.

**Additional Revenue**

- Common School Loan Fund for at least $100,000
- $40,000 for Title I, Title II and Title V services (food service revenue both free and reduced lunch, and students that pay for lunch)
- School loan from a financial institution to finance a bus for transporting students for special occasions. We estimate the cost of the loan to be no more than $95,000 with a
6- year contract term.

Budgeted Revenue in the first year totals $2,163,216 (bus loan not included).

**First Year Expenditures**
Expenditures for the year will be estimated at $1,625,214 resulting in a remaining cash balance of an estimated $498,002 at the end of the first year.

The following is a summation of expenses for the first year:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
<th>Percentage of Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Salaries</td>
<td>$800,000</td>
<td>49%</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>$211,690</td>
<td>13%</td>
</tr>
<tr>
<td>Rent &amp; Utilities</td>
<td>$120,000</td>
<td>7%</td>
</tr>
<tr>
<td>Insurance</td>
<td>$10,500</td>
<td>6%</td>
</tr>
<tr>
<td>Supplies and Material</td>
<td>$201,512</td>
<td>13%</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>$80,000</td>
<td>5%</td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>$166,000</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>$1,625,214</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Fundraising and Grants**
The Board has already identified potential funding opportunities to help finance the school. Some of the identified funding sources are the Lumina Foundation, National Science Foundation, TRIO federal grants and local funding opportunities (i.e. Urban League, Legacy Foundation).

Each Board meeting has agreed to donate $2,000 in the first year if an unforeseen event occurs and budget falls short of funds.

The Board proposes to have an endowment for the support of the school and community. We plan to implement the endowment in the second year.

We will ask the community for donations for science and computer labs.

**Expenses**
The expense projection is $1,625,214 or (8%) of the annual budget in the first year.
Salary
The largest category will be salary and benefits. Below is a range of school salary ranges and benefits. The budget shows an increase of 5% for both salary and benefits.

School Salary Ranges with Benefits

<table>
<thead>
<tr>
<th>Name/position</th>
<th>Salary Range</th>
<th>Benefits Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Leader/Principal</td>
<td>$80,000</td>
<td>35% of salary</td>
</tr>
<tr>
<td>HR/Finance Manager</td>
<td>$45,000</td>
<td>35% of salary</td>
</tr>
<tr>
<td>Data Analyst/Assessment</td>
<td>$40,000</td>
<td>35% of salary</td>
</tr>
<tr>
<td>Lead Teacher (including 2 STEM teachers)</td>
<td>5 @ $50,000</td>
<td>35% of salary</td>
</tr>
<tr>
<td>Facilities/Safety Manager</td>
<td>$30,000</td>
<td>35% of salary</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>$25,000</td>
<td>35% of salary</td>
</tr>
<tr>
<td>Non-lead teachers</td>
<td>11 @ $40,000</td>
<td>35% of salary</td>
</tr>
<tr>
<td>RTI Instructors</td>
<td>2 @ $30,000</td>
<td>35% of salary</td>
</tr>
</tbody>
</table>

We have budgeted an employer contribution of at least $6,000 a year for each employee which will provide the full cost of family coverage through the State of Indiana Personnel Department. To be confident in insurance coverage, we will compare health insurance coverage with private insurance coverage and plans. The contributions for retirement will come from the Public Employee Retirement system which requires a contribution of 7% - 8%.

Budgeted employee salaries and benefits in the first year total $1,011,690 (47%) of the expense budget and (47%) of the annual budget.

Facility
The Board has an agreement with the Laurel Church to lease for 8,324 sq. ft. of exclusive interior space and 18,556 sq. ft. of shared space.

We have agreed to lease for $10,000 a month for three years. However, for pre-operations only the office space will be leased at $300.00 a month. Official lease starts July, 2013 and ends July 2016.

Budgeted facilities and utilities in the first year total $120,000 or (7%) of the expense budget and (6%) of the annual budget.

Materials and Supplies
We anticipate the supplies and materials budget line item to consist of:

- Testing and Evaluation: testing and evaluative supplies for student standardized testing required by the state
- Textbooks
- Instructional Supplies
Computer Software
Marketing and advertising

**Service Contracts**
- We will use vendors to provide services which can be performed more cost effective by a subcontractor or third party due to personal and technology required. We will use accounting and payroll services through a vendor. Our Financial Manager will work hand in hand to perform payroll, tax and governmental reporting services. We plan on using outside contractual agents to perform staff development functions. We will use webinars and other technology for staff development as well. Food, legal and transportation services will be contracted.
- The school will employ part-time employers (adjunct faculty) that would be contracted which will included educational consultants, GFS School, psychological services, educational testing/assessment and evaluation

Budgeted materials and supplies in the first year total $201,512 or (13%) of the expense budget and (9%) of the annual budget.

**Capital Outlay**
The existing school does not have computers available for staff and student use. We have a budget line for computer hardware and software.

The facility does not have furniture to accommodate our students. There is limited office furniture available. We have a budget line for $10,000 in the first year for necessary instructional equipment and $5,000 for office furniture.

Our goal is to purchase a bus for an estimated cost of $50,000 for student transportation for assisting with the process of transporting students and enrolling students from a larger geographic location. We will provide for a single stop pickup and drop-off for students outside of the Gary and Merrillville areas.

The school facility is in good condition. We anticipate minimum repairs and maintenance needs. We will use community volunteers for these needs in the first year. The school’s lease includes general maintenance.

Capital outlays for renovations probably will increase over the first 5 year period of budget projections. We have estimated capital outlays for repair and/or replacement to increase by 5% for the first five years.

Budgeted capital outlay in the first year totals $80,000 or (5%) of the expense budget and (4%) of the annual budget.

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

Insurance Coverage as required by a charter school:
- Workers Compensation Insurance
Employee dishonesty Bonds covering the treasurer in the amount of $100,000 and Bonds or crime insurance for theft and embezzlement for the amount of $100,000 for employees.

Umbrella/excess liability insurance over the general liability policy, the vehicle coverage and the errors and omissions coverage for the Board of Directors in the amount of $2,000,000.

School leaders/legal professional liability in the following amounts: board errors seven omissions $2,000,000 aggregate $1,000,000 per occurrence.

Vehicle insurance for vehicles owned or leased by school and used for school purposes. Coverage shall be in the amounts equal to the grater of the amounts listed by Indiana law which include Liability $1,000,000 aggregate/occurrence, Medical $5,000 per person occurrence, Uninsured motorist $1,000,000, Underinsured motorist $1,000,000, Property damage $50,000 (Comprehensive maximum deductible $500 and Collision maximum deductible $500).

General liability insurance in the amounts of $2,000,000 aggregate and $1,000,000 per occurrence with endorsements.

Real and personal property at replacement value which will be adjusted regularly to reflect any changes in the property or contents.

Budgeted insurance in the first year totals $10,000 or (6%) of the expense budget and (5%) of the annual budget.

**Other Expenditures**

Other expenses that will be needed the first year of school operation include costs like the following:

- Audit Expense
- Dues and Fees
- Judgments
- Travel Expense
- Reimbursement
- Field Trips
- BSU Administrative Fee

Audit expenses include an independent auditor for verification of the financial years annually. The audit will be conducted with the accounting and payroll vendors, the Financial Manager, COO and Board of directors. There will be students and fees, which will be managed by the Financial Manager. There will be student, faculty and staff travel expense. As stated in the application students will attend field trips. All student cost encumbered will be handled by the Financial Manager. All state, federal and NiSe accounting principles and practices will be followed.

BSU administrative fee is budgeted at 3% of the State tuition support payments.

Expenses for debt service with the Common School Loan fund will start in Year 2 and continue throughout the projection. The debt service expense for the bus loan will end in year 6. It is highly likely that a replacement loan will be necessary to replace the bus so and not to incur repair expenses for depreciation.

Budgeted other expenditures in the first year totals $166,000 or (10%) of the expense budget and (8%) of the annual budget.
Board Members attended the Ball State University financial training. Board Member questions and concerns were addressed by Mr. Brian Anderson. We have been in contact with Mr. Jeff Barber – DOE. The Board will continue to become acquainted with the Indiana charter school funding process. We participated in the Ball State Financial Workshop in 2012 and will continue to participate in finance and other workshops to make necessary adjustments to financial and other processes for reporting purposes to make sure we are in complete compliance. The Board is working with Centier Bank to obtain a line of credit if unpredictable circumstances occur.

Centier Bank letter of support is included in this application. As stated the Board will approve finances of the school at the monthly meetings. Every effort will be made to make sure the budget is always balanced and a cash flow is adequate for projections. If problems occur to ensure that the correct remedy is in place the Board will consult with BSU and the Indiana Department of Education and financial consultant.
<table>
<thead>
<tr>
<th>Broad Topic</th>
<th>Content of Each Learning Standard</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Energy in the Earth System</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Weather changes from day to day and over the seasons.</td>
<td>6. Air temperature, moisture, wind speed and direction, and precipitation make up the weather in a particular place and time.</td>
<td></td>
</tr>
<tr>
<td>4. The sun supplies heat and light to the earth and is necessary for life.</td>
<td>7. Various forms of precipitation are connected to the weather in a particular place and time.</td>
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</tr>
<tr>
<td>5. Global patterns influence local weather, which can be measured.</td>
<td>8. Global patterns influence local weather, which can be measured.</td>
<td></td>
</tr>
<tr>
<td>9. Weather is different from climate.</td>
<td>10. Earth’s tilt and its revolution around the sun result in uneven heating, causing the seasons.</td>
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</tr>
</tbody>
</table>

| **Materials and Energy Resources** |                                   |          |
| 1. Water, rocks, soil, and living organisms are found on the earth's surface. | 1. What a mineral is. |          |
| 2. Air is a mixture of gases all around us and wind is moving air. | 2. Physical properties of minerals and test for those. |          |
| 5. The properties of soil include color, texture, and the abilities to retain water and support the growth of plants. | 3. The three categories of rocks and the processes that create them. |          |

| **Earth Processes and Cycles** |                                   |          |
| 3. The three categories of rocks and the processes that create them. | 5. Earth’s surface is built up and torn down by natural processes. |          |
| 4. Soil is formed by the weathering of rock and decomposition of plant and animal remains. | 6. Soil is formed by the weathering of rock and decomposition of plant and animal remains. |          |
| 10. Water on earth cycles in different forms and locations. | 11. Cycling of water, both in and out of the atmosphere, has an effect on climate. |          |
| 3. The hydrologic cycle includes evaporation, condensation, precipitation, surface runoff and groundwater percolation, infiltration, and transpiration. | 3.6 The rock cycle, including the formation and physical properties of igneous, sedimentary, and metamorphic rocks. |          |
| 3.1 Physical and chemical weathering leads to erosion and formation of soils and sediments, and creates the various types of landscapes. | 3.2 The carbon cycle. |          |
| 3.3 The nitrogen cycle. | 3.4 Water flows into and through a watershed. |          |
| 3.5 The hydrologic cycle includes evaporation, condensation, precipitation, surface runoff and groundwater percolation, infiltration, and transpiration. | 3.6 The rock cycle, including the formation and physical properties of igneous, sedimentary, and metamorphic rocks. |          |

1. Earth’s principal sources of internal and external energy. 1.2 Characteristics of electromagnetic radiation and its impact on life and Earth’s systems. 1.3 The transfer of energy through radiation, conduction, and convection contributes to global atmospheric processes. 1.4 Unequal heating of Earth and the Coriolis effect influence global circulation patterns and impact Massachusetts weather and climate. 1.5 The revolution of Earth around the Sun and the inclination of Earth on its axis cause Earth’s seasonal variations. 1.6 Conditions associated with frontal boundaries and cyclonic storms and their impact on human affairs. 1.7 Oceanic currents relate to global circulation within the marine environment and climate. 1.8 Ground-based observations, satellite data, and computer models are used to demonstrate interconnected Earth systems. 2.1 Renewable energy resources and nonrenewable energy resources. 2.2 Effects on the environment and on the carbon cycle of using renewable and nonrenewable resources.
<table>
<thead>
<tr>
<th><strong>Structure of the Earth</strong></th>
<th><strong>Earth in the Solar System</strong></th>
<th><strong>Origin and Evolution of Earth</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Earth's surface changes due to slow processes such as erosion and weathering, and rapid processes such as landslides, volcanic eruptions, and earthquakes.</td>
<td>1. Earth's common physical features can be represented with models and maps.</td>
<td>3.7 Absolute and relative dating methods are used to measure geologic time.</td>
</tr>
<tr>
<td>13. Earth is a part of the “solar system” that includes the sun, planets, and many moons. Earth is the third planet from the sun.</td>
<td>2. Layers of the earth include the lithosphere, mantle, and core.</td>
<td>3.8 The development of a lithospheric plate from its growth to its destruction, including the recording of magnetic polarity.</td>
</tr>
<tr>
<td>14. Earth orbits the sun in a year’s time and rotates on its axis in approximately 24 hours. The rotation of the earth, day/night, and apparent movements of the sun, moon, and stars are connected.</td>
<td>5. Movement of the earth’s crustal plates causes both slow and rapid changes in the earth’s surface.</td>
<td>3.9 The motion of the lithospheric plates is related to convection currents in Earth’s mantle.</td>
</tr>
<tr>
<td>15. Changes occur in the observable shape of the moon over a month.</td>
<td>7. Physical evidence supports theories that the earth has evolved over geologic time.</td>
<td>3.10 Earthquakes, volcanoes, tsunamis, mountain building, and tectonic uplift are related to plate movements.</td>
</tr>
<tr>
<td>8. Gravity is a force that pulls all things toward the center of the earth. Gravity influences the formation and movement of the planets, stars, and solar system.</td>
<td>9. Lunar and solar eclipses, moon phases, and tides are related to relative positions of the earth, moon, and sun.</td>
<td>3.11 Seismic data are used to reveal Earth’s interior structure and earthquake epicenters.</td>
</tr>
<tr>
<td>10. Properties and conditions of objects in the solar system and those on Earth.</td>
<td>12. The universe contains many billions of galaxies and each galaxy contains many billions of stars.</td>
<td>3.12 The Richter scale and the relative damage incurred by earthquakes.</td>
</tr>
<tr>
<td>4.2 Influence of gravity and inertia on the rotation and revolution of orbiting bodies; Sun-Earth-moon relationships.</td>
<td>4.1 The Big Bang Theory and the evidence that supports it.</td>
<td>4.3 The Sun, Earth, and solar system formed from a nebula of dust and gas in a spiral arm of the Milky Way Galaxy about 4.6 billion years ago.</td>
</tr>
<tr>
<td>Broad Topic</td>
<td>Content of Each Learning Standard</td>
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<tr>
<td>PK-8 HS</td>
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</tr>
<tr>
<td>Characteristics of Living Things</td>
<td>1. Animals and plants are living things that grow, reproduce, &amp; need food, air, &amp; water. 2. Characteristics of living and nonliving things. 3. Plants and animals have life cycles that vary.</td>
<td></td>
</tr>
</tbody>
</table>

**Grades 3-5**

1. Physical characteristics of plants and animals 3. Plants and animals go through predictable life cycles, including birth, growth, development, reproduction, and death. 4. Major life cycle stages of the frog and butterfly.

**Grades 6-8**

1. Organisms are classified into kingdoms.

**High School**

2.3 Cellular evidence and modes of nutrition of the six kingdoms.

<table>
<thead>
<tr>
<th>Cell Biology and Biochemistry</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure and Function of Cells</td>
<td>2. Organisms are composed of cells, and many organisms are single-celled, where one cell must carry out all basic functions of life. 3. Plant and animal cells have similarities and differences in their major organelles. 4. Basic functions of living organisms are carried out in cells.</td>
</tr>
</tbody>
</table>

**Anatomy and Physiology**

2. Structures in plants that are responsible for food production, support, water transport, reproduction, growth, and protection.

5. Multicellular organisms can be hierarchically organized from cells to tissues to organs to systems to organisms. 6. General functions of the major systems of the human body, and the interactions of these systems.

**Anatomy and Physiology**

4.1 The digestive system converts macromolecules into smaller molecules. 4.2 The circulatory system transports nutrients and oxygen, and removes cell wastes. Kidneys and liver remove waste from blood. 4.3 The respiratory system provides exchange of O₂ and CO₂. 4.4 The nervous system mediates communication. 4.5 The muscular/skeletal system supports the body and allows for movement. Bones produce blood cells. 4.6 Sexual reproductive system. 4.7 Communication among cells is required for coordination of body functions. 4.8 Body systems interact to maintain homeostasis using physiological feedback loops.
<table>
<thead>
<tr>
<th>Heredity</th>
<th>Genetics</th>
<th>Evolution and Biodiversity</th>
<th>Ecology</th>
<th>Living Things and Their Environments</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Plants and animals closely resemble their parents in observed appearance.</td>
<td>5. Observed characteristics of plants and animals can be fully inherited or they can be affected by the climate or environment.</td>
<td>6. Fossils provide us with information about living things that inhabited the earth years ago.</td>
<td>7. People and other animals interact with the environment through their senses.</td>
<td>8. Organisms meet needs by using behaviors in response to information from the environment. Some behaviors are instinctive and others learned.</td>
</tr>
<tr>
<td>7. Every organism requires a set of instructions that specifies its traits. Heredity is the passage of these instructions from one generation to another.</td>
<td>8. Inherited characteristics may change over time as adaptations to changes in the environment enable organisms to survive.</td>
<td>10. Genetic variation and environmental factors are causes of evolution and the diversity of organisms.</td>
<td>11. Animals and plants go through changes in appearance as the seasons change.</td>
<td>10. Organisms interact and have different functions within an ecosystem that enable the ecosystem to survive.</td>
</tr>
<tr>
<td>3.1 DNA structure and its function in genetic inheritance.</td>
<td>11. Changes in the environment have caused some plants and animals to die or move to new locations.</td>
<td>11. Evidence drawn from multiple sources provides the basis of the theory of evolution.</td>
<td>12. An organism's habitat provides for its basic needs.</td>
<td>13. Behaviors that enable the system to survive.</td>
</tr>
<tr>
<td>3.3 Mutations in the DNA sequence or gametes may result in phenotypic changes in an organism or offspring.</td>
<td>13. Ecosystems have changed through geologic time in response to various influences.</td>
<td>14. Dead plants and animals are broken down by other living organisms, which contributes to the system as a whole.</td>
<td>15. Dead plants and animals are broken down by other living organisms, which contributes to the system as a whole.</td>
<td>15. Dead plants and animals are broken down by other living organisms, which contributes to the system as a whole.</td>
</tr>
<tr>
<td>3.4 Genetic traits result in observed inheritance patterns.</td>
<td>15. Biogeographical accounts for species diversity developed over generations.</td>
<td>15. Dead plants and animals are broken down by other living organisms, which contributes to the system as a whole.</td>
<td>16. Producers use energy from sunlight to make sugars through photosynthesis, which can be used immediately, stored for later use, or used by other organisms.</td>
<td>16. Producers use energy from sunlight to make sugars through photosynthesis, which can be used immediately, stored for later use, or used by other organisms.</td>
</tr>
<tr>
<td>3.5 Patterns of inheritance can be explained through Mendel's laws of segregation and independent assortment.</td>
<td>16. Probabilities for genotype and phenotype combinations in monohybrid crosses can be modeled using a Punnett Square.</td>
<td>17. Evolution is demonstrated by evidence from multiple sources.</td>
<td>3.6 Probabilities for genotype and phenotype combinations in monohybrid crosses can be modeled using a Punnett Square.</td>
<td>18. Biological evolution accounts for species diversity developed over generations.</td>
</tr>
<tr>
<td>3.6 Probabilities for genotype and phenotype combinations in monohybrid crosses can be modeled using a Punnett Square.</td>
<td>18. Probabilities for genotype and phenotype combinations in monohybrid crosses can be modeled using a Punnett Square.</td>
<td>19. Species are reproductively distinct groups of organisms. Species are classified into a hierarchical taxonomic system based on similarities. Geographic isolation can play a role in speciation.</td>
<td>20. Probabilities for genotype and phenotype combinations in monohybrid crosses can be modeled using a Punnett Square.</td>
<td>19. Probabilities for genotype and phenotype combinations in monohybrid crosses can be modeled using a Punnett Square.</td>
</tr>
<tr>
<td>Broad Topic</td>
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<tr>
<td>Properties of Materials and Matter</td>
<td>PreK–2</td>
<td>Grades 3–5</td>
<td>Grades 6–8</td>
<td></td>
</tr>
<tr>
<td>1. Observable properties of objects include size, shape, color, weight, and texture.</td>
<td>1. Properties of objects and materials.</td>
<td>2. Volume and mass are distinct components of density.</td>
<td>3. Appropriate tools and use of significant digits are needed to measure volume and mass.</td>
<td>4. Mass is conserved in a closed system.</td>
</tr>
<tr>
<td>2. Objects and materials are solid, liquid, or gas. Solids have a definite shape; liquids and gases take the shape of their container.</td>
<td>2. Solids, liquids, and gases have distinct properties.</td>
<td>3. Water can be changed from one state to another by adding or taking away heat.</td>
<td>9. A substance has a melting point and a boiling point, both independent of the amount of the sample.</td>
<td>10. Physical changes and chemical changes.</td>
</tr>
<tr>
<td>States of Matter, Kinetic Molecular Theory, and Thermochemistry</td>
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<tr>
<td>12. Forms of Energy</td>
<td>4. Basic forms of energy, which cause motion or create change.</td>
<td>13. Kinetic energy is transformed into potential energy &amp; vice versa.</td>
<td>14. Temperature change results from adding or taking away heat energy from a system.</td>
<td>15. Heat moves in predictable ways, from warmer to cooler objects until reaching equilibrium.</td>
</tr>
<tr>
<td></td>
<td>5. Energy can be transferred from one form to another.</td>
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<tr>
<td>Elements, Compounds, Mixtures: Atomic Structure and Nuclear Chemistry</td>
<td>5. Many elements combine in a multitude of ways to produce compounds that make up living and nonliving things.</td>
<td>6. Differences between an atom and a molecule.</td>
<td>7. Basic examples of elements and compounds.</td>
<td>8. Differences between mixtures and pure substances.</td>
</tr>
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<td>1.2 Pure substances and mixtures; heterogeneous and homogeneous mixtures.</td>
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<td>2.1 Discoveries of atomic theory, the electron, the nucleus, and the planetary model of atom led to modern theory.</td>
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<td>2.2 Rutherford’s “gold foil” experiment led to discovering the nuclear atom.</td>
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<td>2.3 The laws of conservation of mass, constant composition, and multiple proportions.</td>
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<td>2.4 Electron configurations for twenty elements.</td>
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<td>2.5 The three main types of radioactive decay and their properties.</td>
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<td>2.6 Process of radioactive decay using nuclear equations and the concept of half-life for an isotope.</td>
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<td>2.7 Nuclear fission and nuclear fusion.</td>
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</tr>
</tbody>
</table>
| Periodicity | 3.1 An element's position on the periodic table relates to its atomic number, family, and period.  
3.2 Metals, nonmetals, and metalloids on the periodic table.  
3.3 An element's position on the periodic table relates to its electron configuration and reactivity.  
3.4 Trends on the periodic table. |
| Chemical Bonding | 4.1 Atoms combine through ionic and covalent bonding. Valence electrons can predict chemical formulas.  
4.2 Lewis dot structures for simple molecules and ionic compounds.  
4.3 Electronegativity explains polar and nonpolar covalent bonds.  
4.4 Valence-shell electron-pair repulsion theory predicts molecular geometry of simple molecules.  
4.5 Hydrogen bonding in water affects a variety of physical, chemical, and biological phenomena.  
4.6 Chemical formulas for simple ionic and molecular compounds. |
| Reactions and Stoichiometry | 5.1 Conservation laws are used to balance chemical equations.  
5.2 Classifications of chemical reactions.  
5.3 The number of particles and molar mass can be determined using the mole concept.  
5.4 Percent compositions: empirical and molecular formulas.  
5.5 Mass-to-mass stoichiometry for a chemical reaction.  
5.6 Percent yield in a chemical reaction. |
| Solutions, Rates of Reaction, and Equilibrium | 7.1 Process by which solutes dissolve in solvents.  
7.2 Concentration, solution dilution, and solution stoichiometry, using molarity.  
7.3 Factors that affect the rate of dissolving.  
7.4 The properties of solutions and pure solvents.  
7.5 Factors affecting the rate of a chemical reaction.  
7.6 The factors and processes that can cause a shift in equilibrium of a system. |
| Acids and Bases and Oxidation-Reduction Reactions | 8.1 Theories of acids and bases in terms of the presence of hydronium and hydroxide ions in water, and proton donors and acceptors.  
8.2 The pH scale and acidic, basic, and neutral solutions are related to hydrogen ion concentrations.  
8.3 How a buffer works.  
8.4 Oxidation and reduction reactions and everyday examples; oxidation numbers in a reaction. |
## Strand: Physical Sciences (Introductory Physics)

<table>
<thead>
<tr>
<th>Broad Topic</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Position and Motion of Objects</strong></td>
<td></td>
</tr>
<tr>
<td>PK-8 HS</td>
<td>PreK–2</td>
</tr>
<tr>
<td>Motion and Forces</td>
<td>3. Objects can move in various ways.</td>
</tr>
<tr>
<td></td>
<td>4. Change the motion of an object by applying a force. The greater the force, the greater the change in motion.</td>
</tr>
<tr>
<td></td>
<td>5. Objects can be balanced under some conditions.</td>
</tr>
<tr>
<td>Forms of Energy</td>
<td>4. Basic forms of energy, which cause motion or create change.</td>
</tr>
<tr>
<td>Conservation of Energy and Momentum</td>
<td>5. Energy can be transferred from one form to another.</td>
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<td>2. Objects and materials are solid, liquid, or gas. Solids have a definite shape; liquids and gases take the shape of their container.</td>
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<td>2. Solids, liquids, and gases have distinct properties.</td>
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<td></td>
<td>3. Water can be changed from one state to another by adding or taking away heat.</td>
</tr>
<tr>
<td>Waves and Radiation</td>
<td>Sound and Light Energy</td>
</tr>
<tr>
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</tr>
<tr>
<td>1. Sound is produced by vibrating objects and materials.</td>
<td>11. Sound is produced by vibrating objects and materials.</td>
</tr>
<tr>
<td>2. Sound waves are longitudinal, meaning they vibrate parallel to the direction of wave travel.</td>
<td>12. Light travels in a straight line.</td>
</tr>
<tr>
<td>3. Sound waves are mechanical waves that require a medium to travel.</td>
<td>12. Light is a form of electromagnetic radiation.</td>
</tr>
<tr>
<td>4. Sound waves require a medium to travel, whereas electromagnetic waves do not.</td>
<td>13. Light and sound travel at different speeds in different media.</td>
</tr>
<tr>
<td>5. Sound waves cause particles in the medium to vibrate.</td>
<td>14. Light is a form of electromagnetic radiation.</td>
</tr>
<tr>
<td>6. Electromagnetic waves are transverse waves that travel through space and do not require a medium.</td>
<td>15. The effect of heat on a system can be observed through a change in temperature.</td>
</tr>
<tr>
<td>7. The speed of sound increases with increasing temperature.</td>
<td>16. Heat moves in a predictable pattern.</td>
</tr>
<tr>
<td>Broad Topic</td>
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</tr>
</tbody>
</table>
1.2 Possible uses for natural and human-made materials.  
1.3 Safe and proper use of tools and materials to construct simple structures. |
| PreK–2 | 1.1 Materials used to accomplish a design task based on specific properties.  
1.2 Appropriate materials and tools to construct a prototype safely.  
1.3 Differences between simple and complex machines. |
| Grades 3–5 | 1.1 Appropriate materials for design tasks based on specific properties and characteristics.  
1.2 Appropriate tools used to hold, lift, carry, fasten, and separate, and their safe and proper uses.  
1.3 Safe and proper use of tools and machines needed to construct a prototype. |
| Grades 6–8 | 2.1 Steps of the engineering design process.  
2.2 Methods of representing solutions to a design problem.  
2.3 The purpose of a prototype.  
2.4 Appropriate materials, tools, and machines to construct a prototype.  
2.5 Design features and cost limitations affect the construction of a prototype.  
2.6 The five elements of a universal systems model. |
| High School | 1.1 Steps of the engineering design process.  
1.2 The engineering design process is used to solve problems, advance society, and modify technologies, objects, and processes.  
1.3 Multi-view drawings and pictorial drawings are produced using various techniques.  
1.4 Scale and proportion are applied to orthographic projections and pictorial drawings.  
1.5 Plans, diagrams, and working drawings are used in the construction of prototypes and models. |
| Engineering Design | 2.1 Tools and simple machines used for a specific purpose.  
2.2 Human beings and animals use parts of the body as tools. |
| Communication | 3.1 Components of a communication system.  
3.2 Appropriate tools, machines, and electronic devices used to produce and/or reproduce design solutions.  
3.3 Communication technologies and systems.  
3.4 How symbols and icons are used to communicate a message. |
| | 6.1 Information travels through various media.  
6.2 Differences between digital and analog signals; how communication devices employ digital and analog technologies.  
6.3 How the various components and processes of a communication system function.  
6.4 Applications of laser and fiber optic technologies.  
6.5 Application of electromagnetic signals in fiber optic technologies, including critical angle and total internal reflection. |
| Manufacturing | 4.1 Manufacturing systems of custom and mass production.
4.2 Impacts of interchangeable parts, components of mass-produced products, and the use of automation.
4.3 Manufacturing organization.
4.4 Basic processes in manufacturing systems. |
| Construction | 5.1 Parts of a structure.
5.2 Three major types of bridges and their appropriate uses.
5.3 The forces of tension, compression, torsion, bending, and shear affect the performance of bridges.
5.4 Effects of load and structural shape on bridges. |
| Transportation | 6.1 Transportation systems and devices that operate on or in land, air, water, and space.
6.2 Possible solutions to transportation problems, using the universal systems model.
6.3 Three subsystems of a transportation vehicle or device.
6.4 Lift, drag, friction, thrust, and gravity in a vehicle or device. |
| Bioengineering | 7.1 Adaptive and assistive devices.
7.2 Adaptive and assistive bioengineered products. |
| Fluid Systems | 3.1 Differences between open and closed fluid systems.
3.2 Hydraulic and pneumatic systems and how each relates to manufacturing and transportation systems.
3.3 The ability of a hydraulic system to multiply distance, multiply force, and effect directional change.
3.4 The velocity of a liquid moving in a pipe varies inversely with changes in the pipe's cross-sectional area.
3.5 Sources of resistance for water moving through a pipe. |
<table>
<thead>
<tr>
<th>Bread Topic</th>
<th>PreK–2</th>
<th>Grades 3–5</th>
<th>Grades 6–8</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thermal Systems</td>
<td></td>
<td></td>
<td></td>
<td>4.1 Differences among conduction, convection, and radiation in a thermal system.</td>
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<td></td>
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<td></td>
<td>4.2 Conduction, convection, and radiation are considered in the selection of materials for buildings and in the design of a heating system.</td>
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<td></td>
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<td>4.3 Environmental conditions influence the design of buildings.</td>
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<td>4.4 Alternatives to nonrenewable energies.</td>
</tr>
<tr>
<td>Electrical Systems</td>
<td></td>
<td></td>
<td></td>
<td>5.1 Measure and calculate voltage, current, resistance, and power consumption in series and parallel circuits.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5.2 Components of a circuit.</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>5.3 Relationships among voltage, current, and resistance in a simple circuit, using Ohm's law.</td>
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<tr>
<td></td>
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<td></td>
<td>5.4 Resistance is affected by external factors.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>5.5 Alternating current and direct current.</td>
</tr>
</tbody>
</table>
Exhibit 2 – Life Lessons Through the Power of Gardening

LIFE LESSONS THROUGH THE POWER OF GARDENING
Outdoor Classroom Curriculum Overview for Northwest Indiana STEM Charter School (NiSe)

Gary Freedom School (GFS) Mission

The Gary Freedom School (GFS) is a place where students are educated to become powerful, community-focused leaders and agents of social change through student-centered teaching. The GFS is an initiative of Highly Flavored, Inc., an organization that assists in the leadership development of children and teens through life-skills management training, empowerment programs and mentoring support services.

Outdoor Classroom Program Overview

As we move through the twenty-first century, the huge challenge will be to create ecologically sustainable communities. We can teach students important lessons by studying current sustainable communities of plants, insects, animals and microorganisms. It is important students become ecologically literate and the most practical place to teach this within an outdoor classroom setting.

The GFS also believes students must be empowered on all levels of literacy to think and figure out things on their own. We aim to tie life-skills management training directly into the Outdoor Classroom Program using the nationally recognized Arise Life-Skills Management curriculum. Students will take ownership of the outdoor classroom and enjoy harmony in working together because they have been taught the importance of cooperative learning.

General descriptions of the program’s overview, program’s roles, program’s structure and program’s maintenance are detailed below:

<table>
<thead>
<tr>
<th>Program Overview</th>
<th>This program will provide academic and an empowerment component to all NiSe students.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This program will nurture the curiosity of students by allowing them to ask relevant questions, develop processes for thinking and searching for answers.</td>
</tr>
<tr>
<td></td>
<td>The outdoor classroom will challenge students to learn the principals of “ecology” also commonly called “the language of nature.”</td>
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<tr>
<td></td>
<td>The program will be 100% student driven, removing elements of Adultism that hinder student leadership growth.</td>
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<tr>
<td></td>
<td>Students will learn the importance of working as a team to achieve a common goal.</td>
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<tr>
<td></td>
<td>Students will learn the value of maintaining good character in order to promote and sell a plan to their peers, subordinates and the community at large.</td>
</tr>
<tr>
<td></td>
<td>Students will learn the importance of taking responsibility as a result of their choices and actions.</td>
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<tr>
<td></td>
<td>The outdoor classroom will be a vehicle used to train students on how to become ambassadors for movements they create.</td>
</tr>
</tbody>
</table>

| Program Roles | Students - “Students Rule” means the outdoor classroom will be owned and operated by the students. The more students are involved in planning and building the outdoor classroom, the greater sense of ownership they will feel. Students will be involved in designing the outdoor classroom plan, making garden signs, constructing green houses or sheds, analyzing soil just to name a few of their |

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LIFE LESSONS THROUGH THE POWER OF GARDENING
Outdoor Classroom Curriculum Overview for Northwest Indiana STEM Charter School (NiSe)

<table>
<thead>
<tr>
<th>Program Structure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students will be required to keep a Garden Journal to record observations, collect data, make analyses of his/her experiments and keep records and drawings of the outdoor classroom.</td>
<td></td>
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<tr>
<td>As planning begins for the outdoor classroom there will be endless opportunities for integrating all curriculum areas into the program.</td>
<td></td>
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<tr>
<td>Teachers will be encouraged to use the outdoor classroom to conduct classes of their choice throughout the year. As the program progresses several outdoor classrooms can be created.</td>
<td></td>
</tr>
<tr>
<td><strong>Examples of how academic subjects will be incorporated into the outdoor classroom program are as follows:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Research</strong> – As a group, students will be asked to gather background information to help develop garden themes. They will read materials to research information and then write their plans.</td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong> – In analyzing garden data and measuring garden and plant placement, students will be applying math skills.</td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies/Science</strong> – In studying the effects of erosion on soil, there will be opportunities to integrate these two subject areas.</td>
<td></td>
</tr>
<tr>
<td><strong>The Arts</strong> – Sitting quietly in the outdoor classroom and drawing plants or animals they see applies the student’s drawing skills to natural history observations. Here photography, drawing, history and science will be intertwined.</td>
<td></td>
</tr>
</tbody>
</table>

Gary Freedom School Staff – This group will serve as the project managers and central organizing body that gets the outdoor classroom growing. GFS staff will work with teachers, and students to determine what the outdoor classroom will look like as well as what resources and materials to collect and who will accomplish which tasks. This group will also troubleshoot and organize volunteers and community support for the garden. GFS staff will also integrate life-skills lessons into all facets of the program.

Administrator(s) – It is important to have the support of the principal and dean, who will be key in development of the outdoor classroom, approving staff time for necessary training and curriculum incorporation and acting as leaders in the community to finding outside funding sources. Administrators will also act as an advocate outside of the school and ambassadors to the school district and community, promoting the outdoor classroom.

Teachers – Teachers will be the liaison between the students and GFS staff and will be the catalyst for the outdoor classroom. Teacher involvement also assures all subject matters are tied into the garden program and outdoor classroom space. Teachers can also represent the principal in decision making and promoting the plan to the community.

Custodial Staff – School custodians/janitors will be involved in the outdoor classroom planning and maintenance activities.
Each year students will document what they created in the outdoor classroom and this information will be passed on to the next class, creating the outdoor classroom's own History.

Students will select a theme for the outdoor classroom. The outdoor classroom can begin with just one theme or various class grades can select their own themes creating several gardens.

**Examples of themes are:**

**History Garden** – Students pick a time in history and investigate what was growing during that time and develop a garden matching that time period.

**Butterfly Garden** – Students research what butterflies live in the area and what types of plants they depend on.

**Ecosystem Garden** – Students research what the present area looked like before buildings where placed there and recreate what the area once looked like.

**Nutrition Garden** – The garden can be used to help students learn where food comes from. Students can be taught the methods of maintaining an urban farm and sustainable food sources. The class can put together a cookbook using crops from the garden.

The outdoor classroom program will establish a community support system to assist in coordinating various community activities and develop greater community awareness. Volunteers can contribute to what the outdoor classroom and school needs.

Students and GFS staff will work together to select a site for the outdoor classroom. Students will learn the importance of what must be considered: Sunlight, water access, drainage, accessibility, security, visibility.

**ANY site can be transformed into a thriving outdoor classroom!**

Individual beds/planters can be allocated for each class to plan, plant, care for and harvest as well as a common area that the entire school can harvest together.

Students and teachers will identify the purpose of each individual garden within the outdoor classroom. Will it be to teach math, social studies, science or another subject? The outdoor classroom will have the ability to teach all disciplines successfully by using indoor raised bed gardens during the onset of the program.

The outdoor classroom can be designed and mapped out by letting classes or grades compete through a student contest. This assures that students design the space.

During the design process students, teachers and GFS staff will identify what will go in the outdoor classroom. Examples include: Outdoor classroom and meeting areas which will include outdoor chairs and benches; beds or planting areas for each class; community growing area for schoolwide or communitywide plantings; special project area for student experiments; compost area (this area will be set aside to collect compost materials and building compost piles); tool shed or storage area, greenhouse or cold frame.
LIFE LESSONS THROUGH THE POWER OF GARDENING
Outdoor Classroom Curriculum Overview for Northwest Indiana STEM Charter School (NISe)

| Program Maintenance | The Outdoor Classroom Program can immediately generate local funds and donations. Contributions can come from local nurseries, home improvement stores, local farmers, contracting-companies, etc.

The program will rely heavily on community volunteers who will take a strong interest in the garden and possibly offer workshops for students and other in-kind services.

In order to minimize vandalism the Outdoor Classroom Program will seek to involve the community outside of the school as well as the immediate school community. The program will include ALL students even if they are not actively gardening.

The GFS staff, along with students who want to stay engaged with the garden during school closures, will maintain the garden during the holidays and summer. Community volunteers will also be encouraged to assist when students are out of school.

Another option for year around maintenance of the outdoor classroom is to create a summer program for the community at the school for families or community members who want to enhance their knowledge of gardening. This could be a fee generated program.

The Outdoor Classroom Program will sponsor special events throughout the year that involve the community. Examples are spring flower events and giveaways, Halloween/Fall festivals, etc.

One of the primary sustainable activities for the Outdoor Classroom Program will be the operating of a farmers market for the community at-large. Funds generated from the market will support the Outdoor Classroom Program.

In prepping the outdoor classroom, students and staff will: 1. test soil conditions and learn how to recognize healthy soil to plant in (science focus); 2. stake out planting beds by researching and measuring the how large the beds must be, how far plants should be from each other and how deep plants so be planted (math focus); 3. double dig the area to loosen the soil for planting or for building urban raised beds.

Students will develop an Outdoor Classroom Checklist that will be used and primarily maintained by students. Checklist categories are: 1. Planning the Garden; 2. Breaking Ground; 3. Maintaining the Garden; 4. Managing the Garden.

The outdoor classroom curriculum will be taught in a “Student-Centered Environment” where techniques of cooperative learning will be applied. Small group cooperative learning will be very effective for the outdoor classroom setting. Students will be divided into small groups and assigned specific tasks when observing garden activity.

Once students identify the garden’s purpose and theme they will be challenged to research “what to plant and when.” The outdoor classroom will operate on a continuous growing cycle; plants will grow through the year. Lettuce and carrots are fast growing crops that can harvest right after the winter and grow in early spring before school is out. Tomatoes, pumpkins and corn are slow-growing crops that can be grown before school is out and students can harvest in the fall when they return.

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LIFE LESSONS THROUGH THE POWER OF GARDENING
Outdoor Classroom Curriculum Overview for Northwest Indiana STEM Charter School (NiSe)

| It is critical to keep the outdoor classroom in the public eye through various forms of media coverage, such as newspaper press releases, radio and TV. Members of the press will be invited to school's outdoor classroom events. Good public relations of the outdoor classroom will involve training students on how to promote their plans. Students can make guest appearances on local radio and TV shows. |

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

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

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

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

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

<table>
<thead>
<tr>
<th>Clear Standards</th>
<th>Clear, high standards that establish what all students need to know and be able to accomplish.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fair Assessments</td>
<td>Fair assessments aligned to the standards.</td>
</tr>
<tr>
<td>Curriculum Framework</td>
<td>A framework specifying Big Ideas, Concepts, and Competencies in each subject area/at each grade level.</td>
</tr>
<tr>
<td>Instruction</td>
<td>Aligned instruction--aligning instruction with standards involves identifying strategies that are best suited to help students achieve the expected performance.</td>
</tr>
<tr>
<td>Materials and Resources</td>
<td>Materials that address the standards.</td>
</tr>
<tr>
<td>Interventions</td>
<td>A safety net/intervention system that insures all students meet</td>
</tr>
</tbody>
</table>
**Components of NiSe’s Middle and Secondary RtI model**

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

**NiSe’s Middle grades RtI:**

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

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

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

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

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

**NiSe’s High School RtI**

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

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

**Tier 1:** Enhanced English/Language Arts Core w/ Academic Literacy/Reading Apprenticeship, Differentiated Instruction Co-Teaching, Power Teaching Common Assessments, Positive Behavior Intervention Support, Advisory Programs (building relationships/mentoring/goal setting), Prevention Program, Parent on-line access to grades, attendance, behavior
Continuum of Time, Intensity and Data Increase - the Percentage of Students Requiring Supports decreases

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

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

The following criteria guided the standards development workgroups in setting the draft college and career readiness standards.

Preamble: The Common Core State Standards define the rigorous skills and knowledge in English Language Arts and Mathematics that need to be effectively taught and learned for students to be ready to succeed academically in credit-bearing, college-entry courses and in workforce training programs. These standards have been developed to be:

- Fewer, clearer, and higher, to best drive effective policy and practice;
- Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
- Inclusive of rigorous content and applications of knowledge through higher-order skills, so that all students are prepared for the 21st century;
- Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society; and
- Research and evidence-based.

The standards intend to set forward thinking goals for student performance based in evidence about what is required for success. The standards developed will set the stage for US education not just beyond next year, but for the next decade, and they must ensure all American students are prepared for the global economic workplace. Furthermore, the standards created will not lower the bar but raise it for all students; as such, we cannot narrow the college-ready focus of the standards to just preparation of students for college algebra and English composition and therefore will seek to ensure all students are prepared for all entry-level, credit-bearing, academic college courses in English, mathematics, the sciences, the social sciences, and the humanities. The objective is for all students to enter these classes ready for success (defined for these purposes as a C or better).

Goal: The standards as a whole must be essential, rigorous, clear and specific, coherent, and internationally benchmarked.

Essential: The standards must be reasonable in scope in defining the knowledge and skills students should have to be ready to succeed in entry-level, credit-bearing, academic college courses and in workforce training programs.

Workforce training programs pertain to careers that:
1) Offer competitive, livable salaries above the poverty line
2) Offer opportunities for career advancement
3) Are in a growing or sustainable industry
College refers to two- and four-year postsecondary schools

Entry-level, credit-bearing, academic college courses (e.g. English, mathematics, sciences, social sciences, humanities)

Rigorous: The standards will include high-level cognitive demands by asking students to demonstrate deep conceptual understanding through the application of content knowledge and skills to new situations.

High-level cognitive demand includes reasoning, justification, synthesis, analysis, and problem-solving.

Clear and Specific: The standards should provide sufficient guidance and clarity so that they are teachable, learnable, and measurable. The standards will also be clear and understandable to the general public.

Quality standards are precise and provide sufficient detail to convey the level of performance expected without being overly prescriptive. (the “what” not the “how”). The standards should maintain a relatively consistent level of grain size.

Teachable and learnable: Provide sufficient guidance for the design of curricula and instructional materials. The standards must be reasonable in scope, instructionally manageable, and promote depth of understanding.

The standards will not prescribe how they are taught and learned but will allow teachers flexibility to teach and students to learn in various instructionally relevant contexts.

Measureable: Student attainment of the standards should be observable and verifiable and the standards can be used to develop broader assessment frameworks

Coherent: The standards should convey a unified vision of the big ideas and supporting concepts within a discipline and reflect a progression of learning that is meaningful and appropriate.

Grade-by-grade standards: The standards will have limited repetition across the grades or grade spans to help educators align instruction to the standards.

Internationally benchmarked: The standards will be informed by the content, rigor, and organization of standards of high-performing countries so that all students are prepared for succeeding in our global economy and society.
Application of Common Core State Standards for English Language Learners

The National Governors Association Center for Best Practices and the Council of Chief State School Officers strongly believe that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English language learners (ELLs). However, these students may require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.

ELLs are a heterogeneous group with differences in ethnic background, first language, socioeconomic status, quality of prior schooling, and levels of English language proficiency. Effectively educating these students requires diagnosing each student instructionally, adjusting instruction accordingly, and closely monitoring student progress. For example, ELLs who are literate in a first language that shares cognates with English can apply first-language vocabulary knowledge when reading in English; likewise ELLs with high levels of schooling can often bring to bear conceptual knowledge developed in their first language when reading in English. However, ELLs with limited or interrupted schooling will need to acquire background knowledge prerequisite to educational tasks at hand. Additionally, the development of native-like proficiency in English takes many years and will not be achieved by all ELLs especially if they start schooling in the US in the later grades. Teachers should recognize that it is possible to achieve the standards for reading and literature, writing & research, language development and speaking & listening without manifesting native-like control of conventions and vocabulary.

English Language Arts

The Common Core State Standards for English language arts (ELA) articulate rigorous grade-level expectations in the areas of speaking, listening, reading, and writing to prepare all students to be college and career ready, including English language learners. Second-language learners also will benefit from instruction about how to negotiate situations outside of those settings so they are able to participate on equal footing with native speakers in all aspects of social, economic, and civic endeavors.

ELLs bring with them many resources that enhance their education and can serve as resources for schools and society. Many ELLs have first language and literacy knowledge and skills that boost their acquisition of language and literacy in a second language; additionally, they bring an array of talents and cultural practices and perspectives that enrich our schools and society. Teachers must build on this enormous reservoir of talent and provide those students who need it with additional time and appropriate instructional support. This includes language proficiency standards that teachers can use in conjunction with the ELA standards to assist ELLs in becoming proficient and literate in English. To help ELLs meet high academic standards in language arts it is essential that they have access to:

* Teachers and personnel at the school and district levels who are well prepared and qualified to support ELLs while taking advantage of the many strengths and skills they bring to the classroom;
• Literacy-rich school environments where students are immersed in a variety of language experiences;
• Instruction that develops foundational skills in English and enables ELLs to participate fully in grade-level coursework;
• Coursework that prepares ELLs for postsecondary education or the workplace, yet is made comprehensible for students learning content in a second language (through specific pedagogical techniques and additional resources);
• Opportunities for classroom discourse and interaction that are well-designed to enable ELLs to develop communicative strengths in language arts;
• Ongoing assessment and feedback to guide learning; and
• Speakers of English who know the language well enough to provide ELLs with models and support.

Mathematics
ELLs are capable of participating in mathematical discussions as they learn English. Mathematics instruction for ELL students should draw on multiple resources and modes available in classrooms—such as objects, drawings, inscriptions, and gestures—as well as home languages and mathematical experiences outside of school. Mathematics instruction for ELLs should address mathematical discourse and academic language. This instruction involves much more than vocabulary lessons. Language is a resource for learning mathematics; it is not only a tool for communicating, but also a tool for thinking and reasoning mathematically. All languages and language varieties (e.g., different dialects, home or everyday ways of talking, vernacular, slang) provide resources for mathematical thinking, reasoning, and communicating.

Regular and active participation in the classroom—not only reading and listening but also discussing, explaining, writing, representing, and presenting—is critical to the success of ELLs in mathematics. Research has shown that ELLs can produce explanations, presentations, etc. and participate in classroom discussions as they are learning English.

ELLs, like English-speaking students, require regular access to teaching practices that are most effective for improving student achievement. Mathematical tasks should be kept at high cognitive demand; teachers and students should attend explicitly to concepts; and students should wrestle with important mathematics.

Overall, research suggests that:
• Language switching can be swift, highly automatic, and facilitate rather than inhibit solving word problems in the second language, as long as the student’s language proficiency is sufficient for understanding the text of the word problem;
• Instruction should ensure that students understand the text of word problems before they attempt to solve them;
• Instruction should include a focus on “mathematical discourse” and “academic language” because these are important for ELLs. Although it is critical that
students who are learning English have opportunities to communicate mathematically, this is not primarily a matter of learning vocabulary. Students learn to participate in mathematical reasoning, not by learning vocabulary, but by making conjectures, presenting explanations, and/or constructing arguments; and

While vocabulary instruction is important, it is not sufficient for supporting mathematical communication. Furthermore, vocabulary drill and practice are not the most effective instructional practices for learning vocabulary. Research has demonstrated that vocabulary learning occurs most successfully through instructional environments that are language-rich, actively involve students in using language, require that students both understand spoken or written words and also express that understanding orally and in writing, and require students to use words in multiple ways over extended periods of time. To develop written and oral communication skills, students need to participate in negotiating meaning for mathematical situations and in mathematical practices that require output from students.
Application to Students with Disabilities

The Common Core State Standards articulate rigorous grade-level expectations in the areas of mathematics and English language arts. These standards identify the knowledge and skills students need in order to be successful in college and careers.

Students with disabilities—students eligible under the Individuals with Disabilities Education Act (IDEA)—must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. These common standards provide an historic opportunity to improve access to rigorous academic content standards for students with disabilities. The continued development of understanding about research-based instructional practices and a focus on their effective implementation will help improve access to mathematics and English language arts (ELA) standards for all students, including those with disabilities.

Students with disabilities are a heterogeneous group with one common characteristic: the presence of disabling conditions that significantly hinder their abilities to benefit from general education (IDEA 34 CFR §300.39, 2004). Therefore, how these high standards are taught and assessed is of the utmost importance in reaching this diverse group of students.

In order for students with disabilities to meet high academic standards and to fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing, speaking and listening (English language arts), their instruction must incorporate supports and accommodations, including:

- supports and related services designed to meet the unique needs of these students and to enable their access to the general education curriculum (IDEA 34 CFR §300.34, 2004).
- An Individualized Education Program (IEP) which includes annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards.
- Teachers and specialized instructional support personnel who are prepared and qualified to deliver high-quality, evidence-based, individualized instruction and support services.

Promoting a culture of high expectations for all students is a fundamental goal of the Common Core State Standards. In order to participate with success in the general curriculum, students with disabilities, as appropriate, may be provided additional supports and services, such as:

- Instructional supports for learning—based on the principles of Universal Design for Learning (UDL)—which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.

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1 According to IDEA, an IEP includes appropriate accommodations that are necessary to measure the individual achievement and functional performance of a child.

2 UDL is defined as "a scientifically valid framework for guiding educational practice that (a) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (b) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains
• Instructional accommodations (Thompson, Morse, Sharpe & Hall, 2005) — changes in materials or procedures — which do not change the standards but allow students to learn within the framework of the Common Core.

• Assistive technology devices and services to ensure access to the general education curriculum and the Common Core State Standards.

Some students with the most significant cognitive disabilities will require substantial supports and accommodations to have meaningful access to certain standards in both instruction and assessment, based on their communication and academic needs. These supports and accommodations should ensure that students receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of the Common Core State Standards.

References

Individuals with Disabilities Education Act (IDEA), 34 CFR §300.34 (a). (2004).


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high achievement expectations for all students, including students with disabilities and students who are limited English proficient.” by Higher Education Opportunity Act (PL 110-135)

“Where students matter”
Letter from the Principal

August 2013

Dear Students and Parents:

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

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

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

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

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

Sincerely,

School Leader/Principal
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Bullying Prevention and Behavior ................................................................. 36
Weapons in School or on School Grounds ...................................................... 36
Student Searches .......................................................................................... 36
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Section 1 - School Overview

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

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

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

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

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

Leadership
The Board will function under the umbrella of the TRON/AGEK Educational Foundation, Inc. This Board will be comprised of nine members. The NiSe’s Board of Trustees of the will work with the Chief Executive Officer, School Leader/Principal, and Chief Operating Officer to ensure that your child receives an education that will prepare them for our new global society. The Board will support efforts to promote, develop and implement programs which meet the learning needs of students in cognitive, affective and psychomotor performance and behavior on an individual student basis according to Indiana law
2013-2015 Board of Trustees
, President
, Vice-President
, Secretary
, Treasurer
, Community member
, Parent member
, Parent member
, Board member
, Board member

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

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

Location
Northwest Indiana Science and Engineering (NiSe) Charter School
7525 Taft Street
Merrillville, IN 46410
Office: (219)
Fax: (219)
Email:
Website:

Hours of Operation
Regular Schedule
August to June
Monday – Friday
8:00am – 4:00pm
### Summer Schedule
June and July
Monday – Thursday
7:30am – 11:55am

### School Calendar 2013-2014

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

#### Days of school
191

#### Length of school day
8:00am – 4:00pm

#### Breakfast
7:30am – 7:55am

#### Lunch
11:00am – 12:00pm
**Weekly**
7 classes for 55 minutes daily -some classes will alternate during week (e.g. choir, gym, arts)

STEM block consist of Science, Technology, Engineering and Math
Section 2 – Office Information

Office Information
The administrative offices will remain open from 8:00 a.m. to 3:30 p.m.

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

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

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

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

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

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

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

Insurance
NiSe provides accident coverage for all NiSe students. The coverage is for medical bills resulting from accidents only and is limited to school sponsored and supervised functions only. This coverage is excess coverage and payment is made only after payment has been made by your primary carrier.
Health/Illness/Injury
A school nurse is available on a scheduled basis. A student who becomes ill during the school day and needs to leave class must report to the nurse’s office or main office for assistance. Any medication (prescription and non-prescription) brought to school must be brought to the school nurse or main office. Prior to dispensing medication to a student, the school must have written instructions from a physician and parents.

School Closing/Emergencies
During periods of inclement weather it is sometimes necessary to close school. Students and parents are requested to listen to local radio stations for information. Please do not call the radio station or school officials. All available information will be given as soon as possible and repeated at regular intervals thereafter.
Section 3 – General Information

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

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

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

Parent Involvement and Communications
We will hold a community meeting once a month starting in Jan. 2013 advising the community on the status of the school and listening to the public for feedback and concerns. Parents and community members are invited to apply to the NiSe Parent Advisory Council where parents will be invited to board meetings on a quarterly basis to listen and give feedback on school activities and academic planning.

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

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

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

Health and Safety

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

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

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

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

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

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

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

**Note:** A legal document is required to support any questions of custody between divorced or separated parents. Unless the Chief Administrative Officer is informed otherwise, either natural parent is considered to have access to or request dismissal of a student.
Solicitation
Solicitation of or by any student, parent, or staff member on school property for any cause except those authorized by the Chief Administrative Officer is strictly prohibited.

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

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

Use of Cell Phones
Cell phones are PROHIBITED in classroom. If a student brings a cell phone to school, they must leave it their lockers during school hours.
Section 4 - Curriculum and Instructional Methods

Education Program - Program Overview

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

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

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

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

The goal of our educational framework for 5-12 grade STEM education is to ensure that by the end of 12th grade, all students:
- Will have an appreciation for the sciences
- Will have a knowledge of science and engineering to engage or debate in public discussion on STEM issues
- Are knowledgeable of scientific technological information as it relates to their lives
- Are able to continue to learn about STEM subjects beyond secondary school; and have the skills for STEM careers

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

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

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

**Basic Learning Environment**

Our learning environment will always be scientific and hands-on. Our hope is through our academic program students will build up accurate generalizations or scientific principles using Indiana standards and acquire a problem-solving attitude of mind. The only and best way to do that is to match students with the best teachers as mentors and allow the students to be inquisitive and free to test for results. Our teacher’s purpose will be to see that they develop ideals of scientific inquiry through classroom instruction that includes reading and writing, accurate observations and tested knowledge drawn from textbooks and in-class projects. There will be no more than 20 students to every teacher (20:1). Students will study independently and in groups. There will two classroom-based laboratories for students to apply their academic preparation.

**Planned Curriculum**

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

The graduation requirements of NiSe are as follows:

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>8</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies (one in U.S. Gov’t and one in U.S. History)</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>Health</td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTAL REQUIREMENTS** 22 credits

**Electives** 16 credits

**TOTAL REQUIRED FOR GRADUATION** 38 credits

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

**Class Changes**

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

**Failure Reports**

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

**Honor Roll**

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

**Semester Exams**

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

**Transfer**

A withdrawal and/or transfer student needs to report to the guidance counselor’s office to complete the procedure. The student reports to the bookstore for return of his/her rental textbooks and payment of any fees that may be outstanding. Transfer of grades will not be
completed until the student has paid for any outstanding fees. The student will then return to the office and the withdrawal/transfer will be completed.

**Progress Reports and Report Cards**
Parents will be notified of students’ academic progression by progress reports. Progress reports will be mailed according to the following schedule.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Progress Report Card Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School (9-12 Grade)</td>
<td>December</td>
</tr>
<tr>
<td>Middle School (6-8th Grade)</td>
<td>January</td>
</tr>
<tr>
<td>5th Grade</td>
<td>March</td>
</tr>
</tbody>
</table>

**Textbooks and Supplies**
NiSe furnishes textbooks and instructional materials that remain school property. Parents may be required to reimburse the school for lost or damaged books, before new books are issued. Students are asked to furnish some of their own supplies.
Section 5 – School Policies

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

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

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

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

Application Period – Jan - April, 2013
NiSe will accept applications for attendance from anywhere in Indiana, in accordance with the state charter school law. The marketing emphasis of the school will, however, focus on the Northwest Indiana area. NiSe will engage in no policies, which discriminate against students on account of race, gender, religion, national origin, ancestry or color or disability.

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

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

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

There are no enrollment restrictions priorities for which the school is based. NiSe proposes to
serve 400 students who live in the target area by the year 2017. If the school is undersubscribed, children will be accepted into admission. If the school is oversubscribed in any year, they will be entered in a lottery and all lottery policies will apply.

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

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

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

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

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

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

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

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

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

**Extra-curricular Activities**

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

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

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

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

**Field Trip Policy**

The Principal and Dean of Students will monitor and determine student eligibility to participate in field trips. Cultural and educational field trips are scheduled during each school year. Trips are planned to enhance the educational process and must be relevant to what the students are studying at the time the field trip is planned.
Permission slips from parents must be signed and returned to the teacher before a student may participate in any field trip. Students must have written parental approval before going on a field trip.

**Uniform Dress Code Policy**
The Dean of Students will monitor and enforce the Uniform Dress Code Policy.

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

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

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

**GYM Uniform for Boys and Girls**
- Navy sweats or shorts with a white t-shirt (NiSe) logo shirt or plain only,
  - Only ankle length sweat pant legs can be worn
- White low-top gym shoes – Permitted only on gym days
- White gym socks
Restrictions
Students may not wear the following in school:

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

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

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

Uniforms are available for purchase by contacting Ms. Alisha Jones @219-0000.

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

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

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

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

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

**Absence Policy**
The Dean of Students will monitor and enforce the Absence Policy.

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

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

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

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

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

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

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

Continuous infractions of this policy may result in expulsion

Truancy Policy
The Dean of Students will monitor and enforce the Truancy Policy.

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

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

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

Graduation Policy
The Principal will monitor and enforce the Graduation Policy.

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

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

Should a student does not meet the above requirements:
1. He/she must attend summer school to make up any deficiencies. These students will not be permitted to participate in graduation exercises.

2. If a student has consistently failed most subjects in Semesters 1, 2, 3, it is likely that the student will not be able to pass Grade 8. Summer School attendance is not sufficient time to teach all of the material that the student has missed over the course of an academic year, and that student will most likely be retained in Grade 8 for the following school year.

3. Students reaching age 15 by the end of the calendar year who do not meet the academic standards will not receive a graduation diploma, but rather a certificate of attendance.

Promotion Policy
The Principal will monitor and enforce the Promotion Policy.

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

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

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

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

Student classification is the final decision of the Principal.

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

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

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

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

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

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

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

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

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

Procedural Guidelines for Students with Disabilities
The Principal will monitor and enforce the Procedural Guidelines for Students with Disabilities.

NiSe’s staff may suspend students with disabilities and cease educational services for up to ten consecutive or ten cumulative school days in one school year without providing special education procedural safeguards. When school staff anticipates a recommendation to an alternative school, a referral for expulsion, or anticipates that suspensions may exceed ten cumulative school days, the following apply:

1. NiSe staff must provide written notice to their parent or guardian that a disciplinary action is being considered and the date of an Individualized Education Program (IEP) meeting, which must be held within ten days of the date of this misconduct.
2. The IEP team must:
   a. Determine whether the misconduct is related to the student’s disability by reviewing evaluation and diagnostic results, information from the
parent/guardian, observations of the student, and the student’s IEP and placement. The behavior is not a manifestation of a student’s disability if:

i. The student was given appropriate special education supplementary aides and intervention strategies, and

ii. The disability does not impair the ability to control behavior

b. Review and revise, if necessary, the behavior intervention plan or, as necessary, develop a functional behavior assessment and intervention plan to address the misconduct

c. Include in the IEP those services and modifications that will enable the student to continue to participate in the general curriculum and address the behavior so that it will not recur

d. Determine the appropriateness of an interim educational setting

If the student’s behavior is not a manifestation of the disability, school staff may apply the NiSe Discipline Code, taking into consideration the student’s special education and disciplinary records. In no event, however, may the student be suspended for more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services.

If the student’s behavior is a manifestation of the disability, the student’s placement may be changed to an appropriate interim educational setting for 45 days if the student carried a weapon to school or a school function, knowingly possessed or used illegal drugs, sold or solicited the sale of a controlled substance while at school or at a school function, or is substantially likely to cause injury to himself/herself or others.

Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative education setting.

New federal regulations offer some flexibility in suspending students with disabilities in excess of ten school days in the school year in certain circumstances. In order to determine whether the circumstances permit a suspension in excess of ten days per school year, consultation by NiSe staff is absolutely necessary. Without such consultation and approval from the Board the current procedures limiting suspension from disabled students to ten school days in a school year will continue to apply.
Section 6 - Code of Conduct Policy

The Dean of Students will monitor and enforce the Code of Conduct Policy.

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

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

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

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

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

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

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

A teacher is authorized to immediately remove a student from the teacher’s classroom if the student’s behavior:
1. Violates the code of conduct adopted by NiSe
2. Is dangerous, unruly, or disruptive
3. Seriously interferes with the ability of the teacher to teach the class or other students to learn
A student with a disability may be removed from class and placed in an alternative educational setting only to extent authorized by state and federal laws and regulations.

** Discipline Code **

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

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

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

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

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

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

** Category 1 **

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

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

Students who commit any of these acts are subject to teacher-student conferences as a result of a first offense and may, as a result of repeated violations and depending on the circumstances, be subject to the maximum penalty of a one-day, in-school suspension. As a supplement and/or alternative to suspension, school staff may require students to complete between 1 and 8 hours of public service as commensurate with the seriousness of offense(s).
Category 2
These acts of misconduct include, but are not limited to, the following student behaviors that disrupt the educational process at NiSe.

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

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

Category 3
These acts misconduct those student behaviors that very seriously disrupt the orderly educational process in the classroom, in the school, and/or on the school grounds. These acts of misconduct include, but are not limited to, the following:

- Assault on a student or any school employee (assault is interpreted as an attempt to do bodily harm to a student or to any staff member)
- Persistent refusal to follow stated school rules and procedures
- Arson
- Destruction of property
- Creating a false fire alarm
- Repeated Category 1 and Category 2 offenses
- Possession of weapons
- Any act that endangers the safety of the other students, teachers or any school employee
- Theft
- Trespassing
- Involvement in gang activity
- Sex violations
- Use, possession, sale, or delivery of alcohol, illegal drugs, narcotics, controlled substances, contraband or look alike contraband/drugs
Students who commit any of these acts are subject to a maximum ten-day, out-of-school suspension and teacher-parent conference and may, depending on the circumstances, be subject to the maximum penalty of expulsion. As a supplement and/or alternative to suspension or expulsion, school staff may require students to complete between 6 and 30 hours of public service as commensurate with the seriousness of offense(s).

**In School Disciplinary Actions**

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

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

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

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

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

**Out-of-School Suspensions are Classified as:**

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

**Secret Society/Gang Activity**

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

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

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

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

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

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

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

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

The following behaviors are defined as violent and aggressive:
- Possession, threat with, or use of weapon on or towards another person
Physical assault, the act of striking or touching a person or a person’s property with a part of the body or with any object with the intent of causing hurt or harm

Verbal abuse includes, but is not limited to, swearing, screaming, obscene gesture, or threats directed orally (including by telephone) or in writing at an individual, his or her family, or a group

Intimidation an act intended to frighten or coerce someone into submission or obedience.

Extortion: the use of verbal or physical coercion in order to obtain financial or material gains from others

Bulling, the use of physical coercion to obtain control over others or to be habitually cruel to others

Gang activity, as described in this handbooks section on secret societies/gang activity

Sexual harassment, against students or staff

Stalking is the persistent following, contacting, watching, or any other such threatening actions that compromise the peace of mind or the personal safety of an individual

Defiance, is a serious act or instance of defying or opposing legitimate authority

Discriminatory or racial slurs are insulting, disparaging, or derogatory comments made directly or by innuendo regarding a person’s race, sex, sexual orientation, religion, national or ethnic background, or handicap

Vandalism is damaging or defacing property owned by or in the rightful possession of others

Terrorism is a threat to commit violence communicated with the intent to terrorize or with reckless disregard for the risk of creating such terror. Also, a threat causing serious public inconvenience, such as the evacuation of a building regardless of the perceived or actual ability of the person(s) issuing the threat to commit the act

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

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

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

**Weapons in School or on School Grounds**
The possession and/or use of a weapon by students is unacceptable within the school.

**Student Searches**
To ensure the safety of all students, it may be necessary for NiSe personnel to search the person and/or the personal property of the student and to seize any property deemed injurious or detrimental to the safety and welfare of students and staff. Searches may be conducted by a school official who has reasonable grounds for suspecting that a search will turn up evidence that
the student has violated either the law or school policy. When reasonable grounds for a search exist, school personnel may search a student and/or the student’s property while on school premises or during a school activity under the circumstances outlined in this policy and may seize any illegal, unauthorized, or contraband materials.

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

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

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

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

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

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

SCIENCE AND ENGINEERING

CHARTER SCHOOL

(NiSe)

SPECIAL EDUCATION ASSESSMENT

PROCEDURES
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Forward

NiSe’s Special Education Manual is a set of guidelines to assist employees in carrying out the provisions of the Individuals with Disabilities Act (IDEA) of 2004, its implementing regulations, and the additional legal requirements and regulations developed by the State of Indiana.

The mission of NiSe, in partnership with parents and the greater community, is to assure each 5th through 12th grade student receives an engaging, rigorous and comprehensive (Science, Technology, Engineering and Math – STEM) aligned with the Indiana Common Core standards. NiSe seeks to ensure that students with disabilities receive the necessary support and individual interventions for progress and achievement.

NiSe shares the vision as a professional learning community that responds to the individual needs of students within the diverse population of NiSe’s students. We strive to ensure that our teachers and support staff will be prepared to implement research-based practices while recognizing the inherent strengths of students and their families and communities with regard to individual differences in language, culture, and ability. We are committed to preparing students for a multitude of STEM roles within the local community and global economy.
Introduction

NiSe has developed assessment and notification forms to fulfill the requirements outlined in federal and state mandates. This procedural manual serves as a resource to special education personnel and site administrators by explaining when to use the various forms. These forms are required to be kept in a confidential file for each student with a suspected or known disability being considered for and/or receiving special education services.

For the purposes of this document, assessment and evaluation are differentiated based on the following definitions: assessment is data collection from multiple sources; evaluation integrates all data to produce a student profile to inform decisions about identification, eligibility, services, and instruction.

Initiation of the Special Education Assessment Process

All referrals for special education and related services shall initiate the assessment process and shall be documented. When a verbal referral is made, staff of NiSe educational agency shall offer assistance to the individual in making a request in writing, and shall assist the individual if the individual requests such assistance. All school staff referrals shall be written and include a brief reason for the referral and documentation of the resources of the regular education program that have been considered, modified, and when appropriate, the results of intervention. This documentation shall not delay the time lines for completing the assessment plan or assessment. A pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized.

The Procedures to Appropriately Identify the Referral Concern(s)

Use a review, interview, observe and test model to ensure that — all areas related to the suspected disability are addressed instead of solely focusing on the learner through testing. The first step in the process is to use a combination of review records and interviewing of key individuals to produce a clear and concise referral question. The question should be more specific than — the purpose of this assessment is to determine if the student is eligible for special education services. An example of a more specific referral question is: — the purpose of this assessment is to determine areas of strengths and weaknesses related to literacy and to determine whether the student responds adequately to a research based literacy intervention. This information will be used to determine if the student is best served in general or special education or a combination of the programs.

If the referral question is clear, then it will be fairly straightforward to judge whether a report is truly — comprehensive. If the referral question is ambiguous and broad, then judging the degree to which all aspects of the concern have been addressed becomes significantly more difficult. It is also important to clearly understand the referral concern, before an assessment plan is created. This will entail additional processes with a specific focus on interviewing teachers and parents using either an unstructured or structured interview process designed to identify the primary problem and lead to intervention ideas. For example, discussion with teachers or parents may suggest that the academic problem is accompanied by a concern about a student's emotional status or behaviors that appears related to the academic area of concern. The information gathered as part of developing the referral question should be included in the report in the background or assessment results section and addressed in the evaluation, even though the data was collected before the assessment plan was signed.
When a Parent Makes A Referral For Special Education Assessment

If a parent makes an oral request for a special education assessment for their child, it is the responsibility of the LEA to inform the parents this request must be in writing and assist the parents with writing the request if needed. This request starts the assessment process and should follow the same procedure as listed above.

When the LEA receives a written request for special education assessment from a parent, the LEA has 15 days to respond to the request with either a proposed assessment plan (see below for requirements) or a Prior Written Notice (see below) with the reason why the assessment is being denied.

Other Assessment Guidelines Need to be Considered During the Process

1. A multidisciplinary team, including at least one teacher or specialist knowledgeable in the area of suspected disability, conducts assessments.
2. An assessment shall be administered by qualified personnel who are appropriately trained to administer and interpret test results. Qualified personnel should be competent in both oral and written skills in the student’s primary language or mode of communication, as well as have knowledge and understanding of the student’s cultural and ethnic background. If an interpreter must be used the assessment report must document this condition.
3. No single score or product of scores or test procedures shall be used as the sole criterion for the decision of the IEP Team as the student’s eligibility for special education.
4. For pupils with suspected learning disabilities, a regular education teacher shall participate in the assessment, and at least one team member, other than the pupil’s regular teacher, shall observe the pupil's academic performance in the regular classroom setting. In the case of a child who is out of school, a team member shall observe the child in an environment appropriate for a child of that age.
5. IQ test scores are not contained in files of African-American pupils. Please refer to the Guidelines on Assessing African American Students and purging IQ scores received from out-of-state LEAs or non-educational agencies. (Guidelines for Assessing African-American Students)
6. Assessment results are documented and contain all required information. (See Written Report Section)
7. Each individual is reassessed/reviewed for determination of needed evaluation data at least every three years to determine eligibility or more frequently when requested by parent or teacher.
8. Written consent by parent/guardian/adult student is necessary anytime an individual student is screened or assessed. If a group of students are being screened or assessed at the same time, then written consent is not required.
9. Written consent by parent/guardian/adult student is required prior to observing an individual student if the data collected due to suspicion of disability or disability-related need. If the observation is conducted solely to provide feedback to the teacher regarding service delivery, then written consent will not be needed.
Procedures and Forms

The Assessment Timelines
All referrals for assessment must come through a Search and Serve and/or the problem solving team process. If a parent requests an assessment in writing, it is recommended that a meeting be held with the parent and problem solving team within 15 calendar days to ensure that all resources of the general education program have been considered and, where appropriate, utilized.

If parent/guardian is unable to attend the meeting, the NiSe must provide a written response to their request for evaluation within 15 days.

- If an assessment is indicated, the parent/guardian shall be provided a copy of the Procedural Safeguards, Prior Written Notice and a proposed Assessment Plan.
- If an assessment is not indicated, the parent/guardian shall be provided a copy of the Procedural Safeguards and Prior Written Notice.

All assessments must be completed and an Individualized Education Plan (IEP) developed within 60 calendar days after receipt of the signed assessment plan. Vacations or off track days longer than 5 consecutive school days are not counted as part of the 60 calendar days. The number of days prior to the off school time is added to the days starting upon the student’s return to total the 60 calendar days. The evaluation process is not completed until the IEP team meeting is held and the appropriate IEP pages written.

When a referral is received 10 days or less prior to the end of the regular school year, the days between the pupil’s regular school sessions or terms or days of school vacation in excess of five schooldays are not counted as part of the 60 days. However, the assessment plan shall be developed within 10 days after the commencement of the subsequent regular school year or the pupil’s regular school term as determined NiSe’s school calendar.

What to Provide to Parents
Provide the parent(s) with a copy of the Notice of Procedural Safeguards and Parents’ Rights. The Notice of Procedural Safeguards and Parents’ Rights must be given to the parent/guardian at multiple times throughout the Individualized Education Program (IEP) process.

- Upon initial referral for assessment
- Upon notice of an individualized education program meeting
- Upon reassessment
It is critical that someone on the team explains the contents to the parent/guardian to ensure that s/he understands their rights and the processes involved. A copy of the Procedural Safeguards and Parent Rights will be located on the NiSe’s webpage.

**Complete a Prior Written Notice**

Written prior notice shall be given by NiSe to the parent(s) or guardian(s) of an individual with exceptional needs, or a child upon initial referral for assessment, whenever NiSe proposes or refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child. For guidance on completing the Prior Written Notice Form, please see the IEP Manual.

**Complaint Notice**

A compliant notice will be individualized for each student and must include the following components:

- A description of the action proposed or refused by the agency
- An explanation of why the agency proposes or refuses to take the action
- A description of any other options that the agency considered and the reasons why those options were rejected
- A description of each assessment procedure, test, record, or report the agency used as a basis for the proposed or refused action
- A description of any other factors that are relevant to the agency's proposal or refusal
- A statement that the parents of a child with a disability have protection under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation; and the means by which a copy of a description of the procedural safeguards can be obtained.

A legal opinion pertaining to Prior Written Notice suggests a separate form be sent out after the IEP team has made a decision for the change/rejection on the following actions:

- Evaluation/Re-evaluation – intention or refusal
- Educational Placement (change of placement)
- Change of placement due to graduation
- Exiting student from special education
- When NiSe refusing to take an action requested by parent in writing

A member of special education generates a Prior Written Notice in response to the written request from the parents for assessment or Independent Education Evaluation (IEE). The notice must be:

- Written in language understandable to the parent/guardian
- Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so
- If the native language or other mode of communication of the parent is not a written language, the public agency shall take steps to ensure that the notice is translated orally or by other means to the parent in his or her native language or other mode of communication
- That the parent understands the content of the notice and this is documented
- A copy of the Procedural Safeguards should be attached to the Prior Written Notice.
Assessment Plan Developed
An assessment plan must be developed before any action is taken with respect to the initial placement of an individual with exceptional needs in special education instruction. An Assessment Plan must also be developed for all formal three-year reevaluations or any time an individualized assessment is being conducted. When the school site receives a written request for assessment from the parent/guardian, or school staff member has a question regarding eligibility or services, an assessment plan should be developed.

Participants in Developing the Assessment Plan
Although only one person needs to complete the initial Assessment Plan form, it is ideally developed in a team-consultation based on current classroom assessment and observation by teachers and related service providers and other findings and recommendations from the school site’s problem solving team. The parent/guardian should be included in developing the Assessment Plan to ensure that their areas of concerns are addressed and they have the opportunity to share any information available from assessments completed by other agencies/professionals, such as independent assessments, which should be documented. A member of the multidisciplinary team should explain the proposed Assessment Plan to the parent/guardian in the parent/guardian’s native language to insure that informed consent is obtained.

Included in the Assessment Plan
The proposed assessment plan given to parents or guardian shall meet all the following requirements:

1. Be in language easily understood by the general public.
2. Be provided in the primary language of the parent, guardian, or other mode of communication used by the parent or guardian, unless to do so is clearly not feasible.
3. Explain the types of assessments to be conducted.
4. State that no individualized education program will result from the assessment without the consent of the parent.

Consent Required Prior to Starting the Assessment Process
No initial assessment shall be conducted unless the written consent of the parent or guardian is obtained prior to the assessment. The parent or guardian shall have at least 15 days from the receipt of the proposed assessment plan to arrive at a decision. Assessment may begin immediately upon receipt of the consent.

Parental consent is not required before reviewing existing data as part of an assessment or reassessment, or before administering a test or other assessment that is administered to all children, unless before administration of that test or assessment, consent is required of the parents of all the children.

If a Parent Does Not Provide Consent for an Initial Assessment
If the parent of the child does not provide consent for an initial assessment, or the parent fails to respond to a request to provide the consent, the local educational agency may, but is not required to, pursue the initial assessment utilizing the procedural safeguards procedures, including mediation and due process procedures.
The local educational agency does not violate its obligation for child find, evaluation and eligibility determination if it declines to pursue the assessment.

**Student is a Ward of the State**

If the child is a ward of the State and is not residing with the child's parent, the public agency is not required to obtain informed consent from the parent for an initial to determine whether the child is a child with a disability if:

1. Despite reasonable efforts to do so, the public agency cannot discover the whereabouts of the parent of the child
2. The rights of the parents of the child have been terminated in accordance with State law; or
3. The rights of the parent to make educational decisions have been subrogated by a judge in accordance with State law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child. The court may also appoint a Court Appointed Special Advocate (CASA)

**Parent Does Not Provide Consent for a Triennial Assessment**

If the parent refuses to consent to the reassessment, the local educational agency may, but is not required to, pursue the reassessment by using the consent override procedures by showing the public agency has made reasonable efforts to obtain the informed consent from the parent for the reassessment to determine whether the child is a child with a disability.

**Authorization for Use and/or Disclosure of Information Form**

Confidentiality means the restriction of access to verbal and written communications, including clinical, medical and educational records to appropriate parties. "Pupil record" means any item of information directly related to an identifiable pupil, other than directory information, which is maintained by NiSe required to be maintained by an employee in the performance of his or her duties whether recorded by handwriting, print, tapes, film, microfilm or other means. "Pupil record" does not include informal notes related to a pupil compiled by a school officer or employee, which remain in the sole possession of the maker and are not accessible or revealed to any other person. "Access" means a personal inspection and review of a record or an accurate copy of a record, or receipt of an accurate copy of a record, an oral description or communication of a record or an accurate copy of a record, and a request to release a copy of any record. NiSe may permit access to pupil records to any person for whom a parent of the pupil has executed written consent specifying the records to be released and identifying the party or class of parties to whom the records may be released. The recipient must be notified that the transmission of the information to others without the written consent of the parent is prohibited. The consent notice shall be permanently kept with the record file.

The Authorization for Use and/or Disclosure of Information form is form for NiSe to use to obtain parent(s) consent in giving permission to release information from a student's file or to obtain information from an outside agency. This form meets Federal and State regulations and is valid for one year from the date signed. A copy of the signed authorization needs to be maintained in the student's file. It is important to fill-in the name of the party receiving and sending the confidential information and for what purpose the information is being requested.
Classroom Observation Procedures

It is recommended that schools limit outside observations of school based programs for the following reasons: (1) confidentiality, (2) impact on the learning environment, (3) time away from task by staff, (4) additional stressors in the learning environment, and (5) school safety. Individuals who request an observation need to conform to the policies and procedures of the local education agency operating the program. For pupils with disabilities, Special Education Office personnel and/or the site administrator have the authority to grant or deny requests.

Generally, all observations are scheduled in advance, with the reason for the observation, qualification (position) of the person making the observation, and specific standardized observational measures to be used (if any) shared with the school contact person or administrator. If a specific standardized observation measure is to be used, the name of the test must be shared along with documentation by the parent authorizing use of the testing instrument or observational checklist. By knowing the specifics of the observation, school staff can schedule the observation at a time when the reasons for observation can most likely be seen. All observations should be hosted by a NiSe staff person of a similar background or position. The staff person shall also make observational notes of the same visitation.

In general, observation is for a specific pupil, and information about other children cannot be shared, nor used as a basis for placement, diagnosis, or comparative data specific to other children. In no way may the observation of a specific child be used as an evaluation of a credentialed staff person, teacher, or other professional. All evaluations are subject to NiSe’s policies. In the event an observer has any comments regarding the performance of any staff person, either positive or negative, this information shall not be included in any written report and shall be provided to the supervisor as necessary and appropriate. Uniform complaint procedures are available upon request at NiSe school site level. It is understood that these guidelines for classroom observations may be superseded by an approved NiSe policy.

It is understood that personnel from the Department of Mental Health, and/or Indiana Children Services may have specific needs to observe children at school. These guidelines are in addition to any such guidelines contained in the Interagency Agreement with each agency. NiSe’s personnel shall collaborate to assure that the observation is completed within the guidelines and within a reasonable period of time from the original request. All concerns at a given school shall be referred to the NiSe’s Special Education Administrator.
Assessment Procedures

Procedures Considered for Cultural Factors and Limited English Proficiency

Students should not be identified as eligible for special education when the cause for their academic difficulties is Limited English Proficiency or other cultural factors. Federal laws indicate that a determination of primary home language must be made for all students. Additionally if the primary home language is other than English, the student’s proficiency in English (listening, speaking and writing) must be addressed by school personnel. Research indicates that it takes approximately two years to acquire basic interpersonal communication skills and between five and seven years to acquire the cognitive academic language proficiency required to function effectively in content subjects. Failure to account for language development will lead to discriminatory outcomes in assessments, over-representation in referrals, and disproportionate placement in special education programs.

Students who are in the process of learning English may often display academic behaviors and skill sets that are misinterpreted as learning disabilities. It should not be assumed that English Learners who are not acquiring academic skills according to the age and grade expectations of their English speaking peers are displaying evidence of any handicapping condition. Before referring for a special education assessment, an analysis of the student’s background and progress in one of the Indiana State adopted English Language Development (ELD) curriculum programs should be conducted. This analysis should analyze prior education history, which includes the student’s response to interventions, and comparison of the student’s educational progress in the school’s ELD curriculum with similar peers also in the ELD program.

The impact of cultural factors on a student’s academic performance represents a component of the exclusionary picture that should be considered. For immigrant students, the impact of acculturation should not be overlooked in examining effects on academic progress. Also, some students may exhibit low proficiency in Standard English Language (SEL) which may also negatively impact academic achievement.

Thus, multi-disciplinary evaluation teams in examining cultural and language factors as exclusionary need to carefully review (a) the student’s prior educational history, (b) progress in the ELD curriculum, (c) SEL difficulties, and (d) acculturation factors as part of the process to determine if those factors are the primary reason for the students’ academic difficulties. This analysis should provide the basis for any individual assessment that may be conducted. The assessment should be conducted, if feasible, by bilingual assessors fluent in the student’s primary language and will weigh the relative impact of language acquisition, cultural factors and indicators of a SLD on student’s academic progress, which includes their response to interventions.

Procedures Considered for Environmental or Economic Disadvantage

The evaluation team must also assess whether issues of environment or economic factors may be the primary source of a child’s academic problems rather than a handicapping condition. Indicators of economic status are found by reviewing the student’s or school’s receipt of federally subsidized meal program. Interviews with the family and developmental histories are also useful tools that provide further environmental information that may impact student
achievement, such as illnesses, patterns of school attendance, availability of early intervention, etc. In addition, chronic health conditions, sleep disorders, medications, or other significant areas of difficulty for a child should be considered. Whether these factors are impacting the student’s academic skills should be documented in assessment reports, and may serve to rule out specific learning disabilities.

**What Instruments Should be Used**

A variety of assessment tools and strategies are used to gather relevant functional and developmental information about the child, including information provided by the parent, and information related to enabling the child to be involved in and progress in the general curriculum. Assessments or measures are administered by trained and knowledgeable personnel in accordance to the instruction provided by the producer of the assessments to insure validity and reliability. Assessments or other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient. Assessment tools should be selected and administered to a child with impaired sensory, manual or speaking skills in a manner in which the assessment results accurately reflect the child’s aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student’s impaired sensory, manual or speaking skills (unless those skills are the factors that the test purports to measure).

When standardized tests are considered to be invalid for the specific pupil an alternative assessment must be utilized and specified on the assessment plan.

**Legal Requirements of Individualized Assessment for Suspected Disability**

An individual assessment of the pupil's educational needs shall include, but not limited to, all the following:

1. Testing and assessment materials and procedures used for the purposes of assessment and placement of individuals with exceptional needs are selected and administered so as not to be racially, culturally, or sexually discriminatory.

2. Tests and other assessment materials are provided and administered in the pupil's primary language or other mode of communication, unless the assessment plan indicates reasons why this provision and administration are not clearly feasible, have been validated for the specific purpose for which they are used, and are administered by trained personnel in conformance with the instructions provided by the producer of the tests and other assessment materials, except that individually administered tests of intellectual or emotional functioning shall be administered by a credentialed school psychologist.

3. Tests and other assessment materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.

4. Tests are selected and administered to best ensure that when a test administered to a pupil with impaired sensory, manual, or speaking skills produces test results that accurately reflect the pupil's aptitude, achievement level, or any other factors the test purports to measure and not the pupil's impaired sensory, manual, or speaking skills unless those skills are the factors the test purports to measure.

5. No single procedure is used as the sole criterion for determining whether a pupil is an individual with exceptional needs and for determining an appropriate educational program for the pupil.
6. The pupil is assessed in all areas related to the suspected disability including, if appropriate, health and development, vision, including low vision, hearing, motor abilities, language function, general intelligence, academic performance, communicative status, self-help, orientation and mobility skills, career and vocational abilities and interests, and social and emotional status. A developmental history is obtained, when appropriate. For pupils with residual vision, a low vision assessment shall be provided.

7. The assessment of a pupil, including the assessment of a pupil with a suspected low incidence disability, shall be conducted by persons knowledgeable of that disability. Special attention shall be given to the unique educational needs, including, but not limited to, skills and the need for specialized services, materials, and equipment.

8. As part of an initial assessment, and if appropriate, as part of any reassessment, the group shall include members of the individualized education program team, and other qualified professionals, as appropriate. The group may conduct its review without a meeting.
Comprehensive Evaluation Report

A comprehensive evaluation report provides the documentation that all legal and best practice aspects of an assessment have been completed, and should be viewed as a resource for teachers and other staff members as intervention options are considered. There is not one way to complete a comprehensive evaluation and the concept of a "comprehensive" evaluation is somewhat of a subjective conclusion. That being said, there are a set of general principles promulgated in the Test Standards that apply to all types of individualized assessments and evaluation that should be followed for every case. In addition, most author(s) who write about psycho-educational evaluation practices suggest it is critical to use a conceptual model to help organize and present results.

The Legal Requirements for the Written Comprehensive Evaluation Report

The personnel who assess the pupil shall prepare a written report, or reports, as appropriate, of the results of each assessment. The report shall include, but not be limited to, all the following:

- Whether the pupil may need special education and related services
- The basis for making the determination
- The relevant behavior noted during the observation of the pupil in an appropriate setting
- The relationship of that behavior to the pupil’s academic and social functioning
- The educationally relevant health and development, and medical findings, if any
- For pupils with learning disabilities, whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services
- A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate
- The need for specialized services, materials, and equipment for pupils with low incidence disabilities

A copy of the evaluation report and the documentation of determination of eligibility shall be given to the parent or guardian.

Comprehensive Evaluation Report Include

The evaluation report must also include information about:

- the student’s demographic data
- the reason for the referral
- documented interventions
- results of tests administered
- statements regarding validity of the assessments and whether test results are valid
- consideration of independent assessments

Components Should be Included in the Comprehensive Evaluation Report

- The reason for the referral to special education, including the effects of the modifications attempted in the regular education setting and any previous assessment results.
- The child’s developmental and health history, social and family dynamics including any socio-cultural factors and school history.
- Document that the assessment was administered in student’s primary language
- Include the child’s performance in school and the classroom, adaptive behavior functioning, academic achievement levels, cognitive abilities, psychological processing
areas, emotional behavioral functioning, language/communication skills and career/vocational (as appropriate).

- Documentation from the observation of the child in during the assessment process.
- A statement regarding the validity of the assessment.
- The effects of the environmental, cultural, or economic disadvantage status of the child in relation to the test results.
- A summary and conclusion of the test results along with the recommendations regarding eligibility and placement for special education services.
- If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions (e.g., the qualifications of the person administering the test, or the method of test administration, use of the interpreter), including the affects to validity.
- Indicate the name(s) and title/position of the multidisciplinary team members who assisted in compiling the evaluation report.
- Include strategies, accommodations and/or modifications the child may need to progress and be involved in the general education curriculum and/or setting based on the evaluation results.
- A statement to indicate rather student needs special education services and the bases for that determination.

**Exclusionary Factors That Must Be Considered**

There are factors that the evaluation team and IEP team will need to consider to determine if they preclude the student form being identified with a disability. The multidisciplinary evaluation team must consider current legal requirements that describe exclusionary factors and how they are manifested. Some of the factors apply to students who may be considered for having any disability are lack of appropriate instruction in reading, including phonemic awareness, phonics, vocabulary, fluency, text comprehension, lack of instruction in mathematics, and limited-English Proficiency. To make a determination that any of these factors are not the primary reason for the student achievement difficulties, evaluation teams need to document, in the evaluation report, evidence that each of these factors has been considered and ruled out as primary determining factors. If necessary, more data may need to be gathered to eliminate specified exclusionary factors from consideration.

**Components of a Comprehensive Evaluation Report**

This section provides a general —best practices related to what is considered to be appropriate and necessary to include in a comprehensive evaluation. There may be some situations where additional information is needed and other times that not all the information listed here is required.

**General Testing Guidelines**

- All test scores used for decision making or recommendations have a reliability above .90.
- Confidence intervals are reported for all scores.
- The purposes of specific assessment tools are clearly specified.
- Tools used have validity evidence for the purpose indicated.
- For English Learners, evidence exists that test scores are reliable and valid.
Referral Question
- Referral question is specific and designed to address more than eligibility determination.
- All the assessment tools selected address the referral question.

Instructional Factors
- Core skills for the primary academic concern (e.g., literacy) are assessed.
- An intervention that enhances instructional match in the academic area of concern is described.
- Information about the degree to which the intervention was implemented is included.
- A statement about the degree of match between the student’s skill and the intervention is included.
- Empirically evaluated progress monitoring tools are used and clearly described.
- Goal setting process is thoroughly described.
- A decision about the impact of the intervention is included.

Exclusionary Factors
Statements with supporting data indicating the following factors are not the cause of the student’s low academic performance are included:
- Visual impairment
- Hearing impairment
- Orthopedic disability
- Intellectual disability
- Emotional disturbance
- Cultural factors and limited English proficiency
- Environmental or economic disadvantage

Defining Characteristics of the Disability
- A statement about the student’s need for special education and a description of the sources of data used to make that conclusion is included.
- A statement about the existence of a specific learning disability and a description of the sources of data used to make that conclusion is included.
- A statement about the model selected for eligibility is included.

IDEA Guidelines
- A statement or information regarding assessment of all areas that may be related to the area of disability.
- A statement or information about the need for any services not commonly linked to the identified disability.
- Recommendations for instruction/intervention based upon assessment information.
- The use of multiple measures in determining eligibility.

Translate Written Reports in the Primary Language of Assessments Prior to an IEP
NiSe must provide written translation of the IEP document, upon request, which is why NiSe doesn’t want to include the assessment reports themselves as an IEP document. Providing an interpreter at the IEP to translate the assessment document and assessor information is appropriate and sufficient.
IEE Reports
There are requirements to translate written Independent Educational Evaluation (IEE) reports in the primary language of assessments. The rules are the same whether or not it is a NiSe completed assessment or an IEE funded by a local evaluation agency. In looking at this requirement, whether or not we need to provide a written translation of a local evaluation agency, the answer is probably no. First, it is assumed the document is a true IEE (i.e., an independent evaluation that the local evaluation agency funded). If it were a parent funded evaluation, any argument for written interpretation of the document would be even more tenuous. If, for example, the IEE was in the student's file, and the parent requested all of the pupil's record, the local evaluation agency would have to provide either an oral or written interpretation of the record for parent pursuant.

If this is the normal situation, in which the IEE report itself is discussed at the IEP (and not made a part of the IEP document itself), then an oral translation is sufficient. That is the local evaluation agency needs only be sure that the parent "understands" the IEP meeting, which can be done through oral interpretation. Oral translation is a sufficient method of providing that understanding. In the context of an IEP, the local evaluating agency can provide an oral translation of assessment reports at an IEP, which will be sufficient to meet our translation obligation. Other documents (such as parents' rights) have more specific requirements that apply to them.

Eligibility Criteria
The decision as to whether or not the assessment results demonstrate that the degree of the pupil’s impairment requires special education shall be made by the IEP team, including assessment personnel… The IEP team shall take into account all the relevant material that is available on the pupil. No single score or product of scores shall be used as the sole criterion for the decision of the IEP team as to the pupil’s eligibility for special education.

The federal law (IDEA) uses the following terms to define a “child with a disability”:

- Autism
- Deaf-blindness
- Deafness
- Emotional disturbance
- A hearing impairment
- Mental retardation
- An orthopedic impairment
- Other health impairment
- A specific learning disability
- A speech or language impairment
- Traumatic brain injury
- A visual impairment including blindness
- Multiple disabilities
  - Serious emotional disturbance
  - Specific learning disabilities
*The federal and State law also includes multiple disabilities, traumatic brain injury, and established medical disability.

During an initial or triennial IEP team meeting, the school psychologist should summarize the findings of the multidisciplinary team evaluation by indicating whether the pupil may need special education and related services, the basis for making the determination, the relevant behaviors and their relationship to the student’s learning disabilities. The discussion should also cover whether there is a discrepancy between achievement and ability that cannot be corrected with general education interventions and is not the effects of environmental, cultural, or economic disadvantage, when appropriate. The team members usually reach consensus on eligibility but, when one or more members disagree, they should sign the IEP as being in attendance and attach a letter of dissent explaining why they disagree. It is important to note that eligibility and placement are two separate IEP team decisions.
Criteria for Determining Eligibility

Determining Eligibility for Hard of Hearing
Must meet all conditions as follows:

1. Student has a hearing impairment, whether permanent or fluctuating, that has been identified by an audiological specialist.
2. Regardless of amplification, the hearing impairment reduces the processing of linguistic information, including reception and speech discrimination as identified by a speech and language specialist.

The hearing impairment results in either one or both of the following:

1. The handicapping condition markedly reduces the ability of the student to learn academic material presented in a modified regular education setting.
2. The handicapping condition markedly reduces the student's ability to function in the non-academic areas of modified regular education setting.

Determining Eligibility for Deaf/Blind
Must meet all of the following criteria:
Student has concomitant hearing and visual impairments, the combination of which causes all of the following:

1. Severe communication problems
2. Severe developmental problems
3. Severe education problems

Determining Eligibility for Speech/Language Impaired
Must meet any of the following criteria:

1. **Articulation** – The student displays reduced intelligibility or an inability to use the speech mechanism, which significantly interferes with communication and attracts adverse attention.
2. **Abnormal Voice** – A student is eligible for voice therapy by a speech and language specialist when there is a persistent defective voice quality, pitch or loudness.
3. **Fluency Disorder** – A pupil has a fluency disorder when the flow of verbal expression including rate and rhythm adversely affects communication between the student and listener.
4. **Language Disorder** – The student has an expressive language disorder when he or she meets one of the following criteria:
   a. The student scores at least 1.5 standard deviations below the mean or below the 7th percentile for his or her chronological age or developmental level on two or more standardized tests in one or more of the following areas of language development: morphology, syntax, semantics, or pragmatics.
   b. The student scores at least 1.5 standard deviations below the mean or the score is below the 7 percentile for his or her chronological age or developmental level on one or more standardized tests in one of the areas listed above and displays inappropriate or inadequate usage or expressive and receptive language as measured by a representative spontaneous or elicited language sample of a minimum of fifty utterances.
Determining Eligibility for Visually Impaired
Must meet all of the following criteria:
1. Student has a visual impairment, as determined by an eye specialist and educators.
2. Even with correction, condition results in either one or both of the following:
   a. The handicapping condition markedly reduces the ability of the student to learn academic material presented in a modified regular education setting.
   b. The handicapping condition markedly reduces the student's ability to function in the non-academic areas of a modified regular education setting.

Determining Eligibility for Orthopedically Impaired
Must meet both of the following criteria:
1. Student has severe orthopedic impairment caused by congenital abnormality, disease or other causes, as determined by medical evaluation.
2. The orthopedic impairment results in either one or both of the following:
   a. The handicapping condition markedly reduces the ability of the pupil to learn academic material presented in a modified regular education setting.
   b. The handicapping condition markedly reduces the student's ability to function in the non-academic areas of modified regular education setting.

Determining Eligibility for Other Health Impaired
1. Demonstrated one or more of the following:
   a. Limited strength
   b. Limited vitality
   c. Limited alertness
2. Condition must be either one or the other of the following:
   a. Chronic
   b. Acute
3. Must be a non-temporary health problem
4. The problem must result in one or both of the following:
   a. The handicapping condition adversely affects the student’s educational performance in listening comprehension, oral expression, basic reading skills, reading comprehension, written expression, math calculations or math reading.
   b. The handicapping condition markedly reduces the student's ability to function in the non-academic areas of a modified regular education setting.

Determining Eligibility for Autistic-Like Behaviors
Must exhibit any combination of the following, to include but not limited to:
1. An inability to use oral language for appropriate communication.
2. A history of extreme withdrawal or relating to people inappropriately and continued impairment in social interaction from infancy through early childhood.
3. An obsession to maintain sameness.
4. Extreme preoccupation with objects or inappropriate use of objects or both.
5. Extreme resistance to controls.
6. Displays peculiar motoric mannerisms and motility patterns.
7. Self-stimulating, ritualistic behavior.
Determining Eligibility
(for Intellectual Disabilities/Limited Cognitive Functioning - Mild, Moderate and Severe)
Must meet all:
1. Significantly below average general intellectual functioning.
2. Concurrent deficits in adaptive behavior.
3. Manifested during the developmental period of birth up to nine years.
4. The intellectual disability results in one and/or both of the following:
   a. The handicapping condition markedly reduces the ability of the pupil to learn academic material presented in a modified regular education setting.
   b. The handicapping condition markedly reduces the student’s ability to function in the non-academic areas of a modified regular education setting.

Determining Eligibility for Multiple Disabilities
Federal Regulations (34 CFR 300.8) define multiple disabilities as: concomitant impairments (such as intellectual disability-blindness or intellectual disability-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities do not include deaf-blindness (because it has its own disability category). Thus under the federal definition, SLD-SLI or ED-SLD would not be examples of a multiple disability since it is unlikely that the combination of these disabilities would result in such severe educational need that the education of the child would have to be conducted in a separate special education program that was uniquely designed to meet the needs of the student as a result of this combination of disabilities.

Determining Eligibility for Emotionally Disturbed
Because of a serious emotional disturbance, a student exhibits one or more of the characteristics described as follows:
- An inability to learn which cannot be explained by intellectual, sensory or health factors
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers
- In appropriate types of behavior or feelings under normal circumstances exhibited in several situations
- A general pervasive mood of unhappiness or depression
- A tendency to develop physical symptoms or fears associated with personal or school problems

Characteristics identified from the list above must have been demonstrated over a long period of time to a marked degree, and have adversely affected educational performance. The term emotionally disturbed does not include children:
- Who are socially maladjusted
- Unless it is determined that they are also emotionally disturbed
Determining Eligibility for Traumatic Brain Injury

- The child has acquired an injury to the brain caused by an external physical force.
- Resulting in total or partial disability and/or psychosocial impairment.
- Causes impairment in one or more areas:
  - Cognition
  - Memory
  - Attention
  - Reasoning
  - Abstract thinking
  - Judgment
  - Problem solving
  - Language/speech
  - Sensory
  - Perceptual
  - Motor abilities
  - Psychosocial behavior
  - Physical

- Does not apply to brain injuries that are congenital, degenerative, or induced by birth trauma.

Determining Eligibility for Specific Learning Disabilities

Must meet **all**:

1. Student has a disorder in one or more of the basic psychological processes involved in understanding or using spoken and written language
2. Student has a severe discrepancy between ability and achievement
3. The discrepancy shall not be primarily the result of limited school experience or poor school attendance
4. The decision as to whether or not a severe discrepancy exists shall be made by the IEP Team, including assessment personnel in accordance which takes into account all relevant material, which is available on the student

Specific learning disability, as defined in Section 1401(30) of Title 20 of the United States Code, means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or perform mathematical calculations.

The term "specific learning disability" includes conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. That term does not include a learning problem that is primarily the result of visual, hearing, or motor disabilities, of intellectual disabilities, of emotional disturbance, or of environmental, cultural, or economic disadvantage. Notwithstanding any other provision of law and pursuant to Section 1414(b)(6) of Title 20 of the United States Code, in determining whether a pupil has a specific learning disability, a local educational agency is not required to take into consideration whether a pupil has a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation, or mathematical reasoning. In determining whether a pupil has a specific learning disability, a local educational agency may use a process that determines if the pupil responds to scientific, research-based intervention as a part of the assessment procedures described in Section 1414(b)(2) and (3) of Title 20 of the United States Code and covered in Sections 300.307 to 300.311, inclusive, of Title 34 of the Code of Federal Regulations.
Before a student is determined to have SLD, the findings must show that they are not primarily a result of other factors or disabilities, such as visual, hearing or orthopedic disability, intellectual disability, emotional disturbance, cultural factors, environmental or economic disadvantage, limited-English proficiency.

**Determining Eligibility**

*(for a Student Suspected of Having, or Diagnosed with, Attention Deficit Disorder (ADD) or Attention Deficit Hyperactive Disorder - ADHD)*

If the student has been diagnosed by a medical doctor as having ADD or ADHD, and through assessment it has been determined special education services and/or related services are required to access the general education curriculum and environment, the assessment team may consider the eligibility requirements listed above under Other Health Impairment. If the student has not been diagnosed by a medical doctor, but is suspected of having ADD or ADHD as determined through assessments conducted for determination of eligibility, the assessment team may consider the eligibility requirements listed above under Emotional Disturbance or Specific Learning Disability.

Under both of the conditions listed above, the student suspected or diagnosed with ADD or ADHD must still meet the eligibility requirements listed in Title 5, CCR §3030 to qualify for special education services

**A Response to Instruction and Intervention (RtI2) Model**

*(to Determine Eligibility for Specific Learning Disabilities - SLD)*

The federal law provides direction for determining the existence of a specific learning disability (SLD). The evaluation team may determine that a student has a specific learning disability if the student does not achieve adequately for the student's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State-approved grade-level standards:

- Oral expression
- Listening comprehension
- Written expression
- Basic reading skill
- Reading fluency skills
- Reading comprehension
- Mathematics calculation
- Mathematics problem solving
Another option is the student does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas listed above when using a process based on the child's response to scientific, research-based intervention to identify a specific learning disability. With using appropriate assessments, the evaluation team determines that its findings are not primarily the result of:

- A visual, hearing, or motor disability
- Intellectual disability
- Emotional disturbance
- Cultural factors
- Environmental or economic disadvantage
- Limited English proficiency

To ensure that underachievement in a student suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the evaluation team must consider, as part of the evaluation:

- Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction (core and/or intervention) in general education settings, delivered by qualified personnel
- Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was reviewed for patterns of strengths and weakness, and provided to the child's parents
- Appropriate time was provided for the instruction or intervention

NiSe must promptly request parental consent to evaluate the child to determine if the child needs special education and related services, and must adhere to the timeframes described in the section above, Assessment Timelines.

**RtI2 During the Evaluation Process for a Suspected SLD**

The information collected through the RtI2 process will assist the evaluation team in making the final decision on if the student meets the eligibility requirements of a student requiring special education services. The data gathered will provide information regarding the lack of progress evident across multiple interventions applied with increasing levels of intensity. This evidence may substantiate a student’s need for resources or supports that are usually not available in the general education environment in order to support or sustain progress. It will also provide evidence that the student was having difficulty demonstrating the academic skills necessary for success in the general education environment.
In order to make an evaluation decision, the following information should be provided to the evaluation team:

- Student’s individual performance on formative measures, curriculum-based measures, teacher based observations and parent reports
- Tier 2 intervention plan (developed by collaborative team for all students needing additional interventions)
- Progress Monitoring data from the Tier 2 interventions, including student work samples
- Individual Student Intervention Plan developed during the problem solving and accompany data from the monitoring process

By using the data gathered through progress monitoring component of the RtI2 process, the evaluation team can determine if the difficulties the student is experiencing are due to the presence of a specific learning disabilities (SLD). Student’s with SLD fail to make significant improvement when provided with appropriate intervention and will continue to demonstrate low achievement at the end of the intervention period. The data gathered from the RtI2 process will assist with identifying the overall effectiveness of the intervention as well as substantiating that the student’s skill level is below those of their peers.

In addition, students must meet the following criteria to be considered for an evaluation to determine SLD eligibility:

- Low achievement
- Lack of progress
- Role of exclusionary factors
- Determination that the student has received appropriate instruction
- Need for special education and related service

RtI2 helps with determining if exclusionary factors are the primary cause for lack of progress. Appropriate instruction being provided to students from diverse backgrounds must be culturally responsive. Local data should be gathered to determine effectiveness of the intervention programs and strategies in relation to meeting the needs of limited-English proficient students and environmentally/economically disadvantaged students. This data will be used to determine if the student with SLD fails to progress at the same rate and/or level as their peers.

The United States Department of Education (USDOE) Office of Special Education Programs (OSEP) provides further guidance. OSEP states that a comprehensive evaluation still needs to be conducted for determining SLD. What this means is:

- The RtI2 process does not replace the need for a comprehensive evaluation; RtI2 is one component of the evaluation process
Over and above the RtI2 process, a variety of data gathering tools and strategies will need to be used, because no one single procedure can be used as the sole criterion for determining eligibility (EC 56320(e))

RtI2 Specific Learning Disability Criteria
The following guidelines provide teams the guidance necessary to determine SLD eligibility through an RtI2 model. A student may be in need of special education services if the evaluation team determines all of the following:

1. Exclusionary factors are ruled out as impacting the student’s current level of performance
2. Instructional factors have been ruled out as the cause for the student’s current level of performance and the student clearly has a need for specialized services. This is demonstrated by:
   a. The team concludes the student received appropriate instruction in the general education setting, AND
   b. The team concludes the student’s academic under-achievement is not due to a lack of appropriate instruction as assessed by the student’s failure to show sufficient progress despite being provided appropriate and instructionally matched intervention(s), AND
   d. The student requires highly specialized or more intensive services to show progress
3. The student demonstrates a specific learning disability by achieving in an academic area at a significantly unexpected level. This is demonstrated by:
   a. Performance at or below the 7th percentile (+/- confidence interval) on an individually administered, nationally normed assessment (e.g., WIAT, WJ-Ach).
   b. Identify processing deficit to assist with instructional planning and delivery of specialized services

When using RtI2 for determining special education eligibility for SLD, it is a federal mandate that all assessment procedures be implemented as listed in NiSe’s Assessment Procedures.
**Triennial Reevaluations**

A reassessment of the pupil shall be conducted at least every three years or more frequently, if conditions warrant, or if the pupil’s parent or teacher requests a new assessment and a new individualized education program to be developed.

As part of any reassessment, the individualized education program team and other qualified professionals, as appropriate, shall review existing assessment data on the pupil, including assessments and information provided by the parent(s) of the pupil, as specified in clause (1) of paragraph (1) of subsection (a) of Section 300.304 of Title 34 of the Code of Federal Regulations, current classroom-based assessments and observations, and teacher and related service providers’ observation.

In accordance with paragraph (3) of subsection (a) of Section 300.300 of Title 34 of the Code of Federal Regulations, parental consent is not required before reviewing existing data as part of an assessment or reassessment, or before administering a test or other assessment that is administered to all children, unless before administration of that test or assessment, consent is required of the parents of all the children.

- On the basis of the review conducted pursuant to paragraph (1), and input from the pupil's parent(s), identify what additional data, if any, is needed to determine:
  1. Whether the pupil continues to have a disability described in paragraph (3) of Section 1401 of Title 20 of the United States Code
  2. The present levels of performance and educational needs of the pupil
  3. Whether the pupil continues to need special education and related services
  4. Whether any additions or modifications to the special education and related services are needed to enable the pupil to meet the measurable annual goals set out in the individualized education program of the pupil and to participate, as appropriate, in the general curriculum

If the individualized education program team and other qualified professionals, as appropriate, determine that no additional data is needed to determine whether the pupil continues to be an individual with exceptional needs, the district, special education local plan area, or county office shall notify the pupil's parent(s) of that determination and the reasons for it, and the right of the parent(s) to request an assessment to determine whether the pupil continues to be an individual with exceptional needs; however, the district, special education local plan area, or county office shall not be required to conduct an assessment unless requested by the pupil's parent(s).

A reassessment may not be conducted, unless the written consent of the parent(s) is obtained prior to reassessment, except pursuant to subdivision (e) of Section 56506. Pursuant to paragraphs (1) and (2) of subsection (c) of Section 300.300 of Title 34 of the Code of Federal Regulations, informed parental consent need not be obtained for the reassessment of an individual with exceptional needs if the NiSe can demonstrate that it has taken reasonable
measures to obtain that consent and the child’s parent(s) has failed to respond. To meet the reasonable measure requirements of this subdivision, the NiSe shall use procedures consistent with those set forth in subsection (d) of Section 300.322 of Title 34 of the Code of Federal Regulations. (EC Section 56381(f))

The individualized education program team and other qualified professionals may conduct the review without a meeting (EC Section 56381(g)).

The IEP team is able to obtain the data required by the Education Code to make the determination if further formal assessment is needed or if the child continues to meet eligibility for special education services. The informal review process for determining continued eligibility is generally used only when sufficient history and evidence exist that indicates continued eligibility and need for special education services and supports. If ineligibility is suspected or the available data is insufficient, a more formal assessment process would be appropriate.

**Criteria for Exiting Special Education Services**

When a child no longer meets the eligibility requirements as described in the Eligibility Criteria Sections or their instruction, services, or both, which can be provided with modification of the regular school program they will be exited from special education.

Any person who becomes 22 years of age during the months of January to June, inclusive, while participating in a program under this part may continue his or her participation in the program for the remainder of the current fiscal year, including any extended school year program for individuals with exceptional needs.

**Criteria for Students who Meet High School Graduation Requirements**

An individual with exceptional needs who graduates from high school with a regular high school diploma is no longer eligible for special education and related services. A regular high school diploma means a diploma conferred on a pupil who has completed a prescribed course of study and has met the standards of proficiency in basic skills prescribed by the governing board of the school district.
# Exhibit 7 - Guidance for Special Education Local Procedures

## GUIDANCE FOR SPECIAL EDUCATION LOCAL PROCEDURES

<table>
<thead>
<tr>
<th>Article 7 Reference</th>
<th>Area</th>
<th>Specifics</th>
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<tbody>
<tr>
<td><strong>Child Find</strong></td>
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</table>
| 511 IAC 7-40-1(b) & (c) | Child Find | * Written procedures are required to ensure the location, identification, and evaluation of all students attending the charter school who are in need of special education services, regardless of the severity of their disability.  
  * Develop and implement a practical method to determine which students are currently receiving needed special education and related services. |

<table>
<thead>
<tr>
<th>Educational Evaluations</th>
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| 511 IAC 7-40-3(a), (c), & (e) | Educational Evaluations | * Written procedures associated with educational evaluations need to address the requirements set forth in 511 IAC 7-40-3, as well as specific detailed school-specific procedures regarding the following:  
  * Initial Evaluations  
    - Parent initiated referral for student not in RTI process;  
    - School initiated referral for student not in RTI process;  
    - Parent initiated referral for student in RTI process who has not completed the RTI process;  
    - Parent initiated referral for student who has successfully completed the RTI process;  
    - School initiated referral for student in RTI process who has completed the RTI process but failed to make adequate progress.  
  * Written Notice Requirements and Timeline (10 instructional days after a parental request for an evaluation made verbally or in writing)  
    - Parental Consent  
    - Evaluation Timelines  
    - Conducting Evaluation and Multidisciplinary Team  
    - Move-In Student with a referral pending in a previous school district  
    - Reevaluation  
      - Reevaluation consideration every 3 years  
      - Reevaluation request under 511 IAC 7-40-8(e)  
  * Independent Educational Evaluations |
| 511 IAC 7-40-5 | Initial Educational Evaluations |  |
| 511 IAC 7-40-2 | Comprehensive and coordinated early intervening services (commonly referred to as RTI) |  |
| 511 IAC 7-40-4(d) & (e) | Written Notice |  |
| 511 IAC 7-40-4(h)-(m) | Parental Consent |  |
| 511 IAC 7-40-5(d) | Evaluation Timelines |  |
| 511 IAC 7-40-5 | Conducting Evaluation and Multidisciplinary Team |  |
| 511 IAC 7-40-8 | Reevaluation |  |
| 511 IAC 7-40-7 | Independent Educational Evaluation |  |

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<tr>
<th>Case Conference Committee (CCC)</th>
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</table>
| 511 IAC 7-42-1 | Case Conference Committee Procedures | * School must have in place written procedures to ensure the appropriate implementation of the CCC process. (Specific requirements stated under 511 IAC 7-42-1(a).)  
  * Scheduling CCC meetings and providing appropriate Notice of CCC meetings  
  * CCC Participants  
  * Excusing CCC Participants |
| 511 IAC 7-42-2 | Notice of CCC Meetings |  |
| 511 IAC 7-42-3 | CCC Required Participants |  |
| 511 IAC 7-42-3(g) & (h) | Excusal Process for Participants |  |

Created by Kylee B. Hope, Special Education Coordinator  
Last Edited February, 2012
## Individualized Education Program (IEP)

<table>
<thead>
<tr>
<th>511 IAC 7-42-6</th>
<th>IEP Components Implementation of IEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>511 IAC 7-42-8</td>
<td>• Ensure all components are included in all students’ IEPs</td>
</tr>
<tr>
<td></td>
<td>• Understand requirements for IEP implementation and what occurs when parent challenges IEP as written (511 IAC 7-42-8(a)(2)).</td>
</tr>
<tr>
<td>511 IAC 7-42-9(e)</td>
<td>• Parental Consent required for Initial IEP</td>
</tr>
<tr>
<td>511 IAC 7-43-4</td>
<td>• Parental Consent is not required for all other IEPs</td>
</tr>
<tr>
<td>511 IAC 7-42-10</td>
<td>• After annual CCC meeting, changes to the IEP made without a CCC meeting as stipulated in Article 7.</td>
</tr>
<tr>
<td></td>
<td>• Transition IEP required for students who enters into grade 9 or turn 14 years of age (whichever occurs first).</td>
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<td>• Schools must have in place written policies and procedures to ensure a least restrictive environment as stipulated at 511 IAC 7-42-10.</td>
</tr>
</tbody>
</table>

## Discipline

<table>
<thead>
<tr>
<th>511 IAC 7-44-1</th>
<th>Removal/Suspension</th>
</tr>
</thead>
<tbody>
<tr>
<td>511 IAC 7-44-2, 7-44-3, 7-44-4</td>
<td>• A school’s discipline procedures should specify that a removal is a suspension. Also, the suspension procedures should comply with Indiana statute (IC 20-33-8-7). Ensure administrators and staff understand the definitions and have a tracking system that accurately collects discipline data.</td>
</tr>
<tr>
<td>511 IAC 7-44-5</td>
<td>• Disciplinary change of placement</td>
</tr>
<tr>
<td>511 IAC 7-44-6</td>
<td>• Beyond first 10 days of removal/suspension</td>
</tr>
<tr>
<td>511 IAC 7-44-9</td>
<td>• Understand when removals do not constitute a disciplinary change of placement</td>
</tr>
<tr>
<td></td>
<td>• Schools must have appropriate procedures for conducting a manifestation determination.</td>
</tr>
<tr>
<td></td>
<td>• Ensure administrators understand special circumstances associated with an Interim Alternative Educational Setting (IAES) for misconduct associated with weapons, drugs, and serious bodily injury.</td>
</tr>
<tr>
<td></td>
<td>• Administrators must understand and ensure the school affords the necessary protections for students not yet eligible for special education. A school must know the difference between “having knowledge” and “not having knowledge.” In addition, an expedited initial educational evaluation may be required under 511 IAC 7-44-9(f).</td>
</tr>
</tbody>
</table>

## Notice of Procedural Safeguards

<table>
<thead>
<tr>
<th>511 IAC 7-37-1</th>
<th>Notice of Procedural Safeguards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Each school shall establish, maintain, and implement procedures in accordance with this section to ensure that students with disabilities and their parents are afforded procedural safeguards with respect to the provision of a free appropriate public education by the school.</td>
</tr>
<tr>
<td></td>
<td>• Must be in native language or the school must take necessary steps to ensure parent’s understanding (511 IAC 7-37-1(e))</td>
</tr>
<tr>
<td></td>
<td>• Know the requirements when the school must provide parent a copy of the notice of procedural safeguards (511 IAC 7-37-1(d))</td>
</tr>
<tr>
<td></td>
<td>• Election by parent to receive notice via electronic mail. (511 IAC 7-37-2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Access and Disclosure of Educational Records</th>
<th>Policies and Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>511 IAC 7-38-1</td>
<td>- Administrators and Teachers should understand the requirements set forth by the Family Educational Rights and Privacy Act (FERPA) and how it relates to students with disabilities.</td>
<td></td>
</tr>
<tr>
<td>511 IAC 7-38-2</td>
<td>- Each school must have procedures in place for amending educational records. Such procedures include convening a hearing if the school disagrees with a parent's request.</td>
<td></td>
</tr>
<tr>
<td>511 IAC 7-38-3</td>
<td>- Each school must establish and implement procedures to protect the confidentiality of personally identifiable information at the collection, storage, disclosures, and destruction stages.</td>
<td>Note: These procedures may already be developed in the school's student record policies; however, it is important to ensure compliance for students with disabilities.</td>
</tr>
</tbody>
</table>

**Emergency Preparedness Plan**

<table>
<thead>
<tr>
<th>Code</th>
<th>Emergency Preparedness Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>511 IAC 7-36-6(b)</td>
<td>- Each school when developing written emergency preparedness plans in accordance with 511 IAC 6.1-2.5 must include special warning and evacuation procedures for students with disabilities as stipulated under 511 IAC 7-36-6(b).</td>
</tr>
</tbody>
</table>

**Medication Administration**

<table>
<thead>
<tr>
<th>Code</th>
<th>Medication Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>511 IAC 7-36-9</td>
<td>- Each school shall establish and implement written policies and procedures on the administration of medication with the requirements stipulated in 511 IAC 7-36-9(a).</td>
</tr>
<tr>
<td></td>
<td>- Documentation of any special training provided to persons authorized to administer medication is required (511 IAC 7-36-9(b)).</td>
</tr>
<tr>
<td></td>
<td>- A school is prohibited from requiring a parent to obtain a prescription for medication for a student as a condition for attending school, receiving an educational evaluation, or receiving special education (511 IAC 7-36-9(c)).</td>
</tr>
</tbody>
</table>

**Educational Surrogate Parent (ESP)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Determining Whether a Student Needs an ESP Method for Assigning an ESP</th>
</tr>
</thead>
<tbody>
<tr>
<td>511 IAC 7-39-1</td>
<td>- Each school must establish and implement written procedures regarding: 1) how the school determines a student is in need of an ESP; and 2) how eligible persons will be trained to serve as ESP.</td>
</tr>
<tr>
<td>511 IAC 7-39-2</td>
<td>- Each school must establish and implement written procedures regarding the assignment of ESPs that including the following: 1) a system to assign ESP; 2) a system for determining the eligibility of individuals to serve as ESP; and 3) a system for training individuals to serve as ESP that includes training regarding special education law and rules.</td>
</tr>
</tbody>
</table>

**Appropriately Licensed and Certified School Personnel**

<table>
<thead>
<tr>
<th>Code</th>
<th>Appropriately Licensed and Certified School Personnel Providing Special Education Services Teacher of Record Paraprofessionals and Assistants</th>
</tr>
</thead>
<tbody>
<tr>
<td>511 IAC 7-36-2</td>
<td>- All personnel employed or contracted by a school to provide special education or related services must be appropriately licensed or certified and must have the content knowledge and skills necessary to provide the services for which the individual is employed or contracted in accordance with standards established by the department of education.</td>
</tr>
<tr>
<td></td>
<td>- Teacher of Record requirements (511 IAC 7-36-2(a))</td>
</tr>
<tr>
<td></td>
<td>- School may allow paraprofessionals and assistants who are appropriately trained to work under the direction and supervision of: 1) licensed teachers; 2) highly qualified teachers; or 3) related services personnel to assist student in areas that relate to personal, social, and educational needs.</td>
</tr>
<tr>
<td>511 IAC 7-36-3</td>
<td>- A special education teacher who teaches in a public elementary, middle, junior high, or high school in the state must be highly qualified as a special education teacher by meeting the requirements set forth in 511 IAC 7-36-3(e).</td>
</tr>
</tbody>
</table>

**Revocation of Consent**

<table>
<thead>
<tr>
<th>Code</th>
<th>Revocation of Consent for</th>
</tr>
</thead>
<tbody>
<tr>
<td>511 IAC 7-42-15, 7-42-</td>
<td>- School administrators must understand the implications and requirements of a parent's right to revoke</td>
</tr>
</tbody>
</table>
**SPECIAL EDUCATION TRAINING REQUIREMENT**

<table>
<thead>
<tr>
<th>Article 7 Reference</th>
<th>Area</th>
<th>Specifics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paraprofessionals</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>511 IAC 7-36-2(f)</td>
<td>Pre-service and In-service for Paraprofessionals</td>
<td>A school must provide pre-service and in-service for paraprofessionals in the following areas: 1) the role or the paraprofessional related to the role of the professional person providing supervision and direction; 2) the specific skill and content knowledge necessary to carry out the assigned responsibilities; and 3) information on the specific special needs and characteristics of students with whom the para will be working and special education procedures, including confidentiality of personally identifiable information. Written documentation regarding the training provided to paraprofessionals must be on record.</td>
</tr>
<tr>
<td><strong>Assistive Technology (AT)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>511 IAC 7-32-8(5)</td>
<td>AT and Technical Assistance</td>
<td>If AT is included in a student’s IEP, training and technical assistance may be needed for: 1) the student with a disability or, if appropriate, the student’s family and 2) professionals, employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of students with disabilities.</td>
</tr>
<tr>
<td><strong>Supports and Training for Charter School Personnel</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>511 IAC 7-35-2</td>
<td>Staff Support and Training</td>
<td>A school must carry out activities to ensure that school personnel are: 1. Fully informed about their respective responsibilities for implementing Article 7; 2. Provided with: a. Technical assistance and training necessary to assist them in this effort; and b. The necessary knowledge and skills to implement each student’s IEP. A student’s CCC, during the development, review, or revisions of a student’s IEP, must consider, under knowledge and skills necessary to implement the student’s IEP. If determined necessary, the school must document the training. Note: Schools should always document such professional development provided to staff associated with special education.</td>
</tr>
<tr>
<td><strong>Medication Administration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>511 IAC 7-36-9(b)</td>
<td>Special Training for Authorized Persons to Administer Medication</td>
<td>A school shall document any special training provided to person authorized to administer medication.</td>
</tr>
<tr>
<td>Rule Reference</td>
<td>Training Topic</td>
<td>Description</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------</td>
<td>-------------</td>
</tr>
<tr>
<td>511 IAC 7-38-3(a)(1)(B)</td>
<td>Training for Personnel Using or Collecting Personally Identifiable Information</td>
<td>A school shall provide training or instruction for all persons collecting or using personally identifiable information regarding the following: 1) the student and parent procedural safeguards with respect to the provision of a free and appropriate public education; and 2) confidentiality provision of Article 7 and the Family Educational Rights and Privacy Act.</td>
</tr>
<tr>
<td>511 IAC 7-39-2(a)(3)</td>
<td>Training System for Individuals Servicing as ESPs</td>
<td>As stated above, schools shall provide a system of training individuals to serve as ESPs that includes training regarding special education laws and rules. Schools may contract with an outside organization to provide training to individuals – this will also help provide a “pool” of qualified ESPs if needed.</td>
</tr>
<tr>
<td>511 IAC 7-42-1(b)</td>
<td>Training on CCC Process</td>
<td>A school must provide information and training that addresses the requirements set forth in Article 7 to ensure that school staff have the necessary knowledge regarding the following: 1. How to arrange and document CCC meetings; 2. How to develop an IEP, including the required components of an IEP; 3. How to serve as the public agency representative (PAR), including information about the availability of, and has the authority to commit, resources of the school.</td>
</tr>
</tbody>
</table>
Exhibit 8: Independent Contractor Agreement

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

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

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

1. Detailed Contract Obligations: The Contractor shall provide the services as referred by and directed by the respective individual school principals and their special education designees. Evaluations will be conducted in a timely manner, in accordance with state regulations. When applicable, contractor will interpret test results at case conferences, scheduled at mutually agreed upon times.

2. Location of Services: Contractor’s obligations will be rendered on site as designated by the school principal.

3. Hours of Service: The Contractor will provide services on a per ____________ (e.g. case, monthly) basis, during regularly scheduled school hours.

4. Term of Agreement: The term of this agreement shall begin at the date specified above for the 20____/20____ school calendar and will end on the last day of June, 20____.

5. Remuneration: The Contractor will be paid for _______________ services rendered, as follows: ______________________________________. NiSe and Contractor agree that Contractor has been contracted for the purpose of providing the above described services to NiSe and that the relationship between the parties is one of purchaser of services and provider of services. The Contractor shall be responsible for submitting itemized invoices on a regular basis to NiSe for payment of contract obligations. Payment shall be made within 30 days following receipt of invoice.

6. Independent Contractor Status: The parties to this agreement intend that the relationship between them created by this Agreement is that of charter school/independent contractor. NiSe is interested only in the results obtained under this Agreement; the matter and means of conducting the work are under the sole control of Contractor. Contractor will adhere to professional standards and will perform all services under this Agreement. Contractor will be solely and entirely responsible for the acts of Contractor and her agents during the performance of the Agreement.

7. Equipment: NiSe shall provide and make available to contractor sufficient evaluation space, as needed, at each school building to enable Contractor to provide competent and adequate services to students. All ________________ (e.g. equipment and supplies) will be provided by Contractor.
8. Waive or Modification Ineffective Unless in Writing: Additional provisions to this contract may be added if agreed upon by both Contractor and NiSe. No waiver, alteration or modification of any of the provisions of this Agreement shall be binding unless in writing and signed by a duly authorized representative of NiSe and Contractor.

9. Any notices, reports, or invoices required by this Agreement shall be deemed received on: (a) the day of delivery if delivered by hand or overnight courier service during Contractor’s and NiSe’s regular business hours or by facsimile before or during Contractor’s regular business hours; or (b) on the third business day following deposit in the United States mail, postage prepaid, addressed as set forth below, or to such other addresses as the Parties may, from time to time, designate in writing.

**Notices to Contractor shall be addressed:**

Contractor name

Contractor address

Contractor telephone

Contractor email

IN WITNESS WHEREOF, Northwest Indiana STEM Charter School (NiSe) has caused this agreement to be executed by its duly authorized NiSe officers/signatories and Contractor has hereafter affixed its approval by way of signature.

**Contractor** Agreed & Accepted

__________________________________________ _________________________
Contractor’s Signature                          Date

**NiSe Representative** Agreed & Accepted

__________________________________________ _________________________
NiSe’s Representative Signature                  Date

NiSe’s Representative Title
Exhibit 9: NiSe Official Notice of Student Withdrawal

<table>
<thead>
<tr>
<th>Student Information</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student’s Legal Last Name</td>
<td>2. Student’s Legal First Name</td>
<td>3. Middle Name</td>
<td>4. Sr/Jr/2nd/3rd</td>
<td></td>
</tr>
<tr>
<td>10. Primary Withdrawal Type</td>
<td>10b. Additional Withdrawal Reason(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select the following that best describes why the student is withdrawing from school:</td>
<td>(Optional) Select one of the following only if applicable:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ W1 Transfer to another school</td>
<td>□ WR1 School identified for Federal School Improvement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ W2 Illness</td>
<td>□ WR2 School identified as persistently dangerous</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ W3 Expelled or long term suspension</td>
<td>□ WR3 Individual Transfer Option (victim of a violent criminal offense)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ W4 Absence or status unknown</td>
<td>□ WR4 Pregnancy / Biological Parent of a Child</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ W5 Dropout</td>
<td>Note for WR1 and WR2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ W6 Age</td>
<td>If a school does not have this designation, or if a student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ W7 Graduated</td>
<td>transfers to another school with the same designation, then</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ W8 Deceased</td>
<td>this withdrawal reason is invalid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ W9 Transfer to be home taught</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ W10 Transfer to detention</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ W11 GED</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ W12 Continuing studies at vocational or technical school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ W13 Completed course requirements but did not pass AIMS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer transfer within District</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11a. Data Added by: (initials) | 11b. Date Added (mm/dd/yyyy) | 11c. Last Day of Attendance or Summer Withdrawal Date (mm/dd/yyyy) | 12. Parent/Guardian Signature |

13. Date (mm/dd/yyyy) | Information is certified correct according to School records |


17. School Official Signature | 18. Date (mm/dd/yyyy) |

Note: If parent or guardian is unable to sign this form, the school district should indicate the reason the signature was not obtainable.

19. SPED | Overall Composite Overall Assessment If Applicable, Language Program in which Student Proficiency Level Result In SAIS Participated At Your District/Charter |
| Check all that apply. | | |
| □ A | □ HI | □ MOMR | □ PSD | □ SMR |
| □ DD | □ MD/MSDI | □ OHI | □ SLD | □ TBI |
| □ ED/EDP | □ MIMR | □ OH | □ SII | □ VI |

20. ELL | Most Recent Assessment Date (mm/dd/yyyy) | Overall Composite Overall Assessment If Applicable, Language Program in which Student Proficiency Level Result In SAIS Participated At Your District/Charter |
| Check box if student was withdrawn from the Language | | |
| Program with a Language Program Exit Reason of: | | |

Recclassified as FEP by Reassessment |
Withdrawn by parent request |
Withdrawn due to SPED Criteria

Note: If a school does not have this designation, or if a student transfers to another school with the same designation, then this withdrawal reason is invalid.
Official Notice of Student Withdrawal FORM INSTRUCTIONS

The information provided below is intended to provide general guidelines for the information to be collected in each box on the Pupil Withdrawal Form.

**Required versus Optional:** If information for a particular box exists, then it is required to be entered on the form even if the field is marked optional. Optional fields should only be left blank if the information does not exist or is not reasonably available. The fields marked as Required are necessary for a successful enrollment in the SAIS system.

<table>
<thead>
<tr>
<th>Box #</th>
<th>Required</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>Last name of the student as it appears on the document used for registration</td>
</tr>
<tr>
<td>2</td>
<td>Yes</td>
<td>First name of the student as it appears on the document used for registration</td>
</tr>
<tr>
<td>3</td>
<td>No</td>
<td>Middle name of the student as it appears on the document used for registration</td>
</tr>
<tr>
<td>4</td>
<td>No</td>
<td>Name extension (e.g., Jr., Sr., III) as it appears on document used for registration</td>
</tr>
<tr>
<td>5</td>
<td>Yes</td>
<td>Student Social Security Number</td>
</tr>
<tr>
<td>6</td>
<td>Yes</td>
<td>School Student ID is a number issued by the district/charter</td>
</tr>
<tr>
<td>7</td>
<td>Yes</td>
<td>Grade Level is standard PS, KG, 1-12, UE (Ungraded Elementary)</td>
</tr>
<tr>
<td>8</td>
<td>Yes</td>
<td>Gender of the student</td>
</tr>
<tr>
<td>9</td>
<td>Yes</td>
<td>Date of the student’s birth as it appears on the document used for registration</td>
</tr>
<tr>
<td>10a</td>
<td>Yes</td>
<td>Type of withdrawal, as identified by the parent/guardian or school official</td>
</tr>
<tr>
<td>10b</td>
<td>No</td>
<td>Supplemental withdrawal reason as identified by the student, parent, or guardian (NOT by a school official).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• For WR1 and WR2 - If a school does not have this designation, or if a student transfers to another school with the same designation, then this withdrawal reason is invalid</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Schools are not required to find out whether or not students are leaving school because of pregnancy</td>
</tr>
<tr>
<td>11a</td>
<td>Yes</td>
<td>Initials of the individual updating the Student Management System (SMS)</td>
</tr>
<tr>
<td>11b</td>
<td>Yes</td>
<td>Date removed from Student Management System</td>
</tr>
<tr>
<td>11c</td>
<td>Yes</td>
<td>Last day of attendance (This is the date used for withdrawal date - the date in the Student Management System)</td>
</tr>
<tr>
<td>12</td>
<td>Yes</td>
<td>Signature of the parent or guardian of the student (or signature of the student if the student is emancipated)</td>
</tr>
<tr>
<td>13</td>
<td>Yes</td>
<td>Date the form was signed by the person named in box 12</td>
</tr>
<tr>
<td>14</td>
<td>Yes</td>
<td>School withdrawing the student</td>
</tr>
<tr>
<td>15</td>
<td>Yes</td>
<td>District/Charter</td>
</tr>
<tr>
<td>16</td>
<td>Yes</td>
<td>Withdrawal Code, based on information in 10a – See attached withdrawal code definitions</td>
</tr>
<tr>
<td>17</td>
<td>Yes</td>
<td>School Official Signature certifying the information is correct</td>
</tr>
<tr>
<td>18</td>
<td>Yes</td>
<td>Date the form was signed by the person named in box 18</td>
</tr>
<tr>
<td>19</td>
<td>Yes*</td>
<td>Special Education (SPED) student needs *Required for SPED Students</td>
</tr>
<tr>
<td>20</td>
<td>Yes**</td>
<td>English Language Learner (ELL) student status **Required for ELL Students</td>
</tr>
</tbody>
</table>

Adopted from the Arizona Public Schools
WITHDRAWAL CODES

Withdrawal Codes: Transfers

W1 TRANSFER: Withdrawn to continue studies in another school

W9 TRANSFER: Home Taught. Student withdrawn from public school system to be home taught

W10 TRANSFER to state or federal detention facility. Verbal notification from a responsible adult is sufficient

Withdrawal Codes: Dropouts

W2 ILLNESS. Withdrawn due to chronic illness (withdrawal may not be required; refer to district’s chronic illness policy).

W3 EXPELLED. Withdrawn due to expulsion or long term suspension.

W4 ABSENCE/STATUS UNKNOWN. Withdrawn for 10 consecutive days of unexcused absence, status or location is unknown to the school or school district.

W5 DROPOUT. School received verification that student has withdrawn from school; student does not intend to complete requirements for a high school diploma.

W6 AGE. Student not of school age (under 6 or over 21 years of age).

W10 TRANSFER: Detention. Withdrawn because student was transferred to a state detention or correctional facility.

W11 GED. Student withdrew from school expressly for the purpose of obtaining a GED. Students of high school age must withdraw to take the GED test. Verbal notification at the time of withdraw is sufficient to apply the W11 code.

W12 VOCATIONAL SCHOOL. Student withdrew to continue studies at a technical or vocational school; this includes ALL schools or education programs that DO NOT meet Arizona requirements for obtaining a high school diploma. Verbal notification from a responsible adult is sufficient to apply the W12 code.

W13 COMPLETED. Student has completed course of study requirements for high school or Individual Education Plan but DID NOT receive a passing score on the ISTEP (applies to mid-year completers). Completers have concluded their high school education and are not expected to re-enroll.

Withdrawal code W5 should be used for students who have intentionally dropped out of school, except for the following reasons: (1) chronic illness, (2) to receive a GED certificate, or (3) transfer to a juvenile correctional facility. Any student who was withdrawn under the codes W2, W3, W4, W5, W11, and W12 and did not return to school before the end of the school year will be counted as dropouts in the annual Dropout Rate Study. In order to present additional information about the status of students coded with dropout-related codes, however, these withdrawal categories will be disaggregated.
Withdrawal Codes: Mid-Year Graduate

W7  GRADUATE. Student has completed course of study requirements for high school and received a passing score on the AIMS test (applies to mid-year graduates). Graduates are issued a high school diploma by the school district.

W8  DECEASED.

Special Education (SPED)
If at the time of withdrawal, the student has been identified as eligible for special education (SPED) and related services and has an IEP, please select all disability categories for which the student has been identified as eligible. The disability categories are as follows:

- A  Autism
- DD Developmental Delay
- ED Emotionally Disabled
- EDP Emotionally Disabled - Private
- HI Hearing Impairment
- MD Multiple Disabled
- MDSSI Multiple Disabled - Severe Sensory Impaired
- MIMR Mild Mental Retardation
- MOMR Moderate Mental Retardation
- OHI Other Health Impairment
- OI Orthopedic Impairment
- PSD Preschool Severe Delay
- SLD Specific Learning Disabled
- SLI Speech/Language Impairment
- SMR Severe Mental Retardation
- TBI Traumatic Brain Injury
- VI Visual Impairment

English Language Learner (ELL)
If your District/Charter administered an Arizona English Language Learner Assessment (AZELLA) at anytime during the school year, please report the most recent AZELLA administration that is on file. If applicable, you may also attach a copy of this student’s most recent AZELLA Student Report to the Official Notice of Pupil Withdrawal.

<table>
<thead>
<tr>
<th>Overall Composite Proficiency Level</th>
<th>Overall Assessment Result In SAIS</th>
<th>If Applicable, Language Program in which Student Participated At Your District/Charter</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE Pre-Emergent</td>
<td>RFEP Reclassified Fluent English Proficient</td>
<td>SE I Structured English Immersion</td>
</tr>
<tr>
<td>E Emergent</td>
<td>IFEP Initial Fluent English Proficient</td>
<td>B1 Bilingual/Dual Language with Waiver 1</td>
</tr>
<tr>
<td>B Basic</td>
<td>ELLAR ELL After Reclassification</td>
<td>B2 Bilingual/Dual Language with Waiver 2</td>
</tr>
<tr>
<td>I Intermediate</td>
<td>ELL English Language Learner</td>
<td>B3 Bilingual/Dual Language with Waiver 3</td>
</tr>
<tr>
<td>P Proficient</td>
<td>CFEP Y1 Continuing Fluent English Proficient Year 1</td>
<td>I Individual Language Learner Plan (ILLP)</td>
</tr>
<tr>
<td></td>
<td>CFEP Y2 Continuing Fluent English Proficient Year 2</td>
<td></td>
</tr>
</tbody>
</table>

4
Exhibit 10: Code of Conduct Discipline Policy
The Dean of Students will monitor and enforce the Code of Conduct Policy.

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

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

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

**Policy Statement**

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

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

**Disciplinary Removal from Classroom**

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

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

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

A teacher is authorized to immediately remove a student from the teacher’s classroom if the student’s behavior:

1. Violates the code of conduct adopted by NiSe
2. Is dangerous, unruly, or disruptive
3. Seriously interferes with the ability of the teacher to teach the class or other students to learn
A student with a disability may be removed from class and placed in an alternative educational setting only to extent authorized by state and federal laws and regulations.

**Discipline Code**

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

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

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

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

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

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

**Category 1**

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

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

Students who commit any of these acts are subject to teacher-student conferences as a result of a first offense and may, as a result of repeated violations and depending on the circumstances, be subject to the maximum penalty of a one-day, in-school suspension. As a supplement and/or alternative to suspension, school staff may require students to complete between 1 and 8 hours of public service as commensurate with the seriousness of offense(s).
Category 2
These acts of misconduct include, but are not limited to, the following student behaviors that disrupt the educational process at NiSe.

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

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

Category 3
These acts misconduct those student behaviors that very seriously disrupt the orderly educational process in the classroom, in the school, and/or on the school grounds. These acts of misconduct include, but are not limited to, the following:

- Assault on a student or any school employee (assault is interpreted as an attempt to do bodily harm to a student or to any staff member)
- Persistent refusal to follow stated school rules and procedures
- Arson
- Destruction of property
- Creating a false fire alarm
- Repeated Category 1 and Category 2 offenses
- Possession of weapons
- Any act that endangers the safety of the other students, teachers or any school employee
- Theft
- Trespassing
- Involvement in gang activity
- Sex violations
- Use, possession, sale, or delivery of alcohol, illegal drugs, narcotics, controlled substances, contraband or look alike contraband/drugs
Students who commit any of these acts are subject to a maximum ten-day, out-of-school suspension and teacher-parent conference and may, depending on the circumstances, be subject to the maximum penalty of expulsion. As a supplement and/or alternative to suspension or expulsion, school staff may require students to complete between 6 and 30 hours of public service as commensurate with the seriousness of offense(s).

**In School Disciplinary Actions**
Disruptive student behavior is subject to disciplinary actions by the teacher or the administration. Action taken by teachers toward students who are disruptive may include but is not limited to:
- Time out in the classroom or other secure, supervised area
- A conference with the student
- A reprimand
- Detention
- A conference with the parent/guardian

A discipline referral will be sent to the administration office when the teacher feels that the student’s improper behavior cannot be corrected through the teacher’s classroom management practices. After consultation with the student and the teacher (if needed), the administrator will determine the course of action required to provide a safe, secure school environment. Action taken by an administrator toward students who are disruptive may include but is not limited to:
- A conference with the student and/or parent/guardian
- A reprimand
- Entering into a behavioral contract between student, parent, and administrator
- In-school suspension (ISS: up to three days)
- Out-of-school suspension (OSS: up to ten days)
- Recommendation for long-term suspension (more than 10 days)
- Recommendation for expulsion

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

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

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

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

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

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

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

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

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

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

The following behaviors are defined as violent and aggressive:

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

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

Weapons in School or on School Grounds
The possession and/or use of a weapon by students is unacceptable within the school.

Student Searches
To ensure the safety of all students, it may be necessary for NiSe personnel to search the person and/or the personal property of the student and to seize any property deemed injurious or detrimental to the safety and welfare of students and staff. Searches may be conducted by a school official who has reasonable grounds for suspecting that a search will turn up evidence that
the student has violated either the law or school policy. When reasonable grounds for a search exist, school personnel may search a student and/or the student’s property while on school premises or during a school activity under the circumstances outlined in this policy and may seize any illegal, unauthorized, or contraband materials.

**Search of School Property**

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

**Seizure of Items**

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

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

**Discipline of Special Education Students**

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

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

**Distribution of Conduct and Discipline Code**

The Principal shall arrange to have the conduct and discipline code distributed once to each student in elementary, and middle, and high school each academic year. Copies shall be posted clearly in the school. In addition, any significant change in the code shall be distributed to each student and posted.
<table>
<thead>
<tr>
<th>Full Name</th>
<th>Current Job Title and Employer</th>
<th>Position with Proposed School</th>
<th>Bio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wanda Day</td>
<td>Places and Spaces Realty, Owner</td>
<td>Board President</td>
<td>Born and raised in Chicago, IL, I became aware at a very young age that I was destined to do great things in life. I was blessed to attend Fisk University in Nashville, Tennessee where I earned my Bachelor’s Degree in English. Fisk well-prepared me for many of life’s challenges and rewards especially meeting and wedding my husband of 33 years, Kirk Day. Together, we raised our (4) adult children and proudly proclaim (3) grandchildren. Upon graduating, I began my professional career in Public Relations at the Vanderbilt University Medical Center in Nashville. Soon after, I returned to Chicago accepting a position in Public Television production. Further on, teaching high school English, marketing business telecommunications and conducting media research interviews, helped to round out my career path. The skills I developed and the experiences I was afforded became valuable assets for me to pursue real estate; my life-long passion. In 2004, I began my professional real estate career as a sales agent. I planned to garner as much knowledge and experience as I could. After a couple of years, I felt confident enough to take on my own brokerage. Today, I am the broker-owner of Places and Spaces Realty, LLC (since 2007). I am passionately driven and I strive to help people in their quests to buy and sell real estate throughout the state of Indiana. I consider real estate to be my ministry. It is my utmost desire for Places and Spaces Realty, LLC to greatly impact the real estate industry, facilitating positive growth and development throughout the communities of Indiana. I look forward to representing the buyers and sellers of the marketplace, providing them the very best in quality service. I sincerely believe that unless we are willing to take an interest in our neighborhoods—become an integral part in affecting change—we cannot expect them to flourish. Education is the key to everyone’s freedom—regardless of ethnicity, social or economic strata. Over the past generation, America’s standard of education has declined...</td>
</tr>
</tbody>
</table>
and public education is failing her young citizens. I pledge to offer my gifts and talents along with my commitment to serve on the Board of Directors of the Nise Charter School. I will work hard to ensure this institution thrives and flourishes in its endeavor to build and develop tomorrow's leaders toward their pursuits and achievements.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Background Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dwayne Tucker</td>
<td>Supplier Vice-President</td>
<td>Directors in St. Louis, MO from 1993 to 1997 where I also served as department head over the Children's Ministries during this same period before we moved to Merrillville, IN. Currently, he is a Supplier Quality Representative for The Boeing Company which makes him an interface with suppliers for any performance issues in delivery of quality products to Boeing. As a Boeing Supplier Quality Team Lead, he reviews employees' job performance, assigns and monitors employees training, and ensures adherence to department budget guidelines. As a Boy Scout troop leader, he organizes and prepares agendas and works with kids and troops leaders, ensuring they adhere to troop rules and bylaws. He is a lifelong learner and I promote lifelong learning. He is employed as the Training Coordinator for his department within The Boeing Company.</td>
</tr>
<tr>
<td>Dr. Mary Steele-Agee</td>
<td>Board Member</td>
<td>Dr. Mary Steele-Agee has garnered 32 years experience as a teacher, college professor, principal, Executive Director and Superintendent into her knowledge of effective leadership. Spending the last 5 years of her career as a school superintendent, Dr. Steele-Agee continues to inspire minds by training teachers and administrators to be effective leaders. She holds BS, MS, Ed.S, and Ed.D degrees all in the field of education. She also served as an Associate Professor at Indiana University Northwest for seven years.</td>
</tr>
<tr>
<td>Dawn Dawkins, Esq.</td>
<td>Board Member</td>
<td>Dawn M. Dawkins maintains a private law practice in the city of East Chicago, Indiana, where she was born. She has been a licensed attorney for almost thirty-two years. Dawn has been admitted to both the state and federal bars of Texas and Indiana. She has been an advocate for children for most of her legal career, through her work for the Texas Attorney General's Office, Texas Department of Human Services; and Indiana Legal Services. She manages Cornerstone Christian Books &amp; Coffee Bar,</td>
</tr>
</tbody>
</table>
established by her late father ten years ago. She desires to eventually retire from the practice of law, and devote herself full time to the business-ministry of the store. She worships at Zion Missionary Baptist Church of East Chicago, Indiana; and serves as an Intercessor, Sunday School teacher and member of the Women Ministries. Dawn actively practices her faith, seeks to fulfill her God-ordained purpose, and shares her ministry gifts with clients, colleagues and the community. She travels and enjoys the fine arts, culinary cuisine and interior design
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, BSU 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 team 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.

Mission Statement
Northwest Indiana STEM Charter High School (NiSe), in collaboration with students, parents, and the community, endeavors to foster a school environment to create a challenging and supportive organization of lifelong learners. It is our mission to actively engage the students, faculty, parents and community to work together to provide an education empowering students with a science, technology, engineering and science educational foundation.

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

As a Board Member, you are agreeing to:

1. Behave ethically and responsibly
2. Oversee all aspects of the School, its facilities, curricular and co-curricular systems, and along with the Chief Executive Officer, approve the expenditure and capital budgets
3. Review yearly performance of the Leadership Team
4. Develop and maintain healthy relationships with key stakeholders and develop effective communication channels
5. Form a strategic approach to the school’s mission, by envisioning and implementing policies, frameworks and structures
6. See the value and the ethical standards of other board members in order to seek
1. Brief educational and employment history. (No narrative response is required if resume and professional biography attached to application.)
   - Resume and professional biography provided.

2. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any not-for-profit corporation.  
   - Does not apply to me  ☐ Yes  East Chicago East-Talented Board - Base, Planning and Curriculum Board.

3. Describe any previous experience you have that is relevant to serving on the charter school’s board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
   - My professional background as a real estate broker coupled with my business ownership experience may be of value to the East Chicago East-Talented Board of Directors. I have a wealth of knowledge regarding all aspects of real estate, i.e., commercial, property management, marketing, sales and acquisitions.

4. Describe the specific knowledge and experience that you would bring to the board.
   - My networking experience affords me access to business and other professional contacts. I am committed to serving the academic environment and believe I can make a positive impact toward resolving the education dilemma in our local communities. I have served on the East Chicago East-Talented Board of Directors and Planning Committee a number of years.

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

☐ I do not know any such trustees  ☐ Yes  Attorney Down Hawkins is a former classmate of my spouse.

Indicate whether you or your spouse knows anyone who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

Add any other comments or information that may be relevant to your application.
1/ we do not know any such employees. □ Yes

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

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted. □ 1/ we do not anticipate conducting any such business. □ Yes

5. 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

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

Certification

[Marked]

Wanda McDay, certifies to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for the Northwest Indiana STEM Charter High School is true and correct in every respect.

Signature

Date  6/6/2012
NiSe requires, as a condition of becoming a Board member that all persons consent to and authorize a verification of the information submitted on their resume. Please read this statement carefully.

This release and authorization acknowledges that NiSe may conduct a pre-employment background investigation thoroughly and within the confines of all applicable state and federal laws. I further understand that while an offer of Board membership might precede any such investigation, actual employment is contingent upon a determination of my suitability for the membership on the Board. I seek.

I hereby authorize the release of information related to this investigation, and further release from liability any and all individuals and organizations who provide information to NiSe concerning my criminal history, motor vehicle history, certifications and license, educational credentials, employment eligibility (social security trace), and civil case records. In addition, NiSe may request and receive any record of criminal history or other relevant information pertaining to me which may be in the files of any Federal, State or Local criminal justice agency, and/or other information as deemed necessary to fulfill the position requirements.

I release organizations and agencies providing such information from any and all claims of damages in connection to their release of any requested information. I agree that any copy of this document is as valid as the original. I authorize NiSe’s chosen provider and any of its agents and/or employees to disclose verbally and in writing the results of this verification process to the designated authorized representatives of NiSe.

I do hereby agree to forever release and discharge NiSe, its agents, as well as any and all individuals, organizations, and agencies who provide information to NiSe to the full extent permitted by law from any claims, damages, losses, liabilities, cost and expenses, or any other charge or complaint filed with any agency arising from the retrieving and reporting of information.

According to the Federal Fair Credit Reporting Act, I am entitled to know if Board membership was denied based on information obtained from all reporting sources, and to receive, upon request, a disclosure of the public record information and of the nature and scope of the investigative report. Date of birth and Social Security number will be used only to complete the background investigation and will not become part of the selection process.

By signing this document, I authorize NiSe to conduct a background investigation. I also certify that the information provided by me for the purpose of Board membership (application, resume, transcripts, etc.) is true and accurate, and, if offered membership, I understand that any
information falsely provided will be sufficient grounds for the immediate termination of my Board membership.

Signature

Date

Please provide all requested information and provide the last three residences

Printed Name: First, Middle, Last Wanda M. Day
Other Name(s)

Date of Birth Location of Birth (City/State)

Social Security Number

Home Telephone No. (219) 397-8710 Driver's License Number

State Issued

Last Three Residences

4232 Maggun Ave.
East Chicago, IN 46312 25 yrs. Lake County

1818 2273

5638 N. Winthrop Ave.
Chicago, IL 60660 4 yrs. Cook County

Previous Address - City, State, Zip How Long County

Previous Address - City, State, Zip How Long County

Created using easyPDF Printer
NiSe Board Member Information Form

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As a Board Member, you are agreeing to:

1. Behave ethically and responsibility
2. Oversee all aspects of the School, including its control and accountability systems, and along with the Chief Executive Officer approves the expenditure and capital budgets
3. Review yearly performance of the Leadership Team
4. Develop and maintain healthy relationships with key stakeholders and develop effective communication channels
5. Ensure a strategic approach to the school’s future by recommending major goals, policy frameworks and strategies
6. Set the tone and the ethical standards of the school and monitor adherence to them
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8. Approve all material expenditures outside the budget
9. Anticipate problems as much as possible and act to diffuse issues
10. Establish committees where appropriate
11. Review and monitor adherence to systems of risk management, governance compliance
    and legal compliance
12. Provide administrative oversight relative to educational policies and programs
13. Recognize and conform to the legal mandates imposed by state and federal laws
14. Conduct annual review of the Board’s own performance (i.e. Board Appraisal)
15. Conduct annual review of the School’s progress in meeting its objectives

To be completed individually by each proposed charter school board member. All forms must be signed by hand. Please provide responses to the questions below:

1. Brief educational and employment history. (No narrative response is required if
   resume and professional biography are attached to the application)
   ☒ Resume and professional biography are provided.

2. Indicate whether you currently or have previously served on a board of a school
district, another charter school, a non-public school or any not-for-profit corporation.
   ☐ Does not apply to me ☒ Yes

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

   I served on the Abundant Life Ministries Church Board of Directors in St. Louis,
   MO. My wife, Jenny, and I also served as department heads over the Children’s
   Ministries from 1993 to 1997 before we moved to Merrillville, IN.

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

   I was a Boy Scout pack leader. I have taught Sunday School classes; My wife and I
   have three children ages 15, 20, and 22. Education is a big part of my family life. I
   am a life-long learner and I promote lifelong learning. I am also the training
   coordinator for my department within The Boeing Company.

Disclosures
1. Indicate whether you or your spouse knows the other prospective board members for
   the proposed school. If so, please indicate the precise nature of your relationship.
   ☐ I / we do not know any such trustees. ☒ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

☐ I / we do not know any such employees. ☒ Yes

My sister, Diane Bigham, works as a school administrator at Central High School located in East Chicago, IN.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I / we do not know any such persons. ☐ Yes

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

☒ I / we do not anticipate conducting any such business. ☐ Yes

5. 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

My family currently attends the Laurel Church Ministries church which is where the NiSe charter school plans to house its facilities.

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

☒ None ☐ Yes

**Certification**

I, [Dwayne J. Tucker], certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for the Northwest Indiana STEM Charter High School is true and correct in every respect.

[Signature] 7/4/2012

Signature Date
NiSe requires, as a condition of becoming a Board member that all persons consent to and authorize a verification of the information submitted on their resume. Please read this statement carefully.

This release and authorization acknowledges that NiSe may conduct a pre-employment background investigation thoroughly and within the confines of all applicable state and federal laws. I further understand that while an offer of Board membership might precede any such investigation, actual employment is contingent upon a determination of my suitability for the membership on the Board I seek.

I hereby authorize the release of information related to this investigation and further release from liability any and all individuals and organizations who provide information to NiSe concerning my criminal history, motor vehicle history, certifications and licensing, educational credentials, employment eligibility (social security trace), and civil case records. In addition, NiSe may request and receive any record of criminal history or other relevant information pertaining to me which may be in the files of any Federal, State or Local criminal justice agency and/or other information as deemed necessary to fulfill the position requirements.

I release organizations and agencies providing such information from any and all claims of damages in connection to their release of any requested information. I agree that any copy of this document is as valid as the original. I authorize NiSe’s chosen provider and any of its agents and/or employees to disclose verbally and in writing the results of this verification process to the designated authorized representatives of NiSe.

I do hereby agree to forever release and discharge NiSe, its agents, as well as any and all individuals, organizations, and agencies who provide information to NiSe to the full extent permitted by law from any claims, damages, losses, liabilities, cost and expenses, or any other charge or complaint filed with any agency arising from the retrieving and reporting of information.

According to the Federal Fair Credit Reporting Act, I am entitled to know if Board membership was denied based on information obtained from all reporting sources; and to receive, upon request, a disclosure of the public record information and of the nature and scope of the investigative report. Date of birth and Social Security number will be used only to complete the background investigation and will not become part of the selection process.
By signing this document, I authorize NiSe to conduct a background investigation. I also certify that the information provided by me for the purpose of Board membership (application, resume, transcripts, etc.) is true and accurate, and, if offered membership, I understand that any information falsely provided will be sufficient grounds for the immediate termination of my Board membership.

[Signature]

7-27-2012

Date

Please provide all requested information and provide the last three residences

Printed Name: First, Middle, Last ________________________________

Dwayne J. Tucker

Other Name(s) ________________________________

Date of Birth ________________________________ Location of Birth (City/State) ________________________________

East Chicago, IN

Social Security Number ________________________________

Home Telephone No. ________________________________

Driver’s License Number ________________________________ State Issued ________________________________

IN

Last Three Residences

7601 Morton St, Merrillville, IN, 46410, 13 years Lake County

Current Address – City, State, Zip How Long County

6559 Serenity Circle, Hazelwood, MO, 63042, 10 years St. Louis County

Previous Address – City, State, Zip How Long County

various apartments in Hazelwood, MO

Previous Address – City, State, Zip How Long County
NiSe Board Member Information Form

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, BSU 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 team 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.

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8. Approve all material expenditures outside the budget
9. Anticipate problems as much as possible and act to diffuse issues
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To be completed individually by each proposed charter school board member. All forms must be signed by hand. Please provide responses to the questions below:

1. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application)
   x☐ Resume and professional biography are provided.

2. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
   ☐ Does not apply to me  x☐ Yes

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

I have served as Chairman of the board for Urban League of NWI from 2008-2010, previous to position of chairman I served as a member of the board from 2003- present. I have served as board member of Gary Cultural and Historical Society, Glorified Temple Ministries Church and Majestic Star Casino Scholarship Committee.

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

As a former school superintendent, I have worked closely with the school board to frame the vision and mission of the school district and to articulate and oversee the work of employees to ensure the alignment with policies and expectations of the governing body. My experience as top administrator in an urban school district afforded me the opportunity to oversee a budget of $182 million dollars each year - therefore knowledge of budget expenditures being in line with goals and line items, when seeking approval, I understand both sides of the table of accountability. I am a problem -solver, I have dealt with numerous, often complex problems with relatively ease in finding solutions. I understand the importance of and have been successful in fostering healthy relationships with key stakeholders and the community-at-large.

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

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   X☐ I/ we do not know any such employees. ☐ Yes

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

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

5. 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.
   X☐ Does not apply to me, my spouse or family. ☐ Yes

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

Certification

Mary Steele-Agee

I, ___________________________________________, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for the Northwest Indiana STEM Charter High School is true and correct in every respect.

Mary Steele-Agee

July 25, 2012

Signature

Date
Northwest Indiana STEM Charter High School (NiSe)

Release of Information and Background Investigation Consent Form

NiSe requires, as a condition of becoming a Board member that all persons consent to and authorize a verification of the information submitted on their resume. Please read this statement carefully.

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I hereby authorize the release of information related to this investigation, and further release from liability any and all individuals and organizations who provide information to NiSe concerning my criminal history, motor vehicle history, certifications and licensing, educational credentials, employment eligibility (social security trace), and civil case records. In addition, NiSe may request and receive any record of criminal history or other relevant information pertaining to me which may be in the files of any Federal, State or Local criminal justice agency, and/or other information as deemed necessary to fulfill the position requirements.

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information falsely provided will be sufficient grounds for the immediate termination of my Board membership.

Mary Steele - Agee
23, 2012

Signature

Date

Please provide all requested information and provide the last three residences

Mary Ann Steele

Printed Name: First, Middle, Last

Other Name(s)

IN

Date of Birth Location of Birth (City/State)

Social Security Number

Home Telephone No. Indiana Driver’s License Number

State Issued

Last Three Residences

8515 Taney Street Merrillville, Indiana 46410 Lake

Current Address – City, State, Zip How Long County
8300 Polo Club Drive Merrillville, Indiana 46410 Lake

Previous Address – City, State, Zip How Long County
4195 Harrison Street Gary, Indiana 46408 Lake

Previous Address – City, State, Zip How Long County
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   □ Does not apply to me □ Yes  NO

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

Legal Advisor to Martindale-Brightwood Community Development Corporation (1991-1992)
Legal Advisor to and Member of Community Fellowship Outreach Ministry, Inc. (2011-2012)
Member of Faith Temple Community Development Corporation (@2003-2005)

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

Legal knowledge and experience.

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

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
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☐ I/we do not know any such persons. ☐ Yes

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☐ I/we do not anticipate conducting any such business. ☐ Yes

My sister, Aliesa Jones, may provide uniforms for the school.

5. 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

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

Certification

I, Dawn M. Dawkins, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for the Northwest Indiana STEM Charter High School is true and correct in every respect.

//Dawn M. Dawkins

Signature 7/10/12 Date
Northwest Indiana STEM Charter High School (NiSe)

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information falsely provided will be sufficient grounds for the immediate termination of my Board membership.

_Dawn M. Dawkins_  
_________________________  
Signature Date

Please provide all requested information and provide the last three residences

Printed Name: First, Middle, Last  __Dawn Michelle Dawkins_________________________
Other Name(s) __________________________

Date of Birth ______________________ Location of Birth (City/State)  __East Chicago, Indiana_____________________

Social Security Number __________________________

Home Telephone No. __________________________ Driver’s License Number ___________

Last Three Residences

__4236 Elm Street, East Chicago, IN 46312__ August, 1994  __Lake County__

Current Address -- City, State, Zip How Long Count

__________________________Indianapolis, IN ___1991- 

1994 Marion 

Previous Address -- City, State, Zip How Long County

__Anderson, IN (1989-1991__

Madison 

Previous Address -- City, State, Zip How Long County
# Background Report
Mary Ann Steele

**Birthday:** May 57
**Date of Birth:** 1/28/1955
**Phone Number:** 219-769-2259, 708-769-2259, 219-569-5682, 219-769-2259
**Additional Phone:** 708-769-2259
**Mailing Address:** 5515 Tonoy St, Merrillville, IN 46410-000
**Email:** c****@cox.com

## Email Variations
- c****@cox.com
- 5515 Tonoy St
- Merrillville, IN 46410

## Addresses

<table>
<thead>
<tr>
<th>Address</th>
<th>City, State, Zip</th>
<th>Phone</th>
<th>Added</th>
<th>Updated</th>
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<td>219-769-2259</td>
<td>7/1994</td>
<td>10/2011</td>
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<tr>
<td>8300 Polo Club Dr, Apt 270</td>
<td>Merrillville, IN 46410-2076</td>
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<td>5018 Washington St</td>
<td>Gary, IN 46408-4005</td>
<td>708-769-2259</td>
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<td>4688 Monroe St</td>
<td>Gary, IN 46408-2848</td>
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<td>1132 Polk St</td>
<td>Gary, IN 46407-1521</td>
<td>219-569-5682</td>
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<td>8115 Tonoy St</td>
<td>Merrillville, IN 46410</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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### Social Networks

- Mary Steele [facebook](#)
- Mary Steele [facebook](#)
- Mary Steele [facebook](#)
- Mary Steele [facebook](#)
- Mary Steele [facebook](#)
- Mary Steele [facebook](#)
- Mary Steele [facebook](#)
Mary Steele

Work Information

Work information listings are compiled from databases containing over 75 million professional contacts.

1 potential work result was found

Name: Marilyn Steele
Job Title: Applications Systems Analyst/Programmer Senior
Company Name: Indiana State Government
Address: Indiana Government Center N North Capitol Avenue Room 4400
USA
Phone: 317-232-9224
Email Addresses: m****@g****.g
go

Possible Relatives

Possible relatives are people who are likely relatives of Mary Ann Steele based on matching surname and shared addresses. Please note that this will not include all relatives.

A possible relative was found

Mary A Harper 68
6015 Tally St
Mountville, IN 44410-6832

Latonia J Thompson 36
6452 Rhode Island St
Mountville, IN 44410-5739

Ronald Thomas Steele 59
6557 Antrose Ter
Indianapolis, IN 46260-4421

Aaron Thomas Steele 32
8615 Tally St
Mountville, IN 44410-6832

Neighbors

Neighbors are people who, based on known addresses, currently live or have lived near Mary Ann Steele’s current and previous addresses.

18 neighbors were found

Name Age Address
Perry Jones
Cheryl A Jones
Winona M Lipp
Alan Dean Lipp
Rockie K Clissa
Terrance L Alton
Michael D Taylor
Mary B Long
James A Long
Demar Demons
April Miller
Jerry B Nallor
Batha B Veibb
Earl M Burt
Cordyn V Coles
Tawanna Case
Randy Vabenowerki
Shantia Knight

53
50
55
50
55
38
43
74
71
38
56
56
56

8506 Toney St
8501 Toney St
8457 Toney St
8457 Toney St
2000 Hamson St
2000 Hamson St
Gaty, IN 46001-2240
4209 Hospital St
Gaty, IN 46001-2240
3705 Hospital St
3705 Hospital St
3780 Hospital St
8506 Toney St
8506 Toney St
1000 Hospital St
Gaty, IN 46001-2375
8506 Toney St
8506 Toney St
8506 Toney St
8506 Toney St

Databases Searched 231
Criminal Records: Name

Looking for a criminal record that's not listed here?
Many records are only available through an online courthouse search. PeopleSmart lets you submit a request to our network of
courthouse clerks.

Want to be alerted when new criminal records appear?
We'll send you a confidential article if new criminal records appear in Mary Ann Steele's background report.

Criminal Records & Record Types

Criminal records in PeopleSmart are originally compiled from thousands of data sources across the country. Below is a detailed
list of our coverage areas and record types. If you'd like to run a search within a state or county that is not fully covered by our
online database, please file a request with our Courthouse Network.

State: Alabama
County: Baldwin County, Calhoun County, Conecuh County, Monroe County, Macon County, Tuscaloosa County, Tuscaloosa County,

Database Types: County Arrest Logs (1), Court Records: County Index (1), Court Records: County

Years: 2006 - Present Day

National Sex Offender Registry

State: Alaska
County: All Counties
Database Types: Statewide Felony and Misdemeanor Violations (1)

Years: 1978 - Present Day

National Sex Offender Registry

State: Arizona
County: All Counties
Database Types: Statewide Traffic and Felony Violations, County Arrest Logs (1), Court Records: County Index (1), Court

Years: 1986 - Present Day

National Sex Offender Registry

State: California
County: Contra Costa County, Fresno County, Orange County, Kings County, Los Angeles County, Los Angeles

Database Types: Court Records: Traffic and Superior Court Records (1), County Arrest Logs (1), Court Records: County

Years: 1977 - Present Day

No criminal records were found

A comprehensive search of over 100 state and county criminal databases was run and 3 criminal records were found associated
with Mary Ann Steele.
State: California
Counties: Butte County, Mendocino County, Siskiyou County
Database Types: Court Records: Criminal Court Records - Historical (1), County Arrest Logs (2)
Years: 1990 - Present Day
National Sex Offender Registry: Available

State: Connecticut
Counties: All Counties
Database Types: Statewide Felony, Misdemeanor, and Traffic Violations (All)
Years: 1998 - Present Day
National Sex Offender Registry: Available

State: Delaware
National Sex Offender Registry: Available

State: Florida
Counties: All Counties
Database Types: Statewide Felony, Misdemeanor, and Traffic Convictions - Historical (All), Court Records: Felony, Misdemeanor, Traffic Convictions
Years: 1978 - Present Day
National Sex Offender Registry: Available

State: Georgia
Counties: All Counties
Database Types: Statewide Felony and Misdemeanor Convictions - Historical (All), County Arrest Logs (5), Court Records: Felony, Misdemeanor, Traffic Convictions
Years: 1978 - Present Day
National Sex Offender Registry: Available

State: Hawaii
Counties: All Counties
Database Types: Statewide Felony, Misdemeanor, Traffic and Ordinance Violations (All)
Years: 1990 - Present Day
National Sex Offender Registry: Available

State: Idaho
Counties: All Counties
Database Types: Statewide Felony and Misdemeanor and Traffic Records (All)
Years: 1997 - Present Day
National Sex Offender Registry: Available

State: Illinois
Counties: Cook County, DuPage County, Will County
Database Types: County Arrest Logs (3), Court Records: Felony, Misdemeanor and Traffic Records (1)
Years: 1993 - Present Day
National Sex Offender Registry: Available

State: Indiana
Counties: All Counties
Database Types: Statewide Felony, Misdemeanor and Traffic Records (All)
Years: 1997 - Present Day
National Sex Offender Registry: Available

State: Iowa
Counties: All Counties
Database Types: Statewide Felony, Misdemeanor, Traffic and Ordinance Violations (All)
Years: 1998 - Present Day
National Sex Offender Registry: Available

State: Kansas
National Sex Offender Registry: Available

State: Kentucky
National Sex Offender Registry: Available

State: Louisiana
Counties: Lafourche Parish, St. Tammany County
Database Types: Court Records: Felony and Misdemeanor Records (1)
Years: 1987 - Present Day
National Sex Offender Registry: Available

State: Maine
National Sex Offender Registry: Available

State: Maryland
Counties: All Counties
Database Types: Statewide Felony, Misdemeanor and Traffic Records (All)
Years: 1997 - Present Day
National Sex Offender Registry: Available
<table>
<thead>
<tr>
<th>State</th>
<th>National Sex Offender Registry Available</th>
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<tr>
<td>Michigan</td>
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<tr>
<td>Minnesota</td>
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<tr>
<td>Missouri</td>
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<tr>
<td>Mississippi</td>
<td>Available</td>
</tr>
<tr>
<td>Montana</td>
<td>Available</td>
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<tr>
<td>New Hampshire</td>
<td>Available</td>
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<tr>
<td>New Jersey</td>
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<td>New Mexico</td>
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<tr>
<td>New York</td>
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<td>North Dakota</td>
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<td>Ohio</td>
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<td>Oklahoma</td>
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<td>Nevada</td>
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<td>State</td>
<td>Counties</td>
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<td>Oregon</td>
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<td>All Counties</td>
</tr>
<tr>
<td>South Carolina</td>
<td>Greenville County, York County</td>
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<td>South Dakota</td>
<td>All Counties</td>
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<tr>
<td>Tennessee</td>
<td>All Counties</td>
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<td>Texas</td>
<td>All Counties</td>
</tr>
<tr>
<td>Utah</td>
<td>All Counties</td>
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</table>

**Database Types**
- Statewide Felony, Misdemeanor and Traffic Convictions (ALL)
- Statewide Felony, Misdemeanor, and Indictments - Historical (ALL)
- Statewide Felony, Misdemeanor or Traffic Violations (ALL), County Arrest Logs (S)

**State**
- Virginia
- Washington
- West Virginia
- Wisconsin
- Wyoming

**Notes**
- Motor Accidents records show known automobile accidents and the associated individuals.
- A comprehensive search of motor accidents was run and Mary Ann Sibley was not associated with any motor accidents.
- No motor accidents were found

**Employment History**
- No employment history was found
A comprehensive search of bankruptcies was run and Mary Ann Steele is not listed as having declared bankruptcy. Please note that filings that have yet to be adjudicated may not appear.

No bankruptcies were found.

Judgments = Liens

A court-ordered lien is a legal claim issued to secure payment when someone fails to pay state and/or federal taxes. Depending on the jurisdiction, judgments are generally found within the lower courts often referred to as Small Claims and Municipal Courts. Please note that these records cannot be used to determine an individual's eligibility for credit, insurance, employment or other purposes under the Fair Credit Reporting Act (FCRA). Learn more about FCRA compliance.

A comprehensive search of judgments and liens was run and Mary Ann Steele was not listed as a debtor or defendant in either database.

No judgments or liens were found.

Professional Licenses

No professional licenses were found.

Registered Aircrafts

No aircrafts were found.

Registered Watercrafts

No watercrafts were found.

FAA Certification

No FAA certifications were found.

UCC Filings

No UCC filings were found.
## Background Report

**Wanda M Day**

**Report Expiration:** January 26, 2013

### Personal Information
- **Name:** Wanda M Day
- **Age:** 56
- **Date of Birth:** 8/10/1957
- **Phone Number:** 312-397-6474
- **Additional Phone:** 312-397-2626, 215-367-6474, 615-321-3358
- **Email:** w****@poacommunications.com
- **Other Addresses:** Po Box 2273, East Chicago, IN 46312-7273
- **Social Networks:** Facebook

### Address List

<table>
<thead>
<tr>
<th>Address</th>
<th>City, State, Zip</th>
<th>Phone</th>
<th>Added</th>
<th>Updated</th>
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<tr>
<td>Po Box 2273</td>
<td>East Chicago, IN 46312-7273</td>
<td>312-397-6474</td>
<td>5/19/95</td>
<td>8/22/07</td>
</tr>
<tr>
<td>3524 Calista St</td>
<td>East Chicago, IN 46312-2404</td>
<td>312-397-6474</td>
<td>9/19/05</td>
<td>9/19/06</td>
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<tr>
<td>3824 palmis Ave, 2</td>
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<td>1/26/68</td>
<td>1/26/88</td>
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<tr>
<td>Po Box 194</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Po Box 275</td>
<td>East Chicago, IN 46312-0273</td>
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<td>4232 Magoun Ave</td>
<td>East Chicago, IN 46312-2520</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5238 N Wintrop Ave</td>
<td>Chicago, IL 60660-4412</td>
<td>312-567-4206</td>
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<td>4243 Magoun Ave</td>
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<td>4229 Eudle Ave</td>
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<td>215-367-6474</td>
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<tr>
<td>1710 Mehuny Elva</td>
<td>Nashville, TN 37208-3027</td>
<td>615-321-3088</td>
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###Possible Relatives

Potential relatives are people who share the same name and shared addresses. Please note that this will not include all relatives.

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Keith Day</td>
<td>50</td>
<td>PO Box 2073</td>
<td>East Chicago</td>
<td>IL</td>
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<tr>
<td>Jason E Day</td>
<td>35</td>
<td>5639 N Winthrop Ave Apt 4</td>
<td>Chicago</td>
<td>IL</td>
<td>60659</td>
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<td>Gregory Day</td>
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<td>Kelly J Day</td>
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<td>26 S. Schenectady St.</td>
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<tr>
<td>Steven Day Jackson</td>
<td></td>
<td>635 Ewing Dr</td>
<td>Chicago</td>
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<td>Irene Day Day</td>
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<td>7250 Arthur Blvd</td>
<td>Chicago</td>
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###Criminal Records

No criminal records were found.

A comprehensive search of over 200 state and county criminal databases was run and 0 criminal records were found associated with Warnas M Day.

<table>
<thead>
<tr>
<th>Source Searched</th>
<th>Results</th>
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<tbody>
<tr>
<td>County</td>
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###Neighbors

Neighbors are people who, based on known addresses, currently live or have lived near Warnas M Day's current and previous addresses.

<table>
<thead>
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<th>Age</th>
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<td>Murray Salinas</td>
<td>22</td>
<td>3322 Catalpa St</td>
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<td>Gustavo Salmis</td>
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<td>Michelle L. Edwards</td>
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<td>Liz Reyes</td>
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<td>3211 Catalpa St</td>
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<td>Miguel Fernandez</td>
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<td>Rhode Island</td>
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<table>
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<tr>
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<th>Database Types</th>
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<tr>
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<td>All Counties</td>
<td>Statewide Felony Convictions, Criminal Court Convictions for the State of Texas (All), County Arrest Logs (5), Court Records: County</td>
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<tr>
<td>South Dakota</td>
<td>All Counties</td>
<td>Statewide Felony, Misdemeanor and Traffic Convictions (All)</td>
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<td>Washington</td>
<td>All Counties</td>
<td>Statewide Felony, Misdemeanor, and Traffic Violations (All), County Arrest Logs (5)</td>
</tr>
</tbody>
</table>
Motor Accidents

Motor accidents are known automobile accidents and the associated individuals.

A comprehensive search of motor accidents was run and Wanda M Day was not associated with any motor accidents.

No motor accidents were found

Employment History

No employment history was found

Business Ownership

Business ownership records are compiled from public filings, commercial records and SEC registrations.

A comprehensive search of business records was run and Wanda M Day was not listed as an owner of any businesses. This does not necessarily reflect employment with a company.

No owned businesses found

Property Ownership

Property ownership records are compiled from nationwide real property records commonly found with the county tax assessor.

1 property was found

Bankruptcy

Bankruptcy is the declaratory relief to pay creditors. Bankruptcies records are compiled from local, state, and federal courts to include Chapter 7, 11, and 13 bankruptcies. Please note that these records cannot be used to determine an individual's eligibility for credit, insurance, employment or other purposes under the Fair Credit Reporting Act (FCRA). Learn more about FCRA compliance.

A comprehensive search of bankruptcies was run and Wanda M Day is not listed as having declared bankruptcy. Please note that filings that have yet to be adjudicated may not appear.

No bankruptcies were found

Judgments and Liens

A court-ordered lien is a legal claim issued to secure payment when someone fails to pay state and/or federal taxes. Depending on the jurisdiction, judgments are generally found within the lower court often referred to as Small Claims and Municipal Court. Please note that these records cannot be used to determine an individual's eligibility for credit, insurance, employment or other purposes under the Fair Credit Reporting Act (FCRA). Learn more about FCRA compliance.

3 judgments or liens were found

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
<th>Amount</th>
<th>Filed Date</th>
<th>Debtor</th>
<th>Court</th>
<th>Creation</th>
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</thead>
<tbody>
<tr>
<td>State Tax Warrant (ID: 64244185)</td>
<td>Amount: 51,051</td>
<td>Filed Date: 11/12/2003</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Background Report
Dawn M Dawkins

Name: Dawn M Dawkins
Age: 67
Date of Birth: 8/7/1954
Phone Number: xxx-396-5548 (This area code is unavailable or outdated)
Additional Phone: xxx-926-9129

Most Recent Address:
4236 Elm St, Apt 1830, East Chicago, IN 46312-3005

Current Records:
0 records found

Additional Information:
Dawn M Blackett

Email:
d****@ymail.com

5 Addresses were found

<table>
<thead>
<tr>
<th>Address</th>
<th>City, State, Zip</th>
<th>Phone</th>
<th>Added</th>
<th>Updated</th>
</tr>
</thead>
<tbody>
<tr>
<td>4236 Elm St, Apt 1830</td>
<td>East Chicago, IN 46312-3005</td>
<td>xxx-396-5548</td>
<td>1/1976</td>
<td>4/2012</td>
</tr>
<tr>
<td>151 N Delaware St, Apt 404</td>
<td>Indianapolis, IN 46204-1569</td>
<td>xxx-396-5548</td>
<td>1/1976</td>
<td>12/1994</td>
</tr>
<tr>
<td>4305 Wolf Paw Ln</td>
<td>Anderson, IN 46013-1317</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1010 W 6th St, Apt</td>
<td>Anderson, IN 46016-2259</td>
<td>xxx-552-9125</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Social Networks:
15 social profiles were found
Email Addresses: dawkins27@outlook.com

Possible Relatives:
Possible relatives are people who are likely relatives of Dawn M Dawkins based on matching surname and shared address. Please note that this will not include all relatives.
6 possible relatives were found

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Venda P Dawkins</td>
<td>4236 Elm St</td>
<td>East Chicago, IN</td>
<td>46312-3005</td>
<td></td>
</tr>
<tr>
<td>George M Dawkins</td>
<td>4236 Elm St</td>
<td>East Chicago, IN</td>
<td>46312-3005</td>
<td></td>
</tr>
<tr>
<td>Norma Lee T Dawkins</td>
<td>4236 Elm St</td>
<td>East Chicago, IN</td>
<td>46312-3005</td>
<td></td>
</tr>
<tr>
<td>Chuck Ethel Dawkins</td>
<td>5661 Drexel Pl</td>
<td>Crown Point, IN</td>
<td>46307-3465</td>
<td></td>
</tr>
<tr>
<td>Alissa Patricia Dawkins</td>
<td>1512 E Columbus St</td>
<td>East Chicago, IL</td>
<td>60612-2821</td>
<td></td>
</tr>
<tr>
<td>John Eric Dawkins</td>
<td>1742 S Broad St</td>
<td>East Chicago, IL</td>
<td>60612-2821</td>
<td></td>
</tr>
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</table>

Neighbors:
Neighbors are people who, based on known addresses, currently live or have lived near Dawn M Dawkins's current and previous addresses.
129 neighbors were found

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary E Kosnicki</td>
<td>4232 Elm St</td>
<td>East Chicago, IN</td>
<td>46312-3005</td>
<td></td>
</tr>
<tr>
<td>Barbara J Adams</td>
<td>4232 Elm St</td>
<td>East Chicago, IN</td>
<td>46312-3004</td>
<td></td>
</tr>
<tr>
<td>Yokanda Y Campbell</td>
<td>4232 Elm St</td>
<td>East Chicago, IN</td>
<td>46312-3004</td>
<td></td>
</tr>
<tr>
<td>Peter J Kastenholz</td>
<td>4232 Elm St</td>
<td>East Chicago, IN</td>
<td>46312-3004</td>
<td></td>
</tr>
<tr>
<td>Claudia Jean Price</td>
<td>150 N Delaware St</td>
<td>Indianapolis, IN</td>
<td>46202-2524</td>
<td></td>
</tr>
<tr>
<td>Ronald D Casey</td>
<td>150 N Delaware St</td>
<td>Indianapolis, IN</td>
<td>46202-2524</td>
<td></td>
</tr>
<tr>
<td>Curtis S Travis</td>
<td>150 N Delaware St</td>
<td>Indianapolis, IN</td>
<td>46202-2524</td>
<td></td>
</tr>
<tr>
<td>Robert Evans Johnson</td>
<td>150 N Delaware St</td>
<td>Indianapolis, IN</td>
<td>46202-2524</td>
<td></td>
</tr>
</tbody>
</table>
Martha V Johnson
144 N Delaware St
Indianapolis, IN 46204-2554

William Albert Froehner
144 N Delaware St
Indianapolis, IN 46204-2554

Brian C. Mayer
144 N Delaware St
Indianapolis, IN 46204-2554

K C Delken
151 N Delaware St
Indianapolis, IN 46204-2554

Randy J Loe
8206 Garwood Ter
Apt 1A
Indianapolis, IN 46250-3071

Nicole Rodgers
8206 Garwood Ter
Apt 1A
Indianapolis, IN 46250-3071

David Dutten
8236 Garwood Ter
Indianapolis, IN 46250-5269

S. Shedd
8236 Garwood Ter
Indianapolis, IN 46250-5269

Oakley Williams
4303 Wolf Paw Ln
Anderson, IN 46013-1217

Walter C Turner
4301 Wolf Paw Ln
Anderson, IN 46013-1217

Kevin M Wathen
4509 Wolf Paw Ln
Anderson, IN 46013-1217

Lawrence Call
52

Criminal Records

No criminal records were found.

A comprehensive search of over 200 state and county criminal databases was run and no criminal records were found associated with Dawn M Dawkins.

States Searched: 50
Checking searched: 231
Criminal Records: None

Looking for a criminal record that's not listed here?

Many records are only available through an on-site courthouse search. PeopleSmart lets you submit a request to our network of court clerks.

Want to be alerted when new criminal records appear?

We'll send you a confidential email if new criminal records appear in Dawn M Dawkins' background report.

Criminal records in PeopleSmart are originally compiled from thousands of data sources across the country. Below is a detailed list of our coverage areas and record types. If you’d like to run a search within a state or county that is not fully covered by our online databases, please file a request with our CourtRunner Network.

State: Alabama
  Counties: Baldwin County, Calhoun County, Houston County, Jefferson County, Mobile County, Shelby County, Tuscaloosa County
  Database Type: County Arrest Logs (1)
  Years: 2006 - Present Day
  National Sex Offender Registry: Available

State: Alaska
  Counties: All Counties
  Database Types: Statewide Felony and Misdemeanor Convictions (All)
  Years: 1978 - Present Day
  National Sex Offender Registry: Available

State: Arizona
  Counties: All Counties
  Database Types: Statewide Traffic and Felony Convictions, County Arrest Logs (1), Court Records: County Index (1), Court Records: County Index (2), Court Records: County Index (3)
  Years: 1972 - Present Day
  National Sex Offender Registry: Available

State: Arkansas
  Counties: All Counties
  Database Type: Statewide Felony and Misdemeanor Convictions (All), County Arrest Logs (1)
  Years: 1994 - Present Day

State: California
  Counties: Contra Costa County, Fresno County, Kings County, Los Angeles County, Orange County, Los Angeles County, Riverside County, San Diego County, San Mateo County, Solano County
  Database Types: Court Records: County Arrest Logs (1), Court Records: County Index (1), Court Records: County Index (2), Court Records: County Index (3), Court Records: County Index (4)
  Years: 1972 - Present Day
  National Sex Offender Registry: Available

State: Colorado
  Counties: Denver County, Pueblo County, Weld County
  Database Type: Court Records: Criminal Court Records – National (1), County Arrest Logs (2)
  Years: 1996 - Present Day
  National Sex Offender Registry: Available

State: Connecticut
<table>
<thead>
<tr>
<th>State</th>
<th>National Sex Offender Registry Availability</th>
<th>County/State</th>
<th>Database Types</th>
<th>Years Available</th>
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<tbody>
<tr>
<td>Iowa</td>
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<td>All Counties</td>
<td>Statewide Felony, Misdemeanor, and Traffic Violations (All)</td>
<td>1998 - Present Day</td>
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<tr>
<td>Ohio</td>
<td>Available</td>
<td>All Counties</td>
<td>Statewide Felony, Misdemeanor, and Traffic Violations (All)</td>
<td>1998 - Present Day</td>
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<tr>
<td>Indiana</td>
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<td>All Counties</td>
<td>Statewide Felony, Misdemeanor, and Traffic Violations (All)</td>
<td>1998 - Present Day</td>
</tr>
<tr>
<td>Kansas</td>
<td>Available</td>
<td>All Counties</td>
<td>Statewide Felony, Misdemeanor, Traffic and Ordinance Violations (All)</td>
<td>1998 - Present Day</td>
</tr>
<tr>
<td>Kentucky</td>
<td>Available</td>
<td>All Counties</td>
<td>Statewide Felony, Misdemeanor, Traffic and Ordinance Violations (All)</td>
<td>1998 - Present Day</td>
</tr>
<tr>
<td>Louisiana</td>
<td>Available</td>
<td>All Counties</td>
<td>Statewide Felony, Misdemeanor, Traffic and Ordinance Violations (All)</td>
<td>1998 - Present Day</td>
</tr>
<tr>
<td>Maine</td>
<td>Available</td>
<td>All Counties</td>
<td>Statewide Felony, Misdemeanor, Traffic and Ordinance Violations (All)</td>
<td>1998 - Present Day</td>
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<tr>
<td>Maryland</td>
<td>Available</td>
<td>All Counties</td>
<td>Statewide Felony, Misdemeanor, Traffic and Ordinance Violations (All)</td>
<td>1998 - Present Day</td>
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<td>Massachusetts</td>
<td>Available</td>
<td>All Counties</td>
<td>Statewide Felony, Misdemeanor, Traffic and Ordinance Violations (All)</td>
<td>1998 - Present Day</td>
</tr>
<tr>
<td>Michigan</td>
<td>Available</td>
<td>All Counties</td>
<td>Statewide Felony, Misdemeanor, Traffic and Ordinance Violations (All)</td>
<td>1998 - Present Day</td>
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</table>
National Sex Offender Available
Registry:

State: Rhode Island
Counties: All Counties
Database Types: Statewide Criminal Court and Traffic Court Records - Misdemeanor (AI)
Years: 1977 - 2005
National Sex Offender Available
Registry:

State: South Carolina
Counties: Greenville County, York County
Database Types: County Records; County Felony, Misdemeanor and Traffic Violation Records (AI)
Years: 1990 - Present Day
National Sex Offender Available
Registry:

State: South Dakota
National Sex Offender Available
Registry:

State: Tennessee
Counties: All Counties
Database Types: Statewide Felony Convictions - Historical; Plus: Tennessee Methamphetamine Offender Registry - State
Years: 1986 - Present Day
National Sex Offender Available
Registry:

State: Texas
Counties: All Counties
Database Types: Criminal Court Convictions For The State of Texas (AI), County Arrest Logs (AI), Court Records County
Years: 1974 - Present Day
National Sex Offender Available
Registry:

State: Utah
Counties: All Counties
Database Types: Statewide Felony, Misdemeanor and Traffic Convictions (AI)
Years: 1993 - Present Day
National Sex Offender Available
Registry:

State: Virginia
Counties: All Counties
Database Types: Statewide Felony, Misdemeanor, and Misdemeanor - Historical (AI)
Years: 1969
National Sex Offender Available
Registry:

State: Washington
Counties: All Counties
Database Types: Statewide Felony, Misdemeanor or Traffic Violations (AI), County Arrest Logs (AI)
Years: 1992 - Present Day
National Sex Offender Available
Registry:

State: West Virginia
National Sex Offender Available
Registry:

State: Wisconsin
Counties: All Counties
Database Types: Statewide Felonies and Misdemeanors (AI)
Years: 1992 - Present Day
National Sex Offender Available
Registry:

State: Wyoming
National Sex Offender Available
Registry:

Motor Accidents
Motor Accidents records are known automobile accidents and the associated individual.

A comprehensive search of motor accidents was run and lawn mower was not associated with any motor accidents.

No motor accidents were found

Employment History

No employment history was found

Business Ownership

Business ownership records are compiled from public filings, commercial records and SEC registrations.

A comprehensive search of business records was run and lawn mower was not listed as an owner of any businesses. This

No owned businesses found
Property Ownership

Property ownership records are compiled from nationwide real property records commonly found with the county tax assessor.

A comprehensive search of real property records for Dawn M Dawkins was run and no listings were found.

No owned properties were found

Bankruptcies

Bankruptcy is the declared inability to pay debts. Bankruptcy records are compiled from local, state, and federal courts to include Chapter 7, 11, and 13 bankruptcies. Please note that these records cannot be used to determine an individual’s eligibility for credit, insurance, employment or other purposes under the Fair Credit Reporting Act (FCRA). Learn more about FCRA compliance.

A comprehensive search of bankruptcies was run and Dawn M Dawkins is not listed as having declared bankruptcy. Please note that filings that have yet to be adjudicated may not appear.

No bankruptcies were found

Judgments - Liens

A court-ordered lien is a legal claim issued to secure payment when someone fails to pay taxes and/or federal taxes. Depending on the jurisdiction, judgments are generally found within the lower courts often referred to as Small Claims and Municipal Courts. Please note that these records cannot be used to determine an individual’s eligibility for credit, insurance, employment or other purposes under the Fair Credit Reporting Act (FCRA). Learn more about FCRA compliance.

A comprehensive search of judgments and liens was run and Dawn M Dawkins was not listed as a debtor or defendant in either database.

No judgments or liens were found

Professional Licenses

No professional licenses were found

Registered Aircrafts

No aircrafts were found

Registered Watercrafts

No watercrafts were found

FAA Certification

No FAA certifications were found
Background Report
Wayne J Tucker

Name: Wayne J Tucker
Age: 51
Date of Birth: 1/22/1961
Phone Number: 219-738-1145
Additional Phone: 314-222-1722, xvoe-731-7606

Most Recent Address: 7601 Morton St, Merrillville, IN 46410-4229
Criminal Records: 0 records found
Aliases/Name Variations: Wayne J Tucker

19 addresses were found
Address	City, State, Zip	Phone
7601 Morton St	Merrillville, IN 46410-4229	219-738-1145
6559 Serenity Cir	Hazelwood, MO 63042-1176	314-222-1722
6554 Serenity Cir, Apt 421963	Hazelwood, MO 63042-1152
6041 Serenity Cir	Hazelwood, MO 63042-1133
4020 Drummond St	East Chicago, IN 46312-2881	219-738-1145
3 W 3W	Saint Louis, MO 63130	219-738-1145

Report Expiration
January 26, 2013

Social Networks
20 social profiles were found
Wayne Tucker
Wayne Tucker
Wayne Tucker
No criminal records were found.

A comprehensive search of over 200 state and county criminal databases was run and 0 criminal records were found associated with Wayne J Tucker.

States Searched: 59
Databases Searched: 231
Criminal Records Found: None

Looking for a criminal record that's not listed here?
Many records are only available through an on-site courthouse search. PeopleSmart lets you submit a request to our network of court runners.

Want to be alerted when new criminal records appear?
We'll send you a confidential email if new criminal records appear in Wayne J Tucker's background report.

Coverage Areas & Record Types
Criminal records in PeopleSmart are originally compiled from thousands of data sources across the country. Below is a detailed list of our coverage areas and record types. If you'd like to run a search within a state or county that is not fully covered by our online database, please file a request with our Court Runner Network.

State: Alabama
Counties: Baldwin County, Calhoun County, Houston County, Jefferson County, Mobile County, St
Database Types: County Arrest Logs (7), Database:
Years: 2006 - Present Day
National Sex Offender Available Registry:

State: Alaska
Counties: All Counties
Database Types: Statewide Felony and Misdemeanor Convictions (A)
Years: 1978 - Present Day
National Sex Offender Available Registry:

State: Arizona
Counties: All Counties
Database Types: Statewide Traffic and Felony Convictions, County Arrest Logs (1), Court Records: Court
Years: 1982 - Present Day
<table>
<thead>
<tr>
<th>State</th>
<th>Counties</th>
<th>Database Types</th>
<th>Years</th>
<th>National Sex Offender Registry</th>
</tr>
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<tbody>
<tr>
<td>Arkansas</td>
<td>All Counties</td>
<td>Statewide Felony and Misdemeanor Convictions (All), County Arrest Logs (1)</td>
<td>1984 - Present Day</td>
<td>Available</td>
</tr>
<tr>
<td>California</td>
<td>Contra Costa County, Fresno County, Fresno County, Kings County, Los Angeles County</td>
<td>Court Records: Traffic and Superior Court Records (1), County Arrest Logs (12), Court F</td>
<td>1972 - Present Day</td>
<td>Available</td>
</tr>
<tr>
<td>Colorado</td>
<td>Denver County, Pitkin County, Weld County</td>
<td>Statewide Felony, Misdemeanor, and Traffic Violations (All)</td>
<td>1988 - Present Day</td>
<td>Available</td>
</tr>
<tr>
<td>Connecticut</td>
<td>All Counties</td>
<td>Statewide Felony, Misdemeanor, and Traffic Violations (All)</td>
<td>1988 - Present Day</td>
<td>Available</td>
</tr>
<tr>
<td>Delaware</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Florida</td>
<td>All Counties</td>
<td>Statewide Felony, Misdemeanor, and Traffic Convictions - Historical (All), Court Records</td>
<td>1979 - Present Day</td>
<td>Available</td>
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<tr>
<td>Georgia</td>
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</tr>
</tbody>
</table>
State: Kentucky
National Sex Offender Registry: Available

Counties: St. Louis County
Database Types: County Arrest Logs (1), Court Records: Felony and Misdemeanor Records (1)
Years: 1987 - Present Day
National Sex Offender Registry: Available

State: Louisiana
Counties: Lafayette Parish, St. Tammany Parish
Database Types: County Arrest Logs (1), Court Records: Felony and Misdemeanor Records (1)
Years: 1987 - Present Day
National Sex Offender Registry: Available

State: Maine
National Sex Offender Registry: Available

State: Maryland
Counties: All Counties
Database Types: Statewide Felony, Misdemeanor and Traffic Records (All)
Years: 1997 - Present Day
National Sex Offender Registry: Available

State: Massachusetts
National Sex Offender Registry: Available

State: Michigan
Counties: All Counties
Database Types: Statewide Felony, Misdemeanor and Traffic Records (All), County Arrest Logs (2), Court
Years: 1988 - Present Day
National Sex Offender Registry: Available

State: Minnesota
Counties: All Counties
Database Types: Statewide Felony and Misdemeanor Convictions (All), Historical (All)
Years: 1967 - 2007
National Sex Offender Registry: Available

State: Missouri
National Sex Offender Registry: Available

Counties: St. Francois County
Database Types: County Arrest Logs (1)
Years: 2006 - Present Day
National Sex Offender Registry: Available

State: Mississippi
Counties: Harrison County, Hinds County
Database Types: Court Records: Felony, Misdemeanor and Traffic Violations (2)
Years: 1996 - Present Day
National Sex Offender Registry: Available

State: Montana
Counties: Yellowstone County
Database Types: County Arrest Logs (1)
Years: 2004 - Present Day
National Sex Offender Registry: Available

State: Nebraska
National Sex Offender Registry: Available

State: Nevada
National Sex Offender Registry: Available

State: New Hampshire
National Sex Offender Registry: Available

State: New Jersey
Counties: All Counties
Database Types: Statewide Felony, Misdemeanor and Criminal Traffic Convictions (All)
Years: 1984 - Present Day
National Sex Offender Registry: Available

State: New Mexico
Counties: Bernalillo County
<table>
<thead>
<tr>
<th>State</th>
<th>Counties</th>
<th>Database Types</th>
<th>Years</th>
<th>National Sex Offender Available Registry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pennsylvania</td>
<td>All Counties</td>
<td>Statewide Felony, Misdemeanor and Traffic Records (All), County Arrest Logs (3)</td>
<td>2001 - Present Day</td>
<td>Available Registry</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>All Counties</td>
<td>Statewide Criminal Court and Traffic Court Records - Historical (AI)</td>
<td>1977 - 2006</td>
<td>Available Registry</td>
</tr>
<tr>
<td>South Carolina</td>
<td>Greenville County, York County</td>
<td>Court Records: County Felony, Misdemeanor and Traffic Violation Records (2)</td>
<td>1990 - Present Day</td>
<td>Available Registry</td>
</tr>
<tr>
<td>South Dakota</td>
<td>All Counties</td>
<td>Statewide Felony, Misdemeanor and Traffic Violation Records (2)</td>
<td>1990 - Present Day</td>
<td>Available Registry</td>
</tr>
<tr>
<td>Tennessee</td>
<td>All Counties</td>
<td>Statewide Felony Convictions - Historical - Plus: Tennessee Methamphetamine Offenders</td>
<td>1965 - Present Day</td>
<td>Available Registry</td>
</tr>
<tr>
<td>Texas</td>
<td>All Counties</td>
<td>Criminal Court Convictions For The State of Texas (All), County Arrest Logs (8), Court R</td>
<td>1974 - Present Day</td>
<td>Available Registry</td>
</tr>
<tr>
<td>Utah</td>
<td>All Counties</td>
<td>Statewide Felony, Misdemeanor and Traffic Violations (All)</td>
<td></td>
<td>Available Registry</td>
</tr>
</tbody>
</table>
Employment History

No employment history was found.

Business Ownership

Business ownership records are compiled from public filings, commercial records, and SEC regulations.

A comprehensive search of business records was run and Wayne J Tucker was not listed as an owner of any businesses. This does not necessarily reflect employment with a company.

No owned businesses found.

Property Ownership

Property ownership records are compiled from nationwide real property records commonly found with the county tax assessor.

A comprehensive search of real property records for Wayne J Tucker was run and no listings were found.

No owned properties were found.

Bankruptcies

Bankruptcy is the declared inability to pay creditors. Bankruptcy records are compiled from local, state, and federal courts to include Chapter 7, 11, and 12 bankruptcies. Please note that these records cannot be used to determine an individual's eligibility for credit, insurance, employment, or other purposes under the Fair Credit Report Act (FCRA). Learn more about FCRA compliance.

1 bankruptcy was found.

Chapter Description: Chapter 13
Filing Date: 5/16/1997
Resolution Date: 11/9/2000
Court: Missouri Eastern - St Louis
Type: Individual
Filer-Type: Joint
Debtor: Dwayne Tucker
Tucker

Motor Accidents

Motor Accidents records are known automobile accidents and the associated individuals.

A comprehensive search of motor accidents was run and Wayne J Tucker was not associated with any motor accidents.

No motor accidents were found.
Judgments + Liens

A court-ordered lien is a legal claim issued to secure payment when someone fails to pay estate and/or federal taxes. Depending on the jurisdiction, judgments are generally found within the lower courts often referred to as Small Claims and Municipal Courts. Please note that these records cannot be used to determine an individual's eligibility for credit, insurance, employment or other purposes under the Fair Credit Report Act (FCRA). Learn more about FCRA compliance.

A comprehensive search of judgments and liens was run and Wayne J Tucker was not listed as a debtor or defendant in either database.

No judgments or liens were found

Professional Licenses

No professional licenses were found

Registered Aircrafts

No aircrafts were found

Registered Watercrafts

No watercrafts were found

FAA Certification

No FAA certifications were found

UCC Filings

No UCC filings were found
NORTHWEST INDIANA

SCIENCE AND ENGINEERING

CHARTER SCHOOL

(NiSe)

BOARD OF TRUSTEES

TRAINING HANDBOOK

2013-2014
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<tbody>
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<td>Introduction</td>
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Introduction

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

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

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

The School Leader/Principal will report to the CEO

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

Board Structure and Responsibilities

“Leadership and learning are indispensable to each other”.
John F. Kennedy

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

To make certain that the financial affairs of the school are in order, an independent timely, annual audit will be conducted at the close of the school year or whenever there seems to be some inconsistencies in the fiscal operations of a school. The bottom line is fiscal procedures will be in place for ensuring that all funds planned or unplanned will be spent wisely and according to laws that govern both state and federal funds such as OMB Circular 21. Funds will
be used as outlined in the budgets both preoperational and post-operational with transparency for financial department and Board to track and account for all funds.

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

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

The legal entity, which serves as the organizer of the NiSe Charter School is the TRON/AGEK Educational Foundation, Inc. a not-for-profit organization. This group brings an educated, community experience constituents to the idea of designing not only an excellent but “elite” school to the Northwest Indiana community. This group has a collective and shared experience with the community, managing corporate, state and government programs. The role of the Board is primarily an advisory one only. The Board of Trustees ensures the mission of the school is adhered to, approves the hiring of qualified personnel to manage NiSe operations and academic divisions. The Board must ensure that the school is complying with all of the state and federal laws that apply to the school.

**Characteristics of an Effective Charter School Governing Board**

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

Source: Authorizer Issue Brief, National Association of Charter School Authorizers, September 2005
Code of Ethics
As a member of the NiSe Board of Trustees, I shall promote the best interests of NiSe, and, to that end, I shall adhere to the following educational and ethical standards:

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

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

The Board of Trustees of NiSe is guided by this Conflict of Interest Policy whenever they are carrying out or representing NiSe. In this role, each has a duty of loyalty to the NiSe Charter School. The duty of loyalty generally requires a director to prefer the interests of NiSe over the director’s interests of others. In addition directors of NiSe shall avoid acts of self-dealing which may adversely affect the tax-exempt status of NiSe or cause there to arise any sanction or penalty by a government authority.
Because directors may be involved in other organizations or have an existing or potential ownership or investment interest in, or compensation arrangement with, any entity who business or operation has been or will be directly affected by a decision or action of the NiSe Charter School Board:

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

**Board Composition**

**Appointed or elected board members:** The Organizing Board member will determine the Board Members.

**Size of the board:** Board members will be no more than nine members selected by the foundation. The Board will function under the umbrella of the foundation. It will have no legal or fiduciary rights but will act in an oversight and advisory capacity. This Board will be comprised of nine members. The remaining members of the Board will also be selected by the full Board. Length of service on the board: The length of the term of Board members will be 2- to 4-years with staggered terms. The offices of President, Vice-President, Secretary,

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

**Board Offices**

**President:** The President establishes the meeting’s agenda and ensures members have all the information they need in their packets. The president is usually the chief liaison to the administrator, acts as the primary signing agent for official board documents, and is responsible for ensuring the board is in compliance with the charter contract, board manual, and bylaws.
Chairperson: The Chief Executive Officer will serve as the Chairperson of the Board and liaison to NiSe Charter School. The chairperson leads the meetings and ensures the board follows appropriate parliamentary procedures.

Vice-President: The Vice-President serves when the President is absent.

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

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

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

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

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

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

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

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

The Board Orientation modules will provide training on:

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

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

**Holding Productive Board Meetings**

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

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

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

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

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

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

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

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

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

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

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

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

**Board Member Conduct**

**Code of conduct:** Each Board member must sign the Code of Conduct.

**Conflict of interest:** Board members who may benefit from an action of the board must recuse themselves from any vote regarding that action.

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

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

**Promoting the Mission and Vision of the School**

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

**Mission Statement**

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

**Vision Statement**

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

**Engaging in Strategic Planning**

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

**The Strategic Planning Team**

The team should be small and manageable, and include individuals with a variety of backgrounds, personalities and thinking styles. The team should include a minimum of two members from the Board appointed by the President, COO, CAA, and other key people such as lead teachers.

**Process of Strategic Planning**

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

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

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

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

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

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

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

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

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

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

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

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

Planning for Emergencies
Boards should adhere to the NiSe’s policies for managing school.

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

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

State Laws Governing Charter Schools
The Board should be aware of all state governing bodies.
Other Legal Agreements
NiSe will engage in contract negotiations with employees, parents, and service providers (e.g. janitorial, food service). The Board must approve all contracts entered to by NiSe.

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

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

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

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

- Module 1 - Maximizing board resources
- Module 2 - Managing within the board committee structure
- Module 3 - Principles of building collaborative relationship with employees and community
- Module 4 - Ethical situations that occur in organizations and provides strategies for improving decision-making skills on ethical issues
- Module 5 – Facilitating effective board meetings
- Module 6 - Proactive strategic implementation planning
- Module 7 – Budget development, budget management, financial planning, facility financing, and fundraising

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

Guiding Renewal and Accreditation
The Board actively will participate in evaluating the success of the school in meeting its mission and vision. The Board will review internal yearly evaluations are essential to school improvement and assist in the preparation of NiSe for the external evaluation required in the renewal process.
Providing Financial Security and Oversight
The Board will provide financial security for the school through oversight of the budget and financial operations. This responsibility requires knowledge of business plans, grants, budgeting, accounting, fundraising, financial reporting, safeguarding of assets, and annual audits. With the assistance of an external auditing firm and NiSe’s HR/Finance Manager, and contract Accountant, the Board will ensure the timely, accurate financial reporting.

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

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

Reviewing and Supporting the Administrator
The Board will have the authority to recommend the hiring of capable NiSe administration and staff who share the mission and vision of the school. The Board is also responsible for working with the COO and Principal in the annual evaluation of NiSe leadership and the setting of professional goals for improvement. Boards support administrators by ensuring that they have the necessary resources to accomplish goals and by conveying confidence in their day-to-day decisions.

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

Interviewing candidates: It is illegal to ask questions about age, marital status, family planning, religious affiliation, disabilities and should never be addressed in an interview. The board/committee should prepare a list of standard questions such as:
- What strengths and weaknesses would you bring to the leadership position?
- What have you or are you doing to address the deficits?
- What is the most satisfying experience in education you have had?
- What has been your experience in teaching and leadership in other schools?
- How has your educational background contributed to where you are today?
- What do you believe are the greatest contributions of charter schools?
- How are charter schools different from traditional public schools?
- What experience do you bring to this position that you believe will be helpful?
- What will you do to help the school to fulfill its mission and vision?
- What concerns you most about taking over the leadership of this school at this time?

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

**Evaluating Administrator Performance**

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

**Board Member Relationships**

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

**Board and Staff Relationships**

Boards should form a positive relationship with school administration and staff while maintaining an appropriate distance from day-to-day decision making. Frequent communication dispels rumors, mistrust and alienation between the Board and NiSe staff. Before each Board meeting, the Board will hold “board visit days” where NiSe’s leadership, staff, and faculty are invited to informally interact with the Board to ask questions, listen to reports, and provide input into important decisions.

**Board and Administrator Relationships**

The board should work toward having an open and honest relationship with NiSe’s leadership. They should work together when developing the strategic plan, long-term growth plans, and policy development. The Board should also invite the leadership to evaluate the Board’s effectiveness.
Board and Parent Relationships
The Board should engage parent participation in the operation of the school and the maintenance of a high achieving, safe, fun environment. The Board must follow the established grievance procedures.

Grievance Confidentiality
Throughout this process it is important to maintain confidentiality, particularly if the issue concerns the performance of a staff member or sensitive issues regarding other students and their families. Concerns about a staff member’s performance must only be raised with the School Leader/Principal. Concerns about a non-academic staff member’s performance must only be raised with the COO. Concerns about the COO or Principal can only be raised with the CEO.

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

Board and Community Relationships
Developing relationships with the community can provide benefits to the school including monetary and in-kind donations, discounts on goods and services, volunteers, activities for students, marketing, and new ideas. For example, a school could form a relationship with a nearby company whereby the company provides computer technical assistance to the school in exchange for use of the school’s technology lab for training.
Pitfalls to Avoid
An effective board must avoid actions or habits that impede decision making, cause conflicts of interest, overwhelm the administrator and staff, micromanage day-to-day activities, and squander resources and opportunities.

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

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

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

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

Charter

School (NiSe)

Employee Handbook

2013-2014
Note to All Employees:

The content of a manual does not constitute nor should it be construed as a promise of employment or as a contract between NiSe and any of its employees.

NiSe at its option, may change, delete, suspend, or discontinue parts or the policy in its entirety, at any time without prior notice.
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10 ACKNOWLEDGMENT

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1 INTRODUCTION

This document has been developed by Human Resources Department in order to familiarize employees with Northwest Indiana STEM Charter School (NiSe) and provide information about working conditions, key policies, procedures, and benefits affecting employment at NiSe.

1.1 Welcome

Welcome to NiSe! We are happy to have you as a new member of our family!

The mission of:

NiSe, in collaboration with students, parents, and the community, endeavors to foster a school environment to create a challenging and supportive organization of lifelong learners. It is our mission to actively engage the students, faculty, parents and community to work together to provide an education empowering students with a science, technology, engineering and science educational foundation.

1.2 Changes in Policy

This manual supersedes all previous employee manuals and memos.

While every effort is made to keep the contents of this document current, NiSe reserves the right to modify, suspend, or terminate any of the policies, procedures, and/or benefits described in the manual with or without prior notice to employees.

2 EMPLOYEE DEFINITION AND STATUS

An “employee” of NiSe is a person who regularly works for NiSe on a wage or salary basis.

2.1 Employment Classification

Employees of NiSe are classified as either “staff” or “faculty.” This is necessary because, by law, employees in certain types of jobs are entitled to overtime pay for hours worked in excess of forty (40) hours per workweek.

In addition to the above overtime classifications, every employee is assigned an employment status classification: regular full-time, regular part-time, temporary (full-time or part-time), regular hourly, contingent hourly, etc.
2.2 Probationary Period for New Employees

NiSe monitors and evaluates every new employee’s performance for three months to determine whether further employment in a specific position or with NiSe is appropriate.

3 EMPLOYMENT POLICIES

3.1 Equal Employment Opportunity

NiSe is an equal employment opportunity employer. Employment decisions are based on merit and business needs, and not on race, color, citizenship status, national origin, ancestry, gender, sexual orientation, age, weight, religion, creed, physical or mental disability, marital status, veteran status, political affiliation, or any other factor protected by law.

3.2 Affirmative Action/Diversity

NiSe is committed to affirmative actions that will build on the strengths of our current workforce and continually enhance the diversity of our organization. It is the policy of NiSe not to discriminate against any employee or any applicant for employment because of age, race, religion, color, handicap, sex, physical condition, developmental disability, sexual orientation or national origin. This policy shall include, but not be limited to, the following: recruitment and employment, promotion, demotion, compensation, selection for training, layoff and termination. NiSe further agrees to take affirmative action to ensure equal employment opportunities.

3.3 Americans with Disabilities Act

It is the policy of NiSe to comply with all the relevant and applicable provisions of the Americans with Disabilities Act (ADA). NiSe will not discriminate against any qualified employee or job applicant with respect to any terms, privileges, or conditions of employment because of a person’s physical or mental disability.

3.4 Immigration Law Compliance

All offers of employment are contingent on verification of the candidate’s right to work in the United States. On the first day of work, every new employee will be asked to provide original documents verifying his or her right to work and, as
required by federal law, to sign Federal Form I-9, Employment Eligibility Verification Form.

3.5 Employee Background Check

Prior to making an offer of employment, NiSe will conduct a job-related background check. A comprehensive background check will consist of prior employment verification, professional reference checks, education confirmation, and credit check.

3.6 Criminal Records

To protect students and staff members, the NiSe requires an inquiry into the personal background of each applicant. In addition, such an inquiry must be made for board members and substitutes who may be employed by the school, including volunteers, who would have regular direct contact with the students.

All potential employees, including substitutes who will be used on a continuous basis, will be required to have a:

- local, state, and national criminal history check
- sex-offender registry check
- telephone inquiry with former employees
- explanations of any employment gaps so that the applicant does not omit any offenses which might have occurred

All volunteers, Board Members, and substitutes will be required to have a:

- local and state criminal history check
- sex-offender registry check (on-line)

The COO may also require potential new hires (part or full-time) to provide a document verifying a disposition (information that a criminal proceeding has been concluded or indefinitely postponed) that does not appear in the criminal history check.

The COO may deny employment to an applicant who is convicted of an offense. Should it be necessary to employ a person or use a volunteer in order to maintain continuity of the program prior to receipt of the report, the COO, or designee may approve such action.

The procedures shall ensure that information and records obtained from pre-employment inquiries under this policy are confidential and shall not be released except to a school employee authorized by the COO.
3.7 **Anniversary Date**

The first day an employee reports to work is his or her official anniversary date. This anniversary date is used to compute employee benefits.

3.8 **New Employee Orientation**

The formal welcoming process, or “employee orientation,” is conducted by a Human Resources representative, and includes an overview of the company.

3.9 **Personnel Records and Administration**

The task of handling personnel records and related administration functions at NiSe has been assigned to the Human Resources Department. Personnel files will be kept confidential at all times and include some or all of the following documents:

- job description for the position
- job application and/or resume
- offer of employment
- IRS Form W-4 (the Employee’s Withholding Allowance Certificate)
- receipt or signed acknowledgment of employee handbook
- performance evaluations
- forms relating to employee benefits
- forms providing next of kin and emergency contacts
- complaints from customers and/or coworkers
- awards or citations for excellent performance
- records of attendance or completion of training programs
- warnings and/or other disciplinary actions
- notes on attendance or tardiness
- any contract, written agreement, receipt, or acknowledgment between the employee and the employer (e.g. an employment contract)
- documents relating to the worker’s departure from the company (such as reasons why the worker left or was fired, unemployment documents, insurance continuation forms, and so on)

All medical records, if any, will be kept in a separate confidential file.
3.10 Change of Personal Data

Any change in an employee’s name, address, telephone number, marital status, dependents, or insurance beneficiaries, or a change in the number of tax withholding exemptions, needs to be reported in writing without delay to the Human Resources Department.

3.11 Safety

The safety and health of employees is a priority. NiSe makes every effort to comply with all federal and state workplace safety requirements. NiSe’s workplace safety rules and regulations are to be followed at all times. Each employee is expected to obey safety rules and exercise caution and common sense in all work activities.

3.12 Building Security

Each and every employee must follow the building security rules and regulations. Employees are not allowed on NiSe property after hours without prior authorization from their supervisor.

3.13 Personal Property

The NiSe Facilities/Safety Office maintains a property management system that efficiently tracks lost and found property reports. Persons seeking information about lost or found property may do so by contacting the Facilities/Safety Manager. NiSe assumes no risk for any loss or damage to personal property and recommends that all employees have personal insurance policies covering the loss of personal property left at the office.

3.14 Health-related Issues

Employees who become aware of any health-related issue should notify their supervisor of health status as soon as possible.

3.15 Employee Requiring Medical Attention

Employees should report all work-related injuries and accidents immediately to their supervisor. Employee should go to Human Resources and obtain Employee Inquiry Form.
3.16 Visitors in the Workplace

For safety, insurance, and other business considerations, only authorized visitors are allowed in the workplace. When making arrangements for visitors, employees should request that visitors enter through the main reception area and sign in and sign out at the front desk.

3.17 Employment of Relatives

NiSe is pleased to consider for employment qualified applicants who are related to employees. When NiSe employs more than one member of a family, one family member may not supervise the other. If such a situation should arise and the employees are unable to develop a workable solution, management will decide which employee may be transferred.

3.18 Weather-related and Emergency-related Closings

At times, emergencies such as severe weather, fires, or power failures can disrupt company operations. In such instances, the Leadership Staff will decide on the closure and HR/Finance Manager will provide the official notification to the employees.
STANDARDS OF CONDUCT

4.1 General Guidelines

All employees are urged to become familiar with NiSe rules and standards of conduct and are expected to follow these rules and standards faithfully in doing their own jobs and conducting the company’s business.

4.2 Attendance and Punctuality

NiSe expects employees to be ready to work at the beginning of assigned daily work hours, and to reasonably complete their projects by the end of assigned work hours.

4.3 Work Schedule

Unless otherwise specified, regular full-time employees are expected to work at least forty (40) hours per workweek.

4.4 Absence and Lateness

From time to time, it may be necessary for an employee to be late or absent from work. NiSe is aware that emergencies, illnesses, or pressing personal business that cannot be scheduled outside work hours may arise. It is the responsibility of all employees to contact all affected parties if they will be absent or late. Excessive absences or lateness may result in termination.

4.5 Unscheduled Absence

Absence from work for three (3) consecutive days without notifying management or the Human Resources Department will be considered a voluntary resignation.

4.6 Meal and Break Periods

Employees are allowed a one-hour lunch break generally between the hours of 11:00 a.m. and 2:00 p.m.

NiSe encourages employees to take a rest period and provides a paid rest period of ten minutes in the morning work period and ten minutes in the afternoon work period.
4.7 Harassment Policy

NiSe does not tolerate workplace harassment. Workplace harassment can take many forms. It may be, but is not limited to, words, signs, offensive jokes, cartoons, pictures, posters, e-mail jokes or statements, pranks, intimidation, physical assaults or contact, or violence.

4.8 Sexual Harassment Policy

NiSe does not tolerate sexual harassment. Sexual harassment may include unwelcome sexual advances, requests for sexual favors, or other unwelcome verbal or physical contact of a sexual nature when such conduct creates an offensive, hostile, and intimidating working environment and prevents an individual from effectively performing the duties of their position.

4.9 Violence in the Workplace

NiSe has adopted a policy prohibiting workplace violence. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, and/or coercion, which involve or affect NiSe or which occur on NiSe or client property, will not be tolerated.

4.10 Confidential Information and Nondisclosure

By continuing employment with NiSe, employees agree that they will not disclose or use any of NiSe’s confidential information, either during or after their employment. NiSe sincerely hopes that its relationship with its employees will be long-term and mutually rewarding. However, employment with NiSe assumes an obligation to maintain confidentiality, even after an employee NiSe’s employ. As part of your employment, you will be required to agree and sign a Confidential Form. Violations of confidentiality on an employee’s part may result in immediate termination.

4.11 Ethical Standards

NiSe insists on the highest ethical standards in conducting its business. Doing the right thing and acting with integrity are the two driving forces behind NiSe’s great success story. When faced with ethical issues, employees are expected to make the right professional decision consistent with NiSe’s principles and standards.
4.12 Dress Code

Employees of NiSe are expected to present a clean and professional appearance while conducting business, in or outside of the office. Dressing in a fashion that is clearly unprofessional, that is deemed unsafe, or that negatively affects NiSe’s reputation or image is not acceptable.

4.13 Use of Equipment

NiSe will provide employees with the equipment needed to do their job. None of this equipment should be used for personal use, nor removed from the physical confines of NiSe—unless it is approved for a job that specifically requires use of company equipment outside the physical facility.

4.14 Use of Computer, Phone, and Mail

NiSe property, including computers, phones, electronic mail, and voice mail, should be used only for conducting company business. Incidental and occasional personal use of company computers, phones, or electronic mail and voice mail systems is permitted, but information and messages stored in these systems will be treated no differently from other business-related information and messages. As part of your employment, you will be required to agree and sign a Computer Usage Form. Violations of computer usage on an employee’s part may result in immediate termination.

4.15 Use of Internet

Employees are responsible for using the Internet in a manner that is ethical and lawful. Use of the Internet must solely be for business purposes and must not interfere with employee productivity. As part of your employment, you will be required to agree and sign a Computer Usage Form. Violations of computer usage on an employee’s part may result in immediate termination.

4.16 Use of Computer Software

NiSe does not condone the illegal duplication of software. The copyright law is clear. The copyright holder is given certain exclusive rights, including the right to make and distribute copies. Title 17 of the U.S. Code states that “it is illegal to make or distribute copies of copyrighted material without authorization” (Section 106). The only exception is the user’s right to make a backup copy for archival purposes (Section 117).
4.17 Smoking Policy

No smoking of any kind is permitted inside any NiSe office. Smoking may take place only in designated smoking areas outside NiSe facilities.

4.18 Alcohol and Substance Abuse

It is the policy of NiSe that the workplace be free of illicit drugs and alcoholic beverages, and free of their use. In addition to damage to respiratory and immune systems, malnutrition, seizures, loss of brain function, liver damage, and kidney damage, the abuse of drugs and alcohol has been proven to impair the coordination, reaction time, emotional stability, and judgment of the user. This could have tragic consequences where demanding or stressful work situations call for quick and sound decisions to be made. Violation of the Alcohol and Substance Abuse Policy may result in immediate termination.

4.19 Gifts

Advance approval from management is required before an employee may accept or solicit a gift of any kind from a client. Employees are not permitted to give unauthorized gifts to clients.

4.20 Solicitations and Distributions

Solicitation for any cause during working time and in working areas is not permitted. Employees are not permitted to distribute non-company literature in work areas at any time during working time.

4.21 Complaint Procedure

Employees who have a job-related issue, question, or complaint should first discuss it with their immediate supervisor. If the issue cannot be resolved at this level, NiSe encourages employees to contact the Human Resources Department. Employees who observe, learn of, or, in good faith, suspect a violation of the Standards of Conduct of NiSe should immediately report the violation. Throughout this process it is important to maintain confidentiality, particularly if the issue concerns the performance of a staff member or sensitive issues regarding other students and their families. Concerns about a staff member’s performance must only be raised with the School Leader/Principal. Concerns about a non-academic staff member’s performance must only be raised with the COO. Concerns about the COO or School Leader/Principal can only be raised with the CEO.
Concerns may be raised as follows:

- **Step 1**
  The individual (e.g. parent, community member) should contact the staff member involved and arrange an appointment to discuss the matter without distractions. Contacting the office can result in a return phone call or an appointment being made for you with the staff member involved. This meeting must occur within five business days.

- **Step 2**
  If the issue raised is unresolved, then the individual must make an appointment within five business days with the School Leader/Principal to inform of the concern.

- **Step 3**
  If the issue raised is still unresolved at this point, then the individual must make an appointment within five business days with the CEO to inform of the concern. At this point, the individual can choose to arrange for a support person to accompany them.

- **Step 4**
  Within 30 days from the meeting with the CEO, if the individual is still dissatisfied with the outcome of the meeting, they may write to the Board of Trustees. The Board President will create a special Grievance Committee to review any complaints. If no new information is presented, then the matter is closed.

### 4.22 Corrective Procedure

Unacceptable behavior that does not lead to immediate dismissal may be dealt with in any of the following manners: (a) Oral Reminder, (b) Written Warning, (c) Decision-Making Paid Leave/Counseling Session, and (d) Termination.

### 4.23 Crisis Suspension

An employee who commits any serious violation of NiSe policies at minimum will be suspended without pay pending an investigation of the situation. Following the investigation, the employee may be terminated without any previous disciplinary action having been taken.

### 4.24 Transfer Policy

NiSe recognizes that a desire for career growth and other needs may lead an employee to request a transfer to another position. An employee with proper qualifications will be eligible for consideration for transfer to another department provided that the transfer does not occur within one year of the employee’s date of hire or within one year of any previous transfer.
4.25 Outside Employment

Employees may not take an outside job, either for pay or as a donation of their personal time, with a customer or competitor of NiSe; nor should employees do work on their own if it competes or interferes in any way with the sales of products or services that NiSe provides to its clients.

4.26 Employment Termination/Resignation

After the application of disciplinary steps, if it is determined by management that an employee’s performance does not improve, or if the employee is again in violation of NiSe practices, rules, or standards of conduct, employment with NiSe will be terminated.

4.27 Exit Interview

In a voluntary separation situation, NiSe management would like to conduct an exit interview to discuss the employee’s reasons for leaving and any other impressions that the employee may have about NiSe.

4.28 Return of Company Property

Any NiSe property issued to employees, such as computer equipment, keys, parking passes or company credit card, must be returned to NiSe at the time of termination. Employees will be responsible for any lost or damaged items.
5 COMPENSATION POLICIES

5.1 Base Compensation

It is NiSe’s desire to pay all employees’ wages or salaries that are competitive with other employers in the marketplace and in a way that will be motivational, fair, and equitable. Compensation may vary based on roles and responsibilities, individual, and company performance, and in compliance with all applicable laws.

5.2 Performance Bonuses

Performance bonuses may be given to NiSe employees at the discretion of management. There are two factors that typically determine bonus availability and amounts: (a) Company Performance—Profits, (b) Personal Performance.

5.3 Timekeeping Procedures

By law, NiSe is obligated to keep accurate records of the time worked by employees. Each employee must fill out the appropriate electronic NiSe time record each week, and time records must be completed in accordance with the NiSe time-reporting guidelines.

5.4 Overtime Pay

Overtime compensation is paid to non-academic employees, not in Director or Manager roles, in accordance with federal and state wage and hour restrictions. All overtime work performed must receive the supervisor’s prior authorization.

5.5 Payroll and Paydays

The frequency of NiSe payroll distribution is dependent upon an employee’s employment status. Employees are paid bi-weekly on or by the Friday following the end of the pay week.

5.6 Performance and Salary Reviews

NiSe wants to help employees to succeed in their jobs and to grow. In an effort to support this growth and success, NiSe has an annual review process for providing formal performance feedback. Feedback includes a Performance Evaluation and a
360-Degree Assessment. Depending on the employee anniversary date, the performance review is held in May of each year.

Salary/wage reviews typically occur in conjunction with the annual performance review process. The calculation and implementation of changes in base salary/wage depend on both company and personal performance and will typically occur in either July or August; whichever most closely follows the review cycle.

5.7 Opportunities for Advancement—Progression and Promotion

NiSe would like to provide employees with every opportunity for advancing to other positions or opportunities within the company. Approval of progression moves or promotions depends largely upon training, experience, work record, and business need. However, NiSe reserves the right to look outside the company for potential employees as well.
6 GROUP HEALTH AND RELATED BENEFITS

6.1 Benefits Summaries and Eligibility

NiSe sponsors a comprehensive benefits program for eligible employees, and
each benefit plan has specific eligibility conditions. The benefits are summarized
in separate booklets called “summary plan descriptions,” which are provided to all
eligible employees. The details of each benefit are contained in separate legal
documents known as the “plan documents,” which take precedence over anything
contradictory in the summaries.

All full-time employees will enjoy all of the benefits described in this policy and
the individual plan summaries as soon as they meet all of the eligibility
requirements for each particular benefit. Part-time employees may be eligible for
certain benefits if they meet the eligibility conditions. Eligible employees’
effective date of coverage will be the first of the month following 30 days’
employment with NiSe.

6.2 Health Insurance

All eligible U.S. employees may choose to participate in a nationwide medical
insurance plan selected by NiSe. Eligible employees’ effective date of coverage
will be the first of the month following 30 days’ employment with NiSe.

6.3 Dental Insurance

NiSe will make every effort to find a comprehensive dental plan that will meet the
needs of both families and individuals. A detailed explanation of benefits and how
to use the insurance is available in the dental summary plan booklet provided by
the insurance company. Eligible employees’ effective date of coverage will be the
first of the month following 30 days’ employment with NiSe.

6.4 Visual Care Insurance

The NiSe vision plan covers employees’ standard eye examinations, lenses,
frames, or contacts. Certain limitations apply, and not all optical centers accept
the current plan. A more detailed explanation of the plan and locations of optical
centers that accept the NiSe plan are available in the summary plan booklet
provided by the insurance company. Eligible employees’ effective date of
coverage will be the first of the month following 30 days’ employment with NiSe.
6.5 **Disability Insurance**

Eligible employees are automatically covered by NiSe disability plans. Disability insurance is designed to assist an employee with income should the employee become partially or totally disabled and be unable to perform the essential functions of his or her job. The summary plan descriptions explain long-term and short-term disability benefits.

6.6 **Life, Accidental Death, and Dismemberment Insurance**

The NiSe Group Life Insurance covers all eligible employees. Term life insurance equivalent to the employee’s annual salary with 100% of premium will be paid by company. This insurance is payable in the event of the employee’s death, in accordance with the policy, while the employee is insured. Accidental Death and Dismemberment Insurance is in the same amount as and in addition to the employee’s life insurance coverage. The summary plan booklet provided by our insurance company includes details on employee life insurance and accidental death and dismemberment coverage.

6.7 **COBRA Notification**

According to the federal Consolidated Omnibus Budget Reconciliation Act (COBRA) of 1985, in the event of your termination of employment with NiSe or loss of eligibility to remain covered under NiSe’s group health insurance program, employees and their eligible dependents may have the right to continued coverage under NiSe’s group health insurance program for a limited period of time at their own expense. Consult the Benefits Administrator for details.

6.8 **Pre-tax Deductions for Expenses**

- NiSe employees participating in any of the basic health insurance plans (e.g., group medical, dental and/or vision) are required to contribute to payment of the plan(s) premium(s) via payroll deduction cost sharing. In accordance with U.S. Internal Revenue Service provisions, NiSe provides employees the opportunity to participate in such a plan. A voluntary pretax 403B is available for employees who choose to participate.

6.9 **Worker’s Compensation**

All employees are entitled to Workers’ Compensation benefits paid by NiSe. This coverage is automatic and immediate and protects employees from work-related injury or illness. If an employee cannot work due to a work-related injury or illness, Workers’ Compensation insurance pays his or her medical bills and
provides a portion of his or her income until he or she can return to work. Employee should go to Human Resources and obtain Indiana Worker’s Compensation First Report Form (State Form 34401 (R10 / 1-02)).

6.10 Unemployment Compensation

Unemployment compensation is designed to provide a temporary income for those who are out of work through no fault of their own. Depending upon the circumstances, employees may be eligible for Unemployment Compensation upon termination of employment with NiSe. The Division of Unemployment Insurance of each State’s Department of Labor determines eligibility for Unemployment Compensation. NiSe pays the entire cost of this insurance program.

6.11 Social Security

The United States Government operates a system of mandated insurance known as Social Security. As a wage earner, employees are required by law to contribute a set amount of weekly wages to the trust fund from which benefits are paid. As employer, NiSe is required to deduct this amount from each paycheck an employee receives. In addition, NiSe matches employee contribution dollar for dollar, thereby paying one-half of the cost of employee Social Security benefits.

6.12 Retirement Plans and Stock Options

Currently, NiSe does not have a retirement plan or stock options for employees.

6.13 Educational Assistance

NiSe believes that education leads to self-improvement and recognizes that the skills and knowledge of its employees are critical to the success of the organization. In that vein, NiSe encourages higher education. Teachers will be reimbursed up to $500 per semester for pre-approved courses.

6.14 Training and Professional Development

NiSe will provide a positive staff development program designed to contribute both to the improvement of learning and to each staff member’s career development aspirations. To make sure that teachers and staff understand development of the students that NiSe will serve, a professional development workshop will be conducted one month prior to joining the staff and every summer thereafter. Staff development training not only will include student
development theories but other subjects depicted in this application.
7 TIME-OFF BENEFITS

7.1 Holiday Policy

All NiSe employees of regular status are eligible for holiday pay. Holiday pay will be based on the employment status of the employee, i.e., full-time employees will be credited with 8 hours of holiday pay and part-time employees will be credited with 4 hours of holiday pay, per holiday. NiSe recognizes the following holidays as paid holidays:

- New Year’s Day January 1
- Martin Luther King Day third Monday in January
- President’s Day third Monday in February
- Memorial Day last Monday in May
- Independence Day July 4
- Labor Day first Monday in September
- Columbus Day second Monday in October
- Veterans Day November 11
- Thanksgiving Day fourth Thursday in November
- Christmas Day December 25

7.2 Vacation Time

All full-time employees of NiSe employees are eligible to accrue vacation time. Vacation hours accrue on a monthly basis. Employees hired before the 15th day of the month begin to accrue vacation starting with the month they were hired in. Employees who begin employment on or after the 15th day of the month begin accruing vacation the month following the date of hire. The vacation accrual policy for regular full-time employees and regular part-time employees is as follows:

The amount of vacation that a full-time employee receives in a year is prorated according to the employee’s start date.

- Employees who have worked less than 1 year with the company earns 10 days
- Employees who have worked at least 1 year with the company earns 12 days
- Employees who have worked at least 2 years with the company earns 13 days
- Employees who have worked at least 3 years with the company earns 14 days
- Employees who have worked at least 4 years with the company earns 15 days
Employees who have worked at least 5 year+ with the company earns an additional one (1) day until reach the maximum of 20 days

Part-time, substitutes or temporary employees are not eligible for vacation days. A vacation request should be submitted to your direct supervisor two (2) weeks prior to your planned vacation. A Vacation Request Form can be obtained from the Human Resource Department.

7.3 Sick Leave

Sick leave may be used during an employee’s own illness or for an illness in the employee’s immediate family. Sick leave will be limited to six (6) 8-hour days per calendar year for all regular full-time employees.

Part-time, substitutes or temporary employees are not eligible for sick leave days.

7.4 Bereavement Leave

Full-time or part-time employee shall be entitled to Bereavement Leave upon the death of a spouse (including a de facto spouse), son, daughter, stepson, stepdaughter, parent, stepmother, stepfather, brother, sister, stepbrother, stepsister, grandson, granddaughter, grandparent, mother-in-law, father-in-law, son-in-law, or daughter-in-law.

7.5 Jury Duty

NiSe is committed to supporting the communities in which NiSe operates, including supporting NiSe employees in fulfilling their responsibilities to serve as jurors whenever it is possible. When an employee receives notification regarding upcoming jury duty, it is their responsibility to notify their direct supervisor and Human Resources within one business day of receiving the notice.

7.6 Military Reserves or National Guard Leaves of Absence

Employees who serve in U.S. military organizations or state militia groups such as the National Guard may take the necessary time off to fulfill this obligation and will retain all of their legal rights for continued employment under existing laws.

7.7 Family/Medical Leaves of Absence

Occasionally, for medical, personal, or other reasons, employees may need to be temporarily released from the duties of their job with NiSe. It is the policy of NiSe to allow its employees to apply for and be considered for certain specific
leaves of absence. All requests for leaves of absence should be submitted in writing to management and the Human Resources Department.

7.8 Extended Disability Leaves

If a period of disability continues beyond the 12 weeks provided for within the Family/Medical Leaves of Absence section, an employee may apply in writing for an extended disability leave.

7.9 Uniformed Services Employment and Reemployment

As an Equal Opportunity Employer, NiSe is committed to providing the basic employment and reemployment services and support as set forth in the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA).

7.10 Personal Leaves of Absence

- In special circumstances, NiSe will grant a leave for a personal reason, but never for taking employment elsewhere or becoming self-employed. Full-time employees will be allowed two (2) personal leave days per school year. Personal leaves of absence must be requested in writing and are subject to the discretion of management and the Human Resources Department.
8 EXPENSES

8.1 Introduction

The following is a comprehensive guide to the NiSe expense policy and procedures for the reporting and reimbursement of expenses. Any manager who approves expense reports should be familiar with this policy—authorizing an expense report indicates to NiSe that the expenses reported are legitimate, reasonable, and complies with this policy.

8.2 Company Supplies, Other Expenditures

Only authorized persons may purchase supplies in the name of NiSe. No employee whose regular duties do not include purchasing may incur any expense on behalf of NiSe. Without a properly approved purchase order, NiSe is not obligated for any purchase.

8.3 Expense Reimbursement

Under ordinary circumstances, it is the policy of NiSe to reimburse travel expenses on the basis of actual expenses involved. Persons traveling on NiSe business are entitled to transportation, hotel accommodation, meals, and limited incidentals (for example, taxis and telephone calls) that meet reasonable and adequate standards for convenience, safety, and comfort.

All travel requires approval. You cannot approve your own travel. Before you make specific travel plans, find out from your supervisor the approval(s) you need.

All NiSe related travel must be approved in advance by your supervisor. A Travel form must be filled out for any travel to or from the NiSe. All travel must be pre-approved on this form whether or not reimbursement for travel expenses will be requested. In most cases, prior authorization is required at least three (3) weeks in advance of travel. Employees should obtain a Travel Form from Human Resources.

8.4 Relocation

No relocation expenses will be reimbursed by NiSe.
9  EMPLOYEE COMMUNICATIONS

9.1  Open Communication

NiSe encourages employees to discuss any issues they may have with a co-worker directly with that person. If a resolution is not reached, employees should arrange a meeting with their direct supervisor. If the concern, problem, or issue is not properly addressed, employees should contact the Human Resources Department. Any information discussed in an Open Communication meeting is considered confidential, to the extent possible while still allowing management to respond to the problem. Retaliation against any employee for appropriate usage of Open Communication channels is unacceptable.

9.2  Staff Meetings

In order to keep the communication channels open, NiSe implements a once-a-month company-wide staff meeting. Employees receive communications from Human Resources about the agenda and discussion topics every month.

9.3  Electronic Bulletin Boards

NiSe runs a company-wide electronic bulletin board service where employees can find organizational announcements, news/events, and discussions about specific topics. The employee is responsible for reading necessary information posted on the bulletin boards.

9.4  Suggestions

NiSe encourages all employees to bring forward their suggestions and good ideas about making NiSe a better place to work and enhancing service to NiSe customers. Any employee who sees an opportunity for improvement is encouraged to talk it over with management. All suggestions are valued.
10 ACKNOWLEDGMENT

I acknowledge that I have received a copy of the NiSe Employment Policies, and I do commit to read and follow these policies.

I am aware that if, at any time, I have questions regarding NiSe’s company policies I should direct them to my manager or the Human Resources Department.

I know that NiSe company policies and other related documents do not form a contract of employment and are not a guarantee by NiSe of the conditions and benefits that are described within them. Nevertheless, the provisions of such NiSe company policies are incorporated into the acknowledgment, and I agree that I shall abide by its provisions.

I also am aware that NiSe, at any time, may on reasonable notice, change, add to, or delete from the provisions of the company policies.

________________________________ __________________________
Employee’s Printed Name  Position

________________________________ __________________________
Employee’s Signature  Date