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 2014-15 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, Ph.D.

Mailing address: 319 East 60th Drive

Merrillville Indiana 46410

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 Member</td>
</tr>
<tr>
<td>Elonda Ervin, Ph.D.</td>
<td>Director of Diversity Office, Indiana State University</td>
<td>Organizing Member</td>
</tr>
<tr>
<td>Dawn Dawkins, Esq.</td>
<td>Attorney</td>
<td>Organizing Member</td>
</tr>
<tr>
<td>Grayling Gordon</td>
<td>Federal Grant Officer, Ivy Tech Community College</td>
<td>Organizing 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, September 2012, & May 2013
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>2014</td>
<td>Merrillville, Indiana</td>
<td>5-7</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 - 2014</td>
<td>5-7</td>
<td>208</td>
<td>5-7</td>
</tr>
<tr>
<td>Year 2 - 2015</td>
<td>5-8</td>
<td>248</td>
<td>5-8</td>
</tr>
<tr>
<td>Year 3 - 2016</td>
<td>5-10</td>
<td>288</td>
<td>5-10</td>
</tr>
<tr>
<td>Year 4 - 2017</td>
<td>5-11</td>
<td>328</td>
<td>5-11</td>
</tr>
<tr>
<td>Year 5 - 2018</td>
<td>5-12</td>
<td>400</td>
<td>5-12</td>
</tr>
<tr>
<td>At Capacity – 2018</td>
<td>400</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
School Narrative
“The United States needs to move its students from the middle to the top of the pack in science and math over the next decade. The STEM community needs to use “love and knowledge of science to spark [a] sense of wonder and excitement in a new generation” (Pres. Obama, 2009).

Charter School Proposal
This is a Ball State University Charter School application to urge youth to study STEM disciplines; particularly math and science. In this application, the TRON/AGEK’ Foundation, Inc. proposes an 11-month science, technology, engineering and math charter school where STEM inquiry will infuse all school subject areas for grades 5-12.

The name of our proposed school is the Northwest Indiana Science and Engineering (NiSe) Charter School. The mission of our school is to provide a “high quality” learning environment that utilizes standards-based STEM curricula to prepare students to enter science, technology, engineering, and mathematic programs at 2 and 4 year post-secondary institutions.

Narrative
Despite our historical record of achievement, the United States now lags behind other nations in science, technology, engineering and mathematics (STEM) education. International comparisons of our students’ performance in science and mathematics consistently place the United States in the middle of the pack or lower. Japan has the highest science literacy score of 15-year old students in the world. In the United States 15-year-olds scored below most industrialized nations tested in 2006. Today, U.S. standing continues to drop in both math and science. At the secondary level, according to the President’s Council of Advisors on Science and Technology (PCAST) report, entitled Prepare and Inspire: K-12 Science, Technology, Engineering, and Math (STEM) Education for America’s Future (2010), less than one-third of U.S. eighth graders show proficiency in mathematics and science (PCAST, 2010).

STEM subjects permeate nearly every facet of modern life. Yet, few U.S. students have strong backgrounds in these fields. The success of the U.S. in the 21st century depends largely on STEM education. Substandard performance in science, technology, engineering, and mathematic areas is not an acceptable measure of success if our children are to compete in a global society. Reclaiming our space as world leaders depends largely on the education we provide for our children. President Obama states:

To be the best educated, most competitive workforce in the world, we must do all we can to ensure more students graduate with STEM degrees by the end of this decade. This ambitious objective demands that we increase the odds of success for all students, regardless of race, income, or any factor. It is not an overstatement to say that our country depend on it (PCAST, 2010).

Currently only 17% of U. S. high school seniors are considered proficient in mathematics and only 36% are proficient in reading (NSF, 2006). In addition to posing a world threat, U.S. students’ academic performance is also a major concern to the business community. Fifty percent of business owners agree that schools are not producing qualified applicants for jobs today. This concern is magnified in Indiana. Ranked 40th in the nation for education attainment, Indiana is only 10 states from the bottom. We, as a state have a moral obligation to help Indiana students.
It is clear and evidence proves that only a shift in paradigm that moves toward a STEM education will determine if the United States will take back its position as a leader among nations and increase its efforts to solve challenges in areas of health, energy, environment and national security. A STEM education will help generate the workforce needed to face these challenges in a global and competitive society.

STEM education will ensure that our society continues to make those discoveries to advance our understanding of the world. An increase in STEM educated individuals will produce the scientists, engineers, technologists and mathematicians who will create innovative and new concepts, ideas, and technology leading into the 21st century. STEM will provide the skills and literacy needed for citizens to earn decent (livable) wages; to be able to take care of their families; and not live in poverty. Most importantly, STEM will strengthen our country. The best employers the world over will be looking for the most competent, most creative, and most innovative people on the face of the earth and will be willing to pay them top dollar for their services. Based on documented research like the PCAST report to the President of the United States by scientific experts, the need to produce a STEM literate citizenry is critical if our nation is to succeed in a global economy. All the jobs 10 to 15 years from now will be STEM based. We have to make a shift in public education and start preparing our children for an increasingly technologically driven world. The need for secondary institutions to adapt early to a world guided by technology, changing demographics and globalization is critical. Several national studies confirm the insufficient preparation of high school graduates for either college-level work or the changing needs of the workforce. Even more dismal is the fact that our nation’s low proficiency performance level shows that only 1/3 of 4th and 8th grade students, and even fewer 12th grade students reached grade level proficiency (NSF, 2008).

The United States has, since its inception, acted on the belief that all students deserve a basic education. To help with this effort, national common core standards will be implemented in almost every state in the U.S. starting in 2014. Common Core State Standards define basic education in a new way – that every student in the U.S. will be college and career ready by the time she/he completes high school. As a result, for the first time, the expectations are the same for almost all students, regardless of where they live. These standards represent a great opportunity to advance equity and excellence for all children, especially in Northwest Indiana.

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

The TRON/AGEK Educational Foundation, Inc. and the Northwest Indiana community believe that NiSe, a STEM charter school, will deliver endless possibilities for our children. If students acquire basic STEM learning early in middle school, they will be prepared for not only STEM subjects but will also be equipped to master Advanced Placement courses, a core 40 curricula, and Common Core State Standards. Through NiSe’s educational program, students in Northwest Indiana will receive college credits through a dual credit program as well as secondary and post-secondary guidance and counseling to help students’ map their plans of study so that they are able to complete college within the maximum government mandated timeline. For many students this lack of guidance deters them from finishing college. Consequently, post-secondary institutions are losing generations of Northwest Indiana students because of students’ inability to pass standardized testing, increased college admission standards, and lack of financial aid. Our educational plan will deter this from happening to keep students in school that we plan to serve.
Our goal of a STEM school is to provide an opportunity for students to utilize their knowledge across all disciplines both inside and outside of the scientific, technological, engineering and mathematical realms. Our curriculum will prepare learners for jobs of the new economy i.e. environmentalists, innovators, scientists, chemists, doctors, engineers, entrepreneurs and teachers. Students will gain experience to intuitively leverage existing resources to accomplish tasks independently using STEM techniques. They will be taught how to employ independent thinking and problem solving skills to uncover solutions for real world issues through theory and continuous hands-on practice.

We believe technology and engineering connects a STEM curriculum with a strong academic foundation rooted in the knowledge used to solve complex problems.

We will utilize theories of best practices professed by national organizations and experts in the areas of science, technology, engineering, and mathematics for a STEM schools’ success to: (1) enhance teacher content knowledge in STEM continuously; (2) enhance student learning and opportunity to master math, technology, engineering and science content; and (3) attract students to career opportunities in the STEM areas.

Our board believes another area should be added to these agreed upon best practice guidelines for STEM schools: schools will not produce the measurable results desired unless school leadership and faculty are held accountable for the mission and goals of the school starting the first day they become charter school employees.

We will indeed adhere to the best practices outlined in the National Association of Charter School Authorizers (NACSA) that includes clearly defined and measurable indicators, measures, metrics, and targets that are performance, academic, financial, and organizational based.

As stated earlier, the name of our proposed school will be the **Northwest Indiana Science and Engineering (NiSe) Charter School**. Our school will serve Northwest Indiana. Most importantly, we will meet the expectations for Ball State Charter School as stated in the Policy for School Assessment Intervention (2009): increase the achievement of enrolled students, financial viability, open enrollment, providing services for students with disabilities, providing a safe environment for learning and compliance with federal, state and local laws.

Our instructional design is depicted in the following charter school overview.

**School Overview - Proposed Plan**

“STEM educational and career opportunities are greater for a child if he/she has been educated in an exclusive science, technology, engineering and mathematics school environment” (DeNeal, 2008).

Our educational plan is ambitious but; attainable. The Northwest Indiana Science and Engineering (NiSe) Charter School proposed plan is to provide a “high quality” STEM learning environment that will instruct students from grades 5-12, grades 5-7 in the first year. Our core curriculum and technology will be aligned with common core standards, Core 40 graduation requirements, Massachusetts and Technology/Engineering (MIT), Project Lead the Way (PLTW) and Purdue University Pre-Collegiate Summer Engineering Program and with science technologies like (Desktop Smart Labs) and supplemented with RTI curriculum and student career support services. Our efforts in this proposal is to ensure that the board offers the community a high quality educational STEM option that meets the educational requirements of the 21st century learner and Indiana career readiness standards. We, believe, this type of education should be offered to all families. Every child has a fundamental right to a quality education. Students deserve a rigorous curriculum with robust goals, taught to them by committed, well-educated and trained prepared professionals.
The application School Narrative (p. 7) described briefly our nation at risk for lack of STEM training and our proposal to establish and govern a STEM charter school. Our charter application describes our target service area of the Northwest Indiana community that includes more academic and economic struggling communities like Gary and East Chicago. This information is outlined in the Challenges and Considerations (p. 14) section of this application.

**Instructional framework**

The following researched based, empirical, proven instructional designs will be used for the curriculum: Massachusetts Science and Technology/Engineering (MIT) curriculum (Exhibit 1) which will be supplemented by Project Lead the Way Engineering Software (PLTW) – (Exhibit 2) a robust math core, Core 40 (See Exhibit 3), PUC Pre-Collegiate Engineering Program (Exhibit 4) and an experiential learning module – Table 1 below:

Table 1: Framework for Teaching Disciplines

<table>
<thead>
<tr>
<th>MIT Science</th>
<th>PLTW Technology</th>
<th>PLTW Engineering</th>
<th>Mathematics (supported by online software: IXL &amp; KAHN)</th>
<th>Experiential learning module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical Aspects of Nature</td>
<td>Nature of Design</td>
<td>Civil</td>
<td>Pre-Algebra</td>
<td>PUC Engineering Program</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Algebra</td>
</tr>
<tr>
<td>Science Inquiry</td>
<td>Medical/Biomedical</td>
<td>Chemical</td>
<td>Geometry</td>
<td>Core 40 Annual Science Projects</td>
</tr>
<tr>
<td>Earth Science</td>
<td>Manufacturing</td>
<td>Electrical</td>
<td>Qualitative Reasoning</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>Construction</td>
<td>Architecture</td>
<td>Calculus</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>Transportation</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Anatomy</td>
<td>Computer</td>
<td>--</td>
<td>Discrete</td>
<td></td>
</tr>
<tr>
<td>Physiology</td>
<td>Computer</td>
<td>--</td>
<td>Discrete Mathematics</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>Medical</td>
<td>--</td>
<td>Statistics</td>
<td></td>
</tr>
</tbody>
</table>

All curricula will be continuously designed using the frameworks above and centered on meeting the Indiana common core anchor standards for college and career readiness which would indicate the knowledge and skills students need at the end of high school and for admission into college.

Most importantly, we will provide plans for sound financials, facilities, governance, community support, accountability to Ball State University, and adhering to the principles of NACSA. Quality and transparency will always be the focus of our charter school.

**How will the Northwest Indiana Science and Engineering (NiSe) Charter be different?**

At the end of the 12th grade, students will be STEM trained and prepared for college STEM courses. National common standards will help achieve this goal, but standards alone are not capable of providing the STEM secondary education and/or training needed. Students need opportunities to establish deeper engagement to learn STEM subjects in non-standard, personal, and team-oriented ways that extend beyond the traditional curriculum and classroom. This is especially vital for early identification and
nurturing of high achievers in mathematics and science. Students need to be continuously trained in a STEM environment to accomplish this goal.

**Uniqueness**

The *uniqueness* of this charter school is the fact that STEM education will be taught across all disciplines starting in the 5th grade. It will offer a public school education that will have an exclusive STEM focus meaning that science, technology, engineering and mathematics will be the foundational instructional discipline. All subjects will be correlated with mandatory Core 40 and Common Core Standards. The academic year will be August – July, after-school, weekends and summers. Learning will occur 11 months of the school year. Our students will be engaged in meaningful learning and they will want to come to school.

NiSe will use a multidisciplinary “cross the curriculum” approach to integrate STEM into subjects including the arts. According to research, an integrated curriculum has many benefits for all children. Students learn that in school, as in life, information is interconnected, and the skills that serve them well in one subject can help with problem solving in another. We believe a multidisciplinary approach is more interesting for students than a one-dimensional, single-focus approach, helping students to retain lessons longer. For example, springboard to storytelling, having children write about their science experience is one common way that teachers will combine science and language arts. Children will have science notebooks in which they write about the activities and experiments conducted in class, including predictions, procedures, and conclusions. We believe science writing should be both technical and creative. Couched in informed evidence, students will write fiction and poetry based on field trips and observations of nature etc. Reinforcing math skills also flows naturally into science. A study of the weather, for instance, yields many opportunities for integrating math and science skills, including measuring barometric pressure, temperature, and wind speed. Science can even be integrated with the creative arts, with great success. Research shows that if students are taught science and mathematics concepts and skills while solving engineering or engineering-like problems, they will be able to grasp these concepts and learn these skills more easily and retain them better, because the engineering design approach which is generally very abstract can provide real-world meaning.

Each student in their junior and/or senior year will have the opportunity to complete an internship with a STEM company like the Chicago Museum Internship Programs, or other STEM-related business or program. Student tours will include industries in the community that students have wondered about and probably never visited like BP-Amoco Oil Company; Whiting Refinery (chemistry and water treatment tied to the microbiology and chemistry class material, and refinery processes using the plant lab facility); Lansing or Gary Airport; Arcelor Mittal (steel production tied to material properties); Northern Indiana Public Service Company (electric power generation and distribution tied to electric circuits, and a power plant tied to thermodynamics and to motors and generators); Boeing Airlines, local doctor offices and hospitals.

NiSe’s overall instructional design will ensure that all students will not only be provided with STEM training upon high school graduation but will have the opportunity to earn six or more college credit hours (dual credit) from a local post-secondary institution. Most importantly, our goal is to prepare students for college and reduce or eliminate the need for college remediation classes depleting their financial resources that causes most students to drop out of college and never return. Additionally, students will learn in a nurturing and respectful environment where bullying will not be allowed and where they all will be empowered by teacher mentors to be lifelong STEM learners. They will be made to feel safe to express themselves academically. They will not be afraid to be smart. STEM activities will be year round. For an example, in addition to traditional summer school, NiSe’s summer program will include STEM career based educational initiatives which includes a Summer Youth College where students will have a career and college experience each summer as depicted in the following chart:
### Summer-curriculum career services (5-8) | Summer Youth College (9-12)

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

All the student career based programs will be held in the summer and taught by either an IUN or PUC graduate assistants and coordinated by lead teachers.

Throughout the academic year, a rigorous Response to Intervention (RTI) Program Manual (See Exhibit 5) will be implemented to identify at-risk students early to design individualized interventions to meet student needs grades 5-12.

### Geographical and population considerations of the school environment

The geographic location of the school will be located in the town of Merrillville, Indiana. Merrillville, Indiana is a community of approximately 30,000. It is located between Gary and Crown Point, Indiana and is only 30 minutes outside of Chicago, Illinois. The proposed selected site is 8340 Louisiana Street, Merrillville, Indiana. The population of students NiSe proposes to serve will be from Northwest Indiana. At the present time, we see no challenges in terms of geographic location because a contingent lease agreement has been negotiated by legal counsel.

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. The central location of the academy will benefit surrounding communities. There is no other charter school within the town of Merrillville area.

### Challenges and considerations

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 increased graduation rates. According to the National Science Foundation student challenges in K-12 STEM education include the following:

- Past academic failures in STEM subjects
- Students generally lack motivation and have low self confidence in learning STEM subjects
- Persistent achievement gaps in science and math among many student subgroups
- Disparities starting as early as kindergarten, continue across grades and widening over time
Substantial performance gaps exist between racial/ethnic groups
Sex differences were small but favored males in most cases
Demographic changes: racial and ethnic minorities will comprise the majority of the nation’s population by 2042
Most significant, teachers must be prepared to teach the “new” standards, student assessment and evaluations which will indicate whether students are on track for college and career readiness
Teacher preparation in STEM content areas and Alignment between secondary and post-secondary systems

Overall community challenges
Nationally and for Northwest Indiana public school the evidence is in, our children are not prepared for STEM college degrees or jobs. Therefore, 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. Technology innovations have shown us that our children are smart. Some need more encouragement and access to resources than others.

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. Over 69% of students that enroll at Ivy Tech (the only community college in the area) are not ready to take program classes. These students remain in remedial classes for over four semesters using up there financial aid funds, dropping out of college, default on loans and never return to college. There is a demonstrated and important need for an increase in high school completion rates that will positively increase the college admission rates.

Educational attainment and academic achievement are a primary concern of the target communities like the cities of Gary and East Chicago that are plagued with public school problems, a decrease in population, deteriorating economic tax base, and lack of availability of high paying production jobs for the unskilled. The competition for low paying, service sector employment coupled with 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 to other communities and states.

Poverty statistics pertaining to the region’s children is likewise disconcerting. In Northwest Indiana in 2010, 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 2010, an estimated 18% of U.S. children lived in poverty. 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 poverty rates have reached critical levels of 50% or more above the state average of 11.1%. This charter application will demonstrate how we will implement strategic plans to assure that “all” students will be successful regardless to what area they live.

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.
Charter schools offer families the opportunity to choose schools that meet their children’s unique academic needs. NiSe supports Indiana’s commitment to educational options for all students regardless of background, income, or zip code. Even in the most challenging communities, students must be given every opportunity to succeed, and be assured a wide array of opportunities that are the best solution to meet current educational needs.

As the demand increases for competencies in the fields of engineering, technology, science and mathematics, we must prepare students to be competitive in their choices of career paths.

**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 in Indiana public schools. This charter application is a collection of voices with one goal; creating a high quality charter public school.

The applicant team’s three founding members include two members who earned Ph.D.s. in Educational Leadership and have past experiences working in secondary and post-secondary education. One member has experience in business as an insurance fraud investigator, professor, and diversity director for an Indiana public university. Another founding member has worked in TRIO programs serving low-income, first generation students for the past twelve years and has authored and managed grants for over fourteen years totaling more than a half- million dollars annually. Two founding members hold undergraduate degrees in Curriculum Development. The third founding board member has an Education Specialist and a Master’s Degree in Special Education and holds a public school superintendent license. This member worked in the K-12 environment for more than 10 years. Two founding members have written dissertations on subgroups of this population (e.g., Black males in predominately White institutions of higher education and African- American women in pursuit of a doctoral degree). Also, assisting with this application is a Ph.D. from PUC Teacher’s Preparation program who has expert knowledge in the area of Common Core State Standards.

A board Member is an attorney. Another is a finance manager and broker. One is an engineer with Boeing Airlines and has already started the field-work for making sure our children have the opportunity to be included in the established ITT Boeing Scholars Academy (See Exhibit 6). Contact has already been made and the ITT Boeing Scholars Academy is eagerly await the list of names of children from our community for this STEM initiative. Also, included is a member who served as the superintendent of the Gary Public School System (See Attachment 1). Additionally, throughout the three years of preparing this charter school application, we have sought the advice of Ball State University Charter School field representative, fiancé and special education personnel. Board members and applicant team members also attended Ball State’s finance and special education workshops. Moreover, we have networked with other Northwest Indiana charter schools.

**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 provide a “quality” learning environment that will utilize STEM curricula to prepare students to enter science, technology, engineering, and mathematics programs at 2 and 4-year post-secondary institutions.

**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, Gary and East Chicago. All our families will represent a diverse group of citizens – economically, ethnically, racially and spiritually – 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. NiSe leadership, teachers and staff will take pride for not only upholding the town of Merrillville School Corporation’s reputation; but the town as well. We too are committed to excellence. This is clearly evident in our stated goals. Students will find all instruction to be meaningful and applicable to everyday life that will help their mastery of subjects. Students will be provided STEM work experience that includes internships and externships. The curriculum will include health & wellness, gym and/or yoga, arts, music and foreign language.

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 state of the art science laboratories where students will work on annual STEM projects during their blocked STEM times. 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 using PLTW software and curriculum. Students will enter the school with a sense of becoming a STEM specialist. 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 career choices.

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

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

Data reflect the educational need is an increase in persistence, retention in secondary and post-secondary graduate rates. 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.

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:** To increase in state math assessment scores (see Table 2)

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

Table 2: Sample of 2011 ISTEP+ Pass Rate for 6, 7 & 8 Grades by School Corporations for Math

<table>
<thead>
<tr>
<th>School District</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 that 71% math pass rates in the 8th grade with the exception of Crown Point. Lake Ridge’s rates decreased by 30.1% and 22.9% from 6th to 8th grades.

**Priority Two:** To increase state science assessment pass rates (See Table 3)

Table 3: Sample of Science Total Pass Percentages for District – Grade 6

<table>
<thead>
<tr>
<th>School District</th>
<th>Rates</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 table, the cities of Gary, East Chicago and Lake Ridge had the lowest pass rates in science. Students enrolled in the Gary Community School District (public school), according to the data, are enrolled persistently in low achieving schools. In 2010, all four high schools did not make academic progress and were placed on probation. One school has since been taken over by the state. Students consistently fail to meet academic standards; particularly in STEM subjects.
Priority Three: To increase in state high school graduation rates (see Table 4)

<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)

In 2010, most municipal school corporations are reporting a graduation rate above 70%. As of 3/6/13, Seven high schools in Lake County reached the state goal of 90% – Munster, Highland, Hobart, Crown Point, Lake Central, Lowell and Hanover Central. Hebron had a high school graduation rate of 97.5%. Again, the cities of East Chicago and Gary, with Lake Station following, have the lowest graduation rates well below the other local school districts. As a matter of fact according to research, Gary high school graduation rate declined except for one school Wirt/Emerson. Students without an academic diploma are counted as high school dropouts in the secondary school data collection. Students that do graduate need at least a cumulative grade point average of 2.5 GPA for state 4-year institutions. Based on these facts and rates from the tables above, there is an academic need for a STEM high quality school. The presumption is without an academic diploma, students will not be admitted to any postsecondary institution in Indiana. Also, the city of East Chicago has the highest high school drop-out rate for migrant children, over 40%.

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

Priority Four: To meet or exceed the Indiana state average of eligible students in the graduating class excelling in advanced placement (AP) courses. In Northwest Indiana, only a small number of students in Northwest Indiana passed advanced placement classes (see Table 5).

<table>
<thead>
<tr>
<th>School Districts</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

In 2010 & 2011, advanced placement succession is an indicator of college placement. Passing advanced courses makes it likely that students have mastered the Indiana standards. Indiana school data reflects that nearly half 49.6% of all high school graduates achieved a Core 40 diploma, while 32.3% received an honors diploma. The community as a whole needs an increase in Core 40, honors and advanced placement graduates trained in STEM related fields according to local industries like BP and NIPSCO (Ivy Tech Community College – Workforce Development, 2012). NiSe instructional design will be
instrumental in helping children improve their quality of life and change their circumstances by acquiring gainful employment as a result of their education.

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 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.

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

Technology curricula exist in other Northwest Indiana public schools with trade and career emphasis. However; none of the public schools offer a curriculum similar to NiSe’s proposed academic plan.

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

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

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

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

Eighty-two percent responded and indicated a strong need for a STEM charter school in Northwest Indiana. The community realized that jobs will require STEM post-secondary training, certification, or an apprenticeship. So as a Board, we knew that a content-rich curriculum that included adequate opportunities for students to read, write, and communicate thoughtfully through STEM and Core standards would provide a solid foundation for our children’s future success.
Below please find the members of the NiSe’s Board of Trustees. School leadership positions have yet to be filled; however, Board of Trustees resumes can be found in Attachment 1.

Table 6: Leadership and Governance

<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 Member</td>
</tr>
<tr>
<td>Elonda Ervin, Ph.D.</td>
<td>Director of Diversity Office, Indiana State University</td>
<td>Organizing Member</td>
</tr>
<tr>
<td>Dawn Dawkins, Esq.</td>
<td>Attorney</td>
<td>Organizing Member</td>
</tr>
<tr>
<td>Grayling Gordon</td>
<td>Federal Grant Officer, Ivy Tech Community College</td>
<td>Organizing 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 7: 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 2014</td>
</tr>
<tr>
<td>5</td>
<td>88</td>
</tr>
<tr>
<td>6</td>
<td>80</td>
</tr>
<tr>
<td>7</td>
<td>40</td>
</tr>
<tr>
<td>8</td>
<td>34</td>
</tr>
<tr>
<td>9</td>
<td>28</td>
</tr>
<tr>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>12</td>
<td></td>
</tr>
</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 in the first year. However, we plan to serve 5th-12th grades totaling 400 by the year 2018.

Section 1 – Curriculum and Instructional Methods

Curriculum and Instructional Design

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

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

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

**Education Program – Program Overview**

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

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

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

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

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

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

NiSe’s STEM curriculum is based on a rich and growing body of research on teaching STEM subjects from several science based institutions. The models that had the most influence on our STEM charter school instructional design were the NRC, Massachusetts and Technology/Engineering Curriculum (MIT), Making Middle Grades Work (MMGW, 2011) and Common Core Standards supplemented by Project Lead the Way and Purdue University Calumet Pre-Collegiate Engineering curriculums. All will be used to build the curriculum over time.

Following is a brief review of each theory used for this charter application.

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

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

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 8.
Table 8: Three Dimensions of the National Research Council Framework

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<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></td>
</tr>
<tr>
<td>H. Obtaining, evaluating, and communicating information</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Crosscutting Concepts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Pattern</td>
<td>B. Life Science</td>
</tr>
<tr>
<td>B. Cause and effect: Mechanism and explanation</td>
<td>i. Standard (1): From molecules to organisms: Structures and processes</td>
</tr>
<tr>
<td>C. Scale, proportion, and quantity</td>
<td>ii. Standard (2): Ecosystems; Interactions, energy, and dynamics</td>
</tr>
<tr>
<td>D. Systems and system models</td>
<td>iii. Standard (3): Heredity; Inheritance and variation of traits</td>
</tr>
<tr>
<td>F. Structure and function</td>
<td>C. Earth and Space Sciences</td>
</tr>
<tr>
<td>G. Stability and change</td>
<td>i. Standard (1): Earth’s place in the universe</td>
</tr>
<tr>
<td></td>
<td>ii. Standard (2): Earth’s systems</td>
</tr>
<tr>
<td></td>
<td>iii. Standard (3): Earth and human activity</td>
</tr>
<tr>
<td></td>
<td>D. Engineering, Technology, and the Applications of Science</td>
</tr>
<tr>
<td></td>
<td>i. Standard (1): Engineering design</td>
</tr>
<tr>
<td></td>
<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 (MIT) Framework

After reviewing NRC recommendations, we reviewed curricula that centered on STEM/science middle and high schools and correlated them with Indiana State and Common Core State Standards. We were struck with the content of the Massachusetts Science and Technology/Engineering Curriculum Framework (MIT) and their success measurements. Massachusetts STEM instructional design has similar components and has been in place for several years. MIT has proven success in the State of Massachusetts.

In 2003, the Massachusetts legislature passed the economic Stimulus Act that recognized the importance of developing career skills and interest in STEM areas among teachers and students in the state’s public schools and colleges. The legislature responded to the fact that the state’s future economic health depended upon the supply of workers ready to assume jobs in the large sectors of the state’s economy devoted to science, health care, finance, and technology. As a result, Massachusetts has the highest pass rate in science and mathematics in the nation for secondary schools. The philosophy and vision of MIT’s framework centers on science and technology/engineering interrelation, inquiry-based instruction, inquiry skills, and ideals of teaching, learning, assessing, and administering science and technology/engineering programs. Strand, grade, span, and subject areas are present through the MIT Framework standards. NRC
recommends this instructional design, as well.

As with NRC recommendations, MIT’s learning standards are grouped into four strands:
   1. Earth and Space Science
   2. Life Science (Biology)
   3. Physical Sciences (Chemistry and Physics)
   4. Technology/Engineering

Each strand section begins with an overview of the prior year strand. The Massachusetts Science and Technology/Engineering Curriculum design approach matched the intent of this charter STEM application. Just as important, all four strands correlate with Project Lead The Way curriculum that will be used by all students in grades 5-12. The ideologies and components of NRC, MIT and PLTW complement each other and are inter-related.

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

Making Middle Grades Work (MMGW) Theory
Research shows and the board members agree that we wait too late to instill the importance of critical subjects like reading, mathematics, science and critical thinking. This is supported by Making Middle Grades Work research (MMGW). This data was significant for us in writing this application because it emphasizes the importance of learning STEM subject in middle school. According to research from the MMGW theory, all the training must start at an early age. Time is of essence when only an estimated 60% of Gary, Indiana students are not completing high school, even lower for African-American male students, 30% - even lower for the Indiana community college (3%). Completing a “high quality” educational program that includes STEM subjects is more important than ever. Students from the Northwest Indiana area cannot be expected to exceed in rigorous high school studies if they do not receive adequate education preparation before entering the 9th grade. Many students entering the 9th grade are not ready for the demanding course work required of high school students. We have to align a transitional curriculum from middle to high school. That is why we were eager to partner with pre-collegiate engineering programs like PUC that will provide direct STEM training at a level that the middle schools will understand and help them to transition to high school STEM subjects. The MMGW model focuses on the concept that middle school is the most important time for students to learn. If children are not given a good middle school foundation, it is more likely they will be unprepared for high school and their college education.

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

- Teaching literacy and numeracy skills in every academic subject, helping students use what they learn to solve authentic problems and connect their learning to everyday life and future careers
- Daily reading of library hard books
- Rigorous courses for all students. Even students with skills behind many of their peers tend to succeed when they are given challenging work – and the additional help and support to handle it
- Outstanding school leaders, including the leadership team, counselors and academic teacher, who understand how to improve student achievement, the learning environment, and can help students plan their paths to success in high school and beyond
Problem solvers – able to define questions and problems, design investigations to gather data, collect and organize data, draw conclusions, and then apply understandings to new and novel situations

Innovators – creatively use science, mathematics, and technology concepts and principles by applying them to the engineering design process

Inventors – recognize the needs of the world and creatively design, test, redesign, and then implement solutions (engineering process)

Self-reliant – able to use initiative and self-motivation to set agendas, develop and gain self-confidence, and work within time specified time frames

Logical thinkers – able to apply rational and logical thought processes of science, technology, engineering, and mathematics design to innovation and invention

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

Planned Curriculum
Our goal is to use a hands-on learning approach to bring the theoretical book learning to life. We want to capture and hold the student’s attention with our STEM instructional design that is infused with all subject areas. We will have three classroom laboratories: SciQ Laboratory, Einstein Inside Garden Laboratory and a Biomedical Science Laboratory. Students will be engaged in these science classrooms throughout the school year, even in the summer. As mentioned earlier in this application, the summer curriculum consists of a Junior Pre Med Internship Program, Junior Pharmacy Technician Program, and a Junior Teacher’s Preparation Program. Dual credit will start in the 8th grade. The following describes each of these elements in detail.

STEM Infused Learning (all subjects)
Research states that there are no national STEM standards. So, driven by math and science goals based on the principals of Common Core’s rigorous standards, our instructional plan for STEM literacy will focus on reading, writing, mathematics, and science. The reason for this is clear. Students with good reading skills have a greater chance of success in science and mathematics. Every language arts and English class will require reading science content. We hope to advance inquiry-based science instruction with science technologies that moves from teacher directed to student centered learning. The focus will be on questioning, critical thinking and problem solving. We will use differentiated instruction to support and enhance students’ reading levels. Through this approach we will enable students to acquire science content while reinforcing key literacy needs. The goal is for students to be able to analyze, evaluate, and synthesize scientific data and write about their findings in ways that are correlated and aligned with the state standards. This focus will lead to higher academic abilities across other subjects and disciplines. Most importantly, students will be able to read and resolve conflicting views to exercise judgment and to engage in critical thinking. Our 21st century curriculum will develop citizens who are flexible, who embrace new ideas, and who can reason well when faced with complex new concepts (Berliner & Biddle 1995). At the same time, we will enable teachers and students to succeed together in the classroom and on state and national assessments.

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

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

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

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

**Mathematics** – mathematic standards are intended to represent the threshold level necessary for college and career readiness. Standard research note and research on college and career readiness suggest that much of the mathematics necessary for postsecondary success is taught in grades 6-8. This includes applying rational reasoning in solving problems; computing fluently with fractions and decimals; and solving problems involving angle measure, surface area, and volume. However, the standards also include content that students would need to know if they pursue higher-level mathematics, such as calculus, discrete mathematics, or advanced statistics. Mathematics contents will include historical aspects of mathematics to provide meaning as to “why” mathematics is so important in life i.e. history and inventors of mathematics, Pythagorean, normal curves, algebra, trigonometry, etc. and their timelines and applications historically. We believe that if students are taught the “whys” of mathematics, they will understand how to apply and solve problems. Math is used in everyday practices. For example, the Pythagorean Theorem is the foundation for all mathematics. Students will be taught historically how every math topic branches from this theorem. All of our students starting in the 5th grade will have access to IXL and KHAN online math software to help support our math instructional design 24 hours a day.

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

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

See sample curriculum – Attachment 2.
To help us with our instructional design goal we decided to supplement the curriculum with two learning modules: (a) Project Lead the Way (PLTW) and (b) Purdue University Calumet (PUC) Pre-collegiate Engineering Program.

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

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

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

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

Northwest Indiana schools like the Hammond Academy of Science and technology, 21st Century Charter School, Gavit High School, Lew Wallace High School and Theo Bowman have PLTW modules. On November 27, 2012 we met with representatives of PUC and the Hammond Academy of Science and Technology and toured the newly constructed building and networked with the children in their PLTW laboratory. On December 6, 2012, we visited Lew Wallace STEM Academy and also toured their PLTW laboratory as well. The board attended a STEM Education Forum for K-12 teachers sponsored on Feb. 23, 2013 at the University of Notre Dame. We also attended a conference on April 13 at Indiana University Northwest geared toward high school students with aspirations of becoming a doctor. We toured the campus facility, received information about how to increase the chances of being accepted into medical school and to spoke to pre-med students.

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

Drs. Edward Pierson (PUC engineering professor and state representative for PLTW) and Yeow Siow (PUC Senior Engineering faculty) both have agreed to provide us engineering professional development to help meet our charter objectives starting summer (2014) after the charter is approved. PUC is the PLTW representative for the state of Indiana.

**Purdue University Calumet Pre-Collegiate Engineering Program**

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

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

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

**Dual Credit**

A discussion was held with Ivy Tech Community College Dual Credit Coordinator. Our student’s admission to dual credit classes will be no different from other charter school agreements. NiSe and Ivy Tech will be responsible for completion of college applications, new student testing and orientation. NiSe will become a school vendor and tuition payment will be submitted to Ivy Tech after students are enrolled. Classes will be held at Ivy Tech or NiSe. NiSe will provide transportation. Ivy Tech chancellor leadership has changed recently. The board has a tentative meeting scheduled with the new chancellor Dr. Gregory Thomas Coley. Students will be enrolled in dual credit college credit courses starting in the 8th grade. Starting the summer of the 8th grade, students will be enrolled in either Pre-engineering or Cad Drafting Program. If students take six credit hours each year, they will earn an Ivy Tech Community College certificate at high school graduation. This was proven by the 2013 graduating class of 21st Century Charter School.

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

**NiSe’s Basic Learning Environment**

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

**SciQ Outdoor Laboratory**

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

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

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

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

**Einstein Organic Garden Laboratory**

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

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

A Health & Wellness component will be infused into our curriculum from 5-12 grades and will be
included in aspects of teaching and student experimentation. For example, annual class projects will
include student assigned tasks in our indoor garden where students will learn the key elements in soil that
nourishes plants like nitrogen, phosphorus and potassium and be able to write and speak on what they
have learned while working in the garden. Students will be taught how to seed, grow and collect
vegetables. These vegetables will be used in our school’s food plan. Additionally, our food service plan
will include a cooked wholesome breakfast and lunch daily. How can you teach children when they are
hungry? Our children will be able to eat a wholesome breakfast from 7:30-7:55 a.m. in the morning and
lunch between 11-12 noon. Student lunches will meet the nutritional state requirements. All vending
machine products and snacks will include fruits and low-fat menus. None of this food will have a high
degree of fat and sugar. Some vegetables will come from the school garden where students, teachers and
parents will have the chance to work together i.e. Family Night.

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

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

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

Research documents the importance of creating a school environment that provides science directed
learning. This promotes student interest in STEM careers as early as middle school grades (MMGW). We
believe, as do the MMGW and PCAST report that middle-school children do not think as simplistically
about STEM subjects as conventional curricula assume. Young children are capable of grasping both
concrete examples and abstract concepts at remarkably early ages. When students understand and realize
that they can discover new things about the world and construct explanations about how the world works,
discovery can become a deeply personal and [a] lifelong passion.
All labs will adhere to the National Science Teachers Association (NSTA) standards for scientific laboratories. We will also adhere to MIT’s policy on laboratory safety and hazards.

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

As a result, NiSe children will have

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

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

NiSe will start in the 5th grade beginning with an educational framework that will be individualized and differentiated for each child. Each child will prepare a science project centered on problem solving. Upon passing the 5th and 6th grades, students will continue the STEM curriculum incorporating upper level training. Upon successful completion of the 5th grade, students will be placed in STEM (PLTW) tracks. In the 8th grade students will start taking dual credit classes at a local college or university where they will receive college, transferable credits. The goals here is for students to complete the Core 40 dual credit courses and most importantly, eliminate college remedial credits and transitioning directly into post-secondary programs centered on medicine, computer science, education, engineering, mathematics, etc. The College Board reported that even among college-bound seniors, only 43% met college-ready standards, meaning that more college students need to take remedial courses using up their financial aid. If a child enrolls in NiSe by the 8th grade chances are that student will be prepared for taking college classes after completing the 10th grade because most college assessments (Accuplacer Assessment) are based on 10th grade skills.

All classes will have Smart Labs where the classroom furniture, technology, curriculum and assessment tools work together to engage the students on assignments. In a Smart Lab, students use technology to help design projects, test their ideas, create ePortfolios and give presentations on what they have learned. Smart Labs also come with integrated project based curriculum that is aligned with national and common core standards (See Exhibit 3).
5th – 8th Grade Curriculum
As recommended by MMGW, the 5 to 8 grade curricula will introduce students to relevant and fulfilling STEM content in an integrated fashion through exploration of the world around them. Contextually, NiSe will allow students to select their own personal projects thereby motivating them to learn. We believe and research has shown that if a child’s interest is peaked and they are provided individual, directed training to equal the educational playing field; they will perform better. In addition to MIT, Core 40 and Common Core Standards, a PLTW Coordinator will use Gateway to Technology (GTT) in grades 6 to 8. This unit explores aerospace, energy, environment, green architecture, modeling, robotics, technology and other STEM-related topics. 7th and 8th grade students will enroll in the PUC Pre-Collegiate Summer Engineering Program during the summer terms.

According to research, opportunities to learn STEM outside of school are especially important for members of groups underrepresented in science and engineering, including girls, African-Americans, and Hispanics. As early as elementary and middle school, many students from these groups begin to think they will not or cannot excel at STEM learning. These messages sap the natural interest and lower the performance of groups underrepresented in STEM fields. Out of class activities (PUC Summer Engineering Program) can counter these messages by showing students that they can succeed in science, technology, engineering and mathematics. Also, they can connect students with role models and mentors who take an interest in their success in those fields and believe in their promise. In addition, group-based STEM activities will play an important role in forming peer groups interested in STEM and in changing the culture of STEM to attract students with diverse backgrounds, interests, personalities, and learning styles. In this way out-of-class activities can build interest and persistence in STEM subjects for girls and members of minority groups (PCAST).

For the 8th grade summer term, students will be enrolled in Robotics where they each will build their own robot. These are buildable and programmable Lego Mindstorm (NXT 2.0) robots that feature customizable programming and advanced technology. They will also be enrolled in their first foreign language class and through technology form relationships with foreign students. As mentioned previously students starting in the 8th grade will begin their dual credit (Pre-engineering or CAD) options.

The 5-8th grade instructional design is a rigorous and robust curriculum for Fall, Spring and Summer. However, students will be tracked and monitored during their entire tenure at the school. No weakness in any academic area will go unaddressed.

A student that enrolls in NiSe in the 5th grade and completes the 8th grade will be academically prepared for a Core 40 curriculum; particularly the advanced placement courses starting in the 9th grade.
Table 9 below is our 5-8th grade proposed curriculum. Computer basics coordinated by IT leader teacher will be incorporated into all classes as they progress from grade to grade.

Table 9: Sample 5th - 8th Grade Curriculum Sequence

<table>
<thead>
<tr>
<th>Core 40/MIT</th>
<th>5 Grade</th>
<th>Summer Term</th>
<th>6 Grade</th>
<th>Summer Term</th>
<th>7 Grade</th>
<th>Summer Term</th>
<th>8 Grade</th>
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<td>Math II</td>
<td>Math III</td>
<td>Pre-Algebra</td>
<td>Pre-Geometry</td>
<td>Pre-Statistics</td>
<td>Dual Credit</td>
<td>(Pre-Engineering / CAD)</td>
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<td>Science II Computer Training; teardown, testing, building and operating system installation – Second Science Project</td>
<td>Science III Robotics – Third Science Project</td>
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<td>Japanese / International Bridge Program</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
9th-12th Grade Curriculum

In addition to Core 40, students will be instructed on PLTW - Introduction to Engineering Design (IED), Principles of Engineering (POE), Aerospace Engineering (AE) and Biotechnical Engineering (BE) designed for high school students (9-12). For students interested in medical fields Principles of the Biomedical Sciences (PBS), Human Body Systems (HBS), Medical Interventions (MI) and a capstone course – Biomedical Innovation (BI) in the 12th grade will be available.

Table 10: Sample 9th -12th High School Curriculum (40 Credits required for Graduation)

<table>
<thead>
<tr>
<th>Core 40/MIT</th>
<th>9 Grade</th>
<th>10 Grade</th>
<th>11 Grade</th>
<th>12 Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (8)</td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 12</td>
</tr>
<tr>
<td></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>Required Text Book</td>
<td>Required Text Book</td>
<td>Required Text Book</td>
<td>Technical/Creative Writing</td>
</tr>
<tr>
<td>Mathematics (6-8)</td>
<td>Business Math</td>
<td>Algebra I</td>
<td>Algebra II</td>
<td>Geometry</td>
</tr>
<tr>
<td></td>
<td>Pre-Algebra</td>
<td>Algebra I/Honors</td>
<td>Geometry</td>
<td>Adv. Algebra/Trig</td>
</tr>
<tr>
<td></td>
<td>Geometry</td>
<td>Earth Science</td>
<td>Math/Advanced Statistics</td>
<td></td>
</tr>
<tr>
<td>Science (9) and</td>
<td>Earth and Space Science</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Physical Science: Chemistry</td>
</tr>
<tr>
<td>Science Project</td>
<td>Earth Science</td>
<td>Life Science: Biology Honors</td>
<td>Chemistry Honors Biology</td>
<td>Physics</td>
</tr>
<tr>
<td></td>
<td>Honors</td>
<td>Earth Science</td>
<td>Biology</td>
<td>Anatomy &amp; Physiology</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Spanish I</td>
<td>Japanese II</td>
<td>Japanese II</td>
<td>Japanese III</td>
</tr>
<tr>
<td></td>
<td>Spanish I</td>
<td>Japanese III</td>
<td>Japanese III</td>
<td>Japanese IV</td>
</tr>
<tr>
<td></td>
<td>Spanish II</td>
<td>Spanish I</td>
<td>Spanish II</td>
<td>Spanish II</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spanish II</td>
<td>Spanish III</td>
<td>Spanish III</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spanish III</td>
<td>Spanish IV</td>
<td></td>
</tr>
<tr>
<td>Physical Education (3)</td>
<td>Gym</td>
<td>Gym</td>
<td>Gym</td>
<td>Gym</td>
</tr>
<tr>
<td></td>
<td>Yoga/Spinning</td>
<td>Yoga/Spinning</td>
<td>Yoga/Spinning</td>
<td>Yoga/Spinning</td>
</tr>
<tr>
<td>Experiential</td>
<td>PLTW</td>
<td>PLTW</td>
<td>PLTW</td>
<td>PLTW, STEM Externship-Study Abroad</td>
</tr>
<tr>
<td>Learning Module</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives (14)</td>
<td>*Quantitative Reasoning (Math-Dual Credit)</td>
<td>Anatomy Physiology or Physics – Dual Credit</td>
<td>Dual Credit Option</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choir/Band</td>
<td>Art</td>
<td>Drama</td>
<td></td>
</tr>
</tbody>
</table>

*This math class allows students to earn dual college credit. This class has a strong Algebra I & II core to ensure that students who complete the courses are deemed college ready and will not need education remediation prior or during their post-secondary experiences according to Ivy Tech Community College Institutional Research (2011).

The 9-12 grade instructional design also is a rigorous and robust curriculum for Fall, Spring and Summer. However; students will be tracked and monitored during their entire tenure at the school. No weakness in any academic area will go unaddressed.

Students will be prepared for advanced placement classes starting in the 9th grade.
Students that successfully complete NiSe’s curriculum classes and assessments will be prepared to take college assessments like the Accuplacer and score college ready eliminating remedial classes. Only half of students receiving State aid today finish school in four years and more than half never graduate because their tuition support runs out after four years because of the to take remediation classes. Teaching and coaching students otherwise would be a disservice to students, their families, and the state of Indiana for that matter.

As mentioned in this application, the NiSe curriculum will be supplemented with summer career based electives and a Summer Youth College. All career-based activities will occur each summer as follows:

Table 11: Summer Curriculum

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

Again, all the above summer student career based classes will be designed and taught by an Ivy Tech, IUN or PUC graduate assistant coordinated by a lead teacher.

Students will work with Northwest Habitat for Humanity volunteer services i.e. assist in building and painting ramps for the disabled and senior citizens.

Our school day will be an 8 hour and 30 minute school day that includes Monday through Friday, after school and Saturday tutoring supplemented by RTI services.

We have provided an overview of the planned curriculum above and in a sample course scope and sequence (See Attachment 3) for one subject. In addition, we have identified course outcomes and demonstrated alignment with Common Core State Standards.

**Corrective planning**

We realize that rigorous, standard-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 and re-teaching or corrective planning will be our highest priority. In this way, students are prepared for the next grade by gaining the appropriate content knowledge that the next year’s teachers expect of their students, no matter the subject area.
For an example: 5th – 12th Grade

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Corrective Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading, writing, math (in class)</td>
<td>Based on student assessment scores</td>
</tr>
<tr>
<td>Automatically graded and recorded</td>
<td>Printable Worksheets and Activities (parents and students)</td>
</tr>
<tr>
<td>Flexible reporting to track progress</td>
<td>Online practice quizzes</td>
</tr>
<tr>
<td>RTI continuously</td>
<td></td>
</tr>
</tbody>
</table>

This type of instructional method will help teachers and staff measure and improve student understanding of the concepts covered in the classroom centered on all standards.

Our students will learn with our corrective action plans that will result in measurements that show student acquisition.

**Technology**

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

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

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

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

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

**Primary Instructional Strategies**

All grades’ instruction will include elements of teacher planning time, class culture, student behavior, differentiation, assessment, collaboration, Common Core Standards, technology and corrective planning for each student using RTI practices.

Conventional approaches to teaching STEM subjects have sometimes been shaped by misconception about what children cannot learn rather than focusing on students’ innate curiosity, reasoning skills, and
intimate observations of the natural works. We will design and draw on such knowledge to continuously
design curricula that are age appropriate and engage students in observing the world, testing what they
find against what they expect, and teaching each other. We will implement both qualitative and
quantitative measurement tools (national, state, and local) to measure student performance and build
strategic educational plans to increase student’s academic persistence and performance.

We will have three lead teachers: Core 40, PLTW/IT, and SPEC/Student Support. The primary
instructional strategy to be used is a team approach. Lead teachers will be completely responsible for the
success of their discipline and other assigned disciplines and tasks. The school leader will be responsible
for the academic success of the school. All staff will be versed in NiSe’s strategic goals, plans, and
missions as well as be held responsible for implementing and monitoring the success and corrective
actions of the curriculum. Therefore, the first task under professional development is the reading of the
approved charter school application.

Most importantly, to prepare students as we develop curricula, communication and discussion will center
on the precise amount and kind of text, number, sessions and type of books and technology needed by all
teachers for each course to make sure all classes are STEM infused as proposed in this application.
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 all faculty
and staff involved with the Principal and STEM lead teachers approval.

Once the content for each course is designed, teacher teams will develop text-based questions for students
to utilize their knowledge across all disciplines both inside and outside of the scientific, technology,
engineering and mathematical realms. This will be at the heart of inquiry as students complete their
reading assignments and teachers evaluate their understanding of the subject matter. All teachers will
know what students know and what they need to learn to be successful at the school.

A quality curriculum has to be progressive and built over time. The Principal will assist in the
development and monitoring of all curricula. The Principal and teaching staff will decide the sequence for
standards informed by the state curriculum that will be aligned with state assessments. Teachers will use
formative assessments to determine which content and skills from the standards students already know
and which they need to learn. Principal and lead teachers will conduct classroom observations for
acquisition of knowledge being addressed in the lesson, appropriate content and format of the task
appropriate in terms of the Common Core State Standards, and list instructional strategies that would be
more effective when teaching the lesson in the future, what materials could be used to make the lesson
more effective, prerequisite skills that the student needs to master standards, appropriate ways to increase
rigor for the grade level and next steps to be taken to make sure this occurs. All classes will be designed
to challenge students’ intellectual and educational abilities.

All faculty teams for each grade will have a set schedule to meet and coordinate activities and discuss
student progress, develop educational units, and work on means to enhance the student’s learning and
receive team leader observation monthly reports. In addition, principal will meet with their department’s
lead teachers and staff every 2-week for the first 2-years of the school’s implementation, nothing less.

Lead teachers and principal will meet consistently to make sure academic goals are met. The principal
will share statistical quantitative information to prove the school’s success monthly to the board. If the
planned school goals are not demonstrated statistically which includes passing standards and state
assessments, the executive board will intervene to make sure this occurs.
**Pupil Performance Standards**

The Assessment Coordinator/Data Specialist will ensure smooth testing and efficient communication with IDOE, test providers and school leadership. The trained Data Specialist will be responsible for the security of tests as outlined by the State of Indiana.

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

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

Our predicted Common Core and STEM standard objectives are as follows:

Table 12: Description of Pupil Performance

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the Spring 2014, 70% of students in all grades will meet or exceed the <strong>Mathematics</strong> state standards</td>
<td></td>
</tr>
<tr>
<td>Goal: Percentages increase by 5% for next four years</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>By the Spring of 2015, &gt; 70% of students in all grades will meet or exceed the <strong>Reading</strong> state standards</td>
<td></td>
</tr>
<tr>
<td>Goal: Percentages increase by 5% for next four years</td>
<td>Instructional time will be dedicated to modeling, coaching, guiding and explaining teaching strategies in reading instruction in vocabulary and comprehension development focusing on open-ended, text supported responses, text-based short answer responses and constructed responses. Practice and journaling will be incorporated at each grade level. Students will read a required book annually for a grade.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>By the Spring 2015, &gt; 70% of students in all grades will meet or exceed the <strong>Writing</strong> state standards</td>
<td></td>
</tr>
<tr>
<td>Goal: Percentages increase by 5% for next four years</td>
<td>Teachers will provide instruction daily in writing that includes skills lessons, coaching, modeling, writing, editing, conferencing, and publishing.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>By the Spring 2015, &gt; 70% of students in all grades will meet or exceed the <strong>Science</strong> state standards measured by ISTEP+</td>
<td></td>
</tr>
<tr>
<td>Goal: Percentages increase by 5% for next four years</td>
<td>Teachers will provide instruction daily in science that includes coaching, guiding, modeling and skills lessons.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>By the Spring 2015, &gt; 70% of students in all grades will meet or exceed the <strong>STEM</strong> state standards set by NiSe as depicted in student’s projects.</td>
<td></td>
</tr>
<tr>
<td>Goal: Percentages increase by 5% for next four years</td>
<td>Teachers will provide instruction daily in STEM lessons. School leader will design these standards and monitor progress.</td>
</tr>
</tbody>
</table>

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, 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. Using this model, we want to make sure students are learning and practicing standards resulting in robust STEM instructional practice and passing state requirements as indicated in Table 10.

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

**Policies and Standards for Promoting Students**

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

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

**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>Subject</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>
</tbody>
</table>

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

**Transcripts**

Transcripts will include but are not limited to grades from each semester, GPA, attendance, SAT, ACT, AP and all state assessment scores.
Graduation requirements
High schools approved by BSU are expected to meet Indiana Graduation Requirements (described in IC § 20-32-4). Graduation requirements will not exceed those required by the State of Indiana. However, students will surpass the number of credits to graduate because of dual college credit as well as summer initiatives.

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

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

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

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

School Calendar and Schedule
Attachment 5 explains the annual academic year and the structure of the school day, core subjects, and length of days. The average school year for most public schools is 190 days. Research shows that countries that have a longer school year that includes Saturdays and summers have better performance results. Our school calendar year will be more than 190 days. Our current plan involves 205 days, 15 days longer than the normal public school academic year.

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

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

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

We realize that although the U.S. is a nation of immigrants, roughly 8 out of 10 Americans speak only English and a decreasing number of students are being taught foreign languages. Assimilation is very important. The school will embrace ELL students and require students to be taught at least two foreign languages. However, whether language deficient or not, any and all the needs of “at-risk” learners will be a high priority for the school. Successful programs often separate at-risk students from other students. NiSe will not. We will provide supportive academic services. NiSe’s programs will emphasize flexibility and tailor curriculum to the learning needs of the individual learners. NiSe’s overall plan will be innovative, and provide alternatives to traditional public school in nontraditional ways that will include alternative settings and a least restrictive environment for all students.

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

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

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

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

Some students say, this year, we might even compete in the next Science Fair in Indianapolis in 2014 or compete in the 2015 Calumet Regional Science Fair held at Indiana University (Northwest). Who knows, Ms. Sellars might include us in the M.A.T.H. Bowl because we learned some math techniques with this project that helped us understand our algebra assignment given to us by our math teacher. My dream is to participate in the White House Science Fair in Washington, D.C. in 2015.

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

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

**Typical School Day – Teacher Perspective**

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

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

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

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

This lesson centered on geographic locations in the children’s own living environment. This certainly helped reinforce learning. Our team of teachers made sure we were following the school’s curriculum and that that our lesson plans were within the school’s STEM mission and goal guidelines.

**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 wrote 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

**Common Core State 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
- 7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focuses questions that allow for multiple avenues of exploration

**MIT STEM Standards**

- Read, interpret, and analyze a combination of ground-based observations, data and computer models to demonstrate Earth systems and interconnections

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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.

**MIT 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 PowerSchool. I will follow-up with the team leader to make sure that the data is not only reported to state agencies but; national agencies like NAEP.

See Attachment 22 start-up plan check list for additional Educational Plan information.

**Supplemental Programming**

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

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

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

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

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

Summer school will reinforce specific curriculum objectives in subjects. The tentative dates for summer school are June - July (no classes on Fridays and July 4-5). The student can take no other vacation since missed assignments cannot be made up. Tentative schedule for summer school will be Monday-Thursday from 7:30am – 11:55am. 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.

**End of the year - Annual Student Research Day Celebration**

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

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

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

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

NiSe will provide a variety of competitive sports for both boys and girls at all grade levels. Prior to participation in practices or competition, student-athletes 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 7 - Student Handbook).

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

All the educational programs at NiSe will be concerned with all phases of student 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 and counselor whose primary responsibility will be to assess and monitor each student’s physical, mental, emotional health, and social development. Student expectations will not be lowered. Each child will be expected to learn at a high level.

**Special Populations and “At-Risk” Students**

In accordance with federal regulations, 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.

The special education teacher with consultation of the School Leader/Principal will coordinate an identification process. Both the Special Education Teacher and Principal shall have extensive experience working with special populations and at-risk students. We will utilize a variety of community resources and conduct systematic activities in an effort to identify children requiring special services. A standard referral form will be used to document all referrals. The NiSe’s Special Education Manual (See Exhibit 8) is a set of guidelines to assist all employees in carrying out the provisions of the Individuals with Disabilities Education Act (IDEA) of 2004, 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 Ball State University Guidance for Special Education Local Procedures (See Exhibit 9).

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

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

It is our goal to serve every disabled, school-aged child. The suspected Disabilities Categories (Indiana IEP) and assessments domains to be investigated for evaluation (Indiana IEP) are listed in the 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’ cognitive, affective, psychomotor, and behavior performance on an individual student basis according to Indiana law
- The school will consider homebound or hospitalized programs for students unable to attend school because of special health problems, temporary illnesses or injuries that preclude their attendance at school. The school will require a medical doctor’s statement indicating that because of the disability or illness, the student will be confined to home or hospitalized for an extended period of time
- NiSe will contract with a School Psychologist to provide psychological services. A draft copy of contractor’s Independent Contract Agreement (See Exhibit 10).
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 as indicated earlier. Our philosophy is to make sure these students are never left behind. We will continuously provide individual targeted services to make sure that they are never lost in our rigorous educational pipeline. We will monitor their progress outcomes at all times. We will provide access and services to students with disabilities as required by applicable federal and state law, including compliance with student individualized education programs and Section 504 plans, facilities access and educational opportunities.

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

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

The State of Indiana Law requires NiSe to be in compliance with all federal laws prohibiting discrimination based on disability. Therefore, NiSe is accountable to 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 Individuals with Disabilities Education Act (IDEA) and Early Childhood Education Assessment (ECEA) Consortium guidelines and will have a Special Education Lead teacher with appropriate endorsements. The school will provide special education services required by IEPs, including evaluations, paraprofessional services, physical and occupational services. At the middle school level, teachers will provide instruction in the core curriculum to assigned teams of students. The balance of the instructional day will be devoted to exploratory, enrichment and corrective activities. The school will organize an instructional program to ensure that individual students receive instruction appropriate to their identified needs. All students identified with an IEP will be enrolled in Northwest Indiana’s Vocational Technical Services to provide supplemental assistance. The Board supports staff efforts to promote, develop and implement programs, 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 1 Part A and Part B, Title II Part A, Title III Language Instruction for Limited English Proficient (LEP) and Immigrant Students, Title IV Part A, and IDEA Part B.
Meeting the Needs of English Language Learner (ELL) Students
A self-assessment program will be used to determine successful instructional strategies and to assess the corrective needs of ELL students who do not attain mastery. Assessments will not only include traditional examinations and tests; but, summative performance evaluations guided by rubrics that will include student electronic portfolios to demonstrate mastery of skills and content. Instructional staff will develop self-help assessments for course work guided by the standards and analysis of student’s learning needs. Our intent is that students will understand academic standards and be allowed to self-access their own mastery along with teachers. The purpose of these assessments is to ensure that students understand the importance of subject mastery, content and progressing to the next level. Re-teaching will always be available to assist in this regard both during and after school. It is important to connect with community education partners in the area that are familiar with this student population. There will be after school and weekend tutoring, and an ELL assistant all of which will eliminate barriers and equal the playing field for all students. There will be teachers on staff that are able to teach ESL classes. NiSe will use an individualized academic model for bi-lingual students that include computer software.

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

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

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

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

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

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

Honor Classes - NiSe will have an honors program. However, whenever a student achieves a grade of “C” or below on a 4-week progress report and/or semester report card in an honors course, he/she will be 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. 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 of every year. Once a student has become a member, he or she must maintain the standards of organization. Thus, upon induction, if the grade point average of the student falls below the requirement he or she will be put on probation for 9 weeks. At the end of that time, the grade point average will be reviewed. Failure to maintain the grade point average or any other standard of leadership, citizenship, service or character will result in a forfeiture of membership to this society.

**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 will include Northwest Indiana programs like: 21st Century Scholars, TRIO, social service agencies (e.g. Urban League of Northwest Indiana, Youth Homeless Shelters like Sojourner Truth House) and other key agencies. The student application period for all students will be 6-weeks to ensure adequate time. Application notices will be placed on the school website, cable stations, local newspapers, and posted throughout the Northwest Indiana community. All applications must be postmarked by the last day of the 6-week period. All applicants will be enrolled in grades where the number of students does not exceed 15 students per classroom (See Attachment 6).

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

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

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 2018. If the school is undersubscribed, children will be accepted into admission. If the school is oversubscribed in any year, they will be entered in a lottery and all lottery policies will apply. Once all available slots are filled, applicants will be placed on a waitlist. Students will be admitted from the waitlist in the order that the applications were received as places become available in each grade.

**Application Period – Jan - April, 2014**

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

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

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

**Enrollment – June, 2014**

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

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

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

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

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

**Timeline**
The marketing for the school will continue prior to school opening. At that time, it will be determined if further marketing efforts are required to fill the various grades. If the grade slots are filled, parents/guardians of the accepted students will be notified in writing. If, as we anticipate, the number of applications exceeds available slots for a given grade, a random selection drawing (lottery) will be held no later than May 2014. The time, date and location of the random selection will be announced via local newspapers and radio outlets. The random selection will be done by an accounting firm. The same representative will conduct the random selection for the school’s waiting list if such a list exists. We will forward Ball State’s Lottery List Form during this process.

**Student Acceptance**
Within 10 days of the selection of students for NiSe, the parents/guardians of the students will be notified in writing of their acceptance. Parents of those students accepted will be asked to sign a form verifying that they will be sending their child to the school and that they understand and will comply with school policies and regulations. Students will be assigned a unique ID number after acceptance. This number will be used for all students tracking purposes. Parental acceptance forms must be returned to the NiSe office within two weeks or the child’s name will be removed from the acceptance list and another student will be selected from the waiting list. By July 2014, parents/guardians will be invited to an open house that includes a school campus tour and introduction of NiSe staff.

**Withdrawals**
The parent should contact the school if a student wishes to withdraw. Students who plan to withdraw from NiSe must contact the counselor at least one day in advance in order to have the proper records to take with them to their new school. A Withdrawal Form (See Exhibit 11) will be given to the parent, which enables the student to receive grades up to the date of withdrawal. Students will return books, library books, and should pay any fees before withdrawal. A health record will also be given at this time, as some schools require this record before enrolling a new student.

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

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

**Retention**
In most cases students that are in the risk category involves retention consideration. Our purpose of grade retention is intended to help meet the academic, social, emotional and cognitive needs of the students and support their goals within the school environment. We will be committed to making individual decisions on persistence, promotion and retention based on what it is in the long-term best interest of an individual
Student. We will be committed to helping all students realize their potential that may include re-teaching subject matter more than once for those experiencing academic issues. However retention will be considered after attempts by the school without success. In case of retention, the following steps will be used: (1) recommendation of retention; (2) classroom modifications, additional testing (psychological and academic) and school and home plans; (3) NiSe staff will meet to review student progress and make recommendations for student placement or referral. As a team, we will consider grades/test data, records and attendance, teacher recommendations, emotional state, and social development; and (4) a final decision will be made.

**Student Discipline**

Please see NiSe Discipline Policy in Attachment 7.

**Student Records Policy**

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

**Discipline Code**

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

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

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

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

**Parent and Community Involvement**

The development process of this charter application began with meetings and conversations with agencies that were concerned about the new CORE 40 diplomas, new academic standards, and lack of students to fill STEM jobs in the community. While it is clear that all segments of the community must be involved in STEM program implementation, particularly the business community, a strong group as the founders of this charter application was created to lead this collaborative effort.

From the beginning, 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 submit a STEM charter application to Ball State University. Prior to this application, attempts were made in 2011 and 2012 to obtain charter through Ball State University. This will be the founding group’s third attempt. The founding group worked from the list of suggestions and recommendations from the first and second proposal review by Ball State Charter
application review team to revise 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 nationally, throughout the state of Indiana to Northwest Indiana constituents. NiSe will hold a community meeting once a month starting in October 2013 advising the community on the status of the school and listening to the public for feedback and concerns before the school opens in 2014.

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

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

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

NiSe activities will 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 grade 5
- Support system in orienting students in high school and their parents to college choice, finances, and expectations early

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

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

As stated earlier under enrollment, parents have to sign a contract stating that they will volunteer for two school activities per year. Table 13 details community resources that will contribute resources to the school the charter is approved.

Table 13: 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</td>
<td>Scholarships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Info &amp; Presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dual Credit</td>
<td></td>
</tr>
<tr>
<td>Purdue University Calumet</td>
<td>Post-Secondary Institution</td>
<td>Admissions &amp; Financial Aid</td>
<td>Scholarships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Info &amp; Presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dual Credit</td>
<td></td>
</tr>
<tr>
<td>Ivy Tech Community College</td>
<td>Post-Secondary Institution</td>
<td>Admissions &amp; Financial Aid</td>
<td>Scholarships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Info &amp; Presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dual Credit</td>
<td></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 /</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>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>
<tr>
<td>Gary Chamber of Commerce</td>
<td>Municipality</td>
<td>Referrals</td>
<td></td>
</tr>
<tr>
<td>Merrillville Chamber of Commerce</td>
<td>Municipality</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please review Attachment 8 for support from community partners.

**Educational Program Capacity**

The **School Leader** will serve as the Principal. Their primary role of responsibilities involve the creation of all educational plan management, curriculum development and modifications, hiring and supervising of all staff, assessment of educational plan, student assessment, coordination of professional development. This person is responsible for the implementation and monitoring of all NiSe’s goals, 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 Board of Trustees on school direction
Oversee and monitor the operation of the school as executed by the Board
Meet in open meetings at least once per month to fulfill the above responsibilities and to build a strong relationship with parents and the community
Report to the Board on a monthly basis observations, findings, conclusions and recommendations regarding the operation of NiSe and academic progress of the student body
Review financial reports of the school and present the findings to the Board with recommendations for changes, actions and/or acceptance

Attachment 9 provides a copy of the job description for this individual. The school leader will be responsible for creating, maintaining, updating a Standard Operation Procedures Manual (SOP) for the school that demonstrates all practices and procedures for each department of the school.

Key Members of Leadership Team and School Leader/Principal
A charter school’s Board of Trustees is charged with three primary responsibilities: overseeing the use of public funds to educate Indiana students; complying with all applicable federal and state laws; and adhering to the terms of the charter agreement. We understand the duties and obligations as the charter holder. The founders enlisted expert and competent applicant leadership in areas essential to charter school oversight. This team included secondary and post-secondary educational leadership, instructional design, data assessment, English learners, special education, law facilities and other relationships. We started board training months prior to the application submission. This training centered on charter school mission, vision and goals, short and long term strategic goals that included on-line board meeting computer training. We have identified additional members for the Board of Trustees. Background checks will be performed before approval. No school leadership members have been identified. Please see Attachment 10 for the names, qualifications, community involvement, title and biographies of the Board of Trustees.

An educational consultant and former public school superintendent was instrumental in the planning phase of the charter school. This consultant provided professional development training to board and applicant team members in the areas of running an effective school.
**Vision for School Leader/Principal and Teachers**

The School Leader/Principal will be developed by being *intimately* aware of the charter expectations, vision and 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 the School Leader/Principal by ensuring resources are readily available. However, he/she will be clear as to the expectations for successful delivery and accomplishment of all goals of the charter.

Additionally, an evaluative tool will be developed to capture the expectations outlined in the charter's mission. The 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 that understands the difference between a traditional education and one that embraces a STEM multidisciplinary approach to learning.

Through inspirational leadership, the School Leader must be able to excite others to build upon the vision and transform learning and teaching in the targeted areas of STEM. Most importantly, the 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. He/she will possess extraordinary collaborative skills, and will work tirelessly with other caring and supportive educators to further the mission of the charter. The aforementioned traits will not only be used to define the expectations of the School Leader but also be used to capture evaluative measures to create the tools needed for effective evaluation.

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

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

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

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

**Development plan for key team members**

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

Based on a school opening date of Sept. 2014 and receipt of start-up funding for Year 1 - Table 14 outlines the development team following the charter application approval.

Table 14: 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>School Leader/Principal</td>
<td>5%</td>
<td>October 2013</td>
<td>Start-Up</td>
</tr>
<tr>
<td>Educational/Strategic Consultant</td>
<td>5%</td>
<td>October 2013</td>
<td>Start-Up</td>
</tr>
<tr>
<td>Legal</td>
<td>5%</td>
<td>October 2013</td>
<td>Start-Up</td>
</tr>
<tr>
<td>Accountant</td>
<td>5%</td>
<td>October 2013</td>
<td>Start-Up</td>
</tr>
<tr>
<td>Assessment Coordinator/Data Specialist</td>
<td>5%</td>
<td>October 2013</td>
<td>Start-Up</td>
</tr>
<tr>
<td>Counselor</td>
<td>5%</td>
<td>October 2013</td>
<td>Start Up</td>
</tr>
<tr>
<td>Lead Teachers</td>
<td>5%</td>
<td>October 2013</td>
<td>Start Up</td>
</tr>
<tr>
<td>Non-Lead Teachers</td>
<td>5%</td>
<td>October 2013</td>
<td>Start Up</td>
</tr>
<tr>
<td>Facilities-Safety Manager</td>
<td>5%</td>
<td>October 2013</td>
<td>Start Up</td>
</tr>
<tr>
<td>HR/Financial Manager</td>
<td>5%</td>
<td>October 2013</td>
<td>Start Up</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>5%</td>
<td>October 2013</td>
<td>Start Up</td>
</tr>
</tbody>
</table>

The staff members above will be in place following school approval starting Oct. 2013 at a 5% or less FTE to have all employees trained by school opening August 2014. Professional development will continue after the school is opened.

**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 in Attachment 11 along with Articles of Incorporation. Attachment 12 is the completed and signed Statement of Assurances. TRON/AGEK’ anticipates being authorized under the Indiana law to organize and operate a public charter school and is vested with all powers necessary for carrying out its planned programs including power to contract for services, equipment, and educational services. We will adhere to the measures to be utilized to access
Compliance – Legal and Governance Compliance according to Office of Charter Schools Policy for School Assessment and Interventions (Feb. 4, 2009).

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

**Governing Board**
The foundation will engage 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

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

Prior to approval, the board begun board training and strategic planning as stated earlier. We understand the importance of implementing a strategic vision and plan for the school, including clear priorities, goals, and time frames for achievement. Our board training prior to application submission included board organization, ethics and service, building an effective organization, key work of school boards and system thinking.

The NiSe Board of Trustees Training Manual is attached (Exhibit 13). The Board will immediately assume management and governance of NiSe upon confirmation by Ball State University that a charter has been awarded.

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

A list of all current and identified Board members and their intended roles are listed in the table below along with a summation of their interests in and qualifications for serving on the school’s Board.

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 15: Board Members and Roles

<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>Board President</td>
</tr>
<tr>
<td>Elonda Ervin, Ph.D.</td>
<td>Director of Diversity Office, Indiana State University</td>
<td>Board Member</td>
</tr>
<tr>
<td>Dawn Dawkins, Esq.</td>
<td>Attorney</td>
<td>Board Member</td>
</tr>
<tr>
<td>Grayling Gordon</td>
<td>Federal Grant Officer, Ivy Tech Community College</td>
<td>Board Member</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 Handbook. Provided in Attachment 15 are the Board’s proposed Code of Ethics and Conflict of Interest policy.

The training 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 Board members. Board meetings will be the first Wednesday of every month. Also, board meetings will be public knowledge. They will be announced on school’s website and posted in local newspapers. A list of board meetings will be submitted to BSU after approval.

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

Board and Grievance Process

Throughout this 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 may be raised as follows:

- **Step 1**
  The individual (e.g. parent, community member) should contact the staff member involved and arrange an appointment to discuss the matter without distractions. Contacting the office will result in a return phone call or an appointment being made you with the staff member involved. This meeting must occur within five business days. The principal will be informed of this matter.

- **Step 2**
  If the issue raised is unresolved, then the individual can make an appointment within five business days with the School Leader/Principal.

- **Step 3**
  If the issue raised is still unresolved at this point, then the individual can make an appointment within five business days with the Board of Trustees Grievance Committee. At this point, the individual can choose to arrange for a support person to accompany them.

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

All board meetings will be public knowledge.

**School Management Contracts**
“Not Applicable”

**Staffing**

**Staff Structure**
A complete staffing chart for the school is included in Attachment 17.

**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. 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 Attachment 18 - Employee Manual.

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

Staff 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 workshops and establish rules, policies and procedures which are conducive to high morale and enable each staff member to make the fullest contribution to the mission of NiSe, nothing less.

The NSF foundation realizes the teacher challenges in STEM education.

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

NiSe will have adequate compensation and professional development as outlined in this charter application to prepare and retain “high quality” teachers. NiSe will ensure that all teachers meet the Indiana state teacher certification and licensure requirements at the time of hire by requiring legal copies of licensures through the Department of Education. NiSe will use all possible avenues to attract and retain teachers that meet the requirements of No Child Left Behind Act and with STEM credentials. In return, the school will support the teachers with a salary (within the guidelines of the proposed budget) and continual professional development that would attract and retain qualified faculty because students need to trust that the relationships they form with their teachers will be a true lasting mentoring relationship.
Students need to trust that their teachers will be at the school as they expect them to be. So, if NiSe makes all efforts to support their faculty in this manner, it is highly likely that this will add to the school’s success which will be an increase in student’s persistence, retention, graduation and state assessment rates and low teacher turnover.

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

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

Performance Evaluations

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

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

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

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

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

1. Professional Practice – Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Indiana Teacher Effectiveness Rubric. All
teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism

2. Student Learning – Teachers’ contribution to student academic progress, assessed through multiple measures of student academic achievement and growth, including Indiana Growth Model data as well as progress towards specific Student Learning Objectives using state-, corporation-, or school-wide assessments

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

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

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

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

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

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

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

2. If a second occurrence, a written reprimand will be issued, employee will be warned, documentation will be prepared and employee will be asked to sign. This information will be forwarded to Human Resource and the NiSe attorney

3. If a third or more 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.

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

Each NiSe staff and faculty will receive a NiSe Standards of Operating Procedures (SOP) Manual on hire date with all the school’s procedures and practices listed below. Agreed upon and approved SOPs will be added so that every employee will be knowledgeable of school practices and all staff will be continuously informed.

Pre-opening professional development training will start October 2013 and end June 2014 (See Table 16 below).

Table 16: Professional Development Process (Start Date and Continuous)

<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 for all subjects</td>
<td>Faculty &amp; Staff</td>
<td>Principal/Educational Consultant</td>
<td>Oct 2013-June 2014</td>
<td>Pearson Common Core Professional Development SOP</td>
</tr>
<tr>
<td>Parental, Health procedures, i.e. immunization</td>
<td>Community Parents / Guardian</td>
<td>Principal/Educational Consultant /Parent Partner</td>
<td>Oct 2013 – June 2014</td>
<td>NiSe SOP</td>
</tr>
</tbody>
</table>
### Performance Management

The progression of all students will be assessed on a consistent basis toward achieving the goals as outlined in Table 16. 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 (2014) and fifth year (2018). Students will demonstrate adequate yearly progress (AYP) on all the measurements of the Indiana Accountability system.

<table>
<thead>
<tr>
<th><strong>Student Food Plan</strong></th>
<th><strong>Assessment Performance</strong></th>
<th><strong>Special Education-Behavioral Intervention Plans (BIP)</strong></th>
<th><strong>RTI</strong></th>
<th><strong>Technology- Powserschool Kahn Math &amp; IXL Math Techniques</strong></th>
<th><strong>Board member / Strategic planning training and CAS standards Rise Professional Development</strong></th>
<th><strong>Multiculturalism / diversity / Student Development</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Faculty &amp; Data Specialist</td>
<td>Principal / Educational Consultant</td>
<td>Oct 2013 – June 2014</td>
<td>NiSe SOP</td>
<td>Board Members / Advisory Board</td>
<td>Principal / Educational Specialist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Principal</td>
<td>Oct 2013 – June 2014</td>
<td>NiSe SOP</td>
<td>Educational Consultant, IT Manager, Data Specialist</td>
<td>June, 2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Principal / Educational Consultant</td>
<td>Oct 2013 – June 2014</td>
<td>NiSe SOP</td>
<td>Board Members / Advisory Board</td>
<td>Principal / Educational Specialist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Principal / Educational Consultant</td>
<td>Oct 2013 – June 2014</td>
<td>NiSe SOP</td>
<td>Educational Consultant, IT Manager, Data Specialist</td>
<td>June, 2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Principal / Educational Consultant</td>
<td>Oct 2013 – June 2014</td>
<td>NiSe SOP</td>
<td>Board Members / Advisory Board</td>
<td>Principal / Educational Specialist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Principal / Educational Consultant</td>
<td>Oct 2013 – June 2014</td>
<td>NiSe SOP</td>
<td>Educational Consultant, IT Manager, Data Specialist</td>
<td>June, 2014</td>
</tr>
</tbody>
</table>
**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 17: Measuring and Evaluating Academic Progress

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></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 70% class average in all classes</td>
<td>Lead teachers, individual teachers and parents</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 70% attained/ exceeded</td>
<td>Goal 75% attained/ exceeded</td>
<td>Goal 75% attained / exceeded</td>
<td>Goal 75% attained / exceeded</td>
<td>Goal 80% attained exceeded</td>
</tr>
<tr>
<td>By the 12th grade 70% of students will pass the state assessment to solve real life problems in Math, Writing, Reading and Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>Principal and Lead teachers will be given training by NiSe consultant and time to revise pre and post-test to fit student learning</td>
<td>Goal 70% attained/ exceeded</td>
<td>Goal 75% attained / exceeded</td>
<td>Goal 75% attained / exceeded</td>
<td>Goal 75% attained / exceeded</td>
<td>Goal 80% attained / exceeded</td>
</tr>
<tr>
<td>Students will keep charts of grades in all subjects (progress reports) in journals</td>
<td>Determination of placement of students in each class as a result of student data</td>
<td>Principal, Lead teachers, Data Specialist</td>
<td>Continuous In-Service in the Summer and as needed</td>
<td>Goal 70% attained/ exceeded</td>
<td>Goal 75% attained / exceeded</td>
<td>Goal 75% attained / exceeded</td>
<td>Goal 75% attained / exceeded</td>
<td>Goal 75% attained / exceeded</td>
</tr>
</tbody>
</table>
Additional assessments indicating alignments will be used as well as shown in the table below.

Table 18: Assessments and Alignment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Core</td>
<td>Academic Standards</td>
</tr>
<tr>
<td>SAT/ACT</td>
<td>College Assessment</td>
</tr>
<tr>
<td>Pre-Med</td>
<td>Medical 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</td>
</tr>
<tr>
<td>Praxis Prep</td>
<td>Teacher’s Preparation Program</td>
</tr>
<tr>
<td>Physician Assistant Program</td>
<td>Course assessments</td>
</tr>
<tr>
<td>PLTW</td>
<td>End of course assessment</td>
</tr>
<tr>
<td>PUC</td>
<td>Class quizzes</td>
</tr>
</tbody>
</table>

Data Specialist will be responsible for managing, interpreting data for student achievement; reviewing all financial transactions and providing accurate financial reports. In addition, the Data Specialist will assist with all audits, collects all student fees, and is generally responsible for supporting every area of the school’s operations. After the school opens, the months of July and August will be deemed Training and Professional Development time. The following table is a draft of our plans for those months.

Table 19: 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>
<tbody>
<tr>
<td>Training on building course assessments and alignment of standards Indiana and common core standards which will involve more focused instructional and teacher quality strategies</td>
<td>Faculty</td>
<td>Principal &amp; Pearson Consultant, Data Specialist</td>
<td>July – August</td>
<td>*Pearson Common Core Professional Development (on-line teacher evaluation)</td>
</tr>
<tr>
<td>STEM and alignment of Indiana/Common Core Standards Curriculum Training</td>
<td>Faculty &amp; Administration</td>
<td>Contracted &amp; Principal &amp; Pearson Consultant, Data Specialist</td>
<td>July – August 2013</td>
<td>Project Lead The Way, Purdue University Calumet Pre-Collegiate Engineering Program -Earth and Space Science Life Science (Biology) Physical Sciences (Chemistry and Physics) Technology / Engineering</td>
</tr>
<tr>
<td>MIT STEM curriculum</td>
<td>Faculty &amp; Administration</td>
<td>Contracted &amp; School Leader &amp; MIT consultants NRC, Mass. Science and Technology / Engineering Consultant/Data Specialist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indiana Assessments</td>
<td>Principal, Faculty, &amp; Data Analyst / Specialist</td>
<td>Data Analyst / Specialist</td>
<td>July-August</td>
<td></td>
</tr>
<tr>
<td>Sessions to assist teachers to analyze **NWEA and ISTEP, Acurity data comparing with course data including assessments of</td>
<td>Faculty</td>
<td>Principal, Data Analyst / Specialist &amp; Team Leads</td>
<td>July-August</td>
<td></td>
</tr>
</tbody>
</table>
**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)

**School Goal for Reading, Writing and Mathematics**

We have ambitious goals for reading writing and mathematics because this is the foundation for every academic subject; but they are attainable with a lot of hard work, tracking and monitoring of our students. Our predicted measureable goals:

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

**Literacy**

80% 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 will require the use of technology and higher order thinking.

**Facilities**

To help the board understand what was expected of charter school facilities we visited Northwest Indiana charter schools and participated in several charter school facility webinars over the summer in the month of June. For the past years, we viewed several buildings in the town of Merrillville for lease space. A contingent lease agreement was made with the lessor at 8340 Louisiana in Merrillville, Indiana (see lease agreement and building specifications. The building is in compliance with a sprinkler system, security monitor, ADA facility requirements and an asbestos approved assessment. Other school agencies are located within the building.
NiSe will provide services contemplated by the agreement at the property in Merrillville, Indiana to be leased under the terms and provisions of the proof of commitment - MOU (See Attachment 20). We 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. We will see that the school facilities are kept in good condition and repair for their intended school use (See Attachment 21). We will also use our best efforts to ensure that the school complies with its obligations under the lease at all times.

Approximate use of building space includes classrooms, faculty work area, office, reception area, labs and kitchen/lunch facility area is 8,600 square feet. Limited renovations are need for this facility.

**Start-Up & Ongoing Operations**

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

*Transportation Plan and Policy*
Limited bus transportation will be provided. Contingent negotiations are underway with the Merrillville School system and Geminus Bus Services. We will contact IDOE Director of school transportation prior to planning of each student trip to discuss the rules and regulations surrounding transporting students.

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

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

*Safety measures*
We will have an approved safety plan prior to the school opening that includes emergency preparedness for natural disasters and manmade crises for all staff and students, including students who disabilities require special evacuation procedures. We will participate in the Indiana School Safety Specialist Academy.

- Employ a Safety Manager
- Maintain a part-time security officer
- Apply for and receive the Cops in School Grant
- Maintain a security video camera system
- Develop a School Crisis Management Plan
- Professional Development
Insurance
We have received a quote of insurance from a provider who does business with other Indiana Charter schools and is very knowledgeable of what is required for a charter school (See Attachment 23).

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

- 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

Operations Capacity

Staffing
Staffing is the primary responsibility of the board, Principal, and the Legal Advisor. The legal advisor will consult with the School Leader/Principal using the NiSe’s Employee Handbook (See Attachment 18). Any human resource matter that deviates from the handbook must be approved by the Board.

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

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

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

Facilities management
Facilities, safety and emergency management are under the direction of the Principal. The preparation of this charter school application considered plans for the facilities, safety and emergency management for the school. Recommendations were sought from professionals including a real estate broker who has owned, operated, purchased, and sold several facilities and land in the Northwest Indiana. This individual played an instrumental part in the execution of the contingent school lease.
Section 3 - Budget and Financial Plans

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

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

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

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

- prepare financial statements monthly; and upon request for the Board’s review
- make a report at every monthly meeting
- adhere to Ball State University Financial Performance Framework Standards (9/13/12)
- oversee daily financial transactions

During times that the Indiana State Board of Accounts does not perform a financial audit, the Board will annually authorize an audit by a state qualified accounting firm. All corrective action responses on all findings will occur within 90 days after meeting the accounting firm. The Board will have direct oversight and responsibility of financial matters of the school. NiSe will submit a monthly statement of net assets, revenues, and expenditures by the last day of each month to Ball State. Our board met with Ball State Charter School Financial representative for recommendations on drafting the financial components of the revised application. All recommended changes are found within this application.

Financial Management Capacity
The financial management for NiSe will be managed by Complete Accounting Services as outlined in this proposal with the oversight responsibility of the Principal and the Board.

We will follow the detailed start-up plan (See Attachment 22) of the ICSB Start-Up manual for New Charter Schools after this application is approved.

Currently, the state of Indiana has complex funding formulas. But we are aware that several factors are considered for funding including enrollment, poverty, special education, and honor courses all of which has been included in this charter application for Title funds.
Our financial plan as with all other components of this school will adhere to Ball State and NACSA accountability standards. We will meet or exceed the outcomes proposed in this charter application assuring the range of measures and metrics set forth by the Ball State charter contract is fulfilled.

For charter school financial compliance, we will adhere to Ball State’s Policy for Assessment and Intervention measures for transparent compliance measure:

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

See Attachment 24 - Charter Application Budget Worksheet

See Attachment 25 – Budget Narrative and Description of Assumptions and Revenue Estimates

See Attachment 25a – Budget Year One and Year Two
Table List
Table 1: Framework for Teaching Across Disciplines
Table 2: Sample of 2011 ISTEP+ Pass Rate for 6, 7 & 8 Grades by School Corporations for Math
Table 3: Sample of Science Total Pass Percentages for District – Grade 6
Table 4: Sample of High School Graduation Rates
Table 5: Sample of High School Graduates Advanced Placement Courses in 2010 & 2011
Table 6: Leadership and Governance
Table 7: Age and Grade Range of Students to be Enrolled
Table 8: Three Dimensions of the National Research Council Framework
Table 9: Sample 5th – 8th Grade Curriculum Sequence
Table 10: Sample 9th – 12th High School Curriculum (40 Credits Required for Graduation)
Table 11: Summer Curriculum
Table 12: Description of Pupil Performance
Table 13: Community Resources
Table 14: Development Team Following Application Approval (start up to opening)
Table 15: Board Members and Roles
Table 16: Professional Development Process (start date and continuous)
Table 17: Measuring and Evaluating Academic Progress
Table 18: Assessments and Alignment
Table 19: Training and Data for Improving Student Learning
Attachment List
Attachment 1: Resumes
Attachment 2: Sample Curriculum
Attachment 3: Sample Course Scope and Sequence
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 7: Discipline Policy
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 17: Staffing Chart
Attachment 18: Employee Manual
Attachment 19: Teacher/Leadership Evaluation Tools
Attachment 20: Proof of Commitment - MOU
Attachment 21: Facilities Floor Plan
Attachment 22: Detailed Start-up Plan
Attachment 23: School Insurance Coverage
Attachment 24: Charter Application Worksheets
Attachment 25: Description of Assumptions and Revenue Estimates
Attachment 25a: Budget Worksheets
Exhibit List
Exhibit 1: Massachusetts Science and Technology/Engineering Curriculum Framework
Exhibit 2: Project Lead the Way
Exhibit 3: Common Core State Standards
Exhibit 4: Purdue University Calumet Engineering & Science Summer Program 2002
Exhibit 5: Response to Intervention (RTI) Program Manual
Exhibit 6: IIT Boeing Scholars Academy
Exhibit 7: Student Handbook
Exhibit 8: Special Education Manual
Exhibit 9: Guidance for Special Education Local Procedures
Exhibit 10: Independent Contract Agreement
Exhibit 11: Withdrawal Form
Exhibit 12: Code of Conduct Discipline Policy
Exhibit 13: Board of Trustees Training Manual
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, Ph.D.

**Mailing address:** 319 East 60th Drive Merrillville, Indiana 46410
**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 Member</td>
</tr>
<tr>
<td>Elonda Ervin, Ph.D.</td>
<td>Director of Diversity Office, Indiana State University</td>
<td>Organizing Member</td>
</tr>
<tr>
<td>Dawn Dawkins, Esq.</td>
<td>Attorney</td>
<td>Organizing Member</td>
</tr>
<tr>
<td>Grayling Gordon</td>
<td>Federal Grant Officer, Ivy Tech Community College</td>
<td>Organizing 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, September 2012, & May 2013
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>2014</td>
<td>Merrillville, Indiana</td>
<td>5-7</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 - 2014</td>
<td>5-7</td>
<td>208</td>
<td>5-7</td>
</tr>
<tr>
<td>Year 2 - 2015</td>
<td>5-8</td>
<td>248</td>
<td>5-8</td>
</tr>
<tr>
<td>Year 3 - 2016</td>
<td>5-10</td>
<td>288</td>
<td>5-10</td>
</tr>
<tr>
<td>Year 4 - 2017</td>
<td>5-11</td>
<td>328</td>
<td>5-11</td>
</tr>
<tr>
<td>Year 5 - 2018</td>
<td>5-12</td>
<td>400</td>
<td>5-12</td>
</tr>
<tr>
<td>At Capacity – 2018</td>
<td>400</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
School Narrative

“The United States needs to move its students from the middle to the top of the pack in science and math over the next decade. The STEM community needs to use “love and knowledge of science to spark [a] sense of wonder and excitement in a new generation” (Pres. Obama, 2009).

Charter School Proposal

This is a Ball State University Charter School application to urge youth to study STEM disciplines; particularly math and science. In this application, the TRON/AGEK’ Foundation, Inc. proposes an 11-month science, technology, engineering and math charter school where STEM inquiry will infuse all school subject areas for grades 5-12.

The name of our proposed school is the Northwest Indiana Science and Engineering (NiSe) Charter School. The mission of our school is to provide a “high quality” learning environment that utilizes standards-based STEM curricula to prepare students to enter science, technology, engineering, and mathematic programs at 2 and 4 year post-secondary institutions.

Narrative

Despite our historical record of achievement, the United States now lags behind other nations in science, technology, engineering and mathematics (STEM) education. International comparisons of our students’ performance in science and mathematics consistently place the United States in the middle of the pack or lower; Japan has the highest science literacy score of 15-year old students in the world. In the United States 15-year-olds scored below most industrialized nations tested in 2006. Today, U.S. standing continues to drop in both math and science. At the secondary level, according to the President's Council of Advisors on Science and Technology (PCAST) report, entitled Prepare and Inspire: K-12 Science, Technology, Engineering, and Math (STEM) Education for America’s Future (2010), less than one-third of U.S. eighth graders show proficiency in mathematics and science (PCAST, 2010).

STEM subjects permeate nearly every facet of modern life. Yet, few U.S. students have strong backgrounds in these fields. The success of the U.S. in the 21st century depends largely on STEM education. Substandard performance in science, technology, engineering, and mathematic areas is not an acceptable measure of success if our children are to compete in a global society. Reclaiming our space as world leaders depends largely on the education we provide for our children. President Obama states:

To be the best educated, most competitive workforce in the world, we must do all we can to ensure more students graduate with STEM degrees by the end of this decade. This ambitious objective demands that we increase the odds of success for all students, regardless of race, income, or any factor. It is not an overstatement to say that our country depend on it (PCAST, 2010).

Currently only 17% of U. S. high school seniors are considered proficient in mathematics and only 36% are proficient in reading (NSF, 2006). In addition to posing a world threat, U.S. students’ academic performance is also a major concern to the business community. Fifty percent of business owners agree that schools are not producing qualified applicants for jobs today. This concern is magnified in Indiana. Ranked 40th in the nation for education attainment, Indiana is only 10 states from the bottom. We, as a state have a moral obligation to help Indiana students.

It is clear and evidence proves that only a shift in paradigm that moves toward a STEM education will determine if the United States will take back its position as a leader among nations and increase its efforts to solve challenges in areas of health, energy, environment and national security. A STEM education will help generate the workforce needed to face these challenges in a global and competitive society.

STEM education will ensure that our society continues to make those discoveries to advance our understanding of the world. An increase in STEM educated individuals will produce the scientists, engineers, technologists and mathematicians who will create innovative and new concepts, ideas, and technology leading into the 21st century. STEM will provide the skills and literacy needed for citizens to earn decent (livable) wages; to be able to take care of their families; and not live in poverty. Most importantly, STEM will strengthen our country. The best employers the world over will be looking for the most competent, most creative, and most innovative people on the face of the earth and will be willing to pay them top dollar for their services. Based on documented research like the PCAST report to the President of the United States by
scientific experts, the need to produce a STEM literate citizenry is critical if our nation is to succeed in a global economy. All the jobs 10 to 15 years from now will be STEM based. We have to make a shift in public education and start preparing our children for an increasingly technologically driven world. The need for secondary institutions to adapt early to a world guided by technology, changing demographics and globalization is critical. Several national studies confirm the insufficient preparation of high school graduates for either college-level work or the changing needs of the workforce. Even more dismal is the fact that our nation’s low proficiency performance level shows that only 1/3 of 4th and 8th grade students, and even fewer 12th grade students reached grade level proficiency (NSF, 2008).

The United States has, since its inception, acted on the belief that all students deserve a basic education. To help with this effort, national common core standards will be implemented in almost every state in the U.S. starting in 2014. Common Core State Standards define basic education in a new way – that every student in the U.S. will be college and career ready by the time she/he completes high school. As a result, for the first time, the expectations are the same for almost all students, regardless of where they live. These standards represent a great opportunity to advance equity and excellence for all children, especially in Northwest Indiana.

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

The TRON/AGEK Educational Foundation, Inc. and the Northwest Indiana community believe that NiSe, a STEM charter school, will deliver endless possibilities for our children. If students acquire basic STEM learning early in middle school, they will be prepared for not only STEM subjects but will also be equipped to master Advanced Placement courses, a core 40 curricula, and Common Core State Standards. Through NiSe’s educational program, students in Northwest Indiana will receive college credits through a dual credit program as well as secondary and post-secondary guidance and counseling to help students map their plans of study so that they are able to complete college within the maximum government mandated timeline. For many students this lack of guidance deters them from finishing college. Consequently, post-secondary institutions are losing generations of Northwest Indiana students because of students’ inability to pass standardized testing, increased college admission standards, and lack of financial aid. Our educational plan will deter this from happening to keep students in school that we plan to serve.

Our goal of a STEM school is to provide an opportunity for students to utilize their knowledge across all disciplines both inside and outside of the scientific, technological, engineering and mathematical realms. Our curriculum will prepare learners for jobs of the new economy i.e. environmentalists, innovators, scientists, chemists, doctors, engineers, entrepreneurs and teachers. Students will gain experience to intuitively leverage existing resources to accomplish tasks independently using STEM techniques. They will be taught how to employ independent thinking and problem solving skills to uncover solutions for real world issues through theory and continuous hands-on practice.

We believe technology and engineering connects a STEM curriculum with a strong academic foundation rooted in the knowledge used to solve complex problems.

We will utilize theories of best practices professed by national organizations and experts in the areas of science, technology, engineering, and mathematics for a STEM schools’ success to: (1) enhance teacher content knowledge in STEM continuously; (2) enhance student learning and opportunity to master math, technology, engineering and science content; and (3) attract students to career opportunities in the STEM areas.

Our board believes another area should be added to these agreed upon best practice guidelines for STEM schools: schools will not produce the measureable results desired unless school leadership and faculty are held accountable for the mission and goals of the school starting the first day they become charter school employees.

We will indeed adhere to the best practices outlined in the National Association of Charter School Authorizers (NACSA) that includes clearly defined and measurable indictors, measures, metrics, and targets that are performance, academic, financial, and organizational based.
As stated earlier, the name of our proposed school will be the Northwest Indiana Science and Engineering (NiSe) Charter School. Our school will serve Northwest Indiana. Most importantly, we will meet the expectations for Ball State Charter School as stated in the Policy for School Assessment Intervention (2009): increase the achievement of enrolled students, financial viability, open enrollment, providing services for students with disabilities, providing a safe environment for learning and compliance with federal, state and local laws.

Our instructional design is depicted in the charter school overview.
Table List
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Table 6: Leadership and Governance
Table 7: Age and Grade Range of Students to be Enrolled
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Table 9: Sample 5th – 8th Grade Curriculum Sequence
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Table 15: Board Members and Roles
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Attachment 1: Resumes
Attachment 2: Sample Curriculum
Attachment 3: Sample Course Scope and Sequence
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 7: Discipline Policy
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 17: Staffing Chart
Attachment 18: Employee Manual
Attachment 19: Teacher/Leadership Evaluation Tools
Attachment 20: Proof of Commitment - MOU
Attachment 21: Facilities Floor Plan
Attachment 22: Detailed Start-up Plan
Attachment 23: School Insurance Coverage
Attachment 24: Charter Application Worksheets
Attachment 25: Description of Assumptions and Revenue Estimates
Attachment 25a: Budget Worksheets
Exhibit List
Exhibit 1: Massachusetts Science and Technology/Engineering Curriculum Framework
Exhibit 2: Project Lead the Way
Exhibit 3: Common Core State Standards
Exhibit 4: Purdue University Calumet Engineering & Science Summer Program 2002
Exhibit 5: Response to Intervention (RTI) Program Manual
Exhibit 6: IIT Boeing Scholars Academy
Exhibit 7: Student Handbook
Exhibit 8: Special Education Manual
Exhibit 9: Guidance for Special Education Local Procedures
Exhibit 10: Independent Contract Agreement
Exhibit 11: Withdrawal Form
Exhibit 12: Code of Conduct Discipline Policy
Exhibit 13: Board of Trustees Training Manual
VITA

AUGUSTA WARE – DENEAL
319 E. 61ST Avenue
Merrillville, IN 46410
adeneal@ivytech.
Cell (219) 381-8287

EDUCATION

Ph.D., Educational Leadership Administrations and Foundations, 2008

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

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

PROFESSIONAL WORK HISTORY

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

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

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

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

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

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

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

REFERENCES

O’Merrial Butchee: Director of the Innovation & Entrepreneurship Center – Ivy Tech Community College Northwest Region: (219) 981-2279
Dr. Elonda Ervin: Director of Diversity – Indiana State University: (219) 985-4960
Dr. Lavada Brandon: Purdue University Calumet Teachers Preparation Program: (219) 989-2400
Elonda V. Ervin, Ph.D.

HOME ADDRESS:

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

ACADEMIC PREPARATION:

PH. D. in Leadership in Higher Education, Indiana State University, Terre Haute, IN 2008
    Concentration: Educational Administration
    Dissertation: "I Don't Want to Let People Down Who are Really Counting on Me": A Study of
    Black Men at a Predominantly White Institution
    Chair: Dr. Mary Howard-Hamilton

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

Certified Paralegal, Roosevelt University, Chicago, IN 1989

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

HIGHER EDUCATION PROFESSIONAL EXPERIENCE:

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

Director
    Indiana State University – Career Center 2010 – 2011

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

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

Program Assistant
    Indiana State University – Student Activities and Organizations (SAO)
    Dual Role: Greek Advisor and Program Assessment. 2007 – 2008
HIGHER EDUCATION TEACHING EXPERIENCE:

Guest Lecturer
Indiana State University – Correctional Education Program
Fall 2011

Guest Lecturer
Indiana State University – Student Affairs in Higher Education
Fall 2010

Academic Staff
Indiana State University – Upward Bound Program
Summer 2007
  • Creative
  • Multimedia
  • Heritage Studies

Adjunct Faculty
Purdue Calumet University, Communication Department, Hammond, IN
Indiana University Northwest, Communication Department, Gary, IN
Ivy Tech State College, General Education, Lafayette, Valparaiso, & Michigan City, IN
1995 – 2007
Courses: Development of curriculum Communications, Speech and Techniques in College
Success, & Interpersonal Communications (including distance education internet courses).
Adopted various learning modalities to facilitate learning by students.

CORPORATE PROFESSIONAL EXPERIENCE:

Healthcare Underwriting Specialist
Great American Custom Insurance Company, Chicago, IL
2000 – 2001

Medicare Part B Fraud Supervisor
Wisconsin Physician Services, Chicago, IL
Blue Cross Blue Shield of Illinois, Chicago, IL
1995 – 2000

Fraud Investigator
Medicare Part B Blue Cross Blue Shield of Illinois
1990 – 1995

Customer Service
Blue Cross Blue Shield of Illinois
1989 – 1990
UNIVERSITY INVOLVEMENT:

President Diversity Council Co-Chair 2011 – present
Institutional Review Board 2011 – present
Alumni Association Distinguished Alumni Award Committee Member 2010 – present
All-University Court Appointment 2009 – present
New Student Orientation Committee Member 2009 – present
Student Judicial Program Advisor 2008 – present
Mentoring Assistance for Prospective Scholars mentor 2008 – present
  MAPS is a mentoring program that provides academic, professional, and social support to students of African-American, Hispanic, and Native American lineage.

President Diversity Council member 2008 – present
  The mission or purpose of the Council on Diversity in pursuit of our vision is to:
  • Assess the degree to which the university community reflects the population of Indiana and the nation with respect to its students, faculty, support staff, and administration;
  • Identify the factors that facilitate and those that inhibit the achievement of a culture of support for diversity; and
  • Recommend strategies to increase the diversity of the university community, address impediments to a culture of support for diversity, capitalize on opportunities that are present, and stimulate movement toward the achievement of the vision that can position Indiana State University as a 21st Century leader in this arena.
  • Serve as chair of Student Retention efforts sub-committee and Team leader of Residential Life Diversity Plan Development Team
    o Diversity Study for Residential Life Sub-Committee Chair 2009 – 2010
    o Student Initiative Committee 2010 – 2011

Farrington Renaissance Board Member 2010 – 2011
  This was a Presidential appointment. This organization is a Community Development Corporation (CDC) formed between ISU and Farrington's Grove Historical District, Inc. (FGHD) for the purposes of revitalizing the Farrington's Grove neighborhood. There are several ways this CDC will benefit both ISU and the neighborhood and all this is outlined in a proposal entitled "Farrington Renaissance."

Minority Freshmen Retreat Committee Member 2008 – 2010
  The mission of the Freshman Retreat is to assist freshmen with the transition from high school to college and to increase the persistence, retention, and graduation rates of minority students. Our goal is to provide the necessary information, skills, and keys to networking that will assist them while at Indiana State University and after graduation.

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

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

Alternative Spring Break Spring 2009
• Atlanta, GA: Refugee Family Services
  Worked with international refugees through Refugee Family Services (http://refugeefamilyservices.org). This included such activities as working with K-12 grades in their after-school program and assisting with English as a second language classes with mothers and younger pre-school children.

African American Cultural Center Task Force 2008 – 2009

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

Search Committee Participation
• Indiana State University Student Employment Program Coordinator Summer 2011
• Indiana State University Web Director – Fall 2010
• Indiana State University Director of African American Cultural Center Co-Chair Fall 2009
• Indiana State University Associate Director Counseling Center Spring 2008

PRESENTATIONS/PAPERS:


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

Ervin, E. (2008, October). *“McNair Program: Navigating the Graduate Application Process.”* Presenter at the 2008 McNair Scholars Orientation session, Indiana State University, Terre Haute, IN.

Ervin, E. (2008, April). *“I Don't Want to Let People Down Who are Really Counting on Me”*: *A Study of Black Men at a Predominantly White Institution.* Poster Session at the 2008 Undergraduate and Graduate Research Showcase, Indiana State University, Terre Haute, IN.


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

**PROFESSIONAL MEMBERSHIPS:**

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

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

COMMUNITY ENGAGEMENT:

United Campus Ministries Board Member 2012 – present
Special Olympics Volunteer 2012 - present
Disability Awareness Working Group 2011 – present
REFERENCES:

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

Dr. Joshua B. Powers  
Special Assistant to the Provost for Academic Initiatives  
Rankin Hall, Room 220  
Indiana State University  
Terre Haute, Indiana 47809  
(812) 237-3572 (o)  
joshua.powers@indstate.edu

Dr. Carmen Tillery  
Vice President for Student Affairs and Dean of Students  
Parsons Hall, Room 203  
Indiana State University  
Terre Haute, Indiana 47809  
(812) 237-3888 (o)  
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Patsy Tisdale  
5620 W. Huron  
Chicago, IL 60644  
(312) 213-6694  
Pst1949@comcast.net
DAWN M. DAWKINS, Esq.
3801 Main Street, Suite A, East Chicago, IN 46312
Phone/Fax: 219-397-6994; Cell: 219-808-8310
Email:Dawkinsdawn@sbcglobal.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)
- Instructor of Legal Research and Writing, and Law Office Management of
  Paralegal Studies at St. Joseph College in Whiting, Indiana (2000)
- Hearing Officer for the City of East Chicago Human Rights Commission (2000/01)
- Litigation Coordinator for Legal Services of Northwest Indiana, Inc., in
- 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)
- 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
Grayling R. Gordon
3718 Euclid Avenue
East Chicago, IN 46312
219-545-1346
grayling.gordon@mchsi.com

Profile
- Over 12 years experience providing student support services (career and academic counseling, admissions processing, and recruiting) and over 20 years experience in coaching, recruiting, and athletic administration.

Student Services Experience

Ivy Tech Community College, Gary, IN
Grant Project Specialist
- Work with the TRIO Talent Search Program to identify, assist, and encourage applicants from disadvantaged backgrounds to graduate from high school and continue on to postsecondary education.
- Provide academic, career, and financial counseling.
- Assist students with completion of eProfiles portfolios.
- Conduct on-site high school visits to meet with applicants and provide one-on-one counseling sessions.
- Develop and coordinate numerous programs and cultural events for program participants.

Purdue University North Central
Assistant Director of Admissions
- Involved in day-to-day activities of the PNC admissions office. Reviewed admissions files and made admissions decisions in accordance with Purdue University's admissions policies.
- Attended job and college fairs to promote and market the university. Visited high schools and made home visits to meet with prospective students and parents to answer questions/concerns about academic and athletic programs.
- Instrumental in creating the Top 72 program at PNC, an innovative program to recruit and matriculate a more select and advanced group of students. Established a Top 72 Day on campus to bring this applicant pool on campus for a daylong program and campus activities.

Ivy Tech Community College, Gary, IN
Student Services Counselor
- Advised students regarding career interests and academic programs. Counseled students on course selection and placement during registration.
- Worked with Career and Employment Services to place students in positions after graduation.
- Implemented and conducted a New Student Days orientation program.

Coaching and Athletic Experience

Gary West Side High School, Gary, IN
Head Coach Junior Varsity and Assistant Varsity Coach (part-time)
- Full responsibility for development of practice plans, scouting reports, and game strategies for boys' junior varsity team. Support head boys basketball coach in developing game plans, practice plans, scouting reports, and conditioning plans.
Purdue University Calumet, Hammond, IN  
**Head Men's Basketball Coach**  
- Complete program administration for the National Association of Intercollegiate Athletics (NAIA) Division II men's basketball program. Developed a comprehensive *Men's Basketball Handbook* and formal *Recruiting Plan*.  
- Monitored team academic performance and restored academic integrity to the men's basketball program that was canceled during the 2006-2007 season due to academic issues. Team overall grade point average (GPA) increased from 1.8 to 2.6 in one semester. For the first time in more than a decade, the men's basketball team maintained 100% athletic/academic eligibility from fall to spring semester.  
- Spearheaded coordination of the Peregrine Academic Resource Team for Success (PARTS) to help new students transition to college life and provide continuity in services from matriculation to graduation.  
- Planned and implemented various fundraising activities, including a coaches' golf outing, advertising sales for basketball programs, and season ticket sales.  

Purdue University North Central (PNC), Westville, IN  
**Head Men's Basketball Coach**  
- Head coach of the NAIA Division II men's basketball program. Responsible for complete program administration, including marketing and recruiting efforts, game scheduling, program budget, transportation logistics, equipment purchases, and coordination of practice facilities and times.  
- 2006-2007 team posted most wins in PNC history (overall and conference). Recorded highest conference finish in school history (second place).  
- PNC players named to all-conference teams each season. PNC player named Player of the Year in the CCAC for 2004-2005.  

Purdue University Calumet, Hammond, IN  
**Assistant Men's Basketball Coach (part-time)**  
- Served as the assistant men's basketball coach for team that averaged 17 wins per season.  

University of Dubuque, Dubuque, IA  
**Head Men's Basketball and Head Men's Golf Coach**  
- Head coach for National Collegiate Athletic Association (NCAA) Division III programs. Several players named to all-conference teams during tenure. Responsible for all phases of budgeting, scheduling, and equipment purchases. Scheduled and promoted a four-team holiday basketball tournament.  
- Administered three weeklong basketball camps and a weekend high school shoot-out. Camp attendance for the weeklong sessions averaged 250. Eliminated previous financial deficits and achieved camp profit of over $6,000 in first two years as camp director.
Selected as camp director for two weeklong camps for high school student athletes in France. Supervised professional basketball players from two French teams who served as camp counselors.

**Clarion University of Pennsylvania, Clarion, PA 1990 – 1993**

**Assistant Men's Basketball Coach**

- Assistant coach involved in all aspects of the NCAA Division II men's basketball program that averaged 18 wins per season.
- Prepared itineraries for recruiting. Composed and coordinated newsletter mailings to parents and recruits.
- Organized fundraising activities for the basketball program.
- Monitored academic progress of the men's basketball student athletes and supervised athletic study table.

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<td>Athletic Administration &amp; Physical Education</td>
<td>Business Administration &amp; Economics</td>
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<td>Slippery Rock University</td>
<td>University of Dubuque</td>
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<td>Slippery Rock, PA</td>
<td>Dubuque, IA</td>
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<th>Professional/Community Involvement &amp; Awards</th>
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<tr>
<td>Committee Member, Empowerment Conference of Gary &amp; Northwest Indiana</td>
<td>2010 - Present</td>
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<tr>
<td>Counselor, Lakeshore Responsible Fatherhood Alliance</td>
<td>2007 – 2011</td>
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<tr>
<td>Basketball Camp for Boys and Girls</td>
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<td>Advisory Council, Youth-on-the-Move Demonstration Project</td>
<td>2008 – 2010</td>
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<tr>
<td>Michigan City Midnight Basketball League, Referee</td>
<td>2005, 2009 – 2010</td>
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<tr>
<td>Mentor and PNC liaison, Michigan City Area Schools Hours for Ours Program</td>
<td>2003 – 2007</td>
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<tr>
<td>Member, PNC Race Relations Action Team</td>
<td>2003 – 2007</td>
</tr>
<tr>
<td>Administrator, &quot;Gary Got Golf&quot; summer golf program for underprivileged youth jointly funded through the city of Gary, Indiana and the Professional Golfers Association (PGA)</td>
<td>2001 – 2004</td>
</tr>
<tr>
<td>Mentor, 21st Century Scholar Program</td>
<td>2001 – 2002</td>
</tr>
<tr>
<td>Advisor, Youth Organization on Academics &quot;Gary Runnin' Rebels&quot;</td>
<td>1998 – 2000</td>
</tr>
<tr>
<td>Advisor, Ivy Tech Community College Phi Theta Kappa</td>
<td>1998 – 2002</td>
</tr>
<tr>
<td>Member, Clarion University, Student Judiciary Committee</td>
<td>1990 – 1993</td>
</tr>
<tr>
<td>Member, Clarion University, Human Relations Committee</td>
<td>1990 – 1993</td>
</tr>
<tr>
<td>Member, Clarion University, Strategic Planning Committee for At Risk Students</td>
<td>1990 – 1993</td>
</tr>
</tbody>
</table>
Attachment 2: 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.

Sample Copy of Curriculum

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 5-8\textsuperscript{th} 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 5\textsuperscript{th} and 6\textsuperscript{th} grade lead teacher will continuously meet to plan out curriculum and activities centered on enrolled 5\textsuperscript{th} graders and to evaluate student progression.

\textit{7\textsuperscript{th} Grade Curriculum}

Students are taught by specialized teachers in the same areas listed for the fifth and six graders. However, students in the 7\textsuperscript{th} 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 7\textsuperscript{th} 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 7\textsuperscript{th} grade, college or cultural tours will be provided for these students.

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

\textit{8\textsuperscript{th} Grade Curriculum}

Students are taught by specialized teachers in the same areas listed for the 6\textsuperscript{th} and 7\textsuperscript{th} graders. However, students in the 8\textsuperscript{th} 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 8\textsuperscript{th} 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 8\textsuperscript{th} grade, college or cultural tours will be provided for these students.

The lead 8\textsuperscript{th} grade teacher will continuously meet to plan out curriculum and activities centered on enrolled 8\textsuperscript{th} 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>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indiana Requirements</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>40 Total State Requirements and General High School</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>English/Language Arts (8)</strong></td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 12</td>
</tr>
<tr>
<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>
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<tr>
<td><strong>Mathematics (6)</strong></td>
<td>Business Math</td>
<td>Pre-Algebra</td>
<td>Algebra I</td>
<td>Geometry</td>
</tr>
<tr>
<td><strong>General (4)</strong></td>
<td>Pre-Algebra</td>
<td>Geometry</td>
<td>Geometry Honors</td>
<td>Algebra I</td>
</tr>
<tr>
<td><strong>Science (6)</strong></td>
<td>Earth Science</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Chemistry</td>
</tr>
<tr>
<td><strong>General (4)</strong></td>
<td>Earth Science</td>
<td>Biology Honors</td>
<td>Chemistry Honors</td>
<td>Biology</td>
</tr>
<tr>
<td><strong>Social Studies (6)</strong></td>
<td>U.S. History</td>
<td>U.S. Government</td>
<td>Economics</td>
<td>Psychology*</td>
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<tr>
<td><strong>General (4)</strong></td>
<td>Japanese I</td>
<td>Japanese I</td>
<td>Japanese I</td>
<td>Japanese II</td>
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<tr>
<td><strong>Directed Electives (5)</strong></td>
<td>Japanese II</td>
<td>Japanese II</td>
<td>Japanese III</td>
<td>Japanese III</td>
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<tr>
<td><strong>General (4)</strong></td>
<td>Chinese I</td>
<td>Chinese I</td>
<td>Chinese I</td>
<td>Japanese III</td>
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<tr>
<td><strong>Chinese</strong></td>
<td>Chinese II</td>
<td>Chinese II</td>
<td>Chinese II</td>
<td>Japanese III</td>
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<tr>
<td><strong>Spanish I</strong></td>
<td>Spanish I</td>
<td>Spanish I</td>
<td>Spanish I</td>
<td>Spanish II</td>
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<tr>
<td><strong>Spanish II</strong></td>
<td>Spanish II</td>
<td>Spanish II</td>
<td>Spanish III</td>
<td>Spanish IV</td>
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<td><strong>Physical Education (2)</strong></td>
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<td><strong>Yoga</strong></td>
<td>Education</td>
<td>Education</td>
<td>Education</td>
<td>Education</td>
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<td><strong>Health &amp; Wellness (1)</strong></td>
<td>Gardening I</td>
<td>Gardening II</td>
<td>Gardening III</td>
<td>Nutrition*</td>
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<tr>
<td><strong>Health I</strong></td>
<td>Gardening II</td>
<td>Gardening III</td>
<td>Health III</td>
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<tr>
<td><strong>Food I</strong></td>
<td>Food II</td>
<td>Food III</td>
<td>Food III</td>
<td></td>
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<tr>
<td><strong>Life Skills I</strong></td>
<td>Life Skills II</td>
<td>Life Skills III</td>
<td>Life Skills III</td>
<td></td>
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<tr>
<td><strong>Electives (6)</strong></td>
<td>Computer Fundamentals</td>
<td>CAD I*</td>
<td>CAD II - *DC</td>
<td>Externship**</td>
</tr>
<tr>
<td><strong>General (6)</strong></td>
<td>Engineering I*</td>
<td>Engineering II*</td>
<td>Externship**</td>
<td></td>
</tr>
<tr>
<td><strong>General Flex Credits (5)</strong></td>
<td>Computer Fundamentals</td>
<td>Engineering I*</td>
<td>Engineering II*</td>
<td>Externship**</td>
</tr>
<tr>
<td><strong>Anatomy</strong></td>
<td>Anatomy</td>
<td>Anatomy</td>
<td>Anatomy</td>
<td></td>
</tr>
<tr>
<td><strong>Physiology I</strong></td>
<td>Physiology I*</td>
<td>Physiology II*</td>
<td>Externship**</td>
<td></td>
</tr>
</tbody>
</table>

*Dual Credit Enrollment / local colleges (IUN, PUC, Ivy Tech)

**STEM Externship**
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.

<table>
<thead>
<tr>
<th>6-7</th>
<th>8TH</th>
<th>9TH</th>
<th>10TH</th>
<th>11TH</th>
<th>12TH</th>
<th>Practicum</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCIENCE Level 1 and 2 (Basic Science)</td>
<td>Pre-Anatomy (Level 3)</td>
<td>Science</td>
<td>Anatomy 1</td>
<td>Anatomy 2</td>
<td>Anatomy 3</td>
<td>Internship/Externship Before High School Graduation</td>
</tr>
<tr>
<td>TECHNOLOGY Level 1 and 2 (Basic Technology)</td>
<td>Pre-CAD 3</td>
<td>CAD 1</td>
<td>CAD 2</td>
<td>CAD 3</td>
<td>Robotics/Comp. Forensics</td>
<td>Internship/Externship Before High School Graduation</td>
</tr>
<tr>
<td>ENGINEERING Level 1 and 2 (Basic Engineering)</td>
<td>Pre-Engineering 3</td>
<td>Eng. 1</td>
<td>Eng. 2</td>
<td>Robotics</td>
<td>Comp. Forensics</td>
<td>Internship/Externship Before High School Graduation</td>
</tr>
<tr>
<td>MATHEMATICS Level 1 and 2 (Basic Arithmetic)</td>
<td>Pre-Math</td>
<td>Algebra 1</td>
<td>Algebra 2</td>
<td>Algebra 3</td>
<td>Geometry Pre-Cal</td>
<td>Internship/Externship Before High School Graduation</td>
</tr>
</tbody>
</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).
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 earl 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 is 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 develops 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> - By the end of grade 8, read and comprehend [science] texts in the grades 6-8 text complexity band independently and proficiently</td>
<td></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.

| Standard - 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. | High school students yearn to be heroes and yearn for experiences. Few biographies offer a greater challenge to further than do those of scientists. By reading the biographies of scientists, student project themselves into the lives and works of scientific historians. |
| Reading - developing appreciation of scientific method through biography | *The above table was derived from the Standards for Literacy in History/Social Studies, Science, and Technical Subjects p. 4.* |
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

English 4 years 8 credits
Math 2 years 4 credits
Science 2 years 4 credits
Social Studies 2.5 years 5 credits
Physical Education 1 year 1 credit
Health and Safety 1 semester 1 credit

Total required credits 23
Elective credits 22
Credits required for graduation 45

Sample: Aim highest achievement goal for all grades

<table>
<thead>
<tr>
<th>Curriculum Description</th>
<th>Courses Offered</th>
<th>Technology</th>
<th>Academic Standards</th>
</tr>
</thead>
<tbody>
<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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</tbody>
</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

9th Grade
- Algebra
- Biology
- Chemistry
- Geometry
- Compute r Applications
- Required Reading
- Science Projects
- STEM Dual Credit

Digital Camera Scanner
Microsoft Front Page
CAD Drafting

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

Days of school
205

Length of school day
8:00am – 4:00pm

Breakfast
7:30am – 7:55am

Lunch
11:00am – 12:00pm

Description weekly / Daily schedule (required classes)

<table>
<thead>
<tr>
<th>5 – 8</th>
<th>9 - 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language / Arts</td>
<td>English</td>
</tr>
<tr>
<td>Reading</td>
<td>Math (ALG 1, ALG 2, TRIG, CALCULUS)</td>
</tr>
<tr>
<td>Math</td>
<td>Science</td>
</tr>
<tr>
<td>Science</td>
<td>Experiential Learning (PLTW)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Social Studies/History</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Computer Tech</td>
</tr>
<tr>
<td>Experiential Learning (PLTW)</td>
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<tr>
<td>Computer Tech</td>
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<tr>
<td>Foreign Language</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
</tbody>
</table>

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

STEM block consist of Science, Technology, Engineering and Math
### Calendar for School Year – June 2014 to June 2015

#### June 2014

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<th>Saturday</th>
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#### July 2014

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<th>Sunday</th>
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<th>Wednesday</th>
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<th>Saturday</th>
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<td></td>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4*</td>
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#### August 2014

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<th>Sunday</th>
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<th>Tuesday</th>
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**Teacher’s Summer Institute**

**Holiday/School Breaks**

**School Starts**
<table>
<thead>
<tr>
<th>Professional Development (teachers/staff – 1-hour twice monthly – students leave early)</th>
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<tbody>
<tr>
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<tr>
<td>Spring Break</td>
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### 2014 Holidays and Observances:

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<td>Martin Luther King Day</td>
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<td>Feb 14</td>
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<td>Feb 17</td>
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<td>Apr 20</td>
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<td>May 11</td>
<td>Mother's Day</td>
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<td>May 26</td>
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<td>Jun 15</td>
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<td>Jul 4</td>
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<td>Sep 1</td>
<td>Labor Day</td>
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<td>Oct 13</td>
<td>Columbus Day (Most regions)</td>
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<td>Oct 31</td>
<td>Halloween</td>
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<td>Nov 11</td>
<td>Veterans Day</td>
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<td>Nov 26</td>
<td>Thanksgiving Day</td>
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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. Each student will be represented with a guide of 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 the academic needs of each student 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, 2014

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.

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 2018. 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. The Principal will recommend acceptance or non-acceptance of a new student and will make the final decision regarding a students’ acceptance.
Attachment 7: Discipline Policy
The Principal will monitor and enforce the Discipline Policy.

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

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

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

**Policy Statement**

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

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

**Disciplinary Removal from Classroom**

It is the policy of NiSe to maintain classrooms in which student behavior does not interfere with the ability of the teacher to teach effectively or the ability of other students to participate in classroom 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 disciplinary policy adopted by NiSe
2. Is dangerous, unruly, or disruptive
3. Seriously interferes with the ability of the teacher to teach the class or other students to learn
A student with a disability may be removed from class and placed in an alternative educational setting only to extent authorized by state and federal laws and regulations.

**Discipline Policy**

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

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

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

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

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

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

**Category 1**

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

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

Students who commit any of these acts are subject to teacher-student conferences as a result of a first offense and may, as a result of repeated violations and depending on the circumstances, be subject to the maximum penalty of a one-day, in-school suspension. As a supplement and/or alternative to suspension, school staff may require students to complete between 1 and 8 hours of public service as commensurate with the seriousness of offense(s).
Category 2
These acts of misconduct include, but are not limited to, the following student behaviors that disrupt the educational process at NiSe.

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

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

Category 3
These acts misconduct those student behaviors that very seriously disrupt the orderly educational process in the classroom, in the school, and/or on the school grounds. These acts of misconduct include, but are not limited to, the following:

- Assault on a student or any school employee (assault is interpreted as an attempt to do bodily harm to a student or to any staff member)
- Persistent refusal to follow stated school rules and procedures
- Arson
- Destruction of property
- Creating a false fire alarm
- Repeated Category 1 and Category 2 offenses
- Possession of weapons
- Any act that endangers the safety of the other students, teachers or any school employee
- Theft
- Trespassing
- Involvement in gang activity
- Sex violations
- Use, possession, sale, or delivery of alcohol, illegal drugs, narcotics, controlled substances, contraband or look alike contraband/drugs
Students who commit any of these acts are subject to a maximum ten-day, out-of-school suspension and teacher-parent conference and may, depending on the circumstances, be subject to the maximum penalty of expulsion. As a supplement and/or alternative to suspension or expulsion, school staff may require students to complete between 6 and 30 hours of public service as commensurate with the seriousness of offense(s).

**In School Disciplinary Actions**
Disruptive student behavior is subject to disciplinary actions by the teacher or the administration. Action taken by teachers toward students who are disruptive may include but is not limited to:
- Time out in the classroom or other secure, supervised area
- A conference with the student
- A reprimand
- Detention
- A conference with the parent/guardian

A discipline referral will be sent to the administration office when the teacher feels that the student’s improper behavior cannot be corrected through the teacher’s classroom management practices. After consultation with the student and the teacher (if needed), the administrator will determine the course of action required to provide a safe, secure school environment. Action taken by an administrator toward students who are disruptive may include but is not limited to:
- A conference with the student and/or parent/guardian
- A reprimand
- Entering into a behavioral contract between student, parent, and administrator
- In-school suspension (ISS: up to three days)
- Out-of-school suspension (OSS: up to ten days)
- Recommendation for long-term suspension (more than 10 days)
- Recommendation for expulsion

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

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

**Secret Society/Gang Activity**
The Principal and the Board desires to keep the school and students free from the threats of harmful influence of any groups of gangs which advocate drug use, violence, or disruptive behavior. The Principal or designee shall maintain continual, visible supervision of school premises, school vehicles, and school-related activities to deter gang intimidation of students and confrontations between members of different gangs.
Gang Symbols
NiSe prohibits the presence on school premises, in school vehicles, and at school-related activities of any apparel, jewelry, accessory, notebook, or manner of grooming which, by virtue of its color, arrangement, trademark, or any other attribute, denotes memberships in gangs which advocate drug use, violence, or disruptive behavior. This policy shall be applied at the principal’s discretion after consultation with the school board as the need for it arises.

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

Students who willfully or maliciously destroy school property through vandalism or arson or who create a hazard to the safety of other people on school property may be referred to law enforcement authorities. Vandalism includes the knowing and unauthorized use, alteration, damage, or destruction of any computer, computer system, software, program, or computerized 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
- 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 is an act intended to frighten or coerce someone into submission or obedience.

Exortion: the use of verbal or physical coercion in order to obtain financial or material gains from others.

Bullying is the use of physical coercion to obtain control over others or to be habitually cruel to others.

Gang activity, as described in this handbook's 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 Discipline Policy**
The Principal shall arrange to have the conduct and discipline code distributed once to each student in elementary, and middle, and high school each academic year. Copies shall be posted clearly in the school. In addition, any significant change in the code shall be distributed to each student and posted.
July 17, 2013

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

To the Organizing Board of NiSe STEM Academy:

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

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

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

Respectfully yours,

Chareice White
President
Barden Gary Foundation
February 11, 2013

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

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

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

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

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

Sincerely,

O'Merrial Butchee, Director
Gerald I. Lamkin Innovation & Entrepreneurship Center
Ivy Tech Community College Northwest
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
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
Prestige Preparatory Academy of The Arts Child Care  
900 ARIZONA STREET  
GARY, IN 46403 
Dr. Mary Steele-Agee, President/CEO  
(219) 938-8949

Letter of Support

June 20, 2012

This communique' 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 and 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 facilitate 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
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
Anita Ugent, M.A., NCSP
School Psychologist
October 28, 2011

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

Dear Dr. DeNeal:

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

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

Sincerely Yours,

Richard L. Hardaway
Merrillville Councilman
October 26th, 2011

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

Greetings, Dr. DeNeal,

I am pleased to support the Northwest Indiana STEM Charter School (NIScE). 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,

[Signature]

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
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
November 2, 2001

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

Dear Dr. DeNeal:

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

Most Sincerely,

Tamara K. Young-King
AT&T Director of External Affairs, NWI
Attachment 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 – Board of Trustees Information Sheet

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>
<th>Bios</th>
</tr>
</thead>
<tbody>
<tr>
<td>Augusta DeNeal, Ph.D.</td>
<td>Director TRIO Services, Ivy Tech Community College</td>
<td>Board President</td>
<td>Augusta DeNeal has worked in TRIO programs serving low-income, first generation students for the past twelve years and has authored and managed grants for over fourteen years totaling more than a half-million dollars annually.</td>
</tr>
<tr>
<td>Elonda Ervin, Ph.D.</td>
<td>Chief Diversity officer, Indiana State University</td>
<td>Board Member</td>
<td>Elonda Ervin, an Indiana State University graduate and staff member, serves as the University's Diversity Officer. As the University Diversity Officer, Ervin co-chairs the President's Diversity Council. Ervin has spent the past 7 years at Indiana State University. During this time, she has advised numerous minority, Greek, and student organizations to increase persistence among those diverse populations. Additionally, she previously served as the Director and Associate Director of the Career Center and Interim Director of the African-American Cultural Center. Ervin has also worked in the Office of Student Activities and Organizations and as an instructor in ISU's Upward Bound program. She has 10 years of supervisor experience in the business sector and 15 years of teaching experience at numerous institutions of higher education.</td>
</tr>
<tr>
<td>Dawn Dawkins, Esq.</td>
<td>Attorney</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, established by</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Grayling Gordan</th>
<th>Federal Grant Officer, Ivy Tech Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grayling Gordan has over 19 years of experience in athletic administration, program management, and coaching. Grayling has experience working with diverse populations with a strong commitment to youth and youth programs. Grayling’s expertise lies in coaching, recruiting, and academic advising.</td>
<td></td>
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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:
The Board shall employ such agents and servants as they may deem advisable, and fix the rate of compensation of all agents, employees and officers.

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

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

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

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

Section 5. Notice of Meetings.

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

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

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

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

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

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

Section 9. Quorum. A majority of the members of the Board of Directors then in office shall constitute a quorum for the transaction of business, and the vote of a majority of the directors present at any meeting 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 4 Secretary. The Secretary shall have the custody and care of the corporate seal, records, and minutes of the corporation. The Secretary shall attend all meetings of the Board of Directors, and shall keep, or cause to be kept in a book provided for the purpose, a true and complete record of the proceedings of such meetings, and shall perform a like duty for all standing committees appointed by the Board of Directors, when required. The Secretary shall attend to the giving and serving of all notices of the corporation, shall file and take charge of all papers and documents belonging to the corporation and shall perform such other duties as this code of bylaws may require or the Board of Directors may prescribe.

Section 6. Treasurer. The Treasurer shall keep correct and complete records of account, showing accurately at all times, the financial condition of the corporation. The Treasurer shall be the legal custodian of all moneys, notes, securities and other valuables, which may from time to time come into the possession of the corporation. The Treasurer shall immediately deposit all funds of the corporation coming into his hands in some reliable bank or other 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 90-0846739. 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 05/31/2012

After our review of your information, we have determined that you have not filed tax returns for the above-mentioned tax periods dating as far back as 1981. Please file your return(s) by 05/31/2012. 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 fill 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 2004-1, 2004-1 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 (Form 941, 943, 940, 864, 945, 2290, 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 Choice 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 the IRS Web site at www.irs.gov. If you do not have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

IMPORTANT REMINDERS:

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

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

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

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

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

[Signature]

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 DENEAU
319 E. 60TH DRIVE, MERRILLVILLE, IN 46410

ARTICLE III - INCORPORATORS
ELONDA ERVIN
4362 S. HILTON STREET, APT. 6, TERRE HAUTE, IN 46410
Signature: //ELONDA ERVIN

ARTICLE IV - GENERAL INFORMATION
Effective Date: 9/21/2011
Type of Corporation: Public Benefit Corporation
Does the corporation have members?: Yes

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

Distribution of assets on dissolution or final liquidation
UPON THE DISSOLUTION OF THE CORPORATION, ASSETS SHALL BE DISTRIBUTED FOR ONE OR MORE EXEMPT PURPOSES WITHIN THE MEANING OF SECTION 501 (C)(3) OF THE INTERNAL REVENUE CODE, OR CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE, OR SHALL BE DISTRIBUTED TO THE FEDERAL GOVERNMENT, STATE OR LOCAL GOVERNMENT, FOR A PUBLIC PURPOSE. ANY SUCH ASSETS NOT SO DISPOSED OF SHALL BE DISPOSED OF BY THE COURT OF COMMON 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.
Statement of Assurances

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.

[Signature]

1/24/23
Attachment 13: Organization Structure for Year One all Full-time Employees (FTE)

TRON/AGEK'
Educational Foundation
Board of Trustees

---

School Leader/Principal

---

HR/Finance Manager
Assessment Coordinator/Data Specialist
Safety Manager

---

CORE 40
Team Lead

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

---

STEM/IT
Team Lead

Project Lead the Way, Science, Math

---

SPEC
Team Lead

Physical Education, Band/Choir, Arts, Foreign Language, RTI, Counselor
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)
   □ 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 have served on boards for “at risk” students, diversity, sports, and faith based.

4. Describe the specific knowledge and experience that you would bring to the board.
   I have worked in education over 20 years particularly with disadvantaged populations.

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

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

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, [Signature] R. Jordan, 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: 7-9-12
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.

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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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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 am a first generation student from Gary, Indiana. I was fortunate to attend school in Gary, where the majority of its students graduated ready to go to college. For some reason that it not the case today. Where I have had no direct charter school board experience, I have the drive and commitment to make a difference in my community. I have the ability to connect with today’s student due to my K-12 and higher education experience. I have been actively involved in several community service related initiatives via my church and sorority. Both have assisted me in connecting and helping those that I do not have day-to-day contact.

4. Describe the specific knowledge and experience that you would bring to the board.
   • Strategic planning
   • Budgeting
   • Recruitment
   • Fundraising
   • Faculty
   • Trainer
   • Task oriented
   • Employer relations - experiential learning
   • Leadership
   • Marketing and promotion
   • Technologically competent
   • Career development experience, etc...
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.
   ☑ 1/ 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.
   ☑ 1/ we do not know any such employees.    ☑ Yes
   My sister did hold a job as a teacher in the K-12 arena.

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

I, [Signature] [Name], 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] [Name]

[Date] 6-1-12
Northwest Indiana STEM Charter High School (NiSe)

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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.

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   ☐ 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.

Presently serving the Northwest Indiana secondary and postsecondary students as a TRIO professional.

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

Curriculum Design, Grant Writing and Leadership

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

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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.
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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, ___________________________________________ , 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.

__________________________________________ 7-12-12
Augusta DeNeal

__________________________________________
Signature Date
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NiSe Board Member Information Form

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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.
   ☑ I / we do not know any such trustees.
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My sister, Aliesa Jones, may provide uniforms for the school.

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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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VITA
AUGUSTA WARE – DENEAL
319 E. 61ST Avenue
Merrillville, IN 46410
adeneal@ivytech.
Cell (219) 381-8287

EDUCATION

Ph.D., Educational Leadership Administrations and Foundations, 2008
Dissertation Topic: “The Good, Bad and Ugly Doctoral Educational
Experiences of Selected African American Women (Persistence)” – LAP
Lambert Academic Publishing AG & Co.

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

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

PROFESSIONAL WORK HISTORY

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

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

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

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

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

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

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Gary, Indiana

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

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

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

8/89-07/90  Graduate Assistant, Career Development Services, Purdue University (Calumet), Hammond, IN

8/89-07/90  Adjunct Faculty-Educational Talent Search-Subject: College Success Skills

11/88-10/89  Administrative Assistant, Student Support Services, Purdue University Calumet, Hammond, IN

8/88-11/88  Assistant for Students with Disabilities, Student Support Services,
Purdue University, Hammond, IN
Elonda V. Ervin, Ph.D.

HOME ADDRESS:

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

ACADEMIC PREPARATION:

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

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

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

Certified Paralegal, Roosevelt University, Chicago, IN  1989

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

HIGHER EDUCATION PROFESSIONAL EXPERIENCE:

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

Director
Indiana State University – Career Center  2010 – 2011

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

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

Program Assistant
Indiana State University – Student Activities and Organizations (SAO)
Dual Role: Greek Advisor and Program Assessment.
HIGHER EDUCATION TEACHING EXPERIENCE:

Guest Lecturer
Indiana State University – Correctional Education Program Fall 2011

Guest Lecturer
Indiana State University – Student Affairs in Higher Education Fall 2010

Academic Staff
Indiana State University – Upward Bound Program Summer 2007
• Creative
• Multimedia
• Heritage Studies

Adjunct Faculty 1995 – 2007
Purdue Calumet University, Communication Department, Hammond, IN
Indiana University Northwest, Communication Department, Gary, IN
Ivy Tech State College, General Education, Lafayette, Valparaiso, & Michigan City, IN
Courses: Development of curriculum Communications, Speech and Techniques in College
Success, & Interpersonal Communications (including distance education internet courses).
Adopted various learning modalities to facilitate learning by students.

CORPORATE PROFESSIONAL EXPERIENCE:

Healthcare Underwriting Specialist 2000 – 2001
Great American Custom Insurance Company, Chicago, IL

Medicare Part B Fraud Supervisor 1995 – 2000
Wisconsin Physician Services, Chicago, IL
Blue Cross Blue Shield of Illinois, Chicago, IL

Fraud Investigator 1990 – 1995
Medicare Part B Blue Cross Blue Shield of Illinois

Blue Cross Blue Shield of Illinois
UNIVERSITY INVOLVEMENT:

President Diversity Council Co-Chair 2011 – present
Institutional Review Board 2011 – present
Alumni Association 2010 – present
Distinguished Alumni Award Committee Member 2009 – present
All-University Court Appointment 2009 – present
New Student Orientation Committee Member 2009 – present
Student Judicial Program Advisor 2008 – present
Mentoring Assistance for Prospective Scholars mentor 2008 – present

MAPS is a mentoring program that provides academic, professional, and social support to students of African-American, Hispanic, and Native American lineage.

President Diversity Council member 2008 – present
The mission or purpose of the Council on Diversity in pursuit of our vision is to:
- Assess the degree to which the university community reflects the population of Indiana and the nation with respect to its students, faculty, support staff, and administration;
- Identify the factors that facilitate and those that inhibit the achievement of a culture of support for diversity; and
- Recommend strategies to increase the diversity of the university community, address impediments to a culture of support for diversity, capitalize on opportunities that are present, and stimulate movement toward the achievement of the vision that can position Indiana State University as a 21st Century leader in this arena.
- Serve as chair of Student Retention efforts sub-committee and Team leader of Residential Life Diversity Plan Development Team
  - Diversity Study for Residential Life Sub-Committee Chair 2009 – 2010
  - Student Initiative Committee 2010 – 2011

Farrington Renaissance Board Member 2010 – 2011
This was a Presidential appointment. This organization is a Community Development Corporation (CDC) formed between ISU and Farrington's Grove Historical District, Inc. (FGHD) for the purposes of revitalizing the Farrington's Grove neighborhood. There are several ways this CDC will benefit both ISU and the neighborhood and all this is outlined in a proposal entitled "Farrington Renaissance."

Minority Freshmen Retreat Committee Member 2008 – 2010
The mission of the Freshman Retreat is to assist freshmen with the transition from high school to college and to increase the persistence, retention, and graduation rates of minority students. Our goal is to provide the necessary information, skills, and keys to networking that will assist them while at Indiana State University and after graduation.

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

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

**Alternative Spring Break** Spring 2009
- *Atlanta, GA: Refugee Family Services*
  Worked with international refugees through Refugee Family Services (http://refugeefamilyservices.org). This included such activities as working with K-12 grades in their after-school program and assisting with English as a second language classes with mothers and younger pre-school children.

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

**Staff Advisor (student organizations)**

- Omicron Delta Kappa Leadership Society 2009 – present
- NAACP 2010 – 2012
- Kappa Alpha Psi Fraternity, Inc. 2009 – 2011
- Sigma Gamma Rho Sorority, Inc. 2008 – 2011
- Disney College Program Student Reps 2008 – 2011
- Intellectual Sisters Inspiring Sisters (I.S.I.S.) 2009 – 2011
- McNair Scholar Mentor 2009 – 2010

**Search Committee Participation**

- Indiana State University Student Employment Program Coordinator Summer 2011
- Indiana State University Web Director – Fall 2010
- Indiana State University Director of African American Cultural Center Co-Chair Fall 2009
- Indiana State University Associate Director Counseling Center Spring 2008

**PRESENTATIONS/PAPERS:**

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

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

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

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


Ervin, E. (2008, April). "I Don’t Want to Let People Down Who are Really Counting on Me": A Study of Black Men at a Predominantly White Institution. Poster Session at the 2008 Undergraduate and Graduate Research Showcase, Indiana State University, Terre Haute, IN.


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

PROFESSIONAL MEMBERSHIPS:

| National Conference for Race & Ethnicity | 2012 – present |
| National Association of Diversity Officers in Higher Education | 2011 – present |
| Midwest Cooperative Education and Internship Association | 2009 – 2012 |
| Chair of Awards and Recognition Committee | 2010 – 2012 |
| Member of Board of Governors | 2010 – 2012 |
| Order of Omega, Indiana State University Chapter | 2008 – present |
| Indiana Council for Internships and Cooperative Education | 2008 – 2012 |
| Member of Executive Board – President | 2011 – 2012 |
| Member of Executive Board – President Elect | 2010 – 2011 |
| Member of Executive Board – State Director | 2010 – 2011 |
| Member of Executive Board – Treasurer | 2009 – 2010 |
| Member of the 2009 Conference Planning Committee | 2008 – 2009 |
| Omicron Delta Kappa, Indiana State University | 2008 – present |
| National Society of Experiential Education | 2010 – 2011 |
| Cooperative Education and Internship Association | 2009 – 2011 |
| Midwest Association of Colleges and Employers | 2008 – 2011 |
| Member of Experiential Committee | 2008 – 2011 |
| Member of Honors and Recognition Committee | 2008 – 2009 |
| Member of Diversity Committee | 2008 – 2009 |
| National Association of Student Personnel Administrators | 2007 – 2011 |
| Association for the Study of Higher Education | 2006 – 2011 |
| Certified Fraud Examiners | 1989 – 2001 |
| Healthcare Fraud Examiners Association | 1989 – 2001 |
SOCIAL MEMBERSHIPS:
Sigma Gamma Rho Sorority, Inc 2006 – present
20th Century Baptist Church Board of Trustee Member – Gary, IN 2005 – present

COMMUNITY ENGAGEMENT:
United Campus Ministries Board Member 2012 – present
Special Olympics Volunteer 2012 - present
Disability Awareness Working Group 2011 – present
REFERENCES:

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

Dr. Joshua B. Powers  
Special Assistant to the Provost for Academic Initiatives  
Rankin Hall, Room 220  
Indiana State University  
Terre Haute, Indiana 47809  
(812) 237-3572 (o)  
joshua.powers@indstate.edu

Dr. Carmen Tillery  
Vice President for Student Affairs and Dean of Students  
Parsons Hall, Room 203  
Indiana State University  
Terre Haute, Indiana 47809  
(812) 237-3888 (o)  
Carmen.tillery@indstate.edu

Patsy Tisdale  
5620 W. Huron  
Chicago, IL 60644  
(312) 213-6694  
Pst1949@comcast.net
DAWN M. DAWKINS, Esq.
3801 Main Street, Suite A, East Chicago, IN 46312
Phone/Fax: 219-397-6994; Cell: 219-808-8310
Email: Dawkinsdawn@sbctglobal.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)
• Instructor of Legal Research and Writing, and Law Office Management of Paralegal Studies at St. Joseph College in Whiting, Indiana (2000)
• Hearing Officer for the City of East Chicago Human Rights Commission (2000/01)
• Hearing Officer for the Better Business Bureau in Indiana and Illinois (1999/2000)
• Litigation Coordinator for Legal Services of Northwest Indiana, Inc., in Gary, Indiana (1994-1998)
• 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: Hardeway & Associates in Houston, Texas (1981-1985)
  Aldridge & Associates in Houston, Texas (1980)
• 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
Grayling R. Gordon
3718 Euclid Avenue
East Chicago, IN 46312
219-545-1346
grayling.gordon@mchsi.com

Profile
- Over 12 years experience providing student support services (career and academic counseling, admissions processing, and recruiting) and over 20 years experience in coaching, recruiting, and athletic administration.

Student Services Experience
Ivy Tech Community College, Gary, IN
Grant Project Specialist
- Work with the TRIO Talent Search Program to identify, assist, and encourage applicants from disadvantaged backgrounds to graduate from high school and continue on to postsecondary education.
- Provide academic, career, and financial counseling.
- Assist students with completion of eProfiles portfolios.
- Conduct on-site high school visits to meet with applicants and provide one-on-one counseling sessions.
- Develop and coordinate numerous programs and cultural events for program participants.

Purdue University North Central
Assistant Director of Admissions
- Involved in day-to-day activities of the PNC admissions office. Reviewed admissions files and made admissions decisions in accordance with Purdue University's admissions policies.
- Attended job and college fairs to promote and market the university. Visited high schools and made home visits to meet with prospective students and parents to answer questions/concerns about academic and athletic programs.
- Instrumental in creating the Top 72 program at PNC, an innovative program to recruit and matriculate a more select and advanced group of students. Established a Top 72 Day on campus to bring this applicant pool on campus for a daylong program and campus activities.

Ivy Tech Community College, Gary, IN
Student Services Counselor
- Advised students regarding career interests and academic programs. Counseled students on course selection and placement during registration.
- Worked with Career and Employment Services to place students in positions after graduation.
- Implemented and conducted a New Student Days orientation program.

Coaching and Athletic Experience
Gary West Side High School, Gary, IN
Head Coach Junior Varsity and Assistant Varsity Coach (part-time)
- Full responsibility for development of practice plans, scouting reports, and game strategies for boys' junior varsity team. Support head boys basketball coach in developing game plans, practice plans, scouting reports, and conditioning plans.
Purdue University Calumet, Hammond, IN  
**Head Men’s Basketball Coach**
- Complete program administration for the National Association of Intercollegiate Athletics (NAIA) Division II men’s basketball program. Developed a comprehensive *Men’s Basketball Handbook* and formal Recruiting Plan.
- Monitored team academic performance and restored academic integrity to the men’s basketball program that was canceled during the 2005-2007 season due to academic issues. Team overall grade point average (GPA) increased from 1.8 to 2.6 in one semester. For the first time in more than a decade, the men’s basketball team maintained 100% athletic/academic eligibility from fall to spring semester.
- Spearheaded coordination of the Peregrine Academic Resource Team for Success (PARTS) to help new students transition to college life and provide continuity in services from matriculation to graduation.
- Planned and implemented various fundraising activities, including a coaches’ golf outing, advertising sales for basketball programs, and season ticket sales.

Purdue University North Central (PNC), Westville, IN  
**Head Men’s Basketball Coach**
- Head coach of the NAIA Division II men’s basketball program. Responsible for complete program administration, including marketing and recruiting efforts, game scheduling, program budget, transportation logistics, equipment purchases, and coordination of practice facilities and times.
- 2006-2007 team posted most wins in PNC history (overall and conference). Recorded highest conference finish in school history (second place).
- PNC players named to all-conference teams each season. PNC player named Player of the Year in the CCAC for 2004 2005.

Purdue University Calumet, Hammond, IN  
**Assistant Men’s Basketball Coach (part-time)**
- Served as the assistant men’s basketball coach for team that averaged 17 wins per season.

University of Dubuque, Dubuque, IA  
**Head Men’s Basketball and Head Men’s Golf Coach**
- Head coach for National Collegiate Athletic Association (NCAA) Division III programs. Several players named to all-conference teams during tenure. Responsible for all phases of budgeting, scheduling, and equipment purchases. Scheduled and promoted a four-team holiday basketball tournament.
- Administered three weeklong basketball camps and a weekend high school shoot-out. Camp attendance for the weeklong sessions averaged 250. Eliminated previous financial deficits and achieved camp profit of over $6,000 in first two years as camp director.
- Selected as camp director for two weeklong camps for high school student athletes in France. Supervised professional basketball players from two French teams who served as camp counselors.

**Clarion University of Pennsylvania, Clarion, PA**

*Assistant Men's Basketball Coach*

- Assistant coach involved in all aspects of the NCAA Division II men's basketball program that averaged 18 wins per season.
- Prepared itineraries for recruiting. Composed and coordinated newsletter mailings to parents and recruits.
- Organized fundraising activities for the basketball program.
- Monitored academic progress of the men's basketball student athletes and supervised athletic study table.

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<tr>
<td>Athletic Administration &amp; Physical Education</td>
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<td>Slippery Rock University</td>
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<th>Professional/Community Involvement &amp; Awards</th>
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<td>Committee Member, Empowerment Conference of Gary &amp; Northwest Indiana</td>
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<tr>
<td>Counselor, Lakeshore Responsible Fatherhood Alliance</td>
<td>2007 - 2011</td>
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<td>Basketball Camp for Boys and Girls</td>
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<tr>
<td>Advisory Council, Youth-on-the-Move Demonstration Project</td>
<td>2008 - 2010</td>
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<td>Michigan City Midnight Basketball League, Referee</td>
<td>2005, 2009 - 2010</td>
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<tr>
<td>Mentor and PNC liaison, Michigan City Area Schools Hours for Ours Program</td>
<td>2003 - 2007</td>
</tr>
<tr>
<td>Member, PNC Race Relations Action Team</td>
<td>2003 - 2007</td>
</tr>
<tr>
<td>Administrator, &quot;Gary Got Golf&quot; summer golf program for underprivileged youth jointly funded through the city of Gary, Indiana and the Professional Golfers Association (PGA)</td>
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<td>Mentor, 21st Century Scholar Program</td>
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<tr>
<td>Advisor, Youth Organization on Academics &quot;Gary Runnin' Rebels&quot;</td>
<td>1998 - 2000</td>
</tr>
<tr>
<td>Advisor, Ivy Tech Community College Student Government Association</td>
<td>1998 - 2002</td>
</tr>
<tr>
<td>Advisor, Ivy Tech Community College Phi Theta Kappa</td>
<td>1998 - 2002</td>
</tr>
<tr>
<td>Member, Clarion University, Student Judiciary Committee</td>
<td>1990 - 1992</td>
</tr>
<tr>
<td>Member, Clarion University, Human Relations Committee</td>
<td>1990 - 1993</td>
</tr>
<tr>
<td>Member, Clarion University, Strategic Planning Committee for At Risk Students</td>
<td>1990 - 1993</td>
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Please remember, you are restricted from using BeenVerified for:

**Employment Screening:**
You may not use BeenVerified when evaluating a person for employment, reassignment, promotion, or retention

**Hiring of Household Workers:**
Including, but not limited to, nannies and domestic workers

**Tenant Screening**
Including, but not limited to, leasing a residential or commercial space

**Educational Qualification:**
Including, but not limited to, a person's qualifications for an educational program or scholarship

**Credit or Insurance:**
Accessing the risk of existing credit obligations of an individual and/or determining eligibility for issuing credit or insurance

**Business Transactions Initiated by an Individual Customer:**
Reviewing a personal customer account to determine whether the person continues to meet the terms of the account

Using BeenVerified information in these ways violates both our Terms & Conditions and the law, and can lead to possible criminal penalties. We take this very seriously, and reserve the right to terminate user accounts and/or report violators to law enforcement as appropriate.
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<tr>
<td>Associates</td>
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<td>Professional Contact Info</td>
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</table>
Likely Matches:
These records have the same name and date of birth as the person you selected. In most cases, this is a strong indicator that the person you selected is also the person in the result below.

No results.

Possible Matches:
These records have the same name or the same date of birth as the person you selected. Sometimes court records are incomplete as a result of being filtered through different court systems or because of typographic errors when moving the records from paper to computerized format.

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Table of Contents

Summary 3

Property 3

Criminal Records 5

Relatives 5

Associates 8

Professional Contact Info 8
Criminal Records

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No results.
Garyling R Gordon

Generated on: 07/25/2013

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Criminal Records

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Possible Matches:
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No results.
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.

Name

_______________________________________________________________

Signature          Date
Conflict of Interest Policy

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

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

Because directors may be involved in other organizations or have an existing or potential ownership or investment interest in, or compensation arrangement with, any entity 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 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.

______________________________
Name

______________________________
Signature          Date
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<th>Staffing</th>
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Note to All Employees:

The content of a manual does not constitute nor should it be construed as a promise of employment or as a contract between NiSe and any of its employees.

NiSe at its option, may change, delete, suspend, or discontinue parts or the policy in its entirety, at any time without prior notice.
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1 INTRODUCTION

This document has been developed by Human Resources Department in order to familiarize employees with Northwest Indiana STEM Charter School (NiSe) and provide information about working conditions, key policies, procedures, and benefits affecting employment at NiSe.

1.1 Welcome

Welcome to NiSe! We are happy to have you as a new member of our family!

The mission of:

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

1.2 Changes in Policy

This manual supersedes all previous employee manuals and memos.

While every effort is made to keep the contents of this document current, NiSe reserves the right to modify, suspend, or terminate any of the policies, procedures, and/or benefits described in the manual with or without prior notice to employees.

2 EMPLOYEE DEFINITION AND STATUS

An “employee” of NiSe is a person who regularly works for NiSe on a wage or salary basis.

2.1 Employment Classification

Employees of NiSe are classified as either “staff” or “faculty.” This is necessary because, by law, employees in certain types of jobs are entitled to overtime pay for hours worked in excess of forty (40) hours per workweek.

In addition to the above overtime classifications, every employee is assigned an employment status classification: regular full-time, regular part-time, temporary (full-time or part-time), regular hourly, contingent hourly, etc.
2.2 Probationary Period for New Employees

NiSe monitors and evaluates every new employee’s performance for three months to determine whether further employment in a specific position or with NiSe is appropriate.

3 EMPLOYMENT POLICIES

3.1 Equal Employment Opportunity

NiSe is an equal employment opportunity employer. Employment decisions are based on merit and business needs, and not on race, color, citizenship status, national origin, ancestry, gender, sexual orientation, age, weight, religion, creed, physical or mental disability, marital status, veteran status, political affiliation, or any other factor protected by law.

3.2 Affirmative Action/Diversity

NiSe is committed to affirmative actions that will build on the strengths of our current workforce and continually enhance the diversity of our organization. It is the policy of NiSe is not to discriminate against any employee or any applicant for employment because of age, race, religion, color, handicap, sex, physical condition, developmental disability, sexual orientation or national origin. This policy shall include, but not be limited to, the following: recruitment and employment, promotion, demotion, compensation, selection for training, layoff and termination. NiSe further agrees to take affirmative action to ensure equal employment opportunities.

3.3 Americans with Disabilities Act

It is the policy of NiSe to comply with all the relevant and applicable provisions of the Americans with Disabilities Act (ADA). NiSe will not discriminate against any qualified employee or job applicant with respect to any terms, privileges, or conditions of employment because of a person’s physical or mental disability.

3.4 Immigration Law Compliance

All offers of employment are contingent on verification of the candidate’s right to work in the United States. On the first day of work, every new employee will be asked to provide original documents verifying his or her right to work and, as
required by federal law, to sign Federal Form I-9, Employment Eligibility Verification Form.

3.5 Employee Background Check

Prior to making an offer of employment, NiSe will conduct a job-related background check. A comprehensive background check will consist of prior employment verification, professional reference checks, education confirmation, and credit check.

3.6 Criminal Records

To protect students and staff members, the NiSe requires an inquiry into the personal background of each applicant. In addition, such an inquiry must be made for board members and substitutes who may be employed by the school, including volunteers, who would have regular direct contact with the students.

All potential employees, including substitutes who will be used on a continuous basis, will be required to have a:
- local, state, and national criminal history check
- sex-offender registry check
- telephone inquiry with former employees
- explanations of any employment gaps so that the applicant does not omit any offenses which might have occurred

All volunteers, Board Members, and substitutes will be required to have a:
- local and state criminal history check
- sex-offender registry check (on-line)

The Principal may also require potential new hires (part or full-time) to provide a document verifying a disposition (information that a criminal proceeding has been concluded or indefinitely postponed) that does not appear in the criminal history check.

The Principal may deny employment to an applicant who is convicted of an offense.

Should it be necessary to employ a person or use a volunteer in order to maintain continuity of the program prior to receipt of the report, the Principal, or designee may approve such action.

The procedures shall ensure that information and records obtained from pre-employment inquiries under this policy are confidential and shall not be released except to a school employee authorized by the Principal.
3.7 Anniversary Date

The first day an employee reports to work is his or her official anniversary date. This anniversary date is used to compute employee benefits.

3.8 New Employee Orientation

The formal welcoming process, or “employee orientation,” is conducted by a Human Resources representative, and includes an overview of the company.

3.9 Personnel Records and Administration

The task of handling personnel records and related administration functions at NiSe has been assigned to the Human Resources Department. Personnel files will be kept confidential at all times and include some or all of the following documents:

- job description for the position
- job application and/or resume
- offer of employment
- IRS Form W-4 (the Employee's Withholding Allowance Certificate)
- receipt or signed acknowledgment of employee handbook
- performance evaluations
- forms relating to employee benefits
- forms providing next of kin and emergency contacts
- complaints from customers and/or coworkers
- awards or citations for excellent performance
- records of attendance or completion of training programs
- warnings and/or other disciplinary actions
- notes on attendance or tardiness
- any contract, written agreement, receipt, or acknowledgment between the employee and the employer (e.g. an employment contract)
- documents relating to the worker's departure from the company (such as reasons why the worker left or was fired, unemployment documents, insurance continuation forms, and so on)

All medical records, if any, will be kept in a separate confidential file.
3.10 Change of Personal Data

Any change in an employee’s name, address, telephone number, marital status, dependents, or insurance beneficiaries, or a change in the number of tax withholding exemptions, needs to be reported in writing without delay to the Human Resources Department.

3.11 Safety

The safety and health of employees is a priority. NiSe makes every effort to comply with all federal and state workplace safety requirements. NiSe’s workplace safety rules and regulations are to be followed at all times. Each employee is expected to obey safety rules and exercise caution and common sense in all work activities.

3.12 Building Security

Each and every employee must follow the building security rules and regulations. Employees are not allowed on NiSe property after hours without prior authorization from their supervisor.

3.13 Personal Property

The NiSe Facilities/Safety Office maintains a property management system that efficiently tracks lost and found property reports. Persons seeking information about lost or found property may do so by contacting the Facilities/Safety Manager. NiSe assumes no risk for any loss or damage to personal property and recommends that all employees have personal insurance policies covering the loss of personal property left at the office.

3.14 Health-related Issues

Employees who become aware of any health-related issue should notify their supervisor of health status as soon as possible.

3.15 Employee Requiring Medical Attention

Employees should report all work-related injuries and accidents immediately to their supervisor. Employee should go to Human Resources and obtain Employee Inquiry Form.
3.16 Visitors in the Workplace

For safety, insurance, and other business considerations, only authorized visitors are allowed in the workplace. When making arrangements for visitors, employees should request that visitors enter through the main reception area and sign in and sign out at the front desk.

3.17 Employment of Relatives

NiSe is pleased to consider for employment qualified applicants who are related to employees. When NiSe employs more than one member of a family, one family member may not supervise the other. If such a situation should arise and the employees are unable to develop a workable solution, management will decide which employee may be transferred.

3.18 Weather-related and Emergency-related Closings

At times, emergencies such as severe weather, fires, or power failures can disrupt company operations. In such instances, the Leadership Staff will decide on the closure and HR/Finance Manager will provide the official notification to the employees.
4 STANDARDS OF CONDUCT

4.1 General Guidelines

All employees are urged to become familiar with NiSe rules and standards of conduct and are expected to follow these rules and standards faithfully in doing their own jobs and conducting the company’s business.

4.2 Attendance and Punctuality

NiSe expects employees to be ready to work at the beginning of assigned daily work hours, and to reasonably complete their projects by the end of assigned work hours.

4.3 Work Schedule

Unless otherwise specified, regular full-time employees are expected to work at least forty (40) hours per workweek.

4.4 Absence and Lateness

From time to time, it may be necessary for an employee to be late or absent from work. NiSe is aware that emergencies, illnesses, or pressing personal business that cannot be scheduled outside work hours may arise. It is the responsibility of all employees to contact all affected parties if they will be absent or late. Excessive absences or lateness may result in termination.

4.5 Unscheduled Absence

Absence from work for three (3) consecutive days without notifying management or the Human Resources Department will be considered a voluntary resignation.

4.6 Meal and Break Periods

Employees are allowed a one-hour lunch break generally between the hours of 11:00 a.m. and 2:00 p.m.

NiSe encourages employees to take a rest period and provides a paid rest period of ten minutes in the morning work period and ten minutes in the afternoon work period.
4.7 **Harassment Policy**

NiSe does not tolerate workplace harassment. Workplace harassment can take many forms. It may be, but is not limited to, words, signs, offensive jokes, cartoons, pictures, posters, e-mail jokes or statements, pranks, intimidation, physical assaults or contact, or violence.

4.8 **Sexual Harassment Policy**

NiSe does not tolerate sexual harassment. Sexual harassment may include unwelcome sexual advances, requests for sexual favors, or other unwelcome verbal or physical contact of a sexual nature when such conduct creates an offensive, hostile, and intimidating working environment and prevents an individual from effectively performing the duties of their position.

4.9 **Violence in the Workplace**

NiSe has adopted a policy prohibiting workplace violence. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, and/or coercion, which involve or affect NiSe or which occur on NiSe or client property, will not be tolerated.

4.10 **Confidential Information and Nondisclosure**

By continuing employment with NiSe, employees agree that they will not disclose or use any of NiSe’s confidential information, either during or after their employment. NiSe sincerely hopes that its relationship with its employees will be long-term and mutually rewarding. However, employment with NiSe assumes an obligation to maintain confidentiality, even after an employee NiSe’s employ. As part of your employment, you will be required to agree and sign a Confidential Form. Violations of confidentiality on an employee’s part may result in immediate termination.

4.11 **Ethical Standards**

NiSe insists on the highest ethical standards in conducting its business. Doing the right thing and acting with integrity are the two driving forces behind NiSe’s great success story. When faced with ethical issues, employees are expected to make the right professional decision consistent with NiSe’s principles and standards.
4.12 **Dress Code**

Employees of NiSe are expected to present a clean and professional appearance while conducting business, in or outside of the office. Dressing in a fashion that is clearly unprofessional, that is deemed unsafe, or that negatively affects NiSe’s reputation or image is not acceptable.

4.13 **Use of Equipment**

NiSe will provide employees with the equipment needed to do their job. None of this equipment should be used for personal use, nor removed from the physical confines of NiSe—unless it is approved for a job that specifically requires use of company equipment outside the physical facility.

4.14 **Use of Computer, Phone, and Mail**

NiSe property, including computers, phones, electronic mail, and voice mail, should be used only for conducting company business. Incidental and occasional personal use of company computers, phones, or electronic mail and voice mail systems is permitted, but information and messages stored in these systems will be treated no differently from other business-related information and messages. As part of your employment, you will be required to agree and sign a Computer Usage Form. Violations of computer usage on an employee’s part may result in immediate termination.

4.15 **Use of Internet**

Employees are responsible for using the Internet in a manner that is ethical and lawful. Use of the Internet must solely be for business purposes and must not interfere with employee productivity. As part of your employment, you will be required to agree and sign a Computer Usage Form. Violations of computer usage on an employee’s part may result in immediate termination.

4.16 **Use of Computer Software**

NiSe does not condone the illegal duplication of software. The copyright law is clear. The copyright holder is given certain exclusive rights, including the right to make and distribute copies. Title 17 of the U.S. Code states that “it is illegal to make or distribute copies of copyrighted material without authorization” (Section 106). The only exception is the user’s right to make a backup copy for archival purposes (Section 117).
4.17 Smoking Policy

No smoking of any kind is permitted inside any NiSe office. Smoking may take place only in designated smoking areas outside NiSe facilities.

4.18 Alcohol and Substance Abuse

It is the policy of NiSe that the workplace be free of illicit drugs and alcoholic beverages, and free of their use. In addition to damage to respiratory and immune systems, malnutrition, seizures, loss of brain function, liver damage, and kidney damage, the abuse of drugs and alcohol has been proven to impair the coordination, reaction time, emotional stability, and judgment of the user. This could have tragic consequences where demanding or stressful work situations call for quick and sound decisions to be made. Violation of the Alcohol and Substance Abuse Policy may result in immediate termination.

4.19 Gifts

Advance approval from management is required before an employee may accept or solicit a gift of any kind from a client. Employees are not permitted to give unauthorized gifts to clients.

4.20 Solicitations and Distributions

Solicitation for any cause during working time and in working areas is not permitted. Employees are not permitted to distribute non-company literature in work areas at any time during working time.

4.21 Complaint Procedure

Employees who have a job-related issue, question, or complaint should first discuss it with their immediate supervisor. If the issue cannot be resolved at this level, NiSe encourages employees to contact the Human Resources Department. Employees who observe, learn of, or, in good faith, suspect a violation of the Standards of Conduct of NiSe should immediately report the violation. Throughout this process it is important to maintain confidentiality, particularly if the issue concerns the performance of a staff member or sensitive issues regarding other students and their families. Concerns about a staff member’s performance must only be raised with the School Leader/Principal. Concerns about a non-academic staff member’s performance must only be raised with the Principal. Concerns about the School Leader/Principal can only be raised with the Board of Trustees.
Concerns may be raised as follows:

- **Step 1**
  The individual (e.g. parent, community member) should contact the staff member involved and arrange an appointment to discuss the matter without distractions. Contacting the office can result in a return phone call or an appointment being made for you with the staff member involved. This meeting must occur within five business days.

- **Step 2**
  If the issue raised is unresolved, then the individual must make an appointment within five business days with the School Leader/Principal to inform of the concern.

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

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

4.22 **Corrective Procedure**

Unacceptable behavior that does not lead to immediate dismissal may be dealt with in any of the following manners: (a) Oral Reminder, (b) Written Warning, (c) Decision-Making Paid Leave/Counseling Session, and (d) Termination.

4.23 **Crisis Suspension**

An employee who commits any serious violation of NiSe policies at minimum will be suspended without pay pending an investigation of the situation. Following the investigation, the employee may be terminated without any previous disciplinary action having been taken.

4.24 **Transfer Policy**

NiSe recognizes that a desire for career growth and other needs may lead an employee to request a transfer to another position. An employee with proper qualifications will be eligible for consideration for transfer to another department provided that the transfer does not occur within one year of the employee’s date of hire or within one year of any previous transfer.
4.25 **Outside Employment**

Employees may not take an outside job, either for pay or as a donation of their personal time, with a customer or competitor of NiSe; nor should employees do work on their own if it competes or interferes in any way with the sales of products or services that NiSe provides to its clients.

4.26 **Employment Termination/Resignation**

After the application of disciplinary steps, if it is determined by management that an employee’s performance does not improve, or if the employee is again in violation of NiSe practices, rules, or standards of conduct, employment with NiSe will be terminated.

4.27 **Exit Interview**

In a voluntary separation situation, NiSe management would like to conduct an exit interview to discuss the employee’s reasons for leaving and any other impressions that the employee may have about NiSe.

4.28 **Return of Company Property**

Any NiSe property issued to employees, such as computer equipment, keys, parking passes or company credit card, must be returned to NiSe at the time of termination. Employees will be responsible for any lost or damaged items.
5 COMPENSATION POLICIES

5.1 Base Compensation

It is NiSe’s desire to pay all employees’ wages or salaries that are competitive with other employers in the marketplace and in a way that will be motivational, fair, and equitable. Compensation may vary based on roles and responsibilities, individual, and company performance, and in compliance with all applicable laws.

5.2 Performance Bonuses

Performance bonuses may be given to NiSe employees at the discretion of management. There are two factors that typically determine bonus availability and amounts: (a) Company Performance—Profits, (b) Personal Performance.

5.3 Timekeeping Procedures

By law, NiSe is obligated to keep accurate records of the time worked by employees. Each employee must fill out the appropriate electronic NiSe time record each week, and time records must be completed in accordance with the NiSe time-reporting guidelines.

5.4 Overtime Pay

Overtime compensation is paid to non-academic employees, not in Director or Manager roles, in accordance with federal and state wage and hour restrictions. All overtime work performed must receive the supervisor’s prior authorization.

5.5 Payroll and Paydays

The frequency of NiSe payroll distribution is dependent upon an employee’s employment status. Employees are paid bi-weekly on or by the Friday following the end of the pay week.

5.6 Performance and Salary Reviews

NiSe wants to help employees to succeed in their jobs and to grow. In an effort to support this growth and success, NiSe has an annual review process for providing formal performance feedback. Feedback includes a Performance Evaluation and a
360-Degree Assessment. Depending on the employee anniversary date, the performance review is held in May of each year.

Salary/wage reviews typically occur in conjunction with the annual performance review process. The calculation and implementation of changes in base salary/wage depend on both company and personal performance and will typically occur in either July or August; whichever most closely follows the review cycle.

5.7 Opportunities for Advancement—Progression and Promotion

NiSe would like to provide employees with every opportunity for advancing to other positions or opportunities within the company. Approval of progression moves or promotions depends largely upon training, experience, work record, and business need. However, NiSe reserves the right to look outside the company for potential employees as well.
GROUP HEALTH AND RELATED BENEFITS

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.

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.

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.

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
Attachment 19 - Leadership / Teacher Evaluation Tool

**Academic Evaluation System - RISE**

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

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

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

---

**RISE around beliefs.**

<table>
<thead>
<tr>
<th>CORE BELIEFS</th>
<th>HOW RISE WORKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nothing we can do for our students matters more than giving them effective teachers capable of driving student learning outcomes.</td>
<td>RISE incorporates multiple measures of student learning.</td>
</tr>
<tr>
<td>Teachers deserve to be treated like professionals. We need a system that differentiates teacher performance in order to give accurate and applicable support and recognition for excellence.</td>
<td>The Indiana Teacher Effectiveness Rubric provides an in-depth description of four performance levels.</td>
</tr>
<tr>
<td>A new evaluation system will make a positive difference in teachers’ everyday lives by providing detailed, constructive feedback, tailored to the individual needs of their classrooms and students.</td>
<td>Evaluators will spend more time in the classroom in order to provide frequent, actionable feedback.</td>
</tr>
</tbody>
</table>

---

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit [www.RISEindiana.org](http://www.RISEindiana.org).
Professional Development
The school will have an aggressive professional development process. The state allows 6 1/2 days of professional development. The school will ask for a waiver pursuant to IC 20-10, 2-3-4 and IC 20-10, 2-3-5 for an additional three days. If approved, the school will allow up to 9½ days for professional development as outlined in the school calendar (See Attachment 5).

Each NiSe staff and faculty will receive a NiSe Standards of Operating Procedures (SOP) Manual on hire date with all the school’s procedures and practices listed below. Agreed upon and approved SOPs will be added so that every employee will be knowledgeable of school practices and all staff will be continuously informed so that all community constituents will know of the school’s progress. Pre-opening professional development training will start October 2013 and end June 2014.
July 25, 2013

Dawn Dawkins

RE: Charter School - 8980 Louisiana, Merrillville, IN

Dear Dawn:

Thank you for your time on the phone. I would be honored to work with your group on the charter school.

The rent for the 8,600 square feet is $12.00 / sq. ft. or $7,900.00.

In addition to the rent, you would have the following charges:

1. Real Estate Taxes: Approximately $2.00 per square foot per year
2. Utilities: Gas, Electric, Water and Sewer
3. Maintenance of the HVAC units
4. Garbage collection

If you sign a lease, we will require a Security Deposit in the amount of one month’s rent when the lease is signed.

The Lease will be subject to your funding.

To help you get started, we will not begin charging you rent until October 1, 2013. We are also willing to give you one-half rent from October 1, 2013 until August 1, 2014, provided you sign a three-year lease from August 1, 2014 through July 31, 2017.

Lastly, we will contribute $5,000.00 toward movable walls that you will be purchasing. This will be given to you when the school opens.

If you have any questions or comments, please call me, and I will be happy to review anything further with you.

Very truly yours,
NOVORODER COMPANIES, INC.
As Managing Agent for Westlake Commons

George Novogroder
President

375 N. Michigan Avenue, Suite 3612, Chicago, Illinois 60611  312-951-5300  Fax 312-951-1293
Attachment 22 - Charter School Start Up Tasks

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

**Facilities**

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

**Health and Safety**

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

**Contracted Services**

- Complete transportation bids
- Secure fiscal support (accounting, budget, payroll, banking, auditing, purchasing)
- Outline fiscal policies regarding checks, PO’s
- Secure telecommunications structure
- Secure IT support
- Retain legal advice
- Secure custodial service
- Secure food service agreements
- Secure insurance policies: liability, property, workers compensation
- Lease or purchase office equipment, computers, software, networking, servers

**Policies and Procedures**

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

**Documentation (onsite and accessible to appropriate personnel)**
- Authorized charter document with all amendments
- Incorporation papers with bylaws
- Certificate of occupancy
- Transportation agreement, if applicable
- Food service agreement
- Adopted policies and procedures
- Facilities inspection, including fire and health
- Immunization records for all students
- Internet use policy, signed by all students and parents
- Documentation of all state and federal programs run by the school
- Documentation of all private, public and other grants
- Annual and continuous requested reports to Ball State including programmatic and fiscal audits
- Governing board: minutes, schedule of meetings agendas
- Schedule of board meetings
- Insurance policies: general liability, property and workers compensation
- Personnel files
- Student files including current IEP
- Documentation of effort to inform public of enrollment opportunities on file
- Documentation of lottery method and results: list of enrolled students, coded to show primary attendance area children, siblings, and founder’s children, list of students who applied for the lottery or application forms and waiting list
- Continuous school improvement plan

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

**Personnel**

- Negotiate contract with School Leader/Principal – retain legal counsel to review contracts
- Establish and publicly approve a salary schedule
- Negotiate contracts with teaching staff – retain legal counsel to review all contacts
- Ensure all teachers hold valid Indiana teaching certificates for the grades they teach and that these are on file in their personnel file
- Ensure that all teachers are highly qualified according to NCLB
- Ensure staff contracts are written in form approved by Ball State and/or State of Indiana
- Ensure criminal background checks have been completed for all employees (including volunteers)
- Document teacher training opportunities through professional development plan or other
- Enroll all staff in professional development
- Ensure that all paraprofessionals working in an instructional capacity meet state requirements
- Provide social security, unemployment insurance, worker’s compensation insurance and health insurance to all staff
- Ensure up-to-date and accurate personnel files for all employees that contain only appropriate information
- Ensure annual review of each teacher and staff

**Governance**

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

Educational Program

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

Community & Parent Involvement

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

General

o Submit a copy of the approved and any updated copies of the petition and notification or approval from Ball State University
o Secure passwords
o Create a calendar of all state and Ball State University deadlines
o Attend state meetings: Merrillville superintendent meetings, accreditation briefings, legislative briefings
o Conduct an annual review of the charter document
o Consult attorney before making major decision
o Maintain regular contact with Ball State University
July 18, 2013

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

RE: Northwest Indiana Science and Engineering Charter School

Dear Dr. Deneal:

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

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

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

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

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

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

Certificates of Insurance, in a form satisfactory to the Chartering Authority, showing evidence of coverage will be provided to the Chartering Authority prior to the commencement of performance of a Charter Agreement. Throughout the term of this Charter Agreement the sponsor will be provided updated certificates of insurance upon expiration of the current certificates.
June 18, 2013

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

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

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

Sincerely,

[Signature]

Martin S. Dezelan
President
Tables A, C – F describe income, revenue and remaining balances. Table B describes first year income and pre-operational costs.

Table A (below) – five-year projection is based on school enrollment and ADM tuition support ($9,727). We estimate that ADM will increase with student enrollment - projected in Table A below.

<table>
<thead>
<tr>
<th>Year</th>
<th>ADM</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>2,238,216</td>
<td>208</td>
</tr>
<tr>
<td>2015-2016</td>
<td>2,412,296</td>
<td>248</td>
</tr>
<tr>
<td>2016-2017</td>
<td>2,802,376</td>
<td>288</td>
</tr>
<tr>
<td>2017-2018</td>
<td>3,190,456</td>
<td>328</td>
</tr>
<tr>
<td>2018-2019</td>
<td>3,890,800</td>
<td>400</td>
</tr>
</tbody>
</table>

Table B (below) – displays estimated start-up income and expenses for pre-operational costs for first year. We estimate start-up funds at $175,000. All start-up funds will be encumbered by start-up operational costs prior to school opening - August, 2014.

<table>
<thead>
<tr>
<th>NiSe first year Start Up Projection:</th>
<th>Year One</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$175,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cash-In – (Funding Source)</th>
<th>Budget Amount</th>
<th>Description of Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant</td>
<td>$175,000</td>
<td>Federal PCSP Implementation Grant</td>
</tr>
</tbody>
</table>

Total Cash In (Income): $175,000

Expenses

<table>
<thead>
<tr>
<th>(Expenditure)</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 Fees</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Technology-Science Labs</td>
<td>51,500</td>
<td>PLTW, Smart Labs (furniture)</td>
</tr>
<tr>
<td>Marketing: including printing &amp; postage</td>
<td>5,500</td>
<td>Advertising for staff &amp; students</td>
</tr>
</tbody>
</table>
### Supplies
- **Cost:** 2,000
- **Description:** Start-up educational supplies

### Computer Equipment
- **Cost:** 43,000
- **Description:** Lap tops and white boards (Faculty and Staff)

### Labor/Professional Contracts
- **Cost:** 40,000 (Total Salaries $767,000 X 5%) & (Total Educ. Costs)
- **Description:** Start-Up Faculty and Staff after approval – (Oct – Aug. 2014)

### Professional Development
- **Cost:** 40,000
- **Description:** (Total Salaries $767,000 X 5%) & (Total Educ. Costs)

### Maintenance & Renovations
- **Cost:** 6,800
- **Description:** Bldg. maintenance & renovations, building security system

- **Cost:** 11,000
- **Description:** $1,000 per month for 11 months

### Total Expense
- **Cost:** 175,000
- **Remaining Balance:** -0-

---

**Table C** (below) – depicts the total revenue for the first five years of the school. We estimate expenses will increase by 5%.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ADM</td>
<td>2,238,216</td>
<td>2,412,296</td>
<td>2,801,376</td>
<td>3,190,456</td>
<td>3,890,800</td>
</tr>
</tbody>
</table>

**Table D** (below) – shows estimated **additional revenues** 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>Donations</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
</tr>
<tr>
<td>Food Service</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
</tr>
<tr>
<td>PCSP</td>
<td>175000</td>
<td>175,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other –Title I, II, V Fed./State/Local</td>
<td>25,000</td>
<td>25,000</td>
<td>25,000</td>
<td>25,000</td>
<td>25,000</td>
</tr>
</tbody>
</table>
Table E (below) – Total estimated expenses for the first five years of the school. We estimate expenses will increase by 5%.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Salaries</td>
<td>767,000</td>
<td>803,750</td>
<td>843,361</td>
<td>885,529</td>
<td>929,805</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>195,119</td>
<td>211,027</td>
<td>221,578</td>
<td>232,657</td>
<td>244,290</td>
</tr>
<tr>
<td>Facilities &amp; Utilities</td>
<td>128,200</td>
<td>134,450</td>
<td>108,413</td>
<td>113,834</td>
<td>119,526</td>
</tr>
<tr>
<td>Insurance</td>
<td>36,275</td>
<td>40,863</td>
<td>42,906</td>
<td>45,051</td>
<td>47,304</td>
</tr>
<tr>
<td>Service Contracts</td>
<td>215,640</td>
<td>260,340</td>
<td>273,357</td>
<td>287,025</td>
<td>301,376</td>
</tr>
<tr>
<td>Supplies &amp; Materials</td>
<td>276,640</td>
<td>336,895</td>
<td>353,740</td>
<td>371,427</td>
<td>389,998</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>118,240</td>
<td>120,072</td>
<td>126,076</td>
<td>126,080</td>
<td>132,384</td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>81,695</td>
<td>115,206</td>
<td>120,966</td>
<td>127,014</td>
<td>133,365</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>1,768,809</td>
<td>1,972,603</td>
<td>2,090,397</td>
<td>2,188,617</td>
<td>2,250,744</td>
</tr>
</tbody>
</table>

Total F (below) – Total estimated remaining cash balance for 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>Remaining Balance</td>
<td>434,407</td>
<td>1,034,100</td>
<td>750,979</td>
<td>1,041,839</td>
<td>1,680,056</td>
</tr>
</tbody>
</table>

Additional funding opportunities:

NiSe will continuously seek funding opportunities through federal, state and local student scholarships, STEM initiatives and grant opportunities. Grants will be submitted to funding agencies such as USA Funding, Legacy Foundation, NAACP, Urban League of Northwest Indiana, and Northwest Indiana school corporations, U.S. Department of Education (TRIO), Indiana Department of Education, Lake County Shore Dunes, BOEING Airlines, UNCF, and other STEM grants.
Attachment 25 - Description of Assumptions and Revenue Estimates

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

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

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

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

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

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

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

All financial reports will be prepared in accordance with general accepted principles set by the State Board of Accounts. The report will conform to all current, relevant pronouncements applicable to governmental entities throughout the United States. All reports will have three sections: introductory, financial and statistical. The introductory includes a transmittal report signed by the foundation, attorney and financial manager showing an overview of financial developments. The financial report will include auditor’s report, analysis and recommendations.
and any other basic financial information. It will include a statistical section which will include statistical tables and comparisons, financial trends, revenue capacity information, debt capacity information, demographic and economic information and operating information. Finally, it will include a section on compliance and controls with provisions of the Single Audit Act of 1966 and the U.S Office of Management and Budget Circular A-133, Audit of States, Local Governments and Non-Profit Organizations. Individual fund statements will show state funds, proprietary funds, and fiduciary funds along with balance sheets, statement of revenues, cash assets, cash flows and liabilities. NiSe will file all forms requested by 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 receipt.

**Pre-Operational (October 2013 – June 2014)**

After receiving the approval for the charter from Ball State, the foundation will implement the plans in this charter application for pre-opening. We anticipate funds estimated at $175,000 to be provide by the Federal Public Charter Schools Grant Program and the Indiana Department of Education for this phase of the school (See Attachment 24).

Funds to finance the pre-operational and first initial year of operations will be from grants, loans and ADM support:

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

**Use of Funds:**

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

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

**First Year ADM Revenue**

Our student enrollment 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

- Title I, Title II and Title V
- Donations
- Food Service
- PCSP Grant

Estimated budgeted revenue in the first year totals $2,238,216

First Year Expenditures

Expenditures for the year will be estimated at $1,803,809 resulting in a remaining cash balance of an estimated $434,407 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>$767,000</td>
<td>34%</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>$195,119</td>
<td>8%</td>
</tr>
<tr>
<td>Rental of Facilities &amp; Utilities</td>
<td>$128,200</td>
<td>4%</td>
</tr>
<tr>
<td>Insurance</td>
<td>$36,275</td>
<td>1%</td>
</tr>
<tr>
<td>Service Contracts</td>
<td>$165,640</td>
<td>15%</td>
</tr>
<tr>
<td>Supplies &amp; Materials</td>
<td>$276,640</td>
<td>14%</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>$103,240</td>
<td>5%</td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>$81,695</td>
<td>3%</td>
</tr>
<tr>
<td>Total Expenditures</td>
<td>$1,768,809</td>
<td>78%</td>
</tr>
</tbody>
</table>

Expenses

The expense projection is $1,803,809
Salary

The largest category will be salary and benefits. Below is a range of school salary ranges and benefits for full time staff.

<table>
<thead>
<tr>
<th>Name/position</th>
<th>Salary Range</th>
<th>Benefit Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director/Principal</td>
<td>$80,000</td>
<td>35% of salary</td>
</tr>
<tr>
<td>HR/Financial Manager</td>
<td>$48,000</td>
<td>35% of salary</td>
</tr>
<tr>
<td>Assessment/Data Counselor</td>
<td>$35,000</td>
<td>35% of salary</td>
</tr>
<tr>
<td></td>
<td>$45,000</td>
<td>35% of salary</td>
</tr>
<tr>
<td>Lead Teachers (3) @ $50,000</td>
<td>$150,000</td>
<td>35% of salary</td>
</tr>
<tr>
<td>Non-Lead Teachers (6) @ 45,000</td>
<td>$270,000</td>
<td>35% of salary</td>
</tr>
<tr>
<td>Facilities/Safety Manager</td>
<td>$45,000</td>
<td>35% of salary</td>
</tr>
<tr>
<td>RTI Instructor</td>
<td>$30,000</td>
<td>35% of salary</td>
</tr>
</tbody>
</table>

We have budgeted employer contribution of at least $6000 a year for each employee which will provide the full cost of family coverage through the State of Indiana Personnel Department. To be confident in insurance coverage, we will compare health insurance coverage with private insurance coverage and plans. The contributions for retirement will come from the Public Employee Retirement system which requires a contribution of 7-8%.

**Budgeted employee salaries and benefits in the first year total $767,000**

**Facility**

We have agreed to lease for $7,600 a month after school opens. Official lease starts the month the school is approved.

Budgeted facilities and utilities in the first year total $128,200.

**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

**Budgeted materials and supplies in the first year total $276,640**
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 perform staff development functions i.e. PowerSchool, teacher evaluation (Pearson), Common Core, CAS standards, etc. We will use webinars and other technology for staff development as well. Food, legal and minimal transportation services will be contracted. The school will employ part-time employers (adjunct faculty) that would be contracted which include educational consultants, psychological, educational testing/assessment and evaluation.

Budgeted service contracts in the first year total $215,640

Capital Outlay

The existing school does not have computes 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. We have a budget line in the first and second year for necessary instructional equipment and office furniture.

The school facility is in good condition. However, we do anticipate renovation costs. The lease does include interior and exterior maintenance. Capital outlays for renovations probably will not increase drastically for the first two years.

Budgeted capital outlay in the first year totals $103,240

Insurance

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

Insurance Coverage as required by a charter school:

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

- General liability insurance in the amounts of $2,000,000 aggregate and $1,000,000 per occurrence with endorsements
- Real and personal property at replacement value which will be adjusted regularly to reflect and changes in the property or contents

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

**Other Expenditures**

Other expense 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, Financial Manager and Board. There will be student fees, student and faculty travel expense all of which will be managed by the Financial Manager. Accounting principles will be followed as outlined in this application.

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 projected years.

**Budgeted other expenditures in the first year totals $81,695**

Board members attended the Ball State University financial training and continue to consult with CAS Accounting Firm on financial, financial projections and budgeting issues. Also, the Board will continue to become acquainted with the Indiana charter school funding process and updated changes to make sure that the school stays in financial compliance. The Board is working with
Centier Bank, Gary, Indiana to obtain a line of credit if unpredictable circumstances occur. Centier Bank letter of support is included in this application.

As stated the board will approve finances of the school at the monthly meetings, every first Wednesday. Every effort will be made to make sure the budget is always balanced and a cash flow is adequate for planning projections. If problems occur, to ensure that the correct remedy is in place, the Board will consult with BSU and the Indiana Department of Education financial consultant.
<table>
<thead>
<tr>
<th>Dates Covered</th>
<th>Pre-operational</th>
<th>First Fiscal Year -2014</th>
<th>Second Fiscal Year -2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approval April, 2013</td>
<td>208</td>
<td>248</td>
<td></td>
</tr>
<tr>
<td>Projected Enrollment</td>
<td>185</td>
<td>225</td>
<td></td>
</tr>
<tr>
<td>Minimum enrollment for financial viability</td>
<td>0</td>
<td>434,407</td>
<td></td>
</tr>
</tbody>
</table>

### I. CASH IN (INCOME):

<table>
<thead>
<tr>
<th>Description</th>
<th>Pre-operational</th>
<th>First Fiscal Year -2014</th>
<th>Second Fiscal Year -2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donations/Gifts</td>
<td>School Fundraising</td>
<td>5000</td>
<td>5000</td>
</tr>
<tr>
<td>Food Service</td>
<td>10000</td>
<td>10000</td>
<td></td>
</tr>
<tr>
<td>Title Funds</td>
<td>25,000</td>
<td>25,000</td>
<td></td>
</tr>
<tr>
<td>Loan From Common School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Grants</td>
<td>PCSP</td>
<td>175000</td>
<td>175000</td>
</tr>
<tr>
<td>State Tuition Support</td>
<td></td>
<td>2023216</td>
<td>2412296</td>
</tr>
<tr>
<td>Charter School Facility Loan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Please Describe)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL CASH IN (INCOME):**

|                                             |                 | 2,238,216               | 2,627,296                |

### II. EXPENDITURES:

#### A. Employee Salaries

<table>
<thead>
<tr>
<th>Position</th>
<th>Pre-operational</th>
<th>First Fiscal Year -2014</th>
<th>Second Fiscal Year -2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director/Principal</td>
<td>80000</td>
<td>84000</td>
<td></td>
</tr>
<tr>
<td>Board Recruitment and Development</td>
<td>5000</td>
<td>5000</td>
<td></td>
</tr>
<tr>
<td>HR/Financial Manager</td>
<td>48000</td>
<td>51000</td>
<td></td>
</tr>
<tr>
<td>Counselor</td>
<td>45,000</td>
<td>46,000</td>
<td></td>
</tr>
<tr>
<td>Assessment Coordinator/Data Spec.</td>
<td>35,000</td>
<td>36000</td>
<td></td>
</tr>
<tr>
<td>RTI</td>
<td>30,000</td>
<td>30,000</td>
<td></td>
</tr>
<tr>
<td>Retired Teachers (Summer)</td>
<td>2000</td>
<td>5000</td>
<td></td>
</tr>
<tr>
<td>Lead Teachers (3) Core 40, STEM/IT, SPEC</td>
<td>150,000</td>
<td>154,000</td>
<td></td>
</tr>
<tr>
<td>Teachers (ESL) (7) @ $45,000 ea.</td>
<td>315000</td>
<td>330750</td>
<td></td>
</tr>
<tr>
<td>Facilities/Safety Manager/Custodian</td>
<td>45,000</td>
<td>50000</td>
<td></td>
</tr>
<tr>
<td>Nurse</td>
<td>Part-time</td>
<td>12,000</td>
<td>12,000</td>
</tr>
</tbody>
</table>

**Total Employee Salaries**

|                                             |                 | 767,000                 | 803,750                  |

#### B. Employee Benefits

<table>
<thead>
<tr>
<th>Description</th>
<th>Pre-operational</th>
<th>First Fiscal Year -2014</th>
<th>Second Fiscal Year -2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Dental Insurance</td>
<td>12540</td>
<td>12741</td>
<td></td>
</tr>
<tr>
<td>Group Health Insurance</td>
<td>85,309</td>
<td>87,016</td>
<td></td>
</tr>
<tr>
<td>Group Life Insurance</td>
<td>3135</td>
<td>3135</td>
<td></td>
</tr>
<tr>
<td>Long-Term Disability Insurance</td>
<td>3135</td>
<td>3135</td>
<td></td>
</tr>
<tr>
<td>Public Employee Retirement</td>
<td>5000</td>
<td>6000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2020</td>
<td>2021</td>
<td></td>
</tr>
<tr>
<td>------------------------------------</td>
<td>------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Social Security &amp; Medicare</td>
<td>45000</td>
<td>55000</td>
<td></td>
</tr>
<tr>
<td>Teacher Retirement</td>
<td>5000</td>
<td>5000</td>
<td></td>
</tr>
<tr>
<td>Unemployment Compensation</td>
<td>5000</td>
<td>5000</td>
<td></td>
</tr>
<tr>
<td>Workers Compensation</td>
<td>15000</td>
<td>18000</td>
<td></td>
</tr>
<tr>
<td>Other Employee Benefits</td>
<td>16000</td>
<td>16000</td>
<td></td>
</tr>
<tr>
<td><strong>Total Employee Benefits</strong></td>
<td><strong>195,119</strong></td>
<td><strong>211,027</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C. Rental of Facilities &amp; Utilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electricity</td>
<td>15000</td>
<td>15000</td>
</tr>
<tr>
<td>Gas, Oil, or Steam Heat</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grass and Tree Services</td>
<td>0</td>
<td>0</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>$7,600 monthly</td>
<td>91200</td>
</tr>
<tr>
<td>Repair &amp; Maintenance Services</td>
<td>4000</td>
<td>4400</td>
</tr>
<tr>
<td>Telephone Long Distance</td>
<td>5000</td>
<td>5000</td>
</tr>
<tr>
<td>Trash Removal</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Utilities</td>
<td>See Above</td>
<td>0</td>
</tr>
<tr>
<td>Water &amp; Sewer</td>
<td>5000</td>
<td>6000</td>
</tr>
<tr>
<td>Other Facilities &amp; Utilities Expense</td>
<td>2000</td>
<td>2500</td>
</tr>
<tr>
<td><strong>Total Rent and Utilities</strong></td>
<td><strong>128,200</strong></td>
<td><strong>103,250</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>D. Insurance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Board Errors and Omissions</td>
<td>3500</td>
<td>3675</td>
</tr>
<tr>
<td>General Liability Insurance</td>
<td>14375</td>
<td>16488</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Property &amp; Casualty Insurance</td>
<td>17875</td>
<td>20000</td>
</tr>
<tr>
<td>Property &amp; Inland Marine</td>
<td>525</td>
<td>700</td>
</tr>
<tr>
<td>Theft Insurance</td>
<td>Combined in above</td>
<td>0</td>
</tr>
<tr>
<td>Treasurer Bonds</td>
<td>0</td>
<td>0</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></td>
</tr>
<tr>
<td>Worker's Compensation Insurance</td>
<td>Combined in above</td>
<td></td>
</tr>
<tr>
<td>Other Insurance Expense</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Insurance</strong></td>
<td><strong>36275</strong></td>
<td><strong>40863</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E. Service Contracts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting &amp; Payroll Services</td>
<td>Monthly Accounting /Payroll</td>
<td>10000</td>
</tr>
<tr>
<td>Consulting Services</td>
<td>Educational Consultants</td>
<td>10000</td>
</tr>
<tr>
<td>Data Processing Services</td>
<td>IT/Powerschool</td>
<td>25000</td>
</tr>
<tr>
<td>PUC Summer Engineering Program</td>
<td>$80 per student (7th&amp;8th grds.)</td>
<td>16,640</td>
</tr>
<tr>
<td>Food Service Contract</td>
<td>Food Service/Fruits-Veg.</td>
<td>30,000</td>
</tr>
<tr>
<td>Legal Services</td>
<td>10000</td>
<td>25000</td>
</tr>
<tr>
<td>Transportation</td>
<td>Student Travel</td>
<td>7000</td>
</tr>
<tr>
<td>PLTW</td>
<td>Service Contract</td>
<td>27000</td>
</tr>
<tr>
<td>Laboratories</td>
<td>Maintenance</td>
<td>10000</td>
</tr>
<tr>
<td>Robots and IT Garming Equipment</td>
<td>Summer (8th grade)</td>
<td>20000</td>
</tr>
<tr>
<td>Dual Credit/Summer Initiatives/Clubs</td>
<td></td>
<td>50,000</td>
</tr>
<tr>
<td>Description</td>
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<tr>
<td>F. Supplies &amp; Materials</td>
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<td>Library/Books</td>
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<tr>
<td>G. Capital Outlay</td>
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<td>Instructional Furniture &amp; Equipment</td>
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<td>Land Purchases</td>
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<td>Improvements &amp; Alterations</td>
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<td>Other Capital Outlay</td>
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<td>Total Capital Outlay</td>
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<td>H. Other Expenditures</td>
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<td>Audit Expense</td>
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<td>Indiana Charter Schools</td>
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<td>Judgements</td>
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<td>Debt Services</td>
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<td>Travel Expense/Mileage</td>
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<tr>
<td>Student &amp; Staff</td>
<td>3000</td>
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<td>Reimbursement</td>
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<td>Field Trips</td>
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<td>3% Basic Tuition</td>
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<td>Total Other Expenditures</td>
<td>81695</td>
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<td>TOTAL EXPENDITURES</td>
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<td>REMAINING CASH BALANCE (DEFICIT)</td>
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<tr>
<td>Broad Topic</td>
<td>Content of Each Learning Standard</td>
<td></td>
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<td>-------------</td>
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</tr>
</tbody>
</table>
| Energy in the Earth System | 1. Water, rocks, soil, and living organisms are found on the earth's surface.  
2. Air is a mixture of gases all around us and wind is moving air.  
3. The three categories of rocks and the processes that create them.  
4. 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.  
5. Radiation, conduction, and convection transfer heat through the earth's system.  
4. Energy provided by the sun, global patterns of atmospheric movement, and temperature differences among water, land, and atmosphere are related.  
11. Earth's tilt and its revolution around the sun result in uneven heating, causing the seasons. |
| Materials and Energy Resources | 1. What a mineral is.  
2. Physical properties of minerals and tests for those.  
5. The properties of soil include color, texture, and the abilities to retain water and support the growth of plants.  
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. |
| Earth Processes and Cycles | 3. Earth's surface is built up and torn down by natural processes.  
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. |
<table>
<thead>
<tr>
<th>Massachusetts Science and Technology/Engineering Curriculum Framework, October 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure of the Earth</strong></td>
</tr>
<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>
</tr>
<tr>
<td>1. Earth's common physical features can be represented with models and maps.</td>
</tr>
<tr>
<td>3.7 Absolute and relative dating methods are used to measure geologic time.</td>
</tr>
<tr>
<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>3.9 The motion of the lithospheric plates is related to convection currents in Earth's mantle.</td>
</tr>
<tr>
<td>3.10 Earthquakes, volcanoes, tsunamis, mountain building, and tectonic uplift are related to plate movements.</td>
</tr>
<tr>
<td>3.11 Seismic data are used to reveal Earth's interior structure and earthquake epicenters.</td>
</tr>
<tr>
<td>3.12 The Richter scale and the relative damage incurred by earthquakes.</td>
</tr>
<tr>
<td><strong>Earth in the Solar System</strong></td>
</tr>
<tr>
<td>5. Events around us have repeating patterns, including the seasons of the year, day, and night.</td>
</tr>
<tr>
<td>13. Earth is a part of the &quot;solar system&quot; that includes the sun, planets, and many moons. Earth is the third planet from the sun.</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>
</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>
</tr>
<tr>
<td>4.2 Influence of gravity and inertia on the rotation and revolution of orbiting bodies; Sun-Earth-moon relationships.</td>
</tr>
<tr>
<td>9. Lunar and solar eclipses, moon phases, and tides are related to relative positions of the earth, moon, and sun.</td>
</tr>
<tr>
<td>10. Properties and conditions of objects in the solar system and those on Earth.</td>
</tr>
<tr>
<td><strong>Origin and Evolution of Earth</strong></td>
</tr>
<tr>
<td>12. The universe contains many billions of galaxies and each galaxy contains many billions of stars.</td>
</tr>
<tr>
<td>4.1 The Big Bang Theory and the evidence that supports it.</td>
</tr>
<tr>
<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>
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<tr>
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<tr>
<td>PK–8 HS</td>
</tr>
<tr>
<td>Characteristics of Living Things</td>
</tr>
<tr>
<td>Characteristics of Living Things</td>
</tr>
<tr>
<td>Structure and Function of Cells</td>
</tr>
<tr>
<td>Cell Biology and Biochemistry</td>
</tr>
<tr>
<td>Anatomy and Physiology</td>
</tr>
<tr>
<td>Systems in Living Things</td>
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<td></td>
</tr>
<tr>
<td>Heredity</td>
</tr>
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</tr>
<tr>
<td>4. Plants and animals closely resemble their parents in observed appearance.</td>
</tr>
<tr>
<td>5. Observed characteristics of plants and animals can be fully inherited or they can be affected by the climate or environment.</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>
</tr>
<tr>
<td>8. Hereditary information is contained in genes located in the chromosomes of each cell.</td>
</tr>
<tr>
<td>3.1 DNA structure and its function in genetic inheritance.</td>
</tr>
<tr>
<td>3.2 DNA replication transmits and conserves the genetic code.</td>
</tr>
<tr>
<td>3.3 Transcription and translation result in expression of genes.</td>
</tr>
<tr>
<td>3.4 Mutations in the DNA sequence or gametes may result in phenotypic changes in an organism or offspring.</td>
</tr>
<tr>
<td>3.5 Genetic traits result in observed inheritance patterns.</td>
</tr>
<tr>
<td>3.6 Patterns of inheritance can be explained through Mendel's laws of segregation and independent assortment.</td>
</tr>
<tr>
<td>3.7 Probabilities for genotype and phenotype combinations in monohybrid crosses can be modeled using a Punnett Square.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evolution and Biodiversity</th>
<th>Evolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Fossils provide us with information about living things that inhabited the earth years ago.</td>
<td></td>
</tr>
<tr>
<td>6. Inherited characteristics may change over time as adaptations to changes in the environment enable organisms to survive.</td>
<td></td>
</tr>
<tr>
<td>7. Changes in the environment have caused some plants and animals to die or move to new locations.</td>
<td></td>
</tr>
<tr>
<td>10. Genetic variation and environmental factors are causes of evolution and the diversity of organisms.</td>
<td></td>
</tr>
<tr>
<td>11. Evidence drawn from multiple sources provides the basis of the theory of evolution.</td>
<td></td>
</tr>
<tr>
<td>12. Extinction of species is related to a mismatch of adaptation and environment.</td>
<td></td>
</tr>
<tr>
<td>13. Ecosystems have changed through geologic time in response to various influences.</td>
<td></td>
</tr>
<tr>
<td>14. Biological evolution accounts for species diversity developed over generations.</td>
<td></td>
</tr>
<tr>
<td>5.1 Evolution is demonstrated by evidence from multiple sources.</td>
<td></td>
</tr>
<tr>
<td>5.2 Species are reproductively distinct groups of organisms.</td>
<td></td>
</tr>
<tr>
<td>5.3 Species are classified into a hierarchical taxonomic system based on similarities. Geographic isolation can play a role in speciation.</td>
<td></td>
</tr>
<tr>
<td>5. Evolution through natural selection can result in changes in biodiversity through an increase or decrease of genetic diversity within a population.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ecology</th>
<th>Living Things and Their Environments</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. People and other animals interact with the environment through their senses.</td>
<td></td>
</tr>
<tr>
<td>7. Animals and plants go through changes in appearance as the seasons change.</td>
<td></td>
</tr>
<tr>
<td>8. An organism's habitat provides for its basic needs.</td>
<td></td>
</tr>
<tr>
<td>8. Organisms meet needs by using behaviors in response to information from the environment. Some behaviors are instinctive and others learned.</td>
<td></td>
</tr>
<tr>
<td>9. Plants have characteristic behaviors. Plants and animals can survive harsh environments via seasonal behaviors.</td>
<td></td>
</tr>
<tr>
<td>10. Organisms can cause changes in their environment to ensure survival, which may affect the ecosystem.</td>
<td></td>
</tr>
<tr>
<td>11. Energy derived from the sun is used by plants to produce sugars and is transferred within a food chain from producers to consumers to decomposers.</td>
<td></td>
</tr>
<tr>
<td>12. Organisms interact and have different functions within an ecosystem that enable the ecosystem to survive.</td>
<td></td>
</tr>
<tr>
<td>13. Roles &amp; relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.</td>
<td></td>
</tr>
<tr>
<td>14. Dead plants and animals are broken down by other living organisms, which contributes to the system as a whole.</td>
<td></td>
</tr>
<tr>
<td>15. 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></td>
</tr>
<tr>
<td>6.1 Birth, death, immigration, and emigration influence population size.</td>
<td></td>
</tr>
<tr>
<td>6.2 Changes in population size and biodiversity result from a variety of influences.</td>
<td></td>
</tr>
<tr>
<td>6.3 A food web identifies producers, consumers, and decomposers, and explains the transfer of energy through trophic levels. Relationships among organisms add to the complexity of biological communities.</td>
<td></td>
</tr>
<tr>
<td>6.4 Water, carbon, and nitrogen cycle between abiotic resources and organic matter, and oxygen cycles through photosynthesis and respiration.</td>
<td></td>
</tr>
<tr>
<td>Broad Topic</td>
<td>Content of Each Learning Standard</td>
</tr>
<tr>
<td>-------------</td>
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<tr>
<td><strong>States of Matter, Kinetic Molecular Theory, and Thermochemistry</strong></td>
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</tr>
<tr>
<td>PreK–2</td>
<td>Grades 3–5</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>
</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>
</tr>
<tr>
<td>3. Water can be changed from one state to another by adding or taking away heat.</td>
<td>3. Water can be changed from one state to another by adding or taking away heat.</td>
</tr>
<tr>
<td>4. Basic forms of energy, which cause motion or create change. Energy can be transferred from one form to another.</td>
<td>4. Basic forms of energy, which cause motion or create change. Energy can be transferred from one form to another.</td>
</tr>
<tr>
<td>5. Many elements combine in a multitude of ways to produce compounds that make up living and nonliving things. Differences between an atom and a molecule. Basic examples of elements and compounds. Differences between mixtures and pure substances.</td>
<td>5. Many elements combine in a multitude of ways to produce compounds that make up living and nonliving things. Differences between an atom and a molecule. Basic examples of elements and compounds. Differences between mixtures and pure substances.</td>
</tr>
<tr>
<td>6. Differences between an atom and a molecule.</td>
<td>6. Differences between an atom and a molecule.</td>
</tr>
<tr>
<td>7. Basic examples of elements and compounds.</td>
<td>7. Basic examples of elements and compounds.</td>
</tr>
<tr>
<td>8. Differences between mixtures and pure substances.</td>
<td>8. Differences between mixtures and pure substances.</td>
</tr>
<tr>
<td>9. A substance has a melting point and a boiling point, both independent of the amount of the sample. Physical changes and chemical changes. The effect of heat on particle motion during a change in phase.</td>
<td>9. A substance has a melting point and a boiling point, both independent of the amount of the sample. Physical changes and chemical changes. The effect of heat on particle motion during a change in phase.</td>
</tr>
<tr>
<td>10. Physical changes and chemical changes.</td>
<td>10. Physical changes and chemical changes.</td>
</tr>
<tr>
<td>11. The effect of heat on particle motion during a change in phase.</td>
<td>11. The effect of heat on particle motion during a change in phase.</td>
</tr>
<tr>
<td>12.</td>
<td>12.</td>
</tr>
<tr>
<td>13. Kinetic energy is transformed into potential energy &amp; vice versa.</td>
<td>13. Kinetic energy is transformed into potential energy &amp; vice versa.</td>
</tr>
<tr>
<td>14. Temperature change results from adding or taking away heat energy from a system.</td>
<td>14. Temperature change results from adding or taking away heat energy from a system.</td>
</tr>
<tr>
<td>15. Heat moves in predictable ways, from warmer to cooler objects until reaching equilibrium.</td>
<td>15. Heat moves in predictable ways, from warmer to cooler objects until reaching equilibrium.</td>
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<td>16.</td>
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<td>Massachusetts Science and Technology/Engineering Curriculum Framework: October 2009</td>
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<tr>
<td><strong>Periodicity</strong></td>
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</table>
| 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. |
<table>
<thead>
<tr>
<th>Broad Topic</th>
<th>Content of Each Learning Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK-8 HS PreK-2 Grades 3-5 Grades 6-8 High School</td>
<td></td>
</tr>
<tr>
<td><strong>Position and Motion of Objects</strong></td>
<td>3. Objects can move in various ways. 4. Change the motion of an object by applying a force. The greater the force, the greater the change in motion. 5. Objects can be balanced under some conditions.</td>
</tr>
<tr>
<td><strong>Forms of Energy, Conservation of Energy and Momentum</strong></td>
<td>4. Basic forms of energy, which cause motion or create change. 5. Energy can be transferred from one form to another.</td>
</tr>
<tr>
<td><strong>States of Matter</strong></td>
<td>2. Objects and materials are solid, liquid, or gas. Solids have a definite shape: liquids and gases take the shape of their container. 2. Solids, liquids, and gases have distinct properties. 3. Water can be changed from one state to another by adding or taking away heat.</td>
</tr>
<tr>
<td>Massachusetts Science and Technology Engineering Curriculum Framework, October 2006</td>
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<tr>
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<tr>
<td><strong>Electricity and Magnetism</strong></td>
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<tr>
<td><strong>Electrical and Magnetic Energy</strong></td>
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<td><strong>Heat and Heat Transfer</strong></td>
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<td><strong>Sound and Light Energy</strong></td>
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<tr>
<td><strong>Waves and Radiation</strong></td>
<td></td>
</tr>
<tr>
<td><strong>6. Electricity in circuits</strong></td>
<td></td>
</tr>
<tr>
<td>requires a complete loop</td>
<td></td>
</tr>
<tr>
<td>for an electrical current.</td>
<td></td>
</tr>
<tr>
<td>Electricity can produce</td>
<td></td>
</tr>
<tr>
<td>light, heat, and sound.</td>
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</tr>
<tr>
<td><strong>7. Objects and materials can</strong></td>
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<tr>
<td>be conductors or insulators</td>
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<tr>
<td>of electricity.</td>
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<td><strong>8. Making and using</strong></td>
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<tr>
<td>electromagnets.</td>
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<td><strong>9. Magnets have poles that</strong></td>
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<tr>
<td>repel and attract each</td>
<td></td>
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<tr>
<td>other.</td>
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<td><strong>10. A magnet will attract</strong></td>
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<tr>
<td>some objects and materials</td>
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<td>but not others.</td>
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<td><strong>11. Sound is produced by</strong></td>
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<tr>
<td>vibrating objects and</td>
<td></td>
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<tr>
<td>travels through a medium.</td>
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<tr>
<td>The rate of vibration is</td>
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<tr>
<td>related to the pitch of the</td>
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<tr>
<td>sound.</td>
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<td><strong>12. Light travels in a straight</strong></td>
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<tr>
<td>line until it strikes an</td>
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<tr>
<td>object or travels from one</td>
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<tr>
<td>medium to another. Light</td>
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<td>can be reflected, refracted,</td>
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<tr>
<td>and absorbed.</td>
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<td><strong>14. Temperature change</strong></td>
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<td>results from adding or taking</td>
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<td>away heat energy from a</td>
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<td>system.</td>
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<td><strong>15. The effect of heat on</strong></td>
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<td>particle motion curing a</td>
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<td>change in phase.</td>
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<td><strong>16. Heat moves in predictable</strong></td>
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<tr>
<td>ways, moving from warmer</td>
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<tr>
<td>to cooler objects until</td>
<td></td>
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<tr>
<td>reaching equilibrium.</td>
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<tr>
<td><strong>3.1 Heat energy is transferred by convection, conduction, and/or</strong></td>
<td></td>
</tr>
<tr>
<td><strong>radiation.</strong></td>
<td></td>
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<tr>
<td><strong>3.2 Heat energy will move from a higher temperature to a lower</strong></td>
<td></td>
</tr>
<tr>
<td><strong>temperature until equilibrium is reached.</strong></td>
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</tr>
<tr>
<td><strong>5.1 An electric charge tends to be static on insulators and can</strong></td>
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<tr>
<td>move on and in conductors. Energy can produce a separation of</td>
<td></td>
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<tr>
<td>charges.</td>
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<td><strong>5.2 Current, voltage, resistance, and the connections among them</strong></td>
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<tr>
<td>(Ohm's law).</td>
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<tr>
<td><strong>5.3 Arrangements of components in series and parallel circuits.</strong></td>
<td></td>
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<tr>
<td>Symbols are used to represent the functions of common circuit</td>
<td></td>
</tr>
<tr>
<td>elements in a schematic diagram.</td>
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<tr>
<td><strong>5.4 Attractive or repulsive forces between objects relative to their</strong></td>
<td></td>
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<tr>
<td>charges and the distance between them (Coulomb's law).</td>
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<tr>
<td><strong>5.5 Electric current is a flow of charge caused by a potential</strong></td>
<td></td>
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<tr>
<td>difference, and power is equal to current multiplied by voltage.</td>
<td></td>
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<tr>
<td><strong>5.6 Moving electric charges produce magnetic forces and moving</strong></td>
<td></td>
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<tr>
<td>magnets produce electric forces. The interplay of electric and</td>
<td></td>
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<tr>
<td>magnetic forces is the basis for many technologies.</td>
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<tr>
<td><strong>4.1 The measurable properties of waves and the relationships</strong></td>
<td></td>
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<tr>
<td>among them: simple harmonic motion.</td>
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</tr>
<tr>
<td><strong>4.2 Mechanical and electromagnetic waves.</strong></td>
<td></td>
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<tr>
<td><strong>4.3 Transverse and longitudinal mechanical waves.</strong></td>
<td></td>
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<tr>
<td><strong>4.4 Reflection and refraction of waves.</strong></td>
<td></td>
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<tr>
<td><strong>4.5 Mechanical waves generally move faster through a solid than</strong></td>
<td></td>
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<td>a liquid and faster through a liquid than a gas.</td>
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<tr>
<td><strong>4.6 The apparent change in frequency of waves due to the motion</strong></td>
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<td>of a source or a receiver (the Doppler effect).</td>
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<tr>
<td><strong>6.1 Electromagnetic waves are transverse waves and travel at the</strong></td>
<td></td>
</tr>
<tr>
<td>speed of light through a vacuum.</td>
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<tr>
<td><strong>6.2 Electromagnetic spectrum in terms of frequency and</strong></td>
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<tr>
<td>wavelength, and the locations of different waves on the</td>
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</tbody>
</table>
| spectrum.
<table>
<thead>
<tr>
<th>Broad Topic</th>
<th>Content of Each Learning Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials, Tools, and Machines</td>
<td>PreK-2</td>
</tr>
<tr>
<td>1.1 Characteristics of natural and human-made materials.</td>
<td>1.1 Materials used to accomplish a design task based on specific properties.</td>
</tr>
<tr>
<td>1.2 Possible uses for natural and human-made materials.</td>
<td>1.2 Appropriate materials and tools to construct a prototype safely.</td>
</tr>
<tr>
<td>1.3 Safe and proper use of tools and materials to construct simple structures.</td>
<td>1.3 Differences between simple and complex machines.</td>
</tr>
<tr>
<td>Engineering Design</td>
<td>2.1 Tools and simple machines used for a specific purpose.</td>
</tr>
<tr>
<td>2.2 Human beings and animals use parts of the body as tools.</td>
<td>2.2 Different ways a problem can be represented.</td>
</tr>
<tr>
<td></td>
<td>2.3 Relevant design features for building a prototype of a solution to a problem.</td>
</tr>
<tr>
<td></td>
<td>2.4 Natural and mechanical systems are designed to serve similar purposes.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>3.1 Components of a communication system.</td>
</tr>
<tr>
<td></td>
<td>3.2 Appropriate tools, machines, and electronic devices used to produce and/or reproduce design solutions.</td>
</tr>
<tr>
<td></td>
<td>3.3 Communication technologies and systems.</td>
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<tr>
<td></td>
<td>3.4 How symbols and icons are used to communicate a message.</td>
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</tbody>
</table>
| 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. | 7.1 Manufacturing processes  
7.2 Criteria necessary to select safe tools and procedures for the manufacturing process.  
7.3 Advantages of using robotics in the automation of manufacturing processes. |
| 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. | 2.1 Engineering properties of materials used in structures.  
2.2 Differences between tension, compression, shear, and torsion, and how they relate to the selection of materials in structures.  
2.3 Bernoulli's principle and its effect on structures.  
2.4 Resultant force(s) for a combination of live and dead loads.  
2.6 The purposes of zoning laws and building codes in the design and use of structures. |
| 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. | |
| Bio-engineering | 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>
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<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>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>
<td></td>
<td></td>
<td>4.3 Environmental conditions influence the design of buildings.</td>
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<td>4.4 Alternatives to nonrenewable energies.</td>
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<tr>
<td>Electrical Systems</td>
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<td></td>
<td>5.1 Measure and calculate voltage, current, resistance, and power consumption in series and parallel circuits.</td>
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<tr>
<td></td>
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<td></td>
<td>5.2 Components of a circuit.</td>
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<td></td>
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<td></td>
<td>5.3 Relationships among voltage, current, and resistance in a simple circuit, using Ohm's law.</td>
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<td></td>
<td></td>
<td></td>
<td>5.4 Resistance is affected by external factors.</td>
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<td></td>
<td>5.5 Alternating current and direct current.</td>
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</tbody>
</table>
Exhibit 2: Project Lead the Way

Indiana

Project Lead The Way®

Pre-Engineering Programs

Indiana Department of Education

Standards-Driven: National Mathematics, Science and Technology Education

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

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

Expenses and Commitments—A Partnership

Project Lead The Way® provides:

- Free curriculum (regularly updated)
- Free resource guides for students (regularly updated)
- Curriculum review, revision and distribution
- Teacher assessment
- Summer teacher institutes (classrooms, instructors, curriculum, learning materials)
- Ongoing teacher training (instruction only)
- Counselor Conferences professional development and career awareness (accommodations, materials and facilities)
- Electronic communication among teachers and staff
- Increased purchasing power—centralized purchasing of furniture, hardware, software and supplies
- Management personnel (supports nationwide implementation)
- Public relations materials for students and parents
- Systematic program evaluation
- Information and support for schools and teachers
- Technical support
- National leadership (Board of Directors and National Oversight committee)

Schools Provide:

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

Contact Information:

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

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

For More Information on the Indiana PLTW Pre-engineering Initiative, contact:

Ken Thompson, Indiana Department of Education
Phone 317-234-0268
<kenthompson@doe.state.in.us>

Dave Winkler, Indiana Department of Education
Phone 317-233-3604
<dwinkler@doe.state.in.us>

Greg Steele, Indiana Department of Education
Phone 317-232-9105
<gsteele@doe.state.in.us>
Benefits to Students

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

Benefits to Schools

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

Benefits to Business, Industry, and Colleges and Universities

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

*Pre-assessment...

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

*Summer Training Institute...

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

*Ongoing Training...

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

*Training and Support for Counselors...

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

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

High-Demand, High-Wage Careers...

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

"U.S. students generally do not get the comprehensive math and science courses in grades K-12 they need to succeed in an engineering program." (Travis Eignen, chairman and chief executive of ITT Industries Inc. in USA Today)

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

Rigorous and Relevant Curriculum

Project Lead The Way®

Pre-engineering Program

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

Middle School Technology Program

Gateway to Technology

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

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

High School Sequential Program of Study...

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

High School Courses

*Introduction to Engineering Design

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

*Digital Electronics

is a course of study in applied digital logic, using electronic logic circuits that first are designed and then tested using the latest computer digital-logic modeling technology.
Pathway To Engineering | High School Engineering Program

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

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

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

Foundation Courses

- **Introduction to Engineering Design (IED)**
  - Designed for 9th or 10th grade students, the major focus of IED is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community.

- **Principles of Engineering (POE)**
  - Designed for 11th or 12th grade students, this survey course exposes students to major concepts they'll encounter in a post-secondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions.

Specialization Courses

- **Aerospace Engineering (AE)**
  - AE explores the evolution of flight, navigation and control, flight fundamentals, aerospace materials, propulsion, space travel, and orbital mechanics. In addition, this course presents alternative applications for aerospace engineering concepts. Students analyze, design, and build aerospace systems. They apply knowledge gained throughout the course in a final presentation about the future of the industry and their professional goals. This course is designed for 10th, 11th or 12th grade students.

- **Biotechnical Engineering (BE)**
  - In this course, students explore the diverse fields of biotechnology. Hands-on projects engage students in engineering design problems related to biomechanics, cardiovascular engineering, genetic engineering, tissue engineering, biomedical devices, forensics and bioethics. Students, usually at the 11th and 12th grade level, apply biological and engineering concepts to design materials and processes that directly measure, repair, improve and extend living systems.
• Civil Engineering and Architecture (CEA)
  Students learn about various aspects of civil engineering and architecture and apply their knowledge to the design and development of residential and commercial properties and structures. In addition, students use 3D design software to design and document solutions for major course projects. Students communicate and present solutions to their peers and members of a professional community of engineers and architects. This course is designed for 11th or 12th grade students.

• Computer Integrated Manufacturing (CIM)
  How are things made? What processes go into creating products? Is the process for making a water bottle the same as it is for a musical instrument? How do assembly lines work? How has automation changed the face of manufacturing? While students discover the answers to these questions, they’re learning about the history of manufacturing, robotics and automation, manufacturing processes, computer modeling, manufacturing equipment, and flexible manufacturing systems. This course is designed for 10th, 11th or 12th grade students.

• Digital Electronics (DE)
  Digital electronics is the foundation of all modern electronic devices such as mobile phones, MP3 players, laptop computers, digital cameras and high-definition televisions. Students are introduced to the process of combinational and sequential logic design, engineering standards and technical documentation. This course is designed for 10th or 11th grade students.

Capstone Course

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

Please click here for more information on individual courses in this program.
Gateway To Technology | Middle School Engineering Program

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

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

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

Foundation Units

- Automation and Robotics (AR)
  - Students trace the history, development, and influence of automation and robotics. They learn about mechanical systems, energy transfer, machine automation and computer control systems. Students use a robust robotics platform to design, build and program a solution to solve an existing problem.

- Design and Modeling (DM)
  - In this unit, students begin to recognize the value of an engineering notebook to document and capture their ideas. They are introduced to and use the design process to solve problems and understand the influence that creative and innovative design has on our lives. Students use industry standard 3D modeling software to create a virtual image of their designs and produce a portfolio to showcase their creative solutions.

Specialization Units

- Energy and the Environment (EE)
  - Students investigate the impact of energy on our lives and the environment. They design and model alternative energy sources and participate in an energy expo to demonstrate energy concepts and innovative ideas.
  - Students evaluate ways to reduce energy consumption through energy efficiency and sustainability.

- Flight and Space (FS)
  - The rich history of aerospace comes alive through hands-on activities, research, and a presentation in the form of a short informational video. Students explore the science behind aeronautics and use their knowledge to design, build and test an airfoil. Custom-built simulation software allows students to experience space travel.

- Green Architecture (GA)
  - In a world of reduced resources and environmental challenges, it is important to present the concept of "living green" to the next generation of designers and builders. In this unit, students are introduced to architectural plans, construction styles, alternative materials and processes, dimensioning, measuring and architectural sustainability. Students use a 3D architectural software program to create an environmentally friendly home using shipping containers.

- Magic of Electronics (ME)
Biomedical Sciences | High School Biomedical Sciences Program

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

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

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

Foundation Courses

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

- **Human Body Systems (HBS)**
- Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex voluntary action, and respiration. Exploring science in action, students build organs and tissues on a manikin, work through interesting real world cases and often play the roles of biomedical professionals in medical mysteries. This course is designed for 10th, 11th or 12th grade students.

- Medical Interventions (MI)

  - Students investigate a variety of interventions involved in the prevention, diagnosis and treatment of disease. They follow the life of a fictitious family. The course is a “How-To” manual for maintaining overall health and homeostasis in the body. Students explore how to prevent and fight infection; screen and evaluate the human DNA; prevent, diagnose and treat cancer; and prevail when the organs of the body begin to fail. In these scenarios, students are exposed to a range of interventions related to immunology, surgery, pharmacology, medical devices, and diagnostics. This course is designed for 11th or 12th grade students.

Capstone Course

- Biomedical Innovation (BI)

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

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

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

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

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

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

Benefits of the PLTW program include:

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

http://www.pltw.org/our-programs/our-programs
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.

Measurable: 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.

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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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Footnotes:
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).

Individuals with Disabilities Education Act (IDEA), 34 CFR §300.39 (c)(3). (2004).


[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)
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<th>Revised Core Curriculum Content Standards (K-12)</th>
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On August 3, 2010, the Indiana State Board of Education unanimously voted to adopt the Common Core State Standards (CCSS) for Mathematics and English/Language Arts (E/LA). Following adoption, the CCSS became known as Indiana’s Common Core Standards (INCC). Indiana’s Common Core Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.

**Indiana's Common Core Standards for Mathematics**
**Indiana's Common Core Standards for English/Language Arts and Literacy**

**Overview of Standards**
- ELA Standards Overview Page
- Math Standards Overview

**Learn More about Indiana's Common Core Standards (INCC)**
- IDOE Evaluation of the CCSS, as prescribed in HEA1427
- View the INCC INCC Handout
- Learn more about PARCC and Common Core assessments

**NCC Toolboxes**

Below are teacher resource toolbox for implementing Indiana’s Common Core. Each INCC Toolbox includes: standards documents, revision documents and professional resources.

**Kindergarten INCC Math Toolbox**
- Introductory Video
**Kindergarten INCC E/LA Toolbox**
- Grade 1 INCC E/LA Toolbox
- Grade 2 INCC E/LA Toolbox
- Grade 3 INCC E/LA Toolbox
- Grade 4 INCC E/LA Toolbox
- Grade 5 INCC E/LA Toolbox
- Grade 6 INCC E/LA Toolbox
- Grade 7 INCC E/LA Toolbox
- Grade 8 INCC E/LA Toolbox
- English 9 and 10 INCC Toolbox
- English 11 and 12 INCC Toolbox

**Grade 1 INCC Math Toolbox**
- Introductory Video
- Content Shifts in Common Core Algebra 1 and Algebra 2 Video
**Geometry INCC Toolbox**
- Introductory Video
- Content Shifts in Common Core Geometry Video
**Algebra II INCC Toolbox**
- Introductory Video
- Content Shifts in Common Core Algebra 1 and Algebra 2 Video
**Advanced Analysis and Modeling INCC Toolbox**
**Finite Math INCC Toolbox**
**Toolbox**

Pre-calculus/Trigonometry INCC Toolbox
Professional Development Modules from Student Achievement Partners: These modules are intended for use by educators in the delivery of professional development, in professional learning communities, or for individual learning. The modules contain ready-to-use toolkits for delivering professional development for the Common Core. Modules contain: Facilitator's Guide to delivering module PowerPoint Presentation Hands-on activities, including handouts Videos, web resources, and other materials.

Common Core Lesson from LearnZillion: Teacher created, digital lessons for K-12 Math and ELA designed around the Common Core Standards. The lessons can be used during instruction, to support teacher's understanding of the Common Core Standards, and provide online support to students.

Professional Development Resources from EduCore: Current, relevant, evidence-based tools and professional development for ELA and Mathematics, to smooth your transition into a new era of teaching and learning.

INCC Mathematics Professional Development Model: Guidance for school leaders designing professional development for K-12 math teachers. This document outlines, by grade level, specific content and recommended time allocation for each aspect of the transition to INCC.

Resources for Parents

The National Parent Teacher Association (PTA) has developed guides for helping parents to understand the learning expectations at each grade level for INCC. The Parents' Guide to Student Success are available for mathematics and language arts and are provided in both English and Spanish.

The Council of the Great City Schools has developed parent roadmaps in English language arts/literacy and in mathematics provide guidance to parents about what their children will be learning and how they can support that learning in grades K-8. These Parent Roadmaps provide three-year snapshots showing how selected standards progress from year to year so that students will be college and career ready upon their graduation from high school.

Additional Resources

Archived webinars
Resources for transitioning to the Common Core
Collaboration between K-12 and Higher Ed
Guidance on high school math courses

Common Core State Standards Initiative
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_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:

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- 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.

1 According to IDEA, an IEP includes appropriate accommodations that are necessary to measure the individual achievement and functional performance of a child.

4 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).

Individuals with Disabilities Education Act (IDEA), 34 CFR §300.39 (c)(3). (2004).


High achievement expectations for all students, including students with disabilities and students who are limited English proficient, by Higher Education Opportunity Act (PL 110-115)
<table>
<thead>
<tr>
<th>Revised Core Curriculum Content Standards (K-12)</th>
<th>Adoption of Revised Standards</th>
<th>Implementation of Revised Curricula</th>
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</thead>
<tbody>
<tr>
<td>Common Core English language arts</td>
<td>June 16, 2010</td>
<td>K-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>September 2012</td>
</tr>
<tr>
<td>Common Core Mathematics</td>
<td>June 16, 2010</td>
<td>3-5, high school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>September 2011</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6-8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>September 2012</td>
</tr>
<tr>
<td>Science</td>
<td>June 17, 2009</td>
<td>September 1, 2011</td>
</tr>
<tr>
<td>Visual and performing arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehensive health and physical education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21st century life and careers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>World languages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social studies</td>
<td>September 9, 2009</td>
<td>September 1, 2012</td>
</tr>
</tbody>
</table>
On August 3, 2010, the Indiana State Board of Education unanimously voted to adopt the Common Core State Standards (CCSS) for Mathematics and English-Language Arts (E/LA). Following adoption, the CCSS became known as Indiana’s Common Core Standards (INCC). Indiana’s Common Core Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.

Indiana's Common Core Standards for Mathematics
Indiana's Common Core Standards for English/Language Arts and Literacy

Overview of Standards
ELA Standards Overview Page
Math Standards Overview

Learn More about Indiana's Common Core Standards (INCC)
IDOE Evaluation of the CCSS. as prescribed in HEA1427
2013-2014 Standards Guidance / Implementation Guide
View the INCC INCC Handout
Learn more about PARCC and Common Core assessments

NCC Toolboxes

Below are teacher resource toolbox for implementing Indiana’s Common Core. Each INCC Toolbox includes: standards documents, answer documents and professional resources.

Kindergarten INCC Math Toolbox
Introduction Video
Grade 1 INCC Math Toolbox
Introduction Video
Grade 2 INCC Math Toolbox
Introduction Video
Grade 3 INCC Math Toolbox
Introduction Video
Grade 4 INCC Math Toolbox
Introduction Video
Grade 5 INCC Math Toolbox
Introduction Video
Grade 6 INCC Math Toolbox
Introduction Video
Grade 7 INCC Math Toolbox
Introduction Video
Grade 8 INCC Math Toolbox
Introduction Video
Algebra I INCC Toolbox
Introduction Video
Content Shifts in Common Core Algebra 1 and Algebra 2 Video
Geometry INCC Toolbox
Introduction Video
Content Shifts in Common Core Geometry Video
Algebra II INCC Toolbox
Introduction Video
Content Shifts in Common Core Algebra 1 and Algebra 2 Video
Advanced Analysis and Modeling INCC Toolbox
Finite Math INCC Toolbox ToolBox
Pre-calculus/Trigonometry INCC Toolbox
Professional Development Modules from Student Achievement Partners: These modules are intended for use by educators: in the delivery of professional development, in professional learning communities, or for individual learning. The modules contain ready-to-use toolkits for delivering professional development for the Common Core. Modules contain: Facilitator's Guide to delivering module PowerPoint Presentation Hands-on activities, including handouts Videos, web resources, and other materials.

Common Core Lesson from LearnZillion: Teacher created, digital lessons for K-12 Math and ELA designed around the Common Core Standards. The lessons can be used during instruction, to support teacher’s understanding of the Common Core Standards, and provide online support to students.

Professional Development Resources from EduCore: Current, relevant, evidence-based tools and professional development for ELA and Mathematics, to smooth your transition into a new era of teaching and learning.

INCC Mathematics Professional Development Model: Guidance for school leaders designing professional development for K-12 math teachers. This documents outlines, by grade level, specific content and recommended time allocation for each aspect of the transition to INCC.

Resources for Parents

The National Parent Teacher Association (PTA) has developed guides for helping parents to understand the learning expectations at each grade level for INCC. The Parents' Guide to Student Success are available for mathematics and language arts and are provided in both English and Spanish.

The Council of the Great City Schools has developed parent roadmaps in English language arts/literacy and in mathematics provide guidance to parents about what their children will be learning and how they can support that learning in grades K-8. These Parent Roadmaps provide three-year snapshot showing how selected standards progress from year to year so that students will be college and career ready upon their graduation from high school.

Additional Resources

Archived webinars
Resources for transitioning to the Common Core
Collaboration between K-12 and Higher Ed
Guidance on high school math courses
Engineering & Science Summer Program 2002

at

Purdue University Calumet
Hammond, Indiana

June 19 to July 12, 2002
8:30 am to 3:30 pm

Students completing grades 7 and 8 will learn applications of math and science to problem solving in engineering and science, including laboratory and computer experiences. The program meets daily except for July 4 and July 5.

Supported by:

- Association of Iron & Steel Engineers - Chicago Chapter
- Bank One
- BP Whiting Refinery
- Citizens Savings Foundation
- Gary Community School Corporation
- Indiana Space Grant Consortium
- Ispat-Inland Steel, Inc.
- Powers and Sons Construction Company, Inc.
- Purdue University Calumet
- Rhodia, Inc.
- School City of East Chicago
- State Farm Insurance
- Superior Engineering Corporation
- Twin City Education Foundation

Applications due May 10, 2002
GOALS

* Demonstrate to you that careers in science and engineering can be profitable, fun, and good for society;
* Motivate you to continue your education and get the most from it; and
* Provide you with training and/or guidance for future programs.

FEATURES OF THE PROGRAM

* You learn while having fun and making new friends. Ask former participants!
* You are exposed to new ideas – this is enrichment, not remediation.
* Your teachers will include many practicing engineers and scientists.
* You will receive hands-on experience with lab equipment and personal computers.
* Your parents/guardians will attend a required workshop on either Wednesday, June 26 at 7:00 p.m. or Saturday, June 29 at 9:00 a.m.
* Transportation is provided between central pick-up points in Gary and East Chicago to and from Purdue Calumet.
* You and your parents/guardians attend a concluding banquet to celebrate excellence on Thursday, July 11.

PROGRAM STRUCTURE

* Scientific topics are introduced.
* You learn mathematical tools to solve appropriate scientific problems.
* Your hands-on laboratory experience reinforces and applies the concepts.
* You use computers with engineering/scientific software to solve problems.
* Your tours show you engineers at work and the results of their work.

EXAMPLE: Electric circuits, as used in TVs, hi-fi, and power plants will be introduced in science; the math needed will be taught; circuits will be built and tested in the lab; and commercial software will be used on a personal computer. NIPSCO will be visited to see this material applied by engineers.

TYPICAL SCHEDULE

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 a.m.</td>
<td>Math*</td>
</tr>
<tr>
<td>9:45 a.m.</td>
<td>Break</td>
</tr>
<tr>
<td>10:00 a.m.</td>
<td>Science or engineering*</td>
</tr>
<tr>
<td>11:10 a.m.</td>
<td>Lunch/group activity</td>
</tr>
<tr>
<td>12:40 p.m.</td>
<td>Hands-on laboratory session</td>
</tr>
<tr>
<td>2:00 p.m.</td>
<td>Hands-on computer applications</td>
</tr>
<tr>
<td>3:10 p.m.</td>
<td>Daily journals</td>
</tr>
<tr>
<td>3:30 p.m.</td>
<td>Depart for home</td>
</tr>
</tbody>
</table>

* Including experiments, demonstrations, and computer time.
APPLICATION AND ADMISSION REQUIREMENTS

To participate, you must submit the attached application form so that it is received at Purdue Calumet no later than Monday, May 13, 2002. Preliminary acceptance notices will be mailed May 17, 2002.

Approximately 40 seventh and eighth grade students will be selected based on the application, teacher and counselor references, available test scores, and grades. There may be limited space for students in grades nine and ten if funds become available to support the second summer program.

Final admission is contingent upon you and at least one parent/guardian attending a required orientation session at Purdue University Calumet, and payment of a $25.00 non-refundable participation fee plus tuition (see below) after acceptance. You may attend either Saturday, June 1 at 9:00 a.m. or Wednesday, May 29 at 7:00 p.m.

Purdue Calumet is an equal access/equal opportunity university.

COST

All participants must pay the $25.00 non-refundable participation fee due after acceptance. There is no tuition for residents of East Chicago thanks to support from the Twin City Education Foundation, and for residents of Gary* thanks to anticipated support from the City of Gary. The tuition for the program for all others is $700, payable after acceptance. Scholarships are available based on need. To a limited extent, additional scholarships may be awarded based on ability. If applying for scholarship support, please ensure that all requested information is provided.

The cost of the program is covered in part by support from Association of Iron & Steel Engineers - Chicago Chapter; Bank One, BP Whiting Refinery; Citizens Savings Foundation; City of Gary, Gary Community School Corporation; Indiana Space Grant Consortium; Ispat-Inland Steel, Inc.; Powers and Sons Construction Company, Inc.; Purdue University Calumet; Rhodia, Inc.; School City of East Chicago; State Farm Insurance; Superior Engineering Corporation; and Twin City Education Foundation.

*If the anticipated support from the City of Gary is not received, then the cost to Gary residents will be $700, and they will be considered for scholarship support.

LOCATION

All instruction will be at Purdue University Calumet in Hammond, Indiana utilizing engineering, science, and computer facilities. Transportation between central pick-up points in Gary and East Chicago to and from Purdue Calumet will be provided, as will transportation for the tours.
ENGINEERING AND SCIENCE SUMMER PROGRAM 2002
APPLICATION

STUDENT NAME ____________________________________________________________

PARENT/GUARDIAN NAME(S) ________________________________________________

ADDRESS ___________________________________________________________________

CITY/STATE/ZIP ___________________________________________________________

TELEPHONE: HOME ___________ WORK (PARENT/GUARDIAN) ________________

AGE _______ SOCIAL SECURITY NUMBER _____-____-_____

CURRENT SCHOOL _________________________________________________________ GRADE ______

FALL 2002 SCHOOL ________________________________________________________

Please attach a separate page consisting of two paragraphs -- the first telling us why you are interested in this program, and the second describing your extracurricular and community activities. These required statements are important because they tell us about you.

I understand that my school records are a necessary part of the Program’s application process. I hereby authorize release of these records. Furthermore, if approved for participation, I authorize release of my school records as needed for assessment.

If admitted, I agree to comply by all rules and regulations, and to participate for the full four weeks of the Engineering and Science Summer Program 2002. Absence is allowed only for illness or by prior approval.

STUDENT’S SIGNATURE ____________________________________________________

Parental Consent

I hereby give permission for my child to participate (if selected) in the Engineering and Science Summer Program 2002. I understand that participation requires a $25.00 nonrefundable participation fee plus, for those not residents of East Chicago or (anticipated) Gary, a tuition of $700. (If the anticipated support from the City of Gary is not received, then the cost to Gary residents will be $700, and they will be considered for scholarship support.) Scholarships are available based on need. To a limited extent, additional scholarships may be awarded based on ability. If applying for scholarship support, please ensure that all requested information is provided.

I will encourage my child to participate in all activities for the full four weeks of the program (absence is allowed only for illness or by prior approval), and will attend an orientation session and a parents’ workshop. I understand that the Program cannot be held responsible for all occurrences during the Program, and that I am still responsible for my child’s conduct and the consequences of my child’s behavior in the program. If medical attention is required for illness or injury while attending the Program, I give permission for such care at my expense.

I further authorize my child’s school to release information from my child’s records to the Program, both for admission purposes and, if selected, as needed for assessment.

If you wish your child to be considered for scholarship support, please attach a brief, signed paragraph stating need.

PARENT’S SIGNATURE ____________________________________________________

Please return by Monday, May 13, 2002 to: Dr. Edward S. Pierson
Department of Engineering
Purdue University Calumet
Hammond, IN 46323-2094

_______________________________

Engineering & Science Summer Program 2002
ENGINEERING & SCIENCE SUMMER PROGRAM 2002
RECOMMENDATION TO BE COMPLETED BY COUNSELOR

STUDENT NAME ________________________________

ADDRESS ______________________________________

CITY/STATE/ZIP ___________________________________

Grade point average for past academic year: _______

Class Standing: Top 10% __ Next 15% __ Next 25% __ Bottom half __

Do you recommend this student for the engineering and science summer program?

Yes ______  No ______

Note: This program contains many interesting and fun-filled activities, but it requires work
and dedication by the student. Please keep this in mind in recommending a student.

Please justify your response:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Consideration for scholarship aid requires the following information:

Does the student qualify for ‘free or reduced pay’ lunches? _______

Please attach a copy of student's grade record, and Indiana State Test of
Educational Proficiency (ISTEP) or similar test scores.

Counselor's Signature: ________________________________

Name: ____________________________________________

School: ___________________________________________

Date: _____________________________________________

Please return by Monday, May 13, 2002 to:

Dr. Edward S. Pierson
Department of Engineering
Purdue University Calumet
Hammond, IN 46323-2094
ENGINEERING & SCIENCE SUMMER PROGRAM 2002
RECOMMENDATION TO BE COMPLETED BY SCIENCE TEACHER

STUDENT NAME ______________________________________________________________

ADDRESS ________________________________________________________________

CITY/STATE/ZIP __________________________________________________________

Science grades (list for past two years): ______________________________________

Do you recommend this student for the Engineering & Science Summer Program?
Yes _____ No _____

Note: This program contains many interesting and fun-filled activities, but it requires work
and dedication by the student. Please keep this in mind in recommending a student.

Please justify your response:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Should this student be considered for scholarship aid based on ability? ______
Why? _____________________________________________________________________

________________________________________________________________________

Teacher's Signature: ______________________________________________________

Name: _________________________________________________________________

Courses taught: __________________________________________________________

School: _________________________________________________________________

Date: ___________________________________________________________________

Please return by Monday, May 13, 2002 to: Dr. Edward S. Pierson
Department of Engineering
Purdue University Calumet
Hammond, IN 46323-2094

Engineering & Science Summer Program 2002
# Engineering and Science Program 1996

**First Year Students**

**Week 1**

<table>
<thead>
<tr>
<th></th>
<th><strong>Monday</strong></th>
<th><strong>Tuesday</strong></th>
<th><strong>Wednesday</strong></th>
<th><strong>Thursday</strong></th>
<th><strong>Friday</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Morning</strong></td>
<td>CONST 1 Architects, engineers, history, materials Roy Evans</td>
<td>CONST 3</td>
<td>CONST 5</td>
<td>CONST 7/8 Paper stru Mike</td>
<td>BIOLOGY1/2 K. Hedges G026</td>
</tr>
<tr>
<td>Session 1</td>
<td>P234</td>
<td>P234 or P108</td>
<td>P234 or P108</td>
<td>P108 G2 am</td>
<td>G1 pm</td>
</tr>
<tr>
<td><strong>Session 2</strong></td>
<td>INTRO TO PC How to use files disks, etc Rudy</td>
<td>MATH PROBLEM SOLVING 1 (Work in small groups with &amp; w/o calc.) Nancy</td>
<td>MATH PROBLEM SOLVING 3 using PC: Solve PC Nancy M120</td>
<td>Build Elec Circuit (happy face) P208 VIDEO if done early</td>
<td>Build Elec Circuit (happy face) P208 VIDEO if done early</td>
</tr>
<tr>
<td></td>
<td>G237</td>
<td>P213</td>
<td>GROUP PIC</td>
<td>G1 am</td>
<td>G2 am</td>
</tr>
<tr>
<td><strong>Afternoon</strong></td>
<td>CONST 2 Loading, steel frames, beams, foundation Roy Evans</td>
<td>CONST 4 build paper structures Roy</td>
<td>CONST 6 Surveying Mike</td>
<td>MATH REV 2 Order of operations solving &amp; evaluating simple eqs Jim</td>
<td>BIOLOGY1/2 K. Hedges G026</td>
</tr>
<tr>
<td>Session 3</td>
<td>P234</td>
<td>P234 or P108</td>
<td>A181</td>
<td>P213</td>
<td>T2 pm</td>
</tr>
<tr>
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<td>MATH REV 2 John P213</td>
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<td></td>
<td></td>
<td></td>
<td>G1 pm TS 3</td>
</tr>
<tr>
<td><strong>Session 4</strong></td>
<td>MATH REV 1 Fractions, decimals, %, scient. notation (on PC) Jim G237</td>
<td>MATH PROBLEM SOLVING 2 Using PC: Solve PC M120 Nancy</td>
<td>AUTOCAD 1 Intro. to CAD David McLees A246</td>
<td>AUTOCAD 2 Demos, 2-D drawings David McLees A246</td>
<td>AUTOCAD 2 Demos, 2-D drawings David McLees A246</td>
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<td></td>
<td></td>
<td>G2 pm TS 4</td>
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</table>
# Engineering and Science Program 1996

## First Year Students

### Week 2

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td><strong>Morning</strong></td>
<td><strong>ROCKETS Principles</strong></td>
<td><strong>MA-GROUP 2</strong></td>
<td><strong>ROCKET DAY Launch</strong></td>
<td><strong>PMA 2</strong></td>
<td><strong>BIOLOGY3/4</strong></td>
</tr>
<tr>
<td>Session 1</td>
<td>Heister P234</td>
<td>Graphing of data &amp; linear eqs with PC: Solve P-308 Nancy</td>
<td>Procedures (alt Thur) Heister P234</td>
<td>Seretha Howard</td>
<td>K. Hedges</td>
</tr>
<tr>
<td></td>
<td>MA-GROUP 1</td>
<td>3D MODELING 3D Studio, demo &amp; practice (pt. 1) David McLees</td>
<td>PC-ROCKETS Trajectory simulation launch angles &amp; wind speed (on PC) Heister CA M10A</td>
<td>PROB/STAT Probability &amp; odds Nancy</td>
<td>G026</td>
</tr>
<tr>
<td>Session 2</td>
<td>Graphing of data &amp; linear eqs with graph paper, slopes Nancy P213</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Afternoon</strong></td>
<td><strong>ROCKETS CONSTRUCTION 1/2</strong></td>
<td><strong>POSITIVE MENTAL ATTITUDE</strong> (PMA) 1 Seretha Howard</td>
<td><strong>ROCKET LAUNCH COMPETITION</strong> Soccer Fld Measure Heights Melisa, Ray</td>
<td><strong>ROCKET MA Triangulation for height</strong> (students calc) John P213</td>
<td><strong>DC CIR 1/2 Power sup. &amp; VM</strong></td>
</tr>
<tr>
<td>Session 3</td>
<td>Heister P108 &amp; 112</td>
<td>P234</td>
<td></td>
<td></td>
<td>Ohm's law (plot) light bulb</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 4</td>
<td><strong>PROB/STAT Statistics</strong> Nancy P213</td>
<td></td>
<td><strong>3D MODELING 3D Studio, demo &amp; practice (pt. 2)</strong> David McLees</td>
<td></td>
<td></td>
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**[G2 am, G1 pm]**
# ENGINEERING AND SCIENCE PROGRAM 1996
## FIRST YEAR STUDENTS
### WEEK 3

<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>MORNING</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 1</td>
<td>DC CIR 3/4</td>
<td>MUSEUM OF SCIENCE &amp; INDUSTRY</td>
<td>CHEM 1/2</td>
<td>DC CIR L1</td>
<td>MATH FOR</td>
</tr>
<tr>
<td></td>
<td>Series &amp; parallel R color code</td>
<td>Kathryn Hedges G026</td>
<td>G1 am G2 pm</td>
<td>Discuss KVL &amp; KCL, analysis of circuits</td>
<td>DC CIR 2 Cramer's Rule with PC:Solve Nancy G237</td>
</tr>
<tr>
<td></td>
<td>KVL expt.</td>
<td></td>
<td></td>
<td>G1 am G2 pm</td>
<td></td>
</tr>
<tr>
<td></td>
<td>P234/212 Ed(Kendred)</td>
<td>Nancy Kendred,</td>
<td>Lab-comp. ckt. P234/212 Ed(Kendred)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 2</td>
<td></td>
<td>Amoco 1, 2,3</td>
<td>[G1 am, G2 pm]</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8 groups of 6-7, teachers</td>
<td>[G1 am, G2 pm]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| AFTERNOON      | PROB/STAT APPL.               |                              |                                |                               |                              |
| Session 3      | Statistics on PC:Solve G237   | Healthy Eating               | MATH FOR DC CIR 1              | TOUR TO NTPSCO                |
|                | Nancy                         | Joanne Pluckebaum X040       | Solving simultaneous eqs.,     | Control center & engr. labs   |
|                | TS 4,2                        | (Mati)                       | Cramer's Rule (determinates)    | Ray,Melisa John,Kendr          |
|                |                               |                              | John                            | buses leave 12:15              |
| Session 4      | DC CIR PCI1                   |                               | BINARY MATH 1                   | Intro at Noon, Ed Brand       |
|                | Introduce PSpice, simple      |                               | Binary numbers                  | Contact PatGarrard 647-4885    |
|                | examples                      |                               | (counting, arithmetic base 2 &10 |                              |
|                | Rudy P308                     |                               | John                            |                              |
|                | TS 3,1                        |                               | P213                            |                              |
|                |                               |                               | TS 4,2                          |                              |
### Engineering and Science Program 1996

**First Year Students**

**Week 4**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Morning</strong></td>
<td>PMA 3/4</td>
<td>LTV VISIT</td>
<td>JULY 4</td>
<td>Circuit construction --</td>
</tr>
<tr>
<td>Session 1</td>
<td>BEAMS L1</td>
<td>G1 leave</td>
<td>HOLIDAY</td>
<td>Battery checker</td>
</tr>
<tr>
<td>Modulus of</td>
<td>Seretha</td>
<td>8:40, ret</td>
<td></td>
<td>Rudy</td>
</tr>
<tr>
<td>Elasticity incl. plot</td>
<td>Howard</td>
<td>12:40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mike A150</td>
<td></td>
<td>tour 9:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>12:00</td>
<td></td>
<td></td>
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### ENGINEERING AND SCIENCE PROGRAM 1996

**FIRST YEAR STUDENTS**

**WEEK 5**

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<td>EGG DROP CONTEST THEORY Packaging trade-offs, rules Cesar</td>
<td>DIGITAL 1 Digital logic Rudy</td>
<td>BEAMS L2 Cantilever beam Mike, Rick-Reye A150 Jeff Warren, TS 1,4</td>
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<td>Stoichiom. Melissa P234 each 50 m 10:30 bus</td>
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| **Session 2** | | | | |
| CHEM 7 Appl. to oil ind., Amoco speaker at Amoco {Start 11 am} | continue with EGG DROP PREP (Kendred) Cesar | EGG DROP PREP (Kendred) Cesar | PMA 8 | EGG DROP PREP (Kendred) Cesar |
| | | P108 G1 am G2 pm | P108 | TS 2,3 P108 |

| **AFTERNOON** | | | | |
| **Session 3** | | | | |
| AMOCO TOUR Tie in chem & microbiol. (have 1 bus at Amoco from Noon) ??????? | MATER L1 Melting point of tin expt {Dale} Harvey | DIGITAL 2 AND, OR, & NOT gate simulation Rudy | EGG DROP PREP (Kendred) Cesar | EGG DROP CONTEST Cesar |
| | | A150 | | G2 am G1 pm |
| | | P208 | P108 | P108/234 |

| **Session 4** | | | | |
| AMOCO TOUR CONTINUED (finish 3 pm, ret to PUC) | MATER L2 Melting point of tin data interp. PC:Solve Harvey A246 | materials4 or what next?? PMA 7 | | CONTINUED Exit Survey CLOSING |
| | | | | FAREWELLS |
### WEEK 1

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<td>AIRPLANE CONTEST 1 Aerodynamics Dominick Andrisani Mark Peters for Week Use P119 and P112</td>
<td>AIRPLANE CONTEST 3 Performance &amp; stability</td>
<td>BROOKFIELD ZOO all day</td>
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**Note:** AERO activities are not set yet, only people
# Engineering and Science Program 1996

## Second Year Students

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## ENGINEERING AND SCIENCE PROGRAM 1996
### SECOND YEAR STUDENTS
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## SECOND YEAR STUDENTS
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<td><strong>VISIT TO MITCHELL PLANT</strong></td>
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<tr>
<td>Session 1</td>
<td><em>Rudy (Virg)</em></td>
<td><em>Rudy</em></td>
<td><em>Virgil</em></td>
<td><em>Tonya, Nick</em></td>
<td><em>Ed P</em> (arr 9:00 stay 1.5)</td>
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</tbody>
</table>
|          | (Microprocessor applications to control) | *P308* | *P308*         | (all day)         | (P119-talk first on what will see)???
|          | *P308*         |         |                |                  |                             |
|          | **Session 2**  | **PMA 4** | **Session 3**  | **Healthy Eating** | **MICROPRO 6**             |
|          | **Seretha**    | **Ed**  | *Ed, both Gr*  | **Joanne Pluckebaum (Mati)** | **Virgil**                |
|          | **P119**       | *Kendred, Kathryn* | **G1 12 bus visit at 12:30, 1hr** | **X040** | **P308** |
|          | **G1 am, G2 pm** | **before lun discuss tr** | **G1 am, G2 pm** | **G1 am** | **G2 pm** |
|          | **Afternoon**  | **M&G 3/4** | **Safety-kleen TOUR** | **Healthy Eating** | **Survey**                 |
| Session 3 | **Ed**         | **Ed,** both **Gr** | **G1 12 bus visit at 12:30, 1hr** | **Joanne Pluckebaum (Mati)** | **P119** |
|          | *Kendred, Kathryn* | **P112** | **X040**       | **G1 am**        |                             |
|          | **G2 am, G1 pm** |         | **G2 pm**      | **G2 pm**        |                             |
|          | **Session 4**  | **G2 1:15 bu visit at 1:45, 1hr** | **rest of time, group activity** |                  |                             |
|          |                |         |                |                  |                             |

*Closing,*

*Survey* P119
## ENGINEERING AND SCIENCE PROGRAM 1996

### THIRD YEAR STUDENTS

#### WEEK 1

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<th>TIME</th>
<th>MONDAY</th>
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<td>HEALTH</td>
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<td>INTRO TO WINDOWS &amp; POWERPT DeBORAH Williams</td>
<td>HOW IT WORKS 2/3 (work without Ed)</td>
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<td>WORKS PRESENTATIONS</td>
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<td>on PC? use open lab or P334</td>
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<td>Ed</td>
<td>Joanne PlucKebaum</td>
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<td>(2-person teams meet with Ed, practice HOW pres. in G208)</td>
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Tour to see Lan - Joe Morale

**Session 2**

**AFTERNOON**

**Session 3**

**Session 4**
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# ENGINEERING AND SCIENCE PROGRAM 1996
## THIRD YEAR STUDENTS
### WEEK 4

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# Engineering and Science Program 1996
## Third Year Students
### Week 5

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<th>Tuesday</th>
<th>Wednesday</th>
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<td>PMA 4 Seretha P334</td>
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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, data-based decision making, tiered intervention and service delivery system, and parental engagement are key components of NiSe’s RtI framework that are aligned with state and 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
Student Information

*Applicant name ________________________________

First                             Middle                             Last
Preferred name, if not first name ________________________________

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

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

*Email address ________________________________

*Permanent home address:

Street address ________________________________
Street address line 2 ________________________________

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

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

Street address ________________________________
Street address line 2 ________________________________

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

Good through: ___________ / ___________ / ___________

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

*Please check all that apply:
□ I am a US Citizen or Permanent Resident
□ I am a citizen of ______________
□ Other (specify) ________________________________

*Birthplace

City __________________________ State/province/region __________________________ Country __________________________

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

*First language ________________________________

Language(s) spoken at home ________________________________

List any languages in which you are proficient.

Optional: How do you identify yourself? (Please check all that apply and specify below, if desired.)
□ American Indian or Alaska Native (including all Original Peoples of the Americas)
□ Asian (including Indian subcontinent and Philippines)
□ Black or African American (including Africa and Caribbean)
□ Hispanic or Latino(a) (including Spain)
□ Native Hawaiian or Other Pacific Islander (Original Peoples)
□ White (including Middle Eastern)
□ Other
□ I prefer not to respond

Specify, if desired:
Family Information

Parent/Legal Guardian 1

*Name

Title
First
Last
Suffix

*Relationship to you:

☐ Mother
☐ Father
☐ Legal Guardian
☐ Word of the Court/State
☐ Other

*Preferred phone (____) ________

*Phone type:  ☐ Home  ☐ Cell  ☐ Work

*Email address

Home address, if different from yours:

Street address

Street address line 2

City

State/province/region

Postal/zip code

Country

*Occupation

*Employer

*Highest education level completed:

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

Parent/Legal Guardian 2

Name

Title
First
Last
Suffix

Relationship to you:

☐ Mother
☐ Father
☐ Legal Guardian
☐ Word of the Court/State
☐ Other

Preferred phone (____) ________

Phone type:  ☐ Home  ☐ Cell  ☐ Work

Email address

Home address, if different from yours:

Street address

Street address line 2

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Highest education level completed:

☐ Below high school
☐ Two-year college degree (Associate’s)
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☐ Some high school
☐ Some four-year college
☐ High school degree
☐ Four-year college degree (Bachelor’s)
Academic and Extracurricular Information

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

High school name ____________________________________________________________

School address:
Street address ___________________________  Street address line 2
City ___________________________________________  State/province/region
Postal/zip code ________________  County _______________________________________

School phone (____) ______ - ____________  School fax (____) ______ - ____________

Counselor’s name
Title ___________________________  First ___________________________  Last ___________________________
Counselor’s phone (____) ______ - ____________  Counselor’s email ___________________________

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

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

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

As of now, what are three college majors, careers, or jobs you are considering pursuing after high school?
1. ______________________________________________________________
2. ______________________________________________________________
3. ______________________________________________________________

As of now, are you planning to continue your education after graduating from high school?
☐ Yes    ☐ No    ☐ I do not know

If “yes,” what level(s) of education do you plan to pursue? Please check all that apply.
☐ Two-year college degree (Associate’s)    ☐ Graduate or professional degree (such as law or medicine)
☐ Four-year college degree (Bachelor’s)    ☐ Other (please specify) ___________________________

If “no,” why not? Please check all that apply.
☐ I do not know how I am going to pay for it.    ☐ I do not know what I want to study or do.
☐ I do not need college to do what I want to do.    ☐ Other (please specify) ___________________________

Have you ever visited the campus of Illinois Institute of Technology?    ☐ Yes    ☐ No
Comment: ______________________________________________________________

Do you know anyone who is associated with IIT? If yes, please check all that apply.
☐ Parent/Guardian    ☐ Sibling    ☐ Faculty    ☐ Staff    ☐ Student    ☐ Alumnus/o    ☐ Coach
☐ Other ___________________________

How did you learn about the IIT Boeing Scholars Academy? Please check all that apply.
☐ IIT representative    ☐ Current IIT Boeing Scholar ___________________________
☐ Teacher    ☐ Counselor
☐ Friend    ☐ Email    ☐ Mail    ☐ summer.iit.edu    ☐ Other ___________________________
Respond to the following questions in 100 words or less; do not feel as if you must fill the space.

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

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

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

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

*Critical Response

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

Identify and describe what is the most urgent social, environmental, and/or economic challenge facing the United States today—from your perspective. What causes and perpetuates this problem? Who or what is affected by it, and what is at stake if this problem persists? If you were given access to $1,000, what could you do to address that problem in the next year? Use your imagination, and be specific.

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

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

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

for 100 Chicago-area teens per year.

Eligibility

Applicants to the IIT Boeing Scholars Academy should:

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

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

Because this is our state of emergency today:

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

“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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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 School Leader/Principal to ensure that your child receives an education that will prepare them for our new global society. The Board will support efforts to promote, develop and implement programs which meet the learning needs of students in cognitive, affective and psychomotor performance and behavior on an individual student basis according to Indiana law.
Board of Trustees Members

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

NiSe Leadership

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

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

Location

Northwest Indiana Science and Engineering (NiSe) Charter School
8340 Louisiana
Merrillville, IN 46410
Office: (219)
Fax: (219)
Email:
Website: NISESTEMACADEMY.COM

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 2014-2015

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<th>Month</th>
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</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>1(^{st}) 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>2(^{nd}) Semester Ends</td>
</tr>
<tr>
<td>February</td>
<td>Science/Engineering Project Fair</td>
</tr>
<tr>
<td>March</td>
<td>3(^{rd}) Semester Ends</td>
</tr>
<tr>
<td>April</td>
<td>Spring Break</td>
</tr>
<tr>
<td>May</td>
<td>4(^{th}) 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>
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**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. Staff has been instructed to escort anyone not having a pass immediately to the office for identification.

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

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

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

Note: A legal document is required to support any questions of custody between divorced or separated parents. Unless the School Leader/Principal is informed otherwise, either natural parent is considered to have access to or request dismissal of a student.
Solicitation
Solicitation of or by any student, parent, or staff member on school property for any cause except those authorized by the School Leader/Principal is strictly prohibited.

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

Candy, Gum, and Toys
Students may not bring candy, toys, or other non-school related items to school unless approved by the teacher. The student assumes responsibility for any items brought from home. Toy weapons are strictly prohibited, and no headphones, radios, games, virtual pets, Game Boys, etc., are allowed and will be confiscated and only returned to a parent. Gum is NEVER allowed in school. Students caught with gum will be referred to the 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 Intelligences Theory which states that every child can learn and John Dewey’s 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 establish 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>
<tr>
<td><strong>TOTAL REQUIREMENTS</strong></td>
<td><strong>22</strong></td>
</tr>
<tr>
<td>Electives</td>
<td>16</td>
</tr>
<tr>
<td><strong>TOTAL REQUIRED FOR GRADUATION</strong></td>
<td><strong>38</strong></td>
</tr>
</tbody>
</table>

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 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, 2014
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 2018. 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 XXXX at 219-XXX-XXXX.

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 (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.
Exhibit 12: Code of Conduct Discipline Policy
The School Leader/Principal will monitor and enforce the Code of Conduct Policy.

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

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

The following five situations will result in immediate discipline referral to the office (including but not limited to):
- Fighting
- Abusive language directed toward a teacher or another student
- Student actions that disrupt the class to the extent that a teacher’s authority is being challenged
- Student actions that present a danger to the safety and well-being of themselves or others
- Other criminal acts in violation of local, state, or federal laws

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

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

**Disciplinary Removal from Classroom**
It is the policy of NiSe to maintain classrooms in which student behavior does not interfere with the ability of the teacher to teach effectively or the ability of other students to participate in classroom 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 Policy**

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

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

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

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

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

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

**Category 1**

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

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

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

Category 2
These acts of misconduct include, but are not limited to, the following student behaviors that disrupt the educational process at NiSe.

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

Students who commit any of these acts are subject to one after school or Saturday in-school detention and teacher-student conference as a result of a first offense and may, as a result of repeated violations and depending on the circumstances, be subject to the maximum penalty of a five-day out-of-school suspension and teacher-parent conference. The degree of the suspension whether in-school or external, as well as length of suspension, shall be determined by NiSe’s staff and/or Board. As a supplement and/or alternative to suspension, school staff 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 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
- Physical assault, the act of striking or touching a person or a person’s property with a part of the body or with any object with the intent of causing hurt or harm
- Verbal abuse includes, but is not limited to, swearing, screaming, obscene gesture, or threats directed orally (including by telephone) or in writing at an individual, his or her family, or a group
- Intimidation an act intended to frighten or coerce someone into submission or obedience.
- Extortion: the use of verbal or physical coercion in order to obtain financial or material gains from others
- Bullying, the use of physical coercion to obtain control over others or to be habitually cruel to others
- Gang activity, as described in this handbooks section on secret societies/gang activity
- Sexual harassment, against students or staff
- Stalking is the persistent following, contacting, watching, or any other such threatening actions that compromise the peace of mind or the personal safety of an individual
- Defiance, is a serious act or instance of defying or opposing legitimate authority
- Discriminatory or racial slurs are insulting, disparaging, or derogatory comments made directly or by innuendo regarding a person’s race, sex, sexual orientation, religion, national or ethnic background, or handicap
- Vandalism is damaging or defacing property owned by or in the rightful possession of others
- Terrorism is a threat to commit violence communicated with the intent to terrorize or with reckless disregard for the risk of creating such terror. Also, a threat causing serious public inconvenience, such as the evacuation of a building regardless of the perceived or actual ability of the person(s) issuing the threat to commit the act

**Bullying Prevention and Behavior**

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

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

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

**Weapons in School or on School Grounds**

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

**Student Searches**

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

**Search of School Property**

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

**Seizure of Items**

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

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

**Discipline of Special Education Students**

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

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

**Distribution of Conduct and Discipline Policy**

The Principal shall arrange to have the conduct and discipline code distributed once to each student in elementary, and middle, and high school each academic year. Copies shall be posted clearly in the school. In addition, any significant change in the code shall be distributed to each student and posted.
These policies constitute the basis for operation and administration of the special education activities to be carried out in Northwest Indiana Science and Engineering Charter School (NiSe) under Title 511 Article 7 of the Indiana Administrative Code (hereinafter Article 7) and the Individuals with Disabilities Education Improvement Act (IDEA ’04). These local standards and policies have been made available to parents, guardians, and other members of the general public.

1 This document does not include the legal requirements related to early childhood special education (i.e., 511 IAC 7-36-5, 7-43-2, and 7-46-3) and nonpublic schools or facilities (i.e., 511 IAC 7-34). If the school ever serves a preschool population of students who are 3 years of age through 5 years of age, but not eligible for kindergarten, necessary revisions will be required.
I. GENERAL PROVISIONS

State Regulatory Requirements: 511 IAC 7-33-1 through 7-33-4

A. Special Education Programs; Organizational and Administrative Structures

Northwest Indiana Science and Engineering Charter School (NiSe) shall provide a Free Appropriate Public Education (FAPE) to students identified and determined eligible for special education under Article 7, including students who have been suspended or expelled from school under 511 IAC 7-44-1 and 511 IAC 7-44-2. NiSe, consisting of grades 5-12, provides and arranges the provision of special education for eligible students. NiSe has a goal of providing a full educational opportunity to students with disabilities for whom the school is responsible.

NiSe:
1. Provides or arranges for the provision of special education, including:
   a. Elementary school programs; and
   b. Secondary school programs.

2. Administers or provides special education programs through:
   a. An individual school corporation or charter school that is a special education planning district.
   b. Two (2) or more school corporations or charter schools that, together, are a special education planning district authorized by any of the following:
      i. The Joint Service and Supply Act (IC 20-26-10).
      ii. The Special Education Cooperatives Act (IC 20-35-5).
      iii. The Interlocal Cooperation Act (IC 36-1-7).
      iv. Any other cooperative arrangement permitted by law.
   c. A transfer tuition agreement.
   d. A contract for certain related services.

B. Use of public or private insurance proceeds

NiSe:
1. Provides services at no cost to parents, but may seek to use Medicaid or other public benefits or insurance programs available to a student with a disability to pay for services required as part of the student’s free appropriate public education, but this public agency does not:
   a. Require parents to sign up for or enroll in public benefits or insurance programs in order for the student to receive a free appropriate public education; or
   b. Require parents to incur an out-of-pocket expenses, such as the payment of a deductible or copay amount incurred in filing a claim for services provided, but may pay the cost that the parent otherwise would be required to pay; or
   c. Use a student’s benefits under a public benefits or insurance program if that use would:
      i. Decrease available lifetime coverage or any other insured benefit;
      ii. result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the student outside of the time the student is in school;
      iii. Increase premiums or lead to the discontinuation of benefits or insurance; or
iv. Risk loss of eligibility for home and community based waivers, based on aggregate health-related expenditures.

2. Obtains informed parental consent each time it seeks access to public benefits or insurance for specific services and duration of services identified in the student’s IEP. Subsequent informed parental consent is required if:
   a. The student’s IEP is revised or extended to require additional services, or
   b. The public agency charges a different amount for such services.
      Notifies the parent that refusal to allow access to the public benefits or insurance does not relieve the public agency of its responsibility to ensure that all required services are provided at no cost to the parent.

3. May access a parent's private insurance proceeds, but only if it:
   a. Obtains informed parental consent each time that access to private insurance benefits is sought, and
   b. Informs the parent that refusal to permit the public agency to access the private insurance will not relieve the public agency of its responsibility to ensure that all required services are provided at no cost to the parent.

4. May use its Part B federal funds, when services are required to ensure a free appropriate public education for a student, to:
   a. Provide or pay for services when the parent declines or does not respond to the public agency’s request for consent to access private or public insurance or benefits, or
   b. Pay the cost, such as a deductible or co-pay that a parent would incur for the service if private or public insurance or benefits or insurance were used to pay for the service.

5. Does not consider proceeds from private or public insurance or benefits as program income for purposes of 34 CFR §80.25 with respect to the administration of federal grants and cooperative agreements.

6. Does not consider reimbursements (such as Medicaid) spent on services under Article 7 as state or local funds for purposes of maintenance of effort provisions.

7. Does not construe anything in Article 7 to alter the requirements imposed on the state Medicaid agency, or any other agency administering public benefits or insurance program by federal statute, regulations, or policy under Title XIX or Title XXI of the Social Security Act, or any other public benefits or insurance program.

II. PROGRAM PLANNING AND EVALUATION

State Regulatory Requirements: 511 IAC 7-35-1 through 7-35-2

A. Program monitoring

NISE understands that:
1. The division of special education shall monitor it for special education to ensure compliance with and implementation of the requirements of federal and state laws, rules, regulations, and policies
regarding the provision of programs, services, protections, and a free appropriate public education to all students with disabilities.

2. The monitoring activities may include, but are not limited to, the following:
   a. Complaint investigations.
   b. Data collection and analysis
   c. State or federal fiscal audits
   d. On-site reviews of the following:
      i. The total special education program on a cyclical or other basis.
      ii. Portions of programs to examine one (1) or more issues
   e. Accreditation information
   f. Due process hearing decisions
   g. Performance indicators measured by:
      i. the state performance plan;
      ii. the annual performance report; or
      iii. other federal or state measures of performance or accountability; including facilitation of parent involvement by schools.

B. Supports for public agency personnel

NISE:
1. Carries out activities to ensure that its personnel are:
   a. Fully informed about their respective responsibilities for implementing Article 7; and
   b. Provided with technical assistance and training necessary to assist them in this effort and the necessary knowledge and skills to implement each student's IEP.

2. Ensures that each student's case conference committee, during the development, review or revision of the student’s IEP, considers whether any support is necessary to provide public

3. Agency personnel with the knowledge and skills necessary to implement the student's IEP.

4. Ensures that the case conference committee documents, as determined necessary, the types of supports to be provided and the intent of the supports, which can be related to public agency personnel or the student, or both.

III. GENERAL ADMINISTRATION OF PROGRAMS

State Regulatory Requirements: 511 IAC 7-36-1 through 7-36-10

A. Parent and community participation

NISE understands that:
1. It is encouraged to establish, or support the establishment of, a parent advisory council, committee, task force, or group.

2. Its goals for a parent group may include, but are not limited to:
a. supporting student and family membership in the school community;
b. inviting parents of students with disabilities to participate on school decision making committees; and
c. fostering effective communication with families focused on student learning and developing.

B. Special education program personnel

NISE:
1. Employs or contracts personnel to provide special education or related services who are appropriately licensed or certified and 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's division of professional standards or other applicable licensing and certification bodies.

2. Ensures that:
   a. the person designated as a student's teacher of record for kindergarten through grade 12 is appropriately licensed in the area of the student's disability or, where appropriate state licensure is not available, appropriately trained.
   b. the person designated as a student’s teacher of record for an early childhood student holds an appropriate license to teach early childhood special education.
   c. special education teachers meet the requirements of 511 IAC 7-36-2(a) and, with the exception of early childhood special education teachers, are highly qualified according to 511 IAC 7-36-3.
   d. related services personnel who deliver services in their discipline meet the requirements of 511 IAC 7-36-2(a) and do not have their certification or licensure requirements waived on an emergency, temporary, or a provisional basis.
   e. personnel working with deaf or hard of hearing students who provide sign language transliteration and interpreting services meet the requirements of 511 IAC 7-36-2(a) and (c), and are certified to interpret in an educational setting.
   f. Any paraprofessionals and assistants assisting students in areas that relate to personal, social, and educational needs are appropriately trained to work under the direction and supervision of licensed teachers, highly qualified teachers, or related services personnel.

3. Provides and documents in writing the pre-service and in-service training it provides to paraprofessionals on the following areas:
   a. the role of the paraprofessional related to the role of the professional person providing supervision and direction;
   b. the specific skills and content knowledge necessary to carry out the assigned responsibilities; and
   c. information on the specific special needs and characteristics of the students with whom the paraprofessional will be working and special education procedures, including the confidentiality of personally identifiable information.

4. Ensures that paraprofessionals who provide instructional support in a program supported by funds from Title I, Part A of the Elementary and Secondary Education Act have a high school diploma as defined in 511 IAC 6-7.1-1(e) or its recognized equivalent. Paraprofessionals hired after January 8, 2002, have completed two (2) years of study at an institution of higher education, as defined in 511 IAC 7-32-52, obtained an associate's or higher degree, or met a rigorous standard of quality and are able to demonstrate, through a formal state academic assessment, knowledge of and the ability to assist in
instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).

5. Understands that a paraprofessional under 511 IAC 7-36-2(g) does not have to meet the requirement in subsection (g)(2) if the paraprofessional is a person who:
   a. is proficient in English and a language other than English and acts solely as a translator to enhance the participation of limited English proficient students; or
   b. only conducts parental activities, such as a home school liaison.

6. Understands that a paraprofessional under 511 IAC 7-36-2(g) does not have to meet the requirements contained in subsection (g) if the paraprofessional:
   a. works in a Title I targeted assistance program, as opposed to a Title I school-wide program, unless the paraprofessional's salary is funded, in whole or in part, by Title I Part A; or
   b. does not provide instructional support, such as a person who solely provides personal care.

7. Understands that, notwithstanding any other individual right of action that a parent or student may maintain under Article 7, nothing in Article 7 can be construed to:
   a. create a right of action on behalf of an individual student or class of students for the failure of a public agency employee to be highly qualified; or
   b. prevent a parent from filing a complaint about staff qualifications with the division of special education under 511 IAC 7-45-1.

C. Highly qualified teachers

NISE:

1. Ensures that its elementary, middle, junior high, and high school special education teachers are highly qualified as a special education teacher by meeting the following requirements:
   a. The teacher has obtained full state licensure as a special education teacher, including licensure obtained through an alternative route, as described in 511 IAC 7-36-3(b), or passed the state special education teacher licensing examinations and holds a license to teach in the state as a special education teacher.
   b. The teacher has not had special education licensure requirements waived
   c. The teacher holds at least a bachelor's degree.

2. Understands that a teacher meets the requirement in 511 IAC 7-36-3 (a)(1) if that teacher is participating in an alternative route to special education licensure program under which the teacher:
   a. Receives high quality professional development that is sustained, intensive, and classroom focused in order to have a positive and lasting impact on classroom instruction before and while teaching;
   b. Participates in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program;
   c. Assumes functions as a teacher only for a specified period of time not to exceed three (3) years;
   d. Demonstrates satisfactory progress toward full licensure as prescribed by the state;
      and the state ensures, through its licensure process, that these provisions in paragraph 2 are met.

3. Understands that special education teachers who do not teach core academic subjects only have to meet the highly qualified special education teacher requirements in 511 IAC 7-36-3(a). It further understands that a special education teacher does not teach core academic subjects if the special education teacher:
a. Is a co-teacher who:
   i.  works within the general education setting in which a highly qualified general education
       teacher provides instruction to the class on core academic elementary content or a
       core academic middle, junior high, or high school subject; and
   ii.  provides direct assistance to students with disabilities via individualized or small
        group instruction as a support to the highly qualified teacher's instruction.

b. Is a consultant teacher who provides consultation, such as:
   i.  adapting curricula;
   ii.  using behavioral supports and interventions;
   iii. selecting appropriate accommodations;
   iv.  to highly qualified general education teachers of core academic elementary content or a
        core middle, junior high, or high school academic subject.

c. is a resource room teacher who provides direct assistance to students with disabilities, such
   as tutoring and reinforcement of content provided in the general education setting, in
   segregated settings after the students receive instruction on core academic elementary
   content or a core academic middle, junior high, or high school subject from a highly
   qualified general education teacher; or

d. provides direct instruction to students with disabilities on noncore academic subjects, such as life
   skills, study skills, and community based instruction.

4. Ensures that:
   a. Special education teachers who teach core academic subjects, as defined in 511 IAC 7-32-21, are
      highly qualified as a special education teacher under 511 IAC 7-36-3(a) and highly qualified in the core
      academic subjects under 511 IAC 7-32-44. It further understands that special education teachers teach core
      academic subjects when:
         i.  The special education teacher is the primary teacher providing instruction to elementary
             students in the core academic elementary content.
         ii. The special education teacher is the primary teacher providing instruction to middle, junior
             high, or high school students in a core academic subject.
         iii. The special education teacher team teaches in the general education setting
             alongside a highly qualified teacher of elementary academic content or a
             core academic middle, junior high, or high school subject, and the
             teachers share responsibilities for the design and delivery of instruction;
             and evaluation of student performance.

b. Special education teachers who teach core academic subjects exclusively to students who are assessed
   against alternate achievement standards meet the requirements in subsection 511 IAC 7-36-3(a) and,
   whether they are a new or a veteran teacher, either meet the:
   i.  applicable requirements of 511 IAC 7-32-44 for any new or veteran elementary, middle,
        junior, or high school teacher; or
   ii. requirements of 511 IAC 7-32-44(b)(2) or 511 IAC 7-32-44(b)(3) as applied to an elementary
       school teacher and, in the case of instruction above the elementary level, have subject matter
       knowledge appropriate to the level of instruction being provided, as determined by the state.

c. Special education teachers who teach two (2) or more core academic subjects
   exclusively to students with disabilities (including students assessed against
   alternative achievement standards) meet the requirements in subsection 511 IAC
   7-36-3(a) and either:
   i.  meet the applicable requirements of 511 IAC 7-32-44(b)(2) or 511 IAC 7-32-44(b)(3);
ii. in the case of a veteran teacher, demonstrate competence in all the core academic subjects in which the teacher teaches in the same manner as is required for a veteran elementary, middle, junior high, or high school teacher under 511 IAC 7-32-44, which may include a single, high objective uniform state standard of evaluation (HOUSSE) covering multiple subjects; or

d. A new special education teacher who teaches multiple subjects and is highly qualified in mathematics, language arts, or science, demonstrates, not later than two (2) years after the date of employment, competence in the other core academic subjects in which the teacher teaches in the same manner as is required for an elementary, middle, junior high, or high school teacher under 511 IAC 7-32-44, which may include a single HOUSSE covering multiple subjects.

5. Understands that, notwithstanding any other individual right of action that a parent or student may maintain under Article 7, nothing in this section is construed to:
   a. create a right of action on behalf of an individual student or class of students for the failure of a public agency employee to be highly qualified; or
   b. prevent a parent from filing a complaint under 511 IAC 7-45-1 about staff qualifications with the division of special education.

6. Understands that:
   a. A teacher who is highly qualified under this section is considered highly qualified for purposes of the Elementary and Secondary Education Act of 1965, as amended by 20 U.S.C. 6311 et seq.
   b. For purposes of 511 IAC 7-36-3 (f)(3), a fully licensed regular education teacher who subsequently becomes fully licensed as a special education teacher is a new special education teacher when first hired as a special education teacher.
   c. The requirements in this section do not apply to teachers hired by nonpublic elementary, middle, junior high, or high schools, including nonpublic school teachers hired or contracted by public agencies to provide special education and related services to parentally-placed nonpublic school students with disabilities under 511 IAC 7-34-7(k)(2).
   d. Because the early childhood special education program described in 511 IAC 7-36-5 is not part of the state's public elementary, middle, junior high, and high school system, kindergarten through grade 12, early childhood teachers do not have to meet the highly qualified teacher requirements, but they do have to be appropriately licensed.

D. Elementary and secondary instructional day; school calendar; extended school year services

NISE:

1. Ensures that the length of the instructional day for elementary and secondary students with disabilities is the same as the instructional day for nondisabled elementary and secondary students, respectively, in the same school building, unless the case conference committee determines the length of the student's instructional day should be different and documents the justification in the written notice described in 511 IAC 7-42-7.

2. Ensures that the school calendar of the school corporation or charter school providing the special education program is followed when the calendars of the providing school corporation or charter school and the school corporation of legal settlement or charter school differ. Unless otherwise provided, the school corporation of legal settlement or charter school provides for transportation necessary to enable students to attend school on days when the providing school corporation or charter school is in
attendance but the school corporation of legal settlement or charter school is not in attendance.

3. Ensures that extended school year services are special education and related services that meet the standards of the department of education and are provided to a student with a disability:
   a. beyond the public agency's school calendar or instructional day;
   b. in accordance with the student's IEP; and
   c. at no cost to the parent of the student.

4. Ensures that extended school year services are available as necessary to provide free appropriate public education, and provides extended school year services if a student's case conference committee determines, on an individual basis, in accordance with 511 IAC 7-42-6 or 511 IAC 7-42-9, that the services are necessary for the provision of free appropriate public education for the student.

5. Does not limit extended school year services to particular categories of disability, or unilaterally limit the type, amount, or duration of those services.

E. Facilities

NISE:
1. Provides instructional space for students with disabilities that is:
   a. not less than the per student instructional space for general education students of the same chronological age in the same building;
   b. comparable to the general space and instructional environment of the general education students in the same building; and
   c. sufficient to accommodate a student's:
      i. special equipment;
      ii. assistive devices;
      iii. curricular needs.

2. When developing written emergency preparedness plans in accordance with 511 IAC 6.1-2-2.5, includes provisions for warning and evacuating students whose disabilities require special warning or evacuation procedures. The special warning and evacuation provisions:
   a. address individual needs of students;
   b. be reviewed on an annual and as needed basis; and
   c. be implemented during tornado (shelter) preparedness drills, fire drills, and manmade occurrence disaster drills as required by IC 20-34-3-20.

F. Instructional curricula, materials, equipment, and assistive technology devices and services

NISE:
1. Ensures that each student is involved in and progresses in the general education curriculum, to the maximum extent feasible, as determined by the student's case conference committee

2. May supplement the general education curriculum with modified programs of instruction or curriculum that relate to state academic standards and functional skills to be achieved.

3. Provides students with disabilities with instructional materials and supplies comparable to those
provided to nondisabled students.

4. Ensures that a student's case conference committee determines whether the student needs instructional materials, including print instructional materials as defined in 511 IAC 7-32-75, in an accessible format.

5. Understands that, for purposes of 511 IAC 7-36-:
   a. “accessible format” means an alternate approach to presenting information to a student with a disability;
   b. accessible formats may be purchased ready for use by students with disabilities, developed for use by students with disabilities, or modified from existing materials in accordance with federal and state copyright laws; and
   c. accessible formats include, but are not limited to Braille, audio, digital text, large type, tactile graphics, video, captions, and audio descriptions.

6. Ensures that, if a student's case conference committee determines that a student needs instructional materials in an accessible format that are not print instructional materials, it provides the student with the instructional materials at the same time as other students receive the instructional materials, in accordance with policies and procedures established by the department of education.

7. Ensures that, if a student's case conference committee determines that a student needs print instructional materials in an accessible format, it provides the materials to the student in a timely manner as described in 511 IAC 7-36-7(h).

8. Ensures that, when a student needs print instructional materials in an accessible format, it determines whether the student is a student with a print disability as defined in 511 IAC 7-32-93, including obtaining a written certification statement from a competent authority according to policies and procedures established by the department of education.

9. Understands that, with regard to paragraph 8 above, a competent authority is a recognized expert who attests to the physical basis of the visual, perceptual, or other physical disability that limits the student's use of standard print, in accordance with policies and procedures established by the department of education.

10. Understands that, for purposes 511 IAC 7-36-7, "timely manner" means that it will take all reasonable steps to ensure that students who need print instructional materials in accessible formats are provided those materials at the same time as other students receive instructional materials.

11. Understands that:
   a. “reasonable steps” (per 511 IAC 7-36-7(h)) include, but are not limited to:
      i. Requiring publishers or other contractors to, at a minimum, provide the National Instructional Materials Access Center (NIMAC) with electronic files containing the content of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS). Such files must be provided to the NIMAC with sufficient time, according to policies and procedures established by the department of education, to ensure that students requiring accessible formats receive the instructional
materials at the same time as other students receive the instructional materials.

ii. Having a means of acquiring print instructional materials in accessible formats according to policies and procedures established by the department of education, including for students who transfer into the public agency after the start of the school year.

b. “reasonable steps” does not include withholding print instructional materials from other students until print instructional materials in accessible formats are available.

c. nothing in 511 IAC 7-36-7 relieves it of its responsibility to ensure that the following students, who need print instructional materials in accessible formats, receive those materials in a timely manner:
   i. A student who is not a student with a print disability as defined in 511 IAC 7-32-93.
   ii. A student who needs print instructional materials that cannot be produced from NIMAS files.

d. charges to the parent for textbook rental, incidental fees, or any other fees permitted by state statute or rule do not violate the “at no cost” requirement.

12. Provides instructional materials and equipment and assistive technology devices and services, as defined in 511 IAC 7-32-7 and 511 IAC 7-32-8, which are specified in the student's IEP. It provides access to assistive technology devices in a student’s home or other settings on a case-by-case basis when the student’s case conference committee determines that the student needs such access in order to receive a free appropriate public education.

13. Is not responsible for providing basic equipment such as wheelchairs, braces, glasses, or hearing aids that the student may require at home as well as in the educational setting unless the student’s case conference committee determines otherwise.

14. Is responsible for maintenance and repair of all equipment and devices it provides, but it is not responsible for the cost of repair or replacement of equipment it does not purchase.

15. Ensures that hearing aids worn in school by students who are deaf or hard of hearing are functioning properly.

16. Is not responsible for the postsurgical maintenance, programming, or replacement of a student with a disability's medical device that has been surgically implanted, or of an external component of the surgically implanted medical device. However, it ensures that the external components of the surgically implanted medical devices are functioning properly.

G. Transportation

NISE:
1. Transports students with disabilities with nondisabled students when appropriate.

2. Understands that the school corporation of legal settlement or charter school is ultimately responsible for transportation of students with disabilities, unless such responsibility is otherwise delegated under a
comprehensive plan, joint services agreement, Interlocal or cooperative arrangement.

3. Treats transportation as a related service, under 511 IAC 7-43-1(u), when the student’s case conference committee determines or IEP specifies that transportation is necessary for the student to receive special education and related services.

4. Places a written student-specific justification in the student’s record whenever the transit time of a student with a disability exceeds the transit time of nondisabled students of comparable age in the same school corporation or charter school and applies any local policies limiting transit time to its students with disabilities.

5. Does not require the parent of a student with a disability to provide transportation. If the parent does transport the student, such transportation is pursuant to a written agreement with the parent, and the public agency reimburses the parent at not less than the per mile rate at which employees of the public agency are reimbursed.

H. Medication administration

NISE:

1. Has established, maintains, and implements written policies and procedures on the administration of medication that include the following provisions:
   a. No medication is administered without the written and dated consent of the parent.
   b. The parent's written consent is valid only for the period specified on the consent form and never longer than the current school or program year.
   c. A physician’s prescription, a copy of the original prescription or the pharmacy label must be provided by the parent and on file with the public agency.
   d. Medication is maintained in a secure location and administered in accordance with the physician's prescription.
   e. The parent may, upon request, obtain a copy of the public agency's policies and procedures on medication administration.
   f. If the medication is to be terminated prior to the date on the prescription, the written and dated consent or withdrawal of consent of the parent is required.
   g. The person or persons authorized to administer medication are specified.

2. Documents any special training provided to persons authorized to administer medication.

3. Does not permit its personnel to require a parent to obtain a prescription for medication for a student as a condition for attending school, receiving a special education evaluation under 511 IAC 7-40, or receiving special education and related services under Article 7.

4. Does not construe anything in Article 7 as prohibiting teachers and other school personnel from consulting or sharing classroom based observations with a parent regarding his or her student's academic and functional performance, behavior in the classroom or school, or need for evaluation under 511 IAC 7-40-2 related to child identification.

I. State and local assessments
NISE:
1. Ensures that students with disabilities participate in all state and local assessment programs, including assessments described under Section 1111 of the Elementary and Secondary Education Act, 20 U.S.C. 6311, with appropriate accommodations and alternate assessments, if necessary, as indicated in a student's IEP.

2. To the extent possible, uses universal design principles in developing and administering district assessments under 511 IAC 7-36-10.

3. Understands that appropriate accommodations for the state assessment programs are set forth in the program manual issued each year by the department of education and that these accommodations that do not invalidate scores.

4. Develops guidelines for the provision of appropriate accommodations that do not invalidate scores on district-wide assessments.

5. Ensures that the student’s case conference committee determines, in advance, whether a student will utilize any of the appropriate accommodations described in 511 IAC 7-36-10(c) and (d) during state and district assessments and throughout the student's education program.

6. Ensures that, if the student will utilize accommodations, the case conference committee:
   a. selects testing accommodations the student needs in order for the assessment to reflect the student's academic achievement;
   b. does not select testing accommodations that will invalidate a student's score;
   and
   c. documents the testing accommodations in the student's IEP.

7. Understands that nothing in Article 7 prohibits the use of accommodations in classroom instruction that, if used for state and district assessments, would invalidate a student's score.

8. Understands that the case conference committee may determine that a student will participate in an alternate assessment in lieu of participating in the general assessment, and ensures that, for state assessments, the case conference committee’s determination is based upon the criteria in 511 IAC 5-2-4.5.

9. Ensures that, before a case conference committee determines that a student will participate in an alternate assessment in lieu of the general assessment, it has provided the case conference committee with a clear explanation of the differences between the assessments, including any effects of state or district policies on the student's education resulting from participation in an alternate assessment.

10. Ensures that, if the case conference committee determines that a student will participate in an alternate assessment, the parent is informed that the student's performance will not be measured against grade-level academic achievement standards.

IV. PROCEDURAL SAFEGUARDS
State Regulatory Requirements: 511 IAC 7-37-1 and 7-37-2

A. Notice of Procedural Safeguards

NISE:
1. Has established, maintains, and implements procedures in accordance with 511 IAC 7-37-1 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 agency.

2. Ensures that its written notice of procedural safeguards is:
   a. a standard notice;
   b. written in language understandable to the general public;
   c. provided in the native language or other mode of communication used by the parent, unless it is clearly not feasible to do so and
   d. printed in a format that is easy to read.

3. Ensures and documents in writing that, when the native language or other mode of communication of the parent is not a written language, it takes steps to make sure that:
   a. The procedural safeguards are translated orally or by other means to the parent in his or her native language or other mode of communication and
   b. The parent understands the content of the notice.

4. Give a copy of the notice of procedural safeguards to the parent of a student with a disability one (1) time a school year, as well as upon:
   a. initial referral or parental request for evaluation;
   b. receipt of the first filing of a complaint under 511 IAC 7-45-1 in a school year;
   c. receipt of the first due process hearing request under 511 IAC 7-45-3 in a school year;
   d. the date the public agency decides to make a removal that results in a disciplinary change of placement under 511 IAC 7-44-2, which includes removals to interim alternative education settings for weapons, drugs, and serious bodily injury under 511 IAC 7-44-6; and
   e. request by a parent.

5. May place a copy of the notice of procedural safeguards on its Internet website if a website exists, but understands that such posting does not satisfy the requirement of providing the notice of procedural safeguards to a parent.

6. Utilizes the Notice of Procedural Safeguards developed and provided by the division of special education and understands that the Notice provided by the divisions provides a full explanation of the requirements of 511 IAC 7-37-1(f).

B. Notice by electronic mail
This public agency will allow parents to elect to receive the written notice of procedural safeguards by an electronic mail communication if it makes that option available.

V. CONFIDENTIALITY OF INFORMATION

State Regulatory Requirements: 511 IAC 7-38-1 through 7-38-3
A. Access to and disclosure of educational records

**NISE:**

1. Provides written notice annually to parents of students currently in attendance, or students of legal age currently in attendance, of their rights regarding confidentiality of personally identifiable information, including the right to:

   a. Inspect and review the student's educational record with respect to the identification, evaluation, and educational placement of the student and the provision of a free appropriate public education to the student.
   
   b. Seek amendment of the student's educational record that the parent or student of legal age believes to be inaccurate, misleading or otherwise in violation of the student’s privacy rights.
   
   c. Consent to disclosures of personally identifiable information contained in the student's educational record, except to the extent that this rule authorizes disclosure without consent.
   
   d. File a complaint concerning the public agency's alleged failure to comply with the requirements of this rule.

2. Ensures that the written notice includes:

   a. The procedures for exercising the right to inspect and review educational records and requesting an amendment of educational records.
   
   b. The criteria for determining what constitutes a public agency official and what constitutes a legitimate educational interest, if the public agency has a policy of disclosing educational records to other public agency officials who have been determined to have a legitimate educational interest.

3. Provides the written notice by whatever means is reasonably likely to inform the parents or students of legal age of their right will effectively notify parents of students with disabilities, students of legal age with disabilities, or parents who have a primary or home language other than English.

4. Understands that the right to inspect and review educational records includes the right to:

   a. a response from the public agency to reasonable requests for explanations and interpretations of the educational record;
   
   b. have other arrangements made to inspect and review a requested educational record or to receive copies of the educational record from the public agency if the failure to provide those copies would prevent the parent or student of legal age from exercising the right to inspect and review the educational record;
   
   c. have a representative of the parent or student of legal age inspect and review the educational record; and
   
   d. receive a copy of the student's educational record from the public agency for use in a pending due process hearing.

5. Permits a parent, or parent's representative, to inspect and review any educational record of the parent's children from birth to eighteen (18) years of age that it collects, maintains, or uses as described in Article 7, and understands that all rights under this rule transfer from the parent to the student of legal age, as defined in 511 IAC 7-32-91, when the student has reached eighteen (18) years of age and not had a guardian appointed.
6. Permits a custodial and noncustodial parent to inspect and review the student's educational record unless it has received actual written notice that a court order has terminated or restricted the parent's authority to access the student's educational record under applicable state law governing matters, such as, but not limited to, guardianship, separation, divorce, or custody.

7. Complies with a request from a parent or student of legal age to inspect and review the educational record:
   a. without unnecessary delay,
   b. before any meeting regarding an IEP, IAES, or manifestation determination,
   c. prior to a resolution session, due process hearing, or expedited due process hearing, and
   d. in no case more than forty-five (45) calendar days after the request is made.

8. May charge a fee for copies of educational records, but does not charge a fee when the requested record is a copy of a student's educational evaluation report or IEP and the request is made by a parent or student of legal age, including a parent of a student or student of legal age who attends a nonpublic school.

9. Ensures that its fees for copies:
   a. Do not exceed actual cost of duplication; and
   b. Are not charged if doing so effectively prevents the parent or student of legal age from exercising the right to inspect and review the educational record.

10. Does not charge a fee to search for or retrieve information under 511 IAC 7-38-1.

11. Understands and ensures that, if an educational record includes information on more than one (1) student, the parent or student of legal age has the right to inspect and review only the information relating to the parent's child or student of legal age or be informed of that specific information.

12. Maintains a record of each request for access to and disclosure of personally identifiable information from the educational record of each student, except when the disclosure has been by or to:
   a. A parent or student of legal age.
   b. A party with written consent from the parent or student of legal age.
   c. A party seeking directory information.
   d. An authorized public agency official.
   e. A party receiving the record pursuant to a lawfully issued subpoena or other court order specifically stating that the following will not be disclosed:
      i. The existence and contents of the subpoena or other court order.
      ii. The information furnished in response to the subpoena or other court order.

13. Maintains the record of access and disclosure with the educational record as long as the educational record is maintained and includes the name of the person who has requested or received personally identifiable information from the educational record, the purpose of the party in requesting or obtaining the information, and the date of disclosure of the information.

14. Ensures that, if it discloses personally identifiable information with the understanding that the party receiving the information may make further disclosures on behalf of the public agency in which prior consent is not required, the record of disclosure will include the names of the additional parties to which the receiving party may disclose the information on behalf of the public agency and the purpose of each of the additional parties in requesting or obtaining the information.
15. Upon request of a parent or student of legal age, provides a list of the types and locations of educational records it collects, maintains, or uses.

16. Transmits the student’s current IEP and any disciplinary records relative to a suspension or expulsion when transmitting the student’s educational record due to a student’s transfer from one school to another.

17. Ensures that, when reporting a crime committed y a student with a disability, it transmits copies of the education and disciplinary record of the student only to the extent the transmission is permitted by the Family Educational Rights and Privacy Act (which includes requiring the receiving authorities to certify in writing that the records will not be disclosed to any other parties) and as required by IC 20-33-7-3, without the prior written consent of the parent or the student of legal age for consideration by the appropriate authorities to whom it reports the crime.

18. Obtains the written and dated consent of the parent or student of legal age before personally identifiable information is disclosed, except as specified in 511 IAC 7-38-1(o), (q), and (r), to anyone other than the parent, student of legal age, or authorized public agency officials, or before the information is used for any purpose other than those specified in Article 7. The public agency ensures that the consent specifies the record that may be disclosed, the purpose of the disclosure, and the person or class of persons to whom the record may be disclosed.

19. Understands with the following exceptions that parental consent is not required before personally identifiable information is released to officials of other agencies or institutions for purposes of meeting a requirement of Article 7:
   a. Parental consent, or the consent of a student of legal age, as defined in 511 IAC 7-32-17, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services in accordance with 511 IAC 7-43-3.
   b. If a student is enrolled or is going to enroll in a nonpublic school that is not located in the student's school district of legal settlement, parental consent must be obtained before any personally identifiable information about the student is released between officials from the school corporation where the nonpublic school is located and the school corporation of legal settlement.

20. May allow access to, or disclose information from, an educational record without consent of the parent or student of legal age under any of the following conditions:
   a. The disclosure is to authorized public agency officials within the agency, including teachers, whom the agency has determined to have legitimate educational interests.
   b. The disclosure is to officials of another public agency or institution of postsecondary education where the student is enrolled, or intends to enroll, subject to the following:
      i. The public agency must make a reasonable attempt to notify the parent or student of legal age at the last known address of the parent or student of legal age, unless the:
         1. disclosure is initiated by the parent or student of legal age; or
         2. annual notice in 511 IAC 7-38-1 (a) includes notice that the agency forwards educational records to another public agency or institution that has requested the records and in which the student intends to or has enrolled.
      ii. The public agency must provide the following:
         1. Upon request of the parent or student of legal age, a copy of the disclosed record.
         2. At the request of a parent or student of legal age, the opportunity for a hearing as
described in 511 IAC 7-38-(c).

c. Notwithstanding paragraph 20(b)(i) above, when a student was previously enrolled in the public agency, it will take reasonable steps to promptly respond to a request from the student's new school, public or nonpublic, for the student's educational records.

d. The disclosure is to authorized representatives of the Comptroller General or Attorney General of the United States, the Secretary of the United States Department of Education, or state and local education authorities in connection with an audit, evaluation, or accreditation of federal or state supported education programs, or for the enforcement of, or compliance with, federal or state legal requirements related to those programs.

e. The disclosure is in connection with financial aid for which the student applied or which the student has received, if the information is necessary for such purposes as determining eligibility for financial aid, the amount of financial aid, or the conditions for the financial aid OR for enforcing the terms and conditions of the financial aid. For purposes of this section “financial aid” means a payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual's attendance at an educational agency or institution.

f. The disclosure is to a state or local juvenile justice agency for the purposes set forth in IC 20-33-7-3.

g. The disclosure is to an organization, such as federal, state, or local agencies or independent organizations conducting a study for or on behalf of federal or state education agencies or institutions for any of the purposes listed in this subsection, providing the organization protects the confidentiality of the educational record and destroys all copies in its possession when the record is no longer needed for the purpose for which the study was conducted. Acceptable purposes of studies under this subsection are:
   i. developing, validating, or administering predictive tests;
   ii. administering student aid programs; or
   iii. improving instruction.

h. The disclosure is necessary to comply with a judicial order or lawfully issued administrative or judicial subpoena, provided the public agency makes a reasonable effort to notify the parent or the student of legal age of the order or subpoena in advance of the disclosure, so that the parent or student of legal age may seek protective action, unless the disclosure is in compliance with:
   i. a federal grand jury subpoena and the court has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed; or
   ii. any other subpoena issued for a law enforcement purpose and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed.

i. The disclosure is to the court where the public agency has initiated legal action against the parent or student. The disclosure of a student's educational records relevant to the public agency's legal action may occur without a court order or subpoena, but the public agency must take steps to seal the record in the legal action.

j. The disclosure is to the court when a parent or student of legal age initiates legal action against the public agency. Disclosure of a student's educational records relevant for the public agency to defend itself may occur without a court order or subpoena.

k. The disclosure is to appropriate parties in a health or safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. Nothing in this rule prevents the public agency from:
   i. including in the educational record of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community, or
ii. disclosing appropriate information maintained as described in (k)(i) above to teachers and school officials within the public agency who it has determined have legitimate educational interests in the behavior of the student or to teachers and school officials in other schools who have been determined to have legitimate educational interests in the behavior of the student.

1. The disclosure is information the public agency has designated as directory information if it has given public notice to parents of students in attendance and students of legal age in attendance at the public agency:
   i. of the types of personally identifiable information that the agency has designated as directory information;
   ii. that a parent or student of legal age has the right to refuse to let the public agency designate any or all of those types of information about the student as directory information; and
   iii. of the period of time in which a parent or student of legal age has to notify the public agency in writing that he or she does not want any or all of those types of information about the student designated as directory information. The public agency may disclose directory information about former students without meeting the conditions set forth in this paragraph.

m. The disclosure is to any of the following:
   i. The parent of a dependent student as defined under Section 152 of the Internal Revenue Code of 1986.
   ii. Accrediting organizations to carry out their accrediting functions.
   iii. The parent of a student or to the student of legal age.

21. Upon request, provides the parent or student of legal age with a copy of the information that has been disclosed.

22. May disclose personally identifiable information from an educational record only on the condition that the party to whom the information is disclosed will not redisclose the information to any other party without the prior consent of the parent or student of legal age, except for disclosures:
   a. of directory information;
   b. to the parent or student of legal age; or
   c. made pursuant to court orders or lawfully issued subpoenas.

23. Does not permit a third party access to personally identifiable information from an educational record for at least five (5) years, if the Family Policy Compliance Office, United States Department of Education determines that the third party improperly redisclosed personally identifiable information from educational record.

24. May utilize the due process procedures described in 511 IAC 7-45 if a parent refuses to provide consent under 511 IAC 7-38-1

**B. Procedures for amending educational records**

**NISE:**

1. Understands that a parent or student of legal age who believes that information in an educational record collected, maintained, or used under this rule is inaccurate, misleading, or violates the privacy or other rights of the student may request the public agency that maintains the record to amend the information and that he request must be in writing, dated, and specify what information the parent or student of legal age believes to be inaccurate, misleading, or in violation of the student’s privacy or other rights.
2. If it agrees to amend the information as requested, amends the information within ten (10) business days after the request is received and notifies the parent or student of legal age in writing that the change has been made, including the date the change was made.

3. If it refuses to amend the information as requested, notifies the parent or student of legal age of the refusal in writing within ten (10) business days after the request is received. The written notice includes a statement of the right of the parent or student of legal age to a hearing to challenge the information in the student's educational record and the procedures for the hearing, including the following:
   a. The parent or student of legal age must submit to the public agency a written request for a hearing, specifying the:
      i. information challenged; and
      ii. reasons the parent or student of legal age believes the information to be:
         1. inaccurate;
         2. misleading; or
         3. in violation of the student's privacy or other rights.
   b. The public agency must do the following:
      i. Convene a hearing within fifteen (15) business days after the request for the hearing is received.
      ii. Notify the parent or student of legal age, in writing of the hearing date, time, and location not less than five (5) business days prior to the hearing;
   c. The hearing may be conducted by any person, including an official of the public agency, who does not have a direct interest in the outcome of the hearing.
   d. The parent or student of legal age:
      i. must be given a full and fair opportunity to present evidence relevant to the issues; and
      ii. may, at their own expense, be assisted or represented by one (1) or more persons, including an attorney.
   e. The hearing officer must notify the parent or student of legal age of the hearing decision in writing within ten (10) business days after the hearing. The decision must:
      i. be based solely on evidence and testimony presented at the hearing; and
      ii. include a summary of the evidence and the reasons for the decision.
   f. If the hearing officer determines the information in question is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, the public agency must:
      i. amend the information accordingly; and
      ii. inform the parent or student of legal age in writing of the amendment.
   g. If the hearing officer determines the information in question is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, the public agency must inform the parent or student of legal age in writing of the right to place a statement in the student's record commenting on the contested information or stating the reasons for disagreeing with the decision, or both.
   h. A statement placed in the record by the parent or student of legal age under paragraph (g) above must be maintained by the public agency in the student's record as long as the record or the contested portion of the record is maintained by the public agency. The public agency must disclose the statement whenever it discloses the record or the contested portion of the record to
which the statement relates.

C. Confidentiality safeguards in the collection, maintenance, and destruction of educational records

NISE:

1. Has established, maintains, and implements procedures to protect the confidentiality of personally identifiable information at the collection, storage, disclosure, and destruction stages. These procedures must include, but are not limited to, those described in 511 IAC 7-38 and the following:
   a. The appointment of one (1) official in each building or administrative office to be responsible for ensuring compliance with the confidentiality provisions of this rule.
   b. The provision of training or instruction for all persons collecting or using personally identifiable information regarding the following:
      i. The student and parent procedural safeguards with respect to the provision of a free and appropriate public education.
      ii. Confidentiality provisions of this rule and the Family Educational Rights and Privacy Act, 20 U.S.C 1232g.

2. Maintains for public inspection a current listing of the names and positions of those employees within the public agency authorized to access personally identifiable information.

3. Informs the parent or student of legal age, in writing, when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to the student. The information is destroyed at the request of the parent or student of legal age in accordance with the public agency's record retention schedules.

4. Maintains a student's educational record for at least three (3) years after the student exits from the special education program and in accordance with its record retention schedules. It does not destroy any educational record if there is an outstanding request to inspect and review the record.

5. The public agency may maintain a permanent record, without time limitation, of the following student information:
   a. Name, address, and telephone number.
   b. Grades.
   c. Classes attended.
   d. Grade level completed and year completed.
   e. Attendance record.
   f. The year the student exited from school.
   g. High school transcript that includes the following:
      i. Attendance records.
      ii. The student's latest statewide assessment program test results.
      iii. Any secondary or postsecondary certificates of achievement.
      iv. Immunization information.
      v. Other information as determined by the public agency.

6. Maintains and stores a student's educational record in such a manner that the manner of maintenance
and storage does not abridge any rights under 511 IAC 7-38 and so that the educational record can be reviewed and copies made if needed.

VI. EDUCATIONAL SURROGATE PARENTS

State Regulatory Requirements: 511 IAC 7-39-1 and 7-39-2

A. Method for determining whether a student needs an educational surrogate parent

NISE:
1. Has established, maintains, and implements written procedures on how it determines a student is in need of an educational surrogate parent and how eligible persons will be trained to serve as educational surrogate parents.

2. Protects the rights of a student by assigning an educational surrogate parent:
   a. When no parent, as defined in 511 IAC 7-32-70, can be identified.
   b. When, after reasonable efforts, the public agency cannot locate a parent.
   c. When the student is a ward of the state under the laws of the state, unless:
      i. The court order creating the wardship permits the student to remain in the home or expressly reserves to a parent the authority to make decisions regarding the student's education or upbringing, or
      ii. The student is a ward of the department of correction who has a parent as defined by 511 IAC 7-32-70.
   d. When the student is a homeless student as defined in 511 IAC 7-32-46 who is not in the physical custody of a parent or guardian.

3. Appoints an educational surrogate parent, if needed:
   a. at the time the student is referred for an initial educational evaluation; and
   b. any time the public agency determines that a student who has been identified as disabled under Article 7 is in need of an educational surrogate parent.

4. Makes reasonable efforts to ensure the assignment of an educational surrogate parent not more than thirty (30) calendar days after it determines that a student needs an educational surrogate parent.

5. Understands that, if a student is a ward of the state, the educational surrogate parent may be appointed by the judge overseeing the student's case, provided that the educational surrogate parent meets the requirements of 511 IAC 7-39-2(b)(1) and (d).

B. Method for assigning an educational surrogate parent

NISE:
1. Has established, maintains, and implements written procedures regarding the assignment of educational surrogate parents that include:
   a. A system to assign educational surrogate parents.
   b. A system for determining the eligibility of individuals to serve as educational surrogate
parents. c. A system for training individuals to serve as educational surrogate parents that includes training regarding special education laws and rules.

2. Ensures that a person assigned as an educational surrogate parent:
   a. is not employed by the department of education, a public agency, or any other agency involved in the education or care of the student;
   b. has no personal or professional interest that conflicts with the interests of the student whom the educational surrogate parent represents;
   c. matches the student's cultural and linguistic background to the extent possible; and
   d. has knowledge and skills that ensure adequate representation of the student.

2. Understands that an individual who otherwise qualifies to be an educational surrogate parent under 511 IAC 7-39-2(b) is not considered an employee of the public agency solely because it may pay the individual to serve as an educational surrogate parent.

5. May appoint appropriate staff of emergency or transitional shelters, independent living programs, and street outreach programs as a temporary educational surrogate parent for a homeless student, as defined in 511 IAC 7-32-46, who is not in the physical custody of a parent or guardian, without regard to 511 IAC 7-39-2(b)(1) until a nontemporary educational surrogate parent can be appointed that meets all of the requirements of 511 IAC 7-39-2(b).

6. Understands and allows an educational surrogate parent may represent the student in all matters relating to identification, evaluation and eligibility, placement, and the provision of a free appropriate public education.

7. Understands that an educational surrogate parent's representation of a student includes:
   a. Participating in case conferences or other parent-teacher conferences.
   b. Granting or denying written consent for evaluation or services.
   c. Accessing and reviewing the student's educational record.
   d. Requesting mediation, a due process hearing, or filing a complaint.
   e. Exercising on behalf of the student any other rights that a parent may exercise under Article 7.

8. Understands that an individual assigned as an educational surrogate parent is not liable for damages arising out of any civil action initiated as a result of the individual's discharge of this duty.

9. Trains or contracts with another agency or organization to train educational surrogate parents about special education laws and rules in accordance with 511 IAC 7-39-2(a)(3) in order to develop a pool of educational surrogate parents from which the public agency may draw.

10. Assigns or arranges for the assignment of an educational surrogate parent for a student who attends an educational program outside the school corporation of legal settlement and is in need of an educational surrogate parent, by assigning the educational surrogate parent from the school corporation of legal settlement, or from geographic area where the educational program is located as agreed upon by the administrators of both programs involved.

11. Keeps a list of educational surrogate parents from which it makes its assignments. The list includes
the qualifications of and number of assignments for each educational surrogate parent.

VII. IDENTIFICATION AND EVALUATION

State Regulatory Requirements: 511 IAC 7-40-1 through 7-40-8

A. Child find

NISE:
1. Shall establish, maintain, and implement written procedures that ensure the location, identification, and evaluation of all students attending the charter school who are in need of special education and related services, regardless of severity of their disabilities.

2. Must develop and implement a practical method to determine which students are currently receiving needed special education and related services.

B. Comprehensive and coordinated early intervening services

NISE:
1. Does not use more than fifteen percent (15%) of the amount the public agency receives under Part B of the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., for any fiscal year, less any amount reduced by the public agency pursuant to 34 CFR 300.205, if any, in combination with other amounts (which may include amounts other than education funds), to develop and implement comprehensive and coordinated early intervening services, which may include interagency financing structures, for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade 3) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

2. If it implements comprehensive and coordinated early intervening services under 511 IAC 7-40-2, it may carry out activities that include, but are not limited to:
   a. Professional development, which may be provided by entities other than public agencies, for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and where appropriate, instruction on the use of adaptive and instructional software.
   b. Providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.

3. Does not construe anything in 511 IAC 7-40-2 to either limit or create a right to a free appropriate public education under Article 7 or delay appropriate evaluation of a child suspected of having a disability.

4. If it develops and maintains comprehensive and coordinated early intervening services under 511 IAC 7-70-2 will annually report the following to the department of education:
   a. The number of children served under this section who received early intervening services.
   b. The number of children served under this section who received early intervening services and subsequently receive special education and related services under Article 7 during the preceding two (2) year period.
5. Understands that funds made available to carry out 511 IAC 7-40-2 may be used to carry out comprehensive and coordinated early intervening services aligned with activities funded by and carried out under the Elementary and Secondary Education Action of 1965, as amended, 20 U.S.C. 6301 et seq. (ESEA) if those funds are used to supplement, and not supplant, funds made available under the ESEA for the activities and services assisted under this section.

6. Provides a written notice to parents when a student participates in a process that assesses the student's response to scientific, research based interventions and requires an intervention that is not provided to all students in the general education classroom, and ensures that the written notice includes:
   a. The amount and nature of student performance data that will be collected and the general education services that will be provided.
   b. The evidence-based strategies that will be utilized for increasing the student's rate of learning to grade level.
   c. The parent's right to request an educational evaluation to determine eligibility for special education and related services.
   d. An explanation that:
      i. it will initiate a request for an educational evaluation if the student fails to make adequate progress after an appropriate period of time, as determined by the parent and the public agency, when provided with scientific, research based interventions; and
      ii. when the it initiates a request for a educational evaluation under paragraph (d)(i) above, it will provide written notice to the parent regarding the evaluation before requesting written parental consent for the evaluation as specified in 511 IAC 7-40-4. After obtaining written parental consent, it will evaluate the student and convene the case conference committee within twenty (20) instructional days.

C. Educational evaluations -- in general

NISE:
1. Applies 511 IAC 7-40-3 to educational evaluation procedures that enable a student's case conference committee to determine:
   a. whether the student is eligible for special education and related services; and
   b. if eligible, the special education and related services necessary to meet the educational needs of the student.
2. Does not apply these procedures to:
   a. A test or other evaluation that is administered to all students unless, before administration of the test or evaluation, consent is required from parents of all students.
   b. A screening of students by a teacher or a specialist to determine appropriate instructional strategies for curriculum implementation.
   c. A review of existing data regarding a student.
   d. The collection of progress monitoring data when a student participates in a process that assesses the student's response to scientific, research based interventions described in 511 IAC 7-40-2.

3. Has established, maintains, and implements written procedures regarding initial evaluations and reevaluations, including a description of:
a. The way in which a parent or the public agency may request an initial educational evaluation.
b. The methods used to assign a multidisciplinary team to conduct educational evaluations.
c. The procedures used for reevaluations.

4. Understands that, when referrals for any student from birth through the school year in which the student becomes twenty-two (22) years of age are made directly to the Indiana School for the Deaf, the Indiana School for the Blind and Visually Impaired, the Indiana Soldiers' and Sailors' Children's Home, or any other state-operated school by other than the designated representative of the student's public school corporation of legal settlement, the state-operated school shall refer the person making the contact back to the public school corporation of legal settlement and the referral, evaluation, and case conference committee meeting described in 511 IAC 7-40-4 are the responsibility of the public school corporation of legal settlement.

5. Has established, maintains, and implements procedures to ensure that:
   a. Assessments and other evaluation materials are:
      i. Provided and administered in the student’s native language or other mode of communication and form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so.
      ii. Selected and administered so as not to be discriminatory on a racial or cultural basis.
      iii. Used for the purposes for which the assessments or measures are valid and reliable.
      iv. Administered as follows by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments.
      v. Technically sound instruments that may assess the relative contributions of cognitive and behavioral factors, in addition to physical or developmental factors.
   b. Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those designed to provide a single general intelligence quotient.
   c. Assessments are selected and administered so as best to ensure that if an assessment is administered to a student with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the student'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.
   d. The student is assessed or information is collected in all areas related to the suspected disability, including, if appropriate, development, cognition, academic achievement, functional performance or adaptive behavior, communication skills, motor and sensory abilities (including vision or hearing), available educationally relevant medical or mental health information, and social and developmental history.
   e. Assessments of students with disabilities who transfer from one (1) public agency to another public agency in the same school year are coordinated with those students' prior and subsequent schools, as necessary and as expeditiously as possible, consistent with 511 IAC 7-40-5(c)(2), to ensure prompt completion of full evaluations.
   f. Assessment tools and strategies provide relevant information that directly assists the case conference committee in determining the special education and related service needs of the student.
   g. Educational evaluations are sufficiently comprehensive to identify all of the student's special education and related service needs whether or not commonly linked to the disability category in which the student has been classified.

6. Ensures that, in conducting the educational evaluation, the multidisciplinary team uses a variety of
assessment tools and strategies, as required in 511 IAC 7-41, to gather relevant functional, developmental, and academic information about the student, including information provided by the parent, to assist the case conference committee in determining:

a. Whether the student is eligible for special education and related services and
b. The content of the student's individual educational program, including information related to enabling the student to be involved in and progress in the general education curriculum (or for an early childhood student, to participate in appropriate activities).

7. Evaluates a student with a disability in accordance with the requirements of this 511 IAC 7-40 and 511 IAC 7-41 before a case conference committee can determine that the student is no longer a student with a disability, except when termination of the student's eligibility is due to:

a. graduation with a high school diploma as defined in 511 IAC 6-7.1-1(e);

b. exceeding the age eligibility under Article 7; or

c. a parent’s revocation of consent for special education and related services in accordance with 511 IAC 7-42-15.

8. Provides a student with a summary of performance, as required in 511 IAC 7-43-7 whenever a student graduates with a high school diploma as defined in 511 IAC 6-7.1-1, leaves high school with a certificate of completion, or exceeds the age eligibility for special education and related services under Article 7.

9. May provide a student with a summary of performance when the student withdraws from high school after an exit interview is conducted, and the student's parent and principal consent to the withdrawal as specified in IC 20-33-2-28.5(b).

D. Initial educational evaluation; public agency written notice and parental consent

NISE:

1. Understands that either a parent of a student or a public agency may initiate a request for an educational evaluation to determine if a student is eligible for special education and related services under Article 7. If a parent makes a request for an evaluation after revoking consent for special education and related services in accordance with 511 IAC 7-42-15, the public agency must treat the parent’s request for evaluation as a request for an initial evaluation, and the evaluation must be conducted in accordance with this section.

2. Initiates a request for an educational evaluation if a student is suspected of having a specific learning disability because the student has not made adequate progress after an appropriate period of time when provided with appropriate instruction described in 511 IAC 7-41-12(a)(3)(G).

3. Subsequent to a request to conduct an educational evaluation, but before actually conducting the evaluation, provides the parent with written notice as specified in 511 IAC 7-40-4(e) and obtains parental consent as defined in 511 IAC 7-32-17.

4. Understands that a parent’s request for an evaluation may be made verbally or in writing and must be made to licensed personnel as defined in 511 IAC 7-32-58.

5. Provides written notice to the parent within ten (10) instructional days of licensed personnel’s receipt of
the parent’s request that includes:

a. A statement that it is proposing or refusing to conduct the educational evaluation that includes a description of each evaluation procedure, assessment, record, or report it used as a basis for proposing or refusing to conduct the educational evaluation.

b. A description of other factors relevant to the public agency's proposal or refusal to conduct the educational evaluation.

c. If it is proposing to conduct the evaluation:
   i. A description of any evaluation procedures it proposes to conduct,
   ii. The timeline for conducting the educational evaluation and convening the case conference committee meeting, and
   iii. An explanation of how to request a copy of the educational evaluation report, at no cost to the parent, prior to the case conference committee meeting and/or a meeting with an individual who can explain the results of the educational evaluation prior to the case conference committee meeting.

d. If it is refusing to conduct the educational evaluation, an explanation of the parent's right to contest the agency's decision by requesting mediation in 511 IAC 7-45-2 and/or a due process hearing in 511 IAC 7-45-3.

e. A statement that a parent of a student with a disability has protection under the procedural safeguards described in 511 IAC 7-37-1.

f. A list of sources for parents to contact to obtain assistance with understanding the provisions of Article 7.

6. Provides a copy of the notice of procedural safeguards to the parent when providing the written notice described in paragraph 5 above.

7. Ensures that the written notice described in paragraph 5 above is written in language understandable to the general public and 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.

8. Ensures and documents in writing that, when the native language or other mode of communication of the parent is not a written language, it takes steps to make sure that the notice is translated orally or by other means to the parent in his or her native language or other mode of communication and the parent understands the content of the notice.

9. Understands that a parent may challenge the public agency's refusal to conduct an initial evaluation by requesting mediation in 511 IAC 7-45-2 and/or a due process hearing in 511 IAC 7-45-3.

10. Understands that, after receiving the written notice described in paragraphs 5, 6, 7, and 8 above, the parent of the student must provide consent, as defined in 511 IAC 7-32-17, to licensed personnel before it can conduct the initial educational evaluation.

11. Understands that, at the same time the parent provides consent for the educational evaluation, the parent may request a copy of the educational evaluation report, at no cost to the parent, prior to the case conference committee meeting and/or a meeting with an individual who can explain the results of the educational evaluation prior to the case conference committee meeting.

12. Understands that it is not required to obtain parental consent:
13. Makes reasonable efforts to obtain parental consent, as defined in 511 IAC 7-32-17, for the initial educational evaluation and documents such efforts by keeping a record of its attempts to obtain parental consent, including:
   a. detailed records of telephone calls made or attempted and the results of the calls.
   b. copies of correspondence sent to the parent and any responses received.
   c. detailed records of visits made to the parent's home or place of employment and the results of those visits.

14. Does not construe parental consent for an initial educational evaluation as consent for initial provision of special education and related services.

15. For initial educational evaluations only, if the student is a ward of the state and is not residing with the student's parent, is not required to obtain consent as defined in 511 IAC 7-32-17, from the parent for an initial evaluation to determine whether the student is a student with a disability if:
   a. despite reasonable efforts to do so, it cannot discover the whereabouts of the parent of the student;
   b. the rights of the parents of the student have been terminated in accordance with state law;
   or
   c. 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 student.

16. Understands that, if the parent of a student enrolled in public school or seeking to be enrolled in public school does not provide consent for an initial educational evaluation under 511 IAC 7-40-4 (i), or the parent fails to respond to a request to provide consent, it may, but is not required to, pursue the initial educational evaluation of the student by utilizing mediation in 511 IAC 7-45-2 and/or requesting a due process hearing in 511 IAC 7-45-3.

17. Understands it does not violate its obligations under Article 7 if it declines to pursue the educational evaluation.

18. Understands that if a parent of a student who is parentally-placed in a nonpublic school, including a home school, does not provide consent for the initial evaluation or the reevaluation, or the parent fails to respond to its efforts to obtain consent, it may not pursue the initial educational evaluation of the student by utilizing mediation in 511 IAC 7-45-2 or requesting a due process hearing in 511 IAC 7-45-3 and is
not required to consider the student as eligible for special education and related services under 511 IAC 7-34.

E. Conducting an initial educational evaluation

NISE:

1. Conducts a comprehensive and individual educational evaluation, after a parent has provided consent, as defined in 511 IAC 7-32-17, in accordance with the requirements of 511 IAC 7-40 and 511 IAC 7-41.

2. Ensures that the educational evaluation is conducted by a multidisciplinary team that prepares an educational evaluation report addressing the necessary components of evaluation specific to each suspected disability set forth in 511 IAC 7-41.

3. Ensures that the multidisciplinary team’s report is utilized by the student's case conference committee to determine eligibility for special education and related services and, if a student is found to be eligible, to inform the student's case conference committee of the student's special education and related service needs.

4. Ensures that the educational evaluation is conducted by a multidisciplinary team, which is a group of qualified professionals who conduct a student's educational evaluation with input from the student's parent. It further ensures that the qualified professionals include, but are not limited to:
   a. at least one (1) teacher licensed in, or other specialist with knowledge in, the area of suspected disability.
   b. a school psychologist, except for a student with a suspected:
      i. developmental delay, in which case the multidisciplinary team is at least two (2) qualified professionals from different disciplines based upon the needs of the student;
      ii. language impairment, a speech-language pathologist and at least one (1) qualified professional from a different discipline based upon the needs of the student; or
      iii. speech impairment only, a speech-language pathologist may serve as the sole qualified professional on the multidisciplinary team.
   c. For a student with a suspected specific learning disability:
      i. The student's general education teacher or, if the student does not have a general education teacher, a general education teacher qualified to teach students of the same age.
      ii. For early childhood students, an individual who holds an appropriate license to teach early childhood special education.
   d. For a student who is blind or has low vision, deaf or hard of hearing, or has suspected multiple disabilities, it may request that representatives of the state-operated schools serve as part of the multidisciplinary team only if the parent has provided written consent, in addition to the written consent to conduct the initial educational evaluation, for the representative's participation in the educational evaluation.

5. Ensures that, as part of the educational evaluation, the multidisciplinary team, with or without a meeting:
   a. Reviews existing evaluation data on the student, including evaluations and information provided by the parents of the student, current classroom, local, and state assessments, and classroom based observations and observations by teachers and related services providers.
   b. On the basis of that review, and input from the student's parents, identifies the suspected disability or disabilities, any additional data, as described in 511 IAC 7-41, that is required for the student's case
conference committee to determine eligibility or the student’s special education or related service needs

c. Obtains information for the case conference committee to use in making determinations under 511 IAC 7-40-6(b)(1).

6. Conducts the initial educational evaluation and convenes the case conference committee within fifty (50) instructional days of the date its licensed personnel receives the written parental consent except:
   a. When a student has participated in a process that assesses the student's response to scientific, research based interventions described in 511 IAC 7-40-2, in which case the time frame is twenty (20) instructional days.
   b. When a child is transitioning from early intervention (Part C) to early childhood special education (Part B), in which case the evaluation is completed and the case conference committee convened to ensure that the child receives special education services by his or her third birthday.
   c. When the parent of a student repeatedly fails or refuses to produce the student for the evaluation.
   d. When a student enrolls in a school of another public agency after the relevant time frame in 511 IAC 7-40-5(a) has begun, and prior to completion of the evaluation, if the subsequent public agency is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and subsequent public agency agree to a specific time when the evaluation will be completed.

7. Ensures that, after an educational evaluation has been completed, the multidisciplinary team compiles the team’s findings into an educational evaluation report.

8. Ensures that, for a student with the suspected disability of autism spectrum disorder, the educational evaluation report includes the results of the multidisciplinary team's assessments, observations, and collection of information as aligned to the characteristics of autism spectrum disorder.

9. Ensures that, for a student with a suspected learning disability, the educational evaluation report includes:
   a. Documentation of the requisite notice and notice content as described in 511 IAC 7-40-2(f) for a student who has participated in a process that assesses the student's response to scientific, research based interventions
   b. The instructional strategies used and the student centered data collected.
   c. A synthesis of the required educational evaluation components in 511 IAC 7-41-12 in relationship to:
      i. Whether the student does not achieve adequately for the student's age or to meet state grade level standards in one (1) or more of the areas identified in 511 IAC 7-41-12(a)(1) when provided with learning experiences and instruction appropriate for the student's age or state grade level standards and meets either of the following criteria
         1. The student does not make sufficient progress to meet age or state grade level standards in one (1) or more of the areas identified in 511 IAC 7-41-12(a)(1) when using a process based on the student's response to scientific, research based intervention OR
         2. The student exhibits a pattern of strengths and weaknesses in performance or achievement, or both, relative to age, state grade level standards, or intellectual development, that is determined by the multidisciplinary team to be relevant to the identification of a specific learning disability. The multidisciplinary team is prohibited from using a severe discrepancy between academic achievement and global cognitive functioning to meet this requirement.
      ii. The effects of any of the following factors on the student's achievement:
1. Visual, hearing, or motor disability.
3. Emotional disturbance.
5. Environmental or economic disadvantage.

iii. Whether the multidisciplinary team believes the student has a specific learning disability and the basis for having that opinion. The opinion of the multidisciplinary team is utilized by the case conference committee to determine whether the student is eligible for special education. Each member of the multidisciplinary team certifies in writing whether the educational evaluation report reflects the member's opinion. If the report does not reflect the member's opinion, the member submits a separate statement presenting the member's opinion.

10. Provides a copy of the educational evaluation report at no cost to the parent at least five (5) instructional days prior to the scheduled case conference committee meeting if the parent has made such a request pursuant to 511 IAC 7-40-4.

11. Ensures that an individual who can explain the evaluation results meets with the parent to explain the results at least five (5) instructional days prior to the scheduled case conference committee meeting if the parent has made such a request pursuant to 511 IAC 7-40-4. It further ensures that such meeting is scheduled at a mutually agreed upon date, time, and place and that a copy of the educational evaluation report is provided at no cost to and reviewed with the parent at this meeting.

12. Provides a copy of the educational evaluation report at no cost to the parent at the case conference committee meeting if the parent has not requested a copy of the report or a meeting to explain the evaluation. If the student is parentally-placed in a nonpublic school, the public agency also provides a copy of the educational evaluation report at no cost to the nonpublic school representative.

F. Determination of eligibility

NISE:
1. Convenes a case conference committee meeting upon completion of the educational evaluation to determine whether the student is eligible for special education and related services, and, if eligible, the special education and related services necessary to meet the educational needs of the student.

2. Ensures that the case conference committee does not determine that a student is eligible for special education and related services under Article 7 if:
   a. The determinant factor is:
      i. a lack of appropriate instruction in reading, including the essential components of reading instruction, which means explicit and systematic instruction in:
         1. phonemic awareness;
         2. phonics;
         3. vocabulary development;
         4. reading fluency, including oral reading skills; and
5. reading comprehension strategies;
   ii. lack of appropriate instruction in math;
   or
   iii. limited English proficiency; and
b. a student does not otherwise meet the eligibility criteria under this rule and 511 IAC 7-41.

3. Ensures that:
   a. When determining eligibility for special education and related services, the case conference committee considers all of the information contained in the educational evaluation report; and does not rely on any single measure or assessment as the sole criterion for determining eligibility or appropriate educational services.
   b. If the case conference committee determines that the student only needs a related service, but not special education, it does not determine that the student is eligible for services under Article 7
   c. If the case conference committee determines that a student is eligible for special education and related services, it develops an IEP that meets the special education and related service needs of the student in accordance with 511 IAC 7-42.

G. Independent educational evaluation

NISE:

1. Understands that “independent educational evaluation” means an evaluation conducted by a qualified evaluator whom it does not employ and upon a parent’s request for an independent educational evaluation, provides the parent with information about where an independent educational evaluation may be obtained and its criteria applicable to independent educational evaluations as described in subsection 511 IAC 7-40-7(h).

2. Understands that the parent has the right to an independent educational evaluation if the parent disagrees with the evaluation conducted by the public agency and that it either pays an independent evaluation or otherwise ensures that it is provided at no cost to the parent.

2. Notifies the parent in writing within ten (10) business days of receipt of a parent’s request for an independent educational evaluation that it will pay for the independent evaluation or initiates a due process hearing within the same time period to show that its evaluation is appropriate.

4. May ask the parent why the parent objects to its evaluation, but does not require the parent to provide an explanation and does not unreasonably delay providing the independent evaluation at public expense or initiating a due process hearing as a result of the parent's response or lack of response.

5. Understands that a student's parents are entitled to only one (1) independent educational evaluation at public expense each time it conducts an educational evaluation with which the parent disagrees.

6. Understands that:
   a. If it initiates a hearing to determine the appropriateness of its educational evaluation, and the hearing officer determines that the evaluation conducted by the public agency is appropriate, the parent may still seek an independent evaluation, but at the parent's expense.
   b. If the parent obtains an independent evaluation at public expense or shares with the public
agency an independent educational evaluation obtained at the parent's expense, the case
conference committee will consider the results of the evaluation (if it meets the public agency's
criteria) in any decision made with respect to the provision of a free appropriate public
education to the student; and may be presented by any party as evidence at a due process hearing
regarding the student.
c. In a due process hearing under 511 IAC 7-45-3 through 511 IAC 7-45-8 on the issue of the
public agency’s reimbursement of the parent’s expense for an independent educational
evaluation, an independent hearing officer cannot order reimbursement for the evaluation if the
hearing officer determines that the evaluation obtained by the parent did not meet the public
agency's criteria.
d. If an independent hearing officer requests an independent educational evaluation as part of a
due process hearing, the cost of the evaluation is at public expense.
e. If an independent educational evaluation is at public expense, the criteria under which the
evaluation is obtained, including the location of the evaluation and the qualifications of the
evaluator must be the same as it uses when it initiates an educational evaluation, to the extent
those criteria are consistent with the parent's right to an independent educational evaluation.
f. It may not impose any criteria, conditions, or timelines, except those described in 511 IAC 7-40-
7(j) related to obtaining an independent educational evaluation at public expense.

H. Reevaluation

NISE:
1. Understands that, once a student is eligible for special education and related services, any
subsequent evaluation of the student is reevaluation, even if the student is being evaluated because
a different or additional eligibility category is suspected.

2. Considers reevaluation for each student receiving special education and related services at least once every
three (3) years, but understands that reevaluation need not occur if the parent and the public agency agree
that it is unnecessary.

3. Considers reevaluation if it determines, at any time during the three (3) year cycle, that additional
information is needed to address the special education or related services needs of the student or if the
student's parent or teacher requests reevaluation.

4. Does not consider the following procedures as reevaluation:
   a. A test or other evaluation that is administered to all students unless, before administration of the test or
evaluation, consent is required from parents of all students.
   b. A screening of students by a teacher or a specialist to determine appropriate instructional strategies for
curriculum implementation.
   c. A review of existing data regarding a student.
   d. The collection of progress monitoring data when a student participates in a process that assesses the
student's response to scientific, research based interventions described in 511 IAC 7-40-2.

5. Ensures that, if a case conference committee determines at an annual case conference committee meeting
that reevaluation is necessary to reestablish eligibility for special education and related services, the
reevaluation occurs by the next annual case conference committee meeting. In addition, it does not permit
a reevaluation to reestablish eligibility to occur more than once a year, unless the parent and the public
6. Conducts a reevaluation and convenes the case conference committee within 50 instructional days of the date that parental consent for the reevaluation is received by licensed personnel when the case conference committee determines or the parent or teacher requests a reevaluation to determine if the student is eligible for special education under a different or additional eligibility category or to inform the case conference committee of the student’s needs.

7. Before it reevaluates or refuses to reevaluate a student, it provides the student’s parent with a written notice that includes:
   a. A statement that it is proposing or refusing to reevaluate the student that includes a description of each evaluation procedure, assessment, record, or report it used as a basis for proposing or refusing to reevaluate the student.
   b. A description of other factors relevant to the public agency's proposal or refusal to reevaluate the student.
   c. If it is proposing to reevaluate the student, a description of the reevaluation process and the timeline for conducting the reevaluation and convening the case conference committee meeting.
   d. If it is refusing to conduct the educational evaluation, an explanation of the parent's right to contest the agency's decision by requesting mediation in 511 IAC 7-45-2 and/or a due process hearing in 511 IAC 7-45-3.
   e. A statement that a parent of a student with a disability has protection under the procedural safeguards described in 511 IAC 7-37-1 and how the parent may obtain a copy of the notice of procedural safeguards.
   f. A list of sources for parents to contact to obtain assistance with understanding the provisions of Article 7.

8. Ensures that the written notice described in paragraph 7 above is written in language understandable to the general public and 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.

9. Ensures and documents in writing that, when the native language or other mode of communication of the parent is not a written language, it takes steps to make sure that the notice is translated orally or by other means to the parent in his or her native language or other mode of communication and the parent understands the content of the notice.

10. Understands that a parent may challenge the public agency's refusal to conduct an initial evaluation by requesting mediation in 511 IAC 7-45-2 and/or a due process hearing in 511 IAC 7-45-3.

11. Understands that, after receiving the written notice described in paragraph 7 above, the parent of the student must provide consent, as defined in 511 IAC 7-32-17, to licensed personnel before it can conduct the reevaluation.

12. May pursue mediation and/or a due process hearing pursuant to 511 IAC 7-45-2 and 7-45-3 if the parent refuses to consent to the reevaluation and understands that it does not violate its obligations under Article 7 if it declines to pursue either of these options.

13. Does not need to obtain written parental consent before conducting the reevaluation if it has made reasonable efforts to obtain the consent and the parent fails to respond. It keeps a record of its attempts to
obtain parental consent, including:
   a. detailed records of telephone calls made or attempted and the results of the calls,
   b. copies of correspondence sent to the parent and any responses received, and
   c. detailed records of visits made to the parent's home or place of employment and the results of those visits.

14. Ensures that, after parental consent is received or the parent fails to respond as described in paragraph 13 above, the case conference committee and other qualified professional as appropriate, with or without a meeting:
   a. Review existing evaluation data on the student, including evaluations and information provided by the parents of the student, current classroom based, local, or state assessments, and classroom based observations, and observations of teachers and related services providers.
   b. On the basis of that review, and input from the student's parent, identify what additional data, if any, Nisare needed to determine:
      i. whether the student continues to have a disability as described in 511 IAC 7-41 and the special education and related service needs of the student,
      ii. the present levels of academic achievement and functional performance and related developmental needs of the student,
      iii. whether the student continues to need special education and related services, and
      iv. whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the student's IEP and/or participate, as appropriate, in the general education curriculum.

15. Notifies the parent in writing if the case conference committee and other qualified professionals, as appropriate, after reviewing existing evaluation data as described in 511 IAC 7-40-8(l), determine that no additional data are needed to determine whether the student continues to be eligible for special education and to determine the student's special education and related service needs and ensures that the written notice describes:
   a. The determination and the reasons for the determination, and
   b. The parent’s right to request an assessment to determine whether the student continues to be eligible for special education and/or the student's special education and related service needs.

16. After providing the notice described in paragraph 15 above, does not conduct a reevaluation assessment unless requested to do so by the student's parent.

17. Administers appropriate assessments and other evaluation measures necessary to produce the additional data determined necessary by the case conference committee and other qualified professionals, as appropriate, after their review of existing evaluation data as described in paragraph 14 above.

VIII. ELIGIBILITY CRITERIA

State Regulatory Requirements: 511 IAC 7-41-1 through 7-41-13

A. Autism spectrum disorder

NISE:
1. Understands that autism spectrum disorder is a lifelong developmental disability that includes autistic disorder, Asperger's syndrome, and other pervasive developmental disorders, as described in the current version of the American Psychiatric Association's Diagnostic Statistical Manual of Mental Disorders. The disability is generally evident before three (3) years of age and significantly affects verbal, nonverbal, or pragmatic communication and social interaction skills and results in an adverse effect on the student's educational performance. Other characteristics often associated include the following:
   a. Engagement in repetitive activities and stereotyped movements.
   b. Resistance to environmental change or change in daily routines.
   c. Unusual responses to sensory experiences.

2. Understands that autism spectrum disorder is a lifelong developmental disability that includes autistic disorder, Asperger's syndrome, and other pervasive developmental disorders, as described in the current version of the American Psychiatric Association's Diagnostic Statistical Manual of Mental Disorders. The disability is generally evident before three (3) years of age and significantly affects verbal, nonverbal, or pragmatic communication and social interaction skills and results in an adverse effect on the student's educational performance. Other characteristics often associated include the following:
   a. Engagement in repetitive activities and stereotyped movements.
   b. Resistance to environmental change or change in daily routines.
   c. Unusual responses to sensory experiences.

3. Understands that autism spectrum disorder does not apply if a student's educational performance is adversely affected primarily by an emotional disability, blindness or low vision, deaf-blindness, or a cognitive disability, unless the characteristics of autism spectrum disorder are demonstrated to a greater degree than is normally attributed to these disabilities.

4. Ensures that eligibility for special education as a student with autism spectrum disorder is determined by the student's case conference committee and that the determination is based on the multidisciplinary team's educational evaluation report described in 511 IAC 7-40-5(e) and 511 IAC 7-40-5(f), which includes:
   a. An assessment of:
      i. Current academic achievement as defined at 511 IAC 7-32-2.
      ii. Functional skills or adaptive behavior across various environments from multiple sources.
      iii. The student's receptive, expressive, pragmatic, and social communication skills that must include at least one (1) of the following:

   1. An individually administered norm-referenced assessment when appropriate for the student.
   2. If adequate information cannot be obtained via an individually administered norm-referenced assessment,
      a. criterion-referenced assessment that has been designed or may be adapted or
modified for use with students who have autism spectrum disorder and is administered by a professional or professionals with knowledge of assessment strategies appropriate for the student.

b. An assessment of motor skills and sensory responses.

c. A social and developmental history that may include, but is not limited to, the following:
   i. Communication skills.
   ii. Social interaction skills.
   iii. Motor skills.
   iv. Responses to sensory experiences.
   v. Relevant family and environmental information.
   vi. Patterns of emotional adjustment.
   vii. Unusual or atypical behaviors.

d. A systematic observation of the student across various environments.

e. Any other assessments and information, collected prior to referral or during the educational evaluation, necessary to:
   i. Exclude the disabilities listed in subsection (b);
   ii. Determine eligibility for special education and related services; and
   iii. Inform the student's CASE CONFERENCE COMMITTEE of the student's special education and related services needs.

B. Blind or low vision

NISE:

1. Understands that “Blind or low vision”, which may be referred to as a visual impairment, means a disability that even with best correction affects the student's ability to use vision for learning, which adversely affects the student's educational performance. It understands that the term includes a reduced ability or a complete inability to utilize the visual system to acquire information and may include or be limited to a reduction in field of vision.

2. Ensures that eligibility for special education as a student who is blind or has low vision is determined by the student's case conference committee and that the determination is based on the multidisciplinary team's educational evaluation report described in 511 IAC 7-40-5(e), which includes:
   a. An assessment of current academic achievement as defined at 511 IAC 7-32-2 and functional skills or adaptive behavior across various environments from multiple sources.
   b. A social and developmental history that may include, but is not limited to:
      i. Communication skills.
      ii. Social interaction skills.
      iii. Motor skills.
      iv. Responses to sensory experiences.
      v. Relevant family and environmental information.
   c. An assessment of functional vision and functional literacy as described in 511 IAC 7-42-6(c)(5).
   d. A systematic observation of the student across various environments.
   e. An assessment of motor skills, which may include travel skills.
   f. A written report from an optometrist or an ophthalmologist that includes:
i. Etiology and prognosis of the visual dysfunction.
ii. Secondary or accompanying visual conditions, such as nystagmus or photophobia, if appropriate
iii. Near/distance and corrected/uncorrected acuity measures for left, right, and both eyes, as appropriate.
iv. Measures of visual fields for both eyes, if appropriate.
v. Recommendations for use of aids, glasses, or lighting requirements, if appropriate.
g. Any other assessments and information collected prior to referral or during the educational evaluation, necessary to determine eligibility for special education and related services and inform the student's case conference committee of the student's special education and related services needs.

C. Cognitive disability

NISE:
1. Understands that:
   a. A cognitive disability is manifested during the developmental period, characterized by significant limitations in cognitive functioning, demonstrated through limitations in adaptive behavior, and adversely affects educational performance.
   b. A student with a mild cognitive disability has cognitive functioning that generally falls two (2) standard deviations below the mean and manifests delays in adaptive behavior consistent with the mild cognitive disability.
   c. A student with a moderate cognitive disability has cognitive functioning that generally falls three (3) standard deviations below the mean and manifests delays in adaptive behavior consistent with the moderate cognitive disability.
   d. A student with a severe cognitive disability has cognitive functioning and adaptive behavior skills that generally falls four (4) or more standard deviations below the mean and manifests delays in adaptive behavior consistent with the severe cognitive disability.

2. Ensures that eligibility for special education as a student with a cognitive disability is determined by the student's case conference committee and that the determination is based on the multidisciplinary team's educational evaluation report described in 511 IAC 7-40-5(e), which includes:
   a. An assessment of:
      i. Cognitive ability and functioning that must include at least one (1) of the following:
         1. An individually administered norm-referenced assessment.
         2. If adequate information cannot be obtained via an individually administered norm-referenced assessment, a criterion-referenced assessment that has been designed or may be adapted or modified for use with students who have a cognitive disability; and is administered by a professional or team of professionals with knowledge of assessment strategies appropriate for the student.
      ii. Current academic achievement as defined at 511 IAC 7-32-2.
      iii. Functional skills or adaptive behavior across various environments from multiple sources.
   b. A social and developmental history that may include, but is not limited to, the following:
      i. Communication skills
      ii. Social interaction skills
      iii. Motor skills.
      iv. Responses to sensory experiences.
v. Relevant family and environmental information.
c. Any other assessments and information collected prior to referral or during the educational evaluation, necessary to determine eligibility for special education and related services and inform the student's case conference committee of the student's special education and related services needs.

D. Deaf or hard of hearing

NISE:
1. Understands that “Deaf or hard of hearing”, which may be referred to as a hearing impairment, means:
   a. A disability that, with or without amplification, adversely affects the student's ability to use hearing for developing language and learning, educational performance, and developmental progress.
   b. The hearing loss may be permanent or fluctuating, mild to profound, or unilateral or bilateral.
   c. Students who are deaf or hard of hearing may use spoken language; sign language; or a combination of spoken language and signed systems.

2. Ensures that eligibility for special education as a student who is deaf or hard of hearing is determined by the student's case conference committee and that this determination is based on the multidisciplinary team's educational evaluation report described in 511 IAC 7-40-5(e), which includes:
   a. An assessment of current academic achievement as defined at 511 IAC 7-32-2, functional skills or adaptive behavior across various environments from multiple sources, and communication conducted in the language or system utilized for the student's instruction; or student's preferred mode of communication that assesses the student's receptive and expressive language skills.
   b. A social and developmental history that may include, but is not limited to communication skills, social interaction skills, motor skills, responses to sensory experiences, and relevant family and environmental information.
   c. A written report from an educational or clinical audiologist, otologist, or otolaryngologist with information regarding the etiology of the hearing loss and student's potential requirement for amplification, if appropriate.
   d. Any other assessments and information, collected prior to referral or during the educational evaluation, necessary to determine eligibility for special education and related services and inform the student's case conference committee of the student's special education and related services needs.

E. Deaf-blind

NISE:
1. Understands that “Deaf-blind”, which may be referred to as dual sensory impaired, means a disability that:
   a. is a concomitant hearing and vision loss or reduction in functional hearing and vision capacity;
   b. causes significant communication and adaptive behavior deficits;
   c. adversely affects the student's educational performance; and
   d. cannot be accommodated for by use of a program or service designed solely for students who are deaf or hard of hearing or blind or have low vision.
2. Understands that students who are deaf-blind represent a heterogeneous group that includes:
   a. Students who are both deaf and blind with measured acuities and intellectual and adaptive functioning or estimated acuities and intellectual and adaptive functioning supported by a description of pathology.
   b. Students with hearing and visual reductions of a mild to severe degree with additional learning or language disabilities that adversely affect educational performance or who have been diagnosed with a chronic or degenerative pathology or a disease that may potentially result in deaf-blindness.
   c. Students with generalized central nervous system dysfunction who exhibit auditory and visual impairments or deficits in auditory-visual functioning and may demonstrate inconclusive or inconsistent responses during hearing and vision assessments or auditory and visual stimuli in the environment.

3. Does not consider a student who is solely deaf-blind to be a student who has multiple disabilities as defined in 511 IAC 7-41-9.

4. Ensures that eligibility for special education as a student who is deaf-blind is determined by the student's case conference committee and that the determination is based on the multidisciplinary team's educational evaluation report described in 511 IAC 7-40-5(e), which includes:
   a. An assessment of:
      i. Current academic achievement as defined at 511 IAC 7-32-2.
      ii. Functional skills or adaptive behavior across various environments from multiple sources.
      iii. Communication conducted in the language or system utilized for the student's instruction; or student's preferred mode of communication that assesses the student's receptive and expressive language skills.
      iv. Functional vision.
      v. Functional literacy as described in 511 IAC 7-42-6(c)(5).
   b. A systematic observation of the student across various environments.
   c. A social and developmental history that may include, but is not limited to, communication skills, social interaction skills, motor skills, responses to sensory experiences, and relevant family and environmental information.
   d. An assessment of motor skills, including travel skills.
   e. A written report from an optometrist or an ophthalmologist that includes the following:
      i. Etiology and prognosis of the visual dysfunction.
      ii. Secondary or accompanying visual conditions, such as nystagmus or photophobia, if appropriate.
      iii. Near/distance and corrected/uncorrected acuity measures for left, right, and both eyes, as appropriate.
      iv. Measures of visual fields for both eyes, if appropriate.
      v. Recommendations for use of aids, glasses, or lighting requirements, if appropriate.
   f. A written report from an educational or clinical audiologist, otologist, or otolaryngologist with information regarding the etiology and prognosis of the hearing loss and student's potential requirement for amplification, if appropriate.
   g. Any other assessments and information, collected prior to referral or during the educational evaluation, necessary to determine eligibility for special education and related services and inform
the student's CASE CONFERENCE COMMITTEE of the student's special education and related services needs.

F. Developmental delay (early childhood)

NISE:
1. Understands that developmental delay is a disability category solely for students who are at least three (3) years of age and not more than five (5) years of age, or five (5) years of age but not eligible to enroll in kindergarten. It also understands that developmental delay means a delay of either two (2) standard deviations below the mean in one (1) of the following developmental areas or one and one-half (1.5) standard deviations below the mean in any two (2) of the following developmental areas:
   a. Gross or fine motor development.
   b. Cognitive development.
   c. Receptive or expressive language development.
   d. Social or emotional development.
   e. Self-help or other adaptive development.

2. Ensures that eligibility for special education as a student with a developmental delay is determined by the student's case conference committee and that this determination is based on the multidisciplinary team's educational evaluation report described in 511 IAC 7-40-5(e), which includes:
   a. An assessment of the developmental areas listed in paragraph 1 above that includes at least one (1) of the following:
      i. An individually administered norm-referenced assessment.
      ii. If adequate information cannot be obtained via an individually administered norm-referenced assessment, a criterion-referenced assessment that has been designed or may be adapted or modified for use with students who have a developmental delay or delays and is administered by a professional or team of professionals with knowledge of assessment strategies appropriate for the student.
   b. A social and developmental history that may include, but is not limited to, the following:
      i. Communication skills.
      ii. Social interaction skills.
      iii. Play skills.
      iv. Motor skills.
      v. Responses to sensory experiences.
      vi. Relevant family and environmental information.
      vii. Patterns of emotional adjustment.
      viii. Unusual or atypical behaviors.
   c. Available medical information that is developmentally relevant.
   d. A vision and hearing screening.
   e. A systematic observation of the student across various environments.
   f. Any other assessments and information, collected prior to referral or during the educational
evaluation, necessary to determine eligibility for special education and related services and inform the student's case conference committee of the student's special education and related services needs.

G. Emotional disability

NISE:

1. Understands that “Emotional disability” means an inability to learn or progress that cannot be explained by cognitive, sensory, or health factors and that the student exhibits one (1) or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance:
   a. A tendency to develop physical symptoms or fears associated with personal or school problems.
   b. A general pervasive mood of unhappiness or depression.
   c. An inability to build or maintain satisfactory interpersonal relationships.
   d. Inappropriate behaviors or feelings under normal circumstances.
   e. Episodes of psychosis.

2. Ensures that eligibility for special education as a student with an emotional disability is determined by the student's case conference committee and that the determination is based on the multidisciplinary team's educational evaluation report described in 511 IAC 7-40-5(e), which includes:
   a. An assessment of the following current academic achievement as defined at 511 IAC 7-32-2 and emotional and behavioral functioning.
   b. A social and developmental history that may include, but is not limited to:
      i. Communication skills.
      ii. Social interaction skills.
      iii. Responses to sensory experiences.
      iv. Relevant family and environmental information.
      v. Patterns of emotional adjustment.
      vi. Unusual or atypical behaviors.
   c. A functional behavior assessment as defined at 511 IAC 7-32-41 that includes an analysis of any interventions used to address the behaviors leading to the referral for the educational evaluation.
   d. Available medical and mental health information that is educationally relevant.
   e. Any other assessments and information, collected prior to referral or during the educational evaluation, necessary to:
      i. address whether the student's inability to learn or progress is caused by cognitive, sensory, or health factors
      ii. determine eligibility for special education and related services; and
      iii. inform the student's case conference committee of the student's special education and related services needs.

H. Language or speech impairment
NISE:
1. Understands that language or speech impairment is characterized by one (1) of the following impairments that adversely affects the student's educational performance:
   a. Language impairments in the comprehension or expression of spoken or written language resulting from organic or nonorganic causes that are non-maturational in nature. Language impairments affect the student's primary language systems, in one (1) or more of the following components:
      i. Word retrieval.
      ii. Phonology
      iii. Morphology
      iv. Syntax
      v. Semantics
      vi. Pragmatics
   b. Speech impairment that may include fluency, articulation, and voice disorders in the student's speaking behavior in more than one (1) speaking task that are non-maturational in nature, including impairments that are the result of a deficiency of structure and function of the oral peripheral mechanism.

2. Does not find a student eligible for special education and related services as a student with a language or speech impairment solely because the student's native language is not English and understands that bilingual or multilingual speakers include students whose speech or language patterns deviate from those of standard English and are characteristic of dialectical differences.

3. Considers student who is bilingual or multilingual may as a student with a language or speech impairment only if the impairment is exhibited in all languages spoken by the student.

4. Does not consider students who are deaf or hard of hearing or students with specific learning disabilities, who have language deficits or auditory processing difficulties, to be eligible for services designed solely for students with language impairments in lieu of services designed for (1) students who are deaf or hard of hearing or students with specific learning disabilities.

5. Understands that severe language or speech impairments may require the use of augmentative communication systems, such as gestures, signed language, communication books or boards, electronic devices or other systems determined by the student's case conference committee.

6. Ensures that eligibility for special education as a student with a language impairment is determined by the student's case conference committee and that the determination is based on the multidisciplinary team's educational evaluation report described in 511 IAC 7-40-5(e), which includes:
   a. An assessment of the student’s progress in the general education curriculum that includes an analysis of any interventions used to address the academic concerns leading to the referral for the educational evaluation and current academic achievement as defined at 511 IAC 7-32-2.
   b. A social and developmental history that may include, but is not limited to, the following:
      i. Communication skills.
      ii. Social interaction skills.
iii. Responses to sensory experiences.
iv. Relevant family and environmental information.
c. An observation of the student in the student's learning environment to document the student's academic performance in the area or areas of difficulty. The multidisciplinary team:
   i. may use information from an observation in routine classroom instruction and monitoring of the student's performance that was done before the student was referred for an educational evaluation; or
   ii. have at least one (1) member of the multidisciplinary team, other than the student's general education teacher, conduct an observation of the student's academic performance in the general education classroom after the child has been referred for an educational evaluation and parental consent for the educational evaluation has been obtained. In the case of a student of less than school age or out of school, a team member must observe the student in an environment appropriate for a student of that age.
d. Available medical information that is educationally relevant.
e. Any other assessments and information, collected prior to referral or during the educational evaluation, necessary to address the exclusionary factors listed in 511 IAC 7-41-8 (b) and (c), determine eligibility for special education and related services and inform the student's case conference committee of the student's special education and related services needs.

7. Ensures that eligibility for special education as a student with a speech impairment is determined by the student's case conference committee and that the determination is based on the multidisciplinary team's educational evaluation report described in 511 IAC 7-40-5(e), which includes:
   a. An assessment of the student's skills in articulation; fluency; and voice and current academic achievement as defined at 511 IAC 7-32-2.
   b. A social and developmental history that may include, but is not limited to, the following:
      i. Communication skills.
      ii. Social interaction skills
      iii. Oral motor skills.
      iv. Responses to sensory experiences.
      v. Relevant family and environmental information.
   c. At least one (1) observation of the student's speech completed by a speech and language pathologist.
   d. If an organic cause is the suspected cause of the speech impairment, a statement from a physician with an unlimited license describing the student's medical needs; and any consequent limitations to communication training.
   e. Available medical information that is educationally relevant.
   f. Any other assessments and information, collected prior to referral or during the educational evaluation, necessary to address the exclusionary factors listed in 511 IAC 7-40-8(b), determine eligibility for special education and related services; and inform the student's case conference committee of the student's special education and related services needs.

I. Multiple disabilities

NISE:
1. Understands that “Multiple disabilities” means coexisting disabilities, one of which must be a significant cognitive disability. It also understands that the coexisting disabilities are lifelong and
interfere with independent functioning, and it is difficult to determine which disability most adversely affects educational performance. It understands that the term does not include deaf-blind.

2. Ensures that eligibility for special education as a student with multiple disabilities is determined by the student's case conference committee and that the determination is based on the multidisciplinary team's educational evaluation report described in 511 IAC 7-40-5(e), which includes the following:
   a. An assessment of:
      i. Cognitive ability and functioning that must includes at least one (1) of the following:
         1. An individually administered norm-referenced assessment.
         2. If adequate information cannot be obtained via an individually administered norm-referenced assessment, a criterion-referenced assessment that has been designed or may be adapted or modified based on the student's disabilities and is administered by a professional or team of professionals with knowledge of assessment strategies appropriate for the student.
      ii. Current academic achievement as defined at 511 IAC 7-32-2.
      iii. Functional skills or adaptive behavior across various environments from multiple sources.
   b. A social and developmental history that may include, but is not limited to, the following:
      i. Communication skills.
      ii. Social interaction skills.
      iii. Motor skills.
      iv. Responses to sensory experiences.
      v. Relevant family and environmental information.
   c. A systematic observation of the student across various environments.
   d. Available medical information that is educationally relevant.
   e. Any other assessments and information, collected prior to referral or during the educational evaluation, necessary to determine eligibility for special education and related services and inform the student's case conference committee of the student's special education and related services needs.

J. Other health impairment

NISE:

1. Understands that “Other health impairment” means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment that:
   a. is due to chronic or acute health problems, such as:
      i. asthma;
      ii. attention deficit disorder or attention deficit hyperactivity disorder;
      iii. diabetes;
      iv. epilepsy;
      v. a heart condition;
      vi. hemophilia;
vii. lead poisoning;
viii. leukemia;
ix. nephritis;
x. rheumatic fever;
x. sickle cell anemia; and
xii. Tourette syndrome;
and
b. adversely affects a student's educational performance.

1. Ensures that eligibility for special education as a student as other health impaired is determined by the student's case conference committee and that the determination is based on the multidisciplinary team's educational evaluation report described in 511 IAC 7-40-5(e), which includes the following:
   a. An assessment of current academic achievement as defined at 511 IAC 7-32-2 and functional skills or adaptive behavior across various environments from multiple sources.
   b. A social and developmental history that may include, but is not limited to communication skills, social interaction skills, motor skills, responses to sensory experiences, and relevant family and environmental information.
   c. A systematic observation of the student across various environments.
   d. Available medical information that is educationally relevant.
   e. Any other assessments and information, collected prior to referral or during the educational evaluation, necessary to determine eligibility for special education and related services; and inform the student's case conference committee of the student's special education and related services needs.

K. Orthopedic impairment

NISE:

1. Understands that an orthopedic impairment is a severe physically disabling condition that adversely affects educational performance and that the term may include impairments caused by any of the following:
   a. A congenital anomaly.
   b. A disease, such as poliomyelitis or bone tuberculosis.
   c. Other causes, such as cerebral palsy, amputations or fractures or burns that cause contractures.

2. Ensures that eligibility for special education as a student with an orthopedic impairment is determined by the student's case conference committee and that the determination is based on the multidisciplinary team's educational evaluation report described in 511 IAC 7-40-5(e), which includes:
   a. An assessment of current academic achievement as defined at 511 IAC 7-32-2 and functional skills or adaptive behavior across various environments from multiple sources.
   b. A social and developmental history that may include, but is not limited to, the following:
      i. Communication skills.
      ii. Social interaction skills.
      iii. Motor skills.
      iv. Responses to sensory experiences.
v. Relevant family and environmental information.
c. Available medical information that is educationally relevant.
d. Any other assessments and information, collected prior to referral or during the educational evaluation, necessary to determine eligibility for special education and related services and inform the student's case conference committee of the student's special education and related services needs.

L. Specific learning disability

NISE:
1. Understands that “Specific learning disability” means a disorder in one (1) or more of the basic psychological processes involved in understanding or in using language, spoken or written, that adversely affect the student's educational performance, including conditions referred to, or previously referred to, as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. As follows, a specific learning disability:
   a. Manifests itself when the student does not achieve adequately for the student's age or to meet state approved grade level standards in one (1) or more of the following areas, when provided with learning experiences and instruction appropriate for the student's age or state approved grade level standards:
      i. Reading disability, which is a specific learning disability that is neurological in origin and has a continuum of severity. It is characterized by difficulties with accurate or fluent, or both, word recognition and by poor spelling and decoding abilities. A reading disability may be due to difficulties in the following:
         1. Basic reading skills.
         2. Reading fluency skills.
         3. Reading comprehension.
      ii. Written expression disability, which is a specific learning disability that is neurological in origin and has a continuum of severity. Written expression is a complex domain that requires the integration of the following:
          1. Oral language.
          2. Written language.
          4. Motor skills.
      iii. Math disability, which is a specific learning disability that is neurological in origin and has a continuum of severity. The ability to perform mathematical computations and reasoning requires multiple core cognitive processes. A math disability may be due to difficulties in Mathematics calculation or Mathematics problem solving.
      iv. Oral expression disability, which is a specific learning disability that is neurological in origin; has a continuum of severity; and is characterized by deficits in using expressive language processes to mediate learning of:
         1. reading;
         2. writing;
         3. spelling; or
         4. mathematics skills.
      v. Listening comprehension disability, which is a specific learning disability that:
         1. is neurological in origin;
2. has a continuum of severity; and
3. is characterized by difficulties in using receptive language processes to mediate learning of reading, writing, spelling, or math skills.

b. Can be evidenced through either of the following:
   i. Insufficient progress to meet age or state approved grade level standards in one (1) or more of the areas identified in subdivision (1) when using a process based on the student's response to scientific, research based intervention.
   ii. A pattern of strengths and weaknesses in performance or achievement, or both, relative to age, state approved grade level standards, or intellectual development that is determined by the group to be relevant to the identification of a specific learning disability. The multidisciplinary team is prohibited from using a severe discrepancy between academic achievement and global cognitive functioning to meet this requirement.

c. Does not include learning problems that are primarily the result of any of the following:
   i. A visual, hearing, or motor disability.
   ii. A cognitive disability.
   iii. An emotional disability.
   iv. Cultural factors.
   v. Environmental or economic disadvantage.
   vi. Limited English proficiency.
   vii. Lack of appropriate instruction in reading or math evidenced by:
      1. Data demonstrating that prior to, or part of, the referral process, the student was provided appropriate instruction in general education settings, delivered by qualified personnel.
      2. Data based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parents.

2. Eligibility for special education as a student with a specific learning disability is determined by the student's case conference committee and that the determination is based on the multidisciplinary team's educational evaluation report described in 511 IAC 7-40-5(e) and 511 IAC 7-40-5(g), which includes the following:
   a. An assessment of current academic achievement as defined at 511 IAC 7-32-2.
   b. An observation of the student in the student's learning environment, including the general classroom setting, to document the student's academic performance and behavior in the areas of difficulty. The multidisciplinary team may do either of the following:
      i. Use information from an observation in routine classroom instruction and monitoring of the student's performance that was done before the student was referred for an educational evaluation.
      ii. Have at least one (1) member of the multidisciplinary team, other than the student's general education teacher, conduct an observation of the student's academic performance in the general education classroom after the child has been referred for an educational evaluation and parental consent for the educational evaluation has been obtained. In the case of a student of less than school age or out of school, a team member must observe the student in an environment appropriate for a student of that age.
   c. Available medical information that is educationally relevant.
   d. A social and developmental history that may include, but is not limited to, the following:
      i. Communication skills.
ii. Social interaction skills.
iii. Responses to sensory experiences.
iv. Relevant family and environmental information.
v. Patterns of emotional adjustment.
vi. Unusual or atypical behaviors.

e. An assessment of progress in the general education curriculum that includes an analysis of any interventions used to address the academic concerns leading to the referral for the educational evaluation.

f. Any other assessments and information, collected prior to referral or during the educational evaluation, necessary to address the exclusionary factors listed in 511 IAC 7-12(a)(3); determine eligibility for special education and related services; and inform the student's case conference committee of the student's special education and related services needs.

3. Understands that other assessments and information, collected prior to referral or during the educational evaluation under 511 IAC 7-40-12(b)(6), may pertain to the following:

a. For difficulties with reading, the following:
   i. Decoding.
   ii. Phonological awareness.
   iii. Phonological memory.
   iv. Phonological processing.
   v. Orthographic processing.
   vi. Reading fluency (rate and accuracy).

   vii. Reading comprehension.

b. For difficulties with written expression, the following:
   i. Handwriting, which encompasses fine motor skills, visual-motor coordination, visual and working memory, and phonological and orthographic processing.
   ii. Spelling, which encompasses phonological and orthographic processing and written spelling ability.
   iii. Composition, which encompasses oral language, reading ability, attention, and memory.

c. For difficulties with math:
   i. Nonverbal problem solving,
   ii. Working memory,
   iii. Long-term memory,
   iv. Processing speed and attention.

M. Traumatic brain injury

NISE:

1. Understands that a traumatic brain injury is an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a student's educational performance. The term applies to open or closed head injuries resulting in impairments in one (1) or more areas, such as the following:
   b. Language.
   c. Memory.
d. Attention.

e. Reasoning.

f. Abstract thinking.

g. Judgment.

h. Problem solving.
i. Sensory, perceptual, and motor abilities.
j. Psychosocial behavior.
k. Physical functions.
l. Information processing.
m. Speech.

2. Does not apply the term to brain injuries that are congenital or degenerative or induced by birth trauma.

3. Ensures that eligibility for special education as a student with a traumatic brain injury is determined by the student's case conference committee and that the determination is based on the multidisciplinary team's educational evaluation report described in 511 IAC 7-40-5(e), which includes:

   a. An assessment of the following:

      i. Cognitive ability and functioning that must include at least:

         1. An individually administered norm-referenced assessment.

         2. If adequate information cannot be obtained via an individually administered norm-referenced assessment, a criterion-referenced assessment that has been designed or may be adapted or modified for use with students who have a traumatic brain injury and is administered by a professional or team of professionals with knowledge of assessment strategies appropriate for the student.

         ii. Current academic achievement as defined at 511 IAC 7-32-2.

         iii. Assessments of functional skills or adaptive behavior across various environments from multiple sources.

   b. A social and developmental history that may include, but is not limited to, the following:

      i. Communication skills.

      ii. Social interaction skills

      iii. Motor skills.

      iv. Responses to sensory experiences.

      v. Relevant family and environmental information.

   c. Available medical information that is educationally relevant

   d. Any other assessments and information collected prior to referral or during the educational evaluation, necessary to determine eligibility for special education and related services and inform the student's case conference committee of the student's special education and related services needs.

IX. DETERMINATION OF SPECIAL EDUCATION SERVICES

State Regulatory Requirements: 511 IAC 7-42-1 through 7-42-15
A. Local procedures and training

NISE:
1. Has written procedures to ensure the appropriate implementation of the case conference committee process, including the following:
   a. The title or position of the individuals designated as, or who may serve as, the representative of the public agency and a description of the roles and responsibilities of the public agency representative and other public agency personnel before, during, and after the case conference committee meeting.
   b. A description of the following:
      i. The methods used to assure the parent is provided with adequate notice of the case conference committee meeting.
      ii. The written notice that must be provided to a parent prior to an initial case conference committee meeting as specified in section 4 of this rule.
      iii. The methods used to assure the parent understands the proceedings of the case conference committee meeting.
      iv. The written notice that must be provided to a parent to assure the parent is fully informed of the public agency's proposal to initiate or change, or refusal to initiate or change, the identification or educational placement of the student, or the provision of a free appropriate public education to the student prior to the parent giving or denying permission for the initial provision of services, if applicable, and prior to the public agency implementing the IEP.

2. Provides information and training that addresses the requirements set forth in Article 7 to ensure that public agency staff have the necessary knowledge regarding the following:
   a. How to arrange and document case conference committee meetings.
   b. How to develop an IEP, including the required components of an IEP.
   c. How to serve as the public agency representative, including information about the availability of, and has the authority to commit, resources of the public agency.

B. Notice of case conference committee meetings

NISE:
1. Schedules case conference committee meetings at a mutually agreed upon date, time, and place. If a parent cannot attend in person, it uses other methods to ensure parent participation, including an individual or conference telephone call or video conference.

2. Conducts a case conference committee meeting without a parent in attendance only if the parent chooses not to participate in person or by other methods.

3. When this occurs, it keeps a record of its attempts to arrange a mutually agreed upon date, time, and place for the case conference committee meeting, including:
   a. Detailed records of telephone calls made or attempted and the results of the calls.
   b. Copies of correspondence sent to the parent and any responses received.
   c. Detailed records of visits made to the parent's home or place of employment and the results of those visits.
4. Provides parents with adequate notice of the case conference committee meeting in the parent's native language or other mode of communication, early enough to ensure that one (1) or both parents have the opportunity to attend.

5. Sends Notice of the meeting to the following persons:
   a. The parent, regardless of the age of the student.
   b. The student of legal age, as defined in 511 IAC 7-32-91, regardless of the purpose of the case conference committee meeting.
   c. All other persons that must attend the case conference committee meeting as specified in 511 IAC 7-42-3(b) and 3(c).

6. Includes the following in its notice of the case conference committee meeting:
   a. The date, time, and place of the meeting.
   b. The purpose of the meeting.
   c. The name and title or position of the designated public agency representative and a list, by name and title or position, of other expected participants.
   d. A statement that the parent or public agency may invite any other individual whom the parent or public agency has determined has knowledge or special expertise regarding the student, including related services personnel, as appropriate and that determination of the knowledge or special expertise of any invited individual must be made by the person (parent or public agency) who invited the individual to participate in the case conference committee meeting.
   e. A statement that, in the case of a child who was previously served under Part C of the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., an invitation to the initial case conference committee meeting must, at the request of the parent, be sent to the Part C service coordinator or other representatives of the Part C system to assist with the smooth transition of services.
   f. An explanation that the student will be invited to the case conference committee meeting when a purpose of the meeting is to develop or revise the transition IEP in accordance with 511 IAC 7-43-4 and 511 IAC 7-42-9 and of any other agency that will be invited to send a representative.

C. Case conference committee participants

NISE:
1. Designates, for each case conference committee meeting, the public agency representative who:
   a. Is knowledgeable about the availability of, and has the authority to commit, resources of the public agency; qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities; and knowledgeable about the general education curriculum.
   b. May be any public agency participant of the case conference committee if the criteria of paragraph (a) above are satisfied.

2. Ensures that the case conference participants include the following:
   a. The designated public agency representative as described in 511 IAC 7-42-3(a).
   b. One (1) of the following:
      i. The student's current teacher of record.
      ii. In the case of a student with a language or speech impairment only, the speech-language pathologist.
iii. For a student whose initial eligibility for special education and related services is under consideration, a teacher licensed in the area of the student's suspected disability.

c. Not fewer than one (1) of the student's general education teachers, if the student is or may be participating in the general education environment. For purposes of early childhood, a general education teacher may be:
   i. A general education teacher who provides services to nondisabled students in the public agency's preschool program or a kindergarten teacher who provides services to nondisabled students if the student is of kindergarten age; or
   ii. An individual knowledgeable about early childhood development, curriculum, and integrated placement options if the public agency does not have a general education preschool program.

d. An individual who can interpret the instructional implications of evaluation results, who may be a member of the case conference committee described in 511 IAC 7-42-3(b)(1) through (3) or 511 IAC 7-42-3(e).

e. The parent of a student less than eighteen (18) years of age or student of legal age as defined in 511 IAC 7-32-91, unless the parent or student of legal age choose not to participate, as described in 511 IAC 7-42-2(b) of this rule.

3. Ensures that other individuals participate in the case conference committee in the following circumstances:
   a. When a purpose of the meeting is the initial consideration of the student's eligibility for special education and related services, at least one (1) qualified professional who is a member of the multidisciplinary team that evaluated the student.
   b. When a purpose of the meeting is to develop, review, or revise the IEP for a student to be enrolled or currently enrolled in an alternative school or alternative education program under IC 20-30-8, a representative of the alternative school or alternative education program who is authorized to make a recommendation regarding admission to the school and commit resources.
   c. When a purpose of the meeting is to develop, review, or revise the IEP for a student to be enrolled or currently enrolled in a state-operated school or state-operated facility, a representative of the state-operated school or state-operated facility who is authorized to make a recommendation regarding admission to the school or facility and commit resources.
   d. When a purpose of the meeting is to develop an IEP for a student to be placed to in a nonpublic school or facility by a public agency in accordance with section 13 of this rule, the following persons must participate in person or by other methods, including individual or conference telephone calls:
      i. A representative of the nonpublic school or facility.
      ii. A representative of the local public agency providing any of the student's special education and related services.
   e. When the student has been unilaterally enrolled in a nonpublic school or facility by the student's parent, a representative of the nonpublic school or facility. If the representative cannot attend, the public agency must use other methods to ensure participation by the representative of the nonpublic school or facility, including individual or conference telephone calls or video conference.

4. Invites the following individuals to participate in the case conference committee meeting in the following circumstances:
   a. In the case of a child who is transitioning from Part C of the Individuals with Disabilities Education Act as described in 511 IAC 7-43-2, it sends an invitation to the initial case conference committee meeting, at the request of the parent, to the Part C service coordinator or other representatives of the Part C system to assist with the smooth transition of services.
b. When a purpose of the meeting is to develop or revise the transition IEP in accordance with 511 IAC 7-43-4 and 511 IAC 7-42-9, it invites:
   i. The student. If the student does not attend, the public agency must take other steps to ensure that the student's preferences and interests are considered.
   ii. To the extent appropriate, and with the consent of the parent (or student of legal age as defined in 511 IAC 7-32-91), a representative of any participating agency (other than the public agency) likely to be responsible for providing or paying for transition services.

5. Permits the participation of other individuals in the case conference committee, at the discretion of the parent or the public agency, who have knowledge or special expertise regarding the student, including related services personnel, as appropriate and understands that the determination of the knowledge and special expertise of any individual described in this subsection is made by the party who invited the individual to participate.

6. Permits the student to participate in any case conference committee meeting at the discretion of the parent.

7. Does not require a member of the case conference committee described in 511 IAC 7-42-3(b)(1) through (b)(4) to attend a case conference committee meeting, in whole or in part, if the parent and the public agency agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.

8. Ensures that a member of the case conference committee described in 511 IAC 7-42-3(b)(1) through (b)(4) is excused from attending a case conference committee meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if:
   a. The parent, in writing, and the public agency consent to the excusal, as consent is defined at 511 IAC 7-32-17; and
   b. The member submits, in writing to the parent and the CASE CONFERENCE COMMITTEE, input into the development of the IEP prior to the meeting, unless the member attends the part of the meeting that involves a modification to or discussion of the member's area of the curriculum or related services.

D. Written notice before initial case conference committee meetings

NISE:
1. Provides the parent with the written notice described in 511 IAC 7-42-4(b) not later than five (5) instructional days prior to an initial case conference committee meeting.
2. Ensures that the written notice includes:
   a. A description of the overall findings of each evaluation, procedure, assessment, record, or report the public agency used as the basis for any proposed action.
   b. A description of action that may be proposed by the public agency.
   c. An explanation of why the public agency may propose an action.

E. Case conference committee meetings
NISE:

1. Convenes the case conference committee in the following circumstances:
   a. In accordance with the timelines in 511 IAC 7-40-5(d) after an initial evaluation is conducted and 511 IAC 7-40-8 after a student has been reevaluated.
   b. Periodically, but not less than annually, for a student previously determined eligible for special education to:
      i. Review the student's IEP and determine whether the student's annual goals, described in section 6(f)(2) of this rule, are being achieved; and
      ii. Revise the IEP, as appropriate, to address:
         1. Any lack of expected progress, based on progress monitoring data, toward the annual goals and in the general education curriculum, if appropriate;
         2. The results of any reevaluation conducted under 511 IAC 7-40-8, including any additional data about the student described in 511 IAC 7-40-8(l)(2);
         3. The student's anticipated needs; or
         4. Other matters.
   c. If either the parent or the public agency believes that a required component of the student's individualized education should be changed to ensure the provision of a free appropriate public education.
   d. Within ten (10) instructional days of the enrollment date of a student who has been receiving special education in another state or another district within the state.
   e. Within ten (10) instructional days of a disciplinary change of placement to determine whether the student's behavior is a manifestation of the student's disability in accordance with 511 IAC 7-44-5.
   f. To determine the interim alternative educational setting when public agency personnel remove a student to an interim alternative educational setting in accordance with 511 IAC 7-44-6, unless the setting has been included in the student's IEP or behavioral intervention plan.
   g. At least every sixty (60) instructional days when the setting in which the student is receiving educational services is the student's home or out-of-school location determined in accordance with section 11 of this rule.

2. Understands that a case conference committee meeting does not include:
   a. Informal or unscheduled conversations involving public agency personnel and conversations on issues such as teaching methodology; lesson plans; or coordination of service provision; or
   b. Preparatory activities that public agency personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later case conference committee meeting.

3. Takes whatever action is necessary when a case conference committee convenes to ensure the parent understands the proceedings of the meeting, including arranging for an interpreter for a parent who is deaf or hard of hearing or whose native language is not English.

F. Developing an individualized education program; components and parent copy

NISE:
1. Understands that an IEP is a written document for a student who is eligible for special education and related services that is developed by a case conference committee in accordance with 511 IAC 7-42-6 and that Transition IEPs are written documents developed in accordance with 511 IAC 7-43-4 that are in effect for students entering into grade 9 or becoming fourteen (14) years of age whichever occurs first, or earlier if determined appropriate by the case conference committee.

2. Ensures that, when developing a student's IEP, the case conference committee considers the following general factors:
   a. The strengths of the student.
   b. The concerns of the parent for enhancing the education of the student.
   c. The results and instructional implications of the initial or most recent educational evaluation and other assessments of the student.
   d. The academic, developmental, communication, and functional needs of the student.

3. Ensures that, when developing a student’s IEP, the case conference committee also considers the following special factors when applicable:
   a. Positive behavioral interventions and supports, and other strategies, to address any of the student's behaviors that impede the student's learning or the learning of others.
   b. Any supports, under 511 IAC 7-35-2, necessary to provide public agency personnel with the knowledge and skills necessary to implement the student's IEP.
   c. The language needs of a student with limited English proficiency as those needs relate to the student's IEP.
   d. In the case of a student who is deaf or hard of hearing or a student who is deaf-blind, the student’s:
      i. Language and communication needs;
      ii. Opportunities for direct communications with peers and professional personnel in the student's language and communication mode;
      iii. Academic level; and
      iv. Full range of needs including opportunities for direct instruction in the student's language and communication mode.
   e. Instruction in Braille and the use of Braille for a student who is blind or has low vision or a student who is deaf-blind, unless the case conference committee determines, after a functional literacy assessment (sometimes referred to as a learning media assessment) of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.
   f. The student's need for assistive technology devices and services.
   g. The IFSP for students who are transitioning from early intervention programs under Part C of the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq.

4. Ensures that, when developing an IEP, the case conference committee determines the special education and related services that will meet the unique needs of the student, regardless of the student's identified disability.

5. Ensures that the general education teacher who is a member of the student's case conference committee, to the extent appropriate, participates in the development of a student's IEP, including the determination of the following:
a. Appropriate positive behavioral interventions and supports and other strategies for the student.
b. Supplementary aids and services, program modifications, and support for school personnel consistent with subsection (f)(4).

6. Ensures that an IEP contains the following:
a. A statement of the student's present levels of academic achievement and functional performance, including:
i. How the student's disability affects the student's involvement and progress in the general education curriculum; or
ii. For early childhood education students, as appropriate, how the disability affects the student's participation in appropriate activities.
b. A statement of the following:
i. Measurable annual goals, including academic and functional goals designed to meet:
   1. The student's needs that result from the student's disability to enable the student to be involved in and make progress in the general education curriculum (or for early childhood education students, as appropriate, to participate in appropriate activities); and
   2. Each of the student's other educational needs that result from the student's disability.
   ii. For students who participate in alternate assessments aligned to alternative academic achievement standards, a description of benchmarks or short-term objectives.
c. A description of the following:
i. How the student's progress toward meeting the annual goals described in subdivision (2) will be measured.
ii. When periodic reports on the progress the student is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.
d. A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to do the following:
i. Advance appropriately toward attaining the annual goals.
ii. Be involved in and make progress in the general education curriculum in accordance with subdivision (1) and to participate in extracurricular and other nonacademic activities.
iii. Be educated and participate with other students with disabilities and nondisabled students in the activities described in Article 7.
e. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education environment and in extracurricular and other nonacademic activities.
f. A statement regarding the student's participation in statewide or local assessments of student achievement, including the following:
i. Any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student consistent with 511 IAC 7-36-10. ii. If the case conference committee determines, in accordance with 511 IAC 7-36-10(g) and 511 IAC 7-36-10(h), that the student must take an alternate assessment of student achievement, instead of a particular statewide or local assessment, a statement:
   1. Of why the student cannot participate in the general assessment;
2. Of why the particular alternate assessment selected is appropriate for the student; and
3. Documenting that the public agency informed the parent that the student's performance will not be measured against grade-level academic achievement standards.

g. The projected date for initiation of services and modifications described in 511 IAC 7-42-6(f)(4) and the anticipated length and frequency, location, and duration of services and modifications.
h. A statement of the student's need for extended school year services consistent with 511 IAC 7-36-4(c) and 511 IAC 7-36-4(d).
i. Identification of the placement in the least restrictive environment as described in section 10 of this rule.
j. Beginning not later than one (1) year before the student becomes eighteen (18) years of age, a statement that the student and the parent have been informed that parent's rights under Article 7 will transfer to the student at eighteen (18) years of age in accordance with 511 IAC 7-43-4.
k. Written notes documenting the meeting of the case conference committee meeting, including the date and purpose of the meeting, the names and titles of the participants, and the issues discussed during the meeting.

7. Understands that, for a student convicted as an adult under state law and incarcerated in an adult prison:
   a. The requirement in subsection 511 IAC 7-42-6(f)(6) relating to participation of students with disabilities in state and local assessments does not apply; and
   b. The case conference committee may modify the student's IEP or educational placement without regard to the requirements of this section and section 10 of this rule if the state has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated.

8. Understands that nothing in this section must be construed to require:
   a. That additional information be included in a student's IEP beyond what is explicitly required in Article 7; or
   b. The case conference committee to include information under one (1) component of the student's IEP that is already contained under another component of the student's IEP.

9. Provides the parent a copy of the student’s IEP at no cost and either provides it to the parent at the conclusion of the case conference committee meeting or mails to the parent at a later date so that the parent receives the IEP no later than ten (10) business days after the date of the case conference committee meeting.

10. Permits any member of the case conference committee to submit a written opinion regarding the IEP and requires the written opinion to be submitted not later than ten (10) business days after the date of the case conference committee meeting and remain with the student's educational records.

G. Written notice by the public agency and parental consent

NISE:
1. Provides the parent with written notice that meets the requirements of 511 IAC 7-42-7(b) before the public agency:
   a. Proposes to initiate or change the identification or educational placement of the student or the
provision of a free appropriate public education to the student; or
b. Refuses to initiate or change the identification, educational placement of the student, or the provision of a free appropriate public education to the student.

2. Ensures that the written notice required under 511 IAC 7-42-7(a) includes:
   a. A description of the action proposed or refused by the public agency.
   b. An explanation of why the public agency proposed or refused to take the action. c. A description of the following:
      i. Each evaluation, procedure, assessment, record, or report it used as the basis for its proposed or refused action
      ii. Other options that the case conference committee considered and the reasons why those options were rejected.
      iii. Other factors relevant to the agency's proposal or refusal.
   d. A statement that the parent of a student with a disability has protection under the procedural safeguards described in 511 IAC 7-37-1 and the means by which a copy of a description of the procedural safeguards can be obtained. The statement must also explain that after a public agency provides written notice regarding a proposed or refused action that is subsequent to the initial IEP, the parent may challenge the action proposed or refused by the public agency by doing any of the following:
      i. Requesting and participating in a meeting with an official of the public agency who has the authority to facilitate the disagreement between the parent and the public agency.
      ii. Initiating mediation under 511 IAC 7-45-2.
      iii. Requesting a due process hearing under 511 IAC 7-45-3.
   e. A statement that if a parent challenges a proposed IEP prior to its implementation, the public agency must continue to implement the current IEP, except as provided in 511 IAC 7-42-8(e) and 8(f).
   f. Sources for the parent to contact to obtain assistance in understanding the provisions Article 7

3. May use the IEP as part of the written notice as long as the documentation the parent receives meets all the requirements herein.

4. Ensures that the written notice described herein is written in language understandable to the general public and 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.

5. Ensures and documents in writing that, when the native language or other mode of communication of the parent is not a written language, it takes steps to make sure that the notice is translated orally or by other means to the parent in his or her native language or other mode of communication and the parent understands the content of the notice.

6. Provides the parent a copy of the written notice described herein at the conclusion of the case conference committee meeting or mails to the parent at a later date so that the parent receives it no later than ten (10) business days after the date of the case conference committee meeting.

7. After providing the written notice for the initial provision of special education and related services, obtains the parent’s written consent before implementing the student’s initial IEP and the initial education
placement.

8. May provide the parent with the written notice at the same time it requests parental consent for the initial IEP.

9. Makes reasonable efforts to obtain parental consent, as defined in 511 IAC 7-32-17, for the initial educational evaluation and documents such efforts by keeping a record of its attempts to obtain parental consent, including:
   a. Detailed records of telephone calls made or attempted and the results of the calls.
   b. Copies of correspondence sent to the parent and any responses received
   c. Detailed records of visits made to the parent's home or place of employment and the results of those visits.

10. Does not initiate mediation or due process in order to obtain agreement or a ruling that services may be provided to the student when the parent of a student refuses to consent or fails to respond to a request for consent for the initial provision of special education and related services as described in 511 IAC 7-42-7(f).

11. Understands that its actions pursuant to paragraph 10 above will not cause it to be considered to be in violation of the requirement to make available a free appropriate public education to the student.

12. Understands that, after it provides written notice regarding a proposed IEP that is subsequent to the initial IEP, the parent may challenge the action proposed or refused by the public agency by:
   a. Requesting and participating in a meeting with an official of the public agency who has the authority to facilitate the disagreement between the parent and the public agency.
   b. Initiating mediation under 511 IAC 7-45-2.
   c. Requesting a due process hearing under 511 IAC 7-45-3.

H. Individualized education programs; implementation

NISE:

1. Provides services identified in an IEP as soon as the necessary arrangements are completed, but not later than the following:
   a. Ten (10) instructional days after parental consent to the student’s initial IEP is received.
   b. Ten (10) instructional days after a public agency provides written notice described in section 7 of this rule regarding a student’s proposed IEP. However, the public agency must continue to implement the current IEP if the parent challenges the proposed IEP by:
      i. Requesting and participating in a meeting with an official of the public agency who has the authority to facilitate the disagreement between the parent and the public agency;
      ii. Initiating mediation under 511 IAC 7-45-2; or
      iii. Requesting a due process hearing under 511 IAC 7-45-3.
   c. For students transitioning from early intervention services to early childhood special education, on the student’s third birthday in accordance with 511 IAC 7-43-2.
   d. The initiation date stated in the student’s IEP in all other circumstances.

2. Implements an IEP as it is written.
3. Ensures that the student's teacher of record does the following:
   a. Monitors the implementation of the student's IEP.
   b. Ensures that each of the student's teachers, related service providers, paraprofessionals, and any other service providers, who are responsible for implementing the student's IEP have access to a copy of the IEP; are informed of their specific responsibilities related to implementing the IEP; and are informed of the specific accommodations, modifications, and supports that must be provided for the student in accordance with the student's IEP.
   c. Ensures that the CASE CONFERENCE COMMITTEE is informed of any modifications made to the student's IEP in accordance with 511 IAC 7-42-9(e)(2) and 9(g).
   d. Carry out all other activities identified in 511 IAC 7-32-97.

4. At the beginning of each school year and for each student with a disability, has an IEP as specified in 511 IAC 7-42-5.

5. Ensures that, if a newly enrolled student received special education services from another public agency within the state, and enrolls in this public agency within the same school year, it consults with the student's parent and immediately provides the student with a free appropriate public education, including services comparable to those described in the student's IEP from the previous public agency, until it either adopts the student's IEP from the previous public agency or develops, adopts, and implements a new IEP that meets the applicable requirements of 511 IAC 7-42.

6. Ensures that, if a newly enrolled student received special education services in another state, and enrolls within the same school year, it consults with the student's parent and immediately provides the student with free appropriate public education, including services comparable to those described in the student’s IEP from the previous public agency, it conducts an educational evaluation under 511 IAC 7-40, if it determines that this is necessary and develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in 511 IAC 7-42.

7. To facilitate the transition of students described in paragraphs 5 and 6 above takes reasonable steps to promptly obtain the student's records, including the IEP, supporting documents, and any other records relating to the provision of special education or related services to the student, from the previous public agency in which the student was enrolled, under 511 IAC 7-38-1(r)(2) and takes reasonable steps to promptly respond to the request from the new public agency, as required by IC 20-33-2-10.

I. Review and revision of the individualized education program

NISE:
1. Ensures that a student's case conference committee meets periodically, but not less than annually, to do the following:
   a. Review the student's IEP and determine whether the student's annual goals, described in section 6(f)(2) of this rule, are being achieved.
   b. Revise the IEP, as appropriate, to address:
      i. Any lack of expected progress, based on progress monitoring data, toward the annual goals and in the general education curriculum, if appropriate;
ii. The results of any reevaluation conducted under 511 IAC 7-40-8, including any additional data about the student described in 511 IAC 7-40-8(1)(2);
iii. The student's anticipated needs; or
iv. Other matters.

2. Ensures that when conducting a review of the student's IEP, the case conference committee considers the general and special factors described in section 511 IAC 7-42-6(b) and 6(c).

3. Ensures that a general education teacher of the student, as a member of the case conference committee and consistent with 511 IAC 7-42-6(e), participates in the review and revision of the student's IEP.

4. Ensures that the review and revision of an IEP that will be in effect when the student: enters into grade 9 or becomes fourteen (14) years of age, whichever occurs first, or earlier if determined appropriate by the case conference committee is conducted in accordance with 511 IAC 7-42-9 this section and 511 IAC 7-43-4, describing transition IEPs.

5. Permits changes to the IEP to be made, subsequent to the annual case conference committee meeting described in 511 IAC 7-42-9(a) through (d), by the case conference committee at a case conference committee meeting or without a case conference committee meeting if the parent and the public agency agree not to convene a case conference committee meeting and to collaboratively develop a written document to amend or modify the student's current IEP.

6. Provides the parent upon request and at no cost, a revised copy of the IEP with the modifications described in 511 IAC 7-42-9(e)(2) incorporated.

7. Ensures that the teacher of record informs the member of the student’s case conference committee of any changes made to the student’s IEP in accordance with 511 IAC 7-42-9(e)(2).

J. Least restrictive environment and delivery of special education and related services

NISE:

1. Ensures that, except as provided in 511 IAC 7-42-6(g)(2), it has written policies and procedures to ensure the following:
   a. To the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities are educated with nondisabled students.
   b. Special classes, separate schooling, or other removal of students from the general education environment occurs only if the nature and severity of the disability is such that education in general education classes using supplementary aids and services cannot be satisfactorily achieved.
   c. The case conference committee determines the placement in which a student will receive services. The student's placement is based on the student's IEP; is reviewed at least annually; and is in the school that the student would attend if not disabled, unless the IEP requires some other arrangement. If another arrangement is required, the placement should be as close as possible to the student's home school.
   d. A continuum of services, as described in subsection (b)(4) and (b)(5), that is available to meet the individual needs of students with disabilities and makes provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with
general education placement.

e. In selecting the least restrictive environment, consideration is given to any potential harmful effect on the student or quality of services needed.

f. Each student with a disability has an equal opportunity to participate with nondisabled students in nonacademic and extracurricular services and activities to the maximum extent appropriate.

g. Special education and related services are delivered in the least restrictive environment determined by the conference committee regardless of the identified disability.

h. The provision of services to students with different disabilities at the same time and in the same classroom is permitted.

i. Students with disabilities are in classes and buildings with their chronological peers unless an alternative is determined appropriate by the case conference committee and the reasons for that determination are documented in the written notice required by 511 IAC 7-42-6.

j. Students with disabilities are not removed from education in age-appropriate general education classrooms solely because of needed modifications in the general curriculum.

2. Takes steps to make available to students with disabilities the variety of educational programs and services that are made available to nondisabled students served by the public agency, including the following:
   a. Vocational education.
   b. Art.
   c. Music.
   d. Industrial arts.
   e. Consumer and homemaking education.
   f. Field trips.
   g. Convocations.

3. Take steps, including providing students with supplementary aids and services determined appropriate and necessary by the student's case conference committee, to afford students with disabilities equal opportunity for participation in nonacademic and extracurricular services and activities.

4. Ensure that students with disabilities participate with nondisabled students in the extracurricular services and activities to the maximum extent appropriate to the needs of that student. Nonacademic and extracurricular services and activities may include the following:
   a. Meals and recess.
   b. Athletics.
   c. Recreational activities.
   d. Special interest groups or clubs sponsored by the public agency.
   e. Graduation ceremonies.
   f. Employment of students, including both employment by the public agency and assistance in making outside employment available.

5. Makes physical education, specially designed if necessary, available to all students with disabilities, but is not obligated to make physical education available to students with disabilities if physical education is not available to other students in the same grade.
6. Ensures that physical education is provided by a general education teacher of physical education or a teacher specially licensed in adapted physical education as applicable to the physical education appropriate for the student.

7. Affords each student with a disability the opportunity to participate in the general physical education program available to nondisabled students unless one (1) of the following occurs:
   a. The student is enrolled full time in a separate facility. The public agency responsible for the education of the student must ensure that the student receives appropriate physical education services in compliance with this section.
   b. The student needs specially designed physical education, as prescribed in the student's IEP. The public agency must provide the specially designed physical education services directly or make arrangements for those services to be provided through other private or public programs.

8. Makes available a continuum of placement options for students in kindergarten through the school year in which students become twenty-two (22) years of age that includes the following:
   a. General education classroom with special education and related services provided during the instructional day.
   b. Resource room with special education and related services provided outside the general education classroom during the instructional day.
   c. Separate classroom in a general education school building with special education and related services provided outside the general education classroom during the instructional day.
   d. Separate public or nonpublic nonresidential school or facility with special education and related services provided.
   e. Public or nonpublic residential school or facility with special education and related services provided to students living at the school or facility.
   f. Homebound or hospital setting with special education and related services provided at the student's home, a hospital, or other non-educational site selected by the public agency.

9. Does not consider the placement options listed in paragraphs 8 above as exclusive placement options, and understands that a student's placement may be a combination of the options listed, as determined appropriate by the case conference committee.

10. Permits the case conference committee to modify the IEP of a student with a disability who is convicted as an adult under state law and incarcerated in an adult facility without regard to the requirements of 511 IAC 7-42-10 where there is demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated.

K. Instruction for student at student's home or alternative setting
NISE:
1. Provides special education and related services by a licensed teacher in the student's home or alternative setting, for reasons other than identified in 511 IAC 7-42-12 when the case conference committee determines it to be the least restrictive environment appropriate to enable the student to benefit from special education and related services. When such a placement is determined, its written notice, described in 511 IAC 7-42-7 includes the reason the student is not attending school, other options tried or considered, and the reasons the other options were rejected.

2. Convenes the case conference committee at least every sixty (60) instructional days to review the IEP and ensures that the case conference committee determines the type, length, frequency, initiation, and duration of special education and related services.

L. Instruction for students with injuries and temporary or chronic illnesses

NISE:
1. Provides all students with injuries and temporary or chronic illnesses that preclude their attendance in school, including students who are not eligible for special education and related services, with instruction.

2. Requires that, before instruction for a student unable to attend school can begin, the parent must provide the school corporation with a written statement from a physician (which includes a doctor of osteopathy) with a valid, unlimited license to practice medicine, or a Christian Science practitioner, that states one (1) of the following:
   a. The student has a temporary illness or injury that will require the student's absence from school for a minimum of twenty (20) consecutive instructional days. If the illness or injury occurs less than twenty (20) instructional days prior to the end of the school year and student needs instruction to meet promotion or graduation requirements, the physician's statement must indicate that the student will be unable to attend school through the end of the current school year.
   b. The student has a chronic illness or other medical condition that will require the student's absence for an aggregate of at least twenty (20) instructional days over the period of the school year.

3. Provides services in accordance with the student's IEP if the student is eligible for special education and related services and unable to attend school as described in 511 IAC 7-41-12(b), including access to the general education curriculum.

4. May provide instruction through the summer to enable a student to complete a semester to meet promotion requirements.

5. Provides special education and related services by appropriately licensed personnel for
students with disabilities. For all other students, instruction is provided by teachers licensed to teach the grade level of the student.

6. Does not permit the use of mediation or due process procedures provided in 511 IAC 7-45 by nondisabled students who receive instruction under this section.

M. Nonpublic school or facility placements by public agencies

NISE:
1. Initiates and conducts a case conference committee meeting and develops an IEP in accordance with Article 7 before it places a student with a disability in a nonpublic school or facility.

2. Ensures that a representative of the nonpublic school or facility attends the meeting, and if the representative cannot attend, it uses other methods to ensure participation by the nonpublic school or facility, including individual or conference telephone calls or video conference.

3. May allow the nonpublic school or facility to initiate and conduct any meetings to review and revise the IEP, but ensures that the parent and the public agency representative are involved in any decision about the student's IEP and agree to any proposed changes in the IEP before those changes are implemented.

4.Remains responsible for compliance with Article 7 even if a nonpublic school or facility implements a student's IEP and ensures that the student is provided with special education and related services in conformance with an IEP that meets the requirements of this rule and at no cost to the parents. It also ensures that the student's education meets the standards applicable to the state's public agencies, including the requirements of Article 7, except for the highly qualified special education teacher requirements in 511 IAC 7-36-3.

5. Ensures that the student has all of the rights of a student with a disability who is served by a public agency.

6. Monitors the compliance of the nonpublic school or facility through written reports, on-site visits, and/or parent questionnaires.

7. Disseminate copies of applicable standards to each nonpublic school or facility in which it has placed a student with a disability.

8. Provides an opportunity for those nonpublic schools and facilities to participate in the development and revision of public agency standards that apply to them.

N. Transportation of students in public or private residential placements

NISE:
1. Ensures that the school corporation of legal settlement assumes the cost of transporting
students placed in public or private residential facilities by the public agency and pays for the number of round trips as determined appropriate by the case conference committee in accordance with statutory requirements and 511 IAC 7-42.

2. Ensures that the frequency, length, and timing of home visits are mutually agreed upon by the residential facility, the parent, and the school corporation of legal settlement. It also ensures that transportation for the student for home visits is arranged to assure the welfare and safety of the student, including, if necessary, paying the cost for a responsible adult to accompany the student during the travel.

3. Permits a parent to travel to the residential facility in lieu of a student home visit and ensures that the school corporation of legal settlement pays the cost for the parent to travel to the residential facility if the case conference committee determines that the nature or severity of the student's disability precludes home visits, that the residential facility provides family counseling and training essential to the student's educational, emotional, or behavioral progress, or that the student cannot travel home unaccompanied.

4. Ensures that, when a parent travels to the residential facility under paragraph 3 above, the school corporation of legal settlement reimburses or pays for travel-associated costs, such as meals and lodging, in accordance with the policies established for school employees.

5. At the time a residential placement is made, establishes guidelines and procedures concerning transportation and informs the parent of those guidelines and procedures.

6. Includes in its guidelines and procedures the modes of transportation for which payment or reimbursement will be made, the method by which transportation will be paid, the length of advance notice required, and the travel-associated costs allowed under public agency policy.

O. Revocation of consent for special education and related services

NISE

1. Ensures that, at any time after the parent gives consent for the initiation of special education and related services, the parent may revoke that consent by doing the following:
   a. Putting the revocation of consent in writing.
   b. Signing the revocation.
   c. Submitting the written revocation to licensed personnel.

2. Ensure that within ten (10) instructional days of the date licensed personnel receive the parent’s written revocation, the public agency must provide the parent with a copy of the written notice described in section 7 of this rule.

3. Understands the public agency is not required to convene a case conference committee or develop an IEP when the public agency receives the parent’s written revocation.

4. Understands the public agency may ask the parent why the parent is revoking, but the public
agency may not require the parent to provide an explanation, either orally or in writing, as a condition of terminating the provision of special education and related services. The public agency may not use the inquiry to delay or deny the termination of special education and related services.

5. Understands a parent’s revocation of consent covers all instruction, services, and supports included in the student’s IEP, including, but not limited to, the following:
   a. Specialized instruction
   b. Related services
   c. Accommodations
   d. Adaptations
   e. Modifications.
   f. Supports for the student or personnel on behalf of the student.
   g. Assistive technology devices and services.
   h. Placement outside of the general education classroom.

5. Understands a parent may not revoke consent for fewer than all of the special education and related services included in the student’s IEP.

7. Understands the public agency may not use mediation or a due process hearing to override the parent’s revocation of consent for services.

8. Understands that upon revocation of consent and termination of special education and related services, the student is no longer eligible as a student with a disability and is not entitled to the protections of this article, except as permitted in 511 IAC 7-44-9.

9. Understands the public agency is not required to amend the student’s educational records to remove any reference to the student’s special education and related services when the parent revokes consent for services. This does not preclude a parent from requesting that the students’ educational record be amended in accordance with the procedures contained in 511 IAC 7-38-2.

10. Understands the school shall not be considered to be in violation of the requirement to make a free appropriate public education available to the student when the public agency terminates the special education and related services to the student subsequent to the parent’s revocation of consent in accordance with this section.

11. Ensures that if, after revoking consent, a parent wants the student to receive special education and related services, the parent must request an initial evaluation in accordance with 511 IAC 7-40-4 and the case conference committee must determine, in accordance with 511 IAC 7-40-6, if the student is eligible for special education and related services as a student with a disability as defined in 511 IAC 7-32-92.

X. RELATED SERVICES; TRANSITIONS; TRANSFER OF RIGHTS State Regulatory Requirements: 511 IAC 7-43-1 through 7-43-7
   A. Related services
1. Understands that “Related services” means transportation and developmental, corrective, and other supportive services that are required for a student to benefit from special education. The public agency must provide related services to a student if the student's case conference committee determines that related services are necessary for the student to benefit from special education.

2. May provide related services as direct services by qualified professionals or integrated services by teachers or paraprofessionals acting in accordance with the instructions of qualified professionals.

3. Understands that related services include the following and may include other developmental, corrective, or supportive services if the services are required for a student to benefit from special education:
   a. Audiological services
   b. Counseling services
   d. Interpreting services.
   e. Medical services for the purpose of diagnosis and evaluation
   f. Occupational therapy.
   g. Orientation and mobility services
   h. Parent counseling and training.
   i. Physical therapy.
   j. Psychological services.
   k. Recreation, including therapeutic recreation.
   l. Rehabilitation counseling.
   m. School health services
   n. School nurse services
   o. School social work services
   p. Transportation
   q. Other supportive services.

4. Understands that related services do not include the following:
   a. A medical device that is surgically implanted, such as a cochlear implant.
   b. The optimization of a surgically implanted device's functioning, such as mapping for a cochlear implant.
   c. Maintenance of a surgically implanted device.
d. The replacement of a surgically implanted device.

5. Understands that nothing in 511 IAC 7-43-1(d)
   a. Limits the right of a student with a cochlear implant or other surgically implanted
to receive special education (such as speech and language services) and
related services that the student's case
   conference committee determines are necessary for the student to receive a free
appropriate public education;
   b. Limits its responsibility to appropriately monitor and maintain medical devices that
are needed to maintain the health and safety of the student, including:
   i. breathing;
   ii. nutrition; or
   iii. operation of other bodily functions while the student is transported to and from school or is at
school; or
   c. prevents the routine checking of an external component of a surgically implanted
device to make sure it is functioning properly, as required in 511 IAC 7-36-7(n).

6. Understands and utilizes the descriptions of and service provision requirements set forth in
detail in 511
   IAC 7-43-1(f) through 7-43-1(u) for the following related services:
   a. Audiological services
   b. Counseling services.
   d. Interpreting services.
   e. Medical services for the purpose of diagnosis and evaluation.
   f. Occupational therapy.
   g. Orientation and mobility services.
   h. Parent counseling
   and training.
   i. Physical therapy.
   j. Psychological services.
   k. Recreation, including therapeutic recreation.
   l. Rehabilitation
   counseling.
   m. School health
   services.
   n. School nurse services.
   o. School social work services.
   p. Transportation.

B. Review of transition age students

NISE:

1. Upon obtaining written consent from parents or students of legal age to disclose
confidential educational records in accordance with 511 IAC 7-38-1(q)(1), confers with
the vocational rehabilitation counselor at least one (1) time per year to review transition
2. Obtains written consent, as defined in 511 IAC 7-32-17, from the parent or the student of legal age to invite the vocational rehabilitation counselor to the case conference committee meeting that will take place during the school year before the student's projected final year of school, or earlier, if appropriate, if the public agency and the vocational rehabilitation counselor believe a student may be eligible for and benefit from vocational rehabilitation services.

3. After obtaining the consent described in paragraph 2 above, provides adequate notice to the vocational rehabilitation counselor regarding the case conference committee meeting described in 511 IAC 7-43-3(1) and ensures that the notice to the vocational rehabilitation counselor includes the name, address, age, and identified disability of the student for whom the case conference committee meeting is being conducted.

4. At the case conference committee meeting, verbally advises and provides written materials to the student and parent that describe the array of vocational rehabilitation services that may be available and the process to access those services.

C. Transition individualized education program

NISE:
1. Utilizes the case conference committee to develop a transition IEP that will be in effect when the student enters into grade 9 or becomes fourteen (14) years of age whichever occurs first, or earlier if determined appropriate by the case conference committee.

2. Does not apply 511 IAC 7-43-4 to a student who has been convicted as an adult under state law and is incarcerated in an adult prison if the student's eligibility under Article 7 will end because of the student's age, before the student will be eligible to be released from prison based on consideration of the student's sentence and eligibility for early release.

3. Conducts the review and revision of a transition IEP in accordance with this 511 IAC 7-43-4 and 511 IAC 7-42-9.

4. Ensures that the Notice of Case Conference Committee to develop or revise a transition IEP is done in accordance with 511 IAC 7-42-2.

6. Invites the following members to participate in the case conference committee meeting at which a transition IEP will be developed or revised:
   a. the student, and, if the student does not attend, the public agency must take other steps to ensure that the student's preferences and interests are considered; and
   b. to the extent appropriate, and with the consent of the parent (or student of legal age as defined in 511 IAC 7-32-91), a representative of any participating agency (other than the public agency) likely to be responsible for providing or paying for transition services.

7. Ensures that the case conference committee considers the general and special factors described
in 511 IAC 7-42-6(b) and 511 IAC 7-42-6(c) when developing or revising a student's transition IEP.

7. Ensures that a general education teacher of the student, as a member of the case conference committee, to the extent appropriate, participates in the development or revision of a student's transition IEP, including the determination of appropriate positive behavioral interventions and supports and other strategies for the student and supplementary aids and services, program modifications, and support for school personnel consistent with 511 IAC 7-43-4 (h)(8).

8. Ensures that a transition IEP contains:
   a. A statement of the student's present levels of academic achievement and functional performance, including the following:
      i. How the student's disability affects the student's involvement and progress in the general education curriculum.
      ii. Information from age appropriate transition assessments of strengths, preferences, and interests.
   b. Appropriate measurable postsecondary goals, based upon age appropriate transition assessments that are related to:
      i. training;
      ii. education;
      iii. employment; and
      iv. where appropriate, independent living skills.
   c. Documentation regarding whether the student will pursue a high school diploma as defined in 511 IAC 6-7.1-1(e) or certificate of completion.
   d. The transition services, as defined at 511 IAC 7-32-100, needed to assist the student in reaching postsecondary goals, including the individuals and agencies identified for implementing the transition services.
   e. If appropriate based upon the transition services identified in 511 IAC 7-43-4(h)(4), documentation that the case conference committee reviewed information, and the public agency presented written information to the parent and student, regarding available adult services provided through state and local agencies and other organizations to facilitate student movement from the public agency to adult life. Adult services may include, but are not limited to, services provided by the following:
      i. A vocational rehabilitation services program.
      ii. The department of workforce development.
      iii. The Social Security Administration.
      iv. The bureau of developmental disabilities services.
      v. A community mental health center.
      vi. A community rehabilitation program.
      vii. An area agency on aging.
   f. A statement of measurable annual goals, including academic and functional goals designed to support and align with the student's postsecondary goals that meet:
      i. the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general education curriculum;
and
ii. each of the student's other educational needs that result from the student's disability.
g. For students who participate in alternate assessments aligned to alternative academic
    achievement standards, a description of benchmarks or short-term objectives.
h. A description of the following how the student's progress toward meeting the
    postsecondary and annual goals described in 511 IAC 7-43-4(h)(6) will be measured
    and when periodic reports on the progress the student is making toward meeting the
    postsecondary and annual goals (such as through the use of quarterly or other
    periodic reports, concurrent with the issuance of report cards) will be provided.
i. A statement of the special education and related services and supplementary aids and
    services, based on peer-reviewed research to the extent practicable, to be provided to
    the student, or on behalf of the student, and a statement of the program modifications
    or supports for school personnel that will be provided to enable the student to do the
    following:
   i.  Advance appropriately toward attaining the postsecondary and annual goals.
    ii.  Be involved in and make progress in the general education curriculum in accordance
           with 511 IAC 7-43-4(h)(1) and participate in extracurricular and other nonacademic
           activities.
    iii. Be educated and participate with other students with disabilities and nondisabled
         students in the activities described in Article 7.
j. An explanation of the extent, if any, to which the student will not participate with
    nondisabled students in the general education environment and extracurricular and other
    nonacademic activities.
k. A statement regarding the student's participation in statewide or local assessments
    of student achievement, including the following:
       i. Any individual appropriate accommodations that are necessary to measure
          the academic achievement and functional performance of the student
          consistent with 511 IAC 7-36-10.
       ii. If the case conference committee determines, in accordance with 511 IAC
           7-36-10(g) and 511 IAC 7-36-10(h), that the student must take an alternate
           assessment of student achievement, instead of a particular statewide or local
           assessment, a statement:
              1. of why the student cannot participate in the general assessment;
              2. of why the particular alternate assessment selected is appropriate for the
                 student; and
              3. documenting that the public agency informed the parent that the
                 student's performance will not be measured against grade-level academic
                 achievement standards.
l. The projected date for initiation of services and modifications described in 511 IAC 7-
   42-4(h)(8) and the anticipated length and frequency, location, and duration of services
   and modifications.
m. Courses of study to achieve postsecondary goals.
n. A statement of the student's need for extended school year services consistent with 511
    IAC 7-36-4(c) and 511 IAC 7-36-4(d).
o. Identification of the placement in the least restrictive environment as described in 511
    IAC 7-42-10.
p. Beginning not later than one (1) year before the student becomes eighteen (18) years of age, a statement that the student and the parent have been informed that parent's rights under Article 7 will transfer to the student at eighteen (18) years of age in accordance with 511 IAC 7-43-5 of this rule.

q. Written notes documenting the case conference committee meeting including the date and purpose of the meeting, the names and titles of participants, and the issues discussed during the meeting.

9. Does not construe anything in this section to require that additional information be included in a student's transition IEP beyond what is explicitly required in Article 7 or the case conference committee to include information under one (1) component of the student's transition IEP that is already contained under another component of the student's transition IEP.

10. Provides the parent a copy of the student’s transition IEP at no cost and either provides it to the parent at the conclusion of the case conference committee meeting or mails to the parent at a later date so that the parent receives the IEP no later than ten (10) business days after the date of the case conference committee meeting.

11. Permits any member of the case conference committee to submit a written opinion regarding the transition IEP and requires the written opinion to be submitted not later than ten (10) business days after the date of the case conference committee meeting and remain with the student's educational records.

12. Reconvenes the case conference committee in the event that a participating agency fails to provide the services described in the transition IEP so that the case conference committee may identify alternative strategies to meet the transition objectives for the student set out in the transition IEP.

13. Understands that nothing in Article 7 relieves any participating agency, including a state vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students who meet the eligibility criteria of that agency.

D. Transfer of rights to student

NISE:
1. Transfers all of the rights afforded under Article 7 from the student’s parent to the student when the student becomes a student of legal age, as defined in 511 IAC 7-32-91, including a student who is incarcerated in an adult or juvenile, state or local correctional institution, except as provided in 511 IAC 7-43-5(b).

2. Transfers all of the rights afforded under Article 7 to a guardian appointed under IC 29-3 for a student who has reached 18 years of age, unless specifically provided otherwise in the guardianship order.
3. Transfers all of the rights afforded under Article 7 to an educational representative appointed according to the procedures in 511 IAC 7-43-6 for a student who has reached 18 years of age.

4. Informs the student and the parent, at the case conference committee meeting no later than one (1) year before the student becomes 18 years old, that the parent's rights under Article 7 will transfer to the student at eighteen (18) years of age unless a guardianship or an educational representative has been established for the student.

5. Includes a statement in the student’s IEP that the student and the parent were informed of the transfer of parental rights in accordance with 511 IAC 7-42-6(f)(10).

6. Provides written notice to the student and the parent at the time the student turns 18 (unless a guardianship or educational representative has been established) that the rights under Article 7 have transferred to the student.

7. Continues to provide all notices required under Article 7 to both the parent and the student after the rights have transferred to the student.

E. Appointment of an educational representative

NISE:

1. Understands that, any student eligible for special education and related services who has become eighteen (18) years of age and has not had a guardian appointed under IC 29-3 may have an educational representative appointed to make educational decisions on the student's behalf if the student requests in writing that an educational representative be appointed or is certified as unable to provide informed consent under 511 IAC 7-43-6(f).

2. Appoints a student's parent must be appointed to act as the educational representative under 511 IAC 7-43-6, and if the parent is unavailable, it must appoint a person trained as an educational surrogate parent under 511 IAC 7-39-2 to serve as the educational representative.

3. May appoint an educational representative under 511 IAC 7-43-6 as early as sixty (60) calendar days prior to the student's eighteenth birthday.

4. Is not responsible for the cost of appointing an educational representative.

5. Revokes the appointment of an educational representative if the student who requested that an educational representative be appointed under 511 IAC 7-43-6(a)(1) subsequently requests, in writing, that the appointment be revoked.

6. Understands that, in order to appoint an educational representative under 511 IAC 7-43-6(a)(2), two (2) persons described in 511 IAC 7-43-6(g) must, based on personal examination
or interview, certify in writing that the student is incapable of providing informed consent and that the student has been informed of this decision. As used in this section, “incapable of providing informed consent” means that the student is unable to do the following:

a. Understand on a continuing or consistent basis the nature, extent, and probable consequences of a proposed educational program or option.

b. Make a rational evaluation on a continuing or consistent basis of the benefits or disadvantages of a proposed educational decision or program as compared with the benefits or disadvantages of another proposed educational decision or program.

c. Communicate such understanding in a meaningful way.

7. Requires that persons who certify in writing that a student is incapable of providing informed consent must not be related to the student and must be:

a. A physician with an unlimited license.

b. A licensed nurse practitioner.

c. A licensed clinical psychologist.

d. A licensed psychologist.

e. A licensed school psychologist.

f. A licensed clinical social worker.

8. Requires that at least one (1) of the persons providing certification described in 511 IAC 7-43-6(f) not be employed by the public agency serving the student.

F. Summary of performance

NISE:

1. Provides a student with a summary of the student's academic achievement and functional performance, including recommendations on how to assist the student in meeting the student's postsecondary goals, when a student:

a. graduates with a high school diploma as defined in 511 IAC 6-7.1-1(e);

b. leaves high school with a certificate of completion; or

c. exceeds the age eligibility for special education and related services under Article 7.

2. May provide a student with a summary of performance when the student withdraws from high school after an exit interview is conducted, and the student's parent and principal consent to the withdrawal as specified in IC 20-33-2-28.5(b).

3. Understands that leaving high school with a certificate of completion or withdrawal from high school as described in IC 20-33-2-28.5 does not extinguish a student's eligibility for special education and related services.

4. Includes in its summary of performance:
a. Basic demographic information about the student.
b. Postsecondary goals that take into account the student's educational program and reflect the interests, preferences, and strengths of the student.
c. A summary of the student's academic achievement and functional performance.
   Information that can be used to prepare the summary includes, but is not limited to, the following:
   i. An academic transcript.
   ii. Academic assessment results.
   iii. Assessments of functional skills or adaptive behavior that explain a student's ability to live, work, and access the community.
d. Work force readiness assessments, career exploration internships, cooperative education experiences, or workforce credentials under IC 20-32-4-4(6)(A).
e. Recommendations to assist the student in meeting postsecondary goals, including accommodations, modifications, or assistive technology utilized by the student and identified by the student as particularly helpful or necessary to meet academic or functional goals, or both.

XI. DISCIPLINE PROCEDURES

State Regulatory Requirements: 511 IAC 7-44-1 through 7-44-10

A. Removals in general

NISE:
1. Is not required to provide services to a student with a disability during any of the first ten (10) cumulative instructional days of removal in a school year, for violating a code of student conduct, if services are not provided to a nondisabled student who has been similarly removed.

2. Treats the removal of a student for any part of a day as a day of removal.

3. Does not treat a short-term removal of a student pursuant to the student's IEP as a removal under this 511 IAC 7-44

4. Treats a suspension as a removal, except for an in-school suspension if, during the in-school suspension, the student has the opportunity to:
   a. progress appropriately in the general curriculum;
   b. receive the special education services specified in the student's IEP; and
   c. participate with nondisabled students to the extent the student would have in the student's current placement.

5. Treats suspension from the bus as a removal if bus transportation is part of the student's IEP, and it does not provides transportation in an alternative manner.

6. Counts a removal under 511 IAC 7-44 as a suspension as defined in IC 20-33-8-7 and
ensures that its suspension procedures comply with Indiana statutes and Article 7.

7. Complies with the requirements of 511 IAC 7-44-4 and 7-44-5 when a student is removed for more than ten (10) consecutive instructional days in a school year.

8. Determines if a student’s removal constitutes a change of placement in accordance with 511 IAC 7-44-2 when a student is removed for more than ten (10) cumulative instructional days in a school year.

9. Complies with the requirements of 511 IAC 7-44-4 and 7-44-5 if it determines that the student’s removal for more than ten cumulative instructional days constitutes a change of placement.

10. Complies with the requirements of 511 IAC 7-44-3 if it determines that the student’s removal for more than ten cumulative instructional does not constitute a change of placement.

B. Disciplinary change of placement

NISE:

1. Treats a removal or a series of removals from a student's current educational placement as a change of placement under 511 IAC 7-44 in the following situations:
   a. The removal is for more than ten (10) consecutive instructional days.
   b. The student is subjected to a series of removals that constitute a pattern because:
      i. the series of removals cumulate to more than ten (10) instructional days in a school year;
      ii. the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and
      iii. of such additional factors as the length of each removal, cumulative amount of time the student has been removed, and proximity of the removals to one another.

2. Determines on a case-by-case basis whether a series of removals under 511 IAC 7-44-2(a)(2) constitutes a pattern that results in a change of placement for the student.

3. May consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with other requirements in 511 IAC 7-44, is appropriate for a student with a disability who violates a code of student conduct. It understands that unique circumstances may include the student's disciplinary history and ability to understand consequences, the supports provided to the student prior to violating a code of student conduct, and other relevant considerations.

4. Does not need parental consent for a disciplinary change of placement under 511 IAC 44.

5. Understands that, if the parent of a student with a disability who disagrees with a decision regarding a student's change of placement under this rule may request mediation in
accordance with 511 IAC 7-45-2 and/or a due process hearing in accordance with 511 IAC 7-45-3 or 511 IAC 7-45-10.

6. Understands that, upon a parent's request for a due process hearing, the department of education shall arrange for an expedited hearing pursuant to 511 IAC 7-45-10.

7. Understands that, in reviewing a decision regarding change of placement, an independent hearing officer may return the student with a disability to the placement from which the student was removed if the hearing officer determines that the removal was a violation of this rule.

C. Removals of more than 10 cumulative days that do not result in a change of placement

NISE:

1. Ensures that, when a student has been removed for more than ten (10) cumulative school days that does not constitute a change of placement, school personnel, in consultation with at least one (1) of the student's teachers, determine the extent to which services are needed to enable the student to continue to participate in the general education curriculum, although in another setting and progress toward meeting the goals set out in the student's IEP.

2. May provide the services required by 511 IAC 7-44-3(a) in an interim alternative education setting.

D. Removals of more than 10 consecutive days or 10 cumulative days that result in a change of placement

NISE:

1. Understands that a change of placement occurs when a student has been removed for more than ten (10) consecutive instructional days in the same school year or ten (10) cumulative instructional days in the same school year if the removals constitute a pattern that results in a change of placement under 511 IAC 7-44-2(a)(2).

2. Notifies the parent on the date it decides to make a removal that results in a change of placement and provides them with the notice of procedural safeguards described in 511 IAC 7-37-1.

3. Documents its reasonable efforts to notify parents of the decision and provide them with the notice of procedural safeguards.

4. Mails the notice of the change of placement and the notice of procedural safeguards to the parent on the first business day following its decision if it is unable to notify the parent on the date the decision is made.

5. Conducts a manifestation determination in accordance with 511 IAC 7-44-5.

E. Manifestation determinations
NISE:
1. Convenes a case conference committee meeting within ten (10) instructional days of any decision to change the placement of a student with a disability for violating a code of student conduct, and utilizes the case conference committee to determine whether the student's behavior is a manifestation of the student's disability.

2. Ensures that the case conference committee reviews all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parent, to determine if the conduct in question was:
   a. caused by, or had a direct and substantial relationship to, the student's disability; or
   b. the direct result of the public agency's failure to implement the student's IEP.

3. Considers the conduct to be a manifestation of the student's disability if the case conference committee determines that either of the conditions in 511 IAC 7-44-5(b)(1) or (b)(2) were met.

4. Immediately takes steps to remedy any IEP deficiencies if the case conference committee determined that the student’s conduct was the direct result of the public agency's failure to implement the IEP.

5. Ensures that, if the case conference committee determined that the student’s conduct was a manifestation of the student’s disability, the case conference committee either:
   a. Conducts a functional behavioral assessment, unless the public agency had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the student; or
   b. If a behavioral intervention plan already has been developed, reviews the behavioral intervention plan and modifies it, as necessary, to address the behavior.

6. Returns the student to the placement from which the student was removed, except as provided in 511 IAC 7-44-6 or the parent and the public agency agree to a change of placement as part of the modification of the behavioral intervention plan.

7. Applies the relevant disciplinary procedures to the student in the same manner and for the same duration as those procedures would be applied to students without disabilities if the case conference committee determines the student’s conduct was not a manifestation of the student’s disability.

8. Ensures that the case conference committee, in the event it determines the student’s conduct was not a manifestation of the student’s disability, determines the appropriate services to be provided during any removal that are needed to enable the student to:
   a. Continue to participate in the general education curriculum, although in another setting.
   b. Progress toward meeting the goals set out in the student's IEP.
c. Receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

9. Provides the services identified by the case conference committee in paragraph 8 above, and understands that the services may be provided in an interim alternative education setting if the case conference committee determines an interim alternative setting to be appropriate.

10. Understands that:
   a. The parent of a student with a disability who disagrees that the student's conduct was not a manifestation of the student's disability may request mediation in accordance with 511 IAC 7-45-2 and/or a due process hearing in accordance with 511 IAC 7-45-3 or 511 IAC 7-45-10.
   b. Upon a parent's request for a due process hearing, the department of education shall arrange for an expedited hearing under 511 IAC 7-45-10.
   c. In reviewing a decision with respect to the manifestation determination, an independent hearing officer may return the student with a disability to the placement from which the student was removed if the hearing officer determines that the student's conduct was a manifestation of the student's disability.

F. Interim alternative educational setting; weapons, drugs, and serious bodily injury

NISE:
1. Permits the principal or the principal's designee to remove a student to an interim alternative educational setting for not more than forty-five (45) instructional days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student, while at school, on school premises, or at a school function under the jurisdiction of the department of education or a public agency:
   a. Carries a weapon to school or possesses a weapon
   b. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance; or
   c. Has inflicted serious bodily injury upon another person;

2. Notifies the parent when this removal occurs and provides them with a copy of the notice of procedural safeguards as specified in 511 IAC 7-44-4.

3. Conducts a manifestation determination as specified in 511 IAC 7-44-5.

4. May keep the student in the interim alternative educational setting even if the case conference committee determines the student’s conduct to be a manifestation of the student’s disability.

5. Utilizes the case conference committee to determine the interim alternative educational setting and appropriate services needed to enable the student to do the following:
   a. Continue to participate in the general education curriculum, although in another setting.
b. Progress toward meeting the goals set out in the student's IEP.
c. Receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

6. Understands that:
   a. the parent of a student with a disability may challenge the interim alternative education placement by requesting mediation in accordance with 511 IAC 7-45-2 and/or a due process hearing in accordance with 511 IAC 7-45-3 or 511 IAC 7-45-10.
   b. The department of education shall arrange for an expedited hearing under 511 IAC 7-45-10. The student's placement during an expedited due process hearing is governed by 511 IAC 7-44-8.
   c. In reviewing a decision under this section to place the student in an interim alternative educational setting, the independent hearing officer may return the student with a disability to the placement from which the student was removed if the hearing officer determines that the removal was a violation of this rule.

G. Substantial likelihood of injury to student or others

NISE:
1. May request an expedited due process hearing to determine an appropriate placement for a student if it believes that maintaining the student in the current educational placement (the student's placement prior to a removal) is substantially likely to result in injury to the student or others.

2. Understands that:
   a. The student's placement during an expedited due process hearing is governed by 511 IAC 7-44-8.
   b. The hearing officer, in accordance with 511 IAC 7-45-7, must hear the matter and make a determination regarding the student's placement.
   c. In making the determination, an independent hearing officer may order a change of placement to an appropriate interim alternative educational setting for not more than forty-five (45) instructional days if the hearing officer determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.
   d. Nothing in this 511 IAC 7-44-7 prohibits it from seeking injunctive relief to remove a student with a disability from school or change a student's current educational placement if it believes that maintaining the student in the current educational placement is substantially likely to result in injury to the student or others.

H. Placement of the student during due process hearings or appeals of disciplinary action

NISE:

1. Subsequent to a parent’s request for a hearing or appeal to challenge a removal or the manifestation determination, maintains a student’s placement in an interim alternative educational setting pending the decision of the independent hearing officer or until the time period for the disciplinary action expires, whichever occurs first, unless the parent
and the public agency agree otherwise.

2. Maintains a student in an interim alternative educational setting pending the decision of the hearing officer or the expiration of the 45 instructional days (whichever comes first and unless the parent and the public agency agree otherwise) if the student is placed in an interim alternative educational setting under 511 IAC 7-44-6 or 7-44-7, and the student's parent opposes the public agency's proposed change in educational placement after expiration of the forty-five (45) instructional days.

3. May request an expedited due process hearing and ask the independent hearing officer to extend the interim alternative education placement if it is unable to resolve the dispute regarding the proposed change of placement after the expiration of the forty-five (45) instructional days, and the public agency maintains that the current placement (the placement prior to removal to the interim alternative education setting) is substantially likely to result in injury to the student or others, the public agency may request the following:

I. Protections for students not yet eligible for special education and related services

NISE:

1. Understands that, a student who has not been determined eligible for special education and related services under Article 7 but has engaged in behavior that violated any rule or code of conduct of the public agency, including any behavior described in 511 IAC 7-44 may assert any of the protections provided for in Article 7 if the public agency had knowledge, as described in 511 IAC 7-44-9(b), that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

2. Understands that it is deemed to have knowledge that a student is a student with a disability if any of the following have occurred:
   a. The parent of the student has expressed concern in writing to licensed personnel of the appropriate public agency, or a teacher of the student, that the student is in need of special education and related services.
   b. The parent of the student or the public agency has requested an evaluation of the student under 511 IAC 7-40-4.
   c. The teacher of the student, or other personnel of the public agency, has expressed specific concern about a pattern of behavior demonstrated by the student directly to supervisory personnel of the public agency.

3. Understands that it is not deemed to have knowledge under 511 IAC 7-44-9(b) if any of the following has occurred:
   a. The parent of the student has not allowed an evaluation of the student under 511 IAC 7-40.
   b. The parent of the student has refused services under Article 7 or the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq.
   c. The public agency conducted an educational evaluation, determined that the student was not a student with a disability under Article 7, and provided notice to the student's
parents of the determination consistent with 511 IAC 7-42-7.

d. The parent of the student has revoked consent for special education and related services in accordance with 511 IAC 7-42-15.

4. Understands that, if it does not have knowledge, in accordance with 511 IAC 7-44-9(b) and (c), that a student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as measures applied to students without disabilities who have engaged in comparable behaviors, subject to 511 IAC 7-44-9(e) and (f).

5. Completes an initial evaluation and convenes the case conference committee within 20 instructional days from receiving the parent’s written consent when a referral is made for an initial educational evaluation of a student during the time period in which the student is subjected to suspension, expulsion, or placement in an interim alternative educational setting.

6. During the evaluation proceedings, may maintain the student in the educational placement it determined appropriate, including suspension or expulsion without educational services.

7. Understands that "expedited evaluation" means that it will conduct the evaluation and convene the case conference committee within twenty (20) instructional days from the date of the parent's written consent for the evaluation.

8. Provides copy of the educational evaluation report to the parent at the case conference committee meeting convened to consider the student's identification and eligibility for special education services.

9. Provides special education and related services in accordance with Article 7 if the student is determined to be a student with a disability after the case conference committee considers the educational evaluation and information provided by the parents.

J. Referral to law enforcement and judicial authorities

NISE:

1. Is not prohibited by Article 7 from reporting a crime allegedly committed by a student with a disability to appropriate authorities.

2. Understands that nothing in Article 7 prohibits state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with a disability.

3. Ensures that, when it reports a crime committed by a student with a disability, it transmits copies of the education and disciplinary record of the student only to the extent the transmission is permitted by the Family Educational Rights and Privacy Act (which includes requiring the receiving authorities to certify in writing that the records will not be disclosed to any other parties) and as required by IC 20-33-7-3, without the prior written consent of the parent or the student of legal age for consideration by the appropriate authorities to whom it reports the crime.
XII. COMPLAINTS, MEDIATION, AND DUE PROCESS
PROCEDURES State Regulatory Requirements: 511 IAC 7-45-1 through 7-45-11
A. Complaints

NISE:

1. Understands that complaints involve allegations of the public agency’s procedural non-compliance with Article 7, IDEA 2004, or the federal regulations implementing the IDEA.

2. Understands that the requirements for filing a complaint with the division of special education, the Division’s investigation of such complaints, and the process for reconsideration of complaints are governed by 511 IAC 7-45-1.

3. May agree with a parent to engage in mediation under 511 IAC 7-45-2 to resolve a complaint, and understands that the mediation must be completed within twenty (20) calendar days from the date the parties agree in writing to engage in mediation.

4. Understands that:
   a. if it executes a mediation agreement with the parent in order to resolve the complaint, it must forward the mediation agreement to the division of special education.
   b. if it resolves some, but not all of the complaint issues during the mediation, the division of special education will investigate the unresolved issues.
   c. Nothing in 511 IAC 7-45-1(a) precludes a complainant from filing a new complaint to seek enforcement of a written agreement entered into by the complainant and public agency under 511 IAC 7-45-1(g)(2) or (g)(3).
   d. If it fails to respond under 511 IAC 7-45-1 (g), the division of special education will begin investigating the complaint eleven (11) days after the division of special education receives the complaint.
   e. If it fails to achieve compliance with corrective action required by the department of education, its federal and state funds may be withheld.
   f. If a written complaint is received that is also the subject of a due process hearing or the complaint contains multiple issues, of which one (1) or more are part of that hearing, the department of education shall set aside any part of the complaint that is being addressed in the due process hearing until the conclusion of the hearing. However, any issue in the complaint that is not a part of the due process action is resolved using the time limits and procedures described in 511 IAC 7-45-1.
   g. If an issue raised in a complaint filed under this section has previously been decided in a due process hearing involving the same parties, the hearing decision is binding on that issue and the department of education shall inform the complainant to that effect.
   h. A complaint alleging a public agency's failure to implement a due process decision must be resolved by the department of education through the complaint process set forth in 511 IAC 7-45-1.
B. Mediation

NISE:
1. Understands that:
   a. mediation may be used to resolve disputes regarding a student's identification and eligibility for services under Article 7, the appropriateness of the educational evaluation or student's proposed or current special education services or placement, any other dispute involving the provision of a free appropriate public education to the student, and reimbursement for services obtained by the parent.
   b. a request for mediation may be initiated by either the parent or the public agency, but the mediation process cannot begin unless both parties agree to participate.
   c. may occur prior to or concurrent with a request for a due process hearing.
   d. A request for mediation shall not preclude or delay a due process hearing or deny any other rights afforded in Article 7.
   e. The components of the Division’s coordination and assignment of mediators are governed by 511 IAC 7-45-2.
   f. Each session in the mediation process is scheduled in a timely manner and held in a location that is convenient to the parties to the dispute.
   g. If the parties resolve a dispute through the mediation process, they must execute a legally binding written mediation agreement that sets forth the parties' resolution.
   h. The written mediation agreement must be signed by the parent and a representative of the public agency who has the authority to bind the agency and state that all discussions that occurred during the mediation process will remain confidential and not be used as evidence in any subsequent due process hearing or civil proceeding.
   i. A written, signed mediation agreement under this section is enforceable in any state court of competent jurisdiction or in a district court of the United States.
   j. Discussions that occur during the mediation process are confidential and may not be used as evidence in any subsequent due process hearings or civil proceedings of any federal or state court.
   k. In addition to the enforcement mechanisms in 511 IAC 7-45-2(h), a written, signed mediation agreement under this section is enforceable through the complaint process in 511 IAC 7-45-1, but the use of the complaint process is not mandatory and does not delay or deny a party the right to seek enforcement of the written agreement in a state court of competent jurisdiction or district court of the United States.

2. May establish procedures to offer parents and schools that choose not to use the mediation process an opportunity to meet, at a time and location convenient to the parents, with a disinterested party who:
   a. is under contract with an appropriate alternative dispute resolution entity, or a parent training and information center or community parent resource center established under Sections 1471 or 1472 of the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq.; and
   b. would explain the benefits of the mediation process and encourage the parents to use the process.
3. If it developed the procedures described in paragraph 2 above, would seek approval by the division of special education prior to implementation, and would not use these procedures to deny or delay a parent's right to a due process hearing if the parent fails to participate in the meeting. The division of special education bears the cost of the meetings in accordance with the written procedures.

C. Due process hearing requests

NISE:
1. Understands that
   a. a parent, a public agency, or the state educational agency may initiate a due process hearing that is conducted by an independent hearing officer when there is a dispute regarding any of the following:
      i. A student's identification and eligibility for services under Article 7.
      ii. The appropriateness of the educational evaluation or student's proposed or current level of special education services or placement.
      iii. Any other dispute involving the provision of a free appropriate public education for the student.
   b. The requirements for requesting a due process hearing and the department of education’s responsibility for coordinating the hearing process are contained in 511 IAC 7-45-3.
   c. The due process timelines begin upon the opposing party’s receipt of the due process hearing request.

2. Provides information to the parent regarding the availability of free or low cost legal and other relevant services available in the area if the parent requests the information or the parent or the public agency files a due process hearing request.

D. Sufficiency of the request for a due process hearing

NISE:
1. Understands that:
   a. a party may not have a hearing on the issues contained in a due process hearing request until the party or the attorney representing the party files a due process hearing request that meets the requirements of 511 IAC 7-45-3(b).
   b. the due process hearing request must be deemed sufficient unless the party receiving the due process hearing request notifies the hearing officer and the other party in writing that the request does not meet the requirements set forth in section 3(b) of this rule.
   c. It must file an allegation that the due process hearing request is insufficient within fifteen (15) calendar days of receipt of the due process hearing request and identify how the request is insufficient.
   d. The hearing office must rule on the allegation in accordance with 511 IAC 7-45-4(c).
   e. A party may amend its due process hearing request only if:
      i. The other party consents in writing to the amendment and is given the
opportunity to resolve the due process hearing request issues through a resolution meeting held under 511 IAC 7-45-6 or
ii. the hearing officer grants permission, except that the hearing officer may only grant permission to amend at any time not later than five (5) days before the due process hearing is scheduled to begin.

f. If a party files an amended due process hearing request, the timelines for the resolution meeting in 511 IAC 7-45-6(a) and the resolution process in 511 IAC 7-45-6(i) begin again with the filing of the amended due process hearing request.

g. If the due process hearing request is determined insufficient and not amended, the due process hearing request may be dismissed.

E. Responding to the request for a due process hearing

NISE:
1. Must respond to a due process hearing request within ten (10) calendar days of receiving the due process hearing request, send to the other party a response that specifically addresses the issues raised in the due process hearing request.

2. Will send written notice to the parent, if it has not already done so, in accordance with 511 IAC 7-40-4(e) or 511 IAC 7-42-7 regarding the subject matter contained in the parent's due process request, within ten (10) calendar days of receiving the due process hearing request, send a response to the parent that includes the following:

3. Understands that its response under 511 IAC 7-45-5(b) will not be construed to preclude it from asserting, when appropriate, that the parent's due process request was insufficient under 511 IAC 7-45-4.

F. Resolution meeting

NISE:
1. Will convene a resolution meeting with the parent and relevant members of the case conference committee within fifteen (15) calendar days of receiving notice of the parent's due process hearing request, and prior to the initiation of a due process hearing,

2. Conducts a resolution meeting in accordance with 511 IAC 7-45-6, and includes a representative from the public agency that has decision making authority.

3. Does not include its attorney in the resolution meeting unless the parent’s attorney is present.

4. Keeps a detailed record of its attempts to secure the participation of the parent in the resolution meeting (such as telephone call, correspondence, and visits to home or employment and the results of those attempts).

5. Understands that:
   a. the purpose of the resolution meeting is for the parent to discuss the due process hearing
request;

and facts that form the basis of the request so that the it has the opportunity to resolve the dispute that is the basis of the request.

b. It does not need to hold the resolution meeting if the parents agree in writing to waive the meeting or use the mediation process described in 511 IAC 7-45-2.

c. Mediation does not extend the thirty (30) day resolution process timeline unless the parties agree in writing to extend the process.

d. If it is unable to resolve the dispute to the satisfaction of the parent within thirty (30) days of the receipt of the due process hearing request, the forty-five (45) day due process hearing timeline in 511 IAC 7-45-7 commences.

e. The forty-five (45) day timeline also commences the day after each of the following events:

i. Both parties agree in writing to waive the resolution meeting.

ii. After either the mediation or resolution meeting starts, but before the end of the thirty (30) day resolution period, the parties agree in writing that no agreement is possible.

iii. Both parties agree in writing to continue the mediation at the end of thirty (30) day resolution period, but later the parent or the public agency withdraws from the mediation process.

f. Except as provided in 511 IAC 7-45-6(f), the failure of the parent requesting a due process hearing to participate in the resolution meeting will delay the timelines for the resolution process and due process hearing until the meeting is held.

g. If it fails to hold or participate in the resolution meeting within fifteen (15) days of receiving notice of a parent's due process hearing request, the parent may seek the intervention of a hearing officer to begin the forty-five (45) calendar day due process hearing timeline.

h. If resolution to the dispute is reached at the resolution meeting, the parties must execute a legally binding agreement that is signed by both the parent and a representative of the agency who has the authority to bind the agency.

i. An executed resolution agreement is enforceable in any state court of competent jurisdiction; or

a district court of the United States, as well as the complaint process in 511 IAC 7-45-1, but the complaint process is not mandatory and does not delay or deny a party the right to seek enforcement of the resolution agreement in court.

j. Both parties have the opportunity to void the resolution agreement within three (3) business day of executing the agreement by notifying the other party in writing.

6. Will, at the conclusion of the thirty (30) day period in 511 IAC 7-45-6 (f), request that a hearing officer dismiss the parent's due process hearing request if it has been unable to obtain the parent’s participation in the resolution meeting despite making documented reasonable efforts to do so.

G. Conducting the hearing

NISE:

1. Understands that the requirements for conducting a hearing including, but not limited to, procedures,
timelines, rights of the parties, disclosure of evidence, presentation of evidence, record of the hearing, the hearing officer’s authority and responsibility, and the division’s record keeping responsibilities are contained in 511 IAC 7-45-7.

2. Bears all costs pertaining to the conduct of a hearing whether or not a hearing is ultimately held, including transcription and hearing officer fees and expenses.

3. May use funds under Part B of the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., to pay the costs of conducting the hearing, but does not use the funds to pay attorney's fees or costs of a party.

4. Understands that:
   a. If the issue of the proceedings involves initial enrollment in a public school, the student, with the consent of the parent, will be placed in the public school program until the completion of the proceedings. If the parties cannot agree to the student's placement during the proceedings, the independent hearing officer determines the student's placement as a preliminary matter to the conduct of the due process hearing.
   b. If the issue of the proceedings involves initial enrollment in a public school for a student who is transitioning from Part C of the Individuals with Disabilities Education Act to Part B of the act, and the student is no longer eligible for Part C services because the student has become three (3) years of age, the public agency is not required to provide the Part C services that the child had been receiving. If the child is found eligible for special education and related services under Part B, and the parent consents to the initial provision of special education and related services it will provide those special education and related services that are not in dispute between the parent and the public agency.
   c. Except as provided in 511 IAC 7-44-8, the student shall remain in the student's current educational placement during a due process hearing, administrative appeal, or judicial proceeding, unless the parties agree otherwise.
   d. If the proceedings extend beyond the end of the school year and placement includes normal grade advancement, that advancement shall proceed unless normal grade advancement is at issue.
   e. If the last agreed-upon placement cannot be determined, the independent hearing officer shall determine the student's educational placement.

H. Independent hearing officer qualifications

This public agency understands that the requirements for hearing officer qualifications are contained in 511 IAC 7-45-8.

I. Judicial review of hearing officer decision

This public agency understands that any party disagreeing with the decision of the independent hearing officer may file a petition for judicial review with a civil court with jurisdiction. Under IC 4-21.5-5-5, a petition for review by a state or federal civil court must be filed within thirty (30) calendar days after the date the independent hearing officer’s written decision is received.
by the party. Specific requirements related to a judicial review may be found in 511 IAC 7-45-9.

J. Expedited due process hearings and appeals

NISE:

1. Understands that a parent may request an expedited due process hearing if the parent disagrees with a determination that the student's behavior was not a manifestation of the student's disability or the public agency's decision regarding the student's disciplinary change of placement under 511 IAC 7-44-3.

2. May request an expedited due process hearing if it maintains that it is dangerous for the student to return to the current placement (placement prior to removal to the interim alternative educational setting) after the expiration of the student's placement in an interim alternative educational setting.

3. Understands that the requirements for the conduct of the hearing (timelines, rights of the parties, hearing officer’s authority and responsibility, presentation of evidence, and decision) are contained in 511 IAC 7-45-10.

4. Understands the requirements for appealing a decision from an expedited hearing are contained in 511 IAC 7-45-9.

K. Attorney’s fees

NISE:

1. Understands that it may be responsible for the attorney’s fees for a parent who prevails in a due process hearing.

3. Understands that the requirements regarding the award of attorney’s fees (notice, court’s authority and discretion, how rate is determined, how award of fees is determined) are governed by 511 IAC 7-45-11.

4. Does not use funds under Part B of the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., to pay attorney’s fees or costs of a party related to an action or procedure under the Individuals with Disabilities Education Act and Article 7.
XII. Child Count and Data Collection

State Regulatory Requirements: 511 IAC 7-46-1 through 7-46-4

A. Federal child count procedures

NISE:

1. On December 1\(^2\) of each year, counts the number of students:
   a. eligible for special education and related services; and
   b. receiving services on that date.

2. Understands that requirements for the department of education in developing procedures and reporting to the US Department of Education are contained in 511 IAC 7-46-1 and does not include them in its Standards and Procedures document.

3. Understands that the child count report must include the following:
   a. A count of students enrolled on December 1 in a school or program operated by a public agency that provides students with either:
      i. special education and related services that meet the standards of Article 7 or
      ii. only special education services if related services are not necessary for the students to benefit from special education.
   b. A count of students with disabilities enrolled by their parents in nonpublic schools who are eligible for special education and related services and receive special education or related services, or both, in accordance with 511 IAC 7-34, provided must meet the standards of Article 7.
   c. A count of students specified by age on the child count date from three (3) years of age through the school year in which the students become twenty-two (22) years of age within each disability category.
   d. Students placed in nonpublic residential special schools under 511 IAC 7-42-13.

4. Understands that the following students must not be included in the child count report to the United States Secretary of Education:
   a. Those not enrolled in a school or program operated or supported by a public agency.
   b. Those provided special education that does not meet the requirement of Article 7.
   c. Those not provided with a related service needed to assist them in benefiting from special education.

\(^2\) If December 1 is not a school or program day, the closest instructional day must be used for the count.
B. State child count procedures

NISE:
1. On December 1 of each year, counts the number of school age students identified as disabled and receiving a free appropriate public education consistent with the requirements of Article 7 on that date. For purposes of this count, school age students are students who are five (5) years of age and are eligible to be enrolled in kindergarten during the count year and students who become twenty-two (22) years of age during the school year.

2. Understands that this count determines the additional state special education funds allocated to the public agency.

3. Understands that requirements for the department of education in conducting the count and reporting to the state budget committee are contained in 511 IAC 7-46-2.

4. Understands that the state child count report must include the following:
   a. A non-duplicated count of students receiving a free appropriate public education consistent with the requirements of Article 7 in one (1) of the programs for severe disabilities as defined by IC 20-43-7. A student may not be included in the non-duplicated count in programs for severe disabilities and in the non-duplicated count in programs for mild or moderate disabilities.
   b. A non-duplicated count of students receiving a free appropriate public education consistent with the requirements of Article 7 in one (1) of the programs for mild and moderate disabilities as defined by IC 20-43-7-3. A student may not be included in the non-duplicated count in programs for mild or moderate disabilities and in the non-duplicated count in programs for severe disabilities.
   c. A duplicated count of students in programs for communication disorders, even if the student is served in another program.
   d. A cumulative count of students who received homebound instruction up to and including December 1 of the current year and each student who received homebound instruction after December 1 of the prior school year. A student may be included in the cumulative count of students in homebound programs even if the student also is included in any of the following:
      i. The non-duplicated count in programs for severe disabilities.
      ii. The non-duplicated count in programs for mild and moderate disabilities.
      iii. The duplicated count in programs for communication disorders.
      iv. The state preschool count

C. Data collection

NISE:
1. Annually counts the number of students with disabilities by race, ethnicity, limited English proficiency status, gender, and disability category who:
a. are receiving a free appropriate public education;
b. are participating in general education;
c. are in separate classes, separate schools or facilities, or public or private residential facilities;
d. for each year from fourteen (14) years of age to twenty-one (21) years of age, stopped receiving special education and related services because of program completion (including graduation with a high school diploma as defined in 511 IAC 6-7.1-1(e)), or other reasons, and the reasons why those students stopped receiving special education and related services; and
e. under 511 IAC 7-44-6 or 511 IAC 7-44-7, are removed to an interim alternative educational setting, the acts or items precipitating those removals, and the number who are subject to long-term suspensions or expulsions.

2. Annually provides the department of education with data on:
   a. The number and percentage of students with disabilities by race, gender, and ethnicity who are receiving early intervening services as defined in 511 IAC 7-32-29.
   b. The incidence and duration of disciplinary actions of students with disabilities by:
      i. race;
      ii. ethnicity;
      iii. limited English proficiency status;
      iv. gender; and
      v. disability category;
      including removals (suspensions) of one (1) day or more.
   c. The number and percentage of students with disabilities who are removed to alternative educational settings or expelled as compared to nondisabled students who are removed to alternative educational settings or expelled.
   d. The number of due process hearing requests filed under 511 IAC 7-45-3 and the number of due process hearings conducted.
   e. The number of due process hearings requested under 511 IAC 7-44 and the number of changes in placements ordered as a result of those hearings.
   f. The number of mediations held in accordance with 511 IAC 7-45-2 and the number of settlement agreements reached through such mediations.

3. Annually provides the department of education with any other program information that may be required by the Secretary of the United States Department of Education.

4. Understands that the department of education must annually examine the data collected and report to the state advisory council on the education of children with disabilities on whether there is a significant disproportionality based on race with respect to the:
   a. identification of students as students with disabilities;
   b. identification of students as students with disabilities in accordance with a particular disability described in 511 IAC 7-41;
   c. placement of students in a particular educational setting; and
   d. incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

5. Will, if required by the department of education based on 511 IAC 7-46-4(d):
a. Review and, if appropriate, revise the policies, procedures, and practices used in the identification or placement of students with disabilities.
b. Reserve the maximum amount of funds under 511 IAC 7-40-2(a) to provide comprehensive coordinated early intervening services to serve students in the public agency, particularly, but not exclusively, students in those groups that were significantly over identified under 511 IAC 7-46-4(d).
c. Publicly report on the revision of policies, practices, and procedures described under 511 IAC 7-46-4(d)(1).

XIV. STATE FUNDING OF EXCESS COSTS

State Regulatory Requirements: 511 IAC 7-47-1 and 7-47-2

A. Application from School Corporation of legal settlement or charter school

NISE:
1. Understands that requirements for appropriating funds, the authority of the superintendent of public instruction to enter into contracts to fund excess costs, the division’s application process, and the interagency transfer of funds are governed by 511 IAC 7-47-1 and are not repeated its Standards and Procedures document.

2. May apply to the division of special education for excess cost funding when a student's case conference committee has determined, in accordance with 511 IAC 7-42, that a student requires services involving excess costs.

3. Understands that it is not precluded from utilizing its own resources to pay for excess costs.

4. Will pay its identified share of the excess costs whenever an application for funding of excess costs is approved.

5. Understands that excess cost funding is not retroactive and pays for any expenses incurred prior to the date of approval of the application.

B. Appeal from denial of application

NISE:
1. Understands that the division of special education's may deny an application for excess cost and that such denial is a denial of funding, not a denial of services.

2. Understands that a denial means that the application did not include required information or demonstrate eligibility for excess cost funding.

3. May appeal a denial by requesting a hearing and understands that the hearing request must:
   a. Be sent to the superintendent of public instruction by certified mail within thirty (30) calendar days of the date the division of special education denied the application for excess cost funding. For purposes of this rule, the date of denial by the division of special education is the date when the notice of denial was sent to the applicant.
b. Explain why the application should be approved, including how the application contains the required information necessary to demonstrate eligibility for excess cost funding.

4. Understands that:
   a. upon receipt of a hearing request, the superintendent of public instruction will select three (3) employees from the department of education to serve on the hearing appeals panel, designating one (1) member of the panel to serve as the panel's chairperson. Members of the panel cannot be from the division of special education.
   b. A hearing must be scheduled before the hearing appeals panel within thirty (30) calendar days from the receipt of the request by the superintendent of public instruction. The hearing appeals panel chairperson must give at least ten (10) calendar days’ notice of the hearing date, time, and location to the party appealing the denied application.
   c. The appealing party and the department of education must submit six (6) copies of written materials to the hearing appeals panel not later than five (5) days prior to the hearing.
   d. At the hearing, the parties may present evidence in writing and through witnesses and be represented by counsel.
   e. The length and order of the presentation will be determined by the hearing appeals panel chairperson.
   f. If the appealing party or authorized representative fails to appear at the designated date, time, and location of the hearing, the appeal is considered closed and the process is terminated.
   g. Not later than ten (10) calendar days after the hearing, the hearing appeals panel must issue a written decision, including findings of fact and reasons for the decision. The written decision must be sent by certified mail to the party appealing the denial of application.
   h. If the hearing appeals panel does not rescind the division of special education’s denial of application, the applicant may appeal to a civil court of competent jurisdiction within thirty (30) calendar days of the applicant receiving the decision of the hearing appeals panel.
# Exhibit 9: 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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Child Find</strong></td>
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</tbody>
</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. |
| **Educational Evaluations** |      |           |
| 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 every 3 years  
    - Reevaluation request under 511 IAC 7-40-8(e)  
  - Independent Educational Evaluations |
| 511 IAC 7-40-8 | Reevaluation |           |
| 511 IAC 7-40-7 | Independent Educational Evaluation |           |
| **Case Conference Committee (CCC)** |      |           |
| 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 |           |
Ball State University, Office of Charter Schools

Individualized Education Program (IEP)

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>511 IAC 7-42-6</td>
<td>IEP Components</td>
<td>Ensure all components are included in all students’ IEPs</td>
</tr>
<tr>
<td>511 IAC 7-42-8</td>
<td>Implementation of IEP</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>Revising IEP without CCC</td>
<td>- Parental Consent required for Initial IEP</td>
</tr>
<tr>
<td>511 IAC 7-43-4</td>
<td>Transition IEP</td>
<td>- Parental Consent is not required for all other IEPs</td>
</tr>
<tr>
<td>511 IAC 7-42-10</td>
<td>Least Restrictive Environment</td>
<td>- After annual CCC meeting, changes to the IEP made without a CCC meeting as stipulated in Article 7.</td>
</tr>
<tr>
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<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>Code</th>
<th>Description</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>511 IAC 7-44-1</td>
<td>Removal/Suspension</td>
<td>A school’s discipline procedures should specific 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 7-44-2, 7-44-3, 7-44-4</td>
<td>Disciplinary Change of Placement</td>
<td>- Disciplinary change of placement</td>
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<tr>
<td></td>
<td></td>
<td>- Beyond first 10 days of removal/suspension</td>
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<td></td>
<td></td>
<td>- Understand when removals do not constitute a disciplinary change of placement</td>
</tr>
<tr>
<td>511 IAC 7-44-5</td>
<td>Manifestation Determinations</td>
<td>- Schools must have appropriate procedures for conducting a manifestation determination.</td>
</tr>
<tr>
<td>511 IAC 7-44-6</td>
<td>Interim Alternative Educational Setting</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>511 IAC 7-44-9</td>
<td>Protections for Students not yet Eligible</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>Code</th>
<th>Description</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>511 IAC 7-37-1</td>
<td>Notice of Procedural Safeguards</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>
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<td>- Must be in native language or the school must take necessary steps to ensure parent’s understanding (511 IAC 7-37-1(c))</td>
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<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>
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<td>- Election by parent to receive notice via electronic mail (511 IAC 7-37-2)</td>
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<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Notes</th>
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<tbody>
<tr>
<td><strong>Administrators and Teachers</strong></td>
<td>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 7-38-1</td>
<td>Access and Disclosure of Educational Records</td>
<td></td>
</tr>
<tr>
<td>511 IAC 7-38-2</td>
<td>Procedures for Amending Educational Records</td>
<td></td>
</tr>
<tr>
<td>511 IAC 7-38-3</td>
<td>Confidentiality Safeguards</td>
<td></td>
</tr>
<tr>
<td><strong>Emergency Preparedness Plan</strong></td>
<td>Each school when developing written emergency preparedness plans in accordance with 511 IAC 6.1-22.5 must include special warning and evacuation procedures for students with disabilities as stipulated under 511 IAC 7-36-6(b).</td>
<td></td>
</tr>
<tr>
<td>511 IAC 7-36-6(b)</td>
<td>Emergency Preparedness Plan</td>
<td></td>
</tr>
<tr>
<td><strong>Medication Administration</strong></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>
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</tr>
<tr>
<td>511 IAC 7-36-9</td>
<td>Medication Administration</td>
<td></td>
</tr>
<tr>
<td><strong>Determining Whether a Student Needs an ESP</strong></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>
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<tr>
<td>511 IAC 7-39-1</td>
<td>Determining Whether a Student Needs an ESP</td>
<td></td>
</tr>
<tr>
<td>511 IAC 7-39-2</td>
<td>Method for Assigning an ESP</td>
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</tr>
<tr>
<td><strong>Appropriately Licensed and Certified School Personnel</strong></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>
<td></td>
</tr>
<tr>
<td>511 IAC 7-36-2</td>
<td>Appropriately Licensed and Certified School Personnel Providing Special Education Services</td>
<td></td>
</tr>
<tr>
<td>511 IAC 7-36-2(a)</td>
<td>Teacher of Record</td>
<td></td>
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<tr>
<td>511 IAC 7-36-3</td>
<td>Paraprofessionals and Assistants</td>
<td></td>
</tr>
<tr>
<td>511 IAC 7-36-3(a)</td>
<td>Highly Qualified Teachers</td>
<td></td>
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<tr>
<td><strong>Revocation of Consent</strong></td>
<td>School administrators must understand the implications and requirements of a parent's right to revoke</td>
<td></td>
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<tr>
<td>511 IAC 7-42-15, 7-42-</td>
<td>Revocation of Consent for</td>
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Created by Kylee B. Hope, Special Education Coordinator
Last Edited February, 2012
### SOME EDUCATION TRAINING REQUIREMENT

<table>
<thead>
<tr>
<th>Article 7 Reference</th>
<th>Area</th>
<th>Specifics</th>
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<tbody>
<tr>
<td><strong>Paraprofessionals</strong></td>
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</table>
| 511 IAC 7-36-2(1) | Pre-service and In-service for Paraprofessionals | • 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. |
| **Assistive Technology (AT)** | | |
| 511 IAC 7-32-8(5) | AT and Technical Assistance | • 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. |
| **Supports and Training for Charter School Personnel** | | |
| 511 IAC 7-35-2 | Staff Support and Training | • 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. |
<p>| <strong>Medication Administration</strong> | | |
| 511 IAC 7-36-9(b) | Special Training for Authorized Persons to Administer Medication | • A school shall document any special training provided to person authorized to administer medication. |</p>
<table>
<thead>
<tr>
<th>Confidentiality / Educational Records</th>
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<tbody>
<tr>
<td>511 IAC 7-38-3(a)(1)(B)</td>
</tr>
</tbody>
</table>

**Educational Surrogate Parents**

| 511 IAC 7-39-2(a)(3) | Training System for Individuals Servicing as ESPs | - As stated above, schools shall provide a system of training individuals to serve as ESPs that includes training regarding special education laws and rules. |
|----------------------------------------|
| - Schools may contract with an outside organization to provide training to individuals – this will also help provide a "pool" of qualified ESPs if needed. |

**Case Conference Committee Process**

| 511 IAC 7-42-1(b) | Training on CCC Process |
|----------------------------------------|
| - A school must provide information and training that addresses the requirements set forth in Article 7 to ensure that school staff have the necessary knowledge regarding the following: 1. How to arrange and document CCC meetings; 2. How to develop an IEP, including the required components of an IEP; 3. How to serve as the public agency representative (PAR), including information about the availability of, and has the authority to commit, resources of the school. |
Guidance for Special Education Programs

A charter school must assure that:

1. FREE APPROPRIATE PUBLIC EDUCATION

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

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

2. PROCEDURAL SAFEGUARDS

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

3. EVALUATION/REEVALUATION

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

4. INDIVIDUALIZED EDUCATION PROGRAM

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

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

6. LEAST RESTRICTIVE ENVIRONMENT

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

7. CONFIDENTIALITY

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

8. DUE PROCESS

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

9. EDUCATIONAL SURROGATE PARENT

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

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

11. PERSONNEL STANDARDS

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

12. PROHIBITION OF MANDATORY MEDICATION

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

13. USE OF FUNDS

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

14. INFORMATION REPORTING

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

15. CLASS SIZE AND CASELOAD

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

16. PUBLIC REVIEW

All federal grant applications shall be available to the public for review upon request.
17. HEARING PROCEDURES FOR NON-COMPLIANCE

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

18. NATIONAL INSTRUCTIONAL MATERIALS ACCESSIBILITY STANDARD – NIMAS

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

19. NATIONAL INSTRUCTIONAL MATERIALS ACCESSIBILITY CENTER – NIMA

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

1) require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Materials Access Center electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard; or

2) purchase instructional materials from the publisher that are produced in, or may be rendered in, specialized formats, 20 U.S.C. 1412(a)(23)(C).
Exhibit 10: 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 11: NiSe Official Notice of Student Withdrawal Form

**Student Information**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</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></td>
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<tbody>
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<td></td>
<td></td>
<td></td>
<td>Male</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**10a. Primary Withdrawal Type**

Select the following that best describes why the student is withdrawing from school:

- [ ] W1 Transfer to another school
- [ ] W2 Illness
- [ ] W3 Expelled or long term suspension
- [ ] W4 Absence or status unknown
- [ ] W5 Dropout
- [ ] W6 Age
- [ ] W7 Graduated
- [ ] W8 Deceased
- [ ] W9 Transfer to be home taught
- [ ] W10 Transfer to detention
- [ ] W11 GED
- [ ] W12 Continuing studies at vocational or technical school
- [ ] W13 Completed course requirements but did not pass AIMS Summer transfer within District

**10b. Optional Additional Withdrawal Reasons**

(Optional) Select one of the following only if applicable:

- [ ] WR1 School identified for Federal School Improvement
- [ ] WR2 School identified as persistently dangerous
- [ ] WR3 Individual Transfer Option (victim of a violent criminal offense)
- [ ] WR4 Pregnancy / Biological Parent of a Child

*Note 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

**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**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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**

Check all that apply.

- [ ] A
- [ ] HI
- [ ] MOMR
- [ ] PSD
- [ ] SMR
- [ ] DD
- [ ] MD/MDSSI
- [ ] OHI
- [ ] SLD
- [ ] TBI
- [ ] ED/EDP
- [ ] MIMR
- [ ] OI
- [ ] SLI
- [ ] VI

**20. ELL**

<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>Most Recent Assessment Date (mm/dd/yyyy)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Composite Scaled Score (3-digit number)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Check box if student was withdrawn from the Language Program with a Language Program Exit Reason of:

- [ ] Reclassified as FEP by Reassessment
- [ ] Withdrawn by parent request
- [ ] Withdrawn due to SPED Criteria
# 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>
</tbody>
</table>
| 10b   | No       | Supplemental withdrawal reason as identified by the student, parent, or guardian (NOT by a school official).  
- 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  
- Schools are not required to find out whether or not students are leaving school because of pregnancy |
| 11a   | Yes      | Initials of the individual updating the Student Management System (SMS) |
| 11b   | Yes      | Date removed from Student Management System |
| 11c   | Yes      | Last day of attendance (This is the date used for withdrawal date - the date in the Student Management System) |
| 12    | Yes      | Signature of the parent or guardian of the student (or signature of the student if the student is emancipated) |
| 13    | Yes      | Date the form was signed by the person named in box 12 |
| 14    | Yes      | School withdrawing the student |
| 15    | Yes      | District/Charter |
| 16    | Yes      | Withdrawal Code, based on information in 10a – See attached withdrawal code definitions |
| 17    | Yes      | School Official Signature certifying the information is correct |
| 18    | Yes      | Date the form was signed by the person named in box 18 |
| 19    | Yes*     | Special Education (SPED) student needs  
*Required for SPED Students |
| 20    | Yes**    | English Language Learner (ELL) student status  
**Required for ELL Students |

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:

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Autism</td>
</tr>
<tr>
<td>DD</td>
<td>Developmental Delay</td>
</tr>
<tr>
<td>ED</td>
<td>Emotionally Disabled</td>
</tr>
<tr>
<td>EDP</td>
<td>Emotionally Disabled - Private</td>
</tr>
<tr>
<td>HI</td>
<td>Hearing Impairment</td>
</tr>
<tr>
<td>MD</td>
<td>Multiple Disabled</td>
</tr>
<tr>
<td>MDSSI</td>
<td>Multiple Disabled - Severe Sensory Impaired</td>
</tr>
<tr>
<td>MIMR</td>
<td>Mild Mental Retardation</td>
</tr>
<tr>
<td>MOMR</td>
<td>Moderate Mental Retardation</td>
</tr>
<tr>
<td>OHI</td>
<td>Other Health Impairment</td>
</tr>
<tr>
<td>OI</td>
<td>Orthopedic Impairment</td>
</tr>
<tr>
<td>PSD</td>
<td>Preschool Severe Delay</td>
</tr>
<tr>
<td>SLD</td>
<td>Specific Learning Disabled</td>
</tr>
<tr>
<td>SLI</td>
<td>Speech/Language Impairment</td>
</tr>
<tr>
<td>SMR</td>
<td>Severe Mental Retardation</td>
</tr>
<tr>
<td>TBI</td>
<td>Traumatic Brain Injury</td>
</tr>
</tbody>
</table>

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</td>
</tr>
<tr>
<td>B Basic</td>
<td>ELLAR ELL After Reclassification</td>
<td>B2 Bilingual/Dual Language with Waiver</td>
</tr>
<tr>
<td>I Intermediate</td>
<td>ELL English Language Learner</td>
<td>B3 Bilingual/Dual Language with Waiver</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>
Exhibit 12: Code of Conduct Discipline Policy
The School Leader/Principal will monitor and enforce the Code of Conduct Policy.

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

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

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

**Policy Statement**

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

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

**Disciplinary Removal from Classroom**

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

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

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

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

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

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

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

**Category 1**

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

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

Students who commit any of these acts are subject to teacher-student conferences as a result of a first offense and may, as a result of repeated violations and depending on the circumstances, be subject to the maximum penalty of a one-day, in-school suspension. As a supplement and/or alternative to suspension, school staff may require students to complete between 1 and 8 hours of public service as commensurate with the seriousness of offense(s).
Category 2
These acts of misconduct include, but are not limited to, the following student behaviors that disrupt the educational process at NiSe.

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

Students who commit any of these acts are subject to one after school or Saturday in-school detention and teacher-student conference as a result of a first offense and may, as a result of repeated violations and depending on the circumstances, be subject to the maximum penalty of a five-day out-of-school suspension and teacher-parent conference. The degree of the suspension whether in-school or external, as well as length of suspension, shall be determined by NiSe’s staff and/or Board. As a supplement and/or alternative to suspension, school staff 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 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
- Physical assault, the act of striking or touching a person or a person’s property with a part of the body or with any object with the intent of causing hurt or harm
Verbal abuse includes, but is not limited to, swearing, screaming, obscene gesture, or threats directed orally (including by telephone) or in writing at an individual, his or her family, or a group.

Intimidation: an act intended to frighten or coerce someone into submission or obedience.

Extortion: the use of verbal or physical coercion in order to obtain financial or material gains from others.

Bullying: the use of physical coercion to obtain control over others or to be habitually cruel to others.

Gang activity, as described in this handbooks section on secret societies/gang activity.

Sexual harassment, against students or staff.

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

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 Board and NiSe, audited twice a year by an accounting firm. This management team will include an accountant who will manage the financial office will provide financial statements monthly and upon request for the Board’s review and make a report at every monthly meeting. During the times that the Indiana State Board of Accounts 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 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 and refuse to surrender that judgment to individuals or special groups
- Encourage the free expression of opinion by all Board Members and seek systematic communications between the Board, students, staff, and 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.

Vice-President: The Vice-President serves when the President is absent. The VP ensures the Board follows appropriate parliamentary procedures.
Secretary: The Secretary records minutes for the meetings and keeps copies of agendas and minutes, correspondence between the board and other parties, committee reports, articles of incorporation, and the bylaws.

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

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

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

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

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

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

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

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

**After the meeting:** The Secretary should distribute the minutes as soon as possible so that they can be checked for accuracy. Minutes may not be released to the general public until they have been approved by the Board at the next meeting. The President should place unfinished business on the agenda for the next meeting.
Interaction with parents: A Board must adhere to the established grievance process for bringing a concern to the Board. Board policy should also explain to parents how they can provide input to the board during the Public Comment portion of the agenda. Public input during the board meeting is generally not permitted.

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

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

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

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

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

The committee should use the answers and discussion notes to produce the goals and an implementation plan.
Setting goals: Using the vision and mission statements and the answers to the strategic questions, the strategic planning committee should create long-term goals that are:

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

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

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

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

Types of Policies
In general, the Board recommends policies and the Principal create procedures. Policies indicate what should be done whereas procedures indicate how something should be done. The Board has no role in developing administrative procedures. There are four types of policies a charter school 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 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 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 all staff member’s performance must only be raised with the School Leader/Principal. Concerns about the Principal can only be raised with the Board.

Grievance Resolution Process
Concerns may be raised as follows:

- **Step 1**
  The individual (e.g. parent, community member) should contact the staff member involved and arrange an appointment to discuss the matter without distractions. Contacting the office can result in a return phone call or an appointment being made for you with the staff member involved. This meeting must occur within five business days.

- **Step 2**
  If the issue raised is unresolved, then the individual must make an appointment within five business days with the School Principal/Principal to inform of the concern.

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

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

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 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.