

Northwest Indiana  
Science and  
Engineering (NiSe)  
STEM Charter School

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*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***



This Request for Proposals for Ball State University was developed in collaboration with the National Association of Charter School Authorizers (NACSA).

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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.

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**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):**

Full Name	Current Job Title and Employer	Position with Proposed School
Augusta DeNeal, Ph.D.	Director TRIO Services, Ivy Tech Community College	Organizing Member
Elonda Ervin, Ph.D.	Director of Diversity Office, Indiana State University	Organizing Member
Dwayne Tucker	Boeing Airlines	Organizing Member

**\*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, 2014

**Provide the intended opening year for the proposed school.**

Opening Year	*Geographic Community	Opening Grades	Grade Levels at Full Enrollment
2015	Merrillville, Indiana	5-8	5-12

\*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**

Academic Year	Planned Number of Students	Maximum Number of Students	Grade Levels Served
Year 1 - 2015	100	125	5-8
Year 2 - 2016	130	155	5-9
Year 3 - 2017	150	175	5-10
Year 4 - 2018	300	330	5-11
Year 5 - 2019	375	400	5-12

## 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).*

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## 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).

In the state of Indiana, science, technology, engineering and mathematics have been a bright spot reported by the Northwest Indiana Times Newspaper (2014). STEM jobs grew in the state of Indiana by 4% from 2009 through 2012 with other fields still down 0.1%. Obviously these are the jobs of the future. The importance of STEM jobs can hardly be overstated.

Nationwide, technical workers account for more than 50% of America’s sustained economic growth. All the more worrying, then, that America’s instructional efforts in STEM are failing to measure up to our global counterparts. Again, the U.S. now ranks among the bottom half of member countries for science and math literacy. The paper goes on to state that over the next decade, we will need 1 million additional STEM graduates nationwide if we want to maintain our position as the world leader in science and technology innovation.

Research shows that 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 21<sup>st</sup> 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 stressed:

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).

Page | 8 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 40<sup>th</sup> 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 and make Northwest Indiana the capital for producing STEM trained high school and college graduates. 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 21<sup>st</sup> 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 4<sup>th</sup> and 8<sup>th</sup> grade students, and even fewer 12<sup>th</sup> 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. Indiana 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).

Page | 9 The TRON/AGEK Educational Foundation, Inc. and the Northwest Indiana community believe that NiSe, a STEM charter school, will deliver endless possibilities for our children. If students acquire basic STEM learning early in middle school (MMGW, 2011), they will be prepared for not only STEM subjects but will also be equipped to master Advanced Placement courses, a core 40 curricula, and State Standards. Through NiSe's educational program, students in Northwest Indiana will receive college credits through a dual credit program as well as secondary, post-secondary guidance and counseling to help students' map their plans of study so that they are able to complete college within the maximum government mandated timeline.

For many students this lack of guidance deters them from finishing college. Consequently, post-secondary institutions are losing generations of Northwest Indiana students because of students' inability to pass standardized testing, increased college admission standards, and lack of financial aid. Our educational plan will deter this from happening to keep students in 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 foundation and 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 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, 2014).*

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 21<sup>st</sup> 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 (on page 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* section on page 14 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

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

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 12<sup>th</sup> grade, students will be STEM trained and prepared for college STEM courses. State 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 Indiana 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:

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

All the student career based programs will be held in the summer and taught by either an Indiana University Northwest (IUN) or Purdue University Calumet (PUC) graduate assistants, retired teachers 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.

### **Geographic 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 citizens. 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 and leasing agency.

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.

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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 schools, 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 their financial aid funds, dropping out of college, defaulting 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. We have to support their scientific/technology interests. We have learned from academic experiences that students will stay engaged with learning and the school, if their interests are heightened. Our instructional design allows this to occur as early as the 5<sup>th</sup> grade.

### **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.Ds. in Educational Leadership and have past experiences working in secondary and post-secondary education. One member has experience in business as an insurance fraud investigator, professor, and diversity director for an Indiana public university. Another founding member has worked in TRIO programs serving low-income, first generation students for the past twelve years and has authored and managed grants for over fifteen years totaling more than a half- million dollars annually. Two founding members hold undergraduate degrees in Curriculum Development. 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).

One Board Member is an engineer with Boeing Airlines and has already started the field-work for making sure our children have the opportunity to be included in the established ITT Boeing Scholars Academy (See Exhibit 6). Contact has already been made and the ITT Boeing Scholars Academy is eagerly awaiting the list of names of children from our community for this STEM initiative. Also, included is an applicant member who served as the superintendent of the Gary Public School System. Also, assisting with this application is a Ph.D. from PUC Teacher's Preparation program who has expert knowledge in the area of Common Core State Standards. Another applicant team member is an attorney.

Additionally, throughout the past five 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 on this proposal.

### **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 number 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 not only STEM work experience that includes internships and externships but, a curriculum that 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 8<sup>th</sup> grade, before entering the 9<sup>th</sup> grade they would have participated in designing and creating STEM projects using PLTW software and curriculum, build a robot and attend PUC pre-engineering program and be introduced to two foreign languages in elementary school. 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

School District	6	7	8
Merrillville	70.8%	65.3%	70.6%
Lake Station	82.0%	51.9%	59.1%
Lake Ridge	70.1%	60.7%	59.6%
Crown Point	90.6%	86.4%	87.5%
East Chicago	44.1%	34.4%	32.18%
Gary	62.6%	34.8%	35.7%

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

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

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

School District	Rates
Merrillville	51%
Lake Central	72%
Lake Ridge	37%
Crown Point	78%
East Chicago	26%
Lake Station	62%
Gary	30%
Griffith	59%

According to the above table, the cities of Gary, East Chicago and Lake Ridge had the lowest pass rates in science. Students enrolled in the Gary Community School District (public school), according to the data, are enrolled persistently in low achieving schools. In 2010, all four high schools did not make academic progress and were placed on probation. One school has since been taken over by the state. Recently, five schools will be closed. Students consistently fail to meet academic standards; particularly in STEM subjects.

Priority Three: To increase in state high school graduation rates (see Table 4)

Table 4: Sample of High School Graduation Rates

High School	Rates
Merrillville	90.1%
Lake Station	70.8%
Lake Ridge	79.6%
Crown Point	93.7%
East Chicago	67.0%
Gary	66.8%

Source Tables 2-4: Indiana Department of Education (2010)

In 2010, most municipal school corporations are reporting a graduation rate above 70%. As of

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

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

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

Table 5: Sample of High School Graduates Advanced Placement Courses in 2010 & 2011

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

Source: Indiana Department of Education

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

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.

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NiSe's ultimate goal is to assist in producing the next generation of STEM teachers, practitioners, innovators, inventors, researchers and environmentalists. There are some major job opportunities that will continue to occur in Northwest Indiana and nationally. Our job is to make sure our children will be prepared for these 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 gauge parent's understanding of the purpose of charter schools and the need for STEM training. The results illustrated that 39% of respondents believed that charter schools were public schools; 53% stated they were not.

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

#### *Survey questions*

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

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

Full Name	Current Job Title and Employer	Position with Proposed School
Augusta DeNeal, Ph.D.	Director TRIO Services, Ivy Tech Community	Organizing Member
Elonda Ervin, Ph.D.	Director of Diversity Office, Indiana State University	Organizing Member
Dwayne Tucker	Engineer-Boeing Airlines	Organizing Member

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

Table 7: Age and Grade Range of Students to be Enrolled – (proposed)

Grade Level	Number of Students					
	Year 1 2014	Year 2 2015	Year 3 2016	Year 4 2017	Year 5 2018	At Capacity 2019
5	25	30	50	50	50	50
6	25	30	50	50	50	50
7	25	30	50	50	60	60
8	25	30	50	50	60	60
9		25	50	50	60	60
10			25	40	50	50
11				20	40	40
12					30	30

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 5<sup>th</sup> -12<sup>th</sup> grades totaling 400 students by the year 2019 (5<sup>th</sup> year of operation).

**Calculate # Total Enrollment by averaging minimum and maximum for each grade.**

## Section 1 – Curriculum and Instructional Methods

### Curriculum and Instructional Design

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NiSe's curriculum and instruction will go beyond content knowledge to include a strong emphasis on 21<sup>st</sup> century skill STEM development. NiSe will use Indiana State Standards to guide their curriculum and instructional design. Additionally, lesson planning and delivery will be used to unite core academic subject matter, interdisciplinary themes, hands-on scientific skills, and teacher collaboration to provide an instructional process that meets the goal of a STEM based charter school. Students will not only solve problems but also prove they understand how to get the right answer. That in itself shows mastery of a subject, which is what we expect from our students. 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 on Indiana 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 Indiana Standard 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 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 12<sup>th</sup> 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. Again, 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 12<sup>th</sup> grade, students should have gained core ideas of science and engineering to engage in public discussions on science-related issues. Additionally, at that time they should be critical consumers of scientific information related to their everyday lives, and to continue to learn about science throughout their lives. NRC believes that the insights gained and interests provoked from studying and engaging in the practices of science and engineering during their K-12 schooling should help students see how science and engineering are instrumental in addressing major challenges that confront society today, such as generating sufficient energy, preventing and treating diseases, maintaining supplies of clean water and food, and solving problems of global environment change.

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

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

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

This is further explained in Table 8.

Table 8: Three Dimensions of the National Research Council Framework

<p><b>1. Scientific and Engineering Practices</b></p> <ul style="list-style-type: none"> <li>A. Ask questions (for science) and defining problems (for engineering)</li> <li>B. Developing and using models</li> <li>C. Planning and carrying out investigations</li> <li>D. Analyzing and interpreting data</li> <li>E. Using mathematics and computational thinking</li> <li>F. Constructing explanations (for science) and designing solutions (for engineering)</li> <li>G. Engaging in argument from evidence</li> <li>H. Obtaining, evaluating, and communicating information</li> </ul>	<p><b>3. Disciplinary Core Ideas</b></p> <p>A. <u>Physical Sciences</u></p> <ul style="list-style-type: none"> <li>i. Standard (1): Matter and its interactions</li> <li>ii. Standard (2): Motion and stability: Forces interaction</li> <li>iii. Standard (3): Energy</li> <li>iv. Standard (4): Waves and their applications in technologies for information transfer</li> </ul> <p>B. <u>Life Science</u></p> <ul style="list-style-type: none"> <li>i. Standard (1): From molecules to organisms: Structures and processes</li> <li>ii. Standard (2): Ecosystems; Interactions, energy, and dynamics</li> <li>iii. Standard (3): Heredity; Inheritance and variation of traits</li> <li>iv. Standard (4) Biological evolution: Unity and diversity</li> </ul> <p>C. <u>Earth and Space Sciences</u></p> <ul style="list-style-type: none"> <li>i. Standard (1): Earth's place in the universe</li> <li>ii. Standard (2): Earth's systems</li> <li>iii. Standard (3): Earth and human activity</li> </ul> <p>D. <u>Engineering, Technology, and the Applications of Science</u></p> <ul style="list-style-type: none"> <li>i. Standard (1): Engineering design</li> <li>ii. Standard (2): Links among engineering, technology, science, and society</li> </ul>
<p><b>2. Crosscutting Concepts</b></p> <ul style="list-style-type: none"> <li>A. Pattern</li> <li>B. Cause and effect: Mechanism and explanation</li> <li>C. Scale, proportion, and quantity</li> <li>D. Systems and system models</li> <li>E. Energy and matter: Flows, cycles, and conservation</li> <li>F. Structure and function</li> <li>G. Stability and change</li> </ul>	

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

### **Massachusetts Science and Technology/Engineering Curriculum (MIT) Framework**

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

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

As with NRC recommendations, MIT's learning standards are grouped into four strands:

1. Earth and Space Science
2. Life Science (Biology)
3. Physical Sciences (Chemistry and Physics)
4. Technology/Engineering

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

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

### **Making Middle Grades Work (MMGW) Theory**

Research shows and the board members agree that we wait too late to instill the importance of critical subjects like reading, mathematics, science and critical thinking. This is supported by Making Middle Grades Work research (MMGW). This data was significant for us in writing this application because it emphasizes the importance of learning STEM subject in middle school.

According to research from the MMGW theory, all the training must start at an early age. Time is of essence when only an estimated 60% Gary, Indiana students are not completing high school, even lower for African-American male students, 30% - even lower for the Indiana community college (3%). Completing a “high quality” educational program that includes STEM subjects is more important than ever. Students from the Northwest Indiana area cannot be expected to exceed in rigorous high school studies if they do not receive adequate education preparation before entering the 9<sup>th</sup> grade. Many students entering the 9<sup>th</sup> 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 8<sup>th</sup> grade. The following describes each of these elements in detail.

### **STEM Infused Learning (all subjects)**

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

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

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

### **Indiana Standards (Common Core emphasis)**

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

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

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

Instead, the practice of many teachers is to make comprehension simpler for students by presenting material via PowerPoint or reading aloud. NiSe students will read books from the

Indiana required school list. We will have books available for students through an agreement with Pearson Learning. Students will receive small tokens for each book read and complete required reading assessments.

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

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

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

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

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

See sample curriculum – Attachment 2.



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

### Project Lead the Way (PLTW)

Page | 30 Barrow, Markman, and Rouse, (2009) research questions and hypothesis tested for an average effect of instruction enhanced by the use of technology and attempted to understand why computer-aided instruction like PLTW might improve achievement. They looked for evidence consistent with some of the common hypotheses such as instructional time, individualized instruction with the computer, attendance and academic achievement using the state curriculum. They assessed the impact of computer- aided instruction using test instruments. They also took in consideration the motivation of teachers. In their final finding report they concluded that computer-aided instruction has the potential to significantly enhance student achievement; especially in math.

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

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

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

Northwest Indiana schools like the Hammond Academy of Science and technology, 21<sup>st</sup> Century Charter School, Gavit High School, Lew Wallace High School and Theo Bowman have PLTW modules. On November 27, 2012 we met with representatives of PUC and the Hammond Academy of Science and Technology and toured the newly constructed building and networked with the children in their PLTW laboratory. On December 6, 2012, we visited Lew Wallace STEM Academy and also toured their PLTW laboratory as well. The board attended a STEM Education Forum for K-12 teachers sponsored on February 23, 2013 at the University of Notre Dame. We

Attaalso attended a conference on April 13, 2013 at Indiana University Northwest geared toward high school students with aspirations of becoming a doctor. We toured the campus facility, received information about how to increase the chances of being accepted into medical school and networked with pre-med students.

Page | 31 We will continue to visit other STEM education programs (e.g. Northeastern University Center for STEM Education, Metro West Employment Board: Lift Program, and STEAM, etc.) to build relationships with other Indiana STEM educators and policy advocates workshops and conferences to stay current and enhance our instructional design. Also, board members attended PUC Student Research Project Day on April 4, 2013. PUC's Engineering, Mathematics, Science, Liberal Arts, Social Sciences, Education, Management, Nursing and Technology students presented their science projects.

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

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

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

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

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

#### **Dual Credit**

A meeting was held with Dr. Thomas G. Coley, chancellor of Ivy Tech on September 3, 2014 regarding dual credit (see Attachment 8 - letter of support) who wholeheartedly supports a STEM charter school. He believes the proposed school fits into the college's agenda based on the



college's overall strategic plan. The dual credit agreement for college admission to dual credit classes will be no different from other charter school agreements (i.e. 21<sup>st</sup> Century Charter School – Gary, Indiana).

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

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

### **NiSe's Basic Learning Environment**

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

### **SciQ Outdoor Laboratory**

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

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

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

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

### **Einstein Organic Garden Laboratory**

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

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

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

Also, students will investigate various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia and infectious diseases using the PLTW curriculum in this laboratory. This curriculum will demonstrate the factors that lead to the death of a fictional person,

and investigate lifestyle choices and medical treatments that might have prolonged the person's life. These activities and projects introduce students to human physiology, medicine, and research processes. All of the aforementioned is part of PLTW Principles of the Biomedical Sciences (PBS), which students will be enrolled in the 9<sup>th</sup> and 10<sup>th</sup> grade.

Page | 34 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 21<sup>st</sup> century such as fighting cancer with nanotechnology.

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

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

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

As a result, NiSe children will have:

- Exceptional gain in new content knowledge infused with Indiana standards among all student subgroups
- In-depth learning of STEM concepts
- Critical thinking and problem solving skills
- Know how to work in teams and share responsibilities
- Overcome a fear of failure of science and mathematic
- Improved self-esteem in science learning
- Understand concepts as opposed to memorizing them

- Take risks in order to advance their scientific ideas
- Pursue a new direction; look for a “best solution”
- Learn content knowledge in a new context
- Learn to make decisions based on criteria and data
- Learn hypothesis instruction and
- Learn how to interpret basic statistical results
- Learn how to develop innovation skills
- Learn how to think in unconstrained ways or “out of the box”

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

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

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

All classes will have Smart Labs where the classroom furniture, technology, curriculum and assessment tools work together to engage the students on assignments. In a Smart Lab, students will use technology to help design projects, test their ideas, create ePortfolios and give presentations on what they have learned. Smart Labs also come with integrated project based curriculum that is aligned with national and common core standards (See Exhibit 3).

### 5<sup>th</sup> – 8<sup>th</sup> 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 Indiana 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). Also, starting in the 5<sup>th</sup> grade students will learn the history of STEM historians and subjects to perk their interest early on.

For the 8<sup>th</sup> 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 8<sup>th</sup> grade will begin their dual credit (Pre-engineering or CAD) options.

The 5-8<sup>th</sup> 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 5<sup>th</sup> grade and completes the 8<sup>th</sup> grade will be academically prepared for a Core 40 curriculum; and Ivy Tech's Accuplacer test and the advanced placement courses starting in the 9<sup>th</sup> grade.

Table 9 below is our 5-8<sup>th</sup> 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 5-8<sup>th</sup> Grade Curriculum Sequence

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Core 40 / MIT	5 Grade	Summer Term	6 Grade	Summer Term	7 Grade	Summer Term	8 Grade	Summer Term
<b>Language / Arts</b>	Required Text Book		Required Text Book Reading		Required Text Book		Required Text Book Reading	
<b>Math</b>	Math 1		Math II		Math III		Pre-Algebra Pre-Geometry Pre-Statistics	Dual Credit (Pre-Engineering / CAD)
<b>Science</b>	Science I Project	History of Math & Science First Science Project	Science II	Computer Training: teardown, testing, building and operating system installation – Second Science Project	Science III	Robotics – Third Science Project	Pre-Biology	
<b>Social Studies</b>								
<b>Physical Ed</b>								
<b>*Health &amp; Wellness</b>								
<b>Experiential Learning</b>		<i>PLTW</i>	<i>PLTW</i>		<i>PLTW</i> <i>aerospace</i> <i>environment</i> <i>architecture,</i> <i>modeling,</i> <i>robotics,</i> <i>technology</i>	<i>PUC</i>		<i>PUC</i>
<b>Electives</b>	Drama		Music/Choir		Art	Band		
	Music / Drama							
						Community Service		
<b>Foreign Language</b>					Spanish			Japanese / International Bridge Program

## 9<sup>th</sup> -12<sup>th</sup> 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 12<sup>th</sup> grade will be available.

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

Core 40/MIT	9 Grade	10 Grade	11 Grade	12 Grade
<b>English (8)</b>	English 9 English 9 Honors Required Text	English 10 English 10 Honors Required Text	English 11 English 11 Honors Required Text Book	English 12 English 12 Honors Technical/Creative Required Text Book
<b>Mathematics (6-8)</b>	Business Math Pre-Algebra	Algebra I Algebra I/Honors Geometry Geometry	Algebra II Geometry Adv. Algebra/Trig	Geometry Adv. Algebra/Trig Calculus/Discrete Math/Advanced
<b>Science (9) and Science Project</b>	Earth and Space Science Earth Science Honors	Biology Life Science: Honors Earth Science	Chemistry Chemistry Honors Biology	Physical Science: Physics Anatomy & Physiology
<b>Directed Elective (5) Foreign Language</b>	Japanese I Spanish I	Japanese I Japanese II	Japanese I Japanese II	Japanese II Japanese III
		Spanish I Spanish II	Japanese III Spanish I Spanish II Spanish III	Japanese IV Spanish II Spanish III Spanish IV
<b>Physical Education</b>	Gym Yoga/Spinning	Gym Yoga/Spinning	Gym Yoga/Spinning	Gym Yoga/Spinning
<b>Health &amp; Wellness</b>	Health & Life Skills I	Health & Nutrition Life Skills II	Health & Nutrition Life Skills III	
<b>Experiential Learning Module</b>	<i>PLTW</i>	<i>PLTW</i>	<i>PLTW</i>	<i>PLTW</i> , STEM Study Abroad
<b>Electives (14)</b>		*Quantitative Reasoning (Math- Dual Credit)	Anatomy or Physics – Dual Credit)	Dual Credit Option
	Choir/Band	Art	Drama	
<b>Social Studies (6)</b>	Geography	History of The World	U.S. History 1 & 11	Government/Economics

\*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<sup>th</sup> 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 9<sup>th</sup> 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 need 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 shown in the following table.

Table 11: Summer Curriculum

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

Again, all the above summer student career based classes will be designed and taught by an student teachers coordinated by a lead teachers.

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.

Page | 40 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 Indiana 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: 5<sup>th</sup> – 12<sup>th</sup> Grades

#### **Assessment**

Reading, writing, math (in class)

Automatically graded and recorded

Flexible reporting to track progress

RTI continuously

#### **Corrective Lesson**

Based on student assessment scores

Printable Worksheets and Activities (parents and students

Online practice quizzes

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, 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, Indiana Standards, technology and corrective planning for each student using RTI practices.

Conventional approaches to teaching STEM subjects have sometimes been shaped by misconceptions 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/ESL. 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.

Page | 42 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 Indiana State Standards, and list instructional strategies that would be more effective when teaching the lesson in the future, what materials could be used to make the lesson more effective, prerequisite skills that the student needs to master standards, appropriate ways to increase rigor for the grade level and next steps to be taken to make sure this occurs. All classes will be designed to challenge students' intellectual and educational abilities.

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 week for the first two years of the school's implementation, nothing less.

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

### **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 Indiana and STEM standard objectives are as follows:

Table 12: Description of Pupil Performance

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

The complete set of NiSe's proposed learning standards for one grade for each division the school will serve is provided in Attachment 4.

#### **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:

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

### Transcripts

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

### Graduation 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 12<sup>th</sup> 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 21<sup>st</sup> 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 5<sup>th</sup> and 8<sup>th</sup> 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 7<sup>th</sup> and 8<sup>th</sup> 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 8<sup>th</sup> grade science. For this lesson, my 8<sup>th</sup> 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.

Page | 48 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-question), drawing on several sources and generating additional related, 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
- 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 8<sup>th</sup> grade

- SIS1: Make observations, raise questions, and formulate hypotheses
  - o Observe the world from a scientific perspective
- SIS2: Design and conduct scientific investigations
  - o Employ appropriate methods for accuracy and consistency
  - o Making observations
  - o Making and recording measurements at appropriate levels of precision
  - o Collecting data or evidence in an organized way
- SIS4: Communicate and apply the results of scientific investigations
  - o 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.

### 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:

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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-athletics must have a completed physical

form. Students must abide by all school policies, rules, and regulations while in attendance at school functions or school sponsored activities, on or off school grounds (See Exhibit 7 - Student Handbook).

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

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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 will utilize the Ball State University Guidance for Special Education Local Procedures guidelines (See Exhibit 8) 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 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 9)

### **Policy Regarding Special Education**

Adhering to Ball State University Office of Charter School guidance for special education (See Exhibit 8) 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/504s.

Page | 53 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 that meet the learning needs of students in cognitive, affective and psychomotor performance and behavior on an individual student basis.

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

### **Meeting the Needs of English Language Learner (ELL) Students**

A self-assessment program will be used to determine successful instructional strategies and to assess the corrective needs of ELL students who do not attain mastery. Assessments will not only



include traditional examinations and tests; but, summative performance evaluations guided by rubrics that will include student electronic portfolios to demonstrate mastery of skills and content. Instructional staff will develop self-help assessments for course work guided by the standards and analysis of student's learning needs. Our intent is that students will understand academic standards and be allowed to self-access their own mastery along with teachers.

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

### **Identifying and Meeting the Learning Needs of Student Performing Below Average**

NiSe believes that all children can learn. The model that we will use to ensure that students learn and achieve high standards as a result of targeted, individualized teaching is the Response to Instruction (RTI). The RTI model provides resources to students in need of academic and/or behavioral support. The RTI 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 gauge whether the interventions are meeting the student's academic needs, need adjustments and to determine if referrals to special education evaluations are needed.

### **Identifying and Meeting the Needs of Intellectually Gifted Students**

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

***M.A.T.H. Bowl Statewide Competition*** – grades 5 and 6 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 8<sup>th</sup> 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 8<sup>th</sup> graders transitioning to the 9<sup>th</sup> 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 will recognize those students who receive no letter grade lower than an A- on their report cards. The A/B Honor Roll acknowledges those individuals who have received no letter grade below a B- on their semester report card.

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

### 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: 21<sup>st</sup> 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 and will be held to school standards.



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 2019. If the school is undersubscribed, children will be accepted into admission. If the school is oversubscribed in any year, they will be entered in a lottery and all lottery policies will apply. 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, 2015***

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, 2015***

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

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

16. Signed Medication permission form
17. Signed Free and reduced lunch form
18. Signed Internet use acknowledgement and agreement form
19. Signed Student Code of Conduct form
20. Signed Parent Volunteer Program

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

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

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

### ***Timeline***

The marketing for the school will continue prior to school opening. At that time, it will be determined if further marketing efforts are required to fill the various grades. If the grade slots are filled, parents/guardians of the accepted students will be notified in writing. If, as we anticipate, the number of applications exceeds available slots for a given grade, a random selection drawing (lottery) will be held no later than May 2015. 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 2015, 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 10) 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.

Page | 59 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, 2012, 13 and 14 to obtain a charter through Ball State University. This will be the founding group's fourth 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 2014 advising the community on the status of the school and listening to the public for feedback and concerns before the school opens in 2015.

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
- Orientation
- Fundraising

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

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

Table 13: Community Resources

Name/Org	Services	In-kind	Other
Sojourner Truth Shelter	Women's Homeless Shelter	Referrals	
Indiana University Northwest	Post-Secondary Institution	Admissions & Financial Aid Info & Presentations Dual Credit	Scholarships
Purdue University Calumet	Post-Secondary Institution	Admissions & Financial Aid Info & Presentations Dual Credit	Scholarships
Ivy Tech Community College	Post-Secondary Institution	Admissions & Financial Aid Info & Presentations Dual Credit	Scholarships
Northwest Hispanic Council	Social Service Agency	Referrals	
Urban League of Northwest Indiana	Social Service Agency	Referrals	
Town of Merrillville	Municipality	Referrals	
Gary Freedom School	Social Service Agency/Education	Referrals	
A T & T	Communications	Career Presentations	Scholarships / Internships
City of Gary	Municipality	Referrals	
21 <sup>st</sup> Century Scholars	Education	Referrals	Scholarships
Gary Chamber of Commerce	Municipality		
Merrillville Chamber of Commerce	Municipality		

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 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 operating 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 Principal will be the "keeper of the vision" of the charter school, and be able to clearly articulate the vision and the mission in all interactions relative to the charter, including all staff and the community at large.

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

Additionally, an evaluative tool will be developed to capture the expectations outlined in the charter's mission. The 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 Principal must be dedicated and passionate about the work of educating children. Additionally, he/she must possess a deep understanding of the intricacies of student learning and the various factors that influence students' academic success and growth as individuals. He/she will possess extraordinary collaborative skills, and will work tirelessly with other caring and supportive educators to further the mission of the charter. The aforementioned traits will not only be used to define the expectations of the Principal but also be used to capture evaluative measures to create the tools needed for effective evaluation.

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



include evaluation of work against strategic plan goals and plans for improvement when falling short of its mission.

Based on a school opening date of Sept. 2015 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)

<b>Name-Title</b>	<b>*% of Time</b>	<b>Projected Start Time</b>	<b>Potential Funding</b>
Principal	5%	October 2014	Start-Up
Curriculum Design Spec.	5%	October 2014	Start
Legal	5%	October 2014	Start-Up
Accountant	5%	October 2014	Start Up
Assessment Coordinator/Data Specialist	5%	October 2014	Start Up
Lead Teachers	5%	October 2014	Start Up
Facilities-Safety Manager	5%	October 2014	Start Up
HR/Financial Manager	5%	October 2014	Start Up

The staff members above will be in place following school approval starting Oct. 2014 at a 5% or less FTE to have all employees trained by school opening August 2015. Professional development will continue after the school is opened.

## Section 2 - Operations Plan & Capacity

### Governance

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#### ***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***

The organizational structure is attached (See Attachment 13).

#### ***Foundation***

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

#### ***Governing Board***

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

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 conducted by Dr. Mary Steele-Agee (past supt. of the Gary Community School Corporation).

The NiSe Board of Trustees Training Manual is attached (Exhibit 11). 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.

Page | 66 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. Our By-Laws calls for a seven member board serving two three years. Recruitment will be on going for community leaders.

Table 15: Board Members and Roles

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

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

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### ➤ 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 with the staff member involved. This meeting must occur within five business days. The principal will be informed of this matter.

### ➤ Step 2

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

### ➤ Step 3

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

### ➤ Step 4

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

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 16 (Template 6-a).

### ***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 17 - 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 Indiana Standard challenges

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

Students need to trust that their teachers will be at the school as they expect them to be. So, if NiSe makes all efforts to support their faculty in this manner, it is highly likely that this will add 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:

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- 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 18).

### **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***

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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 occurrences occur, the supervisor should give the employee a written warning and/or suspend for 10 days without pay or recommend to the School Leader for termination

- a. Some violations, if proven, constitute grounds for immediate dismissal: abuse, drugs/alcohol, insubordination, threats of violence and theft

### Separation Policy

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

### Professional Development

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

Each NiSe staff and faculty will receive a NiSe Standards of Operating Procedures (SOP) Manual on hire date with all the school's procedures and practices listed below. Agreed upon and approved SOPs will be added so that every employee will be knowledgeable of school practices and all staff will be continuously informed. Pre-opening professional development training will start October 2014 and end June 2015 (See Table 16 below).

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

Core Components of Professional Development	Intended Audience	Person Responsible	Schedule - Timeline of implementation date	Explanations
Indiana and Common Core Standards for all subjects	Faculty & Staff	Principal / Educational Consultant	Oct 2014-June 2015	Indiana Standards Professional SOP
Curriculum Development / Teacher Training for all subjects	Faculty & Staff	Principal/ Educational Consultant	Oct 2014 – June 2015	Indiana Standards, Purdue University Pre-Collegiate Program, NRC, Mass. and Consultant, Project Lead Way facts and curriculum SOP
School Safety: School Safety and Emergency Preparedness Plan approved by the state of Indiana	Faculty & Staff	Health & Wellness Instructor and Facilities / Safety Manager	Oct 2014 – June 2015	NiSe SOP
Parental, Health procedures, i.e. immunization	Community Parents / Guardian	Principal/ Educational Consultant /Parent Partner	Oct 2014 – June 2015	NiSe SOP



Student Food Plan				
Assessment Performance	Faculty & Data Specialist	Principal / Educational Consultant	Oct 2014 – June 2015	NiSe SOP
Special Education-Behavioral Plans (BIP)	Faculty & Staff	Principal	Oct 2014 – June 2015	NiSe SOP
RTI	Faculty	Principal	Oct 2014 – June 2015	NiSe SOP
Technology-Powerschool Kahn Math & IXL Techniques	Faculty & staff	Educational Consultant, IT Manager, Data Specialist	Oct 2014 – June 2015	NiSe SOP
Board member / planning training and CAS standards Rise Professional Development	Board Members / Advisory Board	Educational Specialist	March 2014-May 2015	NiSe SOP
Multiculturalism / diversity / Student Development	Faculty, Staff, Principal, Educational Consultant & Board Members	Principal / Educational Specialist	June, 2015	NiSe SOP

### 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. Students will demonstrate adequate yearly progress (AYP) on all the measurements of the Indiana Accountability system.

### Implementation Plan

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

Table 17: Measuring and Evaluating Academic Progress

Strategies	Desired Result	Staff Responsible for collection and analysis of data and reporting to school community	Professional Development	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
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	Students to achieve 70% class average in all classes	Lead teachers, individual teachers and parents	Individual training on how to all data from each class and make comparisons with teaching teams in individual student action plans	Goal 70% attained/ exceeded	Goal 75% attained/ exceeded	Goal 75% attained/ exceeded	Goal 75% attained / exceeded	Goal 80% attained exceeded
By the 12 <sup>th</sup> grade 70% of students will pass the state assessment to solve real life problems in Math, Writing, Reading and Science								
Use pre-test/post-test process to evaluate student improvement	Data will be used for aligning with state standards	Principal, Lead teachers, Data Specialist	Principal and Lead teachers will be given training by NiSe consultant and time to revise pre and post-test to fit student learning	Goal 70% attained/ exceeded	Goal 75% attained / exceeded	Goal 75% attained / exceeded	Goal 75% attained / exceeded	Goal 80% attained / exceeded
Students will keep charts of grades in all subjects (progress reports) in journals	Determination Placement of students in each class as a result of student data	Principal, Lead teachers, Data Specialist	Continuous Service in the Summer and as needed	Goal 70% attained / exceeded	Goal 75% attained/ exceeded	Goal 75% attained/ exceeded	Goal 75% attained / exceeded	Goal 75% attained / exceeded

Table 18: Assessments and Alignment

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

\*Pearson has been providing learning materials to Indiana schools for more than 100 years

\*\*The professional development training will include:

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

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

## ***Literacy***

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

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

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

## **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 2013 & 2014 webinars. For the past years, we viewed several buildings in the town of Merrillville for lease space. A contingent lease agreement was finally made with the lessor for 8340 Louisiana in Merrillville, Indiana (see lease agreement and building specifications). Board and applicant team members went through a rigorous (community newspaper published) approval process with the Town Council. Finally, after several meetings and publications (See Exhibit 12), the Town of Merrillville approved the building for school zoning. 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. IDOE approved the building prior to meeting with town council.

Recently we were informed by the lessor that other tenants will be moving by the year end (2014) and we may be able to lease additional space. 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 19). 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 20). We will also use our best efforts to ensure that the school complies with its obligations under the lease at all times. IDOE approved the building for 108 students for the first year.

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. After completing so many processes and barriers in this charter process, we just learned recently that start-up funds could not be used for facility leasing. Personal funds from the foundation and board had to be used for holding on to

the building until the school is approved.

### **Transportation Plan and Policy**

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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 21).

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 and board members will be reimbursed up to \$500

- per semester for pre-approved courses
- 403b Tax Shelter – A voluntary pretax 403b is available for employees who choose to participate
- Sick days – Employees will be allowed six sick days each calendar year
- Personal Leave Days – Employees will be allowed two personal leave days per school year subject to administrative procedures
- 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 Principal using the NiSe's Employee Handbook (See Attachment 17). 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

Page | 78 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 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.

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As publicly funded schools, charter schools receive money for the students they enroll. In addition, the foundation is prepared to write STEM grants. One grant that we are presently seeking to write is a TRIO – STEM Educational Talent Search grant. Dr. DeNeal has written and managed TRIO programs for the past 15 years and grants gross over \$277,000 annually for Ivy Tech Community College (Northwest). Also, other STEM grants will be considered.

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

Most importantly, we will provide plans for sound financials, facilities, governance, community support, accountability to Ball State University, and adhering to the principles of The National Association of Charter School Authorizers (NACSA). Quality and transparency will always be the focus of our charter school. The Budget Worksheets can be found in Attachment 22.



## 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

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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 5<sup>th</sup> – 8<sup>th</sup> Grade Curriculum Sequence

Table 10: Sample 9<sup>th</sup> – 12<sup>th</sup> 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

## Attachment List

Attachment 1: Resumes

Attachment 2: Sample Curriculum

Page | 81 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 7: Discipline Policy

Attachment 8: Support Letters

Attachment 9: School Leader/Principal Job Description

Attachment 10: Leadership Team Qualifications, Resumes, and Professional Biographies

Attachment 11: Government Documents

Attachment 12: Statement of Assurances

Attachment 13: Organization Structure

Attachment 14: Board Member Information Sheet

Attachment 15: Board Code of Ethics and Conflict of Interest

Attachment 16: Staffing Chart (template 6-a)

Attachment 17: Employee Manual

Attachment 18: Teacher/Leadership Evaluation Tools

Attachment 19: Proof of Commitment - MOU

Attachment 20: Facilities Floor Plan

Attachment 21: School Insurance Coverage

Attachment 22: Budget Worksheets

## **Exhibit List**

Exhibit 1: Massachusetts Science and Technology/Engineering Curriculum Framework

Exhibit 2: Project Lead the Way

Page | 82 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: Guidance for Special Education Local Procedures

Exhibit 9: Independent Contract Agreement

Exhibit 10: Withdrawal Form

Exhibit 11: Board of Trustees Training Manual

Exhibit 12: Town Council of Merrillville and Zoning Newspaper Articles

## Attachment 1 - Resumes

VITA  
**AUGUSTA WARE – DENEAL**  
319 E. 61<sup>ST</sup> 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

## **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'Merial 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
- Atty. Dawn Dawkins: Dawkins Law Firm – East Chicago, Indiana: (219) 808-8310
- Dr. Lavada Brandon: Purdue University Calumet Teachers Preparation Program: (219)  
989-2400

## **Elonda V. Ervin, Ph.D.**

### **HOME ADDRESS:**

4363 S. Hilton Street  
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Terre Haute, Indiana 47802  
[Elonda.Ervin@indstate.edu](mailto:Elonda.Ervin@indstate.edu)  
Cell (219) 985-4960

### **ACADEMIC PREPARATION:**

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

Concentration: Educational Administration

Dissertation: *"I Don't Want to Let People Down Who are Really Counting on Me": A Study of Black Men at a Predominantly White Institution*

Chair: Dr. Mary Howard-Hamilton

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

**Certified Paralegal**, Roosevelt University, Chicago, IN   **1989**

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

### **HIGHER EDUCATION PROFESSIONAL EXPERIENCE:**

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

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

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

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

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

## **HIGHER EDUCATION TEACHING EXPERIENCE:**

<b>Guest Lecturer</b> <i>Indiana State University – Correctional Education Program</i>	<b>Fall 2011</b>
<b>Guest Lecturer</b> <i>Indiana State University – Student Affairs in Higher Education</i>	<b>Fall 2010</b>
<b>Academic Staff</b> <i>Indiana State University – Upward Bound Program</i> Courses developed: Creative writing, Multimedia, Black Heritage Studies	<b>Summer 2007</b>
<b>Adjunct Faculty</b> <i>Purdue Calumet University, Communication Department, Hammond, IN</i> <i>Indiana University Northwest, Communication Department, Gary, IN</i> <i>Ivy Tech State College, General Education, Lafayette, Valparaiso, &amp; Michigan City, IN</i> 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.	<b>1995 – 2007</b>

## **CORPORATE PROFESSIONAL EXPERIENCE:**

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



## UNIVERSITY INVOLVEMENT:

### Dissertation Committee Involvement

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

### Indiana State University Committee Involvement

- *Strategic Planning Goal 6 Initiation 4A – Diversifying the Staff Initiative Chair* 2013 – present
- *African American Alumni Council member* 2012 – present
- **President Diversity Council** 2009 – present
  - *President Diversity Council Chair* 2013
  - *President Diversity Council Co-Chair* 2011 – 2013
  - *Diversity Study for Residential Life Sub-Committee Chair* 2009 – 2010
  - *Student Initiative Sub-Committee* 2010 – 2011
- *Retaining African Students Committee member* 2012 – present
- *Institutional Review Board* 2011 – present
- *All-University Court Appointment* 2009 – 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.
- *Alumni Association Distinguished Alumni Award Committee Member* 2010 – 2013
- *Student Judicial Program Advisor* 2008 – 2013
- *Strategic Planning Goal 6 Initiation 4 – Diversifying the Faculty and Staff Initiative Co-Chair* 2011 – 2013
- *New Student Orientation Committee Member* 2009 – 2012



- *Minority Freshmen Retreat Committee Member* **2008 – 2010**  
The mission of the Freshman Retreat is to assist freshmen with the transition from high school to college and to increase the persistence, retention, and graduation rates of minority students.
  - *Special Emphasis Committee member* **2008 – 2010**  
The special emphasis Self-Study is an option made available to accredited, mature institutions that have a recent history of decennial review cycles in conjunction with their comprehensive evaluation visits and with no major interim monitoring.
  - *Black Leadership Committee member* **2007 – 2010**  
This conference offered students the opportunity to engage in leadership development, through academic and professional success. Primary duties involved the development, administration and correlation of feedback of assessment. My report generated from the assessment can be found at:  
<http://www.indstate.edu/studentaffairsresearch/Microsoft%20Word%20-%20AACC%20town%20hall%20meeting%20REPORT.pdf>.
  - *Alternative Spring Break* **Spring 2009**  
*Atlanta, GA: Refugee Family Services*  
Worked with international refugees through Refugee Family Services (<http://refugeefamilyservices.org>).
  - *African American Cultural Center Task Force* **2008 – 2009**
  - *Staff Advisor (student organizations)*

    - Miss Ebony Scholarship Pageant **2013 – present**
    - **Women of Color Committee** **2013 – present**
    - Omicron Delta Kappa Leadership Society **2009 – present**
    - NAACP **2010 – 2012**
    - Kappa Alpha Psi Fraternity, Inc. **2009 – 2011**
    - Sigma Gamma Rho Sorority, Inc. **2008 – 2011**
    - Disney College Program Student Reps **2008 – 2011**
    - Intellectual Sisters Inspiring Sisters (I.S.I.S.) **2009 – 2011**
    - McNair Scholar Mentor **2009 – 2010**
  - *Search Committee Participation – Indiana State University*

    - Department of Kinesiology, Recreation, & Sport Chair (College of Nursing, Health, and Human Services) **Spring 2014**
    - Department of Kinesiology, Recreation, and Sport
      - Tenure track Exercise Science **Fall 2013/Spring 2014**
      - Tenure track Sport Management **Fall 2013/Spring 2014**
    - Residential Life (Academic Affairs)
      - Executive Director **Spring 2013**

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

#### **COMMUNITY INVOLVEMENT:**

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

#### **PRESENTATIONS/PAPERS:**

Ervin, E. & Childs, C. (2013, October). *ISU's Climate for Diversity: Results of 2013 Diverse Learning Environments Study*. Presenter at the Fall Student Success Conference, Indiana State University, Terre Haute, IN.

Ervin, E. & Huffman, D. (2012, June). *Guiding students to overcome barriers*. Presenter at the National Association of Colleges and Employers Annual Conference, Las Vegas, NV.

Ervin, E. (2010, August). *Why they came? Why they stayed? How Black males persisted in a Predominantly White institution*. Presenter at the Midwest Association of Colleges and Employers Annual Conference, Minneapolis, MN.

Ervin, E. (2010, March). *Why they came? Why they stayed? How Black males persisted in a Predominantly White institution*. Presenter at the Cooperative Education & Internship Association Annual Conference, Boston, MA.

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

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



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

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

Poster Session at the 2008 Undergraduate and Graduate Research Showcase, Indiana State University,  
 Terre Haute, IN.

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

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

### PROFESSIONAL MEMBERSHIPS:

National Conference for Race & Ethnicity	2012 – present
National Association of Diversity Officers in Higher Education	2012 – present
Conference Committee Member	2012 – present
National Association for the Advancement of Colored People	2009 – present
Order of Omega, Indiana State University Chapter	2008 – present
Omicron Delta Kappa, Indiana State University	2008 – present
Midwest Cooperative Education and Internship Association	2009 – 2012
Chair of Awards and Recognition Committee	2010 – 2012
Board of Governors Member	2010 – 2012
National Society of Experiential Education	2010 – 2011
Cooperative Education and Internship Association	2009 – 2011
National Association of Colleges and Employers	2008 – 2012
Indiana Council for Internships and Cooperative Education	2008 – 2012
Executive Board– President	2011 – 2012
Executive Board – President Elect	2010 – 2011
Executive Board – State Director	2010 – 2011
Executive Board – Treasurer	2009 – 2010
2009 Conference Planning Committee Member	2008 – 2009
Council Member	2007 – 2012
Midwest Association of Colleges and Employers	2008 – 2011
Experiential Committee Member	2008 – 2011
Honors and Recognition Committee Chair	2008 – 2009
Diversity Committee Member	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
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20<sup>th</sup> Century Baptist Church Board of Trustee Member – Gary, IN

2005 – present

## **Resume**

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

### **Work Experience**

**1985- 1990**

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

**1990-1996**

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

**1996- 1998**

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

**1998- 2005**

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

**2005-Present**

**Boeing, Integrated Defense Systems, Seattle.  
Procurement Quality Specialist  
Work with suppliers in Iowa, Illinois, Indiana,  
Wisconsin, Minnesota and Ohio conducting Supplier  
Surveillance, Source Inspection, System and Process  
Audits/Assessments, Maintenance Repair and  
Overhaul Audits, FAA Conformities (8130-9s), and FAIs  
in support of multiple Divisions and Programs: P8A,  
AEW&C, Delta IV, B2, C-17, F15.**

## Attachment 10 –Board of Trustees Information Sheet

Resumes can be found in Attachment 1

Full Name	Current Job Title and Employer	Position with Proposed School	Bios
Augusta DeNeal, Ph.D.	Director TRIO Services, Ivy Tech Community College	Board President	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.
Elonda Ervin, Ph.D.	Chief Diversity officer, Indiana State University	Board Member	<p>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.</p> <p>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.</p>
Dwayne Tucker,	Boeing Integrated Defense Systems	Board Member	I am a graduate of Purdue University who majored in Electrical Engineering Technology. I have been working in the aerospace industry for 29 years. I started working at McDonnell Douglas in 1985 and joined the Boeing Company when the two companies merged in 1997. My whole career has been in supplier quality assurance. I have worked with various government defense agencies as well as suppliers which deliver parts to Boeing. I am very excited to get the opportunity to work with STEM schools which are geared towards educating children who will become a

workforce of the new generation of aerospace, automotive, medical and other technology industry workers.

## Attachment 2: Sample Curriculum

NiSe will follow Indiana's new Standards 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

##### 5-6<sup>th</sup> 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. Indiana 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 5<sup>th</sup> 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 12<sup>th</sup> 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 4<sup>th</sup> 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<sup>th</sup> grade.



Computer technology initiatives will start in the 5<sup>th</sup> 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<sup>th</sup> and 6<sup>th</sup> grade lead teacher will continuously meet to plan out curriculum and activities centered on enrolled 5<sup>th</sup> graders and to evaluate student progression.

### **7<sup>th</sup> Grade Curriculum**

Students are taught by specialized teachers in the same areas listed for the fifth and six graders. However, students in the 7<sup>th</sup> 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<sup>th</sup> 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<sup>th</sup> grade, college or cultural tours will be provided for these students.

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

### **8<sup>th</sup> Grade Curriculum**

Students are taught by specialized teachers in the same areas listed for the 6<sup>th</sup> and 7<sup>th</sup> graders. However, students in the 8<sup>th</sup> 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<sup>th</sup> 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<sup>th</sup> grade, college or cultural tours will be provided for these students.

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

## NiSe Charter School Proposed Curriculum

### Sequence - 40 Credits required for Graduation 9-12<sup>th</sup> Grade

<b>Indiana Requirements 40 Total State Requirements and General High School</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>English/Language Arts (8) General (8)</b>	English 9 English 9 Honors	English 10 English 10 Honors	English 11 English 11 Honors	English 12 English 12 Honors Creative Writing
<b>Mathematics (6) General (4)</b>	Business Math Pre-Algebra Algebra 1 Honors	Pre-Algebra Algebra I Geometry Geometry Honors	Algebra I Geometry Adv. Algebra/Trig	Geometry Adv. Algebra/Trig Calculus
<b>Science (6) General (4)</b>	Earth Science Earth Science Honors	Biology Biology Honors Earth Science	Chemistry Chemistry Honors Biology	Chemistry Anatomy/ Physiology*
<b>Social Studies (6) General (4)</b>	U.S. History	U.S. Government	Economics	Psychology* Sociology*
<b>Directed Electives (5)</b>	Japanese I Chinese Spanish I	Japanese I Japanese II Chinese I Chinese II Spanish I Spanish II	Japanese I Japanese II Japanese III Chinese I Chinese II Chinese III Spanish I Spanish II Spanish III	Japanese II Japanese III Japanese IV Chinese II Chinese III Chinese IV Spanish II Spanish III Spanish IV
<b>Physical Education (2)</b>	Physical Education Yoga	Physical Education Yoga	Physical Education Yoga	Physical Education Yoga
<b>Health &amp; Wellness (1)</b>	Gardening I Health I Food I Life Skills I	Gardening II Health II Food II Life Skills II	Gardening III Health III Food III Life Skills III	Nutrition*
<b>Electives (6) General (6) General Flex Credits (5)</b>	Computer Fundamentals Evolution and Creation	CAD I*	CAD II - *DC	Externship**
	Computer Fundamentals	Engineering I*	Engineering II*	Externship**
	Computer Fundamentals	Anatomy Physiology I*	Anatomy Physiology II*	Externship**

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

\*\*STEM Externship

### NiSe Stem (TRACK) Curricula

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

Parent/Student Interview and signed contract before placed in the 9<sup>th</sup> 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.

<b>6-7</b>	<b>8<sup>TH</sup></b>	<b>9TH</b>	<b>10TH</b>	<b>11TH</b>	<b>12TH</b>	<b>Practicum</b>
<b>SCIENCE Level 1 and 2 (Basic Science)</b>	Pre-Anatomy (Level 3)	Science	Anatomy I	Anatomy 2	Anatomy 3	Internship/Externship Before High School Graduation
<b>TECHNOLOGY Level 1 and 2 (Basic Technology)</b>	Pre-CAD 3	CAD 1	CAD 2	CAD 3	Robotics/ Comp. Forensics	Internship/Externship Before High School Graduation
<b>ENGINEERING Level 1 and 2 (Basic Engineering)</b>	Pre- Engineering 3	Eng. 1	Eng. 2	Robotics	Comp. Forensics	Internship/Externship Before High School Graduation
<b>MATHEMATICS Level 1 and 2 (Basic Arithmetic)</b>	Pre-Math	Algebra 1	Algebra 2	Algebra 3	Geometry Pre-Cal	Internship/Externship Before High School Graduation

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

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

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

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

### Attachment 3 – A Sample Course Scope and Sequence for One Subject – Elementary Science Grade 6

Indiana Academic Standards for Science subjects define what students should understand and be able to do by the end of each grade span. Below is a sample course scope and sequence for Science proposed in the application.

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 6<sup>th</sup> grade generalize, and that the breadth and complexity of their generalizations increases with mental maturity and understanding. The question to ask how can we assure that generalization by the students will lead to good outcomes and alignment with the standards.

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

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

Student generalization and deductions required from the standards 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.

### Observation or Happening

### Generalization of Explanation

#### 5-6<sup>th</sup> Grade

Plants turn toward the window	Plants turn toward the window to get light because light makes them strong
	Plants bend to the window to get light because they must stay green
Plants turn toward the window to get light	Plants get yellow and die in the dark because they have no light to make food
Plants bend to the window to get light	In the dark the plant would lose all of the food in it and then get yellow and die

#### 7<sup>th</sup> Grade

Plants turn toward the sun	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
The plant follows the sun	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

#### 8<sup>th</sup> grade

Plants turn toward the light	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
<u>Standard</u> - By the end of grade 8, read and comprehend [science] texts in the grades 6-8 text complexity band independently and proficiently	

#### 9-12<sup>th</sup> grade

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	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
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<p>science. It offers opportunity for students to help in constructing, assembling, caring for and developing materials of instruction</p>	<p>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.</p> <p>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.</p>
<p><u>Standard</u> - 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.</p> <p>Reading - developing appreciation of scientific method through biography</p>	<p>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</p>

\*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 Standards to be considered for admission to Indiana's four – year colleges. Listed below are the Indiana requirements:

Language Arts	8 credits in Literature, Composition, and Speech
Mathematics	6-8 credits of Algebra I, Geometry, Algebra II, Discrete Math, Pre-Calculus, Calculus, and Probability Statistics
Science	6 credits in laboratory science: 2 Biology; 2 Chemistry, Physics, or Earth Science; and 2 additional credits from advanced eels 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)
Heath/Safety	1 credit

### Minimum Graduation Requirements

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

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

### Sample: Aim highest achievement goal for all grades

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



➤ Acquisition of secondary and postsecondary educational course credit hours	➤ Computer applications	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
➤ Providing students with foundational training of their choice in Science, Technology, Engineering or Mathematics	9 <sup>th</sup> Grade		<u>Reading</u> 1. Word 2. Recognition 3. Vocabulary 4. Development 5. Comprehensive 6. Application
➤ Providing continuous academic support	➤ Algebra ➤ Biology ➤ Chemistry		<u>Writing</u> 1. Applications 2. Process 3. Conventions
➤ Administration of pre and post-tests	➤ Geometry ➤ Computer Applications ➤ Required Reading ➤ Science Projects ➤ STEM Dual Credit		<u>Speaking &amp; Listening</u>

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)

5 – 8

9 - 12

Language /Arts	English
Reading	Math (ALG 1, ALG 2, TRIG, CALCULUS)
Math	Science
Science	Experiential Learning (PLTW)
Social Studies	Social Studies/History
Physical Education	Computer Tech
Experiential Learning (PLTW)	
Computer Tech	
Foreign Language	
Electives	

Weekly

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

STEM block consist of Science, Technology, Engineering and Math

## Calendar for School Year – June 2015 to June 2016

### June 2015

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

### July 2015

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

### August 2015

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

### September 2015

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

### October 2015

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

## November 2015

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

## December 2015

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

## January 2016

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

## February 2016

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

## March 2016

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

## April 2016

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

## May 2016

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

## June 2016

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

**Teacher's Summer Institute**

**Holiday/School Breaks**

**School Starts**

**Professional Development (teachers/staff – 1-hour twice monthly – students leave early)**

**School Ends**

**Spring Break**

**Report Card Pick Up**

December 9-12<sup>th</sup> grades

January 6-8<sup>th</sup> grades

March 5<sup>th</sup> grade

**Summer School**

## 2015 Holidays and Observances

Jan 1	New Year's Day	Jul 4	Independence Day
Jan 19	Martin Luther King Day	Sep 7	Labor Day
Feb 14	Valentine's Day	Oct 12	Columbus Day (Most regions)
Feb 16	Presidents' Day	Oct 31	Halloween
Apr 5	Easter Sunday	Nov 11	Veterans Day
May 10	Mother's Day	Nov 26	Thanksgiving Day
May 25	Memorial Day	Dec 24	Christmas Eve
Jun 21	Father's Day	Dec 25	Christmas Day
Jul 3	'Independence Day' observed	Dec 31	New Year's Eve

## 2016 Holidays and Observances

Jan 1	<a href="#">New Year's Day</a>	May 30	<a href="#">Memorial Day</a>	Nov 11	<a href="#">Veterans Day</a>
Jan 18	<a href="#">Martin Luther King Day</a>	Jun 19	<a href="#">Fathers' Day</a>	Nov 24	<a href="#">Thanksgiving Day</a>
Feb 14	<a href="#">Valentine's Day</a>	Jul 4	<a href="#">Independence Day</a>	Dec 24	<a href="#">Christmas Eve</a>
Feb 15	<a href="#">Presidents' Day</a>	Sep 5	<a href="#">Labor Day</a>	Dec 25	<a href="#">Christmas Day</a>
Mar 27	<a href="#">Easter Sunday</a>	Oct 10	<a href="#">Columbus Day (Most regions)</a>	Dec 26	<a href="#">'Christmas Day' observed</a>
Apr 13	<a href="#">Thomas Jefferson's Birthday</a>	Oct 31	<a href="#">Halloween</a>	Dec 31	<a href="#">New Year's Eve</a>
May 8	<a href="#">Mothers' Day</a>	Nov 8	<a href="#">Election Day</a>		

### **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, 2015**

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 2019. If the school is undersubscribed, children will be accepted into admission. If the school is oversubscribed in any year, they will be entered in a lottery and all lottery policies will apply.

### **Enrollment**

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

1. Student application
2. Waiver of liability
3. Physical
4. Birth certificate
5. Social security card
6. Proof of residence

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

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 learning activities.

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

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

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

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

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

### **Discipline Policy**

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

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

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

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

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

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

### **Category 1**

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

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

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

## Category 2

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

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

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

## Category 3

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

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

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

### **In School Disciplinary Actions**

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

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

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

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

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

### **Out-of-School Suspensions are Classified as:**

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

### **Secret Society/Gang Activity**

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

### **Gang Symbols**

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

### **Vandalism**

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

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

### **Violent and Aggressive Behavior**

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

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

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

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

The following behaviors are defined as violent and aggressive:

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

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

### **Bullying Prevention and Behavior**

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

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

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

### **Weapons in School or on School Grounds**

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

### **Student Searches**

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



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

### **Search of School Property**

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

### **Seizure of Items**

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

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

### **Discipline of Special Education Students**

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

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

### **Distribution of Discipline Policy**

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



## Attachment 8 – Support Letters



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

September 4, 2014

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

To the Organizing Board of NiSe STEM Academy:

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

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

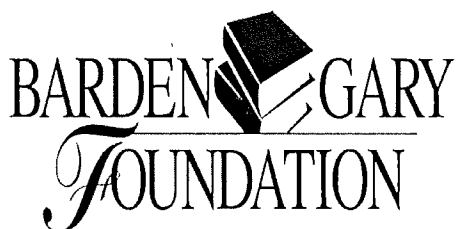
Ivy Tech Community College is committed to supporting a STEM school in our community by offering resources such as dual credit courses, in-kind services, presentations, and student referrals.

Sincerely,

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

Thomas G. Coley, Ph.D.  
Chancellor

220 DEARBORN BOULEVARD  
SCOTT DEARBORN, IN 46081  
317.229.7000 EXT. 4000



July 17, 2013

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

To the Organizing Board of NiSe STEM Academy:

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

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

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

Respectfully yours,

*Chareice White*

Chareice White  
President  
Barden Gary Foudnation



IVY TECH  
COMMUNITY COLLEGE

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

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



## CHRISTIAN REVIVAL CENTER

PASTOR M.I. OTANO MESSAGE CENTER 219.980.0229  
805 W. 57TH AVE. | MERRILLVILLE, IN 46410

TRON/AGEK<sup>2</sup> Educational Foundation, Inc.  
319 East 60<sup>th</sup> Drive  
Merrillville, IN 46410

January 31, 2013

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

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

Sincerely,

Pastor, Michael L. Otano

THE CHURCH YOU'VE BEEN LOOKING FOR

REVIVAL SERVICE @ 2:00 P.M. SUNDAYS | HIGHER LEARNING @ 7:00 P.M. WEDNESDAYS



## OFFICE OF THE MAYOR

KAREN FREEMAN-WILSON  
MAYOR

Phone 219.881.1302  
Fax 219.881.1337

July 25, 2012

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

Dear Mr. Huston:

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

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

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

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

Sincerely,

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





July 12, 2012

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

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

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

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

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

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

Best Regards,

*Art Russell*

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

# LAUREL CHURCH

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

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

July 12, 2012

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

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

Sincerely,

Wendy Howard  
Laurel Church Administrator

*Prestige Preparatory Academy of The Arts Child Care*  
900 ARIZONA STREET GARY, IN 46403  
Dr. Mary Steele-Agee, President/ CEO (219) 938-8949

**Letter of Support**

June 20, 2012

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

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

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

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

Sincerely,

---

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



**ANITA UGENT**  
*School Psychologist*

1049 Heather Lane  
Munster, IN 46321

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

April 19, 2012

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

To the Organizing Board of NiSe STEM Academy:

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

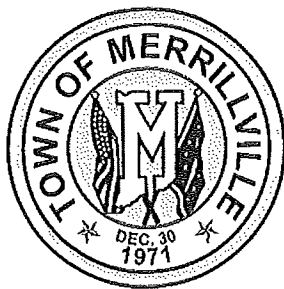
Working in the community as I do with a number of schools and agencies, I have witnessed the need for students with science, technology, engineering, technology (STEM) degrees and the lack of students to fit this requirement. A STEM school in our area would provide an educational service to the children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

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

Respectfully yours,



Anita Ugent, M.A., NCSP  
School Psychologist



## Town of Merrillville

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

**RICHARD L. HARDAWAY**

Town Councilman Ward 2

October 28, 2011

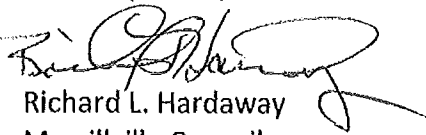
Dr. Augusta DeNeal, Board President  
TRON/AGEK Educational Foundation, Inc.  
319 East 60<sup>th</sup> Drive  
Merrillville, IN 46410

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 21<sup>st</sup> 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 26<sup>th</sup>, 2011

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

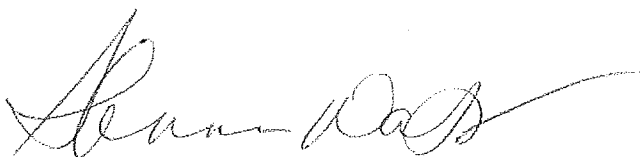
Greetings, Dr. DeNeal,

I am pleased to support the Northwest Indiana STEM Charter School (NiSe). It has been proven that STEM training and education is necessary for the 21<sup>st</sup> 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,

A handwritten signature in cursive script, appearing to read "Shannon Watson", written in dark ink.

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](mailto:swatson29@ivytech.edu)



Phone · 219 938 3318  
Fax · 219 944 9660

September 14, 2011

Augusta Deneal, PhD  
Director  
Educational Talent Search (TRIO)  
Ivy Tech Community College  
1440 East 35<sup>th</sup> Avenue  
Gary, IN 46409

Dear Dr. Deneal:

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

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

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

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

In Partnership,

Val Carr  
Board Chair



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

T: 219.972.4528  
F: 219.972.4530  
ty2588@att.com  
www.att.com

November 2, 2001

Dr. Augusta DeNeal, Board President  
TRON/AGEK Educational Foundation, Inc.  
319 East 60<sup>th</sup> 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 21<sup>st</sup> 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 – Principal Job Description**

The qualifications required for the School Principal 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 Principal must create cooperative partnerships with the student, staff, parents and community partners. The Principal has not been identified. The 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 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

Full Name	Current Job Title and Employer	Position with Proposed School	Bios
Augusta DeNeal, Ph.D.	Director TRIO Services, Ivy Tech Community College	Board President	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.
Elonda Ervin, Ph.D.	Chief Diversity officer, Indiana State University	Board Member	<p>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.</p> <p>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.</p>
Dwayne Tucker,	Boeing Integrated Defense Systems	Board Member	I am a graduate of Purdue University who majored in Electrical Engineering Technology. I have been working in the aerospace industry for 29 years. I started working at McDonnell Douglas in 1985 and joined the Boeing Company when the two companies merged in 1997. My whole career has been in supplier quality assurance. I have worked with various government defense agencies as well as suppliers which deliver parts to Boeing. I am very excited to get the opportunity to work with STEM schools which are geared towards educating children who will become a



workforce of the new generation of aerospace, automotive, medical and other technology industry workers.

## **Attachment 11 – Government Documents**

# **BYLAWS OF TRON-AGEK EDUCATIONAL FOUNDATION, INC.**

### **ARTICLE I - ORGANIZATION**

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

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

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

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

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

### **ARTICLE II - BOARD OF DIRECTORS**

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

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

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

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

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

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

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

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

Section 5. Notice of Meetings.

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

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

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

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

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

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

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

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

Section 10. Number and Term of Directors.

(A) The initial Board of Directors shall be composed of seven in number. The term of office of directors shall expire 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 my prescribe.

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

Section 7. Delegation of Authority. In case of the absence of any officer of the corporation,

or for any other reason that the Board of Directors may deem sufficient, the Board of Directors may delegate the powers or duties of such officer to any other officer or to any director, for the time being, provided a majority of the entire Board of Directors concurs therein.

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

#### **ARTICLE IV - CORPORATE BOOKS AND RECORDS**

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

#### **ARTICLE V - AMENDMENTS**

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

#### **ARTICLE VI - FISCAL YEAR**

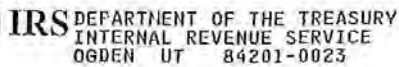
Section 1. Fiscal Year. The fiscal year of the corporation shall begin on the first day of July in each year and end on the thirtieth day of June in each year.

#### **ARTICLE VII- ANY CONFLICTS WITH REGULATORY AGREEMENTS**

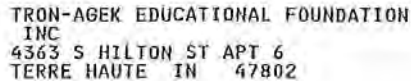
It is understood that In the event the terms of the Regulatory Agreement conflicts with the terms of any of the organizational documents, then the Regulatory Agreement takes precedence.

#### **ARTICLE VIII – DISSOLUTION OF THE CORPORATION**

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



U1|U2|U3|U4|U5|U6|U7|U8|U9|U10|U11|U12|U13|U14|U15|U16|U17|U18|U19|U20|U21|U22|U23|U24|U25|U26|U27|U28|U29|U30|U31|U32|U33|U34|U35|U36|U37|U38|U39|U40|U41|U42|U43|U44|U45|U46|U47|U48|U49|U50|U51|U52|U53|U54|U55|U56|U57|U58|U59|U60|U61|U62|U63|U64|U65|U66|U67|U68|U69|U70|U71|U72|U73|U74|U75|U76|U77|U78|U79|U80|U81|U82|U83|U84|U85|U86|U87|U88|U89|U90|U91|U92|U93|U94|U95|U96|U97|U98|U99|U100|U101|U102|U103|U104|U105|U106|U107|U108|U109|U110|U111|U112|U113|U114|U115|U116|U117|U118|U119|U120|U121|U122|U123|U124|U125|U126|U127|U128|U129|U130|U131|U132|U133|U134|U135|U136|U137|U138|U139|U140|U141|U142|U143|U144|U145|U146|U147|U148|U149|U150|U151|U152|U153|U154|U155|U156|U157|U158|U159|U160|U161|U162|U163|U164|U165|U166|U167|U168|U169|U170|U171|U172|U173|U174|U175|U176|U177|U178|U179|U180|U181|U182|U183|U184|U185|U186|U187|U188|U189|U190|U191|U192|U193|U194|U195|U196|U197|U198|U199|U200|U201|U202|U203|U204|U205|U206|U207|U208|U209|U210|U211|U212|U213|U214|U215|U216|U217|U218|U219|U220|U221|U222|U223|U224|U225|U226|U227|U228|U229|U230|U231|U232|U233|U234|U235|U236|U237|U238|U239|U240|U241|U242|U243|U244|U245|U246|U247|U248|U249|U250|U251|U252|U253|U254|U255|U256|U257|U258|U259|U260|U261|U262|U263|U264|U265|U266|U267|U268|U269|U270|U271|U272|U273|U274|U275|U276|U277|U278|U279|U280|U281|U282|U283|U284|U285|U286|U287|U288|U289|U290|U291|U292|U293|U294|U295|U296|U297|U298|U299|U300|U301|U302|U303|U304|U305|U306|U307|U308|U309|U310|U311|U312|U313|U314|U315|U316|U317|U318|U319|U320|U321|U322|U323|U324|U325|U326|U327|U328|U329|U330|U331|U332|U333|U334|U335|U336|U337|U338|U339|U340|U341|U342|U343|U344|U345|U346|U347|U348|U349|U350|U351|U352|U353|U354|U355|U356|U357|U358|U359|U360|U361|U362|U363|U364|U365|U366|U367|U368|U369|U370|U371|U372|U373|U374|U375|U376|U377|U378|U379|U380|U381|U382|U383|U384|U385|U386|U387|U388|U389|U390|U391|U392|U393|U394|U395|U396|U397|U398|U399|U400|U401|U402|U403|U404|U405|U406|U407|U408|U409|U410|U411|U412|U413|U414|U415|U416|U417|U418|U419|U420|U421|U422|U423|U424|U425|U426|U427|U428|U429|U430|U431|U432|U433|U434|U435|U436|U437|U438|U439|U440|U441|U442|U443|U444|U445|U446|U447|U448|U449|U450|U451|U452|U453|U454|U455|U456|U457|U458|U459|U460|U461|U462|U463|U464|U465|U466|U467|U468|U469|U470|U471|U472|U473|U474|U475|U476|U477|U478|U479|U480|U481|U482|U483|U484|U485|U486|U487|U488|U489|U490|U491|U492|U493|U494|U495|U496|U497|U498|U499|U500|U501|U502|U503|U504|U505|U506|U507|U508|U509|U510|U511|U512|U513|U514|U515|U516|U517|U518|U519|U520|U521|U522|U523|U524|U525|U526|U527|U528|U529|U530|U531|U532|U533|U534|U535|U536|U537|U538|U539|U540|U541|U542|U543|U544|U545|U546|U547|U548|U549|U550|U551|U552|U553|U554|U555|U556|U557|U558|U559|U560|U561|U562|U563|U564|U565|U566|U567|U568|U569|U570|U571|U572|U573|U574|U575|U576|U577|U578|U579|U580|U581|U582|U583|U584|U585|U586|U587|U588|U589|U590|U591|U592|U593|U594|U595|U596|U597|U598|U599|U600|U601|U602|U603|U604|U605|U606|U607|U608|U609|U610|U611|U612|U613|U614|U615|U616|U617|U618|U619|U620|U621|U622|U623|U624|U625|U626|U627|U628|U629|U630|U631|U632|U633|U634|U635|U636|U637|U638|U639|U640|U641|U642|U643|U644|U645|U646|U647|U648|U649|U650|U651|U652|U653|U654|U655|U656|U657|U658|U659|U660|U661|U662|U663|U664|U665|U666|U667|U668|U669|U670|U671|U672|U673|U674|U675|U676|U677|U678|U679|U680|U681|U682|U683|U684|U685|U686|U687|U688|U689|U690|U691|U692|U693|U694|U695|U696|U697|U698|U699|U700|U701|U702|U703|U704|U705|U706|U707|U708|U709|U710|U711|U712|U713|U714|U715|U716|U717|U718|U719|U720|U721|U722|U723|U724|U725|U726|U727|U728|U729|U730|U731|U732|U733|U734|U735|U736|U737|U738|U739|U740|U741|U742|U743|U744|U745|U746|U747|U748|U749|U750|U751|U752|U753|U754|U755|U756|U757|U758|U759|U760|U761|U762|U763|U764|U765|U766|U767|U768|U769|U770|U771|U772|U773|U774|U775|U776|U777|U778|U779|U780|U781|U782|U783|U784|U785|U786|U787|U788|U789|U790|U791|U792|U793|U794|U795|U796|U797|U798|U799|U800|U801|U802|U803|U804|U805|U806|U807|U808|U809|U810|U811|U812|U813|U814|U815|U816|U817|U818|U819|U820|U821|U822|U823|U824|U825|U826|U827|U828|U829|U830|U831|U832|U833|U834|U835|U836|U837|U838|U839|U840|U8



02350

IF YOU WRITE, ATTACH THE  
STUB OF THIS NOTICE.

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

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

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

**IMPORTANT REMINDERS:**

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

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

State of Indiana  
Office of the Secretary of State

CERTIFICATE OF INCORPORATION  
of

TRON-AGEK EDUCATIONAL FOUNDATION, INC.

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

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



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

*Charles P. White*

CHARLES P. WHITE,  
SECRETARY OF STATE

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RECEIVED 09/21/2011 05:24 PM

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

**ARTICLES OF INCORPORATION**

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

**ARTICLE I - NAME AND PRINCIPAL OFFICE**

TRON-AGEK EDUCATIONAL FOUNDATION, INC.

319 E. 60TH DRIVE, MERRILLVILLE, IN 46410

**ARTICLE II - REGISTERED OFFICE AND AGENT**

AUGUSTA DENEAL

319 E. 60TH DRIVE, MERRILLVILLE, IN 46410

**ARTICLE III - INCORPORATORS**

ELONDA ERVIN

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

Signature: //ELONDA ERVIN

**ARTICLE IV - GENERAL INFORMATION**

Effective Date: 9/21/2011

Type of Corporation: Public Benefit Corporation

Does the corporation have members?: Yes

**The purposes/nature of business**

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

**Distribution of assets on dissolution or final liquidation**

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

WHICH ARE ORGANIZED AND OPERATED EXCLUSIVELY FOR SUCH CHARITABLE PURPOSES.

**Attachment 12 – Statement of  
Assurances**

**B. Assurance and Signature(s)**

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

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

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

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

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

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

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

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

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

Northwest Indiana Science & Engineering Charter School  
Name of Proposed Charter School

Augusta DeH...  
Date of Signature

Augusta DeH...  
Signature of Organizer

9/8/14  
Name of Organizer

P.O. Box 11381  
Address of Organizer

Merrillville, IN 46411  
City and State of Organizer

Attachment 13: Organization Structure for Year One all Full-time Employees

TRON/AGEK'  
Educational Foundation  
Board of Trustees

PRINCIPAL

CORE 40  
Team Lead (full-time)

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

SPEC /ESL  
Team Lead (full-time)

Counselor / RtI  
(full-time)

HR/Finance  
Manager  
(full-time)

Assessment  
Coordinator/Data  
Specialist  
(full-time)

Facilities Manager  
(full-time)

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

Science,  
Technology,  
Engineering,  
Math

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

Part-time Staff:

- 4 (four) teaching staff year one
- 1(one) additional teaching staff year two
- Custodian

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

As part of the application for a new charter school, each prospective board member must 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 Science and Engineering (NiSe) Charter School, in collaboration with students, parents, and the community, endeavors to foster a school environment to create a challenging and supportive organization of lifelong learners. It is our mission to actively engage the students, faculty, parents and community to work together to provide an education empowering students with a science, technology, engineering and 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. Serve on the TRON AGEK Educational Foundation Board for a term of 2 or 3-year term (to be determined based on need of Board)
2. Behave ethically and responsibility
3. Oversee all aspects of the School, including its control and accountability systems, and along with the Principal approves the expenditure and capital budgets
4. Review yearly performance of the school administration team



5. Develop and maintain healthy relationships with key stakeholders and develop effective communication channels
6. Ensure a strategic approach to the school's future by recommending major goals, policy frameworks and strategies
7. Set the tone and the ethical standards of the school and monitor adherence to them
8. Review plans and budgets established by school management
9. Approve all material expenditures outside the budget
10. Anticipate problems as much as possible and act to diffuse issues
11. Establish committees where appropriate
12. Review and monitor adherence to systems of risk management, governance compliance and legal compliance
13. Provide administrative oversight relative to educational policies and programs
14. Recognize and conform to the legal mandates imposed by state and federal laws
15. Conduct annual review of the Board's own performance
16. 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)  
☐
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.  
Served on several boards in the Northwest Indiana community. Recently served on the board for 21<sup>st</sup> Century Charter School, Gary, Indiana.
4. Describe the specific knowledge and experience that you would bring to the board.  
Experience and doctoral training.



## Disclosures

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

☐ I do not know any such trustees

☒ Yes

Dwayne Tucker – community member

Elonda Ervin - sibling

2. Indicate whether you know any family member who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

☒ I do not know any such employees

☐ Yes

3. Indicate whether you know of any family 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 do not know any such employees

☐ Yes

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

☒ I / we do not know any such employees

☐ Yes

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

☒ None ☐ Yes

## Certification

I, Augusta DeNeal, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for the Northwest Indiana Science and Engineering (NiSe) Charter School is true and correct in every respect.

Augusta DeNeal \_\_\_\_\_ 9-8-14 \_\_\_\_\_

Signature

Date

## AUTHORIZATION FOR BACKGROUND CHECK

(Please read and sign this form in the space provided below. Your written authorization is necessary for completion of the process.)

I, Augusta DeNeal\_\_, hereby authorize TRON AGEK Educational Foundation to investigate my background and qualifications for purposes of evaluating whether I am qualified to hold a position on the Board of Trustees. I understand that TRON AGEK Educational Foundation will utilize an outside firm or firms to assist it in checking such information, and I specifically authorize such an investigation by information services and outside entities of the company's choice. I also understand that I may withhold my permission and that in such a case, no investigation will be done, and my application to become a Board Member will not be processed further.

Augusta DeNeal

Signature

Date 9-8-14

Augusta DeNeal

Name – **Printed**

**Current** Address, City, State, Zip

\_\_\_\_\_  
**Prior** Address, City, State, Zip

**Date of Birth** (MM/DD/YYYY)

(219)381-8287

**Telephone number**

## **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\*:

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

\* Adopted from <http://Board.sbcisd.net/2011/07/code-of-ethics/>

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

\_\_\_\_ Augusta DeNeal \_\_\_\_\_  
Name

\_\_\_\_ Augusta DeNeal \_\_\_\_\_ 9-8-14 \_\_\_\_\_  
Signature Date

### **Conflict of Interest Policy**

The proper governance of NiSe Charter School depends upon the active participation of its Board of Trustees. It is important for the Board of Trustees 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 and Code of Ethics Policy whenever they are carrying out functions for or representing NiSe. In this role, each has a duty of loyalty to the NiSe Charter School. The duty of loyalty generally requires a Board Member to prefer the interests of NiSe over the Board Member's interests. In addition Board Member 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.

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

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

1. Each Board Member shall maintain the highest level of ethical conduct and shall exercise the highest standard of care, diligence and prudence when conducting any activity on behalf of NiSe Charter School Board.
2. In the event any Board Members or member of his/her immediate family has a personal or business interest in, or is involved in any way with, an organization with which the Board is considering a business contract, such interest or involvement shall be disclosed to the Board.

3. In such event, the interested Board Members is prohibited from monetary gain in regards to TRON AGEK Educational Foundation and/or NiSe Charter School financial/business dealings.
4. The minutes of the meeting shall indicate that the interested director disclosed the interest or involvement in the matter being considered by the Board, recuse herself/himself from the discussion, and abstained from voting the matter. All business dealings with that entity shall cease on the grounds of conflict of interest.

**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.**

\_\_\_\_\_  
Augusta DeNeal  
Name

\_\_\_\_\_  
*Augusta DeNeal*  
Signature

9-8-14  
Date



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

As part of the application for a new charter school, each prospective board member must 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 Science and Engineering (NiSe) Charter School, in collaboration with students, parents, and the community, endeavors to foster a school environment to create a challenging and supportive organization of lifelong learners. It is our mission to actively engage the students, faculty, parents and community to work together to provide an education empowering students with a science, technology, engineering and 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. Serve on the TRON AGEK Educational Foundation Board for a term of 2 or 3-year term (to be determined based on need of Board)
2. Behave ethically and responsibility
3. Oversee all aspects of the School, including its control and accountability systems, and along with the Principal approves the expenditure and capital budgets
4. Review yearly performance of the school administration team

5. Develop and maintain healthy relationships with key stakeholders and develop effective communication channels
6. Ensure a strategic approach to the school's future by recommending major goals, policy frameworks and strategies
7. Set the tone and the ethical standards of the school and monitor adherence to them
8. Review plans and budgets established by school management
9. Approve all material expenditures outside the budget
10. Anticipate problems as much as possible and act to diffuse issues
11. Establish committees where appropriate
12. Review and monitor adherence to systems of risk management, governance compliance and legal compliance
13. Provide administrative oversight relative to educational policies and programs
14. Recognize and conform to the legal mandates imposed by state and federal laws
15. Conduct annual review of the Board's own performance
16. 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)  
☐
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.  
*Served on Nise Board past 4 years*
4. Describe the specific knowledge and experience that you would bring to the board.  
*Diversity training*  
*Transition from K-12 to college*  
*Higher Ed experience*  
*Budget experience*  
*Trainer experience*



### Disclosures

1. Indicate whether you know any of 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  
*Augusta DeNeal - sister*  
*Swaine Tucker - colleague*
2. Indicate whether you know any family member who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
☒ I do not know any such employees ☐ Yes
3. Indicate whether you know of any family 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 do not know any such employees ☐ Yes
4. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.  
☒ I do not know any such employees ☐ Yes
5. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.  
☒ None ☐ Yes

### Certification

I, Elonda Ervin, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for the Northwest Indiana Science and Engineering (NiSe) Charter School is true and correct in every respect.

Signature

Date



## AUTHORIZATION FOR BACKGROUND CHECK

(Please read and sign this form in the space provided below. Your written authorization is necessary for completion of the process.)

I, Elonda E. Eason, hereby authorize TRON AGEK Educational Foundation to investigate my background and qualifications for purposes of evaluating whether I am qualified to hold a position on the Board of Trustees. I understand that TRON AGEK Educational Foundation will utilize an outside firm or firms to assist it in checking such information, and I specifically authorize such an investigation by information services and outside entities of the company's choice. I also understand that I may withhold my permission and that in such a case, no investigation will be done, and my application to become a Board Member will not be processed further.

Signature

9-9-14  
Date

Elonda Ervin  
Name - Printed

**Current Address, City, State, Zip**

**Prior Address, City, State, Zip**

**Date of Birth** (MM/DD/YYYY)

( 219 ) 985 - 4960

**Telephone number**

### **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\*:

- Refrain from using my Board position for personal, financial, or partisan gain
- Bring about desired changes through legal and ethical procedures, upholding and enforcing all laws, Indiana Board of Education rules, and court orders pertaining to schools
- Make decisions in terms of the educational welfare of all children attending NiSe, regardless of ability, race, creed, sex, or social standing
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- Attend all regularly scheduled Board meetings insofar as possible and become informed concerning the issues to be considered at those meetings
- Delegate authority for the administration of the school to the School Principal
- Endeavor to make policy recommendations only after full discussion at publicly held Board meetings, and render all recommendations based on the available facts and refuse to surrender that judgment to individuals or special groups
- Encourage the free expression of opinion by all Board members and seek systematic communications between the Board, students, staff, and community
- Keep informed of current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by my state and national school Board associations

\* Adopted from <http://Board.sbcisd.net/2011/07/code-of-ethics/>

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

Florida Evelyn

Name

[Signature]

Signature

9-9-14

Date

### **Conflict of Interest Policy**

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*Elonda Ervin*

Name



Signature

*9-9-14*

Date

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4. Review yearly performance of the school administration team



5. Develop and maintain healthy relationships with key stakeholders and develop effective communication channels
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X ☐
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.  
X ☐ 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.  
None
4. Describe the specific knowledge and experience that you would bring to the board.  
Boeing Engineer

## Disclosures

1. Indicate whether you know any of 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  
Charter application
2. Indicate whether you know any family member 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 know of any family 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.  
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☒ I / we do not know any such employees ☐ Yes
5. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.  
☒ None ☐ Yes

## Certification

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

Dwayne Tucker  
Signature

9-17-14  
Date

## AUTHORIZATION FOR BACKGROUND CHECK

(Please read and sign this form in the space provided below. Your written authorization is necessary for completion of the process.)

I, Dwayne Tucker, hereby authorize TRON AGEK Educational Foundation to investigate my background and qualifications for purposes of evaluating whether I am qualified to hold a position on the Board of Trustees. I understand that TRON AGEK Educational Foundation will utilize an outside firm or firms to assist it in checking such information, and I specifically authorize such an investigation by information services and outside entities of the company's choice. I also understand that I may withhold my permission and that in such a case, no investigation will be done, and my application to become a Board Member will not be processed further.

Dwayne Tucker

Signature

09/17/2014

Date

Dwayne Tucker

Name – **Printed**

7601 Morton Street, Merrillville, IN 46410

**Current** Address, City, State, Zip

\_\_\_\_\_  
**Prior** Address, City, State, Zip

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
**Date of Birth** (MM/DD/YYYY)

( 219 ) 613 - 3661

**Telephone number**



### **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\*:

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**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.**

\_\_\_\_\_  
Dwayne Tucker  
Name

Dwayne Tucker-----

9-17-

14

Signature

Date

### **Conflict of Interest Policy**

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**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.**

Dwayne Tucker  
Name

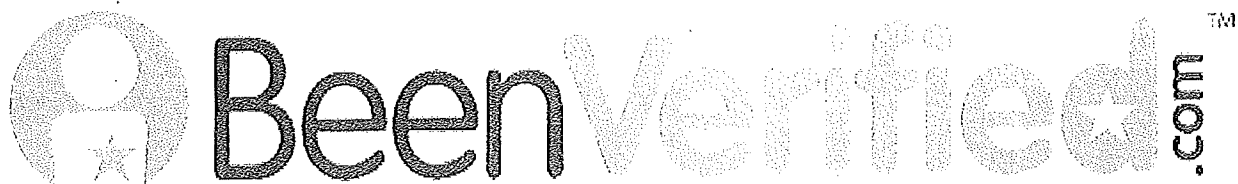
9-17-

Dwayne Tucker

14

Signature

Date



# Augusta Ware Deneal

Generated on: 07/25/2013

**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.

## Table of Contents

Summary	3
Property	3
Criminal Records	3
Relatives	5
Associates	5
Professional Contact Info	7

## Likely Matches:

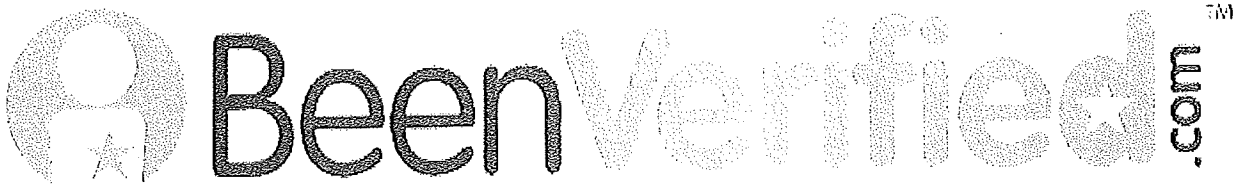
These records have the same name and date of birth as the person you selected. In most cases, this is a strong indicator that the person you selected is also the person in the result below.

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.

No results.



Elonda V Ervin

Generated on: 07/25/2013

**Please remember, you are restricted from using BeenVerified for:**

Employment Screening:

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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

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

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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.

No results.



- [All Searches](#)
- [My Account](#)
- [My Activity](#)
- [My Identity](#)
- [Sign Out](#)

## Contact Information



**Dwayne J Tucker**

**Age:** 52

**Born:** 1/1/1962



CURRENT PHONE

**219-738-1145**



CURRENT ADDRESS

**7601 Morton St  
Merrillville, IN 46410**



EMAIL ADDRESS

[Send Message](#)

## Address History



**7601 Morton St.**  
**Merrillville, IN**  
**46410**

CURRENT ADDRESS

[View Details](#)



**6569 Serenity Cir.**  
**Hazelwood, MO**  
**63042**

PRIOR ADDRESS  
Dec.1994

[View Details](#)



**4022 Drummond St.**  
**East Chicago, IN**  
**46312**

PRIOR ADDRESS

[View Details](#)



[View all Addresses](#)

## Phone Numbers



219-738-1145



219-738-1097



219-731-7806



219-397-3474

[View all Phones](#)

## Relatives



A Jenn Tucker

View Contact  
Info  
➤



Denise Lavette Tucker

View Contact  
Info  
➤



Jennifer Mcneil Tucker

View Contact  
Info  
➤

View all 4 Relatives



Back to Top



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[Fair Credit Reporting Act](#). By using our website you agree to our  
[Terms of Use](#) and [Privacy Policy](#).





## Criminal Records



# Dwayne J Tucker

Age: 52



### Physical Attributes and Other Identifying Information

Gender	female	Hair Color	N/A
Ethnicity	N/A	Skin Tone	N/A
Eye Color	N/A	Height	71
Weight	215	Marks	N/A
Risk	N/A	Employer	N/A
Also Known As	Dwayne J Tucker	Generation	N/A
State	Indiana	City	Merrillville
Zip Code	N/A	Additional Address	N/A
Military Service	N/A		

**7601 Morton St, Merrillville, IN 46410**

LAST KNOWN ADDRESS



**Driving 15-20 Mph Above Limit :**



<b>Full Name</b>	Dwayne J Tucker	<b>Disposition Date</b>	10/12/2010
<b>Case Number</b>	2010TR2906	<b>Disposition</b>	101 - Guilty
<b>Offender ID</b>	N/A	<b>Sentence</b>	N/A
<b>Source State</b>	IL	<b>Source Name</b>	Fayette County
<b>Arresting agenc</b>	N/A	<b>Crime type</b>	Traffic
<b>Crime county</b>	Fayette	<b>Category</b>	N/A
<b>Offence Code</b>	N/A	<b>Offence Description</b>	Driving 15-20 Mph Above Limit
<b>Court</b>	N/A	<b>Charges File Date</b>	07/21/2010

## Attachment 15 – Board Code of Ethics and Conflict of Interest

### Code of Ethics

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- Support and protect school personnel in the proper performance of their duties
- Hold confidential all matters pertaining to NiSe that, if disclosed, may needlessly injure individuals or NiSe, and respect the confidentiality of information that is privileged under applicable law
- Attend all regularly scheduled Board meetings insofar as possible and become informed concerning the issues to be considered at those meetings
- Delegate authority for the administration of the school to the School Principal
- Endeavor to make policy recommendations only after full discussion at publicly held Board meetings, and render all recommendations based on the available facts and refuse to surrender that judgment to individuals or special groups
- Encourage the free expression of opinion by all Board members and seek systematic communications between the Board, students, staff, and community
- Keep informed of current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by my state and national school Board associations

\* Adopted from <http://Board.sbcisd.net/2011/07/code-of-ethics/>

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

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

### **Conflict of Interest Policy**

The proper governance of NiSe Charter School depends upon the active participation of its Board of Trustees. It is important for the Board of Trustees 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 and Code of Ethics Policy whenever they are carrying out functions for or representing NiSe. In this role, each has a duty of loyalty to the NiSe Charter School. The duty of loyalty generally requires a Board Member to prefer the interests of NiSe over the Board Member's interests. In addition Board Member 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.

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

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

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

**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

**Attachment 16 - Staffing Chart**  
**Staffing Matrix Year One and Two**

**Template 6-a**

Col. #1 Employee Positions Total # Students	Col. #2 FY 1 2015-2016	Col. #3 FY 2 2016-2017	Col. #4 The Specific Budget Line under "Employee Salaries"
1. Head of School	1	1	Director/Principal
2. Administrative Asst.	1	1	Assessment Coord/Data Analyst
3. Classroom Licensed Teachers (K-8)	3	3	Leads *FTE
4. Classroom Teachers (9-12)			
Other Licensed Teachers			
Licensed English / LA			
Licensed Math			
Licensed Science			
Licensed Foreign Language	1	1	Certified teachers *PT
Licensed Fine Arts	1	1	Certified teachers *PT
Licensed Government			
Licensed Economics			
Licensed History			
Licensed Geography			
5. Classroom Assistant/Aides			
6. Special Education Teachers			
7. Media/Resource			
8. PE/Music-All special areas	2	2	Certified teachers *PT
9. Food Services			
10. Maintenance	1	1	Custodian *PT
11. Health Care			
12. Others (please include job titles)			
Please add more positions if needed			
13. Counselor/RtI Coordinator	1	1	Counselor/RtI Coordinator *FTE
14. Facilities Manager	1	1	Facilities Manager *FTE
15. HR/Finance Manager	1	1	HR/Finance Manager *FTE
16			

\* In Col. #4, for each position, your school will have an employee; list the corresponding budget "line item", under the "Employee Salaries" section in Schedule C or D, where you listed the salary for that position. For example, if you listed the salary for your "Head of School" under the "Director/Principal" line in Schedule C and D, then type the words, "Director/Principal" in Col. #4 for line 1, "Head of School". If you plan to have a "Media/Resource" person at your school and listed that person's salary on the "other Administration" line in Schedule C and D, then type the words, "Other Administration" in Col. #4 for line 6, "Media Resource".

*\*FTE denotes full-time*

*\*PT denotes part-time*

# **Northwest Indiana**

## **Charter**

### **School (NiSe)**

## **Employee Handbook**

**Note to All Employees:**

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

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

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# **1 INTRODUCTION**

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

## **1.1 Welcome**

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

The mission of:

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

## **1.2 Changes in Policy**

This manual supersedes all previous employee manuals and memos.

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

---

# **2 EMPLOYEE DEFINITION AND STATUS**

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

## **2.1 Employment Classification**

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

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

## **2.2 Probationary Period for New Employees**

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

---

## **3 EMPLOYMENT POLICIES**

### **3.1 Equal Employment Opportunity**

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

### **3.2 Affirmative Action/Diversity**

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

### **3.3 Americans with Disabilities Act**

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

### **3.4 Immigration Law Compliance**

All offers of employment are contingent on verification of the candidate's right to work in the United States. On the first day of work, every new employee will be asked to provide original documents verifying his or her right to work and, as

required by federal law, to sign Federal Form I-9, Employment Eligibility Verification Form.

### **3.5 Employee Background Check**

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

### **3.6 Criminal Records**

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

All potential employees, including substitutes who will be used on a continuous basis, will be required to have a:

- local, state, and national criminal history check
- sex-offender registry check
- telephone inquiry with former employees
- explanations of any employment gaps so that the applicant does not omit any offenses which might have occurred

All volunteers, Board Members, and substitutes will be required to have a:

- local and state criminal history check
- sex-offender registry check (on-line)

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

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

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

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

### **3.7 Anniversary Date**

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

### **3.8 New Employee Orientation**

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

### **3.9 Personnel Records and Administration**

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

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

All medical records, if any, will be kept in a separate confidential file.



### **3.10 Change of Personal Data**

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

### **3.11 Safety**

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

### **3.12 Building Security**

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

### **3.13 Personal Property**

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

### **3.14 Health-related Issues**

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

### **3.15 Employee Requiring Medical Attention**

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

### **3.16 Visitors in the Workplace**

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

### **3.17 Employment of Relatives**

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

### **3.18 Weather-related and Emergency-related Closings**

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

---

## **4 STANDARDS OF CONDUCT**

### **4.1 General Guidelines**

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

### **4.2 Attendance and Punctuality**

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

### **4.3 Work Schedule**

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

### **4.4 Absence and Lateness**

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

### **4.5 Unscheduled Absence**

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

### **4.6 Meal and Break Periods**

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

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

#### **4.7 Harassment Policy**

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

#### **4.8 Sexual Harassment Policy**

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

#### **4.9 Violence in the Workplace**

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

#### **4.10 Confidential Information and Nondisclosure**

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

#### **4.11 Ethical Standards**

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

#### **4.12 Dress Code**

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

#### **4.13 Use of Equipment**

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

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

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

#### **4.15 Use of Internet**

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

#### **4.16 Use of Computer Software**

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

#### **4.17 Smoking Policy**

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

#### **4.18 Alcohol and Substance Abuse**

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

#### **4.19 Gifts**

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

#### **4.20 Solicitations and Distributions**

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

#### **4.21 Complaint Procedure**

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

Concerns may be raised as follows:

- **Step 1**  
The individual (e.g. parent, community member) should contact the staff member involved and arrange an appointment to discuss the matter without distractions. Contacting the office can result in a return phone call or an appointment being made for you with the staff member involved. This meeting must occur within five business days.
- **Step 2**  
If the issue raised is unresolved, then the individual must make an appointment within five business days with the School Leader/Principal to inform of the concern.
- **Step 3**  
If the issue raised is still unresolved at this point, then the individual must make an appointment within five business days with the Board of Trustees to inform of the concern. At this point, the individual can choose to arrange for a support person to accompany them.
- **Step 4**  
Within 30 days from the meeting with the Board of Trustees, if the individual is still dissatisfied with the outcome of the meeting, they may write to the Board of Trustees. The Board President will create a special Grievance Committee to review any complaints. If no new information is presented, then the matter is closed.

#### **4.22 Corrective Procedure**

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

#### **4.23 Crisis Suspension**

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

#### **4.24 Transfer Policy**

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

#### **4.25 Outside Employment**

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

#### **4.26 Employment Termination/Resignation**

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

#### **4.27 Exit Interview**

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

#### **4.28 Return of Company Property**

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

---



## **5 COMPENSATION POLICIES**

### **5.1 Base Compensation**

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

### **5.2 Performance Bonuses**

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

### **5.3 Timekeeping Procedures**

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

### **5.4 Overtime Pay**

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

### **5.5 Payroll and Paydays**

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

### **5.6 Performance and Salary Reviews**

NiSe wants to help employees to succeed in their jobs and to grow. In an effort to support this growth and success, NiSe has an annual review process for providing formal performance feedback. Feedback includes a Performance Evaluation and a

360-Degree Assessment. Depending on the employee anniversary date, the performance review is held in May of each year.

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

## **5.7 Opportunities for Advancement—Progression and Promotion**

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

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## **6 GROUP HEALTH AND RELATED BENEFITS**

### **6.1 Benefits Summaries and Eligibility**

NiSe sponsors a comprehensive benefits program for eligible employees, and each benefit plan has specific eligibility conditions. The benefits are summarized in separate booklets called “summary plan descriptions,” which are provided to all eligible employees. The details of each benefit are contained in separate legal documents known as the “plan documents,” which take precedence over anything contradictory in the summaries.

All full-time employees will enjoy all of the benefits described in this policy and the individual plan summaries as soon as they meet all of the eligibility requirements for each particular benefit. Part-time employees may be eligible for certain benefits if they meet the eligibility conditions. Eligible employees’ effective date of coverage will be the first of the month following 30 days’ employment with NiSe.

### **6.2 Health Insurance**

All eligible U.S. employees may choose to participate in a nationwide medical insurance plan selected by NiSe. Eligible employees’ effective date of coverage will be the first of the month following 30 days’ employment with NiSe.

### **6.3 Dental Insurance**

NiSe will make every effort to find a comprehensive dental plan that will meet the needs of both families and individuals. A detailed explanation of benefits and how to use the insurance is available in the dental summary plan booklet provided by the insurance company. Eligible employees’ effective date of coverage will be the first of the month following 30 days’ employment with NiSe.

### **6.4 Visual Care Insurance**

The NiSe vision plan covers employees’ standard eye examinations, lenses, frames, or contacts. Certain limitations apply, and not all optical centers accept the current plan. A more detailed explanation of the plan and locations of optical centers that accept the NiSe plan are available in the summary plan booklet provided by the insurance company. Eligible employees’ effective date of coverage will be the first of the month following 30 days’ employment with NiSe.

## **6.5 Disability Insurance**

Eligible employees are automatically covered by NiSe disability plans. Disability insurance is designed to assist an employee with income should the employee become partially or totally disabled and be unable to perform the essential functions of his or her job. The summary plan descriptions explain long-term and short-term disability benefits.

## **6.6 Life, Accidental Death, and Dismemberment Insurance**

The NiSe Group Life Insurance covers all eligible employees. Term life insurance equivalent to the employee's annual salary with 100% of premium will be paid by company. This insurance is payable in the event of the employee's death, in accordance with the policy, while the employee is insured. Accidental Death and Dismemberment Insurance is in the same amount as and in addition to the employee's life insurance coverage. The summary plan booklet provided by our insurance company includes details on employee life insurance and accidental death and dismemberment coverage.

## **6.7 COBRA Notification**

According to the federal Consolidated Omnibus Budget Reconciliation Act (COBRA) of 1985, in the event of your termination of employment with NiSe or loss of eligibility to remain covered under NiSe's group health insurance program, employees and their eligible dependents may have the right to continued coverage under NiSe's group health insurance program for a limited period of time at their own expense. Consult the Benefits Administrator for details.

## **6.8 Pre-tax Deductions for Expenses**

- NiSe employees participating in any of the basic health insurance plans (e.g., group medical, dental and/or vision) are required to contribute to payment of the plan(s) premium(s) via payroll deduction cost sharing. In accordance with U.S. Internal Revenue Service provisions, NiSe provides employees the opportunity to participate in such a plan. A voluntary pretax 403B is available for employees who choose to participate.

## **6.9 Worker's Compensation**

All employees are entitled to Workers' Compensation benefits paid by NiSe. This coverage is automatic and immediate and protects employees from work-related injury or illness. If an employee cannot work due to a work-related injury or illness, Workers' Compensation insurance pays his or her medical bills and

provides a portion of his or her income until he or she can return to work. Employee should go to Human Resources and obtain Indiana Worker's Compensation First Report Form (State Form 34401 (R10 / 1-02)).

#### **6.10 Unemployment Compensation**

Unemployment compensation is designed to provide a temporary income for those who are out of work through no fault of their own. Depending upon the circumstances, employees may be eligible for Unemployment Compensation upon termination of employment with NiSe. The Division of Unemployment Insurance of each State's Department of Labor determines eligibility for Unemployment Compensation. NiSe pays the entire cost of this insurance program.

#### **6.11 Social Security**

The United States Government operates a system of mandated insurance known as Social Security. As a wage earner, employees are required by law to contribute a set amount of weekly wages to the trust fund from which benefits are paid. As employer, NiSe is required to deduct this amount from each paycheck an employee receives. In addition, NiSe matches employee contribution dollar for dollar, thereby paying one-half of the cost of employee Social Security benefits.

#### **6.12 Retirement Plans and Stock Options**

Currently, NiSe does not have a retirement plan or stock options for employees.

#### **6.13 Educational Assistance**

- NiSe believes that education leads to self-improvement and recognizes that the skills and knowledge of its employees are critical to the success of the organization. In that vein, NiSe encourages higher education. Teachers will be reimbursed up to \$500 per semester for pre-approved courses.

#### **6.14 Training and Professional Development**

NiSe will provide a positive staff development program designed to contribute both to the improvement of learning and to each staff member's career development aspirations. To make sure that teachers and staff understand development of the students that NiSe will serve, a professional development workshop will be conducted one month prior to joining the staff and every summer thereafter. Staff development training not only will include student

development theories but other subjects depicted in this application.



## **7 TIME-OFF BENEFITS**

### **7.1 Holiday Policy**

All NiSe employees of regular status are eligible for holiday pay. Holiday pay will be based on the employment status of the employee, i.e., full-time employees will be credited with 8 hours of holiday pay and part-time employees will be credited with 4 hours of holiday pay, per holiday. NiSe recognizes the following holidays as paid holidays:

- |                          |                             |
|--------------------------|-----------------------------|
| ➤ New Year's Day         | January 1                   |
| ➤ Martin Luther King Day | third Monday in January     |
| ➤ President's Day        | third Monday in February    |
| ➤ Memorial Day           | last Monday in May          |
| ➤ Independence Day       | July 4                      |
| ➤ Labor Day              | first Monday in September   |
| ➤ Columbus Day           | second Monday in October    |
| ➤ Veterans Day           | November 11                 |
| ➤ Thanksgiving Day       | fourth Thursday in November |
| ➤ Christmas Day          | December 25                 |

### **7.2 Vacation Time**

All full-time employees of NiSe employees are eligible to accrue vacation time. Vacation hours accrue on a monthly basis. Employees hired before the 15th day of the month begin to accrue vacation starting with the month they were hired in. Employees who begin employment on or after the 15th day of the month begin accruing vacation the month following the date of hire. The vacation accrual policy for regular full-time employees and regular part-time employees is as follows:

The amount of vacation that a full-time employee receives in a year is prorated according to the employee's start date.

- Employees who have worked less than 1 year with the company earns 10 days
- Employees who have worked at least 1 year with the company earns 12 days
- Employees who have worked at least 2 years with the company earns 13 days
- Employees who have worked at least 3 years with the company earns 14 days
- Employees who have worked at least 4 years with the company earns 15 days

- Employees who have worked at least 5 year+ with the company earns an additional one (1) day until reach the maximum of 20 days

Part-time, substitutes or temporary employees are not eligible for vacation days. A vacation request should be submitted to your direct supervisor two (2) weeks prior to your planned vacation. A Vacation Request Form can be obtained from the Human Resource Department.

### **7.3 Sick Leave**

Sick leave may be used during an employee's own illness or for an illness in the employee's immediate family. Sick leave will be limited to six (6) 8-hour days per calendar year for all regular full-time employees.

Part-time, substitutes or temporary employees are not eligible for sick leave days.

### **7.4 Bereavement Leave**

Full-time or part-time employee shall be entitled to Bereavement Leave upon the death of an immediate family member.

Immediate family members are defined as an employee's spouse, parents, stepparents, siblings, children, stepchildren, grandparent, father-in-law, mother-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, or grandchild.

When a death occurs in an employee's immediate family, all regular full time employees may take up to three (3) days off with pay to attend the funeral or make funeral arrangements. The pay for time off will be prorated for a part-time employee if the funeral occurs on a scheduled work day. NiSe may require verification of the need for the leave.

All regular, full-time employees may take up to one (1) day off with pay to attend the funeral of a close, non-family member. This time off will be considered by the employee's supervisor on a case-by-case basis. The pay for time off will be prorated for a part-time employee if the funeral occurs on a scheduled work day.

Additional non-paid time off may be granted. The employee may make arrangements with his or her supervisor for an additional four (4) unpaid days off in the instance of the death of an immediate family member. Additional unpaid time off may be granted depending on the circumstances such as distance, the individual's responsibility for funeral arrangements, and the employee's responsibility for taking care of the estate of the deceased.

### **7.5 Jury Duty**

NiSe is committed to supporting the communities in which NiSe operates, including supporting NiSe employees in fulfilling their responsibilities to serve as



jurors whenever it is possible. When an employee receives notification regarding upcoming jury duty, it is their responsibility to notify their direct supervisor and Human Resources within one business day of receiving the notice.

## **7.6 Military Reserves or National Guard Leaves of Absence**

Employees who serve in U.S. military organizations or state militia groups such as the National Guard may take the necessary time off to fulfill this obligation and will retain all of their legal rights for continued employment under existing laws.

## **7.7 Family/Medical Leaves of Absence**

Occasionally, for medical, personal, or other reasons, employees may need to be temporarily released from the duties of their job with NiSe. It is the policy of NiSe to allow its employees to apply for and be considered for certain specific leaves of absence. All requests for leaves of absence should be submitted in writing to management and the Human Resources Department.

## **7.8 Extended Disability Leaves**

If a period of disability continues beyond the 12 weeks provided for within the Family/Medical Leaves of Absence section, an employee may apply in writing for an extended disability leave.

## **7.9 Uniformed Services Employment and Reemployment**

As an Equal Opportunity Employer, NiSe is committed to providing the basic employment and reemployment services and support as set forth in the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA).

## **7.10 Personal Leaves of Absence**

- In special circumstances, NiSe will grant a leave for a personal reason, but never for taking employment elsewhere or becoming self-employed. Full-time employees will be allowed two (2) personal leave days per school year. Personal leaves of absence must be requested in writing and are subject to the discretion of management and the Human Resources Department.

## **8 EXPENSES**

### **8.1 Introduction**

The following is a comprehensive guide to the NiSe expense policy and procedures for the reporting and reimbursement of expenses. Any manager who approves expense reports should be familiar with this policy—authorizing an expense report indicates to NiSe that the expenses reported are legitimate, reasonable, and complies with this policy.

### **8.2 Company Supplies, Other Expenditures**

Only authorized persons may purchase supplies in the name of NiSe. No employee whose regular duties do not include purchasing may incur any expense on behalf of NiSe. Without a properly approved purchase order, NiSe is not obligated for any purchase.

### **8.3 Expense Reimbursement**

All official travel related expenses shall be reimbursed based on the General Services Administration established Per Diem rates for the lower 48 Continental United States (CONUS), which are the maximum allowances federal employees are reimbursed. Per Diem rates will be determined by utilization of the GSA site: <http://www.defensetravel.dod.mil/site/perdiemCalc.cfm>.

Under ordinary circumstances, it is the policy of NiSe to reimburse travel expenses on the basis of actual expenses involved. Persons traveling on NiSe business are entitled to transportation, hotel accommodation, meals, and limited incidentals (for example, taxis and telephone calls) that meet reasonable and adequate standards for convenience, safety, and comfort.

All travel requires approval. You cannot approve your own travel. Before you make specific travel plans, find out from your supervisor the approval(s) you need.

All NiSe related travel must be approved in advance by your supervisor. A Travel form must be filled out for any travel to or from the NiSe. All travel must be pre-approved on this form whether or not reimbursement for travel expenses will be requested. In most cases, prior authorization is required at least three (3) weeks in advance of travel. Employees should obtain a Travel Form from Human Resources.

#### **8.4 Relocation**

No relocation expenses will be reimbursed by NiSe.



## **9 EMPLOYEE COMMUNICATIONS**

### **9.1 Open Communication**

NiSe encourages employees to discuss any issues they may have with a co-worker directly with that person. If a resolution is not reached, employees should arrange a meeting with their direct supervisor. If the concern, problem, or issue is not properly addressed, employees should contact the Human Resources Department. Any information discussed in an Open Communication meeting is considered confidential, to the extent possible while still allowing management to respond to the problem. Retaliation against any employee for appropriate usage of Open Communication channels is unacceptable.

### **9.2 Staff Meetings**

In order to keep the communication channels open, NiSe implements a once-a-month company-wide staff meeting. Employees receive communications from Human Resources about the agenda and discussion topics every month.

### **9.3 Electronic Bulletin Boards**

NiSe runs a company-wide electronic bulletin board service where employees can find organizational announcements, news/events, and discussions about specific topics. The employee is responsible for reading necessary information posted on the bulletin boards.

### **9.4 Suggestions**

NiSe encourages all employees to bring forward their suggestions and good ideas about making NiSe a better place to work and enhancing service to NiSe customers. Any employee who sees an opportunity for improvement is encouraged to talk it over with management. All suggestions are valued.

## 10 ACKNOWLEDGMENT

I acknowledge that I have received a copy of the NiSe Employment Policies, and I do commit to read and follow these policies.

I am aware that if, at any time, I have questions regarding NiSe's company policies I should direct them to my manager or the Human Resources Department.

I know that NiSe company policies and other related documents do not form a contract of employment and are not a guarantee by NiSe of the conditions and benefits that are described within them. Nevertheless, the provisions of such NiSe company policies are incorporated into the acknowledgment, and I agree that I shall abide by its provisions.

I also am aware that NiSe, at any time, may on reasonable notice, change, add to, or delete from the provisions of the company policies.

\_\_\_\_\_  
Employee's Printed Name

\_\_\_\_\_  
Position

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

•-----•

# Attachment 18 - Leadership / Teacher Evaluation Tool

## Academic Evaluation System - RISE

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

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

Teachers that meet or exceed Letter to Return prior to the end leader and teachers have to be success. Everybody has their Research shows that effective student’s education. Ineffective careful consideration and legal

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

expectations will receive an Intent of the school year. The school held accountable for school part to play in that success. teachers play a significant role in teachers will be removed after consultation.

RISE  
around  
beliefs.

was designed  
three core



### ***Professional Development***

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

Each NiSe staff and faculty will receive a NiSe Standards of Operating Procedures (SOP) Manual on hire date with all the school's procedures and practices listed below. Agreed upon and approved SOPs will be added so that every employee will be knowledgeable of school practices and all staff will be continuously informed so that all community constituents will know of the school's progress. Pre-opening professional development training will start October 2014 and end June 2015.

Attachment 19 - Proof of

Commitment - MOU

08/01/2014 15:59 3129511293

08/01/2014 15:59 312-467-2288

08/01/2014 15:47 3129511293



NOVOGRODER CO. INC.

PAGE 02/02

NOVOGRODER CO. INC.

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PAGE 02/02

NOVOGRODER COMPANIES, INC.

August 1, 2014

Page: 1 Page

Dawn Dawkins  
TRON/AGER Educational Foundation, Inc.  
P.O. Box 3126  
East Chicago, IN 46312

Tel: 219-397-6994  
Fax: 219-397-6994

Dear Dawn:

This letter will confirm that you have an Option on up to 7,000 square feet through September 30, 2014 at Westlake Commons Office Building, 6374 Louisiana Street in Merrillville, IN.

You agree to pay the following amounts for this Option:

1. By July 25, 2014 - \$1,500.00
2. By August 15, 2014 - \$1,500.00
3. By September 15, 2014 - \$1,500.00
4. By October 15, 2014 - \$3,500.00

Both Landlord and Tenant will negotiate in good faith for a lease for up to 7,000 square feet by September 30, 2014.

This Option will be null and void if any payments are not made on a timely basis.

We look forward to working with you on your charter school. Thank you.

Very truly yours,  
THE NOVOGRODER COMPANIES, INC.  
a/k/a WESTLAKE COMMONS

George Novogroder  
President

GN/rb  
cc: File

Accepted by:  
TRON/AGER EDUCATIONAL FOUNDATION, INC.  
an Indiana Nonprofit Corporation

By:   
Auguste DeNeal

By:   
D. Gloria White (BUIA)

By:   
Dwayne Tucker

875 N. Michigan Avenue, Suite 3612 Chicago, Illinois 60611 312-951-3500 Fax 312-951-1293





July 18, 2013

Dr. Augusta Deneal  
CEO  
TRON/AGEK' Education Foundation, Inc.  
319 E. 60<sup>th</sup> 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.

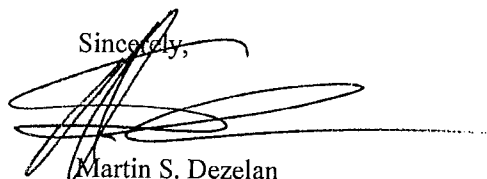
June 18, 2013

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,



Martin S. Dezelan  
President

BSU Office of Charter Schools  
Proposal  
Budget Schedule A

Pre Operational Year

Budget Worksheets

NOTE-All expenditures for services provided by an EMO that are paid to the EMO beyond the EMO fees paid as % of Revenues (Cash In) must be identified in separate footnotes.

Northwest Indiana Science and Engineering (NiSe) Stem Charter School		
INCOME		
Cash In -- Funding Source	Budget Amount	Description: Specific Source
State Grants (Please Describe)	175000	
Other Grants (Please Describe)		
Investment Earnings		
Donations/Gifts (Please Describe)		
Other (Please Describe)	4500	Lease Loan prior to approval
* provide source and terms of all loans	38500	
TOTAL CASH IN (INCOME)		
EXPENSES		
	218000	
Expenditure	Budget Amount	Description: Assumptions
Legal	10000	
Accounting and Consulting	5000	
Filing	2500	
Fundraising	1500	
Marketing: Including Printing and Postage	3200	Marketing
Rent: Office Space and Utilities	43000	
Supplies	55000	STEM supplies and furniture
Equipment	50000	
Labor	42000	
Other (Please Describe)	5800	
TOTAL EXPENSES	218000	

**Dates Covered:** 2015-2016

Description (where requested in Column A)														
	July	August	September	October	November	December	January	February	March	April	May	June	Total	
CARRY OVER														
I. CASH IN (INCOME):														
Donations/Gifts (Please Describe)	833	833	833	833	833	833	833	833	833	833	833	833	833	
Food Service	833	833	833	833	833	833	833	833	833	833	833	833	833	
Investment Earnings														
Loan From Common School Loan	2084	2084	2084	2084	2084	2084	2084	2084	2084	2084	2084	2084	2084	
Other Grants (Please Describe)														
State Grants (Please Describe)	14583	14583	14583	14583	14583	14583	14583	14583	14583	14583	14583	14583	14583	
State Tuition Support	68750	68750	68750	68750	68750	68750	68750	68750	68750	68750	68750	68750	68750	
Transportation														
Other (Please Describe)														
TOTAL CASH IN (INCOME):	87083	87083	87083	87083	87083	87083	87083	87083	87083	87083	87083	87083	1044996	
II. EXPENDITURES:														
A. Employee Salaries														
Principle	6667	6667	6667	6667	6667	6667	6667	6667	6667	6667	6667	6667	6667	
Assistant Principal														
HR/Financial Manager	3750	3750	3750	3750	3750	3750	3750	3750	3750	3750	3750	3750	3750	
Classroom Assistants														
Assessment/Data Spec	2500	2500	2500	2500	2500	2500	2500	2500	2500	2500	2500	2500	2500	
Consultants														
Facilities Manager	2917	2917	2917	2917	2917	2917	2917	2917	2917	2917	2917	2917	2917	
Overtime Expense														
Counselor/RTI Coordinator	3750	3750	3750	3750	3750	3750	3750	3750	3750	3750	3750	3750	3750	
Substitute Teachers														
Teachers	12500	12500	12500	12500	12500	12500	12500	12500	12500	12500	12500	12500	12500	
Technicians														
Part-Time Certified Teachers	2166	2166	2166	2166	2166	2166	2166	2166	2166	2166	2166	2166	2166	
Part-Time Custodian	800	800	800	800	800	800	800	800	800	800	800	800	800	
Total Employee Salaries	35050	35050	35050	35050	35050	35050	35050	35050	35050	35050	35050	35050	4206000	
B. Employee Benefits														
Group Dental Insurance	523	523	523	523	523	523	523	523	523	523	523	523	523	
Group Health Insurance	3554	3554	3554	3554	3554	3554	3554	3554	3554	3554	3554	3554	3554	
Group Life Insurance	262	262	262	262	262	262	262	262	262	262	262	262	262	
Long-Term Disability Insurance	262	262	262	262	262	262	262	262	262	262	262	262	262	
Public Employee Retirement	416	416	416	416	416	416	416	416	416	416	416	416	416	
Social Security & Medicare	2083	2083	2083	2083	2083	2083	2083	2083	2083	2083	2083	2083	2083	
Teacher Retirement	291	291	291	291	291	291	291	291	291	291	291	291	291	
Unemployment Compensation	0	0	0	0	0	0	0	0	0	0	0	0	0	
Workers Compensation	0	0	0	0	0	0	0	0	0	0	0	0	0	
Other Employee Benefits	666	666	666	666	666	666	666	666	666	666	666	666	666	
Total Employee Benefits	8057	8057	8057	8057	8057	8057	8057	8057	8057	8057	8057	8057	96684	

C. Rental of Facilities & Utilities															
Electricity	833	833	833	833	833	833	833	833	833	833	833	833	833	833	833
Gas, Oil, or Steam Heat															
Grass and Tree Services															
Internet Access	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500
Mortgage															
Rent	7900	7900	7900	7900	7900	7900	7900	7900	7900	7900	7900	7900	7900	7900	7900
Repair & Maintenance Services															
Telephone Long Distance	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208
Trash Removal															
Utilities															
Water & Sewer	416	416	416	416	416	416	416	416	416	416	416	416	416	416	416
Other Facilities & Utilities Expense	166	166	166	166	166	166	166	166	166	166	166	166	166	166	166
Total Rent and Utilities	10023	10023	10023	10023	10023	10023	10023	10023	10023	10023	10023	10023	10023	10023	120276
D. Insurance															
Board Errors and Omissions	292	292	292	292	292	292	292	292	292	292	292	292	292	292	292
General Liability Insurance	1198	1198	1198	1198	1198	1198	1198	1198	1198	1198	1198	1198	1198	1198	1198
Health Insurance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Property & Casualty Insurance	1489	1489	1489	1489	1489	1489	1489	1489	1489	1489	1489	1489	1489	1489	1489
Property & Inland Marine	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44
Theft Insurance															
Treasurer Bonds															
Umbrella/excess Liability															
Vehicle Insurance															
Worker's Compensation Insurance															
Other Insurance Expense (Please Describe)															
Total Insurance	3023	3023	3023	3023	3023	3023	3023	3023	3023	3023	3023	3023	3023	3023	36276
E. Service Contracts															
Accounting & Payroll Services	416	416	416	416	416	416	416	416	416	416	416	416	416	416	416
Consulting Services	416	416	416	416	416	416	416	416	416	416	416	416	416	416	416
Data Processing Services/IT PowerSchool	833	833	833	833	833	833	833	833	833	833	833	833	833	833	833
Equipment Rental & Lease/summ Eng Pg PUC	416	416	416	416	416	416	416	416	416	416	416	416	416	416	416
Food Service Contract	1250	1250	1250	1250	1250	1250	1250	1250	1250	1250	1250	1250	1250	1250	1250
Legal Services	1250	1250	1250	1250	1250	1250	1250	1250	1250	1250	1250	1250	1250	1250	1250
Student Travel	1250	1250	1250	1250	1250	1250	1250	1250	1250	1250	1250	1250	1250	1250	1250
Student Instruction/Project Lead The Way	833	833	833	833	833	833	833	833	833	833	833	833	833	833	833
Lab Equipment/Desktop Smartlabs	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500
Student RobotsOther Supplies	416	416	416	416	416	416	416	416	416	416	416	416	416	416	416
Other Service Contracts/Duel Credit	625	625	625	625	625	625	625	625	625	625	625	625	625	625	625
Other Service /Board Training	416	416	416	416	416	416	416	416	416	416	416	416	416	416	416
Total Service Contracts	8621	8621	8621	8621	8621	8621	8621	8621	8621	8621	8621	8621	8621	8621	103452
F. Supplies & Materials															
Advertising	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208
Computer Software	1950	1950	1950	1950	1950	1950	1950	1950	1950	1950	1950	1950	1950	1950	1950
Custodial Supplies	417	417	417	417	417	417	417	417	417	417	417	417	417	417	417
Instructional Supplies	417	417	417	417	417	417	417	417	417	417	417	417	417	417	417
Library Books	958	958	958	958	958	958	958	958	958	958	958	958	958	958	958
Office Supplies & Expense	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500
Postage	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125
Printing	167	167	167	167	167	167	167	167	167	167	167	167	167	167	167
Subscriptions	83	83	83	83	83	83	83	83	83	83	83	83	83	83	83
Testing & Evaluation Supplies	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500
Textbooks/455 per pupil	4167	4167	4167	4167	4167	4167	4167	4167	4167	4167	4167	4167	4167	4167	4167
Other Supplies & Materials	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250
Total Supplies & Materials	9742	9742	9742	9742	9742	9742	9742	9742	9742	9742	9742	9742	9742	9742	116904

[illegible]

	Northwest Indian Science and Engineering (NISE) Stem Charter School													
Projected Enrollment    155	Dates Covered:											Minimum Enrollment for Financial Viability		
	Description (where requested in Column A)	July	August	September	October	November	December	January	February	March	April	May	June	Total
Donations/Gifts (Please Describe)		833	833	833	833	833	833	833	833	833	833	833	833	9996
Food Service		833	833	833	833	833	833	833	833	833	833	833	833	9996
Investment Earnings														
Loan From Common School Loan		4166	4166	4166	4166	4166	4166	4166	4166	4166	4166	4166	4166	49992
Other Grants (Please Describe)														
State Grants (Please Describe)		14583	14583	14583	14583	14583	14583	14583	14583	14583	14583	14583	14583	174996
State Tuition Support		84375	84375	84375	84375	84375	84375	84375	84375	84375	84375	84375	84375	84375
Transportation														
Other (Please Describe)														
TOTAL CASH IN (INCOME):		104790	104790	104790	104790	104790	104790	104790	104790	104790	104790	104790	104790	1257480
II. EXPENDITURES:														
A. Employee Salaries														
Principle		6867	6867	6867	6867	6867	6867	6867	6867	6867	6867	6867	6867	6867
Assistant Principal														
HR/Financial Manager		3863	3863	3863	3863	3863	3863	3863	3863	3863	3863	3863	3863	3863
Classroom Assistants														
Assessment/Data /Spec		2575	2575	2575	2575	2575	2575	2575	2575	2575	2575	2575	2575	30900
Consultants														
Facilities Manager		3004	3004	3004	3004	3004	3004	3004	3004	3004	3004	3004	3004	36048
Overtime Expense														
Counselor/RTI Coordinator		3862	3862	3862	3862	3862	3862	3862	3862	3862	3862	3862	3862	46344
Substitute Teachers														
Teachers		12875	12875	12875	12875	12875	12875	12875	12875	12875	12875	12875	12875	154500
Technicians														
Part-Time Certified Teachers		2231	2231	2231	2231	2231	2231	2231	2231	2231	2231	2231	2231	26772
Part-Time Custodian		824	824	824	824	824	824	824	824	824	824	824	824	9888
Total Employee Salaries		36101	36101	36101	36101	36101	36101	36101	36101	36101	36101	36101	36101	433212
B. Employee Benefits														
Group Dental Insurance		538	538	538	538	538	538	538	538	538	538	538	538	538
Group Health Insurance		3661	3661	3661	3661	3661	3661	3661	3661	3661	3661	3661	3661	3661
Group Life Insurance		270	270	270	270	270	270	270	270	270	270	270	270	270
Long-Term Disability Insurance		270	270	270	270	270	270	270	270	270	270	270	270	270
Public Employee Retirement		429	429	429	429	429	429	429	429	429	429	429	429	429
Social Security & Medicare		2146	2146	2146	2146	2146	2146	2146	2146	2146	2146	2146	2146	2146
Teacher Retirement														
Unemployment Compensation		214	214	214	214	214	214	214	214	214	214	214	214	214
Workers Compensation		300	3											

[illegible]



	Northwest Indiana Science and Engineering (NiSe) Stem Charter School		
	Pre-operational (From Schedule A)	First Fiscal Year (From Schedule B)	Second Fiscal Year (From Schedule C)
Dates Covered	Nov-14		
Projected Enrollment		110	135
Minimum enrollment for financial viability			
CARRY OVER		0	909950
I. CASH IN (INCOME):			
Donations/Gifts		10000	10000
Food Service		10000	10000
Investment Earnings			
Loan From Common School Loan		25000	50000
Other Grants		0	0
State Grants		175000	175000
State Tuition Support	7500 per pupil	825000	1012500
Transportation			
Other (Please Describe)			
TOTAL CASH IN (INCOME):		1045000	1257500
II. EXPENDITURES:			
A. Employee Salaries	3% increase		
Principle		80000	82400
Assistant Principal			
HR/Financial Manager		45000	46350
Classroom Assistants			
Assessment/Data /Spec		30000	30900
Consultants			
Facilities Manager		35000	36050
Overtime Expense			
Counselor/RTI Coordinator	0	45000	46350
Substitute Teachers			
Teachers		150000	154500
Technicians			
Part-Time Certified Teachers		26000	26780
Part-Time Custodian		9600	9888
Total Employee Salaries		420600	433218
B. Employee Benefits	3% increase		
Group Dental Insurance		6270	6458
Group Health Insurance		42655	43934
Group Life Insurance		3150	3229
Long-Term Disability Insurance		3150	3229
Public Employee Retirement		5000	5150
Social Security & Medicare		25000	25750
Teacher Retirement		0	
Unemployment Compensation		0	2575
Workers Compensation		3500	3605
Other Employee Benefits		8000	8240
Total Employee Benefits		96725	102170
C. Rental of Facilities & Utilities			
Electricity		10000	10300
Gas, Oil, or Steam Heat		0	0
Grass and Tree Services			
Internet Access		6000	6180
Mortgage			
Rent	7900 monthly	94800	97644
Repair & Maintenance Services			
Telephone Long Distance		2500	2575
Trash Removal			
Utilities			
Water & Sewer		5000	5150
Other Facilities & Utilities Exepnse		2000	2060
Total Rent and Utilities		120300	123909
D. Insurance	3% increase		
Board Errors and Omissions		3500	3605
General Liability Insurance		14375	14806
Health Insurance		0	
Property & Casualty Insurance		17875	18411
Property & Inland Marine		525	541
Theft Insurance			
Treasurer Bonds			
Umbrella/excess Liability			
Vehicle Insurance			
Worker's Compensation Insurance			
Other Insurance Expense			
Total Insurance		36275	37363
E. Service Contracts	3% increase		
Accounting & Payroll Services		5000	5150

Consulting Services		5000	5150
Data Processing Services	IT/PowerSchool	10000	10300
Equipment Rental & Lease	Summer Engineering Prog (PUC)	5000	5150
Food Service Contract		15000	15450
Legal Services		15000	20000
Student Travel		15000	15450
Student Instruction	Project Lead The Way	10000	10300
Lab Equipment	Desktop Smartlabs)	6000	6180
Student Robots	Other Supplies	5000	5150
Other Service Contracts	Duel Credit	7500	7725
Other Service Contracts	Board Training	5000	5150
<b>Total Service Contracts</b>		<b>103500</b>	<b>111155</b>
<i>F. Supplies &amp; Materials</i>	3% increase		
Advertising		2500	2575
Computer Software		23400	24102
Custodial Supplies		5000	5150
Instructional Supplies		5000	5150
Library Books		11500	11845
Office Supplies & Expense		6000	6180
Postage		1500	1545
Printing		2000	2060
Subscriptions		1000	1030
Testing & Evaluation Supplies		6000	6180
Textbooks	455 per pupil	50000	11376
Other Supplies & Materials		3000	3090
<b>Total Supplies &amp; Materials</b>		<b>116900</b>	<b>80283</b>
<i>G. Capital Outlay</i>	3% increase		
Computer Hardware	Student IPADS- 200 per pupil	22000	5000
Computer Software		2500	2575
Office Furniture & Equipment		4000	4120
Instructional Furniture & Equipment		2500	2575
Vehicles			
Land Purchases			
Improvements & Alterations			
Other Capital Outlay			
<b>Total Capital Outlay</b>		<b>31000</b>	<b>14270</b>
<i>H. Other Expenditures</i>	3% increase		
Audit Expense	Annual BSU Review	0	500
Dues & Fees	Indiana Charter Schools	500	525
Judgements			5000
Debt Services	Loan Repayment		5000
Travel Expense/Mileage		1000	1030
Reimbursement		1000	1030
Field Trips		1500	1545
Payment to an EMO			
BSU Administrative Fee	3% Basic Tutition	24750	30375
<b>Total Other Expenditures</b>		<b>28750</b>	<b>45005</b>
<b>TOTAL EXPENDITURES</b>		<b>954050</b>	<b>947373</b>
<b>REMAINING CASH BALANCE (DEFICIT)</b>		<b>909950</b>	<b>401077</b>

# **STRAND: EARTH AND SPACE SCIENCE**

Broad Topic	Content of Each Learning Standard			
	PreK-2	Grades 3-5	Grades 6-8	High School
Energy in the Earth System	<p>3. Weather changes from day to day and over the seasons.</p> <p>4. The sun supplies heat and light to the earth and is necessary for life.</p>	<p>6. Air temperature, moisture, wind speed and direction, and precipitation make up the weather in a particular place and time.</p> <p>7. Various forms of precipitation are connected to the weather in a particular place and time.</p> <p>8. Global patterns influence local weather, which can be measured.</p> <p>9. Weather is different from climate.</p>	<p>3. Radiation, conduction, and convection transfer heat through the earth's system.</p> <p>4. Energy provided by the sun, global patterns of atmospheric movement, and temperature differences among water, land, and atmosphere are related.</p> <p>11. Earth's tilt and its revolution around the sun result in uneven heating, causing the seasons.</p>	<p>1.1 Earth's principal sources of internal and external energy.</p> <p>1.2 Characteristics of electromagnetic radiation and its impact on life and Earth's systems.</p> <p>1.3 The transfer of energy through radiation, conduction, and convection contributes to global atmospheric processes.</p> <p>1.4 Unequal heating of Earth and the Coriolis effect influence global circulation patterns and impact Massachusetts weather and climate.</p> <p>1.5 The revolution of Earth around the Sun and the inclination of Earth on its axis cause Earth's seasonal variations.</p> <p>1.6 Conditions associated with frontal boundaries and cyclonic storms and their impact on human affairs.</p> <p>1.7 Oceanic currents relate to global circulation within the marine environment and climate.</p> <p>1.8 Ground-based observations, satellite data, and computer models are used to demonstrate interconnected Earth systems.</p>
Materials and Energy Resources	<p>1. Water, rocks, soil, and living organisms are found on the earth's surface.</p> <p>2. Air is a mixture of gases all around us and wind is moving air.</p>	<p>1. What a mineral is.</p> <p>2. Physical properties of minerals and tests for those.</p> <p>5. The properties of soil include color, texture, and the abilities to retain water and support the growth of plants.</p>		<p>2.1 Renewable energy resources and nonrenewable energy resources.</p> <p>2.2 Effects on the environment and on the carbon cycle of using renewable and nonrenewable resources.</p>
Earth Processes and Cycles		<p>3. The three categories of rocks and the processes that create them.</p> <p>4. Soil is formed by the weathering of rock and decomposition of plant and animal remains.</p> <p>10. Water on earth cycles in different forms and locations.</p> <p>11. Cycling of water, both in and out of the atmosphere, has an effect on climate.</p>	<p>6. Earth's surface is built up and torn down by natural processes.</p>	<p>3.1 Physical and chemical weathering leads to erosion and formation of soils and sediments, and creates the various types of landscapes.</p> <p>3.2 The carbon cycle.</p> <p>3.3 The nitrogen cycle.</p> <p>3.4 Water flows into and through a watershed.</p> <p>3.5 The hydrologic cycle includes evaporation, condensation, precipitation, surface runoff and groundwater percolation, infiltration, and transpiration.</p> <p>3.6 The rock cycle, including the formation and physical properties of igneous, sedimentary, and metamorphic rocks.</p>

Structure of the Earth	12. Earth's surface changes due to slow processes such as erosion and weathering, and rapid processes such as landslides, volcanic eruptions, and earthquakes.	1. Earth's common physical features can be represented with models and maps. 2. Layers of the earth include the lithosphere, mantle, and core. 5. Movement of the earth's crustal plates causes both slow and rapid changes in the earth's surface. 7. Physical evidence supports theories that the earth has evolved over geologic time.	3.7 Absolute and relative dating methods are used to measure geologic time. 3.8 The development of a lithospheric plate from its growth to its destruction, including the recording of magnetic polarity. 3.9 The motion of the lithospheric plates is related to convection currents in Earth's mantle. 3.10 Earthquakes, volcanoes, tsunamis, mountain building, and tectonic uplift are related to plate movements. 3.11 Seismic data are used to reveal Earth's interior structure and earthquake epicenters. 3.12 The Richter scale and the relative damage incurred by earthquakes.
Earth in the Solar System	5. Events around us have repeating patterns, including the seasons of the year, day, and night. 13. Earth is a part of the "solar system" that includes the sun, planets, and many moons. Earth is the third planet from the sun. 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. 15. Changes occur in the observable shape of the moon over a month.	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. 9. Lunar and solar eclipses, moon phases, and tides are related to relative positions of the earth, moon, and sun. 10. Properties and conditions of objects in the solar system and those on Earth.	4.2 Influence of gravity and inertia on the rotation and revolution of orbiting bodies; Sun-Earth-moon relationships.
Origin and Evolution of Earth		12. The universe contains many billions of galaxies and each galaxy contains many billions of stars.	4.1 The Big Bang Theory and the evidence that supports it. 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.

# STRAND: LIFE SCIENCE (BIOLOGY)

Broad Topic		Content of Each Learning Standard			
PK-8	HS	PreK-2	Grades 3-5	Grades 6-8	High School
Characteristics of Living Things	Characteristics of Living Things	<ol style="list-style-type: none"> <li>1. Animals and plants are living things that grow, reproduce, &amp; need food, air, &amp; water.</li> <li>2. Characteristics of living and nonliving things.</li> <li>3. Plants and animals have life cycles that vary.</li> </ol>	<ol style="list-style-type: none"> <li>1. Physical characteristics of plants and animals</li> <li>3. Plants and animals go through predictable life cycles, including birth, growth, development, reproduction, and death.</li> <li>4. Major life cycle stages of the frog and butterfly.</li> </ol>	<ol style="list-style-type: none"> <li>1. Organisms are classified into kingdoms.</li> </ol>	<ol style="list-style-type: none"> <li>2.3 Cellular evidence and modes of nutrition of the six kingdoms.</li> </ol>
Structure and Function of Cells	Cell Biology and Biochemistry			<ol style="list-style-type: none"> <li>2. Organisms are composed of cells, and many organisms are single-celled, where one cell must carry out all basic functions of life.</li> <li>3. Plant and animal cells have similarities and differences in their major organelles.</li> <li>4. Basic functions of living organisms are carried out in cells.</li> </ol>	<ol style="list-style-type: none"> <li>1.1 Biological organisms are composed primarily of few elements.</li> <li>1.2 Molecular structures and functions of the four major categories of organic molecules.</li> <li>1.3 Enzymes are catalysts for biochemical reactions affected by a variety of factors.</li> <li>2.1 Cell parts/organelles and their functions; cell membranes.</li> <li>2.2 Cellular similarities and differences of prokaryotes and eukaryotes.</li> <li>2.4 Reactants, products, and purposes of photosynthesis and respiration.</li> <li>2.5 Role of ATP in metabolism.</li> <li>2.6 The cell cycle and mitosis in asexual reproduction.</li> <li>2.7 Meiosis in sexual reproduction.</li> <li>2.8 Differences of a virus and a cell.</li> </ol>
Systems in Living Things	Anatomy and Physiology		<ol style="list-style-type: none"> <li>2. Structures in plants that are responsible for food production, support, water transport, reproduction, growth, and protection.</li> </ol>	<ol style="list-style-type: none"> <li>5. Multicellular organisms can be hierarchically organized from cells to tissues to organs to systems to organisms.</li> <li>6. General functions of the major systems of the human body, and the interactions of these systems.</li> </ol>	<ol style="list-style-type: none"> <li>4.1 The digestive system converts macromolecules into smaller molecules.</li> <li>4.2 The circulatory system transports nutrients and oxygen, and removes cell wastes. Kidneys and liver remove waste from blood.</li> <li>4.3 The respiratory system provides exchange of O<sub>2</sub> and CO<sub>2</sub>.</li> <li>4.4 The nervous system mediates communication.</li> <li>4.5 The muscular/skeletal system supports the body and allows for movement. Bones produce blood cells.</li> <li>4.6 Sexual reproductive system.</li> <li>4.7 Communication among cells is required for coordination of body functions.</li> <li>4.8 Body systems interact to maintain homeostasis using physiological feedback loops.</li> </ol>

Hereditary	Genetics	5. Observed characteristics of plants and animals can be fully inherited or they can be affected by the climate or environment.	7. Every organism requires a set of instructions that specifies its traits. Heredity is the passage of these instructions from one generation to another. 8. Hereditary information is contained in genes located in the chromosomes of each cell. 9. Sexual reproduction and asexual reproduction.	3.1 DNA structure and its function in genetic inheritance. 3.2 DNA replication transmits and conserves the genetic code. Transcription and translation result in expression of genes. 3.3 Mutations in the DNA sequence or gametes may result in phenotypic changes in an organism or offspring. 3.4 Genetic traits result in observed inheritance patterns. 3.5 Patterns of inheritance can be explained through Mendel's laws of segregation and independent assortment. 3.6 Probabilities for genotype and phenotype combinations in monohybrid crosses can be modeled using a Punnett Square.
Evolution and Biodiversity	Evolution	6. Inherited characteristics may change over time as adaptations to changes in the environment enable organisms to survive. 7. Changes in the environment have caused some plants and animals to die or move to new locations.	10. Genetic variation and environmental factors are causes of evolution and the diversity of organisms. 11. Evidence drawn from multiple sources provides the basis of the theory of evolution. 12. Extinction of species is related to a mismatch of adaptation and environment. 17. Ecosystems have changed through geologic time in response to various influences. 18. Biological evolution accounts for species diversity developed over generations.	5.1 Evolution is demonstrated by evidence from multiple sources. 5.2 Species are reproductively distinct groups of organisms. Species are classified into a hierarchical taxonomic system based on similarities. Geographic isolation can play a role in speciation. 5.3 Evolution through natural selection can result in changes in biodiversity through an increase or decrease of genetic diversity within a population.
Living Things and Their Environments	Ecology	6. People and other animals interact with the environment through their senses. 7. Animals and plants go through changes in appearance as the seasons change. 8. An organism's habitat provides for its basic needs.	13. Organisms interact and have different functions within an ecosystem that enable the ecosystem to survive. 14. Roles & relationships among producers, consumers, and decomposers in the process of energy transfer in a food web. 15. Dead plants and animals are broken down by other living organisms, which contributes to the system as a whole. 16. Producers use energy from sunlight to make sugars through photosynthesis, which can be used immediately, stored for later use, or used by other organisms.	6.1 Birth, death, immigration, and emigration influence population size. 6.2 Changes in population size and biodiversity result from a variety of influences. 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. 6.4 Water, carbon, and nitrogen cycle between abiotic resources and organic matter, and oxygen cycles through photosynthesis and respiration.

# STRAND: PHYSICAL SCIENCES (CHEMISTRY)

Broad Topic	Content of Each Learning Standard			
	PreK-2	Grades 3-5	Grades 6-8	High School
Properties of Materials and Matter	1. Observable properties of objects include size, shape, color, weight, and texture.	1. Properties of objects and materials.	2. Volume and mass are distinct components of density. 3. Appropriate tools and use of significant digits are needed to measure volume and mass. 4. Mass is conserved in a closed system.	
States of Matter, Kinetic Molecular Theory, and Thermochemistry	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.	9. A substance has a melting point and a boiling point, both independent of the amount of the sample. 10. Physical changes and chemical changes. 15. The effect of heat on particle motion during a change in phase.	1.1 Physical and chemical properties and changes. 1.3 The three normal states of matter in terms of energy, particle motion, and phase transitions. 6.1 Kinetic molecular theory explains the behavior of gases and the relationships among pressure, volume, temperature, and the number of particles in a gas sample. The combined gas law determines changes in pressure, volume, and temperature. 6.2 The ideal gas law and molar volume at 273K and 1 atmosphere. 6.3. Properties of gases, liquids, and solids using kinetic molecular theory; molecular behavior of matter during phase transitions. 6.4 The law of conservation of energy; endothermic and exothermic processes. 6.5 There is a natural tendency for systems to move in a direction of disorder or randomness (entropy).
Forms of Energy		4. Basic forms of energy, which cause motion or create change. 5. Energy can be transferred from one form to another.	13. Kinetic energy is transformed into potential energy & vice versa. 14. Temperature change results from adding or taking away heat energy from a system. 16. Heat moves in predictable ways, from warmer to cooler objects until reaching equilibrium.	
Elements, Compounds and Mixtures; Atomic Structure and Nuclear Chemistry			5. Many elements combine in a multitude of ways to produce compounds that make up living and nonliving things. 6. Differences between an atom and a molecule. 7. Basic examples of elements and compounds. 8. Differences between mixtures and pure substances.	1.2 Pure substances and mixtures; heterogeneous and homogeneous mixtures. 2.1 Discoveries of atomic theory, the electron, the nucleus, and the planetary model of atom led to modern theory. 2.2 Rutherford's "gold foil" experiment led to discovering the nuclear atom. Components of the nuclear atom and how they interact. 2.3 The laws of conservation of mass, constant composition, and multiple proportions. 2.4 Electron configurations for twenty elements. 2.5 The three main types of radioactive decay and their properties. 2.6 Process of radioactive decay using nuclear equations and the concept of half-life for an isotope. 2.7 Nuclear fission and nuclear fusion.

Periodicity				<p>3.1 An element's position on the periodic table relates to its atomic number, family, and period.</p> <p>3.2 Metals, nonmetals, and metalloids on the periodic table.</p> <p>3.3 An element's position on the periodic table relates to its electron configuration and reactivity.</p> <p>3.4 Trends on the periodic table.</p>
Chemical Bonding				<p>4.1 Atoms combine through ionic and covalent bonding. Valence electrons can predict chemical formulas.</p> <p>4.2 Lewis dot structures for simple molecules and ionic compounds.</p> <p>4.3 Electronegativity explains polar and nonpolar covalent bonds.</p> <p>4.4 Valence-shell electron-pair repulsion theory predicts molecular geometry of simple molecules.</p> <p>4.5 Hydrogen bonding in water affects a variety of physical, chemical, and biological phenomena.</p> <p>4.6 Chemical formulas for simple ionic and molecular compounds.</p>
Reactions and Stoichiometry				<p>5.1 Conservation laws are used to balance chemical equations.</p> <p>5.2 Classifications of chemical reactions.</p> <p>5.3 The number of particles and molar mass can be determined using the mole concept.</p> <p>5.4 Percent compositions; empirical and molecular formulas.</p> <p>5.5 Mass-to-mass stoichiometry for a chemical reaction.</p> <p>5.6 Percent yield in a chemical reaction</p>
Solutions, Rates of Reaction, and Equilibrium				<p>7.1 Process by which solutes dissolve in solvents.</p> <p>7.2 Concentration, solution dilution, and solution stoichiometry, using molarity.</p> <p>7.3 Factors that affect the rate of dissolving.</p> <p>7.4 The properties of solutions and pure solvents.</p> <p>7.5 Factors affecting the rate of a chemical reaction.</p> <p>7.6 The factors and processes that can cause a shift in equilibrium of a system.</p>
Acids and Bases and Oxidation-Reduction Reactions				<p>8.1 Theories of acids and bases in terms of the presence of hydronium and hydroxide ions in water, and proton donors and acceptors.</p> <p>8.2 The pH scale and acidic, basic, and neutral solutions are related to hydrogen ion concentrations.</p> <p>8.3 How a buffer works.</p> <p>8.4 Oxidation and reduction reactions and everyday examples; oxidation numbers in a reaction.</p>



# **STRAND: PHYSICAL SCIENCES (INTRODUCTORY PHYSICS)**

Broad Topic		Content of Each Learning Standard			
PK-8	HS	PreK-2	Grades 3-5	Grades 6-8	High School
	Position and Motion of Objects	<p>3. Objects can move in various ways.</p> <p>4. Change the motion of an object by applying a force. The greater the force, the greater the change in motion.</p> <p>5. Objects can be balanced under some conditions.</p>		<p>1. Weight is the amount of gravitational pull on an object and is distinct from mass.</p> <p>11. An object's motion can be described by its position, direction of motion, and speed.</p> <p>12. Distance vs. time graphs for constant speed.</p>	<p>1.1 Vector and scalar quantities.</p> <p>1.2 Displacement, distance, velocity, speed, and acceleration.</p> <p>1.3 Graphs of 1-dimensional motion.</p> <p>1.4 Newton's three laws of motion.</p> <p>1.5 Free-body force diagrams show forces acting on a system consisting of a pair of interacting objects.</p> <p>1.6 Qualitative differences between static and kinetic friction, and their effects on the motion of objects.</p> <p>1.7 Newton's law of universal gravitation.</p> <p>1.8 Forces involved in circular motion.</p>
Forms of Energy	Conservation of Energy and Momentum		<p>4. Basic forms of energy, which cause motion or create change.</p> <p>5. Energy can be transferred from one form to another.</p>	<p>13. Kinetic energy can be transformed into potential energy and vice versa.</p>	<p>2.1 The law of conservation of energy.</p> <p>2.2 Energy can be converted from gravitational potential energy to kinetic energy and vice versa.</p> <p>2.3 Work can be expressed as a change in mechanical energy.</p> <p>2.4 Power can be expressed as work done per unit time.</p> <p>2.5 Linear momentum is the product of mass and velocity and is always conserved.</p>
	States of Matter	<p>2. Objects and materials are solid, liquid, or gas. Solids have a definite shape; liquids and gases take the shape of their container.</p>	<p>2. Solids, liquids, and gases have distinct properties.</p> <p>3. Water can be changed from one state to another by adding or taking away heat.</p>	<p>9. A substance has a melting point and a boiling point, both independent of the amount of the sample.</p>	<p>3.3 Average molecular kinetic energy is related to temperature. Energy is absorbed when a substance changes from a solid to a liquid to a gas, and energy is released when a substance changes from a gas to a liquid to a solid. Relationships exist among evaporation, condensation, cooling, and warming.</p> <p>3.4 Temperature change in a substance is related to the amount of heat transferred, and the amount and specific heat of the substance.</p>

Heat Energy	Heat and Heat Transfer		<p>14. Temperature change results from adding or taking away heat energy from a system.</p> <p>15. The effect of heat on particle motion during a change in phase.</p> <p>16. Heat moves in predictable ways, moving from warmer to cooler objects until reaching equilibrium.</p>	<p>3.1 Heat energy is transferred by convection, conduction, and/or radiation.</p> <p>3.2 Heat energy will move from a higher temperature to a lower temperature until equilibrium is reached.</p>
Electrical and Magnetic Energy	Electromagnetism	<p>6. Electricity in circuits requires a complete loop for an electrical current. Electricity can produce light, heat, and sound.</p> <p>7. Objects and materials can be conductors or insulators of electricity.</p> <p>8. Making and using electromagnets.</p> <p>9. Magnets have poles that repel and attract each other.</p> <p>10. A magnet will attract some objects and materials but not others.</p>		<p>5.1 An electric charge tends to be static on insulators and can move on and in conductors. Energy can produce a separation of charges.</p> <p>5.2 Current, voltage, resistance, and the connections among them (Ohm's law).</p> <p>5.3 Arrangements of components in series and parallel circuits. Symbols are used to represent the functions of common circuit elements in a schematic diagram.</p> <p>5.4 Attractive or repulsive forces between objects relative to their charges and the distance between them (Coulomb's law).</p> <p>5.5 Electric current is a flow of charge caused by a potential difference, and power is equal to current multiplied by voltage.</p> <p>5.6 Moving electric charges produce magnetic forces and moving magnets produce electric forces. The interplay of electric and magnetic forces is the basis for many technologies.</p>
Sound and Light Energy	Waves and Radiation	<p>11. Sound is produced by vibrating objects and travels through a medium. The rate of vibration is related to the pitch of the sound.</p> <p>12. Light travels in a straight line until it strikes an object or travels from one medium to another. Light can be reflected, refracted, and absorbed.</p>		<p>4.1 The measurable properties of waves and the relationships among them; simple harmonic motion.</p> <p>4.2 Mechanical and electromagnetic waves.</p> <p>4.3 Transverse and longitudinal mechanical waves.</p> <p>4.4 Reflection and refraction of waves.</p> <p>4.5 Mechanical waves generally move faster through a solid than a liquid and faster through a liquid than a gas.</p> <p>4.6 The apparent change in frequency of waves due to the motion of a source or a receiver (the Doppler effect).</p> <p>6.1 Electromagnetic waves are transverse waves and travel at the speed of light through a vacuum.</p> <p>6.2 Electromagnetic spectrum in terms of frequency and wavelength, and the locations of different waves on the spectrum.</p>

# STRAND: TECHNOLOGY/ENGINEERING

Broad Topic	Content of Each Learning Standard			
	PreK-2	Grades 3-5	Grades 6-8	High School
Materials, Tools, and Machines	<p>1.1 Characteristics of natural and human-made materials.</p> <p>1.2 Possible uses for natural and human-made materials.</p> <p>1.3 Safe and proper use of tools and materials to construct simple structures.</p>	<p>1.1 Materials used to accomplish a design task based on specific properties.</p> <p>1.2 Appropriate materials and tools to construct a prototype safely.</p> <p>1.3 Differences between simple and complex machines.</p>	<p>1.1 Appropriate materials for design tasks based on specific properties and characteristics.</p> <p>1.2 Appropriate tools used to hold, lift, carry, fasten, and separate, and their safe and proper uses.</p> <p>1.3 Safe and proper use of tools and machines needed to construct a prototype.</p>	<p>2.5 Safe and proper use of common hand tools, power tools, and measurement devices used in construction.</p>
Engineering Design	<p>2.1 Tools and simple machines used for a specific purpose.</p> <p>2.2 Human beings and animals use parts of the body as tools.</p>	<p>2.1 Problems that reflect the need for shelter, storage, or convenience.</p> <p>2.2 Different ways a problem can be represented.</p> <p>2.3 Relevant design features for building a prototype of a solution to a problem.</p> <p>2.4 Natural and mechanical systems are designed to serve similar purposes.</p>	<p>2.1 Steps of the engineering design process.</p> <p>2.2 Methods of representing solutions to a design problem.</p> <p>2.3 The purpose of a prototype.</p> <p>2.4 Appropriate materials, tools, and machines to construct a prototype.</p> <p>2.5 Design features and cost limitations affect the construction of a prototype.</p> <p>2.6 The five elements of a universal systems model.</p>	<p>1.1 Steps of the engineering design process.</p> <p>1.2 The engineering design process is used to solve problems, advance society, and modify technologies, objects, and processes.</p> <p>1.3 Multi-view drawings and pictorial drawings are produced using various techniques.</p> <p>1.4 Scale and proportion are applied to orthographic projections and pictorial drawings.</p> <p>1.5 Plans, diagrams, and working drawings are used in the construction of prototypes and models.</p>
Communication			<p>3.1 Components of a communication system.</p> <p>3.2 Appropriate tools, machines, and electronic devices used to produce and/or reproduce design solutions.</p> <p>3.3 Communication technologies and systems.</p> <p>3.4 How symbols and icons are used to communicate a message.</p>	<p>6.1 Information travels through various media.</p> <p>6.2 Differences between digital and analog signals; how communication devices employ digital and analog technologies.</p> <p>6.3 How the various components and processes of a communication system function.</p> <p>6.4 Applications of laser and fiber optic technologies.</p> <p>6.5 Application of electromagnetic signals in fiber optic technologies, including critical angle and total internal reflection.</p>

Manufacturing			<p>4.1 Manufacturing systems of custom and mass production.</p> <p>4.2 Impacts of interchangeable parts, components of mass-produced products, and the use of automation.</p> <p>4.3 Manufacturing organization.</p> <p>4.4 Basic processes in manufacturing systems.</p>	<p>7.1 Manufacturing processes</p> <p>7.2 Criteria necessary to select safe tools and procedures for the manufacturing process.</p> <p>7.3 Advantages of using robotics in the automation of manufacturing processes.</p>
Construction			<p>5.1 Parts of a structure.</p> <p>5.2 Three major types of bridges and their appropriate uses.</p> <p>5.3 The forces of tension, compression, torsion, bending, and shear affect the performance of bridges.</p> <p>5.4 Effects of load and structural shape on bridges.</p>	<p>2.1 Engineering properties of materials used in structures.</p> <p>2.2 Differences between tension, compression, shear, and torsion, and how they relate to the selection of materials in structures.</p> <p>2.3 Bernoulli's principle and its effect on structures.</p> <p>2.4 Resultant force(s) for a combination of live and dead loads.</p> <p>2.6 The purposes of zoning laws and building codes in the design and use of structures.</p>
Transportation			<p>6.1 Transportation systems and devices that operate on or in land, air, water, and space.</p> <p>6.2 Possible solutions to transportation problems, using the universal systems model.</p> <p>6.3 Three subsystems of a transportation vehicle or device.</p> <p>6.4 Lift, drag, friction, thrust, and gravity in a vehicle or device.</p>	
Bio-engineering			<p>7.1 Adaptive and assistive devices.</p> <p>7.2 Adaptive and assistive bioengineered products.</p>	
Fluid Systems				<p>3.1 Differences between open and closed fluid systems.</p> <p>3.2 Hydraulic and pneumatic systems and how each relates to manufacturing and transportation systems.</p> <p>3.3 The ability of a hydraulic system to multiply distance, multiply force, and effect directional change.</p> <p>3.4 The velocity of a liquid moving in a pipe varies inversely with changes in the pipe's cross-sectional area.</p> <p>3.5 Sources of resistance for water moving through a pipe.</p>

Broad Topic	Content of Each Learning Standard			
	PreK-2	Grades 3-5	Grades 6-8	High School
Thermal Systems				4.1 Differences among conduction, convection, and radiation in a thermal system. 4.2 Conduction, convection, and radiation are considered in the selection of materials for buildings and in the design of a heating system. 4.3 Environmental conditions influence the design of buildings. 4.4 Alternatives to nonrenewable energies.
Electrical Systems				5.1 Measure and calculate voltage, current, resistance, and power consumption in series and parallel circuits. 5.2 Components of a circuit. 5.3 Relationships among voltage, current, and resistance in a simple circuit, using Ohm's law. 5.4 Resistance is affected by external factors. 5.5 Alternating current and direct current.

## Exhibit 10: NiSe Official Notice of Student Withdrawal Form

Student Information							
1. Student's Legal Last Name		2. Student's Legal First Name		3. Middle Name		4. Sr/Jr/2 <sup>nd</sup> /3 <sup>rd</sup>	
5. Student Social Security Number	6. School Student ID	7. Grade Level		8. Gender <input type="checkbox"/> Male <input type="checkbox"/> Female		9. Date of Birth (mm/dd/yyyy) / /	
<b>10a. Primary Withdrawal Type</b>  Select the following that best describes why the student is withdrawing from school:  <input type="checkbox"/> W1 Transfer to another school <input type="checkbox"/> W2 Illness <input type="checkbox"/> W3 Expelled or long term suspension <input type="checkbox"/> W4 Absence or status unknown <input type="checkbox"/> W5 Dropout <input type="checkbox"/> W6 Age <input type="checkbox"/> W7 Graduated <input type="checkbox"/> W8 Deceased <input type="checkbox"/> W9 Transfer to be home taught <input type="checkbox"/> W10 Transfer to detention <input type="checkbox"/> W11 GED <input type="checkbox"/> W12 Continuing studies at vocational or technical school <input type="checkbox"/> W13 Completed course requirements but did not pass AIMS Summer transfer within District				<b>10b. Optional Additional Withdrawal Reasons</b>  <b>(Optional)</b> Select one of the following only if applicable:  <input type="checkbox"/> WR1 School identified for Federal School Improvement <sup>1</sup> <input type="checkbox"/> WR2 School identified as persistently dangerous <sup>1</sup> <input type="checkbox"/> WR3 Individual Transfer Option (victim of a violent criminal offense) <sup>1</sup> <input type="checkbox"/> WR4 Pregnancy / Biological Parent of a Child <sup>2</sup>  <u>Note for WR1 and WR2</u> <i>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</i>			
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							
14. School		15. District /Charter#			16. Withdrawal Code (based on 10a.)		
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.

<b>19. SPED</b> Check all that apply.	<input type="checkbox"/> A	<input type="checkbox"/> HI	<input type="checkbox"/> MOMR	<input type="checkbox"/> PSD	<input type="checkbox"/> SMR
	<input type="checkbox"/> DD	<input type="checkbox"/> MD/MDSSI	<input type="checkbox"/> OHI	<input type="checkbox"/> SLD	<input type="checkbox"/> TBI
	<input type="checkbox"/> ED/EDP	<input type="checkbox"/> MIMR	<input type="checkbox"/> OI	<input type="checkbox"/> SLI	<input type="checkbox"/> VI

20. ELL	Overall Composite Proficiency Level	Overall Assessment Result In SAIS	If Applicable, Language Program in which Student Participated At Your District/Charter
Most Recent Assessment Date (mm/dd/yyyy) / /	<input type="checkbox"/> PE	<input type="checkbox"/> RFEP	<input type="checkbox"/> SEI
	<input type="checkbox"/> E	<input type="checkbox"/> IFEP	<input type="checkbox"/> B1
	<input type="checkbox"/> B	<input type="checkbox"/> ELLAR	<input type="checkbox"/> B2
Total Composite Scaled Score (3-digit number) _____	<input type="checkbox"/> I	<input type="checkbox"/> ELL	<input type="checkbox"/> B3
	<input type="checkbox"/> P	<input type="checkbox"/> CFEP Y1	<input type="checkbox"/> I
		<input type="checkbox"/> CFEP Y2	
Check box if student was withdrawn from the Language Program with a Language Program Exit Reason of:		<input type="checkbox"/> Reclassified as FEP by Reassessment <input type="checkbox"/> Withdrawn by parent request <input type="checkbox"/> 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.

Box #	Required	Description
1	Yes	Last name of the student as it appears on the document used for registration
2	Yes	First name of the student as it appears on the document used for registration
3	No	Middle name of the student as it appears on the document used for registration
4	No	Name extension (e.g., Jr. Sr., III) as it appears on document used for registration
5	Yes	Student Social Security Number
6	Yes	School Student ID is a number issued by the district/charter
7	Yes	Grade Level is standard PS, KG, 1-12, UE (Ungraded Elementary)
8	Yes	Gender of the student
9	Yes	Date of the student's birth as it appears on the document used for registration
10a	Yes	Type of withdrawal, as identified by the parent/guardian or school official
10b	No	Supplemental withdrawal reason as identified by the student, parent, or guardian (NOT by a school official). <ul style="list-style-type: none"> <li>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</li> <li>Schools are not required to find out whether or not students are leaving school because of pregnancy</li> </ul>
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 Indiana requirements for obtaining a high school diploma. Verbal notification from a responsible adult is sufficient to apply the W12 code.
- W13 COMPLETED. Student has completed course of study requirements for high school or Individual Education Plan but DID NOT receive a passing score on the ISTEP (applies to mid-year completers). Completers have concluded their high school education and are not expected to re-enroll.

Withdrawal code W5 should be used for students who have intentionally dropped out of school, except for the following reasons: (1) chronic illness, (2) to receive a GED certificate, or (3) transfer to a juvenile correctional facility. Any student who was withdrawn under the codes W2, W3, W4, W5, W11, and W12 and did not return to school before the end of the school year will be counted as dropouts in the annual Dropout Rate Study. In order to present additional information about the status of students coded with dropout-related codes, however, these withdrawal categories will be disaggregated.



## Withdrawal Codes: Mid-Year Graduate

W7 GRADUATE. Student has completed course of study requirements for high school and received a passing score on the AIMS test (applies to mid-year graduates). Graduates are issued a high school diploma by the school district.

W8 DECEASED.

### Special Education (SPED)

If at the time of withdrawal, the student has been identified as eligible for special education (SPED) and related services and has an IEP, please select all disability categories for which the student has been identified as eligible. The disability categories are as follows:

A	Autism	OHI	Other Health Impairment
DD	Developmental Delay	OI	Orthopedic Impairment
ED	Emotionally Disabled	PSD	Preschool Severe Delay
EDP	Emotionally Disabled - Private	SLD	Specific Learning Disabled
HI	Hearing Impairment	SLI	Speech/Language Impairment
MD	Multiple Disabled	SMR	Severe Mental Retardation
MDSSI	Multiple Disabled - Severe Sensory Impaired	TBI	Traumatic Brain Injury
MIMR	Mild Mental Retardation	VI	Visual Impairment
MOMR	Moderate Mental Retardation		

Overall Composite Proficiency Level		Overall Assessment Result In SAIS		If Applicable, Language Program in which Student Participated At Your District/Charter	
PE	Pre-Emergent	RFEP	Reclassified Fluent English Proficient	SE I	Structured English Immersion
E	Emergent	IFEP	Initial Fluent English Proficient	B1	Bilingual/Dual Language with Waiver 1
B	Basic	ELLAR	ELL After Reclassification	B2	Bilingual/Dual Language with Waiver 2
I	Intermediate	ELL	English Language Learner	B3	Bilingual/Dual Language with Waiver 3
P	Proficient	CFEP Y1	Continuing Fluent English Proficient Year 1	I	Individual Language Learner Plan (ILLP)
		CFEP Y2	Continuing Fluent English Proficient Year 2		

**NORTHWEST INDIANA**

**SCIENCE AND ENGINEERING**

**CHARTER SCHOOL**

**(NISE)**

**BOARD OF TRUSTEES**

**TRAINING HANDBOOK**

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## **Introduction**

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

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

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

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

## **Promoting the Mission and Vision of the School**

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

## **Mission Statement**

NiSe, in collaboration with students, parents, and community, endeavors to craft a challenging and supportive school environment that creates and embraces lifelong learners. It is our mission to actively engage the faculty, parents and community in working together in providing our students with a Science, Technology, Engineering and Mathematical foundation.

## **Vision Statement**

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

### **Characteristics of an Effective Charter School Board**

- Passionate, unwavering belief in the charter school's mission and core values
- A firm understanding of the charter promises and a clear, consistent way to measure them
- Clarity of collective vision—where the school is and where it wants to be in the future
- Focus on results
- Clarity of roles and responsibilities of the full board, individual trustees and committees
- The right structure in terms of board size, composition, committees and officers
- Board meetings focused on strategic issues, not just reporting
- Clear understanding of the difference between governance and management
- A school leader who has the time to assist in the creation of effective governance
- A strong partnership between the board and the school leader which is built on mutual trust and respect

### **Compensation**

Trustees receive no payment for their services. With board approval, trustees may be reimbursed for out-of-pocket expenses incurred on approved board business. Trustees must present receipts for all such expenses, which shall be for the trustee only, and shall be itemized and documented. Such expenses must be approved by a motion of the board at the meeting immediately following the expenditure(s). Each year, at the annual meeting, the Board of Trustees shall set a schedule of allowable charges for meals, lodging, and mileage expended on board business. Reimbursements shall not exceed these limitations.

All official travel related expenses shall be reimbursed based on the General Services Administration established Per Diem rates for the lower 48 Continental United States (CONUS), which are the maximum allowances federal employees are reimbursed. Per Diem rates will be determined by utilization of the GSA site:  
<http://www.defensetravel.dod.mil/site/perdiemCalc.cfm>.

### **Board Structure and Responsibilities**

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

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

To make certain that the financial affairs of the school are in order, an independent timely, annual audit will be conducted at the close of the school year or whenever there seems to be

some inconsistencies in the fiscal operations of a school. Funds will be used as outlined in the budgets both preoperational and post-operational with transparency for financial department and Board to track and account for all funds.

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

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

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

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

#### **Board of Trustees Members**

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

#### **Engaging in Strategic Planning**

The Board shall assist NiSe leadership in developing a strategic long-term plan to ensure the school stays on a path toward fulfilling its mission and vision. While it is the responsibility of the



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

### **The Strategic Planning Team**

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

### **Process of Strategic Planning**

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

Asking strategic questions: The committee starts by discussing the following questions:

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

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

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

- Understandable: Goals state what will be achieved and when it will be achieved

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

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

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

### **Code of Ethics**

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

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

- Keep informed of current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by my state and national school Board associations

### **Conflict of Interest Policy**

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

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

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

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

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

### **Board Composition**

#### **Appointed or elected board members**

The Organizing Board member will 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, and Treasurer are permanent elected officers of the Board.

### Candidates for the Board

Diversity is the hallmark of an effective board. Boards benefit from having members with varied expertise in education, human resources, personnel management, finance, law, marketing, strategic planning, or fundraising, as well as individuals with connections to the community, local businesses, and political leaders. Depending on the stage of development, the school may benefit from having Board Members with specific skills. Expertise in real estate, code compliance, or contracting, for example, is valuable during facility expansion. Diversity of perspective is also important.

### Board Offices

#### Election

The Officers shall be elected from among the Board of Trustees at each annual meeting of the Trustees and shall serve for one year and until their successors are elected and qualified.

#### Terms

The president may serve no more than three consecutive one-year terms. Trustees elected to the other officer positions may serve no more than five consecutive one-year terms. Former officers, after a break in service of two years, may be elected to another term as an officer.

**President:** The President establishes the meeting's agenda and ensures members have all the information they need in their packets. The president is usually the chief liaison to the administrator, acts as the primary signing agent for official board documents, and is responsible for ensuring the board is in compliance with the charter contract, board manual, and bylaws.

**Vice-President:** The Vice-President serves when the President is absent. The VP ensures the Board follows appropriate parliamentary procedures.

**Secretary:** The Secretary records minutes for the meetings and keeps copies of agendas and minutes, correspondence between the board and other parties, committee reports, articles of incorporation, and the bylaws.

**Treasurer:** The Treasurer keeps financial records and inventory lists, tracks and records deposits to school accounts, provides assistance during financial audits, and interacts with NiSe's HR/Finance Manager.

### New Board Member Recruitment

The Organizing Board established the following policy for recruiting Board Members. Subsequent replacements will be overseen by the Board of Trustees. The process begins by

developing a profile of the present Board and determining the types of expertise needed at the stage of school development. The committee then recruits individuals who can commit sufficient time to serve and who are internally motivated, reliable, and dedicated to the school and its mission and vision. Potential Board members will be given enough information about the expectations of the Board to determine whether they should make the commitment. If he or she consents, the new member should be selected (by vote) or appointed to the board according to the bylaws. Once on the Board, new members receive a current copy of the board manual.

### **Term Limits**

To maintain a level of continuity, institutional memory, and expertise, the term of initial Board will be staggered. The initial Board will have three members with a four-year term limit, three members with a three-year term limit, and three members with a two-year term limit. As Board members retire, replacement Board Members serve three-year terms.

### **Vacancies**

A vacancy on the Board of Trustees, including a vacancy caused by an increase in the number of trustees, may be temporarily filled by a majority vote of the remaining Trustees to elect a person(s) to fill the vacancy(ies) until the next annual meeting of Trustees, at which time trustees so elected must be re-elected as specified in the Bylaws or step down from the Board as soon as his or her successor is duly elected and qualified.

### **Governance Structure/Model**

A “shared” governance structure will be employed on the Board of Trustees. The Board will be comprised of community members, leaders and parents from across Northwest Indiana. The community will be able to attend open Board meetings.

### **Board Committees**

Committees comprise between three and five members headed by a chairperson with relevant expertise. Committees, formed by the President of the Board, assist the Board by conducting research on critical issues enabling the whole board to focus on the big picture (i.e. strategic planning, policy development, and financial management). Committees increase member buy-in and ensure work is fairly distributed. The committees are empowered to provide information to the whole Board.

The President of the Board has the authority to create and appoint members to two types of committees. The first type is a standing committee which is a part of the permanent structure of the school. The function of this committee is to describe in board policy and generally related to the governance of the school. The second type is an ad hoc committee that focuses on specific, timely issues and is dissolved upon their resolution. Standing committees are as follows:

**Finance and Audit Committee:** The Finance and Audit Committee shall, along with the Principal, prepare and present a proposed financial budget to the Board of Trustees, prepare and implement a system of internal fiscal controls, and when appropriate, secure alternative funding sources.

**Curriculum and Assessment Committee:** The Curriculum and Assessment Committee shall review the curriculum changes presented by the Principal and refer such changes to the Board of Trustees for consideration. The committee may make recommendations to the curriculum for the

administration to evaluate. The committee may also recommend for administration's review educational strategies and criteria for the evaluation of student performance.

**Personnel Committee:** The Personnel Committee shall, in conjunction with the Principal, review the criteria for the performance and evaluation of the employees of the school and makes recommendations when changes to current programs are needed. This committee will work with the Principal to monitor the morale of employees.

**Facilities Operations Committee:** The Facilities Operations Committee shall, in conjunction with administration, review proposals for physical expansion and safety protocols, and ensure the maintenance of the facilities, including technology and security.

**Strategic Planning Committee:** This committee will focus on long-term planning. The committee will work with administration to review risk areas, succession plans, staff turnover, and work with the Facilities Operations Committee regarding facilities expansion projects.

**Community-Building Committee:** This committee will focus on donations, corporate visits (by students), volunteerism (by corporations in the school and students in the community). This includes participation in Collegium community activities.

### **Board Member Training**

In addition to annual charter school board assessments, individual training sessions will be required for all new Board Members. All new Board Members must complete the six charter school Orientation Board training modules within 30-days of joining the Board. The orientation training is designed to maximize the effectiveness of the Boards. Each module will be delivered via an online tool with quiz questions to test Board Members knowledge. At the completion of each module, a Certificate of Completion will be printed. A copy of all certificates should be given to the Board Secretary.

The Board Orientation modules will provide training on:

- Orientation Module 1 – Board governance
- Orientation Module 2 - Conflict of interest
- Orientation Module 3 - Board ethics
- Orientation Module 4 – Board financial responsibility
- Orientation Module 5 - Legal responsibilities of the Board
- Orientation Module 6 - Charter school laws and regulations

### **Board Assessment**

The Board will be regularly evaluated for effectiveness. Evaluations will include self-assessment and assessment from parents, staff, administration, and even students regarding the Board's communication, support, finance management, policy development, dedication to the mission and vision, and relationship building. The evaluation process will include individual Board Member self-evaluations regarding their contribution. Board Members will utilize the Halogen eAppraisal online system for their annual assessment.



## **Holding Productive Board Meetings**

### **Regular Board Meetings**

Board meetings will be scheduled once a month to discuss emerging issues and to obtain any reports on ongoing committee work. Board meetings should be conducted within a 4-hour window. Board meetings will be scheduled in the evening in an environment that can comfortably seat board members and guests. Regular meetings consist of an examination of unfinished business from previous meetings, reports from committees, and new business.

The Board President sets the agenda and assembles appropriate materials for board packets. The President will distribute these well ahead of the meeting so that Board Members have ample time to review the documents under consideration. Board guests will receive the agenda only. The President has the authority to call working meetings that are generally longer and are focused on a single topic (e.g. facility expansion, budget development, or strategic planning). Working meetings should occur on a different time and date as regularly scheduled Board meetings. Board meetings should be audio-recorded and kept on file for 90 days by the Board Secretary.

### **Quorum**

A majority of the full number of Trustees shall constitute a quorum of the Board for the transaction of business. When a quorum is present, a majority of the Trustees present may take any action on behalf of the Board, except to the extent that a larger number is required by law, by the Charter, or by these By-laws. Every act of a majority of the Trustees present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Trustees.

### **Meeting Attendance**

Trustees are expected to attend all Board meetings. It shall be the duty of the Secretary of the Board to communicate with any trustee after such trustee's three unexcused, consecutive absences to ascertain the trustee's interest in retaining Board membership. Failure to provide an adequate response may qualify as sufficient cause for removal from the Board of Trustees.

### **Meeting Organization**

**Developing an agenda:** On the agenda, the President will note the action expected for each item such as "consider for approval" or "up for discussion. The President will consider time when developing the agenda items so as not to overload the meeting. The President has the authority to determine which items can wait for consideration may be moved to the next month; or topics that take considerable time to discuss may be delegated to a small group in order to investigate and summarize findings to the whole board. Items that have largely been decided and are up for a second reading may be placed on a consent agenda to be accepted in one motion. The board may discuss the items but the process of voting is shortened into one step.

**Beginning the meeting:** The Vice-President plays an important role in keeping meetings moving, following rules of order, and maintaining decorum. The VP opens the meeting by greeting all members, directors, and guests. The VP sets the tone of the meeting by reading the mission and vision statements of NiSe and note whether a quorum is present according to the school bylaws. A quorum is required in order to vote.

**Maintaining the pace:** The VP should make every effort to stick to the agenda and keep the conversation focused. Roberts Rules of Order will be followed at all meetings. The Chair may set limits on time used for less important issues, request that in-depth issues be assigned to committees for outside work, or tactfully end discussions that are unproductive. The Chair ensures all board members and guests have an opportunity to speak and to take breaks as needed.

**Considering the issues:** Weighty and emotional issues require especially thoughtful consideration, the following steps should be followed to help address problems systematically:

- Describe the problem
- Brainstorm potential solutions
- Establish a fact-finding committee to pursue additional information, as needed
- Cull the list to the most viable choices
- Evaluate the choices in light of the mission and vision statements.
- Evaluate the costs and benefits
- Make the decision
- Evaluate the impact

**Executive session:** Executive Session may be held in regular or working meetings when the proceedings are confidential (e.g. contract negotiations, agreements, personnel. Executive sessions should be audio-recorded and kept on file for 90 days by the Board Secretary.

**Keeping minutes:** The Secretary will ensure that minutes are taken that provide a clear, accessible record of the decisions made and actions taken by the board during a meeting.

**Ending the meeting:** When drawing the meeting to a close, the Chair should review individual assignments to clarify the tasks and to establish topics for the next meeting.

**After the meeting:** The Secretary should distribute the minutes as soon as possible so that they can be checked for accuracy. Minutes may not be released to the general public until they have been approved by the Board at the next meeting. The President should place unfinished business on the agenda for the next meeting.

**Interaction with parents:** A Board must adhere to the established grievance process for bringing a concern to the Board. Board policy should also explain to parents how they can provide input to the board during the Public Comment portion of the agenda. Public input during the board meeting is generally not permitted.

### **Board Member Conduct**

**Code of ethics:** Each Board member must sign the Code of Ethics Statement.

**Conflict of interest:** Each Board member must sign the Conflict of Interest statement. Board members **may not benefit** financially, personally, and/or politically from an action of TRON AGEK Educational Foundation and/or NiSe Charter School



**Overcoming indecision and conflict:** Indecision often occurs when members avoid making unpopular or difficult decisions. To delay decisions, members should request additional reports when the facts conflict with their intentions.

### **Developing Sound Policy**

Guided by the school's mission and vision, an effective board recommends policies regarding finances, enrollment, program evaluation, and other operational aspects. Written policies have two purposes: they provide direction to the board and staff in implementing the school's goals; and they ensure the school meets legal requirements. A written copy of school policies should be available to anyone who requests it. Copies should be kept in the school office and on the school's website.

### **Types of Policies**

In general, the Board recommends policies and the Principal create procedures. Policies indicate what should be done whereas procedures indicate how something should be done. The Board has no role in developing administrative procedures. There are four types of policies a charter school board should consider:

- Policies required by law (e.g. discrimination, sexual harassment)
- Policies required by the contract or charter application (e.g. lottery/enrollment, uniforms)
- Policies that give broader definition to the vision/mission (e.g. educational program philosophy, administrative structure, dress code)
- Policies that communicate Board decisions (e.g. facility use, withholding diplomas/transcripts/grades)

### **Establishing a Policy**

The Board should work diligent work to draft and adopt all of the necessary policies. The Board's first priority is to adopt those policies that are required by the articles of incorporation, charter school application, charter contract, and Indiana law. The second priority is to establish policies that will further the vision and mission of the school.

Once the policy is established, the Principal create procedures. The Board may also adopt policies throughout the year to address situations and crises. To adopt proven practices and avoid adopting unsound or illegal policies, the Board should research policies established at other schools. Guided by research, the Board then recommends policy. Once a policy has been adopted by the Board, the Board should note the date it was adopted. Periodic changes to federal and state law, State Department of Education rules, or district policies may require the charter school board to update their policies. If the policy is later amended, this date should be noted as well. These steps maintain a written history of the policy.

### **Planning for Emergencies**

Boards should adhere to the NiSe's policies for managing school.

### **Providing Guidance on Legislative and Legal Issues**

The Board should identify legal and regulatory changes that impact the school and communicates these changes to school personnel as applicable. Charter schools function under the authority of local, state and federal laws and regulations. These laws govern contracts, employment, building safety, finances, discrimination, and other educational and operational

aspects of schooling. The Board, administration, and school personnel should know legal requirements and remain in compliance with them. The Board should seek NiSe's legal consultation when negotiating the charter contract, requesting waivers, leasing a building, filing bylaws, hiring and firing employees, or confronting other liability issues.

### **Federal Laws Governing Charter Schools**

Federal laws that impact charter schools include civil rights laws, the No Child Left Behind Act (NCLB), and the Individuals with Disabilities Education Act (IDEA).

### **State Laws Governing Charter Schools**

The Board should be aware of all state governing bodies.

### **Other Legal Agreements**

NiSe will engage in contract negotiations with employees, parents, and service providers (e.g. janitorial, food service). The Board must approve all contracts entered to by NiSe.

### **Tracking Legislative Changes**

Board members need to know of and be prepared to accommodate new legislative requirements.

### **Training for Excellence**

An effective board demonstrates a strong commitment to continuous improvement by engaging in professional development and training. Training increases the Board's capacity to accomplish their responsibilities, overcome challenges, and work together.

Through greater understanding of school curriculum, state standards and testing, and other programmatic operations and their impact on student achievement, the Board can make better long and short-term planning decisions. Through a needs assessment, Boards can determine what additional training they need. Training is available online.

During their tenure on the Board, all Board members must complete an additional 5-hour of professional development modules. A minimum of one module must be completed every 6-months of their tenure. Board Members are responsible for completed all professional development modules.

- Module 1 - Maximizing board resources
- Module 2 - Managing within the board committee structure
- Module 3 - Principles of building collaborative relationship with employees and community
- Module 4 - Ethical situations that occur in organizations and provides strategies for improving decision-making skills on ethical issues
- Module 5 – Facilitating effective board meetings
- Module 6 - Proactive strategic implementation planning
- Module 7 –Budget development, budget management, financial planning, facility financing, and fundraising

### **Financial Planning/Fundraising**

The Board will work with NiSe leadership to ensure that financial planning and fundraising strategies are developed.

### **Guiding Renewal and Accreditation**

The Board actively will participate in evaluating the success of the school in meeting its mission and vision. The Board will review internal yearly evaluations are essential to school improvement and assist in the preparation of NiSe for the external evaluation required in the renewal process.

### **Providing Financial Security and Oversight**

The Board will provide financial security for the school through oversight of the budget and financial operations. This responsibility requires knowledge of business plans, grants, budgeting, accounting, fundraising, financial reporting, safeguarding of assets, and annual audits. With the assistance of an external auditing firm and NiSe's HR/Finance Manager, and contract Accountant, the Board will ensure the timely, accurate financial reporting.

### **Grants**

Grants typically constitute 20% of an overall development plan. Board, NiSe leadership, and faculty, directly or through the use of NiSe's Consultant, must pursue grants funded by state and federal governments and state and national private foundations. The Board President may create a grants/fundraising committee that actively pursues grant funding for startup costs, special projects, technology upgrades, curriculum materials (e.g. interactive technology, supplemental readers), classroom or program equipment, professional development opportunities, performing arts, athletics, and library materials. Grant funding ideas may arise from the strategic planning process or a needs assessment designed to identify funding priorities. The committee identifies grant opportunities and recommends actions in acquiring the grant funds.

Networking: It is important to build relationships with several funding agencies. Granting agencies are more likely to maintain their support if the school can demonstrate results. Before contacting an agency, Board Members should learn about the organization, its giving patterns, and partners by reading annual reports or by attending events sponsored by the agency. The next step is to request a meeting with the agency before applying for the grant. State/federal and large foundation personnel are not generally available. In the meeting, board members should describe the project needs and get feedback from the grant officer. This information will enable the board to decide whether the grant program is a good fit for the project.

### **Reviewing and Supporting the Principal**

The Board will have the authority to recommend the hiring of capable NiSe administration and staff who share the mission and vision of the school. The Board is also responsible for working with the Principal in the annual evaluation of NiSe leadership and the setting of professional goals for improvement. Boards support administrators by ensuring that they have the necessary resources to accomplish goals and by conveying confidence in their day-to-day decisions.

**Serving on a search committee:** The Board President will provide a Board member to service on all search committees. Recruitment strategies include contacting other charter schools and trusted peers within the education community for candidate recommendations and advertising the position in places that cater to the charter community such as job postings websites.

**Interviewing candidates:** It is illegal to ask questions about age, marital status, family planning, religious affiliation, disabilities and should never be addressed in an interview. The board/committee should prepare a list of standard questions such as:

- What strengths and weaknesses would you bring to the leadership position?
- What have you or are you doing to address the deficits?
- What is the most satisfying experience in education you have had?
- What has been your experience in teaching and leadership in other schools?
- How has your educational background contributed to where you are today?
- What do you believe are the greatest contributions of charter schools?
- How are charter schools different from traditional public schools?
- What experience do you bring to this position that you believe will be helpful?
- What will you do to help the school to fulfill its mission and vision?
- What concerns you most about taking over the leadership of this school at this time?

**Checking references and prior job performance:** The Board should ensure that a check with former employers to verify dates of employment and ask questions about the candidate's past performance. Boards may also learn about the applicant by inquiring with individuals who know the candidate, but may not be listed as a reference. If a candidate has been terminated by another school, the Board should assume the situation had two sides and ask questions of several individuals involved.

### **Evaluating School Leadership/Staff Performance**

The Board should annually review the performance evaluations of the leadership and staff to identify opportunities for professional growth and acknowledge areas of excellence (e.g. adherence to mission and vision, personnel management, communication, finances and operations, student achievement, school safety, encouraging continuous improvement).

### **Board Member Relationships**

Building positive working relationships between Board members is essential to effective governance. These relationships can be strengthened via the orientation training for new members and participation in the professional development training modules offered.

### **Board and Staff Relationships**

Boards should form a positive relationship with school administration and staff while maintaining an appropriate distance from day-to-day decision making. Frequent communication dispels rumors, mistrust and alienation between the Board and NiSe staff. Before each Board meeting, the Board will hold "board visit days" where NiSe's leadership, staff, and faculty are invited to informally interact with the Board to ask questions, listen to reports, and provide input into important decisions.

### **Board and Administrator Relationships**

The board should work toward having an open and honest relationship with NiSe's leadership. They should work together when developing the strategic plan, long-term growth plans, and policy development. The Board should also invite the leadership to evaluate the Board's effectiveness.

### **Board and Parent Relationships**

The Board should engage parent participation in the operation of the school and the maintenance of a high achieving, safe, fun environment. The Board must follow the established grievance procedures.

### **Board and Community Relationships**

Developing relationships with the community can provide benefits to the school including monetary and in-kind donations, discounts on goods and services, volunteers, activities for students, marketing, and new ideas. For example, a school could form a relationship with a nearby company whereby the company provides computer technical assistance to the school in exchange for use of the school's technology lab for training.

### **Grievance Confidentiality**

Throughout this process it is important to maintain confidentiality, particularly if the issue concerns the performance of a staff member or sensitive issues regarding other students and their families. Concerns about all staff member's performance must only be raised with the School Leader/Principal. Concerns about the Principal can only be raised with the Board.

### **Grievance Resolution Process**

Concerns may be raised as follows:

➤ **Step 1**

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

➤ **Step 2**

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

➤ **Step 3**

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

➤ **Step 4**

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

### **Pitfalls to Avoid**

An effective board must avoid actions or habits that impede decision making, cause conflicts of interest, overwhelm the administrator and staff, micromanage day-to-day activities, and squander resources and opportunities.

### **Micromanagement**

Once the doors are open for the school, the Board should step back and focus on policy and fiscal development while allowing day-to-day activities to become the primary responsibility of the Principal.

### **Overdependence on the Administrator**

While Board must hand over the day-to-day operations to the leadership, they retain an oversight responsibility. The Board must be prepared in the event that an administrator leaves unexpectedly, to ensure the school's programming continues while the board assists in the search for a replacement. The Board should confer with the remaining leadership in such an event.

### **Overextending Administrators**

The job of a charter school administrator is exceptionally demanding. As an instructional and business leader, they bear more responsibility than their traditional public school counterparts, particularly when the school is new or experiencing significant growth. Overextension leads to burnout and high turnover. The Board can take steps to ensure the demands on the administrator remain at a reasonable level. The Board should provide recommendations that will enable the administrator to effectively delegate and develop leadership roles among the staff.

### **Lack of Continuity and Institutional Memory**

As charter schools mature and original board members retire, new members may have little knowledge of why the founders created the school and the reasons for their decisions. Without institutional memory, leaders may make avoidable mistakes or undermine the distinct character of the school. It is wise to keep the original founders associated with the school to gain historical context for policies.

MERRILLVILLE

# Plan for STEM school advances

BY KAREN CAFFARINI

Post-Tribune correspondent

MERRILLVILLE — The Board of Zoning Appeals gave its approval Wednesday to a new charter school focused on science, technology, engineering and math, or STEM.

The school, to be called Northwest Indiana Science and Engineering (NiSe), would be located at 8380 Louisiana St., south of the Geminus Corp. building.

The school still needs to get final approval from the Town Council and from Ball State University, which it has applied to for a startup grant.

Dawn Dawkins, attorney for the Tron-Agek Educational Foundation, which would oversee the school, said the foundation has been

working with Ball State for about five years.

"The main drawback has been finding the right facility," Dawkins said.

She said every subject class would be infused with some type of science project.

The school is aiming for 208 students in fifth through seventh grade in its first year, with a goal of adding more students and another grade each year, eventually having 400 students in grades five to 12 by 2018.

"Our plan is to be here three years, then build our own building in the fourth year," said Augusta DeNeal, foundation CEO.

There would be about 18 total employees the first year. The school year would be from September through July and the school day would be from 7:30 a.m. to

4:30 p.m. Monday through Friday and from 9 a.m. to noon on some Saturdays.

DeNeal said class sizes would be less than 15 students per teacher.

The foundation was told it would have to talk with the Merrillville Conservancy District to make sure there is enough sewer capacity at the site for a school, that the square footage of classrooms is applicable to the number of students per class, that the parking meets state regulations, and that they meet the safety needs of the children coming in and out of the building and regarding fire safety.

"They've done their due diligence," BZA member Tim Fortier said.

Councilman Richard Hardaway, D-2nd, spoke in favor of the school.

"When you look at the condition of education in Indiana now, it's deplorable. I think a STEM academy will get us to where we need to get to," Hardaway said.

Hardaway added that he believes the Merrillville Community School Corp. does an excellent job of teaching the students.

Resident Jenny Tucker urged the town to support the charter school.

"I hope we can work together to get this charter school up and running. We're doing what we can, but we need the support of the town," Tucker said.

"There is room for a charter school here," she said.

Tucker said she knows of three charter schools that tried to locate in Merrillville, but they were all denied because of their location.



# Something doesn't add up in 'The Mathematician's Shiva'

JANE AMERSON  
Times Correspondent

When Rachela Karnokovitch dies, mourners from around the globe descend upon the home of the woman considered to be the greatest female mathematician in the world.

But these mathematicians are coming not only to attend her Shiva but also to determine if Rachela, long rumored to have solved one of the most difficult problems in math, really did so. And if she did, did Rachela take the secret to her grave or is it hidden somewhere in the house?

As Rachela's son, Alexander "Sasha" Karnokovitch, sits Shiva for his mother, he also has to deal with brainiac scholars

determined to tear up floorboards in Rachela's house looking for her notes and even analyzing the words uttered by her African grey parrot.

In "The Mathematician's Shiva" (Penguin 2014; \$16), author Stuart Rojstaczer has re-created a world that he knows very well.

"There are real life personal events scattered throughout the book, though 80 percent of the book is made up," says Rojstaczer, a former Duke University geophysics professor and has lived in Israel, Italy and throughout the United States. "But for me to make up this book, I had to have understood the life. I grew up in a Russian, Polish and Ukrainian culture; I heard the languages spoken. I knew scholars who were totally immersed in their

## If you go

**WHAT:** Stuart Rojstaczer discusses his new book; books will be for sale and the event concludes with a book-signing.

**WHEN:** 7 p.m. Tuesday

**WHERE:** Highland Park Public Library, 494 Laurel Ave., Highland Park, Ill.

**COST:** Free

**FYE:** (847) 432-9216



field. I know these people intimately," Rojstaczer says the opening to his novel was very autobiographical.

"There is a scene where Rachela and

her family go to a Russian cultural event and she tries, despite the inevitable tumult that will ensue, to get the Russian performers to defect," he says. "This is something my mother did at least once a year."

Balancing sadness and hilarity in his book is part of the Eastern European culture, Rojstaczer says.

"My parents lived through so much horror in their early years that it would have been impossible and intolerable for them to confront it head on," he said, noting that only his father and a cousin survived World War II when he was unable to convince his family to flee the Nazis in the early days leading up to the war. "It's embedded in the culture, it's a means of staying sane."



## Charter school plans win approval of Merrillville council

Like 2 Tweet 1 Share 0 8:1 0 7

By Karen Caffarini Post-Tribune correspondent May 27, 2014 8:56PM

Updated May 28, 2014 2:03AM

MERRILLVILLE — The town's first charter school could open this fall, after receiving Town Council approval Tuesday night.

Augusta DeNeal, a member of the Tron-Agek Educational Foundation, said the organization needed to secure a site first and will proceed with the approval process through Ball State University, to which it has applied for a start-up grant.

"It's up to Ball State if we open this fall or next fall," DeNeal said.

East Chicago attorney Dawn Dawkins, representing Tron-Agek, took a positive stance.

"This really was our last hurdle," Dawkins said of the Town Council vote.

Merrillville-based Tron-Agek is planning to open a charter school focusing on science, technology, engineering and math, at 8380 Louisiana St.

The school is to be called Northwest Indiana Science and Engineering (NISc).

Five council members voted in favor of the special exception approval allowing the school at the Louisiana Street address and two members — Council President Carol Miano, D-3rd, and Councilman Donald Spann, D-1st — abstained.

Spann said he abstained because he has family members in public schools. Miano said she uses several Merrillville High School students to work election day and at the town parks.

At a previous meeting Miano said the town doesn't need a charter school.

Her comment came after former Merrillville School Corp. Superintendent Anthony Lux told how charter schools take public funding from public schools.

Councilman Shawn Pettit, D-6th, said this was a zoning decision, not a policy decision.

"There is absolutely no reason why we should be dictating competition," Pettit said.

He said the school would open in his ward and he's had no phone calls opposing it. There were no remonstrators at the Board of Zoning Appeals meeting, where the school also was approved.

DeNeal thanked the council and said Tron-Agek would support the Merrillville public school system.

Tron-Agek representatives have said they hope to open with 208 students in Grades 5 to 7, with a goal of adding more students and another grade each year, eventually having 400 students in Grades 5 to 12 by 2018.

Like 2 Tweet 1 Share 0 8:1 0 7



Home / News / Local News / Lake County News / Merrillville

## Council to vote on charter school request Tuesday

12 hours ago • Chas Reilly [chas\\_reilly@nwi.com](mailto:chas_reilly@nwi.com), (219) 862-5324

MERRILLVILLE | Town councilmen have been asked to consider factors other than their opinions of charter schools when making a decision about a special exception sought for the proposed Northwest Indiana Science and Engineering Charter School.

The council is expected to take action on the matter during its regular meeting Tuesday.

Councilman Shawn Pettit said the panel isn't being asked to determine if a charter school is "good or bad."

Instead, the council is asked to decide if the request meets the criteria for a special exception.

"It's a zoning issue," Pettit said of the request sought by the TRON/AGEK Educational Foundation, the entity pursuing the charter school.

The foundation wants to open the school in an existing building at 8380 Louisiana St.

Town leaders have differing views of the need for a charter school.

Tony Lux, a former Merrillville schools superintendent, told town leaders last week that charter and private schools could divert state funding away from public schools.

During that meeting, Council President Carol Miano said a charter school isn't needed in the town.

Councilman Richard Hardaway has said the charter school could be beneficial to Merrillville. He also thinks parents deserve a choice when selecting a school for their children.

The special exception request received a favorable recommendation from Merrillville's Board of Zoning Appeals in late March.

In 2011, the Town Council denied a request for a different charter school proposed in the 600 block of West 81st Avenue.

Pettit said traffic and safety concerns prompted the council's decision in 2011.

Pettit said he has been to the location for the proposed Northwest Indiana Science and Engineering Charter School. That location doesn't have traffic and safety issues, he said.

The TRON/AGEK Educational Foundation has submitted an application to Ball State University's Office of Charter Schools for Northwest Indiana Science and Engineering.

Before the school could open, it must receive approval from Ball State.

Public hearings will be part of the application process.

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**Exhibit 2 – Life Lessons Through  
the Power of Gardening**

**LIFE LESSONS THROUGH THE POWER OF GARDENING**

Outdoor Classroom Curriculum Overview for Northwest Indiana STEM Charter School (NiSe)

**Gary Freedom School (GFS) Mission**

The Gary Freedom School (GFS) is a place where students are educated to become powerful, community-focused leaders and agents of social change through student-centered teaching. The GFS is an initiative of Highly Flavored, Inc., an organization that assists in the leadership development of children and teens through life-skills management training, empowerment programs and mentoring support services.

**Outdoor Classroom Program Overview**

As we move through the twenty-first century, the huge challenge will be to create ecologically sustainable communities. We can teach students important lessons by studying current sustainable communities of plants, insects, animals and microorganisms. It is important students become ecologically literate and the most practical place to teach this within an outdoor classroom setting.

The GFS also believes students must be empowered on all levels of literacy to think and figure out things on their own. We aim to tie life-skills management training directly into the Outdoor Classroom Program using the nationally recognized Arise Life-Skills Management curriculum. Students will take ownership of the outdoor classroom and enjoy harmony in working together because they have been taught the importance of cooperative learning.

General descriptions of the program's overview, program's roles, program's structure and program's maintenance are detailed below:

Program Overview	<p>This program will provide academic and an empowerment component to all NiSe students.</p> <p>This program will nurture the curiosity of students by allowing them to ask relevant questions, develop processes for thinking and searching for answers.</p> <p>The outdoor classroom will challenge students to learn the principals of "ecology" also commonly called "the language of nature."</p> <p>The program will be 100% student driven, removing elements of Adulthood that hinder student leadership growth.</p> <p>Students will learn the importance of working as a team to achieve a common goal.</p> <p>Students will learn the value of maintaining good character in order to promote and sell a plan to their peers, subordinates and the community at large.</p> <p>Students will learn the importance of taking responsibility as a result of their choices and actions.</p> <p>The outdoor classroom will be a vehicle used to train students on how to become ambassadors for movements they create.</p>
Program Roles	<p>Students - "Students Rule" means the outdoor classroom will be owned and operated by the students. The more students are involved in planning and building the outdoor classroom, the greater sense of ownership they will feel. Students will be involved in designing the outdoor classroom plan, making garden signs, constructing green houses or sheds, analyzing soil just to name a few of their</p>

# LIFE LESSONS THROUGH THE POWER OF GARDENING

## Outdoor Classroom Curriculum Overview for Northwest Indiana STEM Charter School (NiSe)

	<p>responsibilities.</p> <p>Gary Freedom School Staff – This group will serve as the project managers and central organizing body that gets the outdoor classroom growing. GFS staff will work with teachers, and students to determine what the outdoor classroom will look like as well as what resources and materials to collect and who will accomplish which tasks. This group will also troubleshoot and organize volunteers and community support for the garden. GFS staff will also integrate life-skills lessons into all facets of the program.</p> <p>Administrator(s) – It is important to have the support of the principal and dean, who will be key in development of the outdoor classroom, approving staff time for necessary training and curriculum incorporation and acting as leaders in the community to finding outside funding sources. Administrators will also act as an advocate outside of the school and ambassadors to the school district and community, promoting the outdoor classroom.</p> <p>Teachers – Teachers will be the liaison between the students and GFS staff and will be the catalyst for the outdoor classroom. Teacher involvement also assures all subject matters are tied into the garden program and outdoor classroom space. Teachers can also represent the principal in decision making and promoting the plan to the community.</p> <p>Custodial Staff – School custodians/janitors will be involved in the outdoor classroom planning and maintenance activities.</p>
Program Structure	<p>All Students will be required to keep a Garden Journal to record observations, collect data, make analyses of his/her experiments and keep records and drawings of the outdoor classroom.</p> <p>As planning begins for the outdoor classroom there will be endless opportunities for integrating all curriculum areas into the program.</p> <p>Teachers will be encouraged to use the outdoor classroom to conduct classes of their choice throughout the year. As the program progresses several outdoor classrooms can be created.</p> <p><i>Examples of how academic subjects will be incorporated into the outdoor classroom program are as follows:</i></p> <p>Research – As a group, students will be asked to gather background information to help develop garden themes. They will read materials to research information and then write their plans.</p> <p>Math – In analyzing garden data and measuring garden and plant placement, students will be applying math skills.</p> <p>Social Studies/Science – In studying the effects of erosion on soil, there will be opportunities to integrate these two subject areas.</p> <p>The Arts – Sitting quietly in the outdoor classroom and drawing plants or animals they see applies the student's drawing skills to natural history observations. Here photography, drawing, history and science will be intertwined.</p>

# LIFE LESSONS THROUGH THE POWER OF GARDENING

## Outdoor Classroom Curriculum Overview for Northwest Indiana STEM Charter School (NiSe)

Each year students will document what they created in the outdoor classroom and this information will be passed on the next class, creating the outdoor classroom's own History.

Students will select a theme for the outdoor classroom. The outdoor classroom can begin with just one theme or various class grades can select their own themes creating several gardens.

*Examples of themes are:*

History Garden – Students pick a time in history and investigate what was growing during that time and develop a garden matching that time period.

Butterfly Garden – Students research what butterflies live in the area and what types of plants they depend on.

Ecosystem Garden – Students research what the present area looked like before buildings were placed there and recreate what the area once looked like.

Nutrition Garden – The garden can be used to help students learn where food comes from. Students can be taught the methods of maintaining an urban farm and sustainable food sources. The class can put together a cookbook using crops from the garden.

The outdoor classroom program will establish a community support system to assist in coordinating various community activities and develop greater community awareness. Volunteers can contribute to what the outdoor classroom and school needs.

Students and GFS staff will work together to select a site for the outdoor classroom. Students will learn the importance of what must be considered: Sunlight, water access, drainage, accessibility, security, visibility.

### **ANY site can be transformed into a thriving outdoor classroom!**

Individual beds/planters can be allocated for each class to plan, plant, care for and harvest as well as a common area that the entire school can harvest together.

Students and teachers will identify the purpose of each individual garden within the outdoor classroom. Will it be to teach math, social studies, science or another subject? The outdoor classroom will have the ability to teach all disciplines successfully by using indoor raised bed gardens during the onset of the program.

The outdoor classroom can be designed and mapped out by letting classes or grades compete through a student contest. This assures that students design the space.

During the design process students, teachers and GFS staff will identify what will go in the outdoor classroom. Examples include: Outdoor classroom and meeting areas which will include outdoor chairs and benches; beds or planting areas for each class; community growing area for schoolwide or communitywide plantings; special project area for student experiments; compost area (this area will be set aside to collect compost materials and building compost piles); tool shed or storage area, greenhouse or cold frame.

# LIFE LESSONS THROUGH THE POWER OF GARDENING

## Outdoor Classroom Curriculum Overview for Northwest Indiana STEM Charter School (NiSe)

	<p>In prepping the outdoor classroom, students and staff will: 1. test soil conditions and learn how to recognize healthy soil to plant in (science focus); 2. stake out planting beds by researching and measuring the how large the beds must be, how far plants should be from each other and how deep plants so be planted (math focus); 3. double dig the area to loosen the soil for planting or for building urban raised beds.</p> <p>Students will develop an Outdoor Classroom Checklist that will be used and primarily maintained by students. Checklist categories are: 1. Planning the Garden; 2. Breaking Ground; 3. Maintaining the Garden; 4. Managing the Garden</p> <p>The outdoor classroom curriculum will be taught in a "Student-Centered Environment" where techniques of cooperative learning will be applied. Small group cooperative learning will be very effective for the outdoor classroom setting. Students will be divided into small groups and assigned specific tasks when observing garden activity.</p> <p>Once students identify the garden's purpose and theme they will be challenged to research "what to plant and when." The outdoor classroom will operate on a continuous growing cycle; plants will grow through the year. Lettuce and carrots are fast growing crops that can harvest right after the winter and grow in early spring before school is out. Tomatoes, pumpkins and corn are slow-growing crops that can be grown before school is out and students can harvest in the fall when they return.</p>
Program Maintenance	<p>The Outdoor Classroom Program can immediately generate local funds and donations. Contributions can come from local nurseries, home improvement stores, local farmers, contracting companies, etc.</p> <p>The program will rely heavily on community volunteers who will take a strong interest in the garden and possibly offer workshops for students and other in-kind services.</p> <p>In order to minimize vandalism the Outdoor Classroom Program will seek to involve the community outside of the school as well as the immediate school community. The program will include ALL students even if they are not actively gardening.</p> <p>The GFS staff, along with students who want to stay engaged with the garden during school closures, will maintain the garden during the holidays and summer. Community volunteers will also be encouraged to assist when students are out of school.</p> <p>Another option for year around maintenance of the outdoor classroom is to create a summer program for the community at the school for families or community members who want to enhance their knowledge of gardening. This could be a fee generated program.</p> <p>The Outdoor Classroom Program will sponsor special events throughout the year that involve the community. Examples are spring flower events and giveaways, Halloween/Fall festivals, etc.</p> <p>One of the primary sustainable activities for the Outdoor Classroom Program will be the operating of a farmers market for the community at-large. Funds generated from the market will support the Outdoor Classroom Program.</p>

# LIFE LESSONS THROUGH THE POWER OF GARDENING

## Outdoor Classroom Curriculum Overview for Northwest Indiana STEM Charter School (NiSe)

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	<p>It is critical to keep the outdoor classroom in the public eye through various forms of media coverage, such as newspaper press releases, radio and TV. Members of the press will be invited to school's outdoor classroom events.</p> <p>Good public relations of the outdoor classroom will involve training students on how to promote their plans. Students can make guest appearances on local radio and TV shows.</p>
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**Glenda Ritz, NBCT**

Indiana Superintendent of Public Instruction

## Assessment and Accountability Transition 2014-15

The following outlines expected changes to the Assessments and Accountability Systems in the 2014-15 school year. The guidance will be updated regularly with new information as it becomes available.

### School Year 2013-14

### School Year 2014-15

Assessed Standards	Indiana Academic Standards	College- and career-ready Indiana Academic Standards for English/Language Arts and Mathematics (2014)
Assessment Rigor	ISTEP+ (Aligned to previous IAS)  (One Assessment- March Applied Skills/May Multiple Choice)	ISTEP+ (Aligned to 2014 ELA/Math IAS/college- and- career ready) (One Assessment – Part 1 March Applied Skills/ Part 2 May Multiple Choice/TE)
Accountability System	2012 Accountability A-F	2012 Accountability A-F
Accountability Growth	1 Year Projected Targets.  Target scale scores are compared to actual scale scores to categorize Low, Typical, or High Growth.	1 Year Projected Targets with equi-percentile concordance.  Target scale scores are compared to actual scale scores to categorize Low, Typical, or High Growth. Due to the transition in Assessment, equi-percentile concordance will be utilized to translate the target score from the previous assessment scale to a target score on the new assessment scale. Additional validations will be implemented to ensure continuity during the transition.
Grade Levels Tested	<ul style="list-style-type: none"> <li>◦ ISTEP+ used to assess grades 03 thru 08; and grade 10 End of Course Assessments.</li> <li>◦ IMAST allowed as modified assessment for grades 03 thru 08.</li> <li>◦ ISTAR allowed as alternate assessment for grades 03 thru 08; and grade 10.</li> </ul>	<ul style="list-style-type: none"> <li>◦ ISTEP+ used to assess grades 03 thru 08; and grade 10 End of Course Assessments.</li> <li>◦ IMAST no longer available. Students participate in standard (ISTEP+) or alternate assessment (NCSC) based on decision of case conference committee.</li> <li>◦ NCSC replaces ISTAR for E/LA and mathematics for grades 03 thru 08; and grade 10.</li> </ul>
Growth Availability Grade Levels	04-08	04-08
AMO-Annual Measurable Objectives	2012 Baseline	2015 Baseline will be determined





**Glenda Ritz, NBCT**

Indiana Superintendent of Public Instruction

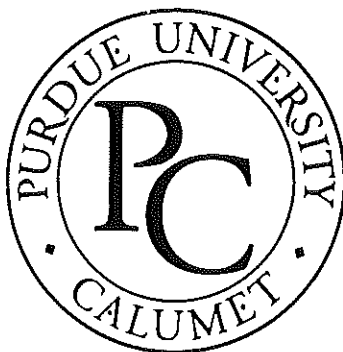
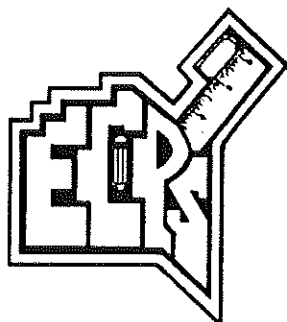
<b>Educator Effectiveness Growth Rating Availability Grade Levels</b>	<p>Student Growth Percentile.</p> <p>The median SGP along with the standard error is used to generate Educator Effectiveness Growth Ratings (1-4 or 1-5).</p>	<p>Student Growth Percentile.</p> <p>The median SGP along with the standard error is used to generate Educator Effectiveness Growth Ratings (1-4 or 1-5). While Student Growth Percentiles are assessment neutral, results will be closely evaluated to ensure accuracy in calculation as well as fidelity in implementation of new academic standards.</p>
<b>Educator Effectiveness Growth Ratings</b>	04-08	04-08
<b>Educator Effectiveness Negative Impact</b>	Median SGP less than 15 and Mean ISTEP+ scale score decrease of 15 points.	Median SGP less than 15 and equivalence of Mean ISTEP+ scale score decrease of 15 points.

# Engineering & Science Summer Program 2002

## at Purdue University Calumet Hammond, Indiana

June 19 to July 12, 2002  
8:30 am to 3:30 pm

Students completing grades 7 and 8 will learn applications of math and science to problem solving in engineering and science, including laboratory and computer experiences. The program meets daily except for July 4 and July 5.



### Supported by:

- \* Association of Iron & Steel Engineers - Chicago Chapter
- \* Bank One
- \* BP Whiting Refinery
- \* Citizens Savings Foundation
- \* Gary Community School Corporation
- \* Indiana Space Grant Consortium
- \* Ispat-Inland Steel, Inc.
- \* Powers and Sons Construction Company, Inc.
- \* Purdue University Calumet
- \* Rhodia, Inc.
- \* School City of East Chicago
- \* State Farm Insurance
- \* Superior Engineering Corporation
- \* Twin City Education Foundation

***Applications due May 10, 2002***

## GOALS

- \* Demonstrate to you that careers in science and engineering can be profitable, fun, and good for society;
- \* Motivate you to continue your education and get the most from it; and
- \* Provide you with training and/or guidance for future programs.

## FEATURES OF THE PROGRAM

- \* You learn while having fun and making new friends. Ask former participants!
- \* You are exposed to new ideas – this is enrichment, not remediation.
- \* Your teachers will include many practicing engineers and scientists.
- \* You will receive hands-on experience with lab equipment and personal computers.
- \* Your parents/guardians will attend a **required** workshop on either Wednesday, June 26 at 7:00 p.m. or Saturday, June 29 at 9:00 a.m.
- \* Transportation is provided between central pick-up points in Gary and East Chicago to and from Purdue Calumet.
- \* You and your parents/guardians attend a concluding banquet to celebrate excellence on Thursday, July 11.

## PROGRAM STRUCTURE

- \* Scientific topics are introduced.
- \* You learn mathematical tools to solve appropriate scientific problems.
- \* Your hands-on laboratory experience reinforces and applies the concepts.
- \* You use computers with engineering/scientific software to solve problems.
- \* Your tours show you engineers at work and the results of their work.

EXAMPLE: Electric circuits, as used in TVs, hi-fi, and power plants will be introduced in science; the math needed will be taught; circuits will be built and tested in the lab; and commercial software will be used on a personal computer. NIPSCO will be visited to see this material applied by engineers.

## TYPICAL SCHEDULE

8:30 a.m.	Math*	12:40 p.m.	Hands-on laboratory session
9:45 a.m.	Break	2:00 p.m.	Hands-on computer applications
10:00 a.m.	Science or engineering*	3:10 p.m.	Daily journals
11:10 a.m.	Lunch/group activity	3:30 p.m.	Depart for home

\* Including experiments, demonstrations, and computer time.

## APPLICATION AND ADMISSION REQUIREMENTS

To participate, you must submit the attached application form so that it is received at Purdue Calumet no later than **Monday, May 13, 2002**. Preliminary acceptance notices will be mailed May 17, 2002.

Approximately 40 seventh and eighth grade students will be selected based on the application, teacher and counselor references, available test scores, and grades. *There may be limited space for students in grades nine and ten if funds become available to support the second summer program.*

Final admission is contingent upon you and at least one parent/guardian attending a required orientation session at Purdue University Calumet, and payment of a \$25.00 non-refundable participation fee plus tuition (see below) after acceptance. You may attend either Saturday, June 1 at 9:00 a.m. or Wednesday, May 29 at 7:00 p.m.

Purdue Calumet is an equal access/equal opportunity university.

## COST

All participants must pay the \$25.00 non-refundable participation fee due after acceptance. There is no tuition for residents of East Chicago thanks to support from the Twin City Education Foundation, and for residents of Gary\* thanks to anticipated support from the City of Gary. The tuition for the program for all others is \$700, payable after acceptance. Scholarships are available based on need. To a limited extent, additional scholarships may be awarded based on ability. If applying for scholarship support, please ensure that all requested information is provided.

The cost of the program is covered in part by support from Association of Iron & Steel Engineers - Chicago Chapter; Bank One, BP Whiting Refinery; Citizens Savings Foundation; City of Gary, Gary Community School Corporation; Indiana Space Grant Consortium; Ispat-Inland Steel, Inc.; Powers and Sons Construction Company, Inc.; Purdue University Calumet; Rhodia, Inc.; School City of East Chicago; State Farm Insurance; Superior Engineering Corporation; and Twin City Education Foundation.

\*If the anticipated support from the City of Gary is not received, then the cost to Gary residents will be \$700, and they will be considered for scholarship support.

## LOCATION

All instruction will be at Purdue University Calumet in Hammond, Indiana utilizing engineering, science, and computer facilities. Transportation between central pick-up points in Gary and East Chicago to and from Purdue Calumet will be provided, as will transportation for the tours.

# ENGINEERING AND SCIENCE SUMMER PROGRAM 2002

## APPLICATION

STUDENT NAME \_\_\_\_\_  
PARENT/GUARDIAN NAME(S) \_\_\_\_\_  
ADDRESS \_\_\_\_\_  
CITY/STATE/ZIP \_\_\_\_\_  
TELEPHONE: HOME \_\_\_\_\_ WORK (PARENT/GUARDIAN) \_\_\_\_\_  
AGE \_\_\_\_\_ SOCIAL SECURITY NUMBER \_\_\_\_\_-\_\_\_\_\_-\_\_\_\_\_  
CURRENT SCHOOL \_\_\_\_\_ GRADE \_\_\_\_\_  
FALL 2002 SCHOOL \_\_\_\_\_

**Please attach a separate page consisting of two paragraphs -- the first telling us why you are interested in this program, and the second describing your extracurricular and community activities. These required statements are important because they tell us about you.**

*I understand that my school records are a necessary part of the Program's application process. I hereby authorize release of these records. Furthermore, if approved for participation, I authorize release of my school records as needed for assessment.*

*If admitted, I agree to comply by all rules and regulations, and to participate for the full four weeks of the Engineering and Science Summer Program 2002. Absence is allowed only for illness or by prior approval.*

STUDENT'S SIGNATURE \_\_\_\_\_

### Parental Consent

*I hereby give permission for my child to participate (if selected) in the Engineering and Science Summer Program 2002. I understand that participation requires a \$25.00 nonrefundable participation fee plus, for those not residents of East Chicago or (anticipated) Gary, a tuition of \$700. (If the anticipated support from the City of Gary is not received, then the cost to Gary residents will be \$700, and they will be considered for scholarship support.) Scholarships are available based on need. To a limited extent, additional scholarships may be awarded based on ability. If applying for scholarship support, please ensure that all requested information is provided*

*I will encourage my child to participate in all activities for the full four weeks of the program (absence is allowed only for illness or by prior approval), and will attend an orientation session and a parents' workshop. I understand that the Program cannot be held responsible for all occurrences during the Program, and that I am still responsible for my child's conduct and the consequences of my child's behavior in the program. If medical attention is required for illness or injury while attending the Program, I give permission for such care at my expense.*

*I further authorize my child's school to release information from my child's records to the Program, both for admission purposes and, if selected, as needed for assessment.*

**If you wish your child to be considered for scholarship support, please attach a brief, signed paragraph stating need.**

PARENT'S SIGNATURE \_\_\_\_\_

Please return by Monday, May 13, 2002 to:

Dr. Edward S. Pierson  
Department of Engineering  
Purdue University Calumet  
Hammond, IN 46323-2094

# ENGINEERING & SCIENCE SUMMER PROGRAM 2002

## RECOMMENDATION TO BE COMPLETED BY COUNSELOR

STUDENT NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY/STATE/ZIP \_\_\_\_\_

Grade point average for past academic year: \_\_\_\_\_

Class Standing: Top 10% \_\_ Next 15% \_\_ Next 25% \_\_ Bottom half \_\_

Do you recommend this student for the engineering and science summer program?

Yes \_\_\_\_\_ No \_\_\_\_\_

*Note: This program contains many interesting and fun-filled activities, but it requires work and dedication by the student. Please keep this in mind in recommending a student.*

Please justify your response:

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**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:

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Should this student be considered for scholarship aid based on ability? \_\_\_\_\_

Why? \_\_\_\_\_

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Teacher's Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Courses taught: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

Please return by Monday, May 13, 2002 to:

Dr. Edward S. Pierson  
Department of Engineering  
Purdue University Calumet  
Hammond, IN 46323-2094

July 1, 1996

# ENGINEERING AND SCIENCE PROGRAM 1996

## FIRST YEAR STUDENTS

### WEEK 1

	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
<b><u>MORNING</u></b>					
<b>Session 1</b>	CONST 1 Architects engineers, history, materials Roy Evans  <u>P234</u>	CONST 3 build paper structures Roy  <u>P234 or</u> <u>P108</u>	CONST 5  Roy  <u>P234 or</u> <u>P108</u>	CONST 7/8 Paper stru Mike  <u>P108</u> G2 am G1 pm	BIOLOGY1/2 K. Hedges G026   G1 am
<b>Session 2</b>	INTRO TO PC How to use files disks, etc Rudy  <u>G237</u>	MATH PROBLEM SOLVING 1 (Work in small groups with & w/o calc.) Nancy P213	MATH PROBLEM SOLVING 3 using PC: Solve PC Nancy M120  GROUP PIC	Build Elec Circuit (happy face) <u>P208</u> (VIDEO if done early G1 am	Build Elec Circuit (happy face) <u>P208</u> (VIDEO if done early G2 am
<b><u>AFTERNOON</u></b>					
<b>Session 3</b>	CONST 2 Loading, steel frames, beams, foundation Roy Evans  <u>P234</u>	CONST 4 build paper structures Roy  <u>P234 or</u> <u>P108</u>	CONST 6 Surveying  Mike  <u>A181</u>	MATH REV 2 Order of operations solving & evaluating simple eqs Jim <u>P213</u>  G2 pm TS 3	BIOLOGY1/2 K. Hedges G026 T2 pm - - - - MATH REV 2 John <u>P213</u> G1 pm TS 3
<b>Session 4</b>	MATH REV 1 Fractions, decimals, , scient. notation (on PC) Jim <u>G237</u>	MATH PROBLEM SOLVING 2 Using PC: Solve PC M120 Nancy	AUTOCAD 1 Intro. to CAD David McLees  <u>A246</u>	AUTOCAD 2 Demos, 2-D drawings David McLees <u>A246</u>  G2 pm TS 4	AUTOCAD 2 Demos, 2-D drawings David McLees <u>A246</u>  G1 pm TS 4



July 1, 1996

# ENGINEERING AND SCIENCE PROGRAM 1996

## FIRST YEAR STUDENTS

### WEEK 2

	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
<b><u>MORNING</u></b>					
<b>Session 1</b>	ROCKETS Principles Heister <u>P234</u>	MA-GRAPH 2 Graphing of data & linear eqs with PC:Solve <u>P-308</u> Nancy	ROCKET DAY Launch Procedures (alt Thur) <u>Heister</u> <u>P234</u>	<b>PMA 2</b> Seretha Howard  <u>P234</u>	BIOLOGY3/4  K. Hedges  <u>G026</u>  G1 am G2 pm
<b>Session 2</b>	MA-GRAPH 1 Graphing of data & linear eqs with graph paper, slopes Nancy  <u>P213</u>	3D MODELING 3D Studio, demo & practice (pt. 1) David McLees	PC-ROCKETS Trajectory simulation launch angles & wind speed (on PC) <u>Heister GA</u> <u>M108</u>	PROB/STAT Probabil- ity & odds Nancy  <u>P213</u>	
<b><u>AFTERNOON</u></b>					
<b>Session 3</b>	ROCKETS CONSTRUCT- ION 1/2 Heister   <u>P108&amp;112</u>	POSITIVE MENTAL ATTITUDE (PMA) 1 Seretha Howard  <u>P234</u>	ROCKET LAUNCH COMPETI- Soccer Fld Measure Heights Melisa,Ray  <u>Mike,Nancy</u> Kendred	ROCKET MA Triangl- ation for height (students calc) John <u>P213</u>	DC CIR 1/2 Power sup. & VM  Ohm's law (plot) light bulb
<b>Session 4</b>		PROB/STAT Statistics Nancy  <u>P213</u>	juice -get at gate, return to gate	3D MODELING 3D Studio, demo & practice (pt. 2) David McLees	     <u>P234/212</u> Ed (Kendred  [G2 am, G1 pm]

July 1, 1996

# ENGINEERING AND SCIENCE PROGRAM 1996

## FIRST YEAR STUDENTS

### WEEK 3

	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
<b><u>MORNING</u></b>					
<b>Session 1</b>	DC CIR 3/4 Series & parallel R color code KVL expt.  <u>P234/212</u> <u>Ed (Kendred)</u>	MUSEUM OF SCIENCE & INDUSTRY (10 adults Ray, Melisa, Mike ,  Nancy Kendred,	CHEM 1/2 <i>Kathryn Hedges</i> <u>G026</u>  G1 am G2 pm	DC CIR L1 Discuss KVL & KCL, analysis of circuts  Lab-comp. ckt. <u>P234/212</u> <u>Ed (Kendred)</u>	MATH FOR DC CIR 2 Cramer's Rule with <u>PC:Solve</u> Nancy <u>G237</u>
<b>Session 2</b>		Amoco 1, 2,3 8 groups of 6-7, teachers   [G1 am, G2 pm]			DC CIR PC2 More PSpice & examples, tie to DCCIR L2  Rudy <u>P-308</u>  [G1 am, G2 pm]
<b><u>AFTERNOON</u></b>					
<b>Session 3</b>	PROB/STAT APPL. Statistics on <u>PC:Solve</u> <u>G237</u> Nancy  TS 4,2		Healthy Eating  Joanne Pluckebaum (Mati) X040	MATH FOR DC CIR 1 Solving simultan- eous eqs., Cramer's Rule (determin- ates) <i>John</i> TS 3,1 <u>P213</u>	TOUR TO NIPSCO Control center & enr. labs <i>Ray, Melisa John, Kendr</i> buses leav 12:15
<b>Session 4</b>	DC CIR PC1 Introduce PSpice, simple examples  <i>Rudy</i> <u>P308</u>  TS 3,1		[G2 am, G1 pm]	BINARY MATH 1 Binary numbers (counting, arithmetic base 2 & 10 <i>John</i> <u>P213</u> TS 4,2	Intro at Noon, Ed Brand  Contact PatGarrard 647-4885

July 1, 1996

# ENGINEERING AND SCIENCE PROGRAM 1996

## FIRST YEAR STUDENTS

### WEEK 4

	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
<u>MORNING</u>					
Session 1	BEAMS L1 Modulus of Elasticity incl. plot Mike <u>A150</u>  G1 am G2 pm	PMA 3/4 <i>Seretha Howard</i>  <u>G208</u>	LTV VISIT G1 leave 8:40, ret 12:40 tour 9:00 12:00 followed by box lunch Ray/Ken/Mo	JULY 4 HOLIDAY	Circuit construc- ion -- Battery checker Rudy  G1 am G2 pm <u>P212</u>
Session 2		<u>Video</u> ' <u>Stand &amp; Deliver</u> '  G1&G2	G2 leave 11:40, ret 3:20 tour 12:00 3:00 preceeded by box lunch Meli/Nancy		
<u>AFTERNOON</u>					
Session 3	CHEM 3/4 <i>Kathryn Hedges</i> <u>G026</u>  G2 am G1 pm	PMA 5 <i>Seretha Howard</i>  <u>P234</u>	STAT PROC CONTROL <i>Bethlehem Kihlstrom &amp; Trajkovsk</i> G1 <u>P213</u>		CHEM 5/6  <i>Kathryn Hedges</i>  <u>G026</u> [G2 am, G1 pm]
Session 4		BINARY MATH 2 Binary coded dec, 2's comp., Boolean algebra, truth tables <i>Jim</i> <u>P213</u>			

July 1, 1996

# ENGINEERING AND SCIENCE PROGRAM 1996

## FIRST YEAR STUDENTS

### WEEK 5

	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
<b><u>MORNING</u></b>					
<b>Session 1</b>	PMA 6 Seretha P213  - - - - Stoichiom. Melissa P234 each 50 m 10:30 bus	EGG DROP CONTEST THEORY Packaging trade- offs, rules Cesar  P234	DIGITAL 1 Digital logic  Rudy   P234	BEAMS L2 Cantilever beam Mike,  Rick-Roye A150 Jeff Warren, TS 1,4	DIGITAL 3 AND, OR, & NOT IC chips Rudy   P208
<b>Session 2</b>	CHEM 7 Appl. to oil ind., Amoco speaker at Amoco  {Start 11 am}	continue with EGG DROP PREP (Kendred) Cesar P108 G1 am G2 pm	EGG DROP PREP (Kendred) Cesar   P108	PMA 8    TS 2,3	EGG DROP PREP (Kendred) Cesar   P108
<b><u>AFTERNOON</u></b>					
<b>Session 3</b>	AMOCO TOUR Tie in chem & microbio. (have 1 bus at Amoco from Noon) ??????	MATER L1 Melting point of tin expt {Dale} Harvey  A150	DIGITAL 2 AND, OR, & NOT gate simulation Rudy   P208	EGG DROP PREP (Kendred) Cesar  G2 am G1 pm  P108	EGG DROP CONTEST  Cesar   P108/234
<b>Session 4</b>	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

July 2, 1996

# ENGINEERING AND SCIENCE PROGRAM 1996

## SECOND YEAR STUDENTS

### WEEK 1

	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
<u>MORNING</u> Session 1	AIRPLANE CONTEST 1 Aerody- namics <i>Dominick Andrisani Mark Peters</i> <u>FOR WEEK</u> <u>USE P119</u> <u>AND P112</u>		AIRPLANE CONTEST 3 Performan- ce & stability	BROOKFIELD ZOO all day	AIRPLANE CONTEST - TRIALS  <u>North end</u> <u>gym until</u> <u>10, then</u> <u>K129</u>
Session 2	POSITIVE MENTAL ATTITUDE (PMA) 1 <i>Seretha Howard</i> <u>P119</u>	AC VIDEO 1 History of Flight  AC VIDEO 2 X-planes, aero research	AC VIDEO 3 Future Flight - Tomorrow's Airplanes  <b>Group Pictures</b>		
<u>AFTERNOON</u> Session 3	AIRPLANE CONTEST LAB 1/2  <u>P108</u>	AIRPLANE CONTEST LAB 3/4  <u>P108</u>	AIRPLANE CONTEST LAB 5/6  <u>P108</u>		OSCILLO- SCOPE  <i>Rudy</i>  <u>P208</u>
Session 4					CIR MATH 1 Sine, cos, tangent Graphs with varied amp & per <i>Jim</i> <u>P119</u>

NOTE: AERO ACTIVITIES ARE NOT SET YET, ONLY PEOPLE

July 2, 1996

# ENGINEERING AND SCIENCE PROGRAM 1996

## SECOND YEAR STUDENTS

### WEEK 2

	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
<b><u>MORNING</u></b>					
<b>Session 1</b>	PMA 1 <u>P113</u> Sereth8:40 ECOLOGY FIELD TRIP Lect <u>P119</u> 10:00 am Bus 11:00 to West Be Young Choi T1 10: 0n	PMA 1 <u>P113</u> Sereth8:40 ECOLOGY FIELD TRIP Lect <u>P119</u> 10:00 am Bus 11:00 to West Be Young Choi T2 10: 0n	ADV CIR 2 More rev, Cap., transient concepts Don Gray  <u>P119</u> [TS 1,3]	PLANETAR- IUM & AQUARIUM min 7 ad?? Tonya Nick Mike, Ed, O Amoco??? Kendred	ADV CIR 3 AC analy, phasors, power fac freq. resp Don Gray  <u>P119</u> [TS 1,3]
<b>Session 2</b>	AC CIR 1 Rev Ohm's Law, KV&CL Don Gray <u>P119</u> T2 - TS 2  AC LAB 1 DC volt, current, power Don Gray <u>P208</u> T2 - TS 1	AC CIR 1 Rev Ohm's Law, KV&CL Don Gray <u>P119</u> T1 - TS 2  AC LAB 1 DC volt, current, power Don Gray <u>P208</u> T1 - TS 1	AC LAB 2 RC trans & freq resp Don Gray <u>P208</u>  [TS 2,4]  AC <u>COMP</u> 2 (lab 2) Rudy <u>P308</u>  [TS 4,1]	Rudy  ~42 studnt	AC LAB 3 AC V, I, phase, power Don Gray <u>P208</u>  [TS 2,4]  PMA 2 Seretha  <u>P330</u>  [TS 3,2]
<b><u>AFTERNOON</u></b>					
<b>Session 3</b>	CIR MATH 2 Sine, cos, tangent Graphs with varied amp & per Jim <u>P119</u> T2 - TS 3	CIR MATH 2 Sine, cos, tangent Graphs with varied amp & per Jim <u>P119</u> T1 - TS 4	CIR MATH 3 Vectors   John  <u>P113</u> [TS 3,2]		CIR MATH 4 Exponen- tials   John  <u>P330</u> [TS 4,1]
<b>Session 4</b>	AC <u>COMP</u> 1 PSpice review, lab 1 Rudy <u>P308</u> T2 - TS 4	AC <u>COMP</u> 1 PSpice review, lab 1 Rudy <u>P308</u> T1 - TS 3			

July 2, 1996

# ENGINEERING AND SCIENCE PROGRAM 1996

## SECOND YEAR STUDENTS

### WEEK 3

	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
<b><u>MORNING</u></b>					
<b>Session 1</b>	ADV CIR 4 L, RL & RLC trans- ients  <i>Don Gray</i> <u>P119</u> [TS 1,3]	ADV CIR 5 Resonance, summary  <i>Don Gray</i> <u>P119</u> [TS 1,3]	DIODES 1 <i>Rudy</i> <u>P208</u>	DIODES PC <i>Rudy</i> <u>P308</u>	THERMO 1 Heat Sources  <i>Ed</i> <u>P213</u>
<b>Session 2</b>	AC LAB 4 RLC trans.  <i>Don Gray</i> <u>P208</u>  [TS 2,4]	AC LAB 5 Freq resp & reson.  <i>Don Gray</i> <u>P208</u>  [TS 2,4]	MATH Relations & Function <i>Nancy</i>  - - - - - 12:10 Peters-& Mitchell	MOUSE CAR3 <i>Tonya&amp;Nick</i>  <u>P108</u>	MATH Functions & Prog.-- graphing calculats <i>John</i> <u>P119</u>
<b><u>AFTERNOON</u></b>					
<b>Session 3</b>	CIR MATH 5 Complex numbers in polar form  <i>Jim</i> <u>P119</u> [TS 3,1]	MOUSE CAR1 <i>Tonya&amp;Nick</i>  <u>P108</u>  [TS 3,1]	MOUSE CAR2 <i>Tonya&amp;Nick</i>  <u>P108</u>	MATH Number theory, divisibil- ity tests <i>Jim</i> <u>P113</u>	MOUSE CAR4 <i>Tonya&amp;Nick</i> Contest  <u>P108</u>  TS 1,3
<b>Session 4</b>	AC <u>COMP</u> 3 (lab 3) <i>Rudy</i> <u>P308</u>  [TS 4,2]	AC <u>COMP</u> 4 (lab 4) <i>Rudy</i> <u>P308</u>  [TS 4,2]	DIODES 2 <i>Rudy</i>  <u>P208</u>	RECTIFIER1 <i>Rudy</i>  <u>P119</u>	RECTIFIER2  <i>Rudy</i>  <u>P308</u> TS 2,4

July 2, 1996

# ENGINEERING AND SCIENCE PROGRAM 1996

## SECOND YEAR STUDENTS

### WEEK 4

	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
<u>MORNING</u> Session 1	RECTIF PC Rudy  <u>P308</u>	MATH String Art Nancy <u>P119</u>  TS 1,3	TRANS 2 Rudy   <u>P113/P308</u>	JULY 4 HOLIDAY	MOTORS & GENERATORS (M&G) 1/2 Pierson Principles (Kendred) <u>P119/108</u>  G1 am G2 pm
Session 2	THERMO 2 Steam Cycles Ed  <u>P119</u>	MATH Limits John  <u>P119</u>  TS 2,4	MATH Av & Inst rates of change (Calc) John  <u>P119</u>		
<u>AFTERNOON</u> Session 3	TRANS 1 Rudy  <u>P113</u>	PC Trouble shooting  Joe Morales, Rudy, Kendred <u>P212</u>	TRANS PC Rudy   <u>P113/P308</u>		MATH ????  <u>P119</u>  TS 1,3
Session 4	MATH Mental Math- A Game Jim  <u>P119</u>	   G2 am, G1 pm	PMA 3 Seretha  <u>P119</u>		MATH Limits with DERIVE (on PC) Nancy  <u>M121</u>  TS 2,4



July 2, 1996

# ENGINEERING AND SCIENCE PROGRAM 1996

## SECOND YEAR STUDENTS

### WEEK 5

	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
<b><u>MORNING</u></b>					
<b>Session 1</b>	MICROPRO 1/2 Rudy (Virg) (Micropro- cessor applica- tions to control) <u>P308</u>	MICROPRO 3 Rudy <u>P308</u>	MICROPRO 4/5 Virgil <u>P308</u>	SCIENCE OLYMPIAD (all day) Tonya, Nick	VISIT TO NIPSCO MITCHELL PLANT  Ed P (arr 9:00 stay 1.5)
<b>Session 2</b>		PMA 4 Seretha <u>P119</u>			(P119-talk first on what will see)???
	G1 am, G2 pm	before lun discuss tr	G1 am, G2 pm		
<b><u>AFTERNOON</u></b>					
<b>Session 3</b>	M&G 3/4 Ed (Kendred, Kathryn <u>P112</u> G2 am, G1 pm	safety- kleen TOUR Ed, both Gr G1 12 bus visit at 12:30, 1hr	Healthy Eating Joanne Pluckebaum (Mati) <u>X040</u> G1 am G2 pm		MICROPRO 6 Virgil <u>P308</u>
<b>Session 4</b>		G2 1:15 bu visit at 1:45, 1hr  rest of time, group activity			Closing,  Survey <u>P119</u>

July 2, 1996

# ENGINEERING AND SCIENCE PROGRAM 1996

## THIRD YEAR STUDENTS

### WEEK 1

	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
<u>MORNING</u>					
<b>Session 1</b>	INTRO TO WINDOWS & POWERPT <i>DeBorah Williams</i>  <u>M120</u>	HOW IT WORKS 2/3 (work without Ed)  on PC? - use open lab or <u>P334</u>	ELEC PROJ 4/5 <i>Rudy</i>  <u>P212</u>	HOW IT WORKS PRESENTA- TIONS  <i>Ed</i>  <u>G208</u>	HEALTH EATING  <i>Joanne Pluckebaum</i>  <u>X 40</u>  T1 am T2 pm
<b>Session 2</b>	HOW IT WORKS 1 <i>Ed</i>  <u>P334</u>			ELEC PROJ 6 <i>Rudy</i>  <u>P212</u>	POISSON'S RATIO  <i>Mike</i>  <u>A150</u>  T2 am T1 pm
<u>AFTERNOON</u>					
<b>Session 3</b>	INTRO TO POWERPOINT <i>DeBorah Williams</i>  <u>M120</u>	ELEC PROJ 2/3 <i>Rudy</i>  <u>P212</u>	ELEC PROJ 4/5 <i>Rudy</i>  <u>P212</u>  (2-person teams meet with Ed, practice HOW pres. in <u>G208</u> )	ELEC PROJ PRESENTA- TIONS  <i>Rudy</i>  <u>G208</u>	
<b>Session 4</b>	ELEC PROJ 1 <i>Rudy</i>  <u>P334</u>			Bridge simulation (econ.) group lead <u>P334</u>	

July 2, 1996

## ENGINEERING AND SCIENCE PROGRAM 1996

### THIRD YEAR STUDENTS

## WEEK 2

	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
<u>MORNING</u> <b>Session 1</b>	INTERNET Dominick Andrisani  <u>M120</u>	INTERNET Dominick Andrisani  <u>M120</u>	INTERNET Dominick Andrisani  <u>M120</u>  Tour to see Lan - Joe Morale	INTERNET Dominick Andrisani  <u>M120</u>	INTERNET Dominick Andrisani  <u>M120</u>
<b>Session 2</b>	          				
<u>AFTERNOON</u> <b>Session 3</b>	          				
<b>Session 4</b>	          	          			

July 2, 1996

# ENGINEERING AND SCIENCE PROGRAM 1996

## THIRD YEAR STUDENTS

### WEEK 3

	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
<u>MORNING</u>					
Session 1	BASIC FOR GAMES 1/4 Dan Ruiz/  <u>M120</u>	BASIC FOR GAMES 5/8 Dan Ruiz  <u>M120</u>	BASIC FOR GAMES 9/12 Dan Ruiz  <u>M120</u>	REFINERY PROCESSES at Amoco Cindy Mathews  [no bus at Amoco] contact is Natasha Poseyx5043	BASIC FOR GAMES 13/6 Dan Ruiz  <u>M120</u>
Session 2				DRESS: long pants long-sleeve shirts, no open- toe shoes	
			INTERNET DEMO-TO 2nd-YEAR G208 Tanya	BUS to 129 & Indianap sign in at RSB Bldg- (northern of 2 paral glass bld)	
<u>AFTERNOON</u>					
Session 3					
Session 4					

July 2, 1996

# ENGINEERING AND SCIENCE PROGRAM 1996

## THIRD YEAR STUDENTS

### WEEK 4

	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
<u>MORNING</u>					
<b>Session 1</b>	INTRO TO MS EXCEL  <i>DeBorah</i>  <u>M120</u>  [G1 am, G2 pm]	VISIT TO WMX FAC (radio)  <i>Ed, Ahui, Virgil, Harvey</i>  8:30 disc 9:30 bus 10:30 tour  11:30 lunc local res 12:30 bus	FLUID MECH 1/2 <i>Mike</i>   <i>Dale</i>  <u>A140</u>	JULY 4 HOLIDAY	PMA 3  <i>Seretha</i>   <b>TS 1 all</b>
<b>Session 2</b>					NW Indiana Water Work bus 10 tour 10:30 lunch in area at 11:30  <b>TS 2 all</b>
<u>AFTERNOON</u>					
<b>Session 3</b>	PMA 1/2  <i>Seretha</i>  <u>P334</u>  G2 am	2 1-hr ses  Team acti- vity with Ahui  EXCEL APPL. with Virgil (3 for G1, 1 for G2)	EXCEL APPL 2/3  <i>Virgil</i>  <u>M120</u>  G1 pm		EXCEL APPL. 4 <i>Virgil</i>  <u>M120</u>
<b>Session 4</b>	EXCEL APPL. 1/2  <i>Virgil</i>  <u>M120</u>  G1 pm		PMA 1/2  <i>Seretha</i>  <u>P334</u>  G2 am		Free time/ Internet open lab

July 2, 1996

# ENGINEERING AND SCIENCE PROGRAM 1996

## THIRD YEAR STUDENTS

### WEEK 5

	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
<u>MORNING</u>	FLUID MECH 3/4 Mike	MSI			
Session 1	Dale <u>A140</u>				
Session 2	G2 am G1 pm				
<u>AFTERNOON</u>	PMA 4				
Session 3	Seretha <u>P334</u>				
	TS 2L,3	leave 2:00			
Session 4	EXCEL APPL. 5 Virgil <u>M120</u>				
	TS 1,4	CONCLUDING ACTIVITIES			

# 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 to point. While there are fewer attempts at implementation at the secondary level, there is a growing need to establish secondary response models in an effort to build strong core curriculum and proactive interventions at a systematic level, K-12 (Burns & Gibbons, 2008).

This document provides NiSe's guidance for designing, implementing and sustaining a Response to Intervention model at the middle and high school levels. The goal of NiSe's RtI program is to improve student achievement using research-based interventions matched to the instructional need and level of the student.

High quality instruction, standards-aligned instruction, universal screening, shared ownership, data-based decision making, tiered intervention and service delivery system, and parental engagement are key components of NiSe's RtI framework that are aligned with state and Indiana standards which is a collaborative product of research and good practice that identifies six distinct elements which provides a common framework for continuous school enhancement or improvement. The six common elements are as follows: Clear Standards, Fair Assessments, Curriculum Framework, Instruction, Materials and Resources, and Interventions.

<b>Clear Standards</b>	Clear, high standards that establish what all students need to know and be able to accomplish.
<b>Fair Assessments</b>	Fair assessments aligned to the standards.
<b>Curriculum Framework</b>	A framework specifying Big Ideas, Concepts, and Competencies in each subject area/at each grade level.
<b>Instruction</b>	Aligned instruction--aligning instruction with standards involves identifying strategies that are best suited to help students achieve the expected performance.
<b>Materials and Resources</b>	Materials that address the standards.
<b>Interventions</b>	A safety net/intervention system that insures all students meet

## Components of NiSe's Middle and Secondary RtI model

1. High-quality general education instruction using a standards-aligned “core curriculum” for all students
2. Relational Support (In-school, Family, and Community) systems to provide students the social/emotional and behavioral supports needed to be engaged in the learning process and to complete their elected course of study
3. Scientific or evidence based interventions that include instructional methodologies and strategies and application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs for identified at-risk students
4. Tiered Interventions in which students are provided increasing levels of support, (i.e. time and intensity of instruction and assessment) matched to their identified needs
5. Data-based decision-making to design and modify instruction based upon formative and summative assessments including universal screening, progress monitoring, benchmark assessment and outcome assessment
6. Relevant professional development for all staff

### NiSe's Middle grades RtI:

**Tier 3:** Weekly Progress Monitoring, Double period or additional period of explicit instruction, increased parent communication, and Interagency Supports

**Intensive** (intensive behavior, attendance and stay in school programs including Community links & social services)

**Tier 2:** Additional assessment tool to identify skill deficits, Interventions, Study Island More frequent parent collaboration, Check In/Check Out used for monitoring daily behavior, Small groups of targeted skills in social interactions

**Strategic** (School-wide behavior, attendance and stay in school program)

**Tier 1:** Universal screening for all students, Curriculum aligned to Standards and Assessment Anchors, Establishing essential questions and vocabulary across all content areas, Daily writing for various purposes, Parents as partners and frequent communication, Benchmark (Targeted behavior, attendance and stay in school program)

### NiSe's High School RtI

**Tier 3:** Additional Daily Interventions Reading Systems, Corrective Reading Weekly Progress Monitoring

**Tier 2:** Mandatory Tutoring Lab Functional Behavior Assessments Academic Support Classes --targeted remediation based on data Progress Monitoring and teacher/student review of results—student active participant 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

# IIT BOEING SCHOLARS ACADEMY

## Exhibit 6: IIT Boeing Scholars Academy

Fields marked with an asterisk (\*) are required.  
Attach all required documents to this application.

### Student Information

\*Applicant name \_\_\_\_\_  
First Middle Last

Preferred name, if not first name \_\_\_\_\_

\*Gender: ☐ Female ☐ Male \*Age, as of July 1, 2013 \_\_\_\_\_

\*Preferred phone (\_\_\_\_) \_\_\_\_ - \_\_\_\_ Other phone (\_\_\_\_) \_\_\_\_ - \_\_\_\_

\*Email address: \_\_\_\_\_

\*Permanent home address:

Street address \_\_\_\_\_ Street address line 2 \_\_\_\_\_

City \_\_\_\_\_ State/province/region \_\_\_\_\_ Postal/zip code \_\_\_\_\_ Country \_\_\_\_\_

If different from above, please give your current mailing address:

Street address \_\_\_\_\_ Street address line 2 \_\_\_\_\_

City \_\_\_\_\_ State/province/region \_\_\_\_\_ Postal/zip code \_\_\_\_\_ Country \_\_\_\_\_

Good through: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
MM DD YYYY

\*Would you like to be added to Illinois Institute of Technology's mailing list? ☐ Yes ☐ No

\*Please check all that apply:

☐ I am a US Citizen or Permanent Resident

☐ I am a citizen of \_\_\_\_\_

☐ Other (specify) \_\_\_\_\_

\*Birthplace \_\_\_\_\_  
City State/province/region Country

If not born in the US, how many years have you lived here? \_\_\_\_\_

\*First language \_\_\_\_\_ \*Language(s) spoken at home \_\_\_\_\_

List any languages in which you are proficient. \_\_\_\_\_

Optional: How do you identify yourself? (Please check all that apply and specify below, if desired.)

☐ American Indian or Alaska Native (including all Original Peoples of the Americas)

☐ Asian (including Indian subcontinent and Philippines)

☐ Black or African American (including Africa and Caribbean)

☐ Hispanic or Latino(a) (including Spain)

☐ Native Hawaiian or Other Pacific Islander (Original Peoples)

☐ White (including Middle Eastern)

☐ Other

☐ I prefer not to respond

Specify, if desired: \_\_\_\_\_

## Family Information

### Parent/Legal Guardian 1

\*Name \_\_\_\_\_  
Title First Last Suffix

\*Relationship to you:

☐ Mother ☐ Father ☐ Legal Guardian ☐ Ward of the Court/State

☐ Other \_\_\_\_\_

\*Preferred phone (\_\_\_\_)\_\_\_\_-\_\_\_\_\_

\*Phone type: ☐ Home ☐ Cell ☐ Work

\*Email address \_\_\_\_\_

Home address, if different from yours:

Street address \_\_\_\_\_ Street address line 2 \_\_\_\_\_

City \_\_\_\_\_ State/province/region \_\_\_\_\_ Postal/zip code \_\_\_\_\_ Country \_\_\_\_\_

\*Occupation \_\_\_\_\_ \*Employer \_\_\_\_\_

\*Highest education level completed:

☐ Below high school ☐ Two-year college degree (Associate's) ☐ Graduate or professional degree

☐ Some high school ☐ Some four-year college

☐ High school degree ☐ Four-year college degree (Bachelor's)

### Parent/Legal Guardian 2

Name \_\_\_\_\_  
Title First Last Suffix

Relationship to you:

☐ Mother ☐ Father ☐ Legal Guardian ☐ Ward of the Court/State

☐ Other \_\_\_\_\_

Preferred phone (\_\_\_\_)\_\_\_\_-\_\_\_\_\_

Phone type: ☐ Home ☐ Cell ☐ Work

Email address \_\_\_\_\_

Home address, if different from yours:

Street address \_\_\_\_\_ Street address line 2 \_\_\_\_\_

City \_\_\_\_\_ State/province/region \_\_\_\_\_ Postal/zip code \_\_\_\_\_ Country \_\_\_\_\_

Occupation \_\_\_\_\_ Employer \_\_\_\_\_

Highest education level completed:

☐ Below high school ☐ Two-year college degree (Associate's) ☐ Graduate or professional degree

☐ Some high school ☐ Some four-year college

☐ High school degree ☐ Four-year college degree (Bachelor's)

## Academic and Extracurricular Information

\*I am a: ☐ sophomore in high school (class of 2015).

\*High school name \_\_\_\_\_

\*School address:

Street address \_\_\_\_\_ Street address line 2 \_\_\_\_\_

City \_\_\_\_\_ State/province/region \_\_\_\_\_ Postal/zip code \_\_\_\_\_ Country \_\_\_\_\_

\*School phone (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_ \*School fax (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_ CEEB/ACT code \_\_\_\_\_

\*Counselor's name \_\_\_\_\_  
Title First Last Suffix

\*Counselor's phone (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_ \*Counselor's email \_\_\_\_\_

List any other high schools you have attended since 9<sup>th</sup> 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?

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\*What do you consider to be your greatest strengths, talents, and personal attributes, and what are some areas in which you hope to grow?

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\*Why are you interested in participating in the IIT Boeing Scholars Academy, and what do you hope to get out of the program?

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Please share anything else you would like us to know about you.

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### \*Critical Response

Type a 500-word response to the following prompt and submit it with this application.

Identify and describe what is the most urgent social, environmental, and/or economic challenge facing the United States today—from your perspective. What causes and perpetuates this problem? Who or what is affected by it, and what is at stake if this problem persists? If you were given access to \$1000, what could you do to address that problem in the next year? Use your imagination, and be specific.

---

I certify that all information submitted in this application is my own work, factually true, and honestly presented.

Signature \_\_\_\_\_ Date      /      /       
MM DD Yr

Current Chicago-area high school sophomores should apply by Thursday, February 14, 2013, to participate in this free, two-year summer academic enrichment program, which offers

- four weeks of intensive, project-based STEM programming at IIT each summer
- workshops, field trips, and career exploration events during the school year
- guidance and support in developing leadership projects (junior year only)
- college advising and application assistance (senior year only)

for 100 Chicago-area teens per year.

### **Eligibility**

Applicants to the IIT Boeing Scholars Academy should:

- be current sophomores (class of 2015) at Chicago-area high schools
- have demonstrated strong performance (As and Bs) in a college prep curriculum
- be on track to take pre-calculus or higher by senior year

**First-generation college students, women, and students from populations underrepresented in STEM fields are especially encouraged to apply.**

Because this is our state of emergency today:

- Of all Black fourth-graders, 58% are functionally illiterate.
- In some cities, 80% of our boys drop out before finishing high school.
- Every day 1,000 Black children are arrested.
- 1 in every 8 African American males ages 25-29 is incarcerated.
- The number one cause of death for our boys is homicide.



Northwest Indiana  
Science and Engineering  
Charter School  
(NiSe)  
Student Handbook  
&  
Code of Conduct Discipline  
Policy

---

*“Where students matter”*

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## Letter from the Principal

August 2015

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 5<sup>th</sup> -12<sup>th</sup> STEM and Indiana Academic Standards and Indiana State Standards; and (2) prepare students to enter programs at local 2 and 4 year post-secondary institutions in any science, technology, engineering, and math fields.

Our goal is to prepare students to become responsible scientific learners and of course citizens, by learning how to conduct themselves all the time and in accordance with established school standards. We expect our students to abide by all laws and rules of the school, respect the civil rights of others, act respectfully to adults and their peers; be on time for school and very attentive in class, work well with others when working in class on science projects regardless of the other school partner’s ability to perform, race, gender or ethnic background, complete all tasks on time and most importantly take pride in the school and the school environment. The best and most appropriate way for the school’s administration to accomplish is model excellence and professionalism and make sure the school provides a safe, friendly and productive climate. Students will become self-directed, develop lifelong learning skills, display respect for others and accept responsibilities for their choices and most important be challenged to become high-level thinkers.

The Disciplinary Code describes the specific policies and procedures that will be implemented to encourage appropriate conduct and ensure a safe learning environment.

Should you have a question that is not answered within these pages, please feel free to contact me, another member of the NiSe’s leadership team, or your child’s teacher.

Sincerely,

Principal

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## **Section 1 - School Overview**

### **Diversity Statement**

NiSe admits students of any race, color, or national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, or national and ethnic origin in administration of its educational policies, admission policies, and other school-administered programs.

### **Mission Statement**

NiSe, in collaboration with students, parents, and community, endeavors to craft a challenging and supportive school environment that creates and embraces lifelong learners. It is our mission to actively engage the faculty, parents and community in working together in providing our students with a Science, Technology, Engineering and Mathematical foundation.

### **Vision Statement**

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

### **Goal**

The goal of our educational framework is to ensure that by the end of 12<sup>th</sup> grade, all students:

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

### **Leadership**

The Board will function under the umbrella of the TRON/AGEK Educational Foundation, Inc. This Board will be comprised of nine members. The NiSe's Board of Trustees of the will work with the Principal to ensure that your child receives an education that will prepare them for our new global society. The Board will support efforts to promote, develop and implement programs which meet the learning needs of students in cognitive, affective and psychomotor performance and behavior on an individual student basis according to Indiana law.

### **Board of Trustees Members**

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

### **NiSe Leadership**

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

- Obtained degrees from Indiana school systems (K-16)
- Reside in the area that will benefit from the charter school
- School leadership, administration, and governance experience
- Curriculum, instruction, and assessment
- Performance management
- Parent and community engagement
- Extensive budget management skills
- Training program development
- Grant writing skills
- Scholarship development skills
- Career development skills
- Higher education experience
- Management experience
- 1<sup>st</sup> Generation college students
- Special education training/certification
- Teaching experience in K-12 environment
- Teaching experience in higher education environment

### **Location**

Northwest Indiana Science and Engineering (NiSe) Charter School

8380 Louisiana

Merrillville, IN 46410

Office: (219) 302-8228

Email: [info@nisestemacademy.com](mailto:info@nisestemacademy.com)

Website: <http://www.nisestemacademy.org/>



## Hours of Operation

### Regular Schedule

August to June

Monday – Friday

8:00am – 4:00pm

### Summer Schedule

June and July

Monday – Thursday

7:30am – 11:55am

## School Calendar 2015-2016

August	.....	Teacher In-Service
August	.....	Parent/Student Welcome
August	.....	First day of school
September	.....	Labor Day (No School)
October	.....	1 <sup>st</sup> Semester Ends
November	.....	Thanksgiving Holiday (No School)
December	.....	Christmas Holiday (No School)
January	.....	Martin L. King Holiday (No School)
January	.....	2 <sup>nd</sup> Semester Ends
February	.....	Science/Engineering Project Fair
March	.....	3 <sup>rd</sup> Semester Ends
April	.....	Spring Break
May	.....	4 <sup>th</sup> Semester Ends
June	.....	School Ends/Summer School Begins
July	.....	Summer School Ends

### **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 Teacher will administer the medication.

### **Non-prescription medications**

If, during the course of the school day, it is necessary for a student to receive common, non-prescription medication (e.g., Tylenol), the parent/guardian must fill out a Medicine Administration Form. Parents/guardians must inform the school of any allergies to or restrictions on non-prescription medication that their children might have. Parents/guardians are required to notify the school in writing if your child has a chronic illness that may affect his or her performance at school.

### **Accidents**

The Nurse will administer initial treatments of minor injuries. The student's emergency contact will be notified immediately by phone and email whenever medical treatment is administered to a student, and an Incident Report will be kept in the student's permanent file. Please be diligent in keeping the school's records for your child up-to-date.

### **Visitor Identification**

To help ensure a safe and secure learning environment for your children, all visitors to must need to sign-in at the school Administration Office and to wear a visitor's pass. Staff has been instructed to escort anyone not having a pass immediately to the office for identification.

### **Fire Drills/Evacuations**

NiSe will have at least one fire drill per month within the school hours. Specific signals and procedures have been established for all types of disaster drills, and safety areas have been designated. Teachers are equipped with instructions, and all drills will be practiced with students on a regular basis. The entire school will practice weather and security lockdowns. During these drills, no one will be allowed to enter or leave the school.

### **Student Arrival and Departure**

Parents should thoroughly familiarize themselves with the map depicting designated pick-up and drop-off points and visitor parking areas at the school, and carefully follow the school's instructions for operating a motor vehicle in the vicinity of the school and its students.

Students arriving after 8:00 AM must be accompanied into the school by a parent or guardian that will need to sign them in.

**Note:** A legal document is required to support any questions of custody between divorced or separated parents. Unless the Principal is informed otherwise, either natural parent is considered to have access to or request dismissal of a student.

### **Solicitation**

Solicitation of or by any student, parent, or staff member on school property for any cause except those authorized by the Principal is strictly prohibited.

### **Money and Other Valuable Property**

Students are encouraged to leave all money and other valuable property at home. **NiSe assumes no responsibility for the loss or theft of such articles.**

### **Candy, Gum, and Toys**

Students may not bring candy, toys, or other non-school related items to school unless approved by the teacher. The student assumes responsibility for any items brought from home. Toy weapons are strictly prohibited, and no headphones, radios, games, virtual pets, Game Boys, etc., are allowed and will be confiscated and only returned to a parent. Gum is **NEVER** allowed in school. Students caught with gum will be referred to the School Counselor.

### **Use of Cell Phones**

Cell phones are **PROHIBITED** in classroom. If a student brings a cell phone to school, they must leave it their lockers during school hours.

## Section 4 - Curriculum and Instructional Methods

### Education Program - Program Overview

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

Research states that there are no national STEM standards. So, the vision for the NiSe STEM curriculum will be driven by Indiana Standards centered on science, technology, engineering, math disciplines drawn from researched based theoretical frames.

The context of NiSe curriculum is to:

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

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

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

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

A pre and post assessment will be given to students to assess their strengths and weaknesses each Fall, Spring, and Summer terms to identify student needs and establishment interventions to master Indiana Standards and STEM standards.

Driven by STEM goals based on the common core’s rigorous standards, we will use innovative approaches to make science instruction accessible to all learners. At the same time enabling teachers and students to succeed together in the classroom and on state and national assessments. We hope to advance inquiry-based science instruction with science technologies that moves from teacher directed to student centered learning focused on questioning, critical thinking and problem solving. The goal is for students to be able to analyze, evaluate and synthesize scientific



data and write about their findings correlated and aligned with the standards. This focus will lead to higher academic abilities across other subjects and disciplines.

Indiana standards and STEM will be taught concurrently in grades 5-12. We realize that the standards will become more rigorous. It has been stated that more statewide tests are coming to Indiana. This could mean that the Indiana Standards could affect all aspects of instruction including school letter grading by the state to teacher's evaluations.

### **Basic Learning Environment**

Our learning environment will always be scientific and hands-on. Our hope is through our academic program students will build up accurate generalizations or scientific principles using Indiana standards and acquire a problem-solving attitude of mind. The only and best way to do that is to match students with the best teachers as mentors and allow the students to be inquisitive and free to test for results. Our teacher's purpose will be to see that they develop ideals of scientific inquiry through classroom instruction that includes reading and writing, accurate observations and tested knowledge drawn from textbooks and in-class projects. There will be no more than 15 students to every teacher (15:1). Students will study independently and in groups. There will two classroom-based laboratories for students to apply their academic preparation.

### **Planned Curriculum**

We realize that rigorous, standards-based, grade and content level aligned curriculum is an important component of NiSe becoming a high performing school. The implementation of coherent curriculum, effective lessons and abundant amounts of purposeful reading, writing, and talking will be our highest priority. Our teachers will teach from the curriculum aligned with standards from one grade to the next. In this way, students are prepared for the next grade because they have gained the right content knowledge that the next year's teachers expects them to have and students stay motivated.

The graduation requirements of NiSe are as follows:

1. 40 credits are required for graduation.
2. Upon graduation a student should have a minimum of
  - a. Two majors in different fields. A major is 6 credits in the same field.
  - b. Two minors in different fields. A minor is 4 credits in the same field.
3. Students who have completed eight semesters of high school and are within two credits of graduation will be authorized to participate in commencement ceremonies.

## **Course Requirements**

English	8 credits
Science	4 credits
Mathematics	4 credits
Social Studies (one in U.S. Gov't and one in U.S. History)	4 credits
Physical Education	1 credit
Health	1 credit
TOTAL REQUIREMENTS	22 credits
Electives	16 credits
TOTAL REQUIRED FOR GRADUATION	38 credits

An Academic Honors diploma can be earned by students who meet certain requirements above those necessary for graduation. Students wishing to earn such a diploma should obtain information from the guidance office.

## **Class Changes**

Class changes in the fall will be limited to the correction of scheduling errors and academic adjustments. All such changes must be approved and directed by the counselor. Any desired changes must be affected before the 5<sup>th</sup> 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.

<b>Grades</b>	<b>Progress Report Card Timeline</b>
High School (9-12 Grade)	December
Middle School (6-8 <sup>th</sup> Grade)	January
5 <sup>th</sup> Grade	March

### **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, 2015**

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

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

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

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

There are no enrollment restrictions priorities for which the school is based. NiSe proposes to

serve 400 students who live in the target area by the year 2019. If the school is undersubscribed, children will be accepted into admission. If the school is oversubscribed in any year, they will be entered in a lottery and all lottery policies will apply.

### **Enrollment**

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

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

### **Waiting List**

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

### **Re-admission**

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

### Homework Policy

Homework will be given on an as needed basis which is determined by his/her teacher. Each student is responsible for completing his/her assignments and for turning them in the specified time frame given by the teacher. If homework is turned in late, it will affect your student's grade. Homework is an integral part of the educational process. The core curriculum used requires student preparation outside of school, and is enhanced by parent involvement with homework completion. Students who do not hand in homework will lose recess for the day.

Homework assignments are computed into each student's grade, therefore, missing homework assignments must be turned in. Students are also responsible for homework assignments missed during an absence from school.

- Parents may be required to work with their child on special projects and provide materials that can be found in the home
- Parents and student reading, particularly in their primary grades, is strongly recommended
- Parents should discuss and check homework assignment on a daily basis
- Parents should review the homework folder sent home with their child every **Thursday in order to be informed about current units of study, child's progress,** area in need of improvement, etc.

Students missing three 3(three) homework assignments will be assigned a detention. Continual failure to complete homework assignments will result in appropriate disciplinary procedures as determined by the School Counselor.

When homework is sent home with your student, please review the homework assignment and ensure that your child is completing their homework assignments.

### Extra-curricular Activities

The Principal and School Counselor will monitor and determine student eligibility to participant in extra-curricular activities. All students are encouraged to support and participate in extra-curricular activities.

Many different clubs are available at NiSe. At the beginning of the year each club sponsor will announce when the first club meeting will be and the requirements for each club.

We believe that participation in athletics is important in the development of character, teamwork, self-discipline, healthful living, integrity, respect for others and positive, competitive behavior.

If school is cancelled because of weather, all practices and games are also cancelled.

### Field Trip Policy

The Principal and School Counselor will monitor and determine student eligibility to participant in field trips. Cultural and educational field trips are scheduled during each school year. Trips are planned to enhance the educational process and must be relevant to what the students are studying at the time the field trip is planned.

Permission slips from parents must be signed and returned to the teacher before a student may participate in any field trip. Students must have written parental approval before going on a field trip.

### **Uniform Dress Code Policy**

The School Counselor will monitor and enforce the Uniform Dress Code Policy.

The Staff and students take pride in their appearance. We believe that good dress and work habits reflect a proper school attitude. Students are required to be in proper dress code during school hours, and for field trips, unless otherwise notified.

#### **GIRLS: Navy and Khaki**

- Clean, white collared shirt/blouse (short or long-sleeved)
  - Shirts must be properly buttoned and tucked into pants or skirt
- Clean khaki (beige) dress slacks with a belt or NiSe uniform jumper or skirt
  - Jumper and/or skirt must be 1-inch below the knee
  - Jumpers and skirts above the knee are not allowed.
- NiSe navy cardigan sweater or vest
- Dark dress shoes
- White, black or navy solid color tights or socks

#### **BOYS: Navy and Khaki**

- Clean, white collared shirt (short or long-sleeved)
  - Shirts must be properly buttoned and tucked inside the pants
- Clean khaki (beige) dress slacks worn with a belt
- NiSe navy sweater or vest
- Dark dress shoes with soft soles
- White, black or navy solid color tights or socks
- White, black or navy solid color tie
- Navy turtleneck accepted in winter – with shirt and tie over it

#### **GYM Uniform for Boys and Girls**

- Navy sweats or shorts with a white t-shirt (NiSe) logo shirt or plain only
  - Only ankle length sweat pant legs can be worn
- White low-top gym shoes – Permitted only on gym days
- White gym socks

## Restrictions

Students may not wear the following in school:

No sunglasses	No rollers/curlers	No sagging pants
No sandals	No hanging belts	No tattoos
No tank tops	No t-shirts	No hair glitter/body glitter
No sleeveless shirts	No key cords	No combs or picks
No jeans	No hanging suspenders	No shorts (non-uniform)

- No hats or other head coverings, including sweatbands and handkerchiefs are permitted in any building or classroom
- Girls may only wear earrings in ears
- No visible body piercing, including Band-Aids covering piercing are permitted
- No designs of any kind are permitted to be in the hair or eyebrows
- Any clothing or jewelry that is distracting to the learning process is not permitted

A student who fails to meet the dress code guidelines may be sent home to retrieve their appropriate uniform. **Student may be disciplined for repeated violations of the Uniform Dress Code Policy.**

## Attendance Policy

The School Counselor will monitor and enforce the Attendance Policy. Regular attendance by students is essential. Students at NISE Charter School are expected to demonstrate punctuality and dependability in meeting assigned responsibilities. The attendance policy for NISE is listed below:

1. Students are permitted a maximum of 10 absences per semester without losing credit. The only exceptions are hospitalization and/or an extended illness at home. These exceptions must be verified by a medical doctor.
2. When a student has been absent five (5) times from any class in a semester, the parent/guardian will be notified. This notification will advise the parent/guardian of a review of the attendance policy. Teachers will notify the attendance office when a student has missed class for the fifth time.
3. After eight (8) absences from any class, the parent/guardian will again be notified and a parent conference will be conducted. This conference is mandatory and will be held with the attendance officer.
  - a. Upon the eleventh (11) absences in any class, the parent/guardian will be notified in writing that the student will lose all credit in that class for the semester. If the parent/guardian wishes to appeal the attendance ruling written request must be filed within ten (10) calendar days with the attendance officer.
  - b. If loss of credit occurs, the students will:
4. Remain in the classroom and receive a (W) for withdrawn but do the work as required and not become a discipline problem. This means that the course will not count against the grade point average.



5. Receive a withdrawal failure (WF) if the requirements listed in Option 1 are not followed. This means the course will be listed failing and will be made a part of the permanent record, which will adversely affect the grade point average.

Failure of the student to comply with the action of the school could result in suspension and/or expulsion from nth school due to insubordination.

The appeal process if requested by the parent/guardian will be arranged after ten (10) absences in any class. The appeal board will consist of the principal, the guidance counselor and a faculty member. The faculty member shall be appointed by the principal with the appointee's approval.

There are three types of absences: 1) excused, 2) unexcused with authorized make-up, and 3) unexcused with no make-up. Each one is explained below:

### **Absence Policy**

The School Counselor will monitor and enforce the Absence Policy.

### **Excused Absences**

Excused absences are those that involve: personal illness, death in the family, and/or personal emergencies. Although these types of absences are excused, it is the student's responsibility to complete missed classroom assignment(s) as directed by the classroom teacher.

### **Unexcused with Authorized Make-up**

These may include absence involving certain emergencies or extenuating circumstance as interpreted by the principal. When it is necessary to be absent from school for pre-planned trips, students should bring a note signed by their parent or guardian to the school principal at least one week prior to leaving. This note must state clearly what the request is and why it is necessary.

### **Unexcused with No Make-up**

All absences other than those listed above will be considered unexcused in which no make-up of classroom assignment(s) for credit is allowed. A test given during the student's unexcused absence will receive an automatic grade of "F". If the unexcused absence is considered to be truancy (an absence without the parent approval and the schools knowledge) additional corrective action may be taken.

When a student misses school the following procedures should be followed:

1. Parents are asked to call the school @\_\_\_\_\_ by 9:00 a.m. each day the student is absent.
2. Ensure your child's brings a note written and signed by a parent or guardian to the Attendance Office upon return to school after an absence.

### **Tardy Policy**

The School Counselor will monitor and enforce the Tardy Policy. It is imperative that students are punctual. Tardiness is disruptive to the educational process, and is inconsiderate to both teachers and students. A student is considered tardy when he/she arrives to class after the bell has rung. The following policy is for all students of NiSe.

1. Three (3) tardy arrivals within one calendar month
  - a. Warning letter sent home to parent/guardian
  - b. Student sent to School Disciplinarian
2. 4(four) tardy arrivals within one calendar month
  - a. Parent Conference with Team Leader and/or School disciplinarian
3. 5(five) tardy arrivals within one calendar month
  - a. Suspension

**Continuous infractions of this policy may result in expulsion**

### **Truancy Policy**

The School Counselor will monitor and enforce the Truancy Policy.

Truancy is an absence without parent/guardian approval and school knowledge. The compulsory attendance laws of the State of Indiana requires each child who is more than seven years of age and not more than seventeen years of age to be in school each day that school is in session. A child who habitually absents himself/herself from school in violation of compulsory laws may be tried by the judge of any juvenile circuit or superior court. If the judge finds that the child is a confirmed truant, he may:

1. Commit the child to an Indiana Boy's School or the Indiana Girl's School, as appropriate
2. Commit the child to another custodial institution in this state, or
3. Place the child in the care of a probation officer.

In truancy situations, the student has no privilege to make up any classroom assignments or a test given. During the truancy absence, the child will receive an automatic "F. Also, the school may impose further disciplinary measures in truancy cases.

### **Graduation Policy**

The Principal will monitor and enforce the Graduation Policy.

Students of NiSe must meet the following minimum requirements to receive an eighth grade diploma:

1. Students must meet the academic requirements of NISE of Grade \*. This includes passing grades in the core subjects of Mathematics, Language Arts, Science, Social Studies, and Engineering, and Social Studies. End-of-year grades in each subject are determined by averaging each of the semester grades
2. Students must achieve 8.0 grade level achievement standards in Reading and Mathematics as determined by Indiana standardized tests
3. Students may not receive more than one failing grade in any Specials classes (Arts, Computer, Music, Physical Education, Foreign Language) for Grade 8
4. Students must pass an examination on the Indiana Constitution

Should a student does not meet the above requirements:

1. He/she must attend summer school to make up any deficiencies. These students will not be permitted to participate in graduation exercisers
2. If a student has consistently failed most subjects in Semesters 1, 2, 3, it is likely that the student will not be able to pass Grade 8. Summer School attendance is not sufficient time to teach all of the material that the student has missed over the course of an academic year, and that student will most likely be retained in Grade 8 for the following school year
3. Students reaching age 15 by the end of the calendar year who do not meet the academic standards will not receive a graduation diploma, but rather a certificate of attendance

### **Promotion Policy**

The Principal will monitor and enforce the Promotion Policy.

The Promotion Policy is intended to promote preparedness for each child to progress through the grade levels successfully at NiSe.

Children who are not prepared to exit a grade level are not permitted to continue to the next grade until they have attained adequate achievement in their present grade level. The promotion policy is designed to cease social promotion and promoter quality learning for each child.

Students who receive a final grade of “F” in Reading and/or Math will not be promoted to the following grade. Students will receive one of two classifications:

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

Student classification is the final decision of the Principal.

### **Withdrawal Policy**

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

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

Under Indiana law, any student who is at least sixteen (16) years of age but is not yet eighteen (18) years of age may withdraw from school prior to high school graduation after an exit

interview with the student's parents or guardian is conducted. If the exit interview fails to occur, the Principal will notify the proper authorities and ask that legal action be taken against the student and parent/guardian. I.C. 20-8.1-3-170. P.L. 121-1989 states a student may withdraw from school when the student graduates, turns 17, or turns 16 and has the written consent of a parent or guardian.

### **Suspension and Expulsion Policy**

The Principal will monitor and enforce the Suspension and Expulsion Policy.

When a student's misconduct results in the need to suspend or expel the student, the following procedures shall be following:

1. **Suspension Not Exceeding Ten School Days:** Students suspended for ten school days or less shall be afforded due process in the following manner:

The student shall be given oral or written notice of the charges against him/her, an explanation of the basis for the accusation, and a chance to present his/her version of the incident.

2. **Suspension In Excess of Ten Days and Expulsion:** Students suspended for more than 10 school days and/or expelled as a result of gross disobedience or misconduct shall be afforded due process in the following manner:

NiSe's Campus will request that the student's parents or guardian appear before the NiSe's Board of Directors, an appointed hearing officer, or a Board representative. Such requests will be made by registered or certified mail and state the time, place, and purpose of the meeting. In addition to advanced written notice of the hearing, the student shall be afforded sufficient time to prepare for the hearing, the right to be represented by counsel, the right to present evidence and witnesses and school personnel. The expulsion hearing need not take the form of a judicial or quasi-judicial hearing. In no event shall a hearing be considered public. Further, at the discretion of the board the hearing may be closed to those individuals deemed advisable, except the student, the student's parents or guardians, the student's attorney, at least one school official, and board's attorney at all times. Witnesses shall be admitted to a closed hearing to the extent necessary to testify.

### **Procedural Guidelines for Students with Disabilities**

The Principal will monitor and enforce the Procedural Guidelines for Students with Disabilities.

NiSe's staff may suspend students with disabilities and cease educational services for up to ten consecutive or ten cumulative school days in one school year without providing special education procedural safeguards. When school staff anticipates a recommendation to an alternative school, a referral for expulsion, or anticipates that suspensions may exceed ten cumulative school days, the following apply:

1. NiSe staff must provide written notice to their parent or guardian that a disciplinary action is being considered and the date of an Individualized Education Program (IEP) meeting, which must be held within ten days of the date of this misconduct.
2. The IEP team must:

- a. Determine whether the misconduct is related to the student's disability by reviewing evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP and placement. The behavior is not a manifestation of a student's disability if:
  - i. The student was given appropriate special education supplementary aides and intervention strategies, and
  - ii. The disability does not impair the ability to control behavior
- b. Review and revise, if necessary, the behavior intervention plan or, as necessary, develop a functional behavior assessment and intervention plan to address the misconduct
- c. Include in the IEP those services and modifications that will enable the student to continue to participate in the general curriculum and address the behavior so that it will not recur
- d. Determine the appropriateness of an interim educational setting

If the student's behavior is not a manifestation of the disability, school staff may apply the NiSe Discipline Code, taking into consideration the student's special education and disciplinary records. In no event, however, may the student be suspended for more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services.

If the student's behavior is a manifestation of the disability, the student's placement may be changed to an appropriate interim educational setting for 45 days if the student carried a weapon to school or a school function, knowingly possessed or used illegal drugs, sold or solicited the sale of a controlled substance while at school or at a school function, or is substantially likely to cause injury to himself/herself or others.

Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative education setting.

New federal regulations offer some flexibility in suspending students with disabilities in excess of ten school days in the school year in certain circumstances. In order to determine whether the circumstances permit a suspension in excess of ten days per school year, consultation by NiSe staff is absolutely necessary. Without such consultation and approval from the Board the current procedures limiting suspension from disabled students to ten school days in a school year will continue to apply.

## Section 6 - Code of Conduct Policy

The Principal will monitor and enforce the Code of Conduct Policy.

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

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

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

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

### **Policy Statement**

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

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

### **Disciplinary Removal from Classroom**

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

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

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

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

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

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

### **Discipline Policy**

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

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

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

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

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

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

#### **Category 1**

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

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

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



## Category 2

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

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

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

## Category 3

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

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

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

### **In School Disciplinary Actions**

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

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

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

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

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

### **Out-of-School Suspensions are Classified as:**

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

### **Secret Society/Gang Activity**

The school administrative and the Board desires to keep the school and students free from the threats of harmful influence of any groups of gangs which advocate drug use, violence, or disruptive behavior. The Principal or designee shall maintain continual, visible supervision of

school premises, school vehicles, and school-related activities to deter gang intimidation of students and confrontations between members of different gangs.

### **Gang Symbols**

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

### **Vandalism**

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

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

### **Violent and Aggressive Behavior**

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

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

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

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

The following behaviors are defined as violent and aggressive:

- Possession, threat with, or use of weapon on or towards another person
- Physical assault, the act of striking or touching a person or a person's property with a part of the body or with any object with the intent of causing hurt or harm
- Verbal abuse includes, but is not limited to, swearing, screaming, obscene gesture, or threats directed orally (including by telephone) or in writing at an individual, his or her family, or a group
- Intimidation an act intended to frighten or coerce someone into submission or obedience.
- Extortion: the use of verbal or physical coercion in order to obtain financial or material gains from others
- 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.

# Exhibit 9: Guidance for Special Education Local Procedures

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## GUIDANCE FOR SPECIAL EDUCATION LOCAL PROCEDURES

Article 7 Reference	Area	Specifics
<i>Child Find</i>		
511 IAC 7-40-1(b) & (c)	Child Find	<ul style="list-style-type: none"> <li>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.</li> <li>Develop and implement a practical method to determine which students are currently receiving needed special education and related services.</li> </ul>
<i>Educational Evaluations</i>		
511 IAC 7-40-3(a), (c), & (e)	Educational Evaluations	<ul style="list-style-type: none"> <li>Written procedures associated with educational evaluations need to address the requirements set forth in 511 IAC 7-40-3, as well as specific detailed school-specific procedures regarding the following: <ul style="list-style-type: none"> <li>Initial Evaluations <ul style="list-style-type: none"> <li>Parent initiated referral for student not in RTI process;</li> <li>School initiated referral for student not in RTI process;</li> <li>Parent initiated referral for student in RTI process who has not completed the RTI process;</li> <li>Parent initiated referral for student who has successfully completed the RTI process;</li> <li>School initiated referral for student in RTI process who has completed the RTI process but failed to make adequate progress.</li> </ul> </li> </ul> </li> </ul>
511 IAC 7-40-5	Initial Educational Evaluations	
511 IAC 7-40-2	Comprehensive and coordinated early intervening services (commonly referred to as RTI)	
511 IAC 7-40-4(d) & (e)	Written Notice	
511 IAC 7-40-4(h)-(m)	Parental Consent	
511 IAC 7-40-5(d)	Evaluation Timelines	
511 IAC 7-40-5	Conducting Evaluation and Multidisciplinary Team	
511 IAC 7-40-8	Reevaluation	<ul style="list-style-type: none"> <li>Written Notice Requirements and Timeline (10 instructional days after a parental request for an evaluation made verbally or in writing) <ul style="list-style-type: none"> <li>Parental Consent</li> <li>Evaluation Timelines</li> <li>Conducting Evaluation and Multidisciplinary Team</li> <li>Move-In Student with a referral pending in a previous school district</li> <li>Reevaluation <ul style="list-style-type: none"> <li>Reevaluation consideration every 3 years</li> <li>Reevaluation request under 511 IAC 7-40-8(e)</li> </ul> </li> </ul> </li> </ul>
511 IAC 7-40-7	Independent Educational Evaluation	<ul style="list-style-type: none"> <li>Independent Educational Evaluations</li> </ul>
<i>Case Conference Committee (CCC)</i>		
511 IAC 7-42-1	Case Conference Committee Procedures	<ul style="list-style-type: none"> <li>School must have in place written procedures to ensure the appropriate implementation of the CCC process. (Specific requirements stated under 511 IAC 7-42-1(a).) <ul style="list-style-type: none"> <li>Scheduling CCC meetings and providing appropriate Notice of CCC meetings</li> <li>CCC Participants</li> <li>Excusing CCC Participants</li> </ul> </li> </ul>
511 IAC 7-42-2	Notice of CCC Meetings	
511 IAC 7-42-3	CCC Required Participants	
511 IAC 7-42-3(g) & (h)	Excusal Process for Participants	

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511 IAC 7-42-2(b) 511 IAC 7-42-5(a)	Parental Participation Requirements for Convening a CCC Meeting	<ul style="list-style-type: none"> <li>Parental Participation in CCC and Alternative Ways to Participate (e.g., phone conference)</li> <li>Requirements for convening a CCC meeting (e.g., Move-In Students)</li> </ul>
<b>Individualized Education Program (IEP)</b>		
511 IAC 7-42-6 511 IAC 7-42-8	IEP Components Implementation of IEP	<ul style="list-style-type: none"> <li>Ensure all components are included in all students' IEPs</li> <li>Understand requirements for IEP implementation and what occurs when parent challenges IEP as written (511 IAC 7-42-8(a)(2)).                             <ul style="list-style-type: none"> <li>Parental Consent required for Initial IEP</li> <li>Parental Consent is not required for all other IEPs</li> </ul> </li> <li>After annual CCC meeting, changes to the IEP made without a CCC meeting as stipulated in Article 7.</li> <li>Transition IEP required for students who enters into grade 9 or turn 14 years of age (whichever occurs first).</li> <li>Schools must have in place written policies and procedures to ensure a least restrictive environment as stipulated at 511 IAC 7-42-10.</li> </ul>
511 IAC 7-42-9(e) 511 IAC 7-43-4	Revising IEP without CCC Transition IEP	
511 IAC 7-42-10	Least Restrictive Environment	
<b>Discipline</b>		
511 IAC 7-44-1	Removal/Suspension	<ul style="list-style-type: none"> <li>A school's discipline procedures should specify that a removal is a suspension. Also, the suspension procedures should comply with Indiana statute (IC 20-33-8-7). Ensure administrators and staff understand the definitions and have a tracking system that accurately collects discipline data.</li> </ul>
511 IAC 7-44-2, 7-44-3, 7-44-4	Disciplinary Change of Placement	<ul style="list-style-type: none"> <li>Disciplinary change of placement                             <ul style="list-style-type: none"> <li>Beyond first 10 days of removal/suspension</li> <li>Understand when removals do not constitute a disciplinary change of placement</li> </ul> </li> </ul>
511 IAC 7-44-5 511 IAC 7-44-6	Manifestation Determinations Interim Alternative Educational Setting	<ul style="list-style-type: none"> <li>Schools must have appropriate procedures for conducting a manifestation determination.</li> <li>Ensure administrators understand special circumstances associated with an Interim Alternative Educational Setting (IAES) for misconduct associated with weapons, drugs, and serious bodily injury.</li> </ul>
511 IAC 7-44-9	Protections for Students not yet Eligible	<ul style="list-style-type: none"> <li>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).</li> </ul>
<b>Notice of Procedural Safeguards</b>		
511 IAC 7-37-1	Notice of Procedural Safeguards	<ul style="list-style-type: none"> <li>Each school shall establish, maintain, and implement procedures in accordance with this section to ensure that students with disabilities and their parents are afforded procedural safeguards with respect to the provision of a free appropriate public education by the school.                             <ul style="list-style-type: none"> <li>Must be in native language or the school must take necessary steps to ensure parent's understanding (511 IAC 7-37-1(c))</li> <li>Know the requirements when the school must provide parent a copy of the notice of procedural safeguards (511 IAC 7-37-1(d))</li> <li>Election by parent to receive notice via electronic mail. (511 IAC 7-37-2)</li> </ul> </li> </ul>
<b>Educational Records</b>		
Indiana Department of Education – SAMPLE Notice of Procedural Safeguards (English and Spanish Version): <a href="http://www.doe.in.gov/achievement/individualized-learning/laws-rules-and-interpretations">http://www.doe.in.gov/achievement/individualized-learning/laws-rules-and-interpretations</a>		

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511 IAC 7-38-1	Access and Disclosure of Educational Records	<ul style="list-style-type: none"> <li>Administrators and Teachers should understand the requirements set forth by the Family Educational Rights and Privacy Act (FERPA) and how it relates to students with disabilities.</li> <li>Each school must have procedures in place for amending educational records. Such procedures include convening a hearing if the school disagrees with a parent's request.</li> <li>Each school must establish and implement procedures to protect the confidentiality of personally identifiable information at the collection, storage, disclosures, and destruction stages.</li> </ul> <p>Note: These procedures may already be developed in the school's student record policies; however, it is important to ensure compliance for students with disabilities.</p>
511 IAC 7-38-2	Procedures for Amending Educational Records	
511 IAC 7-38-3	Confidentiality Safeguards	
<b><i>Emergency Preparedness Plan</i></b>		
511 IAC 7-36-6(b)	Emergency Preparedness Plan	<ul style="list-style-type: none"> <li>Each school when developing written emergency preparedness plans in accordance with 511 IAC 6.1-2-2.5 must include special warning and evacuation procedures for students with disabilities as stipulated under 511 IAC 7-36-6(b).</li> </ul>
<b><i>Medication Administration</i></b>		
511 IAC 7-36-9	Medication Administration	<ul style="list-style-type: none"> <li>Each school shall establish and implement written policies and procedures on the administration of medication with the requirements stipulated in 511 IAC 7-36-9(a).                             <ul style="list-style-type: none"> <li>Documentation of any special training provided to persons authorized to administer medication is required (511 IAC 7-36-9(b)).</li> <li>A school is prohibited from requiring a parent to obtain a prescription for medication for a student as a condition for attending school, receiving an educational evaluation, or receiving special education (511 IAC 7-36-9(c)).</li> </ul> </li> </ul>
<b><i>Educational Surrogate Parent (ESP)</i></b>		
511 IAC 7-39-1	Determining Whether a Student Needs an ESP	<ul style="list-style-type: none"> <li>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.</li> </ul>
511 IAC 7-39-2	Method for Assigning an ESP	<ul style="list-style-type: none"> <li>Each school must establish and implement written procedures regarding the assignment of ESPs that including the following: 1) a system to assign ESP; 2) a system for determining the eligibility of individuals to serve as ESP; and 3) a system for training individuals to serve as ESP that includes training regarding special education law and rules.</li> </ul>
<b><i>Appropriately Licensed and Certified School Personnel</i></b>		
511 IAC 7-36-2	Appropriately Licensed and Certified School Personnel Providing Special Education Services	<ul style="list-style-type: none"> <li>All personnel employed or contracted by a school to provide special education or related services must be appropriately licensed or certified and must have the content knowledge and skills necessary to provide the services for which the individual is employed or contracted in accordance with standards established by the department of education.                             <ul style="list-style-type: none"> <li>Teacher of Record requirements (511 IAC 7-36-2(a))</li> <li>School may allow paraprofessionals and assistants who are appropriately trained to work under the direction and supervision of: 1) licensed teachers; 2) highly qualified teachers; or 3) related services personnel to assist student in areas that relate to personal, social, and educational needs.</li> </ul> </li> </ul>
511 IAC 7-36-2(e)-(i)	Teacher of Record Paraprofessionals and Assistants	
511 IAC 7-36-3	Highly Qualified Teachers	<ul style="list-style-type: none"> <li>A special education teacher who teaches in a public elementary, middle, junior high, or high school in the state must be highly qualified as a special education teacher by meeting the requirements set forth in 511 IAC 7-36-3(a).</li> </ul>
<b><i>Revocation of Consent</i></b>		
511 IAC 7-42-15, 7-42-	Revocation of Consent for	<ul style="list-style-type: none"> <li>School administrators must understand the implications and requirements of a parent's right to revoke</li> </ul>



8, 7-40-4	Special Education and Related Services	<p>consent. At any time after the parent gives consent for the initiation of special education and related services the parent may revoke that consent as stipulated at 511 IAC 7-42-15(a).</p> <ul style="list-style-type: none"> <li>Schools are required to provide written notice 10 instructional days after receiving the parent's written revocation. Schools may ask the parent why the parent is revoking consent, but the school may not require the parent to provide an explanation as a condition of termination the provisions of special education.</li> </ul>
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### SPECIAL EDUCATION TRAINING REQUIREMENT

Article 7 Reference	Area	Specifics
<i>Paraprofessionals</i>		
511 IAC 7-36-2(f)	Pre-service and In-service for Paraprofessionals	<ul style="list-style-type: none"> <li>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.</li> <li>Written documentation regarding the training provided to paraprofessionals must be on record.</li> </ul>
<i>Assistive Technology (AT)</i>		
511 IAC 7-32-8(5)	AT and Technical Assistance	<ul style="list-style-type: none"> <li>If AT is included in a student's IEP, training and technical assistance <i>may</i> be needed for: 1) the student with a disability or, if appropriate, the student's family and 2) professionals, employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of: students with disabilities.</li> </ul>
<i>Supports and Training for Charter School Personnel</i>		
511 IAC 7-35-2	Staff Support and Training	<ul style="list-style-type: none"> <li>A school must carry out activities to ensure that school personnel are: <ol style="list-style-type: none"> <li>Fully informed about their respective responsibilities for implementing Article 7;</li> <li>Provided with: <ol style="list-style-type: none"> <li>Technical assistance and training necessary to assist them in this effort; and</li> <li>The necessary knowledge and skills to implement each student's IEP.</li> </ol> </li> </ol> </li> <li>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.</li> </ul> <p>Note: Schools should always document such professional development provided to staff associated with special education.</p>
<i>Medication Administration</i>		
511 IAC 7-36-9(b)	Special Training for Authorized Persons to Administer Medication	<ul style="list-style-type: none"> <li>A school shall document any special training provided to person authorized to administer medication.</li> </ul>

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*Confidentiality / Educational Records*

511 IAC 7-38-3(a)(1)(B)	Training for Personnel Using or Collecting Personally Identifiable Information	<ul style="list-style-type: none"> <li>A school shall provide training or instruction for all persons collecting or using personally identifiable information regarding the following: 1) the student and parent procedural safeguards with respect to he provision of a free and appropriate public education; and 2) confidentiality provision of Article 7 and the Family Educational Rights and Privacy Act.</li> </ul>
<i>Educational Surrogate Parents</i>		
511 IAC 7-39-2(a)(3)	Training System for Individuals Servicing as ESPs	<ul style="list-style-type: none"> <li>As stated above, schools shall provide a system of training individuals to serve as ESPs that includes training regarding special education laws and rules.</li> <li>Schools may contract with an outside organization to provide training to individuals -- this will also help provide a "pool" of qualified ESPs if needed.</li> </ul>
<i>Case Conference Committee Process</i>		
511 IAC 7-42-1(b)	Training on CCC Process	<ul style="list-style-type: none"> <li>A school must provide information and training that addresses the requirements set forth in Article 7 to ensure that school staff have the necessary knowledge regarding the following:                             <ol style="list-style-type: none"> <li>How to arrange and document CCC meetings;</li> <li>How to develop an IEP, including the required components of an IEP;</li> <li>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.</li> </ol> </li> </ul>

## **Guidance for Special Education Programs**

**A charter school must assure that:**

### **1. FREE APPROPRIATE PUBLIC EDUCATION**

A free appropriate public education shall be available to all children with exceptionalities attending this school, including children with disabilities who have been suspended or expelled from school.

A free appropriate public education be available to any child with an exceptionality who needs special education and related services, even though the child is advancing from grade to grade.

### **2. PROCEDURAL SAFEGAURDS**

Any child with an exceptionality and his/her parent(s) [or guardian(s)] be provided with safeguards, as required by law, at least one time per year, and upon referral for an evaluation, first request for due process hearing, disciplinary removal which is a change in placement or upon parent request.

### **3. EVALUATION/REEVALUATION**

An evaluation and/or reevaluation for each child with an exceptionality shall be provided in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally. This includes a review of existing data, evaluations and information provided by the parents and current classroom-based, local, or state assessments, and classroom observations. These assessments must be used for their validated purposes. This charter school must assure that an evaluation/reevaluation is multidisciplinary; and 1) assessment materials and procedures are not racially or culturally discriminatory; 2) assessments are administered by trained personnel qualified in accordance with all federal regulations and state standards; and 3) assessments are administered in conformance [[compliance]] with the instructions provided by the producer.

### **4. INDIVIDUALIZED EDUCATION PROGRAM**

An individualized education program (IEP) shall be developed for each child with an exceptionality who needs special education. The IEP shall be designed to meet the unique needs of the child and shall be developed in a meeting of the Case Conference Committee (CCC), as set forth in state special education rules. The IEP shall be reviewed and revised as often as necessary, but at least annually.

## **5. REQUIREMENTS THAT PROGRAMS BE IN EFFECT**

For students who transfer into the school from another Indiana district during the school year, the charter school shall provide a free appropriate public education, including services comparable to those described in the previous IEP, in consultation with the parents until such time as the school adopts or develops an IEP that is consistent with state and federal law. Students transferring from districts outside the state will be afforded comparable IEP services until the school conducts an evaluation and, if determined necessary by the school, develops a new IEP.

## **6. LEAST RESTRICTIVE ENVIRONMENT**

Children with disabilities shall be educated in the least restrictive environment; special education services shall be appropriate and designed to meet the unique needs of each child with a disability; to the maximum extent appropriate, children with disabilities, shall be educated with children who do not have disabilities; and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment, shall occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

## **7. CONFIDENTIALITY**

The confidentiality of personally identifiable data relating to children with exceptionalities and their families shall be protected during collection, storage, disclosure, and destruction; and that one official of this charter school shall be assigned the responsibility for protecting the confidentiality of personally identifiable data. This school must follow all federal regulations and state standards related to the confidentiality of student records.

## **8. DUE PROCESS**

It utilizes procedures that allow for differences of opinion between parents and this school or between agencies and this school, to be aired and resolved. These procedures shall provide for utilization of mediation; filing of a formal complaint with the State; initiation of impartial due process hearings, including resolution meetings as required; and state-level appeals and appeals to the courts that involve any proposal or refusal by this school to initiate or change the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education to a child.

## **9. EDUCATIONAL SURROGATE PARENT**

Whenever the parents or guardian(s) of a child with an exceptionality are not known or cannot be located, the school shall be responsible for identifying, training, and appointing an educational surrogate parent, so that the child's rights are protected. This individual shall not be an employee of the Indiana Department of Education (IDOE) or the charter school.

## **10. STATEWIDE AND DISTRICTWIDE ASSESSMENTS**

Students with disabilities shall participate in district-wide and statewide assessment programs or be provided an alternate assessment. The CCC of the student shall make the determination of which assessments are appropriate. The school shall make available to the public and report to the public with the same frequency and in the same detail as it reports on the district-wide assessments of non-disabled children.

## **11. PERSONNEL STANDARDS**

All personnel providing special education and related services to children with exceptionalities, including paraeducators, meet the standards set by the Indiana Department of Education.

## **12. PROHIBITION OF MANDATORY MEDICATION**

Parents will not be required to obtain a prescription for substances identified under schedules I, II, III, IV, or V in section 202 (c) of the Controlled Substances Act (21 U.S.C.812 (c)) for a child as a condition of attending school, receiving an evaluation, or receiving services under IDEA.

## **13. USE OF FUNDS**

Federal special education funds must be expended in accordance with Individuals with Disabilities Education Improvement Act (IDEA). Funds must be used only to pay the excess costs of providing special education and related services to children with disabilities, and must be used to supplement state, local, and other federal funds and not to supplant those funds.

## **14. INFORMATION REPORTING**

It will provide IDOE with information necessary to enable IDOE to carry out its duties under Part B of IDEA. All information provided to IDOE shall be accurate.

## **15. CLASS SIZE AND CASELOAD**

It will have a procedure in place for determining an appropriate class size and caseload that will ensure the provision of a free appropriate public education for each child with an exceptionality.

## **16. PUBLIC REVIEW**

All federal grant applications shall be available to the public for review upon request.

## **17. HEARING PROCEDURES FOR NON-COMPLIANCE**

It has the opportunity to request a hearing if the State educational agency finds areas of noncompliance and consequently disapproves a federal grant application and receipt of federal funds. The hearing procedures will be conducted according to Education Department General Administrative Regulations (EDGAR), 34 CFR 76.401 which are available at <http://www.ed.gov/policy/fund/reg/edgarReg/edlite-part76a.html>.

## **18. NATIONAL INSTRUCTIONAL MATERIALS ACCESSIBILITY STANDARD – NIMAS**

It shall adopt the National Instructional Materials Accessibility Standard for the purposes of providing instructional materials to blind persons or other persons with print disabilities.

## **19. NATIONAL INSTRUCTIONAL MATERIALS ACCESSIBILITY CENTER – NIMA**

It shall coordinate with the National Instructional Materials Access Center. As part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials, each charter school shall:

- 1) require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Materials Access Center electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard; or
- 2) purchase instructional materials from the publisher that are produced in, or may be rendered in, specialized formats, 20 U.S.C. 1412(a)(23)(C).

### Exhibit 9: 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