



Office of Charter Schools

REQUEST FOR PROPOSAL

For

Great Lakes Diploma Recovery Center

Opening in the 2019-2020 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.

Primary contact person: Timothy A Pivarnik

Mailing address: 4404 Bedford Rd
Street/ PO Box
Valparaiso IN 46383
City State Zip

Phone: (day) 219-386-9170 (evening) 219-386-9170

Email address: timpivarnik@comcast.net **Fax:** 219-464-1791

Primary contact for facilities planning: Dr. Jack Chavez, Ph. D

Phone Number: 708-528-8084 **e-mail:** jackdchavez@hotmail.com

Name of team or entity applying: Great Lakes Education Foundation, INC

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

State Full Name	Current Job Title and Employer	Position with Proposed School
Dr. Jack Chavez, Ph. D	Principal, Our Lady of Peace	School Board Member
Dr. Adrian Richie, Ed. D	Adjunct Prof of Education, IUN	School Board Member
Mr. Jason Kontos	Self Employed	Student Services Director/SPED Coord.

***Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States?** ☐ Yes ☒ No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

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

☐ Yes ☒ No

If yes, identify the authorizer(s): n/a

Planned submission date(s): n/a

Please list the number of previous submissions 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): n/a

Submission date(s): n/a

Provide the name and desired opening year for each school included in this proposal (adding lines as needed).

Proposed School Name	Opening Year	City or Geographic Community	Opening Grades	Grade Levels at Full Enrollment
Great Lakes Diploma Recovery	2019-20	Gary, Indiana	9-12	9-12

Model or Focus of Proposed Schools (e.g., Arts, College Prep, Dual Language, etc.), if any:

High School Diploma Recovery

***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

If yes, identify the ESP or other partner organization: _____

Proposed Principal / Head of School Information:

Name of proposed Principal Candidate: Timothy A. Pivarnik, Ed. S.

Name of School: Great Lakes Diploma Recovery Center

Current employment: Retired School Administrator

Daytime phone: 219-386-9170 **Cell phone:** 219-386-9170

Email: timpivarnik@comcast.net

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School Enrollment Projection:

School Name: Great Lakes Diploma Recovery Center

Academic Year		Planned Number of Students	Maximum Number of Students	Grade Levels Served
2019-2020	Year 1	130	300	9-12
2020-2021	Year 2	150	300	9-12
2021-2022	Year 3	170	300	9-12
2022-2023	Year 4	200	300	9-12
2023-2024	Year 5	250	300	9-12
2024-2025	At Capacity	300	300	9-12

PROPOSAL NARRATIVE

School Overview

Mission and Vision for Growth in Indiana

Mission: Great Lakes Diploma Recovery Center (GLDRC) provides a nontraditional, alternative education model that allows at-risk students from disenfranchised populations to successfully earn a high school diploma through educational experiences that far exceed those in a traditional setting.

Vision: The Great Lakes Diploma Recovery Center transforms local communities by engaging citizens of all ages in a program that turns non-high school graduates into Diploma carrying citizens, ready and eager to be an important part in a long-term solution to bring about urban revitalization and improving the quality of life for the people of Northwest Indiana.

Overview of the organization's strategic vision:

The Great Lakes Education Foundation (GLEF) aims to enhance and widen the options for people of Northwest Indiana to battle abject poverty and give hope to young people who have not thrived in the traditional education system. Great Lakes Diploma Recovery Center's model requires individualized education plans for each student with motivation and inspiration imbedded in systems of reinforcement and school culture, which will transform students into purpose-driven individuals who will ultimately return the investment as they raise their families and enjoy their lives. GLDRC's model utilizes digital instruction blended with teacher-led instruction, which is a high-tech but also *high-touch* model, reaching and changing hearts, as well as minds. Students will pursue their high school diploma through this unique model.

The Great Lakes Education Foundation's goal is to be an alternative for students to aide them in leaving a life of poverty or incarceration due to a lack of education and skills - empowering individuals to be self-sufficient. GLDRC will be providing a necessary service to this underprivileged community by utilizing technology built into students' core curriculum that will lead them to becoming productive citizens with the human capital to become self-actualized and independent. Moreover, students will have opportunities to develop soft professional skills necessary for future employment.

Support services for students and their families are paramount to the success of the Great Lakes Diploma Recovery Center model. Students will have access to systemic academic support including tutoring and remediation, individualized educational plans, and virtual access to instructors during extra-curricular hours. The Great Lakes Education Foundation believes it is the responsibility of the institution to fundamentally address the adversities that prevented students from success in a traditional school setting, using data-driven decision making and stakeholder input to set students up for academic and personal success.

Five-year growth plan for developing new schools in Indiana:

The inception of Great Lakes Diploma Recovery Center was in direct response to the needs of the communities of Northwest Indiana, a need that continues to grow every year traditional public school models fail children and adults alike. Although the proposal team has considerable historical experience with expanding charter schools throughout the Northwest Indiana region, at this time, GLDRC will concentrate on making the original school in Gary effective, efficient, and economically viable. However, the Great Lakes Education Foundation also recognizes a tremendous need for

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alternative pathways to a high school diploma throughout the region and aims to educate the most students throughout the region as possible. GLEF believes the best way to accomplish this feat is to create and maintain a model that deserves to be replicated with data-based evidence that GLDRC is making substantial progress in realizing its mission in improving the lives of the citizens of Northwest Indiana.

Anticipated Population and Educational Need:

Great Lakes Diploma Recovery Center aims to serve high school students grades 9-12 in Northwest Indiana, where we believe there is the direst need for school choice and supportive programs to help those who were previously marginalized, graduate with a high school diploma. GLEF knows that the people and the economy of Northwest Indiana need educational opportunities regardless of age, therefore the target population for Great Lakes Diploma Recovery Center will range from students entering their freshman year for the first time to older adults for whom life circumstances prevented them from completing their diplomas in the original cohorts. Transformation of an entire community requires investment in every able and willing person who seeks to improve their lives and their children's futures, and GLDRC's unique model focuses on creating diploma earning, high school graduates.

Currently there are limited options for charter high schools, and not enough options exists like the model proposed by the Great Lakes Education Foundation with a concentration on an individualized path towards earning a high school diploma. Moreover, the Great Lakes Diploma Recovery Center's model is aligned with Governor Holcomb's effort to "realign all levels of the state's education system, as well as its workforce development programs, to primarily satisfy the employment needs of Hoosier companies" (Carden, 2017). School choice is essential to this transformation, and the GLEF believes that with authorization from Ball State, the Great Lakes Diploma Recovery Center will lead the way to transforming Indiana schools in accordance with the vision of an economically viable and competitive labor force.

The need for this type of program to boost graduation rates has been identified based on the data in the following charts below:

Graduation Rates (IDOE Compass)

School	2015-2016	2014-2015	2013-2014	2012-2013
East Chicago Central	73.7 %	70.2%	84.3%	82.1%
Gary-Lew Wallace	Closed	Closed	Closed	54.9%
Gary- West Side	87.2%	86.6%	92.4%	65.7%
Gary-Wirt/Emerson	95.7%	100%	100%	95.2%
Thea Bowman	95.0%	94.7%	90.2%	95.6%
Gary Lighthouse	98.1%	91.5%	86.0%	87.3%
21 st Century Gary	88.6%	93.8%	94.3%	100%
Edison	91.7%	87.3%	92.5%	76.7%
Merrillville	87.5%	89.1%	92.9%	93.5%
Hammond Clark	79.6%	83.3%	83.9%	77.0%
Hammond Morton	82.5%	83.8%	79.6%	61.4%
Hammond Gavit	88.2%	83.7%	85.3%	83.0%
Hammond High	79.8%	71.5%	86.6%	78.5%

Graduation rates have increased, but a major percentage of young adolescents are still missing. The number of students being expelled and dropping out of school represent major societal strains as well. These individuals without high school diplomas begin to miss vital opportunities to be successful. They are unable to attend college, the military, or trade schools because they do not have a high school diploma. The only positions available to them are perhaps minimum-wage jobs that offer limited career advancement without an education. These individuals immediately begin their working careers below the poverty line. Due to their lack of finances, many individuals end up seeking government assistance or choose to perform illegal activities to supplement income. As time goes on, these individuals are more susceptible to being victims of crime or incarceration. GLDRC can bridge the opportunity gap so students served become productive citizens in their communities in an effort to break the cycle of poverty one family at a time.

Anticipated educational needs have been addressed by members of the founding team in serving similar populations. Students that have dropped out of traditional high school programs most often have significant learning deficits that may date back as far as early elementary school. Great Lakes Diploma Recovery Center's primary objective is to eliminate achievement gaps. It has been demonstrated that the model of blended learning proposed for GLDRC has been successful in providing the missed fundamental building blocks. Enrollment priorities will be to serve those who make application according to the procedures of the school which will comply with the law regarding charter school recruitment. A lottery will be held if necessary if applicants exceed the capacity of the school. Students will not be recruited by grade level as the program is able to be tailored to student needs. Instead, students that are grade 9-12 will be accepted and credits will be thoroughly examined to determine needs for pursuit of diplomas.

Educational Plan/School Design:

Blended Learning / Differentiated Instruction

Great Lakes Diploma Recovery Center implements a flex-model of blended learning that incorporates small group instruction, targeted interventions based on skill level, cooperative team learning, and individualized enrichment. Digital curriculum (Edgenuity) provides immediate assessment and feedback for students and the school, ensuring that each skill and lesson will pass mastery levels before the student moves on to the next. Students at the school will pursue the core skills as described below. Students will have flexible schedules and will work together in cohort groups, experiencing the support of peers and staff alike. Teachers will be available for direct instruction, individual tutoring, and to provide assistance in meeting all academic and supportive needs. Individualized education plans and longitudinal collection and analysis of data are paramount to providing the support necessary for this flex-model to be successful.

Digital Curriculum:

Edgenuity is leading provider in k-12 learning solutions, and this product allows administrators and teachers to directly align the content to Indiana's academic standards for the CORE 40 diploma. Other Ball State charter schools successfully use Edgenuity for their curricular needs, as will GLDRC:

Curriculum Products

Categories: Language Arts, Math, Science, Social Studies, and Language Learning





Edgenuity

by [Edgenuity Inc.](#)

GRADES / Middle School (Grades 5-8), High School (Grades 9-12)

PRICING PLANS / License

PLATFORMS / Web Browser, Flash, Tablet

[http://www.edgenuity.com/About Reviews](http://www.edgenuity.com/About%20Reviews)

Comprehensive online curriculum for blended learning settings

Overview

Edgenuity offers standards-aligned video-based curriculum for middle and high school blended learning environments. The program allows educators to customize the curriculum for their students, who monitor their own progress while completing lessons, assessments, and interactive activities. Edgenuity operates on a per-student licensing model and costs \$350-\$1,000 per student.

APPROACH

Edgenuity creates video curriculum for three products:

- Core Curriculum for traditional and supplemental education
- MyPath for reading and math intervention
- Dual Credit for college-preparatory high school programs.

Edgenuity Programs and Features

Core Curriculum

The Edgenuity Core Curriculum program offers primary and supplemental instruction as well as credit recovery. The curriculum aligns with Common Core State Standards, International Association for K-12 Online Learning guidelines and some state standards. The courses integrate with assessments including the Northwest Evaluation Association's (NWEA) MAP and Scantron's Performance Series. The NCAA, University of California and College Board's Advancement Placement division have approved select courses for their programs.

Most of Edgenuity's nearly 200 courses are at the high-school level. In addition to core subjects including math, science and history, their offerings include elective courses in like foreign languages (Mandarin, Spanish, German, etc.), Career and Technical Education (CTE) and digital

arts. The Edgenuity team updates the curriculum at least twice yearly to reflect changes in academic standards and improve the user experience based on customer feedback.

MyPath

In 2014, Edgenuity launched MyPath for targeted intervention in reading and math for grades six through 12. The program works with students below, at and above grade level to strengthen and scaffold areas of weakness. The program creates an Individualized Learning Path (ILP) for students and offers a pre-quiz for each lesson, so students can place out of lesson topics they have already mastered.

Teachers can customize the program content and format according to individual student needs.

Dual credit

Also in 2014, Edgenuity partnered with online educational service SOPHIA Learning to offer 13 dual credit courses allowing high school students to earn high school and college credit simultaneously. The courses are eligible for transfer credit at more than [2,000 colleges and universities](#).

Edgenuity For Students

Students using Edgenuity have access to detailed statistics on their progress, including lesson completion percentage and scores on lessons and tests. The program builds tools into the platform including a graphing calculator, interactive periodic table and notepad to help students complete activities. English Language Learners (ELLs) can translate a text into their own language or select the option to hear it read aloud in their native language.

Students access the curriculum via the internet through their computer or tablet and begin the program with a pre-test followed by lecture-style lessons. Each topic features several versions of the lesson so students can choose the teacher and style that best suits them. The courses use audio, video and text content and different types of assignments including writing assignments, projects and graded tasks to support different learning styles. Edgenuity does not offer entertainment or game-based learning.

Edgenuity for Teachers and Administrators

Schools have the option of adding or removing features to enhance their program. Edgenuity provides teachers to schools for grading assignments, assisting students and communicating with parents or schools can use their own teachers. Features like discussion boards, email, and chat can also be added to supplement the learning experience. Teachers can rearrange, add or remove lessons and assignments based on what has already been covered online. Teachers can also adjust content, time and grading scale for individual students, including those with special needs.

A teacher dashboard includes the ability to email parents progress reports, set alerts for students who are behind or performing poorly on lessons and receive detailed feedback on student progress. Schools and districts can compare performance on lessons and assessments by class, grade, and academic standard.

While highly customizable, altering the content of courses and using in-house teaching staff (in lieu of Edgenuity's teachers) may render courses ineligible for certain eligibility requirements. For example, in order for the courses to be deemed NCAA-eligible, they must be taught by Edgenuity teachers without customizations. Any customizations would require the school to submit their courses to the NCAA for review.

Features of Edgenuity that serve the targeted population of GLDRC include its research-based pedagogy ensuring that students are provided with clear examples and focused activities that move from the simple to the complex and from the concrete to the abstract in a manner that provides scaffolding support to the learner. Readiness activities are delivered through engaging, highly-interactive, and individualized learning paths that provide targeted instruction on specific skills and concepts. Instant feedback and repetitive skill development ensure that students are mastering critical objectives before moving on to more complex materials.

Teachers and administrators receive formative assessment data in real time on student performance through the management system. Additionally, data from ongoing summative assessments provide constant feedback to students and teachers so that instructional adjustments and interventions can be made in real-time, if necessary. Moreover, teachers are able to differentiate instructions effectively through a variety of supplemental materials accessible through the internet and aligned to learning objectives and Indiana state standards.

To meet individual student needs, Edgenuity delivers assessment and learning activities in a variety of formats. Features that support struggling students include:

Curriculum

- A student at any grade level can be placed in any level of the curriculum.
- Students can set their own pace.
- Auditory assistance and/or support are provided throughout activities.
- Activities are engaging to keep students focused and on task.
- Pages within activities are clearly organized and consistent in structure.
- Concepts are repeated, reviewed, and summarized for clarity.
- Activities teach concepts through audio, conversation, graphics, and videos.
- Visual enhancements for teaching concepts include font, font size, spacing, color, bullets, and numbering.
- Activities call on students to use the different intelligences.
- Activities use elements that have built-in feedback and repetition capabilities.
- Activities are arranged into manageable units, which help improve student self-esteem.
- Multimedia in activities is used to trigger the sympathetic imagination and improve emotional intelligence.
- Edgenuity Writer allows writers to make frequent revisions without tedious recopying.
- Edgenuity Writer includes outlining and semantic webbing (mapping ideas) so writers can easily rearrange their compositions.
- Edgenuity Writer is a "What You See is What You Get" (WYSIWYG) tool.
- Online individual student work promotes more emotional honesty and self-disclosure.

Assessment

- Students can set their own pace.
- Teachers can make accommodations for special mastery levels, time for completion of custom tests, and navigation.
- Instructions and images are clear, allowing for easy navigation.
- Diagnostic-prescriptive capabilities permit individualization of instruction based on assessment results.

Blended Learning with Direct Instruction: Research indicates that the performance of classroom teachers is the number one factor for student value added growth and academic achievement gains according to the report, “A Teacher Evaluation System that Works,” Glenn Daley and Lydia Kim; National Institute for Excellence in Teaching; 1250 Fourth Street, Santa Monica, CA 90401, 2010. ((Wright, Horn, & Sanders, 1997; Rivkin, Hanushek, and Kain, 2000; Rowan, Correnti, & Miller, 2002; Rockoff, 2004; Gordon, Kane, & Staiger 2006)

Increased Instructional Time A clear connection between quality instruction time and student achievement has been established. One study (National Center on Time & Learning, 24 School Street 3rd Floor, Boston, MA 02108, www.timeandlearning.org) indicates that in a study of New York charter schools, time on task as indicated by a longer day had a direct demonstrated connection between performance on achievement testing as well as a longer school year.² Time on task is enhanced with digital curriculum that tracks the actual time spent by the student with learning activities and assessments. With the effectiveness of the digital based real time tracked digital curriculum, the blended approach is the very best approach for a high school drop-out recovery school.

¹ Springer, M.G., Ballou, D., & Peng, A. (2008). Impact of the Teacher Advancement Program on Student Test Score Gains: Findings from an Independent Appraisal. Nashville, TN: National Center on Performance Incentives. Available online at http://www.performanceincentives.org/data/files/news/PapersNews/Springer_et_al_2008.pdf

² Caroline Hoxby and Sonali Murarka, “New York City Charter Schools: How Well are They Teaching Their Students?” Education Next, Summer 2008: pp. 54-61.

Community Engagement:

Great Lakes Diploma Recovery Center is a school of and for the communities in northwest Indiana. Members of the leadership team are committed to northwest Indiana. GLDRC is fully immersed in northwest Indiana in its recruiting efforts, support services, and local advertising. Once authorized, the school team will hold monthly meetings with those that have shown support and will meet bi-monthly to demonstrate the learning system to attract students. As a transformative institution in the community, the Great Lakes Diploma Recovery Center team helps students develop the knowledge, skills, and values needed to become social critics who can make reflective decisions and implement those decisions in effective personal, social, political, and economic action. Many students will have limited to no parent involvement in their education. However, the GLDRC will have periodic open houses for students’ families and friends, as well as community members potentially interested in taking advantage of the opportunities GLDRC provides. The leadership team will continually survey various stakeholder groups on how to effectively communicate with and support the individuals in their lives while they are in school. Students will have real-time access to learning goals, lessons, and digital assessment through the GLDRC on-line reporting system using Edgenuity learning management reports and the PowerSchool student management system.

Leadership and Governance. *For any school intending to open for the 2019-20 school year, identify the school’s proposed leadership team and governing board.*

Full Name	Current Job Title and Employer	Position with Proposed
Timothy Pivarnik, Ed.S	Licensed School Administrator, Retired	Director

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Dr. Jack Chavez	Licensed School Supt/Principal, Our Lady of Peace	Board Member; Leadership Election post authorization
Dr. Adrian Richie	Adjunct Professor; Indiana University NW, Gary, IN	Board Member; Leadership Election post authorization
Mr. Jason Kontos	Self Employed	Director of Student Services/Special Education
James L. Clement, Jr.	Attorney; Lucas, Holcomb & Schmidt; Merrillville, IN	Board Member; Leadership Election post authorization
Nora Glenn	Retired Educator	Board Member; Leadership Election post authorization
Charles R. Strietelmeir	Pastor; Augustana Lutheran Church; Hobart, IN	Board Member; Leadership Election post authorization

See Exhibit 1 for full resumes (including contact information) and professional biographies for the individuals named.

Age and Grade Range of Students to be enrolled:

Grade Level	Number of Students					
	Year 1	Year 2	Year 3	Year 4	Year 5	At Capacity
	2019-20	2020-21	2021-22	2022-23	2023-24	2023-24
9	150	100	80	80	85	85
10	80	85	85	85	85	85
11	30	55	60	65	65	65
12	5	25	45	45	45	45
Total	130	150	170	200	250	300

The number of students at each level is an estimate based on founding members' experiences with examining transcripts in a credit recovery environment. A major factor with working with the students targeted for the school is retention of students - traditionally there is a high turnover. Systems developed specifically for GLDRC are designed to reduce the number of students who leave before graduation high school.

Through conversations with local parents, citizens and students at community centers, businesses, and public agencies, the Great Lakes Education Foundation has heard repeated concerns about the lack of opportunities for a quality education for disenfranchised youth. The GLDRC philosophy and model will offer a flexible option that does not exist in the Gary community. Among the many students who leave high school without graduating in Lake County each year, there are many who do so reluctantly because their life circumstances prevent them from attending a restrictive traditional day program, yet they desire to do more and be more. GLDRC's existence will enable

many of these students to fulfill their potential.

Lack of opportunity is a problem that has become a reality for too many students within the Gary community. GLDRC is designed to provide an urgently needed alternative for students faced with dropping out of high school or leaving with a limited education. GLDRC will provide students with the opportunity to move through the high school curriculum at an accelerated pace, fill in academic gaps through credit recovery and do all of these things during the evening, with coaching and resources to build capacity and provide the conditions for success.

Curriculum and Instructional Methods

Program Overview:

This model allows students more flexibility through differentiated learning modalities with the ultimate goal of optimizing learning experiences based on students' individual needs. Each student has a customized and fluid schedule among different cohorts based on skill level rather than a traditional grade level. The assessment strategy requires that each teacher is paired with an instructional coach to form a team that analyzes results from the GLDRC Edgenuity's benchmark test, TABE, Acuity, and Accuplacer tests to place students in appropriate cohorts and raise each group's skill level accordingly. Students receive their scores and are able to track their own progress, which reinforces a sense of ownership of each student's outcomes. Skill building and remediation all take place under the direct instruction of the teacher/instructional coach team as progress is monitored continuously in real time through the digital learning management system. Students can do a lesson or unit and immediately see academic feedback in their digital portfolio. Assessment will include end-of-lesson tests, end of chapter tests, and a comprehensive post-test for each course.

Students are able to complete the credits they have not yet previously earned for the CORE 40 diploma through the online software program. This format allows students to work anywhere they have an Internet connection and at their own pace. They attend daily and are strongly encouraged to continue to work at home or the public library on weekends. Edgenuity has a tremendous wealth of resources for students and teachers alike and has built-in progress monitoring features to ensure students understand the intended learning outcomes of each required class. For ISTEP tested subjects, students receive direct instruction from a licensed teacher and are required to complete remediation to be eligible to retake the ISTEP exams and earn their diploma.

The structure of Great Lakes Diploma Recovery Center is centered on learning labs open five hours (4 p.m. to 9 p.m.) daily each weekday evening, in which students are required to attend a minimum of four hours to fulfill the daily attendance requirement. Within this open lab structure are specified direct instruction times when teachers and instructional coaches remediate and enrich students within the blended learning model. Great Lakes Diploma Recovery Center enjoys a small, intimate setting where students are working with the same teacher/instructional coach team for ample time to earnestly and methodically implement differentiated, data-driven instruction. Yet critical thinking skills are not limited to academic standards - obtaining social mobility can be a daunting task in the best of circumstances, and students must realize they are in a serious competition with others for jobs and seats in college. Students must become self-aware and critical of their own personal interactions with society in order to navigate the power structures necessary to escape the jaws of generational poverty.

Culturally Relevant Pedagogy / Agency and Cultural Capital

Culturally relevant pedagogy refers to instruction designed to include specific knowledge about culturally influenced and unique ways of thinking, learning, communicating, believing, and behaving

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and how they influence educational outcomes. Great Lakes Diploma Recovery Center insists upon the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum. Culturally responsive teaching enables students to be better human beings and more successful learners. Empowerment of this sort can be described as academic competence, self-efficacy, and initiative of setting and accomplishing obtainable and measurable goals.

Summarize curricular choices, by subject, and the rationale for each:

COURSE TITLE	SUBJECT AREA	GRADUATION STATUS	RATIONALE IN REGARDS TO MISSION
			Mission: The mission of Great Lakes Diploma Recovery Center (GLDRC) is to provide a nontraditional 21st century education that will allow at-risk students, drop outs, and students in need to be prepared to successfully compete in a global marketplace, training each for the world as it is now and in the future.
Economics	Social Studies	1 Credit Required	Understand and apply economic skills
Personal Finance	Business	1 Credit Elective	Training for adult life competence
English 9	English Lang Arts	2 Credits Required	To succeed globally, communication skills must be effective for individuals.
English 10	English Lang Arts	2 Credits Required	To receive a high school diploma, ISTEP must be mastered for English basic course
English 11	English Lang Arts	2 Credits Required	The future will take creative use of language and knowledge of literature to understand.
English 12	English Lang Arts	2 Credits Required	The future will take creative use of language and knowledge of literature to understand.
Read 180 Reading Program	English Lang Arts	1 Credit Elective	At risk young adults need reading development to be competitive.
Spanish I	Foreign Language	2 Credits Directed Elective	In the global marketplace and in the US, knowledge and use of Spanish is invaluable.
Spanish II	Foreign Language	3 Credits Directed Elective	In the global marketplace and in the US, knowledge and use of Spanish is invaluable.
Algebra I	Math	2 Credits Required	Algebra trains the mind and is required for graduation. Develops problem solving to solve future challenges.
Algebra II	Math	2 Credits Required	Algebra trains the mind and is required for graduation. Develops problem solving to solve future challenges.
Geometry	Math	2 Credits Required	Geometry provides foundation for myriad of technology uses as well as everyday life management.

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Honors Algebra	Math	2 Credits Elective	Provides further training started with Algebra 1
Pre-Calculus	Math	3 Credits Elective	Students that complete will be in demand in the work force.
Trigonometry	Math	4 Credits Elective	Students that complete will be in demand in the work force.
Biology	Science	2 Credits Required	Required for graduation, understanding of complexity of life prepares for large picture understanding of the present and future.
Chemistry	Science	*2 Credits Required	*Required for graduation, understanding of complexity of life prepares for large picture understanding of the present and future.
Earth Space Science	Science	2 Credits / Science	Helps students understand their relationship to the cosmos.
Health	Science	1 Credit Required	Provides support for maintaining physical and mental health to support future existence.
Physical Science	Science	2 Credits / Science	Provides understanding for careers in industry.
Physics	Science	*2 Credits Required	*Required for graduation, understanding of complexity of life prepares for large picture understanding of the present and future.
Civics	Social Studies	1 Credit Elective	Gives students chance to pursue purpose in society now and in the future.
US Government	Social Studies	1 Credit Required	To be able to be competitive in society, students need to be cognizant of the organization of the political structure.
US History I	Social Studies	2 Credits Required	To understand present and future events, the past must serve as the foundation.
US History II	Social Studies	2 Credits Elective	To understand present and future events, the past must serve as the foundation.
World Geography	Social Studies	**2 Credits Required	For global understanding and competition, understanding of the geography including culture and location is critical to success.
World History	Social Studies	**2 Credits Required	To understand present and future events, the past must serve as the foundation.
Physical Education	Physical Education	2 Credits Required	The body is the carrier of the mind and the being of humans.
Art Graphic Design	Fine Arts	1 Credit Directed Elective	Fine arts is an option to fulfill directed elective. Provides foundation for many careers.
Technology I Applications and Software	Technology	1 Credit Directed Elective	To compete globally now and in the future, must understand present state of apps.
Technology II Data Management	Technology	1 Credit Directed Elective	Preparation for careers in any industry.

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Technology III Software Construction and Design	Technology	1 Credit Directed Elective	For future programmers and software designers.
* Chemistry I and Physics 1 can both be used to satisfy science requirement.			
** World History or World Geography satisfy required social studies			

Teachers empower students with a critical-democratic pedagogy for self and social change by approaching individual growth as an active, cooperative, and social process because the self and society create each other. Great Lakes Diploma Recovery Center aims to relate personal growth to public life; to develop strong skills, academic knowledge, habits of inquiry, and critical curiosity about society, power, inequality, and change. Social Justice Mondays is an interdisciplinary (math and language arts) program involving current social justice issues around the nation (for example voter suppression efforts, hiring discrimination, housing discrimination, gender pay-gap, etc.) are discussed in addition to the intersection of race, class, and gender through Socratic seminars, written reflections, media clips, as well as the personal experiences of students are included. Dominant power structures are critically analyzed in a conscious effort to give students the wherewithal to bring personal and familial social mobility to fruition. Students learn the necessary cultural capital to develop the personal agency to improve earning potential, increase self-worth, and drastically improve the families of the communities they call home.

Curriculum and Instructional Design:

1. *Describe the basic learning environment:*

The basic learning environment of GLDRC will be a college style where students are aware of their schedules and with assistance, manage their own movement and tasks. The school will have labs where students will study individually and collectively and have staff available to assist during independent study. Cohort groups will be created based on progress and curriculum needs and they will receive small group instruction where skills needs are similar. The environment is meant to be a mentoring as well as tutoring environment. Where students have common skills and standards needs, they will have common instruction. Teachers will work with less than 20 students during cohort sessions with small group instruction of 3-7 students being the norm.

2. *Describe instructional strategies that the operator will implement to support the education plan and why they are well-suited for the anticipated student population. Describe the methods and systems teachers will use to provide differentiated instruction to meet the needs of all students.*

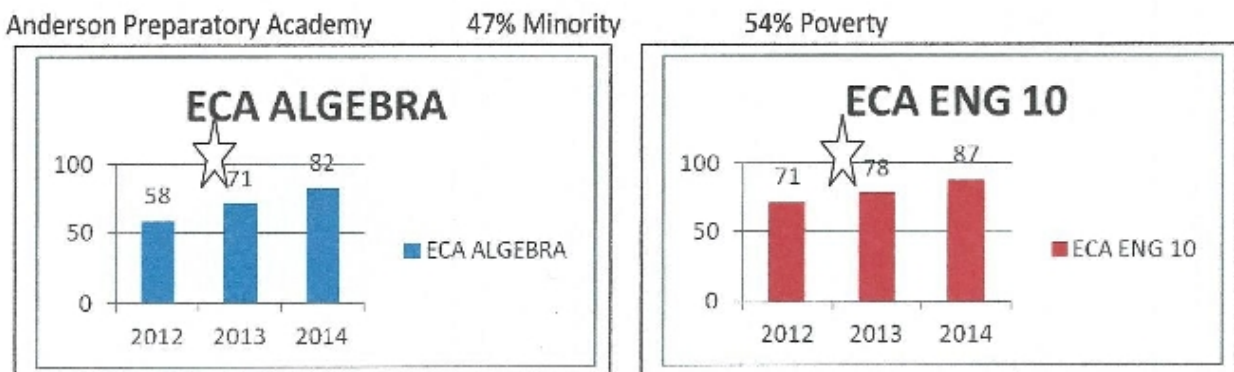
Instructional strategies will include the following components: (1) Small group instruction replaces large group lecture. (2) Education must be personalized through projects that result in learning standards that are integrated and designed by students within required course structure. (3) Differentiated instruction is required for all students and will be based on digital curriculum

performance. (4) Students move at their own pace with 70% mastery required for each skill in sequence with teachers providing guidance for pacing. (5) Progress is reported in percentage of completion with grade performance percentage. I.e. Student is 38% complete with Algebra I and is performing at 83% with a grade of B. (6) Hands on experiential learning is integrated into off-computer teacher directed lessons. (7) Life skills assessment ensures that students have the skills for life.

3. Discuss the rationale for the proposed educational program, including evidence of results, especially with comparable student populations, as available.

Members of the founding team and leadership of GLDRC have experienced the success of programs designed to allow for differentiated and customized blended education. The blended approach has been tested in schools that have been served by members of the team. In particular, the pronounced success and growth that resulted in the Anderson Preparatory Academy high school level signifies an example of the potential. In 2013, the high school curriculum was transitioned entirely to a digital format (with Edgenuity curriculum) with blended learning through teacher instruction strategies. Staff was provided extensive training and the results are as follows:

- Indiana state grade for the high school went from “D” in 2012 to “A” in 2014.
- ISTEP Scores: The star indicates when the blended learning using digital curriculum was installed with Edgenuity curriculum.



While the targeted students for GLDRC are young adults and high school drop-out recovery students, the effectiveness of the curriculum in a differentiated blended learning mode applies.

Pupil Performance Standards

Responses to the following items regarding the proposed operator's pupil performance standards must be consistent with the Indiana Academic Standards.

1. Describe the pupil performance standards for the school(s) on the whole.

The leadership team, and the Great Lakes Education Foundation recognize that this unique model may not fit into traditional school accountability calculations through the state. Since Great Lakes Diploma Recovery Center will be a hybrid model, serving students in original cohorts as well as adult learners, the GLEF intends to work proactively through the legislative process to petition the legislature to recognize GLDRC as a hybrid model for school accountability purposes just as it has in the past for other Ball State charter schools with similar models. Moreover, GLEF is committed to the AdvancEd school improvement process and stakeholder accountability measures at every level of the organization from board members to teachers to parents. Fidelity to data-driven decision

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making through the tools offered through AdvancEd will not only ensure GLDRC will be meet accreditation standards, but by utilizing tools such as the ELEOT (effective learning environment observation tool), the leadership team under the direction of Dr. Richie will be able to ensure a viable, quality education for all students in close alignment with the mission of Great Lakes Diploma Recovery Center.

School Specific Goals: Academic

GRADUATE STUDENTS GOAL: 80% goal

Students that meet the following goals will earn and receive high school diplomas from GLDRC:

- Students attending for one school year will achieve 10 credits that satisfy IDOE graduation requirements: 62% goal
- Incoming students will re-enroll: 65% goal
- Students entering GLDRC one year or more below grade level, will achieve grade level growth of 1.5 years or more within two years: 70% goal

ACCUPLACER/TABE Goals - Great Lakes Diploma Recovery Center will attain a minimum of 50% of the students reaching their target growth for students that are tested in fall and spring of each school year.

ISTEP Goals – (Core 40 end-of-course-assessments) the percentage of students passing ISTEPs at the completion of associated Core 40 courses: English 10, Algebra 1: From the baseline scale score, an increase of >25% in scale score for each ISTEP.

Credits Earned: Number of credits earned on average per student will exceed 5 credits annually and the goal will be adjusted as a baseline experience is established.

GQE- Percent of graduating class who have met IDOE graduation requirements:

- 2018 graduating class -70%
- 2019 graduating class -73%
- 2020 graduating class -76%
- 2021 graduating class -78%

2. Provide a complete set of the operator's proposed learning standards for one grade in each division the operator will serve. If the school(s) will serve only one division, the exit standards provided in response to question 5 in this section will suffice.

See question #5 in this section.

3. If you plan to adopt or develop additional academic standards beyond the Indiana Academic Standards, explain the types of standards (content areas, grade levels).

The following skills are required to be mastered in preparing students for the global marketplace.

Core Academic Skills:

- **History/Social Studies:** Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today's world of diverse cultures.
- **Spanish Language:** Students will gain proficiency in speaking, reading, writing, and listening comprehension. Students will understand key aspects of the culture, both past and present, of the second language. (Optional)

- Underlying and utilized throughout each of the above subject areas will be other core skills such as: **critical thinking skills**; (e.g., problem-solving, analyzing, and applying knowledge); the ability to effectively use **technology**.
- Creative expression through various forms of the **arts**, (e.g., poetry, music, visual/studio arts, drama, and dance)
- Knowledge of pertinent issues of **health** and the development of **physical fitness**

Life Long Learning Skills: (Different from Life Skills)

Students will develop skills, which will enable them to pursue their own path of learning throughout their adult lives, including:

- Ability to **plan, initiate, and complete** a project;
- Ability to **reflect** on and **evaluate** one's own and others' **learning**;
- **Study skills and habits**, (e.g., note-taking, library research skills, studying strategies).

Social / Interpersonal Skills:

Students will demonstrate:

- Ability to engage in responsible, compassionate peer relationships, by participating in **conflict resolution** training;
- Ability to collaborate and work effectively with others in **cooperative groups**;
- Strong **citizenship** and **leadership** skills by planning and implementing a project in **service** to the School and greater community.

Life Skills:

Students will develop skills necessary for a healthy adult life, including:

- **Job readiness and career development** skills (e.g., developing resumes, job internship skills);
- **Higher education continuance** skills (e.g., college applications, financial aid forms);
- Personal **financial management** skills (e.g., budget development, balancing check books).

4. Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents and students.

Promotion of students from one grade to another for this model of drop out recovery education will be based on credits earned. The process is continuous:

- 9th grade: = < 10 credits
- 10th grade: = < 20 credits
- 11th grade: = < 30 credits
- 12th grade: = > 30 credits

The school counselor will have experience and excellent skills in maintaining high school systems and will be proficient in tracking, assessing, and maintaining transcripts and managing prior performance of new students. Students will maintain access to credits and will be able to participate in the journey through the high school grade levels as determined by credit completion. The school will use PowerSchool as an integral part of the student management system. Online, students and parents alike will be able to view student transcripts and progression of their CORE 40 goals according to each student's Individualized Education Plan. The Edgenuity digital curriculum also

serves as a very effective and student-friendly learning management system, recording real time progress for current courses and over time tracking of credits. Students will be able to track daily progress towards promotion and high school diplomas.

5. *Provide the school's exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.*

Indiana Standards are designed to determine what students know and are able to do. In accordance with the changes initiated in spring of 2014, the standards were designed to prepare students for college and career readiness. GLDRC accepts the quality of the state standards and will use the curriculum to meet the requirements of the CCR standards while completing graduating requirements for a high school diploma.

High School Graduation Requirements and Postsecondary Readiness (*High Schools Only*)

High schools approved by BSU will be expected to meet Indiana Graduation Requirements (described in IC § 20-32-4 and explained on the Indiana Department of Education's website.

GLDRC will adhere to, and follow the graduation requirements as outlined in the IDOE Core-40 diploma credit and curricular requirements. Steps will also be established to adhere to, and follow the IDOE Graduation Pathways Panel requirements finalized on November 07, 2017 and approved by the IDOE on December 06, 2017.

See Exhibit 2 for IDOE outlines.

1. *Explain how the school will meet these requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Indiana, explain the additional requirements.*

The curriculum at GLDRC will follow the successful structure the leadership team developed at other schools in Northwest Indiana utilizing a similar model. The school will focus primarily on CORE 40 requirement completion while maintaining the high expectations Great Lakes Education Foundation holds for all stakeholders involved in the organization. Moreover, by allowing students to work at a their own pace with guidance and organizational skills taught by staff members, including teachers and the counseling department, students will earn credit hours when they have successfully completed the digital and offline requirements for each course. Grade point averages will be completed using the grading scale as follows: A = 90-100% performance; B = 80-89% performance; C = 70-79% performance. The four point scale will be in place for determination of GPA with A = 4, B = 3, C = 2. Since the school works on a mastery philosophy, each lesson must be passed with a minimum 70% before the instructional system allows the student to proceed within courses. As a result, no students can receive below a 2.0 grade point average with courses that must have mastery before credit is given - one lesson, one skill, one course at a time. Transcripts will include courses, credits, and grades for all four years of high school and will include transfer information and credits earned prior to enrollment. Grade point average will be included for each semester and in aggregate. Academic honors will be indicated. Graduation requirements for the school will be aligned with the Indiana Graduation Requirements. Students will have access to transcripts in the student management system anticipated to be PowerSchool by Pearson Education.

2. *Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).*

Standards in Indiana have been crafted and restructured to meet national standards for college and career readiness. By using the state graduation requirements verbatim, Great Lakes Diploma Recovery Center will meet those standards and students by all measures should be prepared for college, technical training, military service, and for employment in various jobs. Completion of these programs is an expectation for all students.

3. *Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.*

The foundational structure of the learning model addresses students who are at risk of dropping out and failing to meet graduation requirements. The leadership team has had extensive experience meeting the needs of at-risk students by giving them access to daily progress that they use to have control over their own learning. The basic philosophy that is shared in the GLDRC model is that students that have learning needs at one level are primarily deficient in previous skills that were missed earlier in school careers. The blended-learning model uses digital tracking and measurement that also prescribes lesson remedies that take students back into the learning sequence and literally fill the gaps in knowledge and skill. The digital assessment and measurement system is paramount in making sure that students do not fall further behind and have a chance to learn skills that have been missed that have affected their learning paths negatively for many years. Each week, teachers and school staff will issue a report and discuss it with each student in a quality advisor advisee coaching format. The report will be part of the electronic grade portfolio for each student as well. Students will be trained to access the Edgenuity progress and skills mastery analysis reports that are available within the digital curriculum and delivery system. It is the collective experience of the team that high school students at risk of failing are encouraged by being able to have control and contact with progress on a daily basis. This will be a specific tool that will help students not lose hope because of lack of knowledge of progress.

School Calendar and Schedule

1. *Discuss the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program.*

The program is year-round, designed to avoid arbitrary deadlines that may be an additional barrier to student success and to reinforce the vitality of education in the lives of students and their families. In year 1, school will start the day after Labor Day, September 4, 2018. After year 1, the official start of the school year is the first week of August in which all staff report for two weeks of professional development and curriculum alignment. Students first arrive in the middle of August, giving the school two weeks to enroll and receive students and prepare them for their classes. The required 180 day school-year ensures wrapping up around the first or second week of June depending on make-up days. Each day school is open from 4:00 p.m. to 9:00 p.m. to accommodate varying work schedules and family commitments. Students often depend on others for transportation and need a high degree of flexibility for success. The summer school program begins the very next week after the official designated end of the official school year. Summer school hours are from 8:00 a.m. to 12:00 p.m. for the six weeks from mid-June until the end of July. In August, the next official school year begins, but students are encouraged to work tirelessly year-round to change their lives regardless of the current date. The school calendar will be developed upon approval of charter proposal as part of our start-up plan.

2. *Describe the structure of the school day and week. Include the number of instructional hours/ minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain*

why the school's daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. Your response should include a sample daily and weekly schedule for each division of the school.

The school is open five hours every day of the week during the school year. This schedule is optimal for student learning because it provides the flexibility and fluidity to group students based on individual learning needs and on students' personal scheduling conflicts. Instruction is based on collaborative learning and the blended-learning model, and this scheduling construct allows teachers within academic teams to analyze assessments and place students in appropriate cohorts to maximize their learning. Our daily and weekly schedules will be developed upon charter approval as part of our start-up plan.

School Culture

1. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

The culture of the school will be designed around academic competence, self-efficacy, and initiative of setting and accomplishing obtainable and measurable goals. Expected to act as if they are in a job interview at all times, students learn professional behavior. The environment will develop employable graduates capable of success at a trade school or university setting to yield a high-paying job. All staff will be trained and expected to model professional behavior expectations in each of the settings in the blended learning model and are encouraged to speak properly and answer instructional questions using complete sentences.

The entire staff from the secretary to the administration, emphasize language of opportunity (regardless of how a student speaks elsewhere, on campus he/she is constantly in a job interview) by asking students to self-correct in class, in the office area, etc. As a team, the faculty and staff expect compliance with professional standards with behaviors ranging from dress code to subject-verb agreement all while encouraging students to critically think about importance of learning social norms they will be confronted with in society.

2. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.

For teachers, two weeks of training in the summer will in part be used to create the culture of professionalism first with the staff. The first three school days for every student will include orientation where the culture will be passed on to them while they learn how to use the tools including technology digital curriculum and resources. The students will be immersed in the culture of professionalism in carefully structured and engaging activities that seek to begin to bring success to their minds and spirits. New students during the year will receive the same orientation delivered by the school administration and counselor working together.

3. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, English Language Learners, and any students at risk of academic failure.

It is planned to hire creative caring and efficient special educators that will bring support to all staff members in the school culture of differentiated instruction and customized education. Students with special needs will receive further support within the entire school design that is as a whole, conducive and supporting of providing special education services. English Language Learners will be supported by bilingual staff and teachers with a background in ELL programs will be sought for employment. A teacher considering joining the team has received recognition for work with ELL high school students in Northwest Indiana. The Edgenuity curriculum can be used along with computer translation software to assist while ELL students are gaining increasingly functional English language capability.

4. *Describe a typical school day from the perspective of a student in a grade that will be served in your first year of operation.*

The typical school day for a student will start with students arriving and immediately reporting to their assigned learning lab to begin individually working toward completing online credit-recovery assignments based on CORE 40 credit deficits. During the first hour block, students are engaged in interactive online learning activities with corresponding quizzes and tests to ensure mastery of assigned learning objectives. Students participate in motivational group activities, monitor credit-recovery weekly progress, and revisit and update semester goals. The second hour begins, and the students are split into three cohorts, (based on test results, remaining credits, and specific learning needs). The three cohorts merge into mathematics, language arts, or science learning labs. Within the assigned class period, students are engaged in three distinct learning stations: group instruction with teachers, project-based learning with instructional coaches, and individual work/peer tutoring. Students are engaged in a wide array of learning activities including the use of manipulatives in mathematics, Afro-centric literature in language arts, and laboratory experiments in science. As the third hour approaches, students rotate to their next assigned cohort learning lab based on the aforementioned criteria. The fourth hour wraps up the third cohort assignment, and students have completed their *minimum* daily attendance requirement. (Students are strongly encouraged to stay as long as their personal schedule permits.) At the completion of the required time allotment, students complete exit slips to log their daily progress for weekly monitoring.

5. *Describe a typical day for a teacher in a grade that will be served in your first year of operation.*

Teachers have to be positive every day to offset the life challenges encountered by students. As students arrive at school, instructional coaches document their arrival time while teachers individually conference with students to monitor their weekly progress and semester goals. During the first hour block, teachers lead whole group activities designed for motivation, individual ownership, and personal agency to break cycles of poverty. Teachers use current events and real-life student examples to reinforce a sense of urgency to change their lives and families through education. As the second block begins, students have transitioned to their assigned cohorts (approximately 15–20 students,) which have been pre-determined by the teachers and instructional coaches, based on test results and learning abilities. Teachers and instructional coaches engage students in three distinct learning stations within the blended learning model: direct instruction with teachers, project-based learning with instructional coaches, and individual learning activities and assessments. Learning activities and instructional techniques are pre-planned in discipline pairs (teacher/instructional coach) based on weekly assessment data, remediation needs, and curriculum-pacing guides. Students rotate to their third and fourth block assigned cohort classes, and the teachers and instructional coaches implement specifically-tailored lesson plans according to each cohort's needs and abilities. This wraps up a four-hour block schedule that is then repeated

twice more during each day to complete the twelve-hour school day. In the last two-hour block of every Friday, all teachers and instructional coaches meet as the interdisciplinary team to correlate themed units, analyze common assessment data, and plan specific remedial interventions for students struggling across disciplines. Teachers and instructional coaches have reward/recognition and positive reinforcement tools imbedded in lesson plans so feedback is timely and responsive and students systematically receive affirmation of their daily accomplishments and the necessary encouragement to return.

Supplemental Programming

1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours and weeks. Discuss the anticipated participants, including number of students and the methods used to identify them. What are the anticipated resource and staffing needs for these programs?

The summer school program begins the very next week after the official designated end of the official school year. Summer school hours are from 8:00 a.m. to 12:00 p.m. for the six weeks from mid-June until the end of July. Students have the ability to work year round on their courses, on and off site. The state offers partial reimbursement for summer school costs. This is not in the budget to remain conservative. Summer school will be funded by strategically arranging staffing yearly schedules to cover the program.

2. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.

N/A

Special Populations and At-Risk Students

Schools are responsible for hiring licensed and endorsed special educators pursuant to law. School personnel shall participate in developing Individualized Education Programs (IEPs); identify and refer students for assessment of special education needs; maintain records; and cooperate in the delivery of special education instruction and services, as appropriate.

Members of the team have extensive successful experience as special education administrators and teachers. The curricular approach at GLDRC is designed for flexibility, providing the differentiation needed within the basic structure and culture of the school.

1. Describe the overall plan to serve students with special needs, including but not limited to those with Individualized Education Programs or Section 504 plans;

Individuals with Disabilities Education Improvement Act of 2004 (IDEA), the following sections of Chapter 7 of the Indiana Administrative Code:

Rule 33 - General Provisions

Rule 35 - Program Planning and Evaluation

Rule 36 - General Administration of Programs

Rule 37 - Procedural Safeguards

Rule 38 - Confidentiality of Information

Rule 39 - Educational Surrogate Parents

Rule 40 - Identification and Evaluation

Rule 41 - Eligibility Criteria

Rule 42 - Determination of Special Education Services

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Rule 43 - Related Services; Transitions; Transfer of Rights

Rule 44 - Discipline Procedures

Rule 45 - Complaints, Mediation, and Due Process Procedures

Rule 46 - Child Count and Data Collection

Rule 47 - State Funding of Excess Costs

B. Americans with Disabilities Act of 1990 (ADA)

C. Section 504 of the Rehabilitation Act of 1973

Great Lakes Diploma Recovery Center is committed to meeting the needs of all students *including* those with special needs required by federal, state and local laws and the state's charter statute. The administrative and instructional staff will meet and consult with the school special education teacher(s) regarding the specific mandates of the Individuals with Disabilities Education Act (IDEA) and the Individuals with Disabilities Education Improvement Act of 2004. The administrative staff will be responsible for making sure that all staff understand and are involved in the implementation of IDEA and the Improvement Act of 2004 along with any subsequent mandates.

The school Principal and special education coordinator will monitor compliance and the use of Indiana IEP, which provides staff the opportunity to connect IEPs to curriculum, instruction and assessment. The Compliance Consultant and the Principal will coordinate with special education staff to ensure that appropriate conferences, transitions, move-in, annual and initials are convened and that compliance with regard to necessary documents and services are both provided and monitored. Related services: The school will solicit contracted services (i.e. speech, evaluation, etc.) as needed by the school population. The Compliance Consultant will act as the checks and balances step for all aspects of compliance and services.

Because of the specific and individualized nature of academic planning that is needed for special needs students, the development of each student's Individualized Education Plan under Indiana Article 7 will coincide with the development of the student's high school plan. Providing at risk students the support needed to be successful via small group instruction in a blended learning environment with licensed special education teachers ensures that students will develop compensatory skills necessary to function in higher learning environments. Great Lakes Diploma Recovery Center is committed to providing students that have struggled throughout their school career an opportunity to overcome learning frustrations due to an undiagnosed learning disability or emotional disorder. Therefore, providing students an opportunity to receive appropriate identification, evaluation, and academic support will create a leveled playing field in which students are able to achieve success.

Great Lakes Diploma Recovery Center will reach out to these students and provide appropriate identification, evaluation, and academic support to these students so that they may have the opportunity to finally join their peers on the track to academic success. GLDRC will provide many benefits to students with special needs and various learning styles, as well as those who have been unable to excel in traditional school settings. The benefits include:

- A small school setting as part of an adult environment
- Flexibility for students with daily demands
- Personalized instruction and counseling
- Interaction with college students who serve as positive role models, including those with special needs

The special education teacher will be responsible for the identification and service of all special needs students in the school. To do so, the teacher will follow all of the laws and regulations as set forth in Indiana Administrative Code, Article 7, and Federal laws Individuals with Disabilities

Education ACT (IDEA 2004), Part 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990 (ADA) and other applicable regulations. Primary funding for special needs services will come from the state and all applicable financial and reporting Department of Education guidelines will be closely followed to ensure appropriate and accurate funding in a timely manner. Federal funds under IDEA, Part B, will be used primarily for the delivery of related services, with remaining funds available to support the program as necessary.

English Language Learners:

Content is available in Spanish and foreign language translator software will be utilized to assist ELL students in making the transition. Pearson Education ELLIS language software will be used to leverage the technology to move English language learners toward basic English fluency. ELLIS' individualized instruction addresses the needs of non-native English speaking adult students and supports successful English language learning.

Students identified as intellectually gifted:

Examination of a new student's transcript and initial testing with TABE and NWEA will be a first step to identify gifted students. The individualized model of instruction utilized by the school naturally is completely adaptable to any student's needs and is ideal for allowing students to progress without any ceiling on acquiring credits, solving the need for acceleration. The school is ready to employ project based learning to help gifted students consider creation of business solutions. Edgenuity has availability of honors courses that will work to meet the needs of gifted students. The team will have considerable experience in linking advanced students to higher level of learning opportunities.

Students at risk of academic failure or dropping out.

The same features that will address special needs and gifted students including self-pacing, advisor counseling embedded in the program, and staff that are experienced with working with at risk students that are young adults will support students at risk of academic failure or dropping out. The technology advantage will allow leadership, staff, and students to have an eye on the "gauges" constantly to address needs and learning deficiencies as they occur on a real time basis. Learning gaps will be identified and prescriptive lessons designed based on individual needs.

Identify the special populations and at-risk groups that the school expects to serve, whether through data related to a specifically targeted school or neighborhood or more generalized analysis of the population to be served.

It is anticipated that with the school delivery model focusing on drop out recovery students, the entire population served will be considered at-risk. Students that are 16 years of age and older will continue to receive special education services through and inclusive of their 21st year. At age 22, special education services formally end based on federal guidelines, but in the school setting, the curriculum and teaching is designed to be differentiated for all students, so there will be no interruption in the path for a diploma. GLDRC anticipates that many students will be unidentified as special education with as high as 15%-17% identified. Given an enrollment maximum of 300, as many as 50 students could be expected to be formally identified with an IEP.

Discuss how the course scope and sequence, will meet or be adjusted for the diverse needs of students:

The Edgenuity digital curriculum and Great Lakes Learning Management System developed by the team will allow for tailor-made teaching and learning. Constructing specific prescriptive remedies

in curriculum will take hours instead of the longer period of times to make adjustments in a traditional setting. The scope and sequence can be rearranged for any need based on student assessment and skills gaps identification.

Discuss how the daily schedule, will meet or be adjusted for the diverse needs of students:

The daily schedule will allow students to meet on site needs for attendance and instruction based on an 4:00 p.m. to 9:00 p.m. flexible framework. Students will work with coaches, counselors, and administrative staff to develop times and schedules that meet their individual needs.

Discuss how staffing plans will meet or be adjusted for the diverse needs of students:

To ensure that Article 7 compliance occurs, staff experienced with or capable of being trained in the use of the Indiana IEP system will be recruited and part of the team. The leadership team has the experience and skills in hiring teachers that understand and will implement differentiated instruction in a blended learning digital based curricular environment. Staff will use special education principles of instruction for the entire population of students, including those identified as ELL and gifted.

Discuss how support strategies and resources will meet or be adjusted for the diverse needs of students:

Support strategies include but are not limited to resources that will include extensive digital student management and on-line access to intensive support software and systems. The founders are prepared for the task of starting and maintaining the Great Lakes Diploma Recovery Center with high expectations, fiscal responsibility, and a solid commitment to the success of students.

2. Explain more specifically how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:

a. Methods for identifying students with special education needs (and avoiding misidentification);

Although GLDRC will focus the school program on non-traditional drop out recovery students, the RTI process will be employed to identify and support student identification. Response to Intervention is part of the IDEA Federal Law and thus the state law (called Article 7) that enforces Federal requirements. The school will follow updated RTI procedures in identifying and serving students. Students will initially be assessed during the first week they are enrolled using TABE and NWEA. The assessments will be used as a screening device for potential students that need intervention and may eventually be evaluated by the school psychologist. The idea of RTI is that students should have intervention at the moment they need assistance if they are failing. Not every student needs full special education services through identification as having a disability. For every student that is failing or that has social / emotional behavior concerns or staff believes needs extra assistance for academic growth, the process will follow this checklist:

1. ___ Notify the counselor that GLDRC has a student that concerns the leadership team.
2. ___ Call a cohort team meeting with the team leader being the organizer.
3. ___ Complete the RTI information working as a committee.
4. ___ Discuss how the accommodations, if applicable, can be implemented.
5. ___ Implement the accommodations.

6. ___ Evaluate the effectiveness of support by watching grades and sharing observations as a team.
7. ___ Contact the special education teacher / coordinator for support and assistance in providing support for the student.
 - If intervention is tried for a period of time and the committee believes that the student may need special education evaluation and possibly placement, then the SSC needs contacted in writing.
 - At that time, the special education staff will take over the process, arrange meetings, explore evaluation, and meet legal requirements.

b. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for students with special education needs;

The educational philosophy of GLDRC is to teach according to the needs of the individual while maintaining a commitment to standards achievement. Using technology as a management and delivery tool, as well as off-computer activities emphasizing hands-on learning, students will proceed through the standards instruction guaranteeing an ordered scope and sequence. All students will be given a variety of quality continuous assessments to make sure that skills are mastered. The school will use the Indiana standards as the basis for instruction. Instruction through portfolio assessment and technology will be individualized for each student. The computer-based curriculum, which is aligned with all objectives and goals based on the Indiana and national standards, will be used to organize the curriculum. Students will be offered a program that begins with the core academic component for all students, studying and regrouping with skills necessary to pass all State required assessments. Then students can choose a Core 40 component Plan, preparing them for college admittance or the Core 40 with Technical Honors Plan preparing for the work force, technical training, or other post high school training programs.

Specifically, special education students will follow the GLDRC model as follows: (the model is constant for all student populations, regardless of special need or ability.)

- Small group instruction replaces large group lecture.
- Education must be personalized through projects that result in learning the standards.
- Differentiated instruction is required for all students.
- Students move at their own pace with 70% mastery required for each skill in sequence.
- Progress is reported in % completion, credits earned, and GPA.
- Hands on experiential learning is expected for off computer teacher directed lessons.
- Portfolio assessment ensures that students have the skills for life.
- All learning should be compatible with brain research
- The following features of optimal learning environments¹ are incorporated:
 - Student choice
 - Student centered
 - Whole-part-whole approach
 - Active student participation
 - Focus on ideas before mechanics
 - Authentic purposes for learning
 - Immersion in language and print
 - Teacher and peer demonstrations
 - Approximation
 - Immediate response (During planning and presentation stages)

Classrooms as learning communities (Students share in the development and presentation of projects.)
High expectations

¹Vaughn, S. and Bos, C. (2009) *Strategies for Teaching Students with Learning and Behavior Problems* 7th ed. Upper Saddle River, New Jersey Pearson Prentice Hall

c. Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the Individualized Education Program (IEP);

Students and family members, where applicable, will have on line access to Edgenuity that includes the grade book that is used by the teacher and that can be used to access results and redo lessons where needed. Goals will be tracked as with all students through Power School and the learning management system developed by the school using the digital learning software. Daily, weekly, and quarterly reports will be available through on line access as well as printed form. Teachers will have access to learning goals by learning to use the Indiana IEP system. Students with moderate or severe needs, if enrolled, will be served to the best ability with required resources. A contingency is for hiring staff will be budgeted based on IEP requirements for such instances.

d. Plans for promoting graduation for students with special education needs (high school only);

The school exists to assist all students to pursue a high school diploma. This is the sole purpose of the entire program and thus will be embedded in IEP language and goals. The school does not offer a certificate of completion.

e. Plans to have qualified staffing adequate for the anticipated special needs population.

The leadership team has experience in designing and installing special education specific programs as well as hiring effective special educators. Teachers with special education background and where possible, licensure, will be sought for the general education environment which is inclusive of the special education program. Personnel that are budgeted include:

- Special Education Administrator (licensed and experienced special education teacher); using available consultation
- Speech Language Pathologist; contracted services
- School Psychologist; contracted services
- Part-time or full-time personnel serving the needs of special needs students, including:
 - ❖ In year one, (1) full time Teacher of Record: Licensed to teach (Mild Disabilities) and other exceptionalities through contracted services as needed) and will develop individual IEP for each classified student. They will work with the case conference committee (511 IAC Article 7), communicate information with general faculty, and supervise needed support and perform any other task assigned by the Special Education Administrator.
 - ❖ Year two; (1) full time Teacher of Record
 - ❖ As needed based on case load: Year 1, (1) Special Education Instructional Assistant: Will provide assistance to students in a small one-on-one environment, will assist in monitoring IEP compliance, and will perform tasks assigned by the Special Education Teacher.
 - ❖ Year 2; Instructional Assistants as needed based on case load

3. Explain how the school will meet the needs of English Language Learner (ELL) students, including the following:

a. Methods for identifying ELL students (and avoiding misidentification);

Registration materials will solicit ELL information as a first step. A language survey is part of the enrollment packet. Students will be given the aforementioned three day orientation during which language needs will be assessed formally and informally. CTB McGraw Hill's LAS Links English proficiency test will be given to students that are indicated in registration to have language minority status. The following procedures will be in place according to Indiana Department of Education guidelines: Guidelines for the Placement of Language Minority Students 1. Students who enroll in the school corporation must complete a home language survey. 2. If the survey indicates that a student speaks a language other than English, he or she must be assessed for oral, reading and writing English language proficiency skills using the LAS Links English proficiency assessment. 3. Students must be placed in an age-appropriate grade level. Placement below grade level should only be considered if the student has no prior school experience or if the student has been out of school for more than one academic year. 4. Initial scheduling of courses for LEP students must include classes designed to improve English language proficiency. Each student must receive the appropriate level of English language development based on their level of proficiency. 5. Language minority students should be informed that they must meet graduation requirements if they intend to receive a high school diploma. 6. Migrant students graduating from home base schools need to be enrolled in courses that fulfill the home state's graduation requirements. 7. Adaptations must be made to lessons and assignments by teachers in the content area classrooms with the appropriate level of English language development for each student.

b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;

The Structured English Immersion plan will be used for students that are ELL based on the levels of proficiency determined by LAS Links assessment. Each student who qualifies for SEI program placement receives English language development instruction. This instruction is divided into four discrete courses, each bearing a specific title and focus. The subject designation and subject matter of each of the four courses is based on specific English language skills categories that derive from the English Language Proficiency Standards. The four ELD courses do not have to be sequential. Ellis Second Language software will individualize English acquisition instruction for students at GLDRC.

c. Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services;

ELL students and family members, where applicable, will have on line access to Edgenuity that includes the grade book that is used by the teacher and that can be used to access results and redo lessons where needed. Goals will be tracked as with all students through Power School and the learning management system developed by the school using the digital learning software. Daily, weekly, and quarterly reports will be available through on line access as well as printed form. Progress in English language acquisition and advancement in the levels of LAS Links English proficiency assessment will determine when students that reach proficiency levels based on LAS Links and will be exited from the program as appropriate.

d. Means for providing qualified staffing for ELL students.

Bilingual staff members will be sought during recruitment. One teacher with direct experience in ELL instruction, referred to earlier in the application, is already a viable candidate under consideration. Teachers that are licensed for ELL will be identified during the staffing process.

4. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.

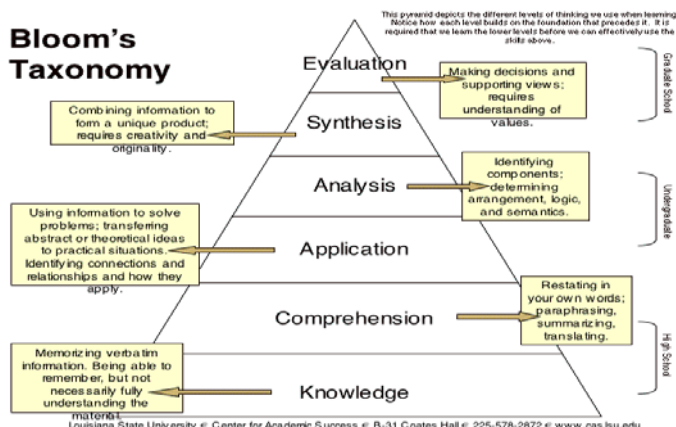
The school program is constructed as described throughout the application to meet the needs of students including those that are below grade level in instructional achievement and in credits earned. Those programs, strategies, and supports are detailed in previous sections describing the education program.

5. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:

a. Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;

Each student will be encouraged to go beyond the Core 40, to receive dual credit for some courses and complete additional course work beyond high school levels. School-wide oral and written communication rubrics will be developed in order to implement a sustained writing and communication program across the curriculum that challenges gifted high ability students. These rubrics will be vertically articulated to college level requirements. Teachers will collaborate to develop a writing program that reinforces high expectations and will be used across the curriculum at each grade level. Curricular elements will scaffold with the expectation that students will go beyond low level cognitive processes to complete work that demands analysis, synthesis, and the generation of new ideas.

At least one lesson per semester will incorporate student investigation into real world application of classroom concepts. These projects will be documented in student Mastery Portfolios and will demonstrate learning that goes beyond basic understanding and/or recall. Teachers will be given extensive training in Bloom's Taxonomy with an emphasis on the higher-level skills for discussion and project learning. While higher level thinking in Bloom's is a goal for all students, it is a requirement for high ability students to experience relevance.



b. Plans for monitoring and evaluating the progress and success of intellectually gifted students;

The school's extensive monitoring and evaluating system of on-line reporting both real time and periodic will also serve the high ability students. Additionally, during advisor advisee weekly sessions, close contact will be maintained with students that must be challenged to thrive. Instruction will be utilized using interviewing and journaling to ensure that students are given the chance for application, analysis, synthesis, and evaluation throughout the course requirements.

c. Means for providing qualified staffing for intellectually gifted students.

Just as members with special education experience and licensure, staff with high ability instruction experience will be recruited including those with AP course and dual credit course experience backgrounds. In training and ongoing professional development, all staff will be trained to differentiate instruction for all student needs including high ability and gifted.

Admission Policy and Criteria

1. Explain the plan for student recruitment and marketing that will provide equal access to students and families interested in the new school. Specifically describe the plan for outreach to families in poverty; academically low-achieving students; students with disabilities; homeless students; and other youth at risk of academic failure.

The student recruitment process will begin immediately upon receipt of charter approval. If applicants exceed the capacity of 300, then a lottery will be held. After June 30, 2019, applicants will be taken in the order they apply. The recruitment process will be conducted by utilizing all media resources. Especially, **social media** will be utilized skillfully by the school to reach out to students that need the program. On or before April 1, 2018, the **website** and **Facebook, Twitter, and Instagram** accounts will go on line. GLDRC will use the marketing resource analysis these social media sites offer to the target student population according to their online profiles matching the criteria. Additionally, radio interviews, newspaper articles, a school web-site, printed brochures, mailing lists, posters placed at key locations, and personal appearances (churches, civic, social, and business organizations) will all be utilized in the recruiting process.

GLDRC will encourage a network of community partners, and parents to use an active "word of mouth" (establishing social media and e-mail) approach for aiding in recruitment. Students that have dropped out or need diploma recovery are in touch with other students and can be the best recruiters. As the school progresses such activities as a "community night," school tours, and "open house" will be key activities for recruitment. Having school visits from civic and governmental (state and federal) leaders is a tremendous means of public relations. GLDRC hopes to leverage relationships with community organizations including community leaders and advisors and develop and support working partnerships with multiple local nonprofits such as the Gary Chamber of Commerce, Jobs for America's Grads, Purdue 4H, 100 Black men, the Urban League of Northwest Indiana, Methodist Hospitals, Ivy Tech Community College, Gary Common Counsel, Lake County Minority Health Coalition, Drexel Foundation of Educational Excellence, College Summit, Teach for America, the Boys and Girls Club, the Salvation Army and the NAACP. GLEF is prepared for the task of starting and maintaining the Great Lakes Diploma Recovery Center. Accomplishing the school's vision and mission are keys to successful recruitment. GLDRC realizes the reality of attrition to enrollment. GLDRC will utilize every "Best Practice" used by other charter schools that face this situation. The best means of addressing this possibility is

simply to do the “very best job” as a school so that GLDRC minimizes attrition of enrollment. The model will work to recruit and retain students.

Application and Admissions:

Plan an intense public relations / recruitment featuring social media campaign as soon as this charter is granted. On or before June 1, 2018, the website and Facebook, Twitter, and Instagram accounts will go on line. Open application will also begin on April 1, 2018.

- GLDRC will begin accepting formal “Intent to Enroll” forms April 1: Closing open application period June 30.
- GLDRC will conduct formal orientations with students and when possible, parents / guardians.
- GLDRC will have follow-up contacts and visitations for students to receive orientation.
- GLDRC will (should numbers exceed those established for any grade / year in accordance with state law) conduct a lottery for enrollment utilizing a third party within 3 weeks of closing applications.
- Should there be a shortfall of application numbers at the close of the application period the application process will be re-opened on a first come first serve basis.
- A “waiting list” will be established for all applicants not selected in the lottery process. Such applicants will be contacted in the order of application to fill any vacancies due to students not full-filling their enrollment status.

In accordance with the law the Academy enrollment is open to all Indiana students. GLDRC will accept all applicants regardless of race, religion, ethnic background, sex, or disability. Admission will be limited to grades 9-12. Students will be enrolled in the order they apply during the open application regardless of number of credits they have accrued. As part of the admissions process, the following checklist will ensure that all information and orientation has been completed.

IMPORTANT: This process will be only for those students that will enroll. This information is NOT collected on the Admissions Application so as to avoid issues of screening applicants.

Complete Enrollment Process:

- ___ Transcript
- ___ Birth Certificate
- ___ Social Security Card
- ___ State I.D.
- ___ IEP Report (If applicable)
- ___ Nurse Packet (under 18 only)

Orientation and Screening:

- ___ Interview process with social worker and Principal
- ___ Student Handbook
- ___ Attendance Policy
- ___ Hours of Operation
- ___ Uniform Policy
- ___ GLDRC Expectations

Testing (3 days):

- ___ TABE
- ___ ACUPLACER
- ___ ACUITY
- ___ ASVAB

- ____ Edgenuity: Custom GLDRC screening benchmark tests

2. Provide the school Admission Policy, which should include the following:

- a. Tentative dates for the application period and enrollment deadlines and procedures, including explanation of how the school will receive and process Intent to Enroll forms;***
- b. A timeline and plan for student recruitment/engagement and enrollment;***
- c. An explanation of the purpose of any pre-admission activities for students or parents;***
- d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.***

The leadership team, upon charter approval, will promptly develop admission policies.

Student Discipline

Describe the philosophy of student discipline that supports your school model. Discuss how parents will be informed of the school discipline policy.

Great Lakes Diploma Recovery Center will operate under the belief that developing and maintaining a positive school climate starts first and foremost with a fair and consistent discipline policy. A school climate that builds on the strengths and assets of each student, while promoting self-esteem, works against the destructive factors that contribute to negative consequences. The school will emphasize programs that emphasize prevention, positive alternatives, the development of life skills, and recognition of socially acceptable behavior. Each student will be expected to follow a student handbook. Students will develop life plans with the assistance of a mentor-counselor that incorporates both academic and personal goals. Also critical to establishing and maintaining a positive school climate is the building of positive relationships and clear communications with parents, business and community leaders, local law enforcement officials/officers, and a wide array of youth-serving professionals in the community.

It is the expectation that all students conduct themselves in a responsible manner in order to maintain a safe and orderly environment and provide the opportunity for learning for all students. Teachers receive support from the leadership team with regard to classroom management and interventions to ensure that they are both aware of the needs/development of students and able to effectively implement strategies in their classrooms. Professional development activities will provide support with instructional/management needs of school staff.

Discipline is one of the most important lessons of education. It underlies the whole educational structure. It is the training that develops self-control, character, orderliness, and efficiency. It is the key to good conduct and proper consideration for other people. An environment that provides equal opportunity for all and permits the teaching-learning process to proceed in an orderly manner is the objective of all school personnel. School staff members will make every effort, individually and cooperatively, with appropriate available community resources, to help each student gain acceptable self-discipline standards.

The school's discipline code will apply to the actions of students during school hours, before and after school, while on school property, at all school sponsored events, and when the actions affect the mission of the school. 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 impacts the mission of the school. Teachers, administrators and parents are all expected to familiarize themselves with the disciplinary policies and procedures of the school. All adults either working as

staff or who have children enrolled in the school are expected to act as role models at all times.

In addition to the expectations outlined in the student handbook, which is provided to students and families at the start of the school year, the incorporation of a Character Education Program as an integral component of the Great Lakes Diploma Recovery Center program will be used to teach and monitor appropriate behaviors. GLDRC's character education program is culturally based and exposes students, in a spiraling and developmentally appropriate manner, to issues of cultural relevance and respect. It also teaches methods that provide for the development of problem solving and communication strategies that support implementation of the behavioral expectations. The Great Lakes Diploma Recovery Center program emphasizes the values and responsibilities of good citizenship inherent in the school behavior code. Actions will be taken, as indicated in the previous section, to ensure a safe, orderly, and positive learning environment.

The staff will receive their copy of the discipline code that will be included in the handbook at the professional development that will be held in August prior to the start of the academic year. The school will distribute the student handbook during the school's initial open house prior to the start of school in August. At that time the school staff will take time and go through the discipline code with parents and/or students and ask them to sign a form to confirm that the policies have been read.

Parent & Community Involvement

1. Describe the role to date of any parents and community members involved in developing the proposed school. Staff members including administrators, counselors, and teachers that are members of the community in programs that target in part the students of GLDRC have provided technical and curricular assistance. Parents of potential students have not been involved directly, but parents serving in administrative roles have. The Board of Directors will meet to give input and will continue to be available for review of the program and assist in giving direction to the project. The Board of Directors is a highly-qualified and respected group that is part of Northwest Indiana.

2. Describe how you will engage parents and community members from the time that the operator is approved through the opening of school(s).

GLDRC is fully immersed in the communities of Northwest Indiana in its recruiting efforts, support services, and local advertising. As a transformative institution in the community, the Great Lakes Diploma Recovery Center team helps students develop the knowledge, skills, and values needed to become social critics who can make reflective decisions and implement those decisions in effective personal, social, political, and economic action. To promote the program and give students an opportunity to give back to the community, GLDRC will seek volunteer opportunities for students such as organizing community clean up events throughout the region. The more opportunities students have to give back to the community will assist them in becoming contributing members to society.

3. Describe how you will engage parents in the life of the school (in addition to any proposed governance roles described in Section 2 below). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

Many students will have limited to no parent involvement in their education. However, GLDRC will have an open house every fall for students to bring in parents or any other person supporting them while they are a student at Great Lakes Diploma Recovery Center. GLDRC will survey students on

how to effectively communicate with the individuals in their lives that are supporting them while they are in school. The school will not require commitments from parents of students due to the age and status of the targeted population. Volunteer opportunities will be made available to families and students themselves.

4. Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, as Attachment 7, existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

N/A

Educational Program Capacity

1. For any school expected to open for the 2018-2019 school year, identify the key members of the school and management team's leadership. Identify only individuals who will play a substantial and ongoing role in school development, governance and/or operation, and will thus share responsibility for the school and/or network's educational success. These may include current or proposed governing board members, school leadership/management, CMO management, and any essential partners who will play an important ongoing role in the school's development and operation.

Director: Mr. Tim Pivarnik, Ed. S

Student Services/SPED Coordinator: Mr. Jason Kontos

Board Members:

James Clement
Charles Strietelmeir
Dr. Adrian Richie
Dr. Jack Cgavez
Nora Glenn

Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:

a. School leadership, administration, and governance;

Mr. Pivarnik has considerable experience and expertise working with urban students specifically in the Northwest Indiana region and has worked on turn around projects. The Director and Principal are the vision keepers that dreamed of creating an independent and locally run charter school for the GLDRC population of drop out recovery students of any age. The Director's experience includes the following service as a school leader. He was charged with the task to get a non-traditional school transformed from a failing model to one of success. He conducted a review of all student transcripts and realigned student schedules placing students in their proper level of classes, implementing a learning environment consisting of an on line curriculum blended with teacher presented direct instruction in 9-12 grade level learning labs. Also, he implemented a graduate learning lab for students needing eight or less credits to graduate along with ISTEP remediation/prep leading to 13 students passing both ECA's and earning a Core-40 diploma after previously dropping out of high school with projections of over 20 Core-40 graduates for the next school year. The school he served

transitioned into a college/career readiness academy through establishing partnerships with Ivy Tech Community College, Gary Area Career Center, Hammond Career Center and Center of Workforce Innovations.

Previously, he successfully lead a region high school, one of twenty three schools state- wide identified as being on academic probation, out of year five (5) state academic probation by implementing the New-Tech instructional model along with a data driven curriculum program to avoid state take over. All staff members were evaluated using the RISE evaluation and made sure they were placed in the proper areas pursuant to their licensing, qualifications, and strengths and reassigned as needed. The Director hired all new staff as needed and developed and implemented a “Principal Turn-Around Plan” for the high school. As well, he designed and helped to implement a revised school calendar district wide in a more collegiate style ending semester 1 at holiday break thus increasing instructional time district wide. His team designed, developed, and implemented a freshman academy with a team teaching environment in a block schedule format with emphasis on a PBL form of pedagogy. Designed this academy to roll into 10th grade along with looping Algebra and English teachers thus continuing to roll forward until the entire high school was in an academy format with STEM academy development in mind. He led the process and redesigned Algebra and English curriculum in the freshman academy based on student NWEA and ISTEP scores along with student grades in their 8th grade Math and English classes to complete triangulation of data. As principal, he expanded NWEA assessment program for grade 9 only to grades 9-11 and designed and implemented a successful credit recovery program leading to a significant increase in graduation rate. Developing and implementing a mainstreaming program for IEP self-contained students on diploma track, he then led and designed, implemented a 45 seat Rosetta Stone Language Lab integrated with World Cultures offering up to five (5) languages. He also completed the additional innovations for the school:

- Implemented the inclusion of five (5) AP classes and five (5) dual credit courses with major expansions of each in the planning stages for next school year.
- As a member of district negotiations team he assisted with successfully negotiating and implementing the first settled teacher contract in four (4) years at the schools.
- Successfully implemented a 45 minute extended school day two days a week for teacher professional development meetings after students leave.
- Designed, developed, and successfully implemented a six (6) week interim-assessment program across curriculum to begin the process of data driven instruction.
- Developed “Data Binders” for each teacher to tabulate student scores on interims and identify students of concern needing both short term and long term remediation based on interim results.
- Successfully led the high school from a 9th grade New Tech Model implementation to a 9/10 New Tech

Accomplishments and recognition:

- Posted double-digit increases in Algebra, English, and Biology ISTEP scores respectively in Spring 2011 formally removing the High School from State academic probation in two (2) years.
- Successfully led the high school from a 11th grade New Tech Model implementation to a 11/12 New Tech implementation based on the success of the 9/10 New Tech implementation
- Accelerating the four year building wide New Tech implementation by one full school year completing the four year implementation schedule in two years.

- The High School named a Demonstration Site by the New Tech Network based on an successful and accelerated implementation schedule, a distinction usually reserved for year five (5) New Tech Schools.

d. Parent and community engagement.

The leadership team has assembled the community resources described in the application. Their ability to inspire the community to support GLDRC is remarkable. Their passion and drive have caused excitement about the region transforming the Great Lakes school program. The Director of the school has considerable parent and community engagement experience. GLDRC knows that the parents will be missing largely from the picture of this school, but in a sense, GLDRC also knows that some, if not most, students are themselves parents and will provide invaluable feedback and guidance. The Director is a life-long community member and his connections have been extraordinary in developing the perception and strong support of this school model.

e. Describe the group's ties to and/or knowledge of the target community.

Mr. Pivarnik, Dr. Richie, Dr. Chavez, and Ms. Glenn are life-long community members and their connections have been extraordinary in developing the perception and strong support of this school model.

See resumes in Exhibit 1 for all team members.

2. Describe the operator's current or planned process for sourcing and training potential school leaders for schools opening in subsequent years. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.

The Director has demonstrated a gift for inspiring staff and future leaders as evidenced by this initiative for the school. He has the talent for causing others to want his leadership.

3. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development.

N/A

4. Identify the Principal/head of school candidate for each school projected to open in 2019 and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. See resumes and bios of all listed below in Exhibits.

The head of the school will be the proposed Director.

Mr. Pivarnik has high qualifications for leading the professional development and training, staffing oversight, evaluation and teacher observations, and managing the gauges of achievement – the technology based real time and on time reporting system for performance data. He has considerable experience with evaluation programs such as RISE. Please see extensive description of his qualifications in Exhibits.

5. Describe the responsibilities and qualifications of the school's leadership/management team beyond the Principal/head of school (The Director). If known, identify the individuals who will fill these positions and provide resumes and professional biographies for these individuals. If these positions are not yet filled, explain the timeline and process for recruitment and hiring, and provide the job description or qualifications for these positions. See resumes and bios in Exhibits.

The Director of Student Services/Special Education Coordinator will be Mr. Jason Kontos. Mr. Kontos is a licensed special education educator bringing years of successful education teaching and leadership experience to GLDRC.

6. Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

The plan to prepare to open the school will be conducted after authorization through using all administrative personnel. The Director and the Compliance/HR Director (Dr. Jack Chavez) will work to execute all of the steps to prepare to open including recruitment, curriculum development, staffing, personnel, financial system, technology design management and planning and all the other school start-up tasks that will be discussed in the start-up plan. The plan is to compensate the two school starters through payment for approved duties of the Charter School Program planning grant. Full staffing will occur by late August, 2019 and the Principal will become full time on July 1, 2019, based on the start of the flow of state tuition support for the school based on enrollment prior to July.

Section 2. Operations Plan & Capacity

Provide the organization's annual reports for the last two years and any current business plan for the organization or network.

N/A GLEF is a newly formed entity and has had no fiscal activity.

Network Management

1. Identify the organization's leadership team and their specific roles and responsibilities.

The Director has the responsibility of implementing a firm vision of the school's mission, vision, purpose, as well as knowledge of the educational process, the charter school process, solid oral and written communications skills, public relations skills and abilities, leadership skills and knowledge of business management. The Director will be responsible to contact outside entities for partnerships, secure speaking engagements, work with state and national associations, the school's authorizer, IDOE, and other such entities. This individual will guide and direct the entire school toward its vision operating within its mission. The Director is the top of the chain of command of operations. All personnel answer to him. The Director has authority over academics, personnel, finances, facilities, and extracurricular programming. The Director is responsible for the implementation of corporate policy. He has the final word on the yearly school calendar and schedule of events. The Director serves as ex officio member of the Board. The Director supervises financial matters with direct authority over the Finance and Compliance Consultant and manages all school operations. The Director answers directly to the Board of Directors. The Director will be responsible to communicate and enforce school personnel policy.

Great Lakes
Diploma Recovery Center

The Principal must be a person who clearly sees the school's mission, vision, and purpose. Primary job responsibility is to support the Director by advising in decision making process. In the absence of the Director, the principal is responsible for the entire operation of Great Lakes Diploma Recovery Center. This position will handle the daily operations of school management. He will work with the high school with direct daily student and personnel issues as well as data, assessment. This administrator has proven to have solid human relations skills and be able to relate effectively and positively to faculty, staff, students, and parents. Further responsibilities are to assist the Director in administrative duties and tasks. Tasks include but are not limited to: instructional design and management, professional development, teacher support, direction, and the administrator in charge of exceptional learners, special education and high ability programs. The principal is responsible for analysis of student learning and for implementing strategies designed to increase achievement.

The Principal will oversee the daily operation and management of the Academy building, staff, curriculum, and programs. He will oversee disciplinary issues. Oversight and care of the building facility, equipment, and supplies are duties of this position. The Principal will work in a close relationship with the corporation Director. It will be the responsibility of the principal to be a communicator with the community and with parents. The Principal will assist in the evaluation of all school personnel. He will be charged with the responsibility for seeing that instructional staff follows the GLDRC instructional format and that the established academic achievement goals are being met. The Principal will exercise authority over extra-curricular programs and activities. The Principal will be responsible for enforcement of the student handbook rules and regulations.

Compliance/HR Director (Dr. Jack Chavez) will also serve to advise the school treasurer and is responsible for coordination of the school financial information with the proper agencies in a timely manner. This director is responsible for keeping all finances and financial accounts in the proper order. He is responsible for handling the corporation and school's daily finances, allocating corporation/ school checks and vouchers, for all corporation and school deposits. The consultant will work to provide the corporation and school with a "clean" local and state audit. Responsibilities also include working and preparing an annual budget, ordering and purchasing by the school and corporation, properly presenting financial information to the Board, working with other financial agencies such as Bookkeeping Plus, IDOE, etc. He is responsible for all financial information such as contracts, payroll, retirement, and insurance.

1. Assist and train school personnel to manage and support student management and data system for accountability.
2. Support the School Treasurer.
3. Manage the PowerSchool student management system. Dr. Chavez has 5 years of student information system management.
4. Develop a financial plan and budget for the charter school. Department of Education Requirements: Train and assist school personnel to make all DOE required reports.
5. Train and assist school personnel to manage and prepare data for analysis of student achievement and teacher effectiveness.
6. Design and provide advice and counsel to maintain a proven training system for administrators.
7. Assist school personnel to create an accountability plan specific to authorizer guidelines, adjustable for the school's unique requirements.
8. Train and implement the development and implementation of effective clerical and filing procedures.
9. Train personnel and assist in the coordination of a technology infrastructure plan including server design, Internet access, and digital phone system as needed.

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10. Provide expert experienced assistance for the school to monitor, organize, and communicate compliance with reporting requirements of Ball State University.
11. Assist with implementation of special education procedures and infrastructure and with providing individualized services. Expert at the use, management, and training for Indiana IEP system on the Learning Connection maintained by the IDOE.
12. Assist and train personnel to monitor, use, and develop and customize current and future assessment and data tracking expertise and systems through use of portfolio assessment, Edgenuity Software Assessment, Acuity, NWEA, ISTEP, and the End-of-Course Assessments for high school graduation (Algebra 1, Biology, and English 10)
13. Manage digital curriculum system through Edgenuity learning and provide help desk services, curriculum adjustments, and assignments of courses to students.

2. Explain any shared or centralized support services the network organization will provide to schools in Indiana.

This section does not apply to GLDRC due to the single school focus of Great Lakes Organization.

3. Using the table below, summarize school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc.

Function	School Decision-Making
Performance Goals	Director
Curriculum	Director; Special Education Coordinator
Professional Development	Director; Special Education Coordinator
Data Management and Interim Assessments	Director; Special Education Coordinator
Promotion Criteria	Director;
Culture	Director; Student Services Coordinator
Budgeting, Finance, and Accounting	Director/Compliance/Treasurer
Student Recruitment	Director; Student Services Coordinator
School Staff Recruitment and Hiring	Director; Student Services Coordinator
H/R Services (payroll, benefits, etc)	Director/Treasurer
Development/ Fundraising	Director/Board
Community Relations	Director; Board
I/T	Contracted services provider

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Facilities Management	Director; Board
Vendor Management / Procurement	Director / Treasurer
Other operational services, if applicable	Director / Board/Treasurer

4. Provide the following organization charts:

d. Year 1 school-level organization chart for the proposed 20169-2020 school year. The school-level organization charts should likewise present clear lines of authority and reporting within the school. If the school intends to contract with an ESP, clearly show the provider's role in the organizational structure of the school. Explain how the relationship between the governing board and school administration will be managed.

GLDRC is an evening program consisting of the following organization structure:

- Board of Governance
- Director
- Student Services Coordinator/SOED Director
- Teachers (P/T)
- Facilitation/Teacher Aides (P/T)

GLDRC will not contract with an ESP.

Governance, Legal Status, and Governing Documents

Describe the legal status of each proposed school, including whether the entity proposing to hold the charter is already incorporated as a nonprofit and whether you have obtained federal tax-exempt status. Provide a copy of the Articles of Incorporation for the entity proposing to hold the charter (if filed), proof of non-profit status and tax exempt status (or copies of your filings for the preceding items), as well as copies of the proposed board by-laws and policies. Provide a completed and signed Statement of Assurances.

The Great Lakes Education Foundation is a registered Domestic Nonprofit corporation in the State of Indiana. Federal 501(c)3 tax-exempt status will be applied for upon approval of charter application. See Exhibit 3 for corporation documentation as requested.

Governing Board

1. Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups.

The Board of Directors will be responsible for the oversight of policy and procedures. The Board will be charged with maintaining the school's mission and vision. The Board will be charged with seeing that sound business practices are implemented in order to keep the school financially viable and satisfy financial audits. The Board is charged with final decisions in areas such as facility and personnel contracts. The Board will conduct business in areas so described in the By-laws. The Board will not become involved in the day-to-day management and operation of the school. The Director will have oversight of all daily management operations of the school and will work as an ex-officio member of the Board. Key stakeholders including authorizer, administration, staff, students,

and parents will be encouraged to attend meetings and make suggestions, address concerns, and support the school. A process will be developed to handle input of stakeholder groups.

Charter schools are educational institutions and they are business entities. Thus, the following are business practices to be implemented:

- The school will function with the oversight of its authorizing agency (Ball State University Office of Charter Schools)
- The school will operate as a non-profit 501(c)3 and the non-profit corporation and school are one and the same.
- The school will operate under the direction of its Board of Directors and in accordance with its Articles of Incorporation and By-laws.
- The Board will oversee policy and procedure. The Board will not be involved with the day to day management of the school.
- The school's Director will be responsible for the daily operations and management of the school.
- The school will have an annually approved budget (approved in May for the next fiscal year).
- The school will have a constant (monthly) monitoring of the budget by the school's treasurer and school Director.
- The school will utilize the professional services of Lighthouse Academies.
- A finance committee will be established to review the budget on a quarterly basis.
- The school will be subject to annual audits. (State Board of Accounts and independent accounting firm to be named.)
- The school will operate with a "conflict of interest" policy in place.
- The school will operate with a contingency plan for meeting shortfalls in operating funds.
- The Board will be given access to real time continuous reporting through the Great Lakes digital learning system in regards to lessons mastered and credit progress. The Board will have a dashboard and gauges to view the school's measures of growth and success.

2. Describe the governance structure at both the network and individual school levels.

a. Will each school/campus have an independent governing board, or will there be a single network-level board governing multiple schools?

Great Lakes Diploma Recovery Center is a single school entity and there will be no network board.

b. Describe the size and composition (current and desired) for each board. Explain how the proposed governance structure and composition will help ensure that there will be active and effective representation of key stakeholders.

Heading the initiative for GLDRC is a diverse team of qualified leaders and educators. The founding board includes representatives that relate to the unique mission of the school. The Board is always seeking individuals in areas of additional expertise and some presently on the "Organizing Board" may work in other school capacities. The final Operating Board will function in accordance with the By-laws established for its operation. Once the school is operational, one of those board memberships will be reserved for a parent of a student enrolled. Committee structures will ensure that key stakeholders are given a voice. The Board of Directors will have a maximum of nine members. At the time of the application, 5 members have agreed to serve and each brings unique and valuable diverse talents necessary for governing a charter school.

c. Discuss the powers and duties of the governing board(s). Identify key skills, areas of expertise, and constituencies that will be represented on the governing board(s).

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The management of the business and affairs of Great Lakes Diploma Recovery Center are vested in the Board of Directors. The Board and its individual members are charged with upholding and overseeing fulfillment of the mission and purpose of GLDRC. Board members commit to being involved strictly in policy matters regarding the school and for the betterment of student learning. They shall agree their role is not in the matters of day-to-day school management. All Board members shall agree to forward such concerns to the Director for resolution. The Board members, as the critical volunteer leadership of the organization commit to:

- Ensure long-term business and organizational planning and resource management.
- Monitor educational programs and services, ensuring alignment with overall goals and steady progression toward the school accountability plan.
- Promote the school and its image among themselves and within the community, acting in the best interest of Great Lakes Diploma Recovery Center at all times.
- Determine and set procedures and policies.
- Work to secure financial support of GLDRC through fund-raising oversight.
- Have a belief in collaborative decision-making
- Possess a high level of energy and initiative toward the Academy.

The school will continuously seek diverse board members in the following areas of expertise: business and non-profit management, educational policy, fundraising, law, assessment, strategic planning, human resources, community development, curriculum and instruction, and professional development. Members of the “Founding Board” possess diverse talents and areas of expertise in areas such as curriculum, school management and administration, logistical planning, business skills and expertise, real estate and building engineering, direct educational involvement with special needs students, urban education, teacher training programs, and an understanding of the expectations of higher education as well as pre-college. The Board is racially and ethnically diverse being represented by strong respected community leaders. Such experience is reflected in administrative experience, business, curriculum, and published works on education.

d. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; and b) the board will evaluate the success of the school and school leader.

The professional structure of the Board of Directors plan will contribute to the success of the school by supporting and assessing the leadership effectiveness. As previously mentioned, the control and management of the business and affairs of GLDRC are vested in the Board of Directors. The Board and its individual members are charged with upholding and overseeing fulfillment of the mission and purpose of GLDRC. Board members commit to being involved strictly in policy matters regarding the school and for the betterment of student learning. The Director will be hired by and will be directly responsible to the Board. The Director is responsible for all aspects of school operations. The Director must have a clear vision and understanding of the school’s Mission and be able to impart that to all faculty, staff, and parents, as well as the community. The Director will serve as ex officio member of the Board. The Principal will be hired and will be responsible to the Director and the Board and will have the responsibility of assisting with daily school operations.

The board will evaluate the success of the school and school leader.

The Board of Directors will continuously evaluate the activities and performance of the school administration and staff within the bounds of the established policy goals and objectives as described above. The school will be evaluated based on performance reports accessible daily,

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weekly, and continuously. The Board of Directors will not be caught off guard by issues of performance or finance. The Director will be given summative evaluations as found in the Great Lakes RISE customized evaluation plan.

3. List all current and identified board members and their intended roles (adding rows as needed).

Full Name	Current Job Title and Employer	Position with Proposed
James L. Clement, Jr.	Attorney; Private Practice	Board Member; Leadership Election post authorization
Charles R. Strietelmeier	Pastor; Augustana Lutheran Church	Board Member; Leadership Election post authorization
Dr. Adrian Richie	Adjunct Prof IUN	Board Member; Leadership Election post authorization
Nora Glenn	Retired Educator	Board Member; Leadership Election post authorization
Jack D. Chavez	Principal, Our Lady of Peace	Board Member; Leadership Election post authorization

Summarize members' interests in and qualifications for serving on the school's board. Provide a completed and signed Board Member Information Sheet for each proposed Board member. Include resumes and professional biographies where needed (if a board member's resume is attached elsewhere in this application, state so on the Information Sheet).

All Board member's resumes attached in Exhibit 1. Board Member information sheets will be completed upon charter proposal.

4. If the current applicant team does not include the initial governing board, explain how and when the transition to the formal governing board will take place.

The current applicant team does include the initial governing board.

If this application is being submitted by an existing non-profit organization:

a. Will the charter ultimately be held by the existing non-profit or a different non-profit board? If the latter, explain the transition.

The present Domestic Nonprofit Corporation, Great Lakes Education Foundation, will hold the charter. There are no plans to create a separate board at this time.

b. If the existing board will govern the proposed school(s), discuss the plan to transform that board's membership, mission and by-laws to support the charter school expansion/replication

plan. Describe the plan and timeline for completing the transition and orienting the board to its new duties.

The plan is simplified by the fact that the one and only purpose of Great Lakes Education Foundation has been to make application for and then operate the Great Lakes Diploma Recovery Center. As stated previously, GLEF is totally committed to this one school at this time.

c. If a new board will be formed, describe how and when the new board will be created and what, if anything, its ongoing relationship to the existing non-profit's board will be.

N/A

5. Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure.

Selection of the board members was conducted by the founding team using its community contacts and established relationships. The selection has been guided by the future Director, Principal, and Compliance/HR Director. Committees: The Academy school committees will serve in an advisory capacity to the Board regarding the business and activities of the school. Committees will consist of board members, Academy administrators, faculty/staff and volunteers who bring the necessary expertise to the committee. Committees that may be considered would be advisory in nature. The Board retains all authority in accordance to the statutes of Indiana and the contract with the authorizer. Student, Community, and Faculty councils are ones that could be considered by the Board.

6. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest.

As part of the Conflict of Interest policy, the following language is in force once the policy has been approved by the Board of Directors. The Board of Directors may require the Corporation's directors, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in the Bylaws. The disclosure statement shall be in such form as may be prescribed by the Board and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board of Directors shall be responsible for oversight of all disclosures or failures to disclose and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

GLEF is not aware of any existing or potential conflicts of interest for the school and the Board.

7. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time?

The Board will control its future recruitment. GLEF wants the Board to have full capacity from the start. The Board will be composed of a diverse group representing area business, professionals, and non-profits, educational institutions, and community residence. The number of Board members shall be not less than (5) nor more than (9) at any time. The Members shall hold office for a term of two years and qualified successors will be identified and elected. The Board will expand and develop by carefully following policy for adding new members.

How and on what timeline will new members be recruited and added, and how will vacancies be filled?

Recruitment will be an ongoing process and will commence each year at least three months prior to the annual meeting at which board members are elected. Prospective nominees will provide a resume to the Governance Committee and will be interviewed. References will be confirmed and all elected Board Members will agree to criminal background checks as required by law.

What are the priorities for recruitment of additional board members?

The leadership team has considerable experience working in various capacities with charter school boards. Once the working number of 9 or less, based on the Board's desire moving forward, a delicate balance of consistent dependable leadership and experienced members should be maintained very carefully. New members should be brought on as experienced Board members decide that they have met their goals as leaders and that it is time for new leadership. That is why the terms according to the by-laws are staggered in two year increments.

What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive?

The Director and leadership team will provide training for the Board of Directors in a systematic and timely fashion using Dr. Brian Carpenter's onsite customized board retreats. The leadership team has extensive experience working with school boards and providing training. The Board training must be easily accessed independently on an individual basis for the busy board members. Training should be delivered in "mini-chunks" during Board of Directors meetings at the point of need. The timeline will be built into the schedule of tasks needed for opening the school in 2018. From Dr. Carpenter's website, www.charterschoolboarddevelopment.com, a description of the program follows:

1. Pick a podcast topic for upcoming board meetings and place it on the agenda.
2. Make a copy of the corresponding PDF handout for each board member or include it with board packets.
3. Load the podcast onto a device before the meeting.
4. Play it.
5. Discuss the board self-assessment questions and record having done so in the board minutes along the following lines:
"From 7:00 to 7:25, the board listened to a professional development podcast by Dr. Brian L. Carpenter titled, "Copy and paste podcast title" and discussed the following self-assessment questions: "Copy and paste the questions from the PDF handout." In response to the questions, the board determined to take the following actions/that no action was needed at this time."

What Topics Do the Podcasts Cover?

Each podcast is about six minutes in duration (i.e., brief enough to be played and discussed in a regular monthly meeting). All of the podcasts are written and narrated by Dr. Brian L. Carpenter and include the following topics :

- *the fifteen essential orientation documents your board should provide to all board members*
- *one simple question for distinguishing between governance and management responsibilities*
- *the three fiduciary duties of every charter school board member*
- *what it means for a board to speak with “one voice”*
- *meetings that reflect board priorities*
- *two of the most valuable financial oversight policies a board can have*
- *five practical ways to end excessive school leader turnover*
- *the limits of individual board member authority*
- *three things the board should evaluate every year*
- *protecting the school from being harmed by nepotism*
- *Brian’s top ten board bonks (board actions that jeopardized the charter)*
- *IRS non-regulatory guidance for charter schools*

What Topics Do the Webcasts Cover?

They webcasts cover some of the same topics as the podcasts but contain greater detail due to their length and visual component. These can be played in a board meeting but their length is more suited to use outside of meetings. (Their duration varies from about 25 to 45 minutes.)”^a

8. Provide copies of background checks for all potential board members.

Expanded board member background checks will be completed upon approval of charter contract.

Advisory Bodies

Describe any advisory bodies or councils to be formed, including the roles and duties of that body.

No formal action has been taken in creating advisory councils by the Board. The Board will consider councils for students, faculty, and the community.

Grievance Process

Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

Grievance Procedures: Great Lakes Diploma Recovery Center is committed to ensuring that the following procedures are followed:

1. Address Issue With Those Directly Involved.

The grievant brings the situation or concern to the attention of those directly involved. Should a student or parent fail to begin the process at the lowest possible level, and instead go directly to the Director with a concern about a teacher or go to a Board member with a concern about a Director (for example), the person at the higher level in the policy shall re-direct the grievant to the appropriate level in the process.

2. Address Issue with Appropriate Supervising School Director.

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If satisfactory resolution is not realized after a direct conversation between the conflicted parties, the situation must be brought to the attention of the Director within ten days of the above meeting. The Director and the conflicted parties will address the situation, facilitate communication, and develop goals for conflict resolution. The Director will monitor this process until resolution is realized or until an impasse is reached. If the concern is regarding the Director, the Chair of the Board will facilitate the complaint at this level.

3. Prepare a Written Grievance for the Board of Directors

If the grievant is not satisfied with the response received via steps one and two, the grievant shall prepare a formal written grievance with the assistance of the facilitator in Step 2. This written grievance should: 1) describe the incident, decision or practice that gave rise to the complaint; 2) cite the contract, policy, or procedure that has been violated and/or rationale for concern; 3) describe what conflict resolution strategies were attempted via steps 1 and 2; and 4) explain what corrective action is being requested. If the concern is regarding the Director, the Chair of the Board will oversee this process. It is the Director's responsibility to manage the ultimate resolution of conflicts among parents, students, faculty, and staff, excepting those that pertain to the Director him/herself or to a Director's execution of a school-wide policy or procedure.

4. Provide Written Grievance to the Board

The grievant may request that the matter be brought to the attention of the Board only if the matter has not been satisfactorily resolved. Upon request by the grievant, the Director will forward the written grievance to the Chair of the Board at least one week prior to the next scheduled Board meeting. The Chair, or designee, will review the above process with the grievant and ensure that the proper steps were taken before adding the issue to a meeting agenda. Grievances shall not be brought to the Board without first being submitted in writing, e.g., as a matter of Public Comment, as this does not give the Board sufficient time to consider the issue(s) and address them through this grievance process. The Board will not hear matters that do not follow this grievance process. The final forum for conflict resolution, after a grievant has followed the steps outlined above, will be at the level of the Board of Directors

School Management Contracts

N/A

Human Capital

School Staffing

Complete the following table indicating projected staffing needs for the entire network over the next five years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles as needed to reflect organizational plans.

Year	Year 1	Year 2	Year 3	Year 4	Year 5
Number of high schools	1	1	1	1	1
Total schools	1	1	1	1	1
Student enrollment	130	150	170	200	250
Management Organization Positions					
Director	1	1	1	1	1

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Student Services Coordinator/Special Education Coordinator	1	1	1	1	1
Total back-office FTEs	2	2	2	2	2
High School Staff					
Principals	0	1	1	1	1
Classroom Teachers (Core Subjects) Includes technology teacher	4	4	4	4	4
Art Teacher	.33	.33	.33	.33	.33
Music	.33	.33	.33	.33	.33
Physical Education	.33	.33	.33	.33	.33
Special Education	1	1	1	1	1
Social Worker / Counselor	1	1	1	1	1
Administrative Office Manager	1	1	1	1	1
Instructional Coaches (Noncertified)	4	4	4	4	4
Security Personnel	2	2	2	2	2
Total FTEs at high schools	16	16	16	16	16
Total network FTEs	18	18	18	18	18

School Staff Structure

1. Complete the table(s) below outlining your school staffing rollout plan for a “typical” elementary school and/or a “typical” high school, as applicable. Adjust or add functions and titles as needed.

High School Staffing Model and Rollout

High School Staff						
	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	Yr. 6
Director	1	1	1	1	1	1
Classroom Teachers (Core Subjects) Includes technology teacher	4	4	8	8	8	8
Art Teacher	.33	.33	.33	.33	.33	.33
Music	.33	.33	.33	.33	.33	.33
Physical Education	.33	.33	.33	.33	.33	.33
Special Education	1	1	1	1	1	1

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Administrative Office Manager	1	1	1	1	1	1
Instructional Coaches (Noncertified)	4	4	6	6	6	6
Security Personnel	2	2	2	2	2	2
Total PTEs at high schools	14	14	20	20	20	20
Total network FTEs	2	2	2	2	2	2

2. Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for a "typical" school.

The teacher-student ratio varies with the number of students in attendance at any particular time. Typically, a maximum student to teacher ratio will be = < 20:1. The ratio of total students to adults for a "typical" school will be = < 10:1. The school's senior administrative team will work using principled leadership with the staff and personnel. The administration and leadership will follow the philosophy of Stephen Covey's¹ principles of leadership that make use of Demming's² TQM working environment culture. Covey's principles of leadership are based on trustworthiness at the personal level (relationship with self); and trust at the interpersonal level (relationships and interactions with others) by practicing the principles: 1) Encourage continual learning; 2) Model service-leadership; 3) Radiate positive energy; 4) Show belief in people; 5) Support the staff to lead balanced lives (socially, intellectually, physical health, humor); 6) Join staff in seeing life as an adventure; 7) encourage and celebrate synergism (collective achievement); 8) Exercise for self-renewal: physical, mental, emotional, and spiritual.*

8. GLDRC must recognize that achievement of students in all areas is the bottom line concerning success. Financial survival must come first to ensure that the model lives and grows.
9. Once GLDRC recognize #1, GLDRC must then work to create a spirit of cooperation, peace, and good will so that staff deflects the pressure to achieve that will, in fact, destroy the achievement sought. How so? Less is more. By caring and working in an environment where staff is respected and respectful and show caring and humanity, GLDRC defuses fear of failure and celebrate learning. Let's have joy in the journey and have fun.
10. By not pushing team members and students to seek achievement over the joy of learning, GLDRC will lead them to successful lives and allow ourselves to work in a dream environment of common cause, common goals, and a sense of true community.
11. All members of the Great Lakesfamily are equal in status and purpose. GLDRC will all try to understand and be able to do parts of all the jobs in the school creating a flexible work force that adapts to help when others need us.
12. With respect and professionalism, GLDRC will not ignore problems but celebrate them as Demming suggests. GLDRC will not keep problems from being uncovered. GLDRC will solve problems.
13. GLDRC will avoid punishing the messengers of problems.
14. GLDRC advancement plan will celebrate team success and not turn people against each other.
15. To achieve group goals, GLDRC will not ever pass by even one single child. (No child left behind!)

16. GLDRC future plan will be a living document with constant adjustments and change through community discussion, sharing, and analysis.
17. An emphasis on goals and student achievement will replace administrative oversight over procedures, lesson plans, environment, etc.
18. Administration will allow mistakes, celebrate them, and seek improvement as a continuous process.
19. Fear of failure will be replaced by the excitement of supported risk-taking and a spirit of adventurous curiosity in the search of new ideas and practices.
20. All members of community will be encouraged to exercise leadership.
21. All members of community will be encouraged to discover ways for quality improvement while keeping costs controlled. People will be encouraged to seek of any way to save money while increasing achievement of objectives.

¹ Covey, Stephen R. (1991). *Principle-Centered Leadership*. New York: Summit Books.

² Deming, W. Edwards (1993). *The New Economics for Industry, Government, and Education*. Boston, Ma: MIT Press.

Staffing Plans, Hiring, Management, and Evaluation

1. Explain the relationship that will exist between the proposed charter school(s) and its employees, including whether the employees will be at-will and whether the school will use employment contracts.

Personnel will be at-will employees of the school. Employment contracts will be used. A Personnel Policy Handbook for Great Lakes Diploma Recovery Center will be developed by the leadership team subject to final approval as policy by the Board of Directors.

2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.

GLDRC will follow the lead of charter school operators that choose to treat salary as the professional sports leagues do – a “salary cap” basis. The administration will follow the budget and negotiate salaries within a range that will result in an average salary. It takes careful and detailed constant monitoring to make sure that salaries are in line with the averages for certified personnel. The average in Year 1 will be \$ 34,000 and can be found in the detailed budget in **PERS1** tab through **PERS 5**. Exact benefit calculations can be found in the detailed budget as well under the personnel tabs. The personnel plan outlines the following benefits:

BENEFITS

POLICY STATEMENT:

The Great Lakes Diploma Recovery Center has established benefits plans primarily to meet the financial and health related needs of employees and their families. These insured-type plans are in addition to benefits such as vacations, holidays, personal days, and sick days provided under school policies. Benefit plans and their administration will be described in general terms through Gallagher Benefit's website which will give individual employees their own on line accounts to view benefits, sick days, and levels of insurance.

PENSION PLAN(S) and DEFERRED COMPENSATION:

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The Indiana Teacher Retirement Fund (TRF) for certified teachers, PERF (Public Employee Retirement Fund) for non-certified personnel, or a 403b retirement plan option will be offered to all employees. Rates are determined annually. Currently teacher retirement fund is 7.65% for the employer contribution.

HEALTH INSURANCE:

Coverage: Health insurance benefits will be available to all full time employees. Great Lakes Diploma Recovery Center will contribute a set amount allowance, as determined by the school, per full time employee toward health insurance premiums. Currently the allowance is \$ 3,000 per full time employee. The school will comply with state and federal regulations.

Dental: Dental coverage is offered through Anthem with full cost responsibility of the employee.

Vision: Vision coverage is offered through Anthem full cost responsibility of the employee.

Life Insurance: Life insurance will be provided to the employee by GLDRC in the amount of \$20,000 paid by the school.

Incentive Program: How will GLDRC retain high performing teachers?

The GLDRC modified RISE evaluation system details how funds available for rewarding effectiveness of teachers will be distributed. This system has been developed and used by members of the administration leadership team in other schools. The funding that will be used will be the Title II Part A funding in its entirety each year.

3. Describe your strategy, plans, and timeline for recruiting and hiring the teaching staff 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). Explain other key selection criteria and any special considerations relevant to your school design.

Recruiting will begin formally upon charter approval. Our plan includes the following details: **RECRUITING:** GLDRC will seek to fill positions through advertising, career fairs, internal posting, and the use of other employment resources as necessary. **INTERVIEWING:** The Director or other school official (as designated) will interview and hire candidates for employment. Confirmation is subject to Board approval. **OFFERS:** Employment offers are made by the Director or Designee. An offer includes a "Letter of Offer" including but not limited to: Salary, position, benefits, and any other information pertinent to the position being filled. **ACCEPTANCE:** The prospective employee must sign and return the offer letter to indicate acceptance of employment and any other conditions as indicated in the agreement. **HIGHLY QUALIFIED:** Job advertisement will list and detail the qualifications that will cause the applicant to be highly qualified based on ESEA.

4. Outline the procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Hiring procedures and processes are detailed in # 3 above.

EVALUATIONS & TERMINATIONS

- Employee evaluations are the responsibility of the school's administration in charge of daily operations. The administrative recommendation will be presented to the Board for Board approval. Unless otherwise stated, contracts are "At Will" contracts and for the period of one year.

- Teachers in their first year at GLDRC will be officially evaluated two (2) times per semester. All other teaching staff will be given an official evaluation once per semester.
- It is the school's policy to handle all employee terminations in a fair, equitable, and consistent manner. If the termination is initiated by an employee, supervisors should review the circumstances to determine if the termination can be avoided. If the school initiates the termination, it is the responsibility of the administration to be impartial, objective, fair, and very clear to the employee as to the reason for the termination.

TYPES OF TERMINATION:

- Voluntary Resignation: A termination initiated by an employee for his or her reasons.
- Retirement: When an active employee retires.
- Non-Renewal: Termination by the Academy at the end of a contract.
- School Discharge: A termination initiated by the school by reason of unsatisfactory performance; misconduct or violation of school policy; unexcused absence over 3 days; failure to return from leave as stated; by reason of reorganization, retrenchment, or financial constraints, illegal or immoral actions by an employee, good and just cause for the welfare of the school students and the school, insubordination.
- Death: Termination when an employee dies.

Voluntary resignation takes effect at the end of the school year. An employee should give notice in writing to the school administration by May 1 of that current school year. If an employee wishes to terminate their contract prior to the end of a school year a written notice must be provided to the school administration thirty (30) days in advance. The employee shall not be entitled to utilize vacation days.

School initiated termination: The school will provide notice of non-renewal of a contract no later than April 1 of such a year, unless the termination is for immediate release for such actions as illegal conduct or policy violations severe enough to merit termination.

An exit interview will be conducted by the school administration upon termination of employment. Any information is confidential and will only be shared with appropriate individuals on a need to know basis. **ALL** GLDRC property should be returned to GLDRC on or before the final day of employment. This includes but not limited to: All emails and electronic files, uniforms, keys, books, computers, and other school equipment.

BACKGROUND CRIMINAL CHECKS: The school will require all personnel to use the Indiana State Police criminal check inkless fingerprint system to acquire a national background criminal check. Employees must meet the requirements for employment based on their criminal background status. Ball State requirements will be followed.

5. Explain how the school leader will be supported, developed, and evaluated each school year.

The Director will evaluate the performance of the Principal twice a year. The evaluation will be based on (1) adherence to the Great Lakes RISE Evaluation Plan in terms of observations and evaluations of staff; (2) staff morale based on implementing the principles of leadership as expressed in this application and as part of the leadership section of the Personnel Policy Plan Handbook; (3) student Performance; (4) school climate. The Director will also evaluate the performance of the Compliance/HR Director based on the language of their contracts as approved by the Board.

The Board of Directors will evaluate the Director annually. The Board of Directors will develop the plan for evaluation of the Director.

6. Explain how teachers will be supported, developed, and evaluated each school year.

EVALUATION PLAN

1. Primary observers will conduct formal observations using the guidelines as listed below.
2. Only qualified and trained evaluators will make formative evaluation ratings.
3. All evaluators receive training and support in evaluation skills
4. Secondary observers will conduct informal observations with written feedback shared with the teacher.
5. All documents, observations, comments will be stored in the Evaluation E Folder on the GLDRC network. The evaluation information will be “read only” for the teacher in the folder.
6. All information required for the evaluation will be collected and deposited in timely manner for the E folder.
7. Teachers can request a conference at any time with the administrators, primary observers, and secondary observers.
8. Official observations forms must be used for short and long formal observations.
9. Complete growth data will not be available until mid or late September of the following year.
10. A preliminary rating based on ISTEP proficiency scores, classroom performance data, Edgenuity’s benchmark testing, will be issued after tests results are received by the end of June.
11. Preliminary ratings can be calculated on classroom data and teacher domains ratings shaped by observations.
12. The school may use preliminary data prior to May 1st to make personnel decisions in regards to retention of a teacher as well as termination. Growth plan may be developed as needed for teachers.
13. Remediation plans include the use of employee’s license renewal credits as part of the improvement plan.
14. Teachers rated as ineffective can request a private conference with the Director.

7. Explain how the school and organization intend to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

Based on evaluations and observations, improvement will be expected immediately for ineffective leaders and staff members. A Goals Plan for improvement will be constructed. At-will employees will understand when given employment orientation that they are able to be terminated if their lack of effectiveness harms the achievement or welfare of the students and the school.

Professional Development

Describe the school and organization’s professional development expectations and opportunities, including the following:

1. Who will be responsible for professional development?

The Director and Principal are responsible to design and implement effective professional development designed to bring strength to the model of instruction. Professional development is not about changing the model of instruction chosen by Great Lakes Diploma Recovery Center.

2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which

professional development will be conducted internally at the school, by the network, or externally and the extent to which it will be individualized or uniform for each teacher.

- **In what ways does the professional development program ensure that ALL staff members are involved in continuous learning?** The program is designed to provide class release time throughout the year to staff members so that they can concentrate on targeting professional development training to our own standards. GLDRC has weekly sessions as a school to do professional development. Finally, our school conducts a one week "training camp" in the summer each year (2 weeks in year 1) to have concentrated study, analysis of results, and to plan activities for the upcoming year that will focus on our needs according to our charter application proposal and subsequent accountability plan.
- **In what ways does the professional development program ensure that the staff acquires new knowledge, skills, and attitudes toward learning?** The program encourages staff members to creatively seek new information that will result in student outcomes in academics, literacy, character, and self-esteem that are the foundations for the school. During weekly and summer meetings, GLDRC seeks out any new ideas as well as examining best practices. Administrators, experienced effective teachers, and consultants are experts in the use of technology in the classroom and as part of the delivered curriculum.
- **In what ways does the professional development program ensure that continuous learning is embedded in everyday practice?** Students are tracked in grade equivalent progress every day through the use of technology. This ensures that GLDRC is seeking effective ideas for assisting students to learn on a daily basis. GLDRC gives weekly reports of student academic progress in all subjects in terms of credit attainment growth.
- **What types of data and evidence are collected to support the premise that new knowledge, skills, and attitudes toward learning are being implemented by ALL staff members?** GLDRC has ISTEP (from pre high school records), Accuplacer, TABE, and Edgenuity, as well as the daily tracking as part of the data system GLDRC Online Progress Report System. Student progress on Indiana standards by the indicator are tracked through the Edgenuity management system.
- **How are data and evidence analyzed and interpreted to evaluate the impact of professional development on progress toward the school's cadet performance goals?** The first year of the school GLDRC will establish baselines for determining future growth targets. GLDRC will use the second summer "training camp" to reset school goals and analyze every piece of the learning spectrum. While GLDRC is setting goals on a yearly basis, it is important to note again that GLDRC actually moves towards those goals by assessing progress on a daily basis for individuals, groups of students, classes, and the school as a whole.
- **In what ways will information from this evaluation be used to make adjustments in the professional development program?** Staff members will make immediate adjustments in the targeted professional development that occurs on a daily and weekly basis to determine specific needs to assist students to meet learning outcomes.
- **What are the specific professional development plans for embedded targeted PD?** Teachers have a choice of morning or afternoon professional development. In each month listed, weekly training will result in the 1 day equivalent training in the topics as described.

3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

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Teachers will get in touch with the course scope and sequence for each subject taught and will review and update alignment for all standards. The schedule for summer “training camp” will use experienced teachers to prepare newly arrived teachers for the challenging aspects of individualized blended learning using digital curriculum.

SCHEDULE FOR PROFESSIONAL DEVELOPMENT – SUMMER TRAINING CAMP

*Tasks will follow sequence:

(TASK 1) Introduce tool kit to staff: Preview by web based meeting. Create sample lesson plan and lesson for simulated lesson using rotation and blended digital curriculum aligned with INDIANA Scope and Sequence.

(TASK 2) Deliver simulated lesson to staff the first day of curriculum development (training).

(TASK 3) Demonstrate how to use the scope and sequence with standards to create a schedule of digital Edgenuity lessons using the Digital Organizer template.

(TASK 4) Demonstrate and instruct staff members how to use standards and content to align to the standards in the final scope and sequence for each grade level and subject.

(TASK 5) Divide into teams and examine each grade level DRAFT scope and sequence lesson by lesson.

(TASK 6) Using the standards booklets and assessment alignment, review each scope and sequence at each grade level and subject level (math and language arts highest priority; develop social studies and science in collaboration with staff ensuring that the order will work with school calendar, pacing, and testing windows. This process must ensure that all tested standards are covered in the digital curriculum and providing for any that are not.

(TASK 7) Teach staff / teachers to create assignments and how to use “Decision Points” to make students work sequentially and prove mastery before advancing to the next skill.

(TASK 8) Construct the final grade level Edgenuity assignments matching the finalized scope and sequence for each grade level and subject. Priority given for Math and Language Arts “Reading Writing and Communicating” (RWC) Work with social studies and science teachers.

(TASK 9) Using finalized scope and sequence, have teachers construct lesson plans for the beginning of the year working as far as they can before training / curriculum construction ends.

(TASK 10) FINAL scope and sequence for each grade level, subject will be used to cut and paste the digital sequence into the lesson plan template shared with teachers in Step 7 above.

(TASK 11) Use the GLDRC RISE, lessons, CK lessons, and Rotation digital curriculum scope and sequence to complete lesson plans and gather resources.

(TASK 12) Questions, concerns, individual needs of staff members. Each day 3-4 p.m. and ongoing.

DATE	TIME	TIME ALLOTTED	TASK
8/20	TBA	2 HOURS	Simulated Rotation Lesson – Teachers and staff will be given logons as students and will follow directions for teacher direct instruction, digital follow up, and independent learning activities based on the lesson with skills aligned to lesson standards. (2 hours)
8/20	TBA	3 HOURS	Rotation Learning Teacher Prep: Teachers will be given a detailed description and be able to interact with how the simulated lesson was conducted and prepared. The digital organizer template and interaction with the Courses and grade books in Edgenuity will be demonstrated. This will follow the idea of presenting the teachers with the assessments and procedures that all other training will lead them to completing and using. (2 hours)

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8/21	TBA	3 HOURS	Introduction to Standards Tool Kit to be found in shared drive: Introduced and made available on Monday, July 22, through mini sneak preview. All components will be illustrated and previewed with description of the process used through the IDOE. This detailed overview of the Tool Kit will precede the work of examining and analyzing each grade level scope and sequence, adjusting order of instruction as teachers determine based on testing schedule and tested skills
8-22 8-23 8-24 8-27	TBA	12 HOURS	Using the Indiana Standards Tool Kit and draft scope and sequence, teachers will work in subject and grade level teams to go through the draft scope and sequence one skill / digital lesson at a time and perform the following functions: (1) Evaluate the scope and sequence for effectiveness given the testing windows for ISTEP. (2) Align the 2014 Indiana CCR Academic Standards and convert coding. (3) Assessment Frameworks use coding first with parentheses. Teachers will be acquiring knowledge and skills in grades in knowing the tested skills and their alignment digitally in Edgenuity, alignments, and in direct instruction development using best practices as will be monitored by the RISE processes and evaluations/observations. (4) Work will continue until all levels of scope and sequence have been analyzed and adjusted as needed (a blank template will be provided for reconstructing the scope and sequence based on the analysis and evaluative process. (5) When completed, the final working scope and sequence materials will then be published to the shared drive "Standards Tool Kit." (12 hours)
8-28 8-29 8-30	TBA	12 HOURS	Demonstrate and train teachers to create assignments in Edgenuity. Lead them to create assignments (courses) by grade level for all levels and all subjects based on the scope and sequence work done earlier in the training. This is the essential task of the entire two week training period. (Dr. Chavez will set up the courses for each teacher and assign students to classes and teachers based on directions and analysis to follow below. (10 hours)
8-31 9-04	TBA	9 HOURS	Students must be placed in grade levels based on current estimate of instructional levels in each subject. The students can be moved and adjusted as fall diagnostic Edgenuity tests are given at the first of school. (10 hours)

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DISTRIBUTE THROUGHOUT TRAINING	TBA	OPEN HOURS	Conduct organizing curriculum and aligning with lessons after assignments have been created that utilize the RISE, rotation lesson plan templates. Work as far as there is time in the training. (Open)
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4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration, and how such time will typically be used.

The philosophy of GLDRC is to use experience and resources of the carefully selected leadership, teacher leadership, and internal consultants to coordinate and communicate the very unique blended learning instructional model. GLDRC is NOT looking to change, create, and find other unique programs. GLDRC itself is unique and the model is exact and defined. Any professional development will be to enhance and strengthen the execution of the model of instruction designed as represented in this application. The school's flexible calendar and daily schedule allow for the needed time and opportunity for flexing the schedule to accommodate training needs at the point of those needs. The lab design and cohort structure allow coverage by teachers for each other's subject areas as well as using instructional coaches to cover while training is engaged. Professional development is embedded into every day and every minute of the school. Specific moments to pause, reflect, and adjust training are listed.

2019-20 STAFF DATES OF SERVICE & MEETINGS

DATE...	TIME.....	ITEM.....	ALL STAFF	ADMIN.	FACULTY
8/20-9/4	8:00-3:30	SUMMER TRAINING CAMP	X		
9/5	2:00-3:00	TRAINING – Needs based.		X	
9/21	3:45-4:45	TRAINING – Needs based.		X	X
10/26	2:00-3:00	TRAINING – Needs based.		X	
11/5	5:30-8:45	OPEN HOUSE		X	X
11/23	3:45-4:45	TRAINING – Needs based.		X	X
12/14	2:00-3:00	TRAINING – Needs based.		X	
12/14	3:45-4:15	TRAINING – Needs based.		X	X
1/7	8:00-3:30	TEACHER WORK DAY	X	X	X
1/25	2:00-3:00	TRAINING – Needs based.		X	
2/22	2:00-3:00	TRAINING – Needs based.		X	
3/22	3:45-4:15	TRAINING – Needs based.		X	X
4/26	2:00-3:00	TRAINING – Needs based.		X	X
4/26	3:45-4:15	TRAINING – Needs based.		X	X
5/17	2:00-3:00	TRAINING – Needs based.		X	
5/24	8:00-2:00	STUDENT REVIEW		X	X
5/31	3:45-4:45	END OF YEAR MEETING		X	X
6/03	8:00-3:30	TEACHER WORK DAY		X	X

While professional support and training is ongoing, the calendar denotes scheduled days. Edgenuity has an on-line professional development “college” that will allow targeted digital curriculum training on an individualized basis for staff. Formal meetings for professional development will number 22 days for the 2019-20 school year. Actual professional development will far exceed the formal settings. All professional development will be offered so teachers can gain credit towards license renewal.

Performance Management

BSU will evaluate the performance of every charter school annually including for “green-lighting” conditionally approved charters for subsequent years and for renewal purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement. The academic performance standards will consider status, growth and comparative performance based on federal, state, and school-specific measures. The financial performance standards will be based on standard accounting and industry standards for sound financial operation. The organizational performance standards will be based primarily on compliance with legal obligations, including fulfillment of the governing board’s fiduciary obligations related to sound governance.

Applicants may propose to supplement the BSU’s performance standards with school-specific academic or organizational goals.

1. Describe any mission-specific educational goals and targets that the school(s) and/or organization will have. State goals clearly in terms of the measures or assessments you plan to use.

GRADUATE STUDENTS GOAL: 80% Students that meet the following goals will earn and receive high school diplomas from GLDRC:

- Students attending for one school year will achieve 6 credits that satisfy IDOE graduation requirements: 62%
- Incoming students will re-enroll: 65% goal
- Students entering GLDRC one year or more below grade level, will achieve grade level growth of 1.5 years or more within two years: 70% goal

NWEA Goals - Great Lakes Diploma Recovery Center will attain a minimum of 50% of the students reaching their target growth for students that are tested in fall and spring of each school year.

Credits Earned: Number of credits earned per student will exceed 5 credits annually and the goal will be adjusted as a baseline experience is established.

ISTEP's (Core 40 end-of-course-assessments)- percentage of students passing ISTEP's at the completion of associated Core 40 courses: English 10, Algebra 1: From the baseline scale score, an increase of >25% in scale score for each ISTEP.

GQE- Percent of graduating class who have met IDOE graduation requirements:

- 2018 graduating class -70%
- 2019 graduating class -73%
- 2020 graduating class -76%
- 2021 graduating class -78%

2. Describe any mission-specific organizational goals and targets that the school(s) and/or organization will have. State goals clearly in terms of the measures or assessments you plan to use.

The school in year 2 will have a staff retention rate of >79%.

The school will develop mission specific organizational goals (academics, attendance, service hours).

3. In addition to the mandatory state assessment and testing requirements (i.e. ISTEP+, IREAD-3, IMAST, ISTAR, and ISTEP, as applicable), identify the primary interim assessments the school(s) will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the curriculum, performance goals, and state standards.

NWEA will be used to show growth in RIT and percentile scores as well as Lexile scores to measure the reading level growth of students. Acuity will show summative progress 4 times annually. For day to day, the custom Edgenuity benchmark assessments aligned with the curriculum, performance goals, and state standards will be utilized. All tests will be reported digitally to constituents including the Board of Directors, administration, staff, and students and parents whenever possible or practical. Each course will have pre and post-tests.

4. Explain how the organization will measure and evaluate academic progress – of individual students, student cohorts, each school, and the network as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract.

The leadership team will systemically collect academic achievement data and report its findings quarterly to the governance board measured against state accountability measures, goals outlined in this document, and school improvement goals created through the AdvancEd continuous school improvement process.

5. Explain how the school(s) will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

The Great Lakes Diploma Recovery Center has a complete system already developed for collecting and analyzing student academic achievement data. It will be the duty of the Compliance/HR Director to operate the system, analyze the data with the Principal, and Special Education Coordinator and suggest instructional interventions, and prepare teachers to use the data. Again, the Board of Directors, administration, staff, and students / parents whenever possible or practical will have access to not only individual progress, but cohort and school progress as well. Such progress will be updated monthly on the website and through the school Facebook account.

6. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?

It will be the duty of the Compliance/HR Director. Working with the Principal, Counselor/Social Worker, and department chairs will make sure that all are trained to use data, not just collect it.

7. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

Training is designed currently to use for orientation and establishing competency first for the administration, Director and Principal, and then for the staff. It is built into the training for the two week “training camp” and will use historical data that will be protected for confidentiality. The Edgenuity training will show teachers how to lead students to the real time reporting systems.

8. Describe the organization’s approach to academic underperformance for schools that fall short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level.

First and foremost, no underperformance will go undiscovered for long and the “gauges” indicate when the system is operating at peak level. Corrections and prescriptive remedies will be designed

and assigned at the point of need. Since students must master each lesson before moving to the next, mastery will be under constant surveillance

Facilities

- 1. If you have already identified a facility, or plan to locate the new school within a facility currently owned or leased by the applicant, please indicate the street address and applicable school district.***

GLEF has identified possible locations and has a tentative agreement to share space with another Ball State Charter School in Gary, IN. upon charter approval. See Lighthouse Academies Facility Agreement in Exhibit 4.

Start-Up & Ongoing Operations

- 1. Provide a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. The start-up plan must indicate the targeted first day (month, day, year) of student attendance, as well as the school's first day of operation per IC § 20-24-3-4. This plan should align with the Start-Up (Year 0) Budget in the Budget Worksheets.***

See Start-up plan in Exhibit 5.

- 2. If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.*** After a student has attended

N/A

- 3. Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.***

The Director and staff will work with Lighthouse Academies to secure first rate security systems. A safety policy will be developed for submission to the Board of Directors as part of the list of tasks that will be completed prior to July 1, 2019. The school is dedicated to safe, orderly learning environments. This set of guidelines is meant to be a practical guide that provides **general procedures** to follow in case of various emergencies. Staff members are expected to know these procedures and know the specific plans and procedures that are created for the specific work area for which they are responsible. Security personnel are included in our agreement with Lighthouse Academies

- 4. Provide a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability, property, indemnity, directors and officers, automobile, and other.***

All pertinent insurance coverage will be secured and Proof of Insurance documentation will be promptly provided to Authorizer as a compliance measure.

Operations Capacity: *Describe the team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:*
Staffing; The entire administrative team has direct and extensive experiences in administering staff

and personnel systems for charter schools. **Professional development;** Leadership personnel have conducted professional development themselves in areas of curriculum, digital curriculum, effective teaching, RISE Evaluations, rotation blended learning, school climate, board of directors training; **Performance management;** Members of the team have led schools through Indiana Department of Education school improvement process. Preparing for improvement of schools has been an experience shared by leaders. **General operations;** Three members of the leadership team have served or are serving as charter and public school head of schools. All operations of schools have been handled successfully by the team.

Facilities management: Applicants should describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

GLEF has secured an agreement to share facilities with Lighthouse Academies. However, in the event it is ever needed, the Applicants collectively share years of knowledge and application of successful facilities management.

3. Explain how the organization will reach its fundraising goals over the next five years. Provide a development plan that includes staffing needs.

The fundraising goals are to raise \$100,000,000 during the start-up phase which is admittedly ambitious. The fund-raising team will be led by Dr. Chavez. He will use his positive personality and passion for the school model to attract investors. Dr. Chavez will provide support such as clerical assistance and developing leads. The plan will be to raise \$ 500,000 each of the subsequent years after opening.

4. Describe the annual audit of the financial and administrative operations of the school and organization. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Indiana.

In years that the State Board of Accounts conducts an audit, it is understood that the report of the audit will be submitted to Ball State University within 10 days of delivery to GLEF. GLEF also knows that annually, an independent audit of the fiscal year 7/1 to 6/30 is to be conducted by an independent Certified Public Accountant. GLEF will search for a Northwest Indiana area accounting firm. GLEF will rely on Lighthouse Academies back office financial support and experience to keep GLEF compliant with reporting procedures and requirements for public schools in Indiana.

Financial Capacity: Describe the team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:

Financial management;

The Director and Principal have successfully managed the budgets in large urban public and charter school districts. Dr. Chavez also holds an MBA and has been heavily involved with developing budget and accounting systems. Further, the contractual back office financial agreement of Lighthouse Academies offers a plethora of financial management experience for charter school financial management.

Fundraising and development;

The Director has worked to raise funds with urban charter and public schools. Dr. Chavez and Dr. Richie will be instrumental in working with the Director for fundraising planning and outreach. Both have strong Regional business connections and relationships to utilize in these efforts.

Section 4. Portfolio Review/Performance Record:

This section does not apply to GLEF, or GLDRC

Section 3. Budget and Financial Plan

Financial Plan

For multi-site operators or networks, the Achievement School District requires individual school and network-level financial budgeting, reporting, and annual audits. Each school's finances must thus be transparent and distinct from the network level.

1. Describe the systems and processes by which the organization and school(s) will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted; and describe the criteria and procedures for the selection of contractors.

GLEF has an agreement with Lighthouse Academies to contract the above services as part of our facilities lease. Dr. Chavez, our Compliance/HR Director will work in tandem with them on all of these services. See Exhibit 4.

2. Describe how you will provide an independent annual audit of both organization-level and school-level financial and administrative operations.

The Board of Directors will conduct interviews with Northwest Indiana accounting firms. Based on these interviews, a firm will be selected to conduct the above required services.

3. Provide a detailed budget for the operator at the network level AND for EACH individual school. Applicants must provide a network-level budget (no template is provided). Applicants must either complete the Budget Worksheets (all sections) for the network and each campus, including revenue and expenditure projections that reflect proposed growth and development needs over time, or may submit financial forms in the organization's existing format, provided that they accomplish the following:

- a. Include a separate budget for each school***
- b. Include a back-office budget***
- c. Specify per-pupil management fees***
- d. Incorporate financial implications of facilities plans***
- e. Explicitly detail major assumptions including but not limited to:***
 - Student enrollment***
 - All anticipated funding sources³, including:***
 - Local, state, and federal per-pupil funding; eligibility levels; and annual increases***
 - Other government resources***
 - Private fundraising***
 - eRate***
 - Student fees***
 - Compensation (school and network/CMO levels), including:***
 - Salary table and number of staff by position***

- *Yearly pay increases*
- *Pension contribution and other benefits*
- *Line items for each major expense and delineation of assumptions, including:*
- *Instructional materials and supplies*
- *School equipment and furniture*
- *Technology for student and instructional use*
- *Professional development*
- *Student assessments*
- *Student information system*
- *Special education services*
- *Student activities*
- *Contracted services at school and network/CMO levels (audit, I/T, PD, etc.)*
- *Rent and utilities*
- *Office supplies and equipment*
- *Technology for administrative use*
- *Fundraising materials and resources (non-staff)*
- *School start-up costs*
- *Management fees and any other management compensation*
- *Facility scenarios*
- *Capital, contingency, and insurance reserve funds*

See Detailed Budget in Exhibit 6.

2. Present a detailed budget narrative describing assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising).

a. Per-Pupil Revenue. Use the figures below in developing your budget assumptions

b. Anticipated Funding Sources. Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's operation depends.

c. Discuss the school/organization's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

d. Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening.

See Budget Narrative in Exhibit 7.

Section 4. Portfolio Review/Performance Record

Great Lakes
Diploma Recovery Center

This section does not apply to the Great Lakes Education Foundation, as it has been developed to design, develop, and operate one exemplary school with a focus on drop out recovery of young adults.

Assurances Form:

See Exhibit 8.

Board Bylaws:

See Exhibit 9

Exhibit 1:

Resumes

Timothy A Pivarnik

4404 Bedford Rd.
Valparaiso, IN 46383
219-477-5262 (Home)
219-386-9170 (Cell)
timpivarnik@comcast.net

Education:

Indiana Wesleyan	Ed.S., Education Specialist	Dec. 2015
Indiana University NW	M.S., Secondary Education	Dec. 2005
Indiana University NW	B.S., Secondary Education	May 1997

Certification:

- Indiana Superintendent's License # 10157140
- Indiana Administrator's License # 10157140
- Indiana Teacher's License # 10157140

Professional Experience:

- President/Principal at American School 2015 - 2017
- Principal at Gary Middle College 2012 - 2015
- Principal at Calumet High School 2009 - 2012
- Assistant Principal at Griffith Jr/Sr High School 2006 - 2008
- Economics/Government Teacher at Portage High School 1998 - 2006
- Exterior Designers, Inc. 1977 - 1998

Professional Accomplishments:

Administrative/Leadership Responsibilities at American School:

- Supervisor for departments of Instruction, Admissions, Transcripts, Student Service, Guidance, and related clerical staff.
- Member of the Executive Committee and Corporation.
- Successfully led the addition and implementation of a 6-8 grade middle school.

Principal Responsibilities/Accomplishments at Gary Middle College:

- Implemented a blended learning environment consisting of an online curriculum blended with teacher presented direct instruction in 9-12 grade level learning labs.
- Successfully transitioned Gary Middle College into a college/career readiness academy through establishing partnerships with Ivy Tech Community College, Gary Area Career Center, Hammond Career Center and Center of Workforce Innovations.

Principal Responsibilities/Accomplishments at Calumet High School:

- Successfully lead Calumet high school, one of twenty three schools State wide identified as being on academic probation, out of year five (5) State academic probation by implementing the New-Tech instructional model along with a data driven curriculum program to avoid State take over.
- Successfully transitioned our data driven curriculum program into the 8-Step Process Integrated System for Improved Student Achievement posting double-digit increases in Algebra, English, and Biology ECA scores formally removing Calumet High School from State academic probation in two (2) years.
- Designed, developed, and implemented a freshman academy with a team teaching environment in a block schedule format with emphasis on a PBL form of pedagogy. Designed this academy to roll into 10th grade along with looping Algebra and English teachers thus continuing to roll forward until the entire high school was in an academy format with STEM academy development in mind.

James Clement, Board Member:

JAMES L. CLEMENT, JR.

ACADEMIC BACKGROUND

J.D., cum laude, VALPARAISO UNIVERSITY SCHOOL OF LAW, 1991
B.A., BOB JONES UNIVERSITY, 1985

PRACTICE AREAS

CIVIL LITIGATION
COMMERCIAL LITIGATION
PERSONAL INJURY LITIGATION
CRIMINAL LITIGATION
APPEALS

PROFESSIONAL PROFILE

Mr. Clement has been a trial lawyer in the State of Indiana for more than 26 years. He has extensive experience in all phases of civil and criminal litigation, and has represented clients in both state and federal courts. In addition, Mr. Clement has represented clients before the Indiana Court of Appeals, the Indiana Supreme Court, and the Seventh Circuit Court of Appeals. His extensive experience includes real estate and business transactions, commercial and business litigation, personal injury litigation, and real estate litigation.

COURT ADMISSIONS

State of Indiana
United States District Court for the Northern and Southern Districts of Indiana
United States Bankruptcy Court for the Northern District of Indiana
United States Court of Appeals for the Seventh Circuit

PROFESSIONAL ASSOCIATIONS

Indiana State Bar Association
Lake County Bar Association

Mr. Charles Strietelmeier, Board member:

Charles R. Strietelmeier

Personal

Children

Anne Liedtke, Paul Strietelmeier

Ministry

2002 -

Pastor, Augustana, Hobart, Indiana

1997 - 2002

Pastor, Living Waters, North Port, Florida

1990 - 1997

Co-pastor, Pastor, Senior Pastor, First, Decatur, Illinois

1984 - 1990

Associate Pastor, Faith, Glen Ellyn, Illinois

1980 - 1984

Assistant Pastor, First, Freeport, Indiana

13 July 1980

Ordained, Augustana, Chicago, Illinois

Education

Current

Student, Spiritual Direction Certificate, Loyola University Chicago

May 2003

LTSP, Philadelphia, DMin. (distinction)

June 1980

LSTC, Chicago, MDiv

May 1975

Valparaiso University, Valparaiso, Indiana BA (hon. Greek)

Additional Training, Certification

Summer 1999

Conflict Resolution Training, LEAD Associates

August 1996

Mediation Training, Lombard Mennonite Peace Center

Summer 1985

Stephen Minister leader training (introduced to 3 churches)

1. Church Service

2010 - present

Indiana/Kentucky Synod Synod Council

2009, 2010

Instructor, Diakonia Program: Church History & Ethics

2006 - 2010

Dean, Northwest Indiana Conference IK Synod, ELCA

2005 - 2008

Board, Lutheran Social Services of Indiana

2005 - 2006

Mentor, preseminary student, Valparaiso University

2006 - 2008

Workshop leader, Growth in Faith (various topics), LSTC

2000 - 2002

Board, Village on the Isle Community, Venice, Florida

1999 - 2001

Conflict Intervention Team, Florida/Bahamas Synod

1994 - 1997

Chair, Campus Ministry Board, University of Illinois

1980 - present

Numerous youth service projects and mission trips

Community Involvement

2006 - present

Northwest Indiana Federation; currently President

2004

Instructor, Merrillville Ad. Ed. (Forgiveness)

2. Hobbies and Interests

Poetry

Military history

Gardening

Carpentry

Peace and reconciliation at all levels

Substance abuse ministry and prevention

Domestic violence ministry and prevention

Publications

Numerous poems in the *Cresset* (Valparaiso University literary magazine)
Mr. John Breezley, Board Member

Great Lakes
Diploma Recovery Center

Adrian Richie, Principal

15580 Hendricks St. (Home) 219-690-3074
Lowell IN 46356 (Work) 219-895-4847
adrich2526@att.net

Objective

Principal

Education

August 2011 Doctor of Education - Educational Leadership
Argosy University, Chicago, Illinois

May 1989 Master of Education - Administration and Supervision
Prairie View A & M University, Prairie View, Texas

May 1987 Bachelor of Science - K-12 Education
University of Houston, Houston, Texas

Certification

Indiana Professional P-12 Superintendent License
Indiana Professional Secondary Administration and Supervision License

Indiana Professional P-12 Counseling License
*Indiana Professional All - Level Teacher Certification: Physical Education,
Health & Safety, English, Sociology, World Civilization, Government and*

Driver's Education.

Coaching Experience: Basketball, Baseball, Football, Track/Field, Golf
and Cross Country.

Career Experience

Aug 16 - Present

Principal North Miami Middle/High School Macy IN
Curriculum and Instructional leader for grades 7-12. Manage the day to day operations of the facility. Direct the hiring, training and evaluation of all staff. Prepare the annual building budget. Implemented a revised school improvement plan to provide for greater opportunity for failing students to recover credit and also earn college credit through additional AP and Dual Credit courses. Procured a federal grant to establish our Opportunity Center program for the remediation and alternative learning opportunities for the high school and middle school students. Aligned Professional Development days for establishing School Improvement Teams and training teachers for collaboration work on curriculum and instruction, school climate, discipline policy and data-driven decision making. Designed appropriate staff development for technology improvement and instructional implantation. Develop the school budget and manage the school finances. Complete certified and classified staff evaluations. Supervise the development of the master schedule and organization/implementation of various tests; ISTEP,

Great Lakes
Diploma Recovery Center

Core 40 ECA's, ACCUPLACER, PSAT, AP, and STAR. Certified School Safety Specialist, IASP Administrative Mentor, and NCA QAR Team Chair.

July 12 - June 16 Principal Wirt-Emerson VPA/HA Academy Gary IN

US News and World Report Top US High School. Top Indiana High School Graduation Rate of 100% three of the last four years. Managed the day to day operations of the facility. Directed the hiring, training and evaluation of all staff. Prepared the annual budget. Directed the restructuring of the entire 5-12 arts and high ability curriculum. Implemented a Trimester schedule to allow for greater opportunity for failing students to recover credit and also earn college credit through additional AP and Dual Credit courses. Utilized a Title I Federal Grant to establish PLATO for credit recovery and Saturday School remediation programs for the high school students as well as after-school ELA/Math tutorial programs for the middle school students. Introduced and implemented AXES in E/LA as a new instructional strategy and Carnegie Learning in Math to increase needed student growth in both areas. Procured a Quality Core program through a High Ability Grant that gave teachers the opportunity to create assessments and curriculum to differentiate student learning and organize revisions of academic and art curriculum to align with Acuity (middle school) and CCRSS (high school). Aligned Professional Development days for establishing Data Teams and training teachers for data review and collaboration work on Common Formative Assessments, Common Core State Standards, and Data-Driven Decision making. Designed appropriate staff development for technology improvement and instructional implantation. Developed the Title I school budget and managed the school finances. Completed certified and classified staff evaluations. Supervised the development of the master schedule and organization/implementation of various tests; ISTEP, Core 40 ECA's, ACCUPLACER, PSAT, ACT Explore/Plan, AP, and Acuity. Certified School Safety Specialist, IASP Administrative Mentor, and NCA QAR Team Chair.

July 08 - June 12	Principal	Lowell High School	Lowell IN
July 02 - June 08	Principal	Bellmont High School	Decatur IN
July 00 - June 02	Asst. Principal	Bellmont High School	Decatur IN
August 97 - June 00	Asst. Principal	Lake Central High School	St. John, IN
August 92 - June 9	Teacher	Mississinewa High School	Gas City, IN

Dr. Adrian Richie ardently serves in his 21st year as an Indiana school principal. Currently, he is in his second year as Principal of North Miami Middle/High School, located in Denver, Indiana. Dr. Richie accepted the offer after becoming bored rather quickly following his retirement from the Gary Community School Corporation in 2016. Other administrative stops include Lowell High School (2008-2012), Belmont High School in Decatur, IN (2000-2008), and Lake Central High School in St. John, IN (1997-2000).

Before working in administration, Dr. Richie served as a guidance counselor, a teacher of English, social studies, health/physical education, and driver education. He also coached basketball, football, baseball, golf, cross country and track for both boys and girls while a teacher or counselor.

Committed to developing strong minds and student growth in the classroom, Dr. Richie restructured the way learning was delivered by advancing technology opportunities and providing professional development to his teachers for twenty-first century instruction. Dr. Richie created an educational delivery model for the implementation of curriculum in grades 5 through 12, a ninth grade academy with an intense focus on reading and mathematics, a Freshman Academy program, an alternative education recovery model and a virtual high school within a brick and mortar school concept. These education models and strategies have afforded the schools he has worked in a drop-out rate that is less than 3% on average.

Under Dr. Richie's leadership, his schools have shown increase in student graduation rates, averaging about 95% and including an unprecedented 100% for two years at Gary's Wirt-Emerson VPA. It is typical to see 80-90% of his graduating students applying to colleges and universities and with just over an 80% average being accepted to higher education programs.

Over the years, Dr. Richie has been recognized for his accomplished educational leadership roles and is very proud of the acknowledgements. Recently, he most proudly accepted the Coach Ronald L. Heflin Award for Humanitarianism, Character, and Citizenship for his years of work with young men through athletic ministry in the City of Gary.

Dr. Richie celebrates his 38th year married to his wife, Connie. She too is an educator and is employed at Lowell High School as the Director of Guidance. They have three grown sons, Nathan (Marissa) with children Ava, Ana, and Maddox; Aaron (Carolyn), and Austin. All three boys were very successful high school basketball players and each played at the NCAA D-1 level.

Dr. Richie earned a bachelor's degree in teaching from the University of Houston and received a double master's in administration and counseling from Texas A&M University and a doctoral degree in Educational Leadership from Argosy University.

J.D. CHAVEZ, PhD, MBA

JACKDCHAVEZ@HOTMAIL.COM

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708-528-8084

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[LINKEDIN.COM PROFILE](#)

SCHOOL ADMINISTRATOR, RESEARCH/DATA SCIENTIST, AND UTILITY EXECUTIVE

Licensed School Superintendent - Experienced School Administrator - Director, Principal, Asst. Principal, Dean • Vice President for Water Utility and Storm Water Management Boards • Financial Responsibilities to \$3M • 10 Years Teaching Experience • Adult Education and CTE experience, along with focus on extracurriculars • Successful grants written both in education and Civil Engineering projects.

Adult Education, CTE and Early College
Student Services
Quantitative and Qualitative Analysis

Communications Expert
Curricular Leader
Employee Training, Development & Leadership

PROFESSIONAL EXPERIENCE

Diocese of Joliet/Archdiocese of Chicago

January 2018 - Current

Principal/Honors Math Instructor

I currently perform the duties of an Honors Math Instructor at a small, diverse, school on the East Side of Chicago.

- Current Principal of Our Lady of Peace, a Pk-8th grade parochial school near Chicago.
- In November of 2017, 5 schools in South Bend were notified that their schools were going to be shut down to lack of Corporation enrollment. I was offered an early severance and took it. My family decided I should take a job closer to home, which led me to the Archdiocese of Chicago. I taught until the Diocese of Joliet came calling with an administrative need.

South Bend Community School Corporation

August 2016 – January 2018

Principal, Vice

I performed the duties of a school principal at Greene Intermediate Center and also have the experience of working in a large, Title 1, Latino primary school of about 600 students.

- I evaluate staff and faculty using the Standards for Success evaluation platform.
- During my year at the primary school we saw a huge drop in discipline referrals. This past year we saw a drop of 73% year over year.
- Chair IEP meetings as needed.
- Trained in CPI.
- Help with delivery and development of PD sessions.

Town of Dyer

2010 - 2017

Vice President – Water and Storm Water Management Boards

Exercise powers and duties defined by Indiana Code 8-1.5-4 to hold hearings, make findings and determinations to finance and/or construct public projects to furnish an adequate supply of water to consumers.

Accomplishments: Appropriated funds to take advantage of a grant that paid 80% of our bill to upgrade the town's fire hydrants with Storz adaptors. This allows firefighters to hook the hose to the hydrants in seconds instead of minutes, which will save lives and property in the future.

Appropriated funds and implemented the remote reader system for the Town of Dyer, which will save the

town and it's residents money through more accurate water meter readings with less manpower.

The duties and powers of the Storm-water Management Board are defined in Indiana Code 8-1.5-5, Department of Storm Water Management. Powers include:

- Make findings and determinations
- Install, maintain, and operate a storm water collection and disposal system
- Make all necessary or desirable improvements of the grounds and premises under its control
- Issue and sell bonds of the district in the name of the municipality for the acquisition, construction, alteration, addition, or extension of the storm water collection and disposal system or for the refunding of any bonds issued by the board
- The board has exclusive jurisdiction over the collection and disposal of storm water in district.

Speed 802 SEJA

2015-2016

Dean/Teacher

I entered this school district to work closer to home as a Dean and to help challenged students. A need arose, and for the benefit of the staff and students, I took on the needed role of teacher for the year. Special Education; focus on Social/Emotional.

State of Indiana

2015

Principal

I served the students of Indiana as a School Principal, in Region 7. Implemented a partnership with Ivy Tech to administer the Accuplacer to graduates and have a college career in place. I led a PBL initiative, implemented a greater analysis of school data to make informed decisions and increased the differentiating practices of the staff to better equip the students for success. Lastly, I increased academic rigor and discipline expectations for the greater good of the educational environment.

Duties included: Discipline, School and Corporation Test Coordinator, Operations, HR Management, Curriculum Development and General Management.

- PeopleSoft trained and experienced - Manage and train a staff and faculty of 40.
- Corporation test coordinator and School test coordinator: ECA, ISTEP, Accuplacer
- Chairs IEP Case Conferences
- Trained in Adult Education, Early College Models of High School Education and PBL Expert
- Athletic Director

Gary Middle College/21st Century

2012 - 2014

Director of Curriculum/Asst. Principal

Shaping and refining the curriculum of a K-14 charter; my role was focusing on helping the adult students of Northwest Indiana in their quest to earn their High School Diploma and Associates Degree in cooperation with Ivy Tech.

Focus was on the Adult Education piece: Worked as Director and assistant principal. Operations Management, HR Management and Curricular Design.

- Managed and trained a staff of 30 educators and 287 students.
- Corporation test coordinator and School test coordinator: ECA, ISTEP, Acuity, NWEA, TABE, Accuplacer
- Chaired IEP Case Conferences
- Trained in Early College Models of High School Education and CTE

EDUCATION

MBA, 2014 • Purdue University, Hammond, IN
M.S.Ed, 2009 • Purdue University, Hammond, IN
B.S., 2003 • Northern Illinois University, DeKalb, IL
USAFA Prep School, 2000 • USAFA, CO

TECHNOLOGY SKILLS

Proficient in Excel, Word, SPSS, Prezi, Peoplesoft, Qualtrics, Online Curricular Platforms. Social media and communications expert. Computer literate enough to learn and research any new software and master it quickly.

Mr. Jason Kontos, Special Education Director:

Jason Kontos
919 Sundew Drive
Westville, IN, 46391
219-983-1475, 219-588-6426
jkontos27@aol.com

Position Special Education Director

Professional Experience

Geo Foundation

Educational Consultant and CPI Instructor (2012-2016)

- Conducted Numerous CPI classes to teachers and administrative staff
- Oversaw all Individualized Education Plans for state compliance
- Trained staff on school and classroom behavior management with a focus on students with special needs
- Worked 1:1 with teachers and administrative staff in transition planning for students with special needs

Northwest Indiana Special Education Cooperative

Behavior Specialist (1999-2001) Teacher (2001-2007), Transition Coordinator (2007-2014)

- Taught English, Secondary Mathematics, and Science, to secondary students with special needs
- Motivated the most challenging students to achieve success
- Resident CPI Instructor conducting over 100 group training courses throughout NW Indiana
- Developed and implemented behavior modification and transition plans for learners of all ages and abilities
- Interviewed, trained, and supervised new staff, for various positions within the organization
- Implemented and supervised work-study programs throughout NW Indiana for students with special needs.
- Worked closely with parents, students, postsecondary programs and government agencies to ensure a successful transition into adulthood for students with special needs

Indiana University Northwest

Adjunct Professor (2008-2009) Kid's College Instructor (2003-2006)

- Taught graduate and undergraduate courses within the Special Education Program
- Instructed Kids College classes of various subjects to elementary, middle, and high school students from local communities

Education

Indiana University

Bachelor of Arts in Psychology (2000)

Special Education Graduate Program (2007)

National Academy of Sports Medicine

Certified Personal Trainer (2014)

Fitness Nutrition Specialist (2015)

Exhibit 2:

IDOE Outlines



INDIANA STATE BOARD OF EDUCATION

GRADUATION PATHWAYS PANEL

(Finalized 11/7/2017)

The purpose for this Panel is to establish graduation pathway recommendations for the State Board of Education that create an educated and talented workforce able not just to meet the needs of business and higher education, but able to succeed in all postsecondary endeavors. To account for the rapidly changing, global economy, every K-12 student needs to be given the tools to succeed in some form of quality postsecondary education and training, including an industry recognized certificate program, an associate's degree program, or a bachelor's degree program.

These recommendations seek to ensure that every Hoosier student graduates from high school with 1) a broad awareness of and engagement with individual career interests and associated career options, 2) a strong foundation of academic and technical skills, and 3) demonstrable employability skills that lead directly to meaningful opportunities for postsecondary education, training, and gainful employment.

Students in the graduating class of 2023 must satisfy all three of the following Graduation Pathway Requirements by completing one of the associated Pathway Options:

Graduation Requirements	Graduation Pathway Options
1) High School Diploma	Meet the statutorily defined diploma credit and curricular requirements.
2) Learn and Demonstrate Employability Skills¹ (Students must complete <u>at least one</u> of the following.)	Learn employability skills standards through locally developed programs. Employability skills are demonstrated by <u>one</u> the following: <ul style="list-style-type: none">• Project-Based Learning Experience; OR• Service-Based Learning Experience; OR• Work-Based Learning Experience.²
3) Postsecondary-Ready Competencies³ (Students must complete <u>at least one</u> of the following.)	<ul style="list-style-type: none">• Honors Diploma: Fulfill all requirements of either the Academic or Technical Honors diploma; OR• ACT: College-ready benchmarks; OR• SAT: College-ready benchmarks; OR• ASVAB: Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military; OR• State- and Industry-recognized Credential or Certification; OR• State-, Federal-, or Industry-recognized Apprenticeship; OR• Career-Technical Education Concentrator: Must earn a C <u>average</u> or higher in at least 6 high school credits in a career sequence; OR• AP/IB/Dual Credit/Cambridge International courses or CLEP Exams: Must earn a C <u>average</u> or higher in at least three courses; OR• Locally created pathway that meets the framework from and earns the approval of the State Board of Education.



INDIANA STATE BOARD OF EDUCATION

Recommended Implementation Timeline:

- For current high school students, those graduating in 2019, 2020, 2021, or 2022, ISTEP 10/End-of-Course Assessments will continue to be used as the graduation qualifying examination.
 - Schools should work towards allowing students in these cohorts to opt-in to a Graduation Pathway in lieu of the graduation qualifying examinations.
- Once adopted by the State Board of Education, the Graduation Pathways will become effective for the graduating class of 2023 (eighth graders in 2018-19).
- This recommendation becomes effective for all students beginning of 2019-20.

Additional Items for the State Board of Education's Consideration:

- **Future Panel convenings:** The Graduation Pathways Panel recommends that it continues to convene in order to:
 - Develop the framework for the Locally Created Pathways;
 - Potential examples include: Co-Ops, ePortfolios, competency-based education systems, or other options validated by either employers and/or institutions of higher education.
 - Create recommendations regarding the manner in which the State Board monitors pathway outcome data and adjusts Pathways options contingent upon that data;
 - Study potential waiver options for diplomas;
 - Consider ways for the 'CTE Concentrator' pathway to become a 'CTE Completer' pathway; and
 - Consider ways for schools to begin to implement these graduation pathways with the graduating class of 2019.
- **Career Exploration:** The Graduation Pathways Panel recognizes the need for more robust career awareness and exploration for students throughout their entire academic lives. Students need greater exposure and understanding of the variety of employment opportunities to foster their postsecondary aspirations. The Panel recommends the inclusion of career awareness and exploration at the middle elementary (grades 3 thru 5) and middle school (grades 6 thru 8) levels. The Graduation Pathways—flexible through graduation—should be preceded by a series of purposeful activities during middle school and high school, including but not limited to: 1) career exploration courses (e.g., *Exploring College & Careers*, *Preparing for College & Careers*) 2) career interest assessments (e.g., *Indiana Career Explorer*, *Naviance*, *ASVAB Career Program*), and 3) consultations with school counselors.
- **Nationally-recognized College Entrance Exam:** The Graduation Pathways Panel recommends that the State adopt a nationally-recognized college entrance exam to be used for school accountability no later than 2021-22.
- **Statewide Diploma:** The Graduation Pathways Panel and State Board of Education will further deliberate on credit and course requirements for the diploma at a future date.
- **Phasing in AP/IB/CI exam scores:** The Graduation Pathways Panel will consider ways to incorporate AP, IB, or CI exam scores as a final pathway.



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¹ **Learn and Demonstrate Employability Skills:**

Employability skills standards may include Indiana's Employability Skills Benchmarks and other comparable character development benchmarks.

Demonstrations of employability skills are experiences that enable students to apply essential academic, technical, and professional skills and find engagement and relevancy in their academic careers through such means as project-based learning, work-based learning, or service learning experiences.

Demonstrations of employability skills can occur over the course of a student's high school career.

Any demonstration needs to be validated locally by:

- Student work product **AND**
- School validation.

² **Learn and Demonstrate Employability Skills – Graduation Pathway Options:**

Project-based learning allows students to gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge. Students engage in a rigorous, extended process of asking questions, finding resources, and applying information. Students often make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

Demonstrations include:

- Completion of a course capstone,
- Completion of a research project,
- Completion of Cambridge International Global Perspectives and Research,
- Completion of the AP Capstone Assessment, **OR**
- Other (with approval by the State Board of Education).

Service-based learning integrates meaningful service to enrich and apply academic knowledge, teach civic and personal responsibility (and other employability skills), and strengthen communities.

Demonstrations include:

- Participation in a meaningful volunteer or civic engagement experience,
- Engagement in a school-based activity, such as a co-curricular or extracurricular activity or sport for at least one academic year, **OR**
- Other (with approval by the State Board of Education).

Work-based learning is a strategy to reinforce academic, technical, and social skills learned in the classroom through collaborative activities with employer partners. Work-based learning experiences allow students to apply classroom theories to practical problems, to explore career options, and pursue personal and professional goals.

- Completion of a course capstone,
- Completion of an internship,
- Obtaining the Governor's Work Ethic Certificate,
- Employment outside of the school day, **OR**
- Other (with approval by the State Board of Education).



INDIANA STATE BOARD OF EDUCATION

Postsecondary-Ready Competencies – Graduation Pathways Options:

National college-ready benchmarks are set by the College Board and ACT. The Indiana Commission for Higher Education, in consultation with the state's colleges and universities, may set Indiana-specific college-ready benchmarks that exceed—but may not be lower than—the national college-ready benchmarks.

For 2017, the college-ready benchmarks are:

- SAT: 480 in English and 530 in Math.
- ACT: 18 in English, 22 in Reading, 22 in Math, and 23 in Science.

These scores are fluid and are subject to change.

Apprenticeships are defined as intensive work-based learning experiences that provide a combination of on-the-job training and formal classroom instruction. They are intended to support progressive skill acquisition and lead to postsecondary credentials and, in some cases, degrees.

Co-Ops link academic programs with structured work experiences through which participants acquire professional and technical skills. Participants earn academic credit for work carried out over a limited period of time under the supervision of a professional mentor.

State- and Industry-Approved Credentials, Certifications, Apprenticeships, and Co-Ops will be determined by the State Board of Education, in consultation with the Department of Workforce Development.

College Level Exam Program (CLEP): A score of 50 on at least 3 subject area exams can satisfy this pathway. At least one subject area must be a core content.

Cambridge International (CI) Examinations: A score of G or higher on at least 3 Cambridge IGCSE Level Exams can satisfy this pathway. At least one subject area must be a core content.

At least one AP/IB/Dual Credit/CI course or CLEP exam must be in a core content area (e.g., English, math, science, or social studies) and/or be part of a defined curricular sequence.

Students must take any corresponding AP, CI, or IB exams for their courses.

A score of 3 or higher on an AP exam, a 4 or higher on an IB exam, or E or higher may satisfy the C requirement for one particular course.

INDIANA CORE40

Effective beginning with students who enter high school in 2012-13 school year (class of 2016).

Course and Credit Requirements

English/ Language Arts	8 credits Including a balance of literature, composition and speech.
Mathematics	6 credits (in grades 9-12) 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <small>Or complete Integrated Math I, II, and III for 6 credits. Students must take a math course or quantitative reasoning course each year in high school.</small>
Science	6 credits 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	6 credits 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	5 credits World Languages Fine Arts Career and Technical Education
Physical Education	2 credits
Health and Wellness	1 credit
Electives*	6 credits <small>(Credits are Career Pathway/industry recommended)</small>
40 Total State Credits Required	

Schools may have additional local graduation requirements that apply to all students.

* Specifies the number of electives required by the state. High school schedules provide time for many more electives during the high school years. All students are strongly encouraged to complete a College and Career Pathway (selecting electives in a deliberate manner) to take full advantage of career and college exploration and preparation opportunities.

** Scores updated September, 2017

CORE40 with Academic Honors

(minimum 47 credits)

For the Core 40 with Academic Honors diploma, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following:
 - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
 - B. Earn 6 verifiable transcribed college credits in dual credit courses from the approved dual credit list.
 - C. Earn two of the following:
 1. A minimum of 3 verifiable transcribed college credits from the approved dual credit list.
 2. 2 credits in AP courses and corresponding AP exams.
 3. 2 credits in IB standard level courses and corresponding IB exams.
 - D. Earn a composite score of 1250 or higher on the SAT and a minimum of 560 on math and 590 on the evidence-based reading and writing section.**
 - E. Earn an ACT composite score of 26 or higher and complete written section
 - F. Earn 4 credits in IB courses and take corresponding IB exams.

CORE40 with Technical Honors

(minimum 47 credits)

For the Core 40 with Technical Honors diploma, students must:

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
 1. Pathway designated industry-based certification or credential, or
 2. Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits
- Earn a grade of "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following:
 - A. Any one of the options (A - F) of the Core 40 with Academic Honors
 - B. Earn the following scores or higher on WorkKeys: Reading for Information - Level 6, Applied Mathematics - Level 6, and Locating Information - Level 5
 - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75
 - D. Earn the following minimum score(s) on Compass: Algebra 66, Writing 70, Reading 80.

Indiana General High School Diploma

The completion of Core 40 is an Indiana graduation requirement. Indiana's Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce.

To graduate with less than Core 40, the following formal opt-out process must be completed:

- The student, the student's parent/guardian, and the student's counselor (or another staff member who assists students in course selection) must meet to discuss the student's progress.
- The student's Graduation Plan (including four year course plan) is reviewed.
- The student's parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum.
- If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a general diploma and the career/academic sequence the student will pursue is determined.

Course and Credit Requirements (Class of 2016 & Beyond)

English/Language Arts	8 credits Credits must include literature, composition and speech
Mathematics	4 credits 2 credits: Algebra I or Integrated Mathematics I 2 credits: Any math course <i>General diploma students are required to earn 2 credits in a Math or a Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count as math credits.</i>
Science	4 credits 2 credits: Biology I 2 credits: Any science course <i>At least one credit must be from a Physical Science or Earth and Space Science course</i>
Social Studies	4 credits 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Any social studies course
Physical Education	2 credits
Health and Wellness	1 credit
College and Career Pathway Courses Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities	6 credits
Flex Credit	5 credits Flex Credits must come from one of the following: <ul style="list-style-type: none"> • Additional elective courses in a College and Career Pathway • Courses involving workplace learning such as Cooperative Education or Internship courses • High school/college dual credit courses • Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts
Electives	6 credits Specifies the minimum number of electives required by the state. High school schedules provide time for many more elective credits during the high school years.

40 Total Credits Required

Schools may have additional local graduation requirements that apply to all students

(Updated Dec. 2011)

Exhibit 3:

Articles of Incorporation

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
05/09/2017 01:26 PM

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

BUSINESS ID 201705091194903
BUSINESS TYPE Domestic Nonprofit Corporation
BUSINESS NAME GREAT LAKES EDUCATION FOUNDATION, INC
PRINCIPAL OFFICE ADDRESS 4404 Bedford Rd, Valparaiso, IN, 46383, USA

NAME Timothy A Piyamlik
ADDRESS 4404 Bedford Rd, Valparaiso, IN, 46383, USA

PERIOD OF DURATION Perpetual
EFFECTIVE DATE 05/09/2017

Great Lakes Diploma Recovery Center

After Charter Approval
January 1, 2019 — August 31, 2019

SPECIFIC TASKS FOR OPENING

I. Timeline (P=Principal, D=Director, C=Compliance/HR Director, A=Administrative Office Manager, B=Board of Directors)

*Please note: Items in bold print are anticipated dates of charter-required actions. Subject to change based on exact language of charter document.

1/05 D/C

Apply for and seek detail on Federal Charter Grant.

Arrange Federal Grant schedule of payments for planning grant.

Check into Implementation schedule, procedures, timing, payment, etc.

C

BEGIN CONSTRUCTION OF EDGENUITY COURSES BASED ON UPDATED SCOPE AND SEQUENCES.

Budget developed specifically for Indiana charter schools: Work with BKK+

Tap network for resources working with colleagues at Indiana charter schools.

Provide advice and counsel without authority to the Board of Directors on any facet of the school operations and overall program.

Have meetings with community partners to share procedures and admissions information. Make and distribute brochures.

02/01 D/C

Create first two years school calendar and present to Board of Directors.

D/C

Finish mentor teacher handbook with policies and procedures.

D/C

Finish student handbook with policies and procedures.

D/C

Help develop school website. Facebook set up.

D/C

Finish admission procedures, forms, etc.

Great Lakes Diploma Recovery Center

D/C

Have a student management plan/software plan under consideration
Work on security and safety handbook

D/C

Finalize accounting and procurement procedures for school. Start for start-up period.

D/C

Investigate contracts for food services.

Arrange contracts and services for legal services.

Provide assistance for the school to monitor, organize, and communicate compliance with reporting requirements of Ball State University as organizer.

Serve as the school representative for DOE program workshops and meetings including Title I and special education and other programs by request of the Board if the meetings can be adjusted to the consultant's schedule.

02/1 D/C

Publicizing and Marketing: Continue and enhance.

Demonstrate equipment and methods: Start to compile semi-final lists.

Plan and seek speaking engagements.

C

CONTINUE CONSTRUCTION OF EDGENUITY COURSES BASED ON UPDATED SCOPE AND SEQUENCES.

Train personnel and assist in the coordination of a technology infrastructure plan including server design, Internet access, and digital phone system as needed.

Assist with implementation of special education procedures and infrastructure and with providing individualized services.

02/10 C

Train and assist in the implementation and maintenance of a proven and effective educational technology plan.

T.B.A. D/C/B

Conduct Board of Directors meeting.

03/15 D/C

Begin to recruit students.

Begin to advertise and post for positions

Great Lakes Diploma Recovery Center

D/C

Develop final admissions application and process; begin accepting applications for November 1 open enrollment.

CONTINUE CONSTRUCTION OF EDGENUITY COURSES BASED ON UPDATED SCOPE AND SEQUENCES.

Establish as the finance / business consultant as needed concerning funding and financial infrastructure.

D/C/B

Arrange contracts and services for special ed. services.

D/C

Arrange for payroll services.

Arrange for accounting services.

Establish timeline for equipment purchasing. (Actual purchase to be timed so Implementation Grant is settled).

Arrange for Physical Education, Art, and Music facilities; contracts, on site, etc.
Continue staff recruitment, plan, and advertise jobs.

D/C

Develop final admissions application and process; begin accepting applications.

03/01 D/C

Finalize food service contracts, arrangements, equipment list, etc.

D/C

Develop transportation plan and finances.

D/C

Customize the development of health plans, records, and forms from RLS, INC. Education Management Services.

D/C/B

T.B.A. Conduct Board meeting.

December

03/1 D/C

Staff: Continue recruitment, selection process selections.

Reminder: The Organizer represents that it will conduct, at least fourteen (14) days prior to the approval of any new Board member: national, and state and local

Great Lakes Diploma Recovery Center

criminal background checks on the prospective Board member to the fullest extent permitted under applicable law after obtaining any necessary consents from the prospective Board member.

C

BEGIN CONSTRUCTION OF EDGENUITY COURSES BASED ON UPDATED SCOPT AND SEQUENCES.

03/10 Department of Education for Various States' Requirements: Train and assist school personnel to make all DOE required reports including:

- ADM
- ADA
- Pupil Enrollment (PE)
- CE/CP (Certified Personnel)
- STN (Student Identification Numbers)
- DOE-AT (Attendance)
- Non-certified Personnel Report
- Charter Addendum for ADA (List of students, school districts)
- ISTEP+ Bar Code Data Report
- Annual Performance Report
- Annual Charter School Performance Report
- Title I Annual Report / Application
- Title II (A, D) Reports and applications (School Improvement, Technology)
- Title IV Reports and applications (Safe and Drug Free Schools)
- Remediation Grant
- Miscellaneous other state grants, reports, and programs

03/15 D/C

Accept student applications until July 31, 2019.

Prepare lottery for selection by grade level.

Hold lottery on third Friday in August. (If necessary)

Prepare waiting list procedures and review admissions policy.

The Authorizer must be listed as an additional named insured on each of these policies. Organizer has secured at least the insurance coverage required above, and states limits, deductibles, carriers, and policy periods for each type of insurance listed above. The Charter Schools Director may request further documentation at any time. The insurance provided by the Organizer shall apply on a primary basis.

Great Lakes Diploma Recovery Center

No funds, assets, insurance, or self-insurance of the Authorizer or the Authorizer's officers, employees, agents, counsel, consultants, or representatives, including the Office of Charter Schools for Ball State University, or those acting on behalf of the Authorizer's officers, employees, agents, counsel, consultants, and representatives, shall be held to answer for the payment of any claim, action, expense (including attorneys' fees), damage, or liability of the Organizer. The insurance provided herein shall provide coverage for the Organizer's indemnification obligations set forth in the Charter.

D/C

T.B.A. Conduct Board meeting.

C

CONTINUE CONSTRUCTION OF EDGENUITY COURSES BASED ON UPDATED SCOPE AND SEQUENCES.

Assist and train personnel to monitor, use, and develop and customize current and future assessment and data tracking expertise and systems through experienced and structured use of portfolio assessment, computer based assessment, , ACUITY NWEA, ISTEP (from previous 3-8 schools for high school students, and the End of Course English 10 and Algebra 1 assessments.

04/05

Comprehensive Special Education Plan. The Organizer shall revise its Application to set forth a comprehensive special education plan that complies with applicable law. Before this Prior Action shall be deemed substantially completed, the Charter Schools Director shall have the opportunity to review and approve the proposed comprehensive special education plan. The Organizer shall obtain the Charter Schools Director's written approval of its proposed comprehensive special education plan no later than April 5, 2016.

04/12

Financial Plan. The Organizer shall revise its Application to set forth an updated financial plan, including a detailed budget identifying required start-up costs and a cash flow plan identifying the sources of funds that will be available to pay start-up costs and costs of operations prior to receipt of funds from the State of Indiana and local public school corporations. Before this Prior Action shall be deemed substantially completed, the Charter Schools Director shall have the opportunity to review and approve the proposed financial plan. The Organizer shall obtain the Charter School Director's written approval of its proposed financial plan no later than April 15, 2016.

04/15 D/C

(Check on ECA+ ordering procedures with WOE.) Check into acquiring Acuity.

C

Great Lakes Diploma Recovery Center

CONTINUE CONSTRUCTION OF EDGENUITY COURSES BASED ON UPDATED SCOPE AND SEQUENCES.

Assist school personnel to create an accountability plan specific to authorizer guidelines, adjustable for the school's unique requirements.

04/27 Reminder:

The Organizer represents that it has conducted, or will conduct within ninety (90) days of the Effective Date, national, and state and local criminal background checks pursuant to IC § 20-5-2-7 on each current Board member to the fullest extent permitted under applicable law after obtaining any necessary consents from the current Board member.

T.B.A. D/C

Conduct Board meeting.

Meet with parents and students selected in lottery if applicable.

05/15

DOE: REPORT SPECIAL NEEDS ESTIMATES AND ENTITLEMENT.

D/C

Get all information and contracts signed by parents and students.

Begin work on getting equipment lease with National Equipment Leasing or competitors. Work to investigate line of credit.

05/30 D/C

Begin working on Part B SPED grant.

C

CONTINUE CONSTRUCTION OF EDGENUITY COURSES BASED ON UPDATED SCOPE AND SEQUENCES.

Student Identification Numbers. The Organizer shall assign and use student identification numbers both in administering ISTEP and in meeting other Indiana data reporting requirements. The Organizer shall follow procedures established by the State Board of Education and the Department for issuance and record keeping concerning student identification numbers.

Transportation. The Organizer shall revise its Application to set forth a specific, detailed plan for transporting students that attend the Charter School. Before this Prior Action shall be deemed substantially completed, the Charter Schools Director shall have the opportunity to review and approve the proposed process and administration of the Organizer's transportation plan. The Organizer shall obtain the Charter Schools Director's written approval of its proposed transportation plan no later than May 31, 2016.

Great Lakes Diploma Recovery Center

BEGIN: Train and implement the development and implementation of effective clerical and filing procedures.

05/30-7/15

D/C

Hold sessions to begin learning about new students and parents.

Create first newsletter for parents, students, Board, and community.

05/30 D/C

Make sure all student records from previous schools are on site.

D/C/B

Conduct Board meeting.

05/01 D/C

Begin recruiting volunteers from community.

CONTINUE CONSTRUCTION OF EDGENUITY COURSES BASED ON UPDATED SCOPE AND SEQUENCES.

D/C

Staff training sessions: three days of orientation.

5/05 D/C

Have social time with parents and students.

Continue to meet with students and parents.

Check to make sure food service is prepared to begin for start of school.

Begin case conferences for special education students.

REMEMBER THAT ALL SPECIAL EDUCATION STUDENTS MUST HAVE CASE CONFERENCES BEFORE THE 1 DAY OF SCHOOL YEAR.

05/15 C

CONTINUE CONSTRUCTION OF EDGENUITY COURSES BASED ON UPDATED SCOPE AND SEQUENCES.

06/17

CURRICULUM: The Organizer shall revise its Application to set forth a detailed, specific curriculum, which shall serve as the basis for educating students who

Great Lakes Diploma Recovery Center

attend the Charter School. Before this Prior Action shall be deemed substantially completed, the Charter Schools Director shall have the opportunity to review and approve the proposed curriculum. The Organizer shall obtain the Charter Schools Director's written approval of its proposed curriculum no later than June 17, 2019.

06/28

Emergency Preparedness Plan. The Organizer shall develop an emergency preparedness plan for the Charter School that meets the requirements set forth in 511 IAC § 6.1-2-2.5. By July 1 during the calendar year of the Effective Date, the Organizer shall submit to the Charter Schools Director an initial statement prepared by an independent, certified public accountant to the effect that the Organizer has adopted proper internal financial and accounting controls, and a plan to address any deficiencies noted in the accountant's statement.

D/C/B

Conduct Board meeting.

C

Assist and train school personnel to manage and support student management and data system for accountability. Power School and Edgenuity

C

CONTINUE CONSTRUCTION OF EDGENUITY COURSES BASED ON UPDATED SCOPE AND SEQUENCES.

July

Reporting Calendar. The Organizer shall annually provide to the Charter Schools Director a reporting calendar that sets forth the schedule for all reports that the Organizer shall submit to the Charter Schools Director as required hereunder and the dates by which such reports shall be submitted. Within five (5) business days of any amendments to this reporting calendar, the Organizer shall provide to the Charter Schools Director an updated reporting calendar reflecting such amendments.

Provide on-sight evaluation and analysis of student performance on a weekly basis. Off sight analysis and continuous monitoring provided weekly, quarterly, and annually.

7/07 C

CONTINUE CONSTRUCTION OF EDGENUITY COURSES BASED ON UPDATED SCOPE AND SEQUENCES.

Train school personnel to maintain oversight and organize contracted food service; computerized food accounting system with billing that matches the needs for Federal free lunch reporting forms.

Train and implement the development and implementation of effective clerical and filing procedures.

Great Lakes Diploma Recovery Center

7/15 D/C

Continue newsletters weekly to parents, Board, etc- Social media updates

Begin organizing community partners' advisory council.

Student advisory council: Investigate and organize 7/26-

8/6

Work to prepare all details of two week training camp. Simulate training and practice. Check with Edgenuity availability.

7/30 D/C

Make sure all student records from previous schools are on site.

August

08/01 C

CONTINUE CONSTRUCTION OF EDGENUITY COURSES BASED ON UPDATED SCOPE AND SEQUENCES.

D/C/A/P

Establish and maintain following and make available at the school:

Organizer shall maintain the following information at the Charter School and make it available to the Charter Schools Director upon request no later than the second (2nd) business day following such request;

- a. The Organizer's Articles of Incorporation;
- b. The Organizer's by-laws;
- c. Board policies;
- d. Current and former Board members;
- e. The Organizer's enrollment and admissions process for the Charter School;
- f. A list of all currently enrolled students and, for each student, the following information: full legal name, social security number, student identification number (for purposes of state testing), birth date, address, school corporation in which the student resides, names and addresses of legal guardians; required documentation relevant to the student's special needs status (if applicable); results on assessments required by applicable law, the Application, the School Improvement Plan, the Accountability Plan, and the Charter; and documentation of a student's suspension or expulsion (if applicable);
- g. A list of all current staff members and teachers who work at the Charter School and, for each one, the following information: name, social security number, birth date, address, compensation, evidence of certification to teach or progress toward certification to teach (if applicable), documentation of termination or resignation (if applicable);
- h. Evidence of insurance;

Great Lakes Diploma Recovery Center

- i. Leases;
- j. Documentation of loans and other debt of Organizer related to Charter School; Copies of all required certifications, and health and safety-related permits for occupancy of the physical plant for the purposes of the Charter. Detailed accounting of school expenditures and sources of income received; that are current through the preceding month, within twenty (20) days after the last day of such month; and School.
- k. The Organizer shall maintain copies of these records for at least two (2) years after the expiration, non-renewal, or revocation of the Charter, during which period, the Organizer shall make such records available, to the extent permitted under applicable law, to the Charter Schools Director upon request no later than the fifth (5th) business day following such request.

D/C

Make sure all student records from previous schools are on site.

D/C/B

T.B.A Conduct Board meeting.

Design and provide advice and counsel to maintain a proven training system for administrators.

8/22-9/2

D/C/S/P All staff training: Training Camp

C

CONTINUE CONSTRUCTION OF EDGENUITY COURSES BASED ON
UPDATED SCOPE AND SEQUENCES. Share with staff.

D/C/P

Staff moves into facility and prepares and practices for the start of the school year
Provide a licensed administrator for the school to serve as leader of mentoring teachers
that need to finalize their certification.

Prepare for students first day:

Facility check

Cleaning review

Security system

Meet with security personnel and prepare procedures

And all the miscellaneous things that happen right before students come to a charter
school for the first day!

Exhibit 4:

Lighthouse Academies Facility Lease Agreement

Lighthouse Academies®

August 17, 2018

Friday, August 17, 2018

Greetings Mr. Pivarnik:

It is with great enthusiasm that Lighthouse Academies submits the accompanying proposal to the Great Lakes Education Foundation. Your charter to provide credit recovery for those former scholars, who have decided to finish their high school education, is in line with the mission of Lighthouse Academies. For your consideration in response to your request for proposals to support you in two distinct ways:

1. Providing you with a facility and other services to conduct your classes
2. Back Office Management (Financial Services)

We look forward to your review of the proposal and hope that it ultimately ends up in us working together in the future.

Many thanks for your consideration.

Sincerely,



Khori Whittaker
President & CEO
Lighthouse Academies, Inc.

Who are we?

We are a national nonprofit network of charter schools. We are a growing community of more than 6,000 students and families and approximately 630 teachers, principals and staff members. We are a community dedicated to ensuring a college education for a population of students who would otherwise face a future with limited opportunity. Our team will do whatever it takes to achieve our goal.

LHA set out to distinguish itself by forming a family of schools that use an arts-enhanced, K-12 (where possible we start with PreK) college prep program to generate excellent results while using only the state and federal funding provided. Our unique approach allows us to achieve more with allocated resources.

Lighthouse Academies®

We serve a predominantly low-income, minority population in 16 public charter schools across the country. Over 80% of our students are African American or Hispanic/Latino, and 83% of our students participate in the free/reduced lunch program.

Why does Lighthouse Academies exist?

We exist because there is a staggering achievement gap in the U.S. today that results in lifetime income inequalities that significantly impact the quality of life for a disproportionate number of people of color. Only by breaking the cycle of poverty will we truly transform children's lives.

Consider the following facts:

- Every 29 seconds a child is born into poverty. Approximately 16.1 million children are growing up in poverty and 32.4 million in low-income families in the United States. There are a disproportionate percentage of African American children (65% or 6.5 million) and Latino/Hispanic children (65% or 11 million) compared to 31% (12.1 million) of white children.² In addition, African American and Latino/Hispanic children are more than twice as likely to live in a low-income family.
- Only 8% of students growing up in low-income families graduate from a four-year college by age 24 compared to 82% of those from high-income families.⁴
- More than 80% of Black and Hispanic public school students in the fourth, eighth and 12th grades are unable to read or do math at grade level compared to 50% or more of White children.⁵
- Every 8 seconds a public high school student drops out of school.⁶ The Averaged Freshman Graduation Rate is 75.5% (AFGR), but only 63.5% for African Americans and 65.9% Latino/Hispanics compared to 83% for White children.⁷
- Only 66.2% of high school seniors go on to college the following year.⁸
- Overall, 59% of those who attend four-year colleges and universities graduate within six years; however, again there is a gap, with 62% of White students graduating, but only 40% of African Americans and 51% of Latino/Hispanics.

Based on these facts, if we do not do something today, half of our students will not graduate from high school. These students will earn less than half of the annual income they could earn as a college graduate. This not only impacts their lives, but it will also impact the lives of their children. In a market-based economy, a person's income determines many of their choices in life, and economic freedom is about being able to make choices. At LHA, we believe we can transform the future for our scholars by preparing all – not some – of our students to graduate from college.

We can change their future by preparing our students for graduation from college.

Our Mission

We prepare our students for college, career and life through a rigorous arts-enhanced program.

Lighthouse Academies®

Our Proposal

Topic 1 – Facilities and Related Services

- A. Classrooms - LHA proposes to lease up to six (6) classrooms for Great Lakes Education Foundation (hereinafter GLEF) for the 2019 – 20 school year. The classrooms would cost \$65 per day. The classrooms would be used at our Gary CPA campus and would be utilized after the completion of our school day. GLEF would need to use the rooms for four (4) hours each day. The lease would also cover the use of equipment in the classroom (desks, chairs et al).
- B. Security – The costs of providing in school security would be a straight pass through at the cost of our security company. Currently LHA is paying \$35 per hour for this service.
- C. Janitorial – LHA would charge \$20 per classroom per day for janitorial and cleaning services.
- D. Maintenance and Repairs – The daily rental will cover normal wear and tear but GLEF agrees to pay for any damages caused by students or staff.

Topic 2 – Financial Management

The GLEF Board of Directors (BOD) will have the ultimate responsibility for the school's finances, but will work closely with Lighthouse Academies (LHA) to ensure strong financial management and controls of the school. The BOD oversight responsibilities include:

- Approve the annual budget which includes staff compensation
- Approves internal controls
- Approves all contracts over \$5,000
- Approves invoices for payment

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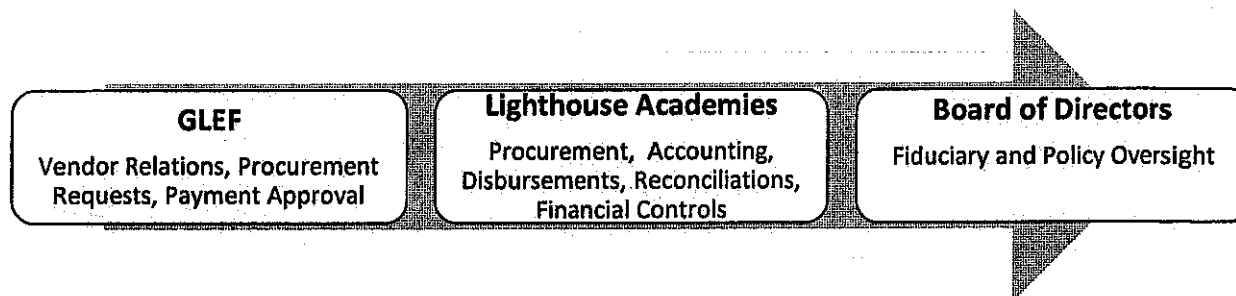
- Approved the annual 990 filing with the IRS
- Selects and contracts with the external auditor

A member of the LHA finance team will conduct a monthly meeting with the BOD's Finance Committee to review the month's financial activities. The Finance Committee will then report to the full BOD at the monthly meeting.

The financial management activities that LHA will perform and/or have oversight of are:

- Budget preparation
- Development of GLEF and Board policies
- Procurement of goods and services, invoice processing, and IRS 1099 reporting
- Payroll and filing of payroll taxes

GLEF will follow or replicate the financial control policies and procedures established by LHA. A list of financial policies and procedures is at the end of this section. The Director will manage day-to-day business procedures in conjunction with the LHA Accountant assigned to the school. LHA will properly record all transactions and process checks payable to the school's vendors and provide support and guidance to the GLEF team. LHA will provide guidance to GLEF in areas such as vendor selection through an RFP process, benefits management, and implementation of cost containment activities to allow GLEF to maximize its financial resources.



The BOD will review the financial controls proposed by LHA. In addition to the day-to-day business procedures, the financial controls will include development of the annual budget, personnel compensation, purchasing and procurement, and payment of invoices and contracts for services.

The BOD will work with GLEF's Director and with LHA's Accountant. The detailed monthly financial report will include:

- Fiscal year budget and any amendments approved by the Board
- Actual to budget year-to-date with notations on trends or one-time items
- Cash on hand
- Forecasted revenue, expenditures, and cash balances for remaining months

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- Invoices paid during the month

The detailed financial statements will be prepared on a monthly and quarterly basis for analysis by the BOD Finance Committee. Policies and reporting procedures required by the authorizer (Ball State) and the Indiana Department of Education will be followed.

Prior to each BOD meeting, the Director and LHA Accountant will meet with the BOD's Finance Committee. A detailed review of monthly and year-to-date revenues, expenses, and cash flow projections will be prepared by the LHA Accountant and discussed at the meeting. Additional analyses or actual to budget variance explanations will be provided to the Finance Committee if requested. The Chairperson of the Finance Committee will present the financial performance to the full BOD at their monthly BOD meeting. Any permanent actual to budget variances will be brought to the attention of the BOD along with a proposed corrective action plan and if necessary, an amended budget will be presented to the BOD for approval.

GLEF will maintain a number of internal financial controls and bookkeeping practices. Internal controls will be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards. The Director will be responsible for collecting and depositing all monies at the school site following the written internal cash flow procedures established by LHA. The Director will work with the LHA financial team to ensure they are properly coded within the accounting system. The Director will receive the goods and services and shall be responsible for ensuring proper implementation of fiscal control policies, including the approval of all expenditures further ensuring a division of responsibilities and additional fiscal accountability.

Prior to the end of each fiscal year, GLEF's Director, along with LHA's Accountant will review assumptions for the coming year (i.e., increase in technology, curriculum additions, staff growth, enrollment increase, facility improvements and repairs, etc.) in order to prepare the operating budget for the coming year. The proposed budget will be reviewed by the BOD's Finance Committee. Once the budget is finalized, the Director and the LHA Accountant will present the budget to the Board for approval. The same process is used during the fiscal year in development of any amendments to the budget that may become necessary as assumptions change or new initiatives are developed.

Financial Controls

LHA will utilize accepted state coding of accounts in all transactions pertaining to GLEF's operations. The School will work with the LHA finance team to ensure that financial statements are prepared monthly, and annual audited financial reports per Indiana State Board of Accounts requirements that include a statement of revenues and expenditures will be prepared in accordance with generally accepted accounting principles.

A financial report will be given to the BOD at each of their meetings and be reviewed with the BOD Finance Committee prior to the BOD monthly meeting. This will allow the BOD to closely monitor the financial health of the school. The Director and LHA's Finance Team will work together to create a quarterly report based on the criteria the BOD establishes, which will include key financial indicators to ensure the health and viability of GLEF.

Strong internal controls will be instituted by LHA to ensure the BOD's ultimate control over the finances of GLEF. LHA has an employee handbook which delineates various employee policies and describes its

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- Invoices paid during the month

The detailed financial statements will be prepared on a monthly and quarterly basis for analysis by the BOD Finance Committee. Policies and reporting procedures required by the authorizer (Ball State) and the Indiana Department of Education will be followed.

Prior to each BOD meeting, the Director and LHA Accountant will meet with the BOD's Finance Committee. A detailed review of monthly and year-to-date revenues, expenses, and cash flow projections will be prepared by the LHA Accountant and discussed at the meeting. Additional analyses or actual to budget variance explanations will be provided to the Finance Committee if requested. The Chairperson of the Finance Committee will present the financial performance to the full BOD at their monthly BOD meeting. Any permanent actual to budget variances will be brought to the attention of the BOD along with a proposed corrective action plan and if necessary, an amended budget will be presented to the BOD for approval.

GLEF will maintain a number of internal financial controls and bookkeeping practices. Internal controls will be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards. The Director will be responsible for collecting and depositing all monies at the school site following the written internal cash flow procedures established by LHA. The Director will work with the LHA financial team to ensure they are properly coded within the accounting system. The Director will receive the goods and services and shall be responsible for ensuring proper implementation of fiscal control policies, including the approval of all expenditures further ensuring a division of responsibilities and additional fiscal accountability.

Prior to the end of each fiscal year, GLEF's Director, along with LHA's Accountant will review assumptions for the coming year (i.e., increase in technology, curriculum additions, staff growth, enrollment increase, facility improvements and repairs, etc.) in order to prepare the operating budget for the coming year. The proposed budget will be reviewed by the BOD's Finance Committee. Once the budget is finalized, the Director and the LHA Accountant will present the budget to the Board for approval. The same process is used during the fiscal year in development of any amendments to the budget that may become necessary as assumptions change or new initiatives are developed.

Financial Controls

LHA will utilize accepted state coding of accounts in all transactions pertaining to GLEF's operations. The School will work with the LHA finance team to ensure that financial statements are prepared monthly, and annual audited financial reports per Indiana State Board of Accounts requirements that include a statement of revenues and expenditures will be prepared in accordance with generally accepted accounting principles.

A financial report will be given to the BOD at each of their meetings and be reviewed with the BOD Finance Committee prior to the BOD monthly meeting. This will allow the BOD to closely monitor the financial health of the school. The Director and LHA's Finance Team will work together to create a quarterly report based on the criteria the BOD establishes, which will include key financial indicators to ensure the health and viability of GLEF.

Strong internal controls will be instituted by LHA to ensure the BOD's ultimate control over the finances of GLEF. LHA has an employee handbook which delineates various employee policies and describes its

Lighthouse Academies®

access to QuickBooks only via their specific user names and passwords. The software is web-based and backed up in real-time.

Financial Policies and Procedures

Below is a list of Lighthouse Academies, Inc.'s Financial Policies and Procedures that will be in effect at GLEF. These are subject to eliminations, additions, and /or changes as required:

1. Banking – Board Accounts
2. Banking – Operating Accounts
3. Budget Approval and Amendment Procedure
4. Check Request Procedure
5. Corporate Credit Cards and Expense Reporting
6. Deposits – Cash Handling Procedure
7. Grant Reimbursements Procedure
8. Grants and Grant Reporting Procedures
9. Inventory and Record Keeping Policy
10. Monthly Closing Procedure
11. Preparation of Monthly Cash Flow Report
12. Processing Invoices for Payment
13. Procurement of Goods and Contracted Services
14. Purchase Orders
15. Receiving and Returning Goods
16. School Imprest Account
17. Student Activities and Fundraising
18. Year End School Audit

Payroll Services

GLEF employees would be paid bi-weekly. Payrolls are paid every other Friday for the ten days through the previous Saturday. In the event the Friday payroll date falls on a holiday, the pay date shall be the last business day prior to that holiday. It is your responsibility to ensure that your time is reported accurately by the Monday of that payroll week. Employees shall be notified if the pay schedule is to change.

LHA provides direct deposit service for employees. Employees are strongly encouraged to enroll for direct deposit to minimize disruptions caused by slow mail, lost checks, etc.

Cost of Back Office Services

LHA charges a service fee to schools based on a percentage of applicable revenue including but not limited to state and federal per-pupil funding. Applicable revenue does not include locally sourced grants and donations unless the BOD specifically chooses to include such funds in the applicable revenue calculation.

LHA will charge a service fee on the following schedule:

5.5% for FY 19 – 20

	Great Lakes Diploma Recovery Center					
FINAL BUDGET:	Pre-	Fiscal	Fiscal	Fiscal	Fiscal	Fiscal
	opening	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment Capacity		300	300	300	300	300
ACTUAL STUDENT COUNT		130	150	170	200	250
% of Enrollment for Actual Student Count		43%	50%	57%	67%	83%
ADM FOR TUITION SUPPORT		130	150	170	200	250
REVENUES						
State/ADM Support per student		935,220	1,007,160	1,151,040	1,330,890	1,618,650
Per Pupil Payments	0	7,194	7,194	7,194	7,194	7,194
Federal Grants / Title I	0	40,430	46,650	52,870	62,200	77,750
Federal IDEA Part B Special Ed	0	8,103	9,349	10,596	12,466	15,582
Federal Title II Part A	0	10,660	12,300	13,940	16,400	20,500
State Special Education Support	0	13,000	30,000	34,000	40,000	50,000
CSP State/Fed. Start Up (Pre) Implementation (Yr. 1, 2)	175,000	210,000	210,000	0	0	0
Local Foundation & Grant Support	0	0	0	0	0	0
Textbook Rental / Reimbursement	0	19,500	22,500	25,500	30,000	37,500
Fund-raising	0	0	0	0	0	0
Lines of Credit	0	0	0	0	0	0
Secured Loans (If Necessary)	0	0	0	0	0	0
Vocational Education State Support	0	82,500	82,500	82,500	82,500	82,500
Total Revenues	175,000	1,319,413	1,420,459	1,370,446	1,574,456	1,902,482
EXPENDITURES						
Human Resources						
Director	80,000	90,000	91,800	93,636	93,636	97,419
Teachers (FT) Salaries	0					
Teachers (PT) Salaries (Contracted Services) (3 @ \$25/hr 25 hrs week/38 weeks)	0	71,250	72,647	74,070	75,522	77,002
Administrative Office Manager						
Custodial Salaries (See Facility/Main.&Supplies) LHA Agreement: \$20/class/day)	0	11,400	11,400	15,200	15,200	19,000
PURCHASED SERVICES: Contracted Services: Financial manager	12,000	35,000	35,000	35,000	35,000	35,000
PURCHASED SERVICES: Contracted Services: Compliance DOE / BSU Backoffice Services (ADM* .055(FY 19- 20, .060 FY 20-21, .065 FY 21-22		51,437	60,430	74,818	86,508	105,212
PURCHASED SERVICES: Contracted Services: Curriculum and Data Management						
PURCHASED SERVICES: Contracted Services: Public Relations Marketing	0					
PURCHASED SERVICES: Contracted Services: Program Evaluation	0					

Other (Staff) Salaries: Instructional Assistant (3 @ 17,100), Security (1 @ 33,250),	0	84,550	86,207	87,897	89,620	91,376
Payroll Taxes (FICA) FUTA/SUTA	10,920	23,500	36,703	36,771	41,506	48,315
BENEFITS: Retirement: PERF/TRF;	6,000	23,867	24,344	36,199	28,034	36,788
Health Insurance - Employer Contribution \$ 3,000 in year 1. \$ 4,000 years 2-5.	6,000	12,000	12,000	16,000	16,000	20,000
PURCHASED SERVICES: Professional Development	8,000	13,194	14,205	13,704	15,745	19,025
Substitute Teachers	0	7,000	7,000	7,000	7,000	7,000
Performance Pool (Optional)	0	0	0	0	0	0
Board Development	0	1,000	1,000	1,000	1,000	1,000
	0	0	0	0	0	0
Total Human Resources	122,920	424,198	452,735	491,296	504,770	557,138
Facility						
LHA Agreement - \$65/day (Lease/Mortgage)		65.00	66.00	67.00	68.00	69.00
Days leased (38 weeks * 5days)		190	190	190	190	190
Debt Service / Start-up Lease Total / Yr.	0	12,350	12,540	12,730	12,920	13,110
Utilities/Operating Costs: Part of LHA agree	0	0	0	0	0	0
PURCHASED SERVICES: Security Services/ Infrastructure and Fees	0	0	0	0	0	0
Maintenance Supplies	0	0	0	0	0	0
PURCHASED SERVICES: Cleaning Services	0	0	0	0	0	0
Other	0	0	0	0	0	0
Other	0	0	0	0	0	0
Other	0	0	0	0	0	0
Other	0	0	0	0	0	0
Total Facility	0	12,350	12,540	12,730	12,920	13,110
Materials / Supplies / Equip./Technology						
Digital Curriculum (Lease)	0	85,000	7,500	7,500	7,500	7,500
Assessments	0	7,200	4,500	5,100	6,000	7,500
Instr. Supplies(Music, art, Science, etc.)	0	22,680	9,600	10,880	12,800	16,000
Student Computers: Hardware, Software	0	80,000	7,500	7,500	7,500	7,500
Teacher and Staff Technology	0	20,000	4,000	4,000	4,000	4,000
PURCHASED SERVICES: Technology infrascture including wireless and network, servers; phone system	0	35,000	5,000	5,000	5,000	5,000
PURCHASED SERVICES: School Management Software / Annual Service	0	30,000	7,500	7,500	7,500	7,500
Student Supplies / Copier	0	12,000	7,500	8,500	10,000	12,500
Classroom Furniture	0	24,000	4,000	4,000	4,000	4,000
Office Furniture	0	15,000	0	5,000	5,000	5,000
PURCHASED SERVICES: Copying and Reproduction	0	10,000	5,400	6,120	7,200	9,000
PURCHASED SERVICES: Postage and Shipping	1,000	2,990	3,450	3,910	4,600	5,750
PURCHASED SERVICES: Telephone / Fax Lines / Internet	0	15,000	15,300	15,606	15,918	16,236
PURCHASED SERVICES: Technology Management and Technician Services (Part time)	12,000	25,000	25,000	25,000	25,000	25,000
Child Care Equipment / Supplies	0	12,000	12,000	12,000	12,000	12,000

Other	0	0	0	0	0	0
Other	0	0	0	0	0	0
Other	0	0	0	0	0	0
Other	0	0	0	0	0	0
Other	0	0	0	0	0	0
Total Materials / Supplies / Equip.	13,000	395,870	118,250	127,616	134,018	144,486
Additional Costs						
PURCHASED SERVICES: SP.ED.						
Testing/OPT/SLP Services	0	12,500	12,500	12,500	12,500	12,500
PURCHASED SERVICES:						
Insurance/Bldg./Work.Comp./Unem./Bus	0	40,000	40,000	42,000	45,000	48,000
Advertising / Marketing	3,000	0	5,000	5,000	5,000	5,000
PURCHASED SERVICES: Legal Expense	2,000	12,000	15,000	15,000	15,000	15,000
PURCHASED SERVICES: Accounting /						
Audit	0	0	0	0	0	0
Transportation Support for Students	0	0	0	0	0	0
Field Trips	0	0	0	0	0	0
PURCHASED SERVICES: Food Service						
Costs + Fees	0	0	0	0	0	0
Filing Fees	999	0	0	0	0	0
Authorizer Fee (2%)	0	23,164	24,943	23,701	27,418	33,373
Debt Service: Repay CSP based start up loan: National Equipment Leasing	0	73,000	73,000	73,000	73,000	73,000
Fund-raising Fees / Costs / Consulting	0	0	0	0	0	0
Vocational Education Support	0	87,500	87,500	87,500	87,500	87,500
Other	0	0	0	0	0	0
Other	0	0	0	0	0	0
Other	0	0	0	0	0	0
Other	0	0	0	0	0	0
Other	0	0	0	0	0	0
Other	0	0	0	0	0	0
Total Additional Costs	5,999	248,164	257,943	258,701	265,418	274,373
Total Revenues for this Year Only	175,000	1,319,413	1,420,459	1,370,446	1,574,456	1,902,482
Total Expenditures for This Year	141,919	1,080,583	841,469	890,342	917,126	989,107
This Year's Net : Plus or (Minus)	33,081	238,830	578,991	480,103	657,329	913,375
Year's Net + Last Yr. Carry-over	33,081	271,911	850,902	1,331,005	1,988,334	2,901,709
Cost per student		8,312	5,610	5,237	4,586	3,956

Exhibit 7:

Budget Narrative

GREAT LAKES DIPLOMA RECOVERY CENTER

BUDGET NARRATIVE FOR APPLICATION PROPOSAL FOR CHARTER SCHOOL

Present a detailed budget narrative describing assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising).

a. Per-Pupil Revenue. Use the figures below in developing your budget assumptions.

The per pupil revenue for state tuition support for a charter school in Gary was provided by the IDOE @ \$7194.00.

b. Anticipated Funding Sources. Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of for any funds on which the school's operation depends.

GLEF/GLDRC will be Submitting an application for the Quality Counts Charter School grant in January 2018. According to an IDOE informational meeting/session held in Gary, IN on Friday, November 17th, charter schools such as GLDRC could be awarded up to \$900,000 for use as start-up funding for our school. While confident we will qualify for a much larger amount, we included a lower amount of \$175,000 in our budget for start-up grant funding in order to be more on the conservative side until we know the exact amount we will possibly receive from this grant program.

c. Discuss the school/organization's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

We have the advantage of using the budget creating system described in more detail below. We can do unlimited "what if" contingency adjustments easily. First, the contingency plan is described below for drastically lower levels of funding based on lower enrollment than is budgeted. We know that facility (limited flexibility) must be committed to only once we begin to have a clear enrollment figure emerge. Flexibility in a charter school is achieved by cutting personnel costs given that once facility costs are established, they are difficult to flex. The general principle for contingency is that as enrollment is

under targets, position cuts and pay levels are cut accordingly. Administrators and staff are cut and positions are combined. Everyone does more jobs, wears more hats, and works more hours.

Summary:

Scenario: ADM 160 students (260 is planned for year 1)

100 student deficit

Adjustments

The following adjustments would be made to create contingency funding:

- Administrative salaries: Pre-opening cut Director to \$ 60,000
- Year 1: Cut Director to \$ 65,000; Principal to \$ 60,000
- Reduce # of instructional coaches to 3 (Save 24,000 per position salary; 3,000 each insurance)
- Nurse: move to part time: Save \$ 15,000 salary; \$ 3,000 insurance
- RIF Teachers decreasing by 4 positions x \$ 34,000 salary; 4 x \$ 3,000 for insurance
- All contracted services: Reduce by 50%
- Eliminate separate special education teacher and make sure that the position is covered by a regular position in certification: Save \$ 34,000 salary; \$ 3,000 insurance
- Reduce security personnel to 1 FTE: Save \$ 24,000 salary; \$ 3,000 insurance
- Vocational education support for students: Reduce to 25 from 50 (x \$ 3500)
- Reduce child care workers to 2 from 4: Save 2 x \$ 20,000 salary and \$ 6,000 insurance
- Transportation: Reduce 50%

See following table as a summary of Contingency Budget for 160 Students: (Entire budget with personnel pages and cash flow is available for our use in such a contingency.)

GREAT LAKES DIPLOMA RECOVERY CENTER

BUDGET NARRATIVE FOR APPLICATION PROPOSAL FOR CHARTER SCHOOL

	GLDRC					
CONTINGENCY minus 100 STUDENTS						
FINAL BUDGET:	Pre-	Fiscal	Fiscal	Fiscal	Fiscal	Fiscal
	opening	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment Capacity		300	300	300	300	300
ACTUAL STUDENT COUNT		160	160	160	160	160
% of Enrollment for Actual Student Count		53%	53%	53%	53%	53%
		2018	2019	2020	2021	2022
ADM FOR TUITION SUPPORT		160	160	160	160	160
		Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES						
		2018	2019	2020	2021	2022
State/ADM Support per student		151,040	151,040	151,040	151,040	151,040
Per Pupil Payments	0	7,194	7,194	7,194	7,194	7,194
Federal Grants / Title I	0	49,760	49,760	49,760	49,760	49,760
Federal IDEA Part B Special Ed	0	9,972	9,972	9,972	9,972	9,972
Federal Title II Part A	0	13,120	13,120	13,120	13,120	13,120
State Special Education Support	0	16,000	32,000	32,000	32,000	32,000
CSP State/Fed, Start Up (Pre) Implementation (Yr. 1, 2)	175,000	210,000	210,000	0	0	0
Local Foundation & Grant Support	0	0	0	0	0	0
Textbook Rental / Reimbursement	0	24,000	24,000	24,000	24,000	24,000
Food Service Income	0	48,000	52,800	57,600	62,400	64,800
Child Care Vouchers (25 children x 50 weeks x \$75/week)	0	93,750	93,750	93,750	93,750	93,750
Fund-raising	0	0	0	0	0	0
Lines of Credit	0	0	0	0	0	0

GREAT LAKES DIPLOMA RECOVERY CENTER
BUDGET NARRATIVE FOR APPLICATION PROPOSAL FOR CHARTER SCHOOL

	0	0	0	0	0
Vocational Education State Support	0	55,000	55,000	55,000	55,000
Total Revenues	175,000	1,970,842	1,881,442	1,488,242	1,491,042
EXPENSES					
Human Resources					
Director	60,000	65,000	66,300	67,626	70,358
Principal (Part time pre-opening)	6,200	60,000	61,200	62,424	64,946
Teachers (FT) Salaries	0	136,000	138,724	141,494	144,328
Teachers (PT) Salaries (Contracted Services)	0	0	0	0	0
Administrative Office Manager	0	24,000	24,480	24,970	25,465
Custodial Salaries (See Facility/Main & Supplies)	0	0	0	0	0
PURCHASED SERVICES: Contracted Services: Financial manager	12,000	25,000	25,000	25,000	25,000
PURCHASED SERVICES: Contracted Services: Compliance DOE / BSU	12,000	22,000	22,000	22,000	22,000
PURCHASED SERVICES: Contracted Services: Curriculum and Data Management	12,000	24,000	24,000	24,000	24,000
PURCHASED SERVICES: Contracted Services: Public Relations Marketing	0	22,000	22,000	22,000	22,000
PURCHASED SERVICES: Contracted Services: Program Evaluation	0	24,000	24,000	24,000	24,000
Other (Staff) Salaries: Nurse (Full Time), Instructional Assistant (4 @ 24,000), Counselor / Social Worker, Security (2 @ 24,000), Child Care Workers (4 @ \$ 10/hr x 50 weeks x 40) @ \$ 20,000 each; School Treasurer @ \$30,000; Compliance Manager @ \$30,000	0	165,000	168,300	171,666	173,843
Payroll Taxes (FICA) FUTA/SUTA	8,166	64,825	47,112	45,179	49,942
BENEFITS: Retirement: PERF/TRF:	4,965	32,333	32,153	44,477	38,487
Health Insurance - Employer Contribution \$ 3,000 in year 1, \$ 4,000 years 2-5.	6,000	43,000	80,000	80,000	80,000
PURCHASED SERVICES: Professional Development	8,000	19,706	16,914	14,862	14,910
Substitute Teachers	0	7,000	7,000	7,000	7,000
Performance Pool (Optional)	0	0	0	0	0
Board Development	0	1,000	1,000	1,000	1,000
PURCHASED SERVICES: Payroll Services	300	12,000	14,000	16,000	18,000
Total Human Resources	129,631	738,864	774,184	793,699	797,565
Facility					
Facility Cost Per Sq. Ft. (Lease/Mortgage)		7.00	7.25	7.50	7.75
Sq. Footage Estimate (Enrollment x 80 sq. ft.)		8,500	8,500	8,500	8,500
Debt Service / Start-up Lease Total / Yr.	0	59,500	61,625	63,750	65,875
Utilities/Operating Costs	0	17,000	17,850	19,125	21,250
PURCHASED SERVICES: Security Services/ Infrastructure and Fees	0	15,000	15,300	16,606	16,236
Maintenance Supplies	0	4,320	4,320	4,320	4,320
PURCHASED SERVICES: Cleaning Services	0	32,000	32,640	33,293	34,638
Total Facility	0	127,820	131,735	136,094	146,569

GREAT LAKES DIPLOMA RECOVERY CENTER

BUDGET NARRATIVE FOR APPLICATION PROPOSAL FOR CHARTER SCHOOL

		Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
Materials / Supplies / Equip./Technology						
Digital Curriculum (Lease)	0	85,000	7,500	7,500	7,500	7,500
Assessments	0	7,200	4,800	4,800	4,800	4,800
Instr. Supplies (Music, art, Science, etc.)	0	22,680	10,240	10,240	10,240	10,240
Student Computers: Hardware, Software	0	80,000	7,500	7,500	7,500	7,500
Teacher and Staff Technology	0	20,000	4,000	4,000	4,000	4,000
PURCHASED SERVICES: Technology infrastructure including wireless and network, servers, phone system	0	35,000	5,000	5,000	5,000	5,000
PURCHASED SERVICES: School Management Software / Annual Service	0	30,000	7,500	7,500	7,500	7,500
PURCHASED SERVICES: Office & Student Supplies / Copier	0	12,000	8,000	8,000	8,000	8,000
Classroom Furniture	0	24,000	4,000	4,000	4,000	4,000
Office Furniture	0	15,000	0	5,000	5,000	5,000
PURCHASED SERVICES: Copying and Reproduction	0	10,000	5,760	5,760	5,760	5,760
PURCHASED SERVICES: Postage and Shipping	1,000	3,680	3,680	3,680	3,680	3,680
PURCHASED SERVICES: Telephone / Fax Lines / Internet	0	15,000	15,300	15,606	15,918	16,236
PURCHASED SERVICES: Technology Management and Technician Services (Part time)	12,000	25,000	25,000	25,000	25,000	25,000
Child Care Equipment / Supplies	0	12,000	12,000	12,000	12,000	12,000
Total Materials / Supplies / Equip.	13,000	396,560	120,280	125,886	125,898	125,216
Additional Costs						
PURCHASED SERVICES: SP,ED, Testing/OT/SLP Services	0	12,500	12,500	12,500	12,500	12,500
PURCHASED SERVICES: Insurance/Bldg./Work Comp./Unem./Bus	0	40,000	40,000	42,000	45,000	48,000
Advertising / Marketing	3,000	0	5,000	5,000	5,000	5,000
PURCHASED SERVICES: Legal Expenses	2,000	12,000	15,000	15,000	15,000	15,000
PURCHASED SERVICES: Accounting / Audit	0	38,000	45,000	47,250	48,195	49,159
Transportation Support for Students	0	36,720	36,720	36,720	36,720	36,720
Field Trips	0	5,000	5,000	5,000	5,000	5,000
PURCHASED SERVICES: Food Service Costs + Fees	0	48,000	52,800	57,600	62,400	64,800
Filing Fees	999	0	0	0	0	0
Authorizer Fee (2%)	0	27,541	27,561	23,561	23,561	23,561
Debt Service: Repay CSP based start up loan: National Equipment Leasing	0	73,000	73,000	73,000	73,000	73,000
Fund-raising Fees / Costs / Consulting	0	0	0	0	0	0
Vocational Education Support	0	35,000	35,000	35,000	35,000	35,000
Total Additional Costs	5,999	327,761	347,881	362,731	381,476	387,840
Total Revenues for this Year Only	175,000	1,970,642	1,891,442	1,486,242	1,491,042	1,493,442
Total Expenditures for This Year	148,630	1,589,056	1,374,080	1,408,110	1,426,774	1,438,191
This Year's Net : Plus or (Minus)	26,370	381,638	317,363	78,133	64,269	55,252
Year's Net + Last Yr. Carry-over	26,370	408,007	725,370	803,503	867,772	923,023
Cost per student (Less food service)		9,631	8,258	8,441	8,527	8,584

GREAT LAKES DIPLOMA RECOVERY CENTER

BUDGET NARRATIVE FOR APPLICATION PROPOSAL FOR CHARTER SCHOOL

d. Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening.

It has been our experience that the state can be slow to pay due to circumstances that may occur from time to time. We are planning to open the day after Labor Day the first year to give plenty of time for tuition support and the Charter School Program Quality Counts Implementation Grant time to be active. We have time to aggressively seek out startup venture capital loans to insulate us that first two years from cash flow emergencies. Also, the budget reflects spending for personnel in July and August in year 1 yet salaries will not begin in reality until September, giving us an added layer of security.

BUDGET NARRATIVE

BUDGET SYSTEM: We are making use of the proprietary RLS Charter Budget System. The entire budget system developed for the charter application proposal process is based on a specialized budget program developed specifically for charter schools over the last 15 years. This system allows for extrapolation for any changes from the initial summary page all the way to the 5th year of the cash flow. This budget is our tool to be able to make adjustments and plan for contingencies including smaller enrollment than estimated. The budget works on the following sequential flow system:

All personnel information is calculated on the Personnel Calculator pages. That information flows into the "Budget Fisc. Yr." tab that also has considerable additional information either entered directly based on informed estimates or is calculated based on the ADM enrollment with formulas that automatically are used for even the smallest adjustments. Basically, if you change the Personnel Calculator page by \$ 1.00 the dollar flows through the entire budget system and is reflected in the balance at the end of 5th year cash flow page.

CONVERSION FROM PROPOSAL BUDGET TO STATE BOARD OF ACCOUNTS OPERATING BUDGET: It has been our experience that it is easier to plan and to understand funding based on a categorical descriptive budget that we are using for the proposal. We already have the account system established and waiting for post- authorization conversion to the account system aligned with the required numbering system and reporting format required by the school finance system in Indiana. Our Compliance/HR Director will work with the Officers of Budget and Finance at Lighthouse Academies as part of our back office agreement to implement and oversee our budgeting and payroll process and procedures. Some areas in the facilities section such as furniture and telephones for example will not be needed based on our Lighthouse Academies agreement. We included them in the event they would be needed to be sure we have a startup backup contingency plan in place within our budget.

GREAT LAKES DIPLOMA RECOVERY CENTER

BUDGET NARRATIVE FOR APPLICATION PROPOSAL FOR CHARTER SCHOOL

FINAL BUDGET:

START UP PHASE

July 1,
2018 to
June 30,
2019

Budget Narrative

REVENUES		
Revenues		
Quality Counts State/Fed. Start Up (Pre) Implementation (Yr. 1, 2)	175,000	A conservative amount is budget for the Federal Charter School Quality Counts Program Planning grant.
Total Revenues	175,000	
EXPENDITURES		
Human Resources		
Director	80,000	Full time employment for the Director is essential to providing the leadership needed during the startup phase of the school. He will work on staffing and fund-raising with support from the Financial and Compliance Consultant. The Director has extensive experience with administration of schools.
Principal (Part time pre-opening)	6,200	The Principal will receive this amount for consultation. It is understood that if fund-raising is successful and the Planning grant is for a larger amount, that money will be directed to the Principal with the goal of having him be a full time employee during the startup phase of the school.
PURCHASED SERVICES: Contracted Services: Financial manager	12,000	Services of the Financial and payroll will include working with accountants at Lighthouse Academies to set up the school finances, transitioning to the State Board of Accounts format and operating school budget.
PURCHASED SERVICES: Contracted Services: Compliance DOE / BSU	12,000	All compliance systems will be readied and activated preparing for operational phase of the school. Power School will be set up and be ready to be the student management system.

GREAT LAKES DIPLOMA RECOVERY CENTER

BUDGET NARRATIVE FOR APPLICATION PROPOSAL FOR CHARTER SCHOOL

PURCHASED SERVICES Contracted Services: Curriculum and Data Management	12,000	An emphasis on preparing the curriculum digitally and off computer will be a major focus for an IT Director. Reading each course and updating alignment with the 2018 Indiana CCR standards will be conducted so students are ready to learn on day 1.
Payroll Taxes (FICA) FUTA/SUTA	10,516	Social Security rate is 6.2% for the employer contribution and we are budgeting 6% for federal and state unemployment insurance.
BENEFITS: Retirement; PERF/TRF;	6,465	7% retirement benefit for salaried personnel. (the Director and Principal)
Health Insurance - Employer Contribution	3,000	Life insurance contribution for the Director.
PURCHASED SERVICES: Professional Development	8,000	Pre-opening allowance for training depends on the Consultant and previous training experience for this blended learning model. This will be part of the compensation contract with the idea that additional personnel trainers and expenses will be at his expense.
Total Human Resources	150,481	
Materials / Supplies / Equip.		
Copying and Reproduction	3,000	Copying costs include those for preparation of the charter proposal and marketing materials that will be created. This is the allowance and can be increased as needed based on additional funding success. If more is needed then the Financial Compliance Consultant will be responsible for the costs under his contract.
Postage and Shipping	1,000	Postage and shipping will be covered under the same terms as copying and reproduction.
Telephone / Fax Lines / Internet	0	All personnel will be responsible for using their own phones for contacts and communications to save costs.
Technology Director and Technician Services	12,000	Cost of beginning and designing the original server infrastructure. The N2N company that has served Anderson Preparatory Academy has expressed willingness to provide services for GLDRG.
Total Materials / Supplies / Equip.	5,000	
Additional Costs		
Advertising / Marketing	3,000	The Principal is skilled at use of social media and will launch websites and Facebook accounts as soon as and if authorization is granted. He estimates that \$ 3,000 will be adequate since he can do the design and set up himself.

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Legal Expenses	2,000	This is a contingency for assisting the team to review Ball State contracts and advise during the formal documents for a charter school construction phase.
Accounting / Audit	2,000	This funding will be used for the school will make use of an experienced current chief financial officer and treasurer on a contracted basis. This person is operating currently at an Indiana charter school and will assist us in setting up accounts and with the transition to full accounting services through Bookkeeping Plus.
Filing Fees	999	Funds will be used to reimburse leadership member for setting up the Great Lakes Diploma Recovery Center 501C3 corporation.
Total Additional Costs	5,999	
Total Revenues for this Year Only	175,000	Startup revenues.
Total Expenditures for This Year	174,480	
This Year's Net : Plus or (Minus)	520	
Year's Net + Last Yr. Carry-over	520	

YEAR ONE BUDGET NARRATIVE

FINAL BUDGET:		
	<i>July 1, 2018 to June 30, 2019</i>	<u><i>Budget Detailed Narrative</i></u>
FINAL BUDGET:	Year 1	
Enrollment Capacity	300	
		Actual student count for budgeting purposes is based on conservative budget practices.
% of Enrollment for Actual Student Count	87%	The percentage of targeted capacity contingency will be 83% growing to 90% in year 5.

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ADM for Tuition Support	260	on the September count and again in February. The ADM used to determine the basic state tuition support. It is adjusted in February for changes. State tuition monthly payments are adjusted accordingly on a July 1 to June 30 fiscal year basis. At the beginning of each year, state tuition support is adjusted based on reported enrollment prior to opening of school and then adjusted in October and March
REVENUES		
Revenues		
State/ADM Support per student	1,870,440	The state / ADM support is the ADM count reported on the count day in September. This will be adjusted for the February count and the monthly tuition amount increased or decreased accordingly.
Per Pupil Payments	7,194	The current amount as of January, 2017.
Federal Grants / Title I	80,860	Based on experience of the leadership team in operating Indiana charter schools, Title I is based on an estimate of \$ 311 per student enrolled. Title I is a federal grant administered through the state DOE to assist high poverty schools. We anticipate GLDRC to be 100% poverty.
Federal IDEA Part B Special Ed	16,205	According to the charter school funding article found on the Indiana Charter School Board website in 2014, \$519.40 per estimated sped student population for start up schools. The federal Part B funding provided through IDOE is based on an estimate of 12% identified special education students x \$ 519 per student based on Indiana charter school experience of the team. From this point on in the budget narrative, whenever calculations are based on actual budgets experience for operating Indiana charter schools, the acronym "ICSE" will be noted. ICSE calculations are used based on charter school management experience using current operating budgets made available to the leadership application team.

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Federal Title II Part A	21,320	Based on actual charter school experience, estimated \$82 per student. Federal Title II funding is designed to support and compensate high quality teachers. Our distribution of funds will be based in house on our GLDRC RISE Evaluation System which is Attachment 18 in the proposal. Title II funding is an *ICSE computation.
State Special Education Support	26,000	Average categorical estimated at \$2000 per special education student. Year 1 of charter, will not begin until January after Dec. 1 count. Estimated 12% identified special education students. Special education state tuition support is an *ICSE calculation based on an estimate of 10% (conservative) and based on averages experienced for current categorical support. Special education support has not historically flowed to the school until February of the first year based on the December 1 special education count.
CSP State/Fed. Start Up (Pre) Implementation (Yr. 1, 2)	210,000	<p>Members of our team been authors and administrators of federal startup grants in the PCSP grant program. Grants have been acquired for multiple charter school openings. Successful applications have received very high scores in the past based on the team's work. We are confident that we can continue that trend.</p> <p>For this budget, we chose to include low amounts to be conservative. \$ 175,000 is estimated for budget purposes for the PCSP Planning Grant and \$ 210,000 for each of the first two years of operation for the Implementation Grant. We understand the very limited specific uses for both grants and are prepared to ask for funds that meet the requirements of the grant language. For instance, we know that development of curriculum and recruiting are allowed in the planning and no purchases or equipment can be bought until the implementation phase begins. We have had discussion with and received tentative positive preapproval from National Equipment Leasing for \$ 300,000 in leasing once the Implementation Grant is approved officially.</p>
Local Foundation & Grant Support	0	
Textbook Rental / Reimbursement	39,000	Textbook rental / reimbursement is based on *ICSE. The team has extensive experience with applying for free and reduced textbook reimbursement using digital learning hardware and software costs in place of textbooks. The textbook reimbursements as constructed by the team have been approved without exceptions or findings in 4 charter school State Board of Account audits. This estimate is based on the fact that GLDRC will be 95% or above for poverty level. We understand that the textbook reimbursement for IDOE is dependent on the amount requested and that the actual amount can be adjusted. Our calculations have taken that fact into account.

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Food Service Income	48,000	Our team member has administered free and reduce lunch programs for conventional public schools since 1993. Using a reimbursement amount of \$ 2.40 per lunch which we know can change annually, we have estimated the income for lunch reimbursement based on 100 meals served daily for 200 days.
Child Care Vouchers (25 children x 50 weeks x \$ 75/week)	93,750	Child care vouchers income for support of free child care for students is anticipated but only conservatively. We will request and if possible, require that students contribute funds from the CCD funds they receive to pay for the child care at the school. We know that this will not be fully funded due to circumstances of the families and challenges in collecting. However, prior to the start of school we hope to have a solid system for reimbursement. The formula used for estimation is (25 children x 50 weeks x \$ 75/week).
Fund-raising	0	Fund-raising is a very complex challenge for schools. We hope to raise \$ 1,000,000 based on the feedback we are receiving about the City of Gary's strong support of the school. However, the team has experienced that fund-raising is certainly not guaranteed and have made a financial plan that does not depend on fund-raising for survival. With that said, the margin for error is very narrow without successful fund-raising. The fund-raising plan will be discussed under the budget details section of the proposal.
Vocational Education State Support	55,000	Vocational education support at \$ 1100 / student based on information provided by the team. Conservatively figuring that 50 students will be counted for compensation.
Total Revenues	2,760,575	

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EXPENDITURES		
Human Resources		
Director	90,000	<p>Director will be compensated a planned \$ 80,000. As part of his duties, he will oversee and coordinate efforts for recruiting, fund-raising, building community partnerships, staffing, curriculum development, with a concentration on the priority of acquiring and operating a lease for the school to meet the scheduled opening date of August 1, 2016. Students will be scheduled to arrive on September 3, 2016, the day after Labor Day. Job descriptions details are found in Proposal. Duties will be in line with the PCSP planning grant and will be funded through those funds as received. It is understood that no other funding will be guaranteed to be available prior to reception of the grant funds. It is understood that PCSP grants funds cannot be used for other purposes than those stated.</p>
Principal (Part time pre-opening)	80,000	<p>NOTE: All personnel calculations throughout the budget summaries and sections are based on the "Personnel Calculator" pages of the detailed budget system. The tabs are labeled "PERS1", "PERS2" etc. Day to day operations, staff morale, and student management are the responsibility of the Principal. It is imperative that salary approaches equal status with other systems. The Principal will be contracted to assist the Director and FCC (Financial and Compliance Consultant) with duties with an allowance of \$ 6,200 prior to July 1, 2018. Starting on July 1, 2018, the Principal will begin fully paid full time duties.</p>
Teachers (FT) Salaries	340,000	<p>8 FTE certified teachers will have a base salary of average of \$ 34,000. The recruiting process will be carefully monitored to maintain the target average while being able to be flexible in negotiations for top flight certified staff. (Includes special education teacher)</p>
Teachers (PT) Salaries (Contracted Services)	0	<p>This includes .33 FTE each for art, music, and physical education. Part time services are justified to maintain flexibility in scheduling. The 3 part time positions are combined for 1 FTE for Teachers (FT) Salaries above.</p>
Administrative Office Manager	24,000	<p>Administrative Office Manager must be a person with a great personality and strong people skills. He or she will serve often as the face and voice of GLDRC.</p>
Custodial Salaries (See Facility/Main.&Supplies)	0	<p>Refer to cleaning services in "Facility." This position may be needed after we revisit cleaning needs once the facility has been acquired and occupied and becomes operational.</p>

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PURCHASED SERVICES: Contracted Services: Financial manager	25,000	The financial manager will be a contracted Position. It is anticipated that the Compliance/HR Director will be answerable to the Director for training, assisting, and maintaining control of financial reports, satisfying the reporting requirements of the state and Ball State University. The FCC will work with the School Treasurer employed by the school.
PURCHASED SERVICES: Contracted Services: Compliance DOE / BSU	22,000	Compliance services are described as follows: Department of Education for Various State Requirements: Train and assist school personnel to make all DOE required reports including: ADM, ADA, Pupil Enrollment (PE), CE/CP (Certified Personnel), STN (Student Identification Numbers), DOE-AT (Attendance), Non-certified Personnel Report, NCLB Report for State, Charter Addendum for ADA (List of students, school districts), ISTEP, Bar Code Data Report, Annual Performance Report, Annual Charter School Performance Report, Title I Annual Report / Application, Title II (A, D) Reports and applications (School Improvement, Technology), Title IV Reports and applications (Safe and Drug Free Schools), Title V Report and applications (Innovative Programs), Summer School Request and Application, Remediation Grant, Miscellaneous other state grants, reports, and programs. This is proposed to be contracted through the FCC and the team. Clerical and data entry will be accomplished by the Compliance Director. This will be a full time set of tasks.
PURCHASED SERVICES: Contracted Services: Curriculum	24,000	Setting up Edgenuity courses aligned with the standards scope and sequences is critical to the school's success. Maintaining the working reports, ("gauges") needed to fulfill real time access to data for progress monitoring and control. Estimate of compensation is based on a non-certified wage range. Contracted services for data management will be the responsibility for the FCC and team. It will take years of experience and knowledge of data systems for the job to be done effectively.
PURCHASED SERVICES: Contracted Services: Data Management/Coach	22,000	Contracted services for data management will be the responsibility for the FCC and team. It will take years of experience and knowledge of data systems for the job to be done effectively.
PURCHASED SERVICES: Contracted Services: Evaluation	24,000	Services of the HR Director may include services in this category. Serving as a liaison to the community and providing fund-raising efforts will be contracted based on the allowance for compensation cited. This contracted category will include public relations, work with the political system, evaluation of overall performance for the school, and supporting and encouraging the staff and administration.

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Other (Staff) Salaries: Nurse (Full Time), Instructional Assistant (4 @ 24,000), Counselor / Social Worker, Security (2 @ 24,000), Child Care Workers (4 @ \$ 10/hr x 50 weeks x 40) @ \$ 20,000 each; School Treasurer @ \$30,000; Compliance Manager @ \$30,000	319,000	Other (Staff) Salaries: Nurse (Full Time), Instructional Assistant (6 @ 24,000), Counselor / Social Worker, Security (2 @ 24,000), Child Care Workers (4 @ \$ 10/hr x 50 weeks x 40) @ \$ 20,000 each; School Treasurer @ \$30,000; Compliance Manager @ \$30,000. The positions that provide the service structure of the school are included under Other Staff Salaries. We have based other staff salaries to be competitive for the area we serve. Costs for non-certified personnel are based on needing very skilled employees but at a level below certified teachers.
Payroll Taxes (FICA) FUTA/SUTA	91,476	Federal unemployment and state unemployment taxes are computed at 6%. .6% federal; .54% state
BENEFITS: Retirement: PERF/TRF;	61,403	Social security employer contribution based on the total salaries is figured and calculated and then fed to the budget master page. 7.65% is the employer contribution and it will apply to certified staff through the Teacher Retirement Fund and a smaller percentage is contributed to for Public Employee Retirement Fund for non-certified full time staff. Either group's members can choose to contribute instead to a 403B account. That will be at a proposed rate of 7%. The calculator uses 7.65% so as to be a conservative cushion for budgeting.
Health Insurance - Employer Contribution	88,000	Health insurance will be in the form of an allotment per full time employee. In year 1, it is proposed to be \$ 3,000 per employee with an increase budgeted to \$ 4,000 for years 2-5. This is subject to negotiations with health insurance companies and discussion with employees and the Board of Directors. The allowance replaces getting locked into a percentage contribution by the school which is impossible to budget based on years of our experience. By following the set maximum amount model, budgeting can be managed without always facing a nebulous funding issue. Employees choose their options, single or family, and have the set amount to offset whatever their costs are based on their plan. The insurance allowance must be used on insurance costs only. The insurance program is subject to review and revision. The initial allowance of \$ 3,000 is a starting point.

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PURCHASED SERVICES: Professional Development	27,606	While professional support and training is ongoing, the calendar denotes scheduled days. has an on-line professional development "college" that will allow targeted digital curriculum training on an individualized basis for staff. Formal meetings for professional development will number 22 days for the 2016 school year. Actual professional development will far exceed the formal settings. All professional development will be offered so teachers can gain credit towards license renewal. Other professional development will include RISE evaluation rubric teaching effectiveness and data management through Power School student management system. The breakdown of the cost allowance will be: Edgenuity 48% of the funds; RISE Evaluation Rubric PD 28%; data management and analysis training with Power School 24%.
Substitute Teachers	7,000	Substitute compensation is based on \$ 70/day for 10 days for each certified teacher. This is based on each teacher taking every day available for sick, family, personnel, bereavement.
Performance Bonus Pool (Optional)	0	The performance pool awaits funding that is not in the budget. State grants such as the \$ 38,000 "Excellence in Education" grant received by other charter schools may be used for the performance pool. GLDRC RISE Evaluation System will be the basis for performance based pay.
Board Development	1,000	The Board training must be easily accessed independently on an individual basis for our busy board members. Training should be delivered in "mini-chunks" during Board of Directors meetings at the point of need. Training will be organized with the resources and materials provide by Dr. Brian Carpenter. \$ 1,000 is budgeted for board training and the kit costs \$ 775. The timeline will be built into the schedule of tasks needed for opening our school in 2018.
PURCHASED SERVICES: Payroll Services	11,424	Payroll services are based on \$ 17 per employee per pay period. We are scheduled to have 28 employees total. There will be 24 pay periods based on a bi-monthly basis.
Total Human Resources	1,258,484	

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Facility		
The following is only if needed since we have secured a lease agreement with Lighthouse Academics		
Facility Cost Per Sq. Ft. (Lease/Mortgage)	7	Cost per square foot is above what we anticipate in the interest of being conservative and cautious with facility spending. We have been quoted already a price of \$ 4.00 / sq. ft. Gary is a very leaser friendly environment.
Sq. Footage Estimate (Enrollment x 80 sq. ft.)	13,000	13,000 square feet is based on the following assumptions: 8 classrooms @ \$1,000 sq. ft. each. (8,000 sq. ft.) 2,000 sq. ft. for a commons area, work area. 7 offices @ 400 sq. ft. per office. This set up should allow for 240 students on site at any one time. This is more than has been experienced by our team in a similar setting.
Debt Service / Start-up Lease Total / Yr.	91,000	The calculation in the budget system for the proposal is made automatically and $7.00 \text{ sq. ft.} \times 13,000 = 91,000$. In years 2-5, there is an arbitrary estimate of rent raises which may be unlikely to occur if we negotiate the lease well.
Utilities/Operating Costs	26,000	Based on *FCSE, a per sq. ft. calculation of \$ 2.00 for utilities growing by 5% each year is based on expenditures at a current charter school. Also, \$ 2.00 has been added to base rent several times in our experience for a triple net lease.
Security Services/ Infrastructure and Fees	15,000	For the number of square feet that we will occupy, this is an estimate for security services including installation.
Maintenance//Supplies	7,020	Maintenance supplies are based on the size of the building and the number of students. A good estimate we use is number of students x 180 days x .15 per day per student.
Cleaning Services	32,000	Similar contracts for cleaning larger square footage facilities than we are planning have been in place in multiple charter school buildings. Members of our team have negotiated and managed cleaning contracts ranging from \$ 25,000 to \$ 40,000 for large buildings. The amount should be realistic and conservative.
Total Facility	171,020	
Materials / Supplies / Equip.		
Digital Curriculum (Lease)	85,000	High school curriculum quotes have been received at other Edgenuity based schools for less than \$ 85,000 to purchase the on line version. This allows for unlimited users and provides all the classes that are listed and described in this application proposal. After year 1, maintenance costs should run a quoted \$ 7,500 per year. This is to be part of the lease arrangements being negotiated.

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Assessments	7,200	Assessment requires an allowance for contingencies based on the constant changes in the state testing system. Assessments will require purchase of supplies and NWEA. Acuity may be purchased but it is possible that McGraw Hill will no longer do the state tests so we will investigate the latest recommended testing on-line for summative purposes. Funds will be used to purchase the Read 180 reading program and the accompanying Scholastic Reading Inventory (SRI) which should run \$ 10 / per student for 300 licenses to be safe. The allowance for assessment should be flexible to meet the ever changing assessment environment.
Instr. Supplies (Music, art, Science, etc.)	22,680	Music allotment is for buying music training software (Music Ace) and keyboards. (\$ 5,000) Art will buy art history and graphic arts software as well as supplies. (\$ 4,300) Science lab simulation software, hands on science supplies including balances, beakers, scales, and additional supplies indicated by the science teaching team will be purchased. (\$ 13,380)
Student Computers: Hardware, Software	80,000	\$ 266 per mini laptop is budgeted with current experience buying mini's for schools as the basis. By purchase time, the cost will have continued to fall based on the history of technology pricing trends. This figure is based on \$ 300 students needing computers, with our target enrollment being less. This provides a cushion for pricing.
Teacher and Staff Technology	30,400	Based on 28 employees, cost for laptops and software will be limited to \$ 600 per computer. (\$ 16,800) Each classroom and office will have a networked laser jet printer. 20 printers to be conservative @ \$ 200 per = \$ 4,000. 8 LCD projectors at \$ 1200 per = \$ 9600.
Technology Design, Service, Server	30,000	A similar design project designed and implemented by N2N, our proposed technology service provider, was completed for under \$ 30,000.
School Management Software / Annual Service	30,000	Initial cost for selected student management system. Power School is the preferred but the cost must be manageable. We know that we can employ Skyward for approximately \$ 28,000 for year 1. Student management and reporting will be built into the curriculum Compass Odyssey system customized by GLDRC staff as described in the body of the proposal under "assessment."
Office & Student Supplies / Copier	12,000	Similar copier leases have been attained for under \$ 12,000.
Classroom Furniture	25,360	A pricing format for charter schools has been developed that includes tables, chairs, teacher desk, and portable storage closet. The tables cost \$100 with 15 needed per classroom. Chairs can be purchased for less than \$ 40 each with 30 needed. Teacher desk \$ 150. Teacher chair \$ 120. 8 storage closets @ \$ 200 each. Each classroom total is \$ 3170. Total estimated allotment is for \$ 3170 x 8 classrooms.

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Office Furniture	15,000	7 offices are total maximum planned. Printers are covered previously. One desk @ \$ 250 per office. One chair @ \$ 150. This will also cover reception area. The total of \$ 15,000 will allow for the basic purchases as well as commons area seating and other furniture.
Copying and Reproduction	9,360	This amount is based on a formula that has been accurate at other start up charter schools experienced by the team. It is based on the history of copying and reproduction and should be an over estimate based on the high tech environment. However, \$ 34 per ADM student is the amount that is budgetd and we will have to adhere to that allowance.
Postage and Shipping	5,980	This amount is also based on a formula that has been accurate at other start up charter schools experienced by the team. It has been a good predictor to use \$24 per student as the budget for postage and shipping.
Telephone / Fax Lines / Internet	15,000	N2N is able to create a VOIP phone system that will be a one time purchase for the phones and yearly Internet can be purchased for less than \$ 12,000 annually with the real goal to get support from E-rate funding. N2N is very much able to guide us through the E-rate process.
Technology Director and Technician Services	25,000	An annual contract is estimated with N2N for less than \$ 25,000 based on other similar contracts at charter schools. N2N is located in Indianapolis but serves all of Indiana. They have indicated a willingness to help replicate the system developed in another charter school that is based on the same instructional blended learning system using Compass Odyssey software. N2N Technologies is a full-service IT provider offering information and business technology solutions that are both professional and affordable. Their services are flexible and customizable solutions that set them apart. We expect N2N to deliver practical experience utilizing industry-leading tools and proven best practices to ensure that our customers consistently receive a level of managed services that exceeds their expectations. N2N is located at 3535 East 96th Street, Suite 130, Indianapolis, IN 46240. Phone: (317) 682-1100
Total Materials / Supplies / Equip.	404,980	
Additional Costs		
SP.ED. Testing/OPT/SLP Services	12,500	Members of the team are certified special educators and have been responsible for charter school successful charter school programs. Through current contacts, we are allocating \$ 12,500 for OT and SLP services and for psychometric testing by our team of school psychologists.

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Insurance/Bldg./Work.Comp./ Unem./Bus	40,000	Discussions with Mr. Martin Dezelan, Vice President, Arthur J. Gallagher & Co., 650 E. Carmel Dr, Ste. 400, Carmel, IN 46032, indicates that a charter school start up package has been developed by his firm that meets and exceeds required coverages for insurance amounts required by the contract with Ball State University. He will give us an exact quote as soon as possible. The quote should not exceed \$ 40,000.
Advertising / Marketing	0	
Legal Expenses	12,000	We will negotiate a retainer with an attorney that is familiar with school law and with special education, due process, and the court system. This attorney will be recruited to serve for reasonable costs but is needed to attend Board of Directors meetings from time to time.
Accounting / Audit	38,000	Bookkeeping Plus and an independent accountant to do annual audits is to serve as our accounting firm, keeping us in compliance with the State Board of Accounts, IDOE, and Ball State University. In a conversation with Beth Marsh, Owner of BKK+, she assured us that costs would be at or less than the budgeted amount.
Student Transportation Support	75,480	Students must qualify each month for being issued a Gary Public Transportation monthly pass. The student must meet attendance requirements and progress toward credits standards to be issued the pass. The passes can be purchased by the school currently at \$ 34 / month. Assuming 185 students qualify each month (which is more than has been experienced at other charter schools) x 12 months x \$ 34 = \$ 75,480. The budget is designed to make incremental increases over 5 years.
Field Trips	5,000	This is the allotment the school can afford. Fund-raisers will be held to offset higher costs for field trips.
Food Service Costs + Fees	48,000	Estimating that costs will ideally equal income for food services (see "Food Service Income" in Revenues above). We anticipate a reimbursement rate of \$ 2.40 per meal from the School and Nutrition Services division of the Indiana Department of Health. Also, it is assured that 100% of our students will be rated free lunch. There will be one meal a day served at 4-6:00 and will make use of healthy pre-packaged meals that will be provided after the state approved bidding procedures are followed and that provider selected. One provider also provides all equipment that is needed as part of the meal costs. That particular provider has been able to beat the state reimbursement. We will also consider dietary sound sack lunch programs.
Filing Fees	0	
BSU Administrative Fee 3%	63,193	Ball State University charges 3% for administrative costs based on state tuition support. The charter contract call for the fees to be calculated on state and local funds only. We have included the Planning and Implementation grant funding.

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Fund-raising Fees / Costs / Consulting	0	Fund-raising costs are built in to consultant contracts and fund-raising will be achieved through in-house teamwork.
Vocational Education Student Support	175,000	The Gary Area Career Center will offer a contract that is predicted to be \$ 3500 per student that pursues an annual program for career vocational education. We know the state offsets that cost by an amount that varies from year to year, but last year was reported to our team as \$ 1100 per student. That amount is included for an estimated 50 students in "Revenue." We predict that =<50 students will qualify each year to have accumulated the number of credits and good standing needed to have the school pay for vocational training / career training. For college courses at Ivy Tech, the cost for seniors would be less than the vocational costs. The amount per student that is not used will be escrowed into a vocational education fund for the eventuality that more than 50 students may qualify in some years. We do not expect more than 20 students in year one so 30 x \$3500 will be carried over to the next year. (\$ 105,000) However, we will budget for 50.
Total Additional Costs	542,173	
<i>Carry Over from Previous Year</i>	<i>520</i>	Amount carried over from Pre-opening phase.
Total Revenues for this Year Only	2,760,575	
Total Expenditures for This Year	2,376,637	
This Year's Net : Plus or (Minus)	383,918	
Year's Net + Last Yr. Carry-over	384,437	
Cost per student (Less food service)	8,956	Total expenditures less food service divided by ADM.

Exhibit 8:

Assurances Form

Statement of Assurances

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

- ☒ 1. A resolution or motion has been adopted by the charter school Organizer's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the Organizer's designated representative to act in connection with the application and to provide such additional information as required.
- ☒ 2. Organizer operates (or will operate if not yet open) a charter school in compliance with all federal and state laws, including the Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
- ☒ 3. Organizer will comply with the Open Door Law as described in IC § 5-14-1.5.
- ☒ 4. Organizer will, for the life of the charter, participate in all data reporting and evaluation activities as required by Ball State University (BSU) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
- ☒ 5. Organizer will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments* of 1972, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
- ☒ 6. Organizer will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
- ☒ 7. Organizer shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401 (14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
- ☒ 8. Organizer will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.
- ☒ 9. Organizer shall maintain accounting records and other evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for five full years from the date of final payment. BSU must be permitted to audit, review, and inspect the grantee's activities, books, documents, papers and other records relating to the expenditures of grant proceeds. The Organizer further agrees to comply with all federal and state audit requirements and ensures that arrangements have been made to finance those mandatory audits.

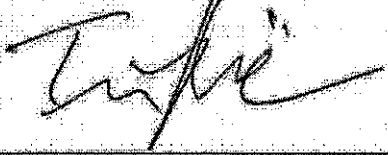
Great Lakes
Diploma Recovery Center

- ✓ 10. Organizer will at all times maintain all necessary and appropriate insurance coverage.
- ✓ 11. Organizer will maintain compliance with all applicable BSU policies, including the BSU Policy Regarding Organizer Governance.
- ✓ 12. Organizer is required to keep and maintain all equipment purchased with grant funds in accordance with federal law and regulation.
- ✓ 13. Organizer will comply with the federal McKinney-Vento Homeless Assistance Act, 42 USC 11431, for homeless students, as well as the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u), if and as applicable.
- ✓ 14. Organizer understands that if any findings of misuse of funds are discovered the said funds must be returned to BSU, and BSU may revoke the charter if it deems that the recipient is not fulfilling the academic goals and fiscal management outlined in the charter.
- ✓ 15. Organizer will indemnify and hold harmless BSU, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

Signature

I, the undersigned, do hereby agree to the assurances contained above.

Signature of Organizer/Authorized Representative



Date

~~12/11/2017 JX~~
6-24/2018

Statement of Assurances

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

- ☒ 1. A resolution or motion has been adopted by the charter school Organizer's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the Organizer's designated representative to act in connection with the application and to provide such additional information as required.
- ☒ 2. Organizer operates (or will operate if not yet open) a charter school in compliance with all federal and state laws, including the Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
- ☒ 3. Organizer will comply with the Open Door Law as described in IC § 5-14-1.5.
- ☒ 4. Organizer will, for the life of the charter, participate in all data reporting and evaluation activities as required by Ball State University (BSU) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
- ☒ 5. Organizer will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
- ☒ 6. Organizer will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
- ☒ 7. Organizer shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
- ☒ 8. Organizer will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.
- ☒ 9. Organizer shall maintain accounting records and other evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for five full years from the date of final payment. BSU must be permitted to audit, review, and inspect the grantee's activities, books, documents, papers and other records relating to the expenditures of grant proceeds. The Organizer further agrees to comply with all federal and state audit requirements and ensures that arrangements have been made to finance those mandatory audits

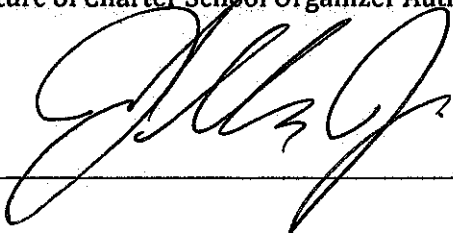
- ☒ 10. Organizer will at all times maintain all necessary and appropriate insurance coverage.
- ☒ 11. Organizer will maintain compliance with all applicable BSU policies, including the BSU Policy Regarding Organizer Governance.
- ☒ 12. Organizer is required to keep and maintain all equipment purchased with grant funds in accordance with federal law and regulation.
- ☒ 13. Organizer will comply with the federal McKinney-Vento Homeless Assistance Act, 42 USC 11431, for homeless students, as well as the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u), if and as applicable.
- ☒ 14. Organizer understands that if any findings of misuse of funds are discovered the said funds must be returned to the Indiana Department of Education, and BSU may revoke the charter if it deems that the recipient is not fulfilling the academic goals and fiscal management outlined in the charter.
- ☒ 15. Organizer will indemnify and hold harmless BSU, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

Signature

I, the undersigned, do hereby agree to the assurances contained above.

Signature of Charter School Organizer Authorized Representative

Date



8-23-18

"Beginning July 1, 2017, at the time an organizer submits a proposal under subsection (a), the organizer shall submit to the authorizer and department a statement of economic interest that contains the same information specified under IC 3-8-9-8 for each board member of the proposed charter school." IC 20-24-3-4(c) (2017). Therefore, please send the below statement of economic interest to Beatriz Pacheco at bpacheco@doe.in.gov at the time the proposal to establish a charter school is submitted to the authorizer.

[Organizer Letter Head]

Conflict of Interest Form Charter School Organizer

Name of Organizer: Tim Pivarnik

Name of Associated Charter School: Great Lakes Educational Foundation

Name of Contact Person: Tim Pivarnik

Contact Person Email Address: ~~tim.pivarnik~~ timpivarnik@comcast.net

Contact Person Phone Number: 219-386-9170

Roster of Organizer Board Members:

1) <u>Jack Chavez</u>	Role (e.g. President): _____
2) <u>Nora Glenn</u>	Role: _____
3) <u>Adrian Richie</u>	Role: _____
4) <u>Tatt Clement</u>	Role: _____
5) _____	Role: _____
6) _____	Role: _____
7) _____	Role: _____
8) _____	Role: _____
9) _____	Role: _____
10) _____	Role: _____

Add or delete lines as necessary

The information provided below must provide information for the preceding calendar year. For board member or spouse with multiple employers, professional practices, corporations etc, add additional lines as necessary.

1) Organizer Board Member Name: Jack Chavez

Name of Employer: Our Lady of Peace

Nature of Employer's Business: Elementary School

Sole Proprietorship or Professional Practice: _____

Nature of Proprietorship or Professional Practice: _____

Name of any partnership or limited liability company in which the filer is a member:

N/A

Nature of the business of the partnership or the limited liability company: _____

N/A

Name of a corporation (other than a church) of which the filer is an officer or a director: _____

N/A

Nature of the corporation's business: N/A

2) Organizer Board Member Spouse Name: Adrian Rishie

Name of Employer: Self employed Driver's Ed

Nature of Employer's Business: Education

Sole Proprietorship or Professional Practice: _____

Nature of Proprietorship or Professional Practice: _____

Name of any partnership or limited liability company in which the filer's spouse is a member:

None Known

Nature of the business of the partnership or the limited liability company: _____

N/A

Name of a corporation (other than a church) of which the filer's spouse is an officer or a director: _____

N/A

Nature of the corporation's business: N/A _____

Exhibit 9:
Bylaws

BYLAWS

ARTICLE I

General

Section 1. Name. The name of the corporation is Great Lakes Education Foundation Charter School, Inc. (the "Corporation").

Section 2. Registered Office and Registered Agent. The post office address of the Corporation's registered office at the time of adoption of these Bylaws (the "Bylaws") is 4404 Bedford Rd Valparaiso, IN 46383. The registered agent in charge of the registered office at the time of adoption of these Bylaws is Timothy A. Pivarnik.

Section 3. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June next succeeding.

ARTICLE II

Purpose and Mission

Section 1. Purpose and Mission. The Corporation is a non-profit corporation organized under the laws of the state of Indiana and its purposes are set forth in the Corporation's Articles of Incorporation.

Section 2. Non-Discrimination. The Corporation shall not discriminate on the basis of race, religion, national origin, gender, age, disability, sexual orientation, status as a Vietnam-era or special disabled Veteran, or other protected class in accordance with applicable federal or state laws in hiring or other employment practices of the School. Further, the School shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices on the basis of race, gender, religion, ethnicity or disability. The School shall conduct all of its activities in accordance with all applicable local, state and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the charter public schools in the state of Indiana.

ARTICLE III

Members

The Corporation shall have not have any members.

ARTICLE IV

Board of Directors

Section 1. Directors. The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the

Revised ~~January~~ 30, 2018
July

Articles of Incorporation (the "Articles") and these Bylaws. The Board of Directors shall have the number of members, not less than five (5) and not greater than nine (9), as designated by resolution of the Board of Directors from time to time. At all times all members of the Board of Directors shall be residents of the State of Indiana, and at least one-half of the members of the Board of Directors shall, as of the date of election or appointment to the board, be residents of any Indiana county of residence of one or more current students at the charter school operated by the Corporation (the "School").

No individual may serve on the Board of Directors if that individual has been convicted of any offense set forth in Indiana Code 20-26-5-11(b), any successor statute, or of any offense substantially equivalent to any of the offenses listed in I.C. 20-26-5-11(b) in which the judgment of conviction was entered under the law of any other federal or state jurisdiction unless the candidacy of such individual is approved by the School's Authorizer (as the term "Authorizer" is defined in IC 20-24-1-2.5) (the "School's Sponsor"). In order to effectuate this requirement, at least fourteen (14) days before an individual is seated as a member of the Board of Directors, an Expanded Criminal History Check (as defined by IC 20-26-2-1.5) shall be performed as to such director. If the Organizer is leasing from a religious organization, no member of the religious board and no religious leader of the religious organization may simultaneously serve on the Corporation's Board of Directors.

At the regular meeting of the Board of Directors immediately preceding the expiration of the term of any director, the Board of Directors may elect a new director to replace a director whose term will expire, or has expired, and each such new director shall serve for a term of three (3) years, or such other period as prescribed by the directors at the time of such election, and until his or her successor is elected and qualified. No director shall serve more than two (2) successive terms. Once a director has served two (2) full three (3)-year terms, at least one (1) year must elapse before he or she again may be elected or appointed to the Board of Directors. The Corporation shall notify the sponsor of the School promptly upon the election of any new member of the Board of Directors. All newly elected directors shall participate in a board training session approved by the School's Sponsor.

In order to ensure continuity among the directors of the Corporation, the terms of the members of the Board of Directors may be staggered as necessary.

Section 2. Powers. The Board of Directors shall have all powers and authority for the management of the business, property, and affairs of the Corporation, except as expressly provided herein, and may take such lawful acts that the Board of Directors deems proper and appropriate to promote the purposes and objectives of the Corporation. The Board of Directors may delegate to officers of the Corporation such powers as it may see fit for specified periods of time or in connection with specified matters.

Section 3. Quorum and Approval of Actions. A majority of the directors in office immediately before a regular or special meeting begins shall constitute a quorum for the transaction of any business

properly to come before the Board of Directors. Unless otherwise provided in the Articles or these Bylaws, the approval of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 4. Regular Meetings. The Board of Directors shall hold regular meetings, as fixed by these Bylaws or by resolution of the Board of Directors, for the purpose of transacting such business as properly may come before the Board of Directors. The Board of Directors shall hold regular meetings on a monthly basis during the academic year of the School and shall hold at least one (1) regular meeting during summer break. All regular meetings shall be held at the physical facility housing the charter school unless such facility is not reasonably available by reason of construction or casualty, in which event regular meetings shall be held at such location as may be approved in advance by the School's Sponsor.

Section 5. Executive Sessions. Any Board member may call an Executive Session during any special or regular Board meeting for issues concerning personnel or other matters permitted under the Indiana Open Door Law. All persons except Board members may be excluded from such Executive Sessions. Following such meetings, an officer shall provide a general description of the matters discussed to be provided as the minutes of said Executive Session. No action may be taken in an Executive Session.

Section 6. Special Meetings. Notwithstanding the preceding Section 4 of this Article IV, the Board of Directors may hold special meetings, defined as any meeting other than regularly scheduled meetings as set forth in Section 4, for any lawful purpose, aside from the election of members of the Board of Directors, upon not less than two (2) business days' notice, as described in Section 7 of this Article IV, and upon call by the Chair and at least one (1) other member of the Board of Directors, or by two (2) or more members of the Board of Directors. A special meeting shall be held at such date and time as specified in the notice of the meeting. All special meetings shall be held at the physical facility housing the charter school unless such facility is not reasonably available by reason of construction or casualty, in which event special meetings shall be held at such location as may be approved in advance by the School's Sponsor.

Section 7. Compliance with Indiana Open Door Law. Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law (currently codified at Indiana Code ("IC") section 5-14-1.5-1, et seq.), and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board of Directors. Without limiting the foregoing, the Board of Directors shall post notice of any regular or special meeting not less than two (2) business days before such meeting at the place at which such meeting shall be held and shall provide such other notice of such meeting as shall be required under the Indiana Open Door Law.

Section 8. Notice of Special Meetings. Written notice of the date, time, and place of each special meeting of the Board of Directors shall be communicated, delivered, or mailed by the Secretary of the Corporation, or by the person or persons calling the meeting, to each member of the Board of Directors so that such notice is effective at least two (2) business days before the date of the meeting and complies with the Indiana Open Door Law. The notice need not describe the purpose of the special meeting.

Written, electronic, or telefaxed notice, where applicable, shall be effective at the earliest of the following:

- (a) When received;
- (b) Five (5) days after the notice is mailed, as evidenced by the postmark or private carrier receipt, if mailed correctly addressed to the address listed in the most current records of the Corporation;
- (c) On the date shown on the return receipt, if sent by registered or certified United States mail, return receipt requested, and the receipt is signed by or on behalf of the addressee; or
- (d) Thirty (30) days after the notice is deposited with another method of the United States Postal Service other than first class, registered, or certified mail, as evidenced by the postmark, if mailed correctly addressed to the address listed in the most current records of the Corporation.

Section 9. Waiver of Notice. Notice of a meeting to a director may be waived in a writing signed by the director entitled to notice and filed with the minutes or the corporate records. Attendance at or participation in any meeting of the Board of Directors shall constitute a waiver of lack of notice or defective notice of such meeting unless the director shall, at the beginning of the meeting or promptly upon the director's arrival, object to holding the meeting and not vote for or assent to any action taken at the meeting.

Section 10. Action by Board. The Board of Directors shall not take action other than at a meeting held in compliance with the Open Door Law.

Section 11. Resignation, Removal, and Vacancies. Any director may resign at any time by giving written notice of such resignation to the Board of Directors, the Chair, or the Secretary of the Corporation. Such resignation shall take effect at the time specified therein, or if no time is specified, at the time of its receipt by the Board of Directors, the Chair, or the Secretary. The acceptance of a resignation shall not be necessary to make it effective.

A director may be removed for cause by a majority of the directors then in office. Cause shall include, but shall not be limited to:

- (a) Violations of applicable law, including (but not limited to):

- (i) Violations of the Indiana Charter School Law; and
- (ii) Actions that would jeopardize the tax-exempt status of the Corporation or would subject it to intermediate sanctions under the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (the "Code").
- (b) Breach of fiduciary duty and/or commission of an ultra vires act as defined by Indiana law, including (but not limited to) a violation of the applicable standard of care under the Articles, these Bylaws, or applicable law.
- (c) Breach of any governing document relating to the Corporation, including (but not limited to) the Articles, these Bylaws, and the Charter Agreement.
- (d) Inadequate attendance at meetings of the Board of Directors, defined as absence from three (3) consecutive meetings or from at least fifty percent (50%) of such meetings within one (1) calendar year.

Any vacancy on the Board of Directors created by the resignation or removal of a director shall be filled by a majority of the directors then in office.

Section 12. Educational Service Providers. Should the Board of Directors elect to engage an educational service provider ("ESP") to manage the School's operations, no member of the Corporation's Board of Directors or any of their respective spouses or immediate family members may have any direct or indirect ownership, employment, contractual or management interest in such ESP. All members of the Board of Directors shall thoroughly familiarize themselves with the contract between the Corporation and the ESP and the rights and responsibilities of the Corporation vis-à-vis the ESP.

Section 13. Participation via Telephone. Directors may participate in a meeting of the Board of Directors via telephone in accordance with Indiana's Open Door Law.

Section 14. Compensation. No member of the Board of Directors shall receive any compensation for serving in such office; provided that, the Corporation may reimburse any member of the Board for reasonable expenses incurred in connection with service on the Board. Any such reasonable expenses that are not reimbursed by the Corporation shall be construed as a gift to the Corporation.

Section 15. Protocol. The Board of Directors shall use Robert's Rules of Order, including the preparation and board approval of minutes of meetings of the Board of Directors.

ARTICLE V

Committees

The Board of Directors may establish advisory committees having such responsibilities as the Board of Directors shall specify. Members of such committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the

Board of Directors with or without cause. All committee meetings must comply with the Indiana Open Door Law.

ARTICLE VI

Officers

Section 1. In General. The officers of the Corporation shall consist of a President, a Secretary, a Treasurer, and such other officers as the Board of Directors may otherwise elect. An officer may not simultaneously hold more than one (1) office. Each officer shall be elected by the Board of Directors and shall serve for one (1) year, or such other period as prescribed by the directors at the time of such election, and until the officer's successor is elected and qualified.

An officer shall be a member of the Board of Directors. Any officer may be removed by the Board of Directors at any time for cause as that term is defined herein in Article VI, Section 9. Any vacancy in any office shall be filled by the Board of Directors, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

Section 2. President. The President shall have general supervision, management, control and oversight of the business of the Corporation, subject to these Bylaws and subject to the orders of the Board of Directors, and shall, in general, perform all the duties usually incident to the office of President or that may be imposed or prescribed by the Board of Directors. The President may enter into and execute any and all certificates, contracts, and other instruments of the Corporation that are approved by the Board of Directors. The President may delegate, as needed, to any other officer any and all duties of the office of President. The President shall also exercise and perform any and all other powers and duties as may be prescribed by the Board of Directors from time to time.

Section 3. Secretary. The Secretary shall be the custodian of all papers, books, and records of the Corporation other than books of account and financial records. The Secretary shall prepare and enter in the minute book the minutes of all meetings of the Board of Directors. The Secretary shall authenticate records of the Corporation as necessary. The Secretary shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 4. Treasurer. The Treasurer shall prepare and maintain correct and complete records of account showing accurately the financial condition of the Corporation. All notes, securities, and other assets coming into the possession of the Corporation shall be received, accounted for, and placed in safekeeping as the Treasurer may from time to time prescribe. The Treasurer shall furnish, whenever requested by the Board of Directors or the Chair, a statement of the financial condition of the Corporation and shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 5. Other Officers. Each other officer of the Corporation shall perform such duties as the Board of Directors or the Chair may prescribe.

ARTICLE VII

Property

The property of the Corporation shall be held and applied in promoting the general purposes of the Corporation. No property, including real estate, belonging to the Corporation shall be conveyed or encumbered except by authority of a majority vote of the Board. Any such conveyance or encumbrance shall be executed by the President in the name of the Corporation, and such instrument shall be duly approved by the Secretary or Treasurer of the Corporation.

ARTICLE VIII

Conflicts of Interest

Section 1. General Policy. It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

(a) Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.

(b) Directors, officers, and employees of the Corporation shall not seek or accept for themselves or any of their relatives (including spouses, ancestors, and descendants, whether by whole or half-blood), from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.

(c) If a director, or a director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.

(d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or a business entity in which the officer, employee, or his or

her relative owns a significant financial interest or by which such officer, employee, or relative is employed, except where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of the Corporation.

(e) The Board of Directors may require the Corporation's directors, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in these Bylaws. The disclosure statement shall be in such form as may be prescribed by the Board and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board of Directors shall be responsible for oversight of all disclosures or failures to disclose and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

Section 2. Effect of Conflict Provisions. The failure of the Corporation, its Board of Directors, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under applicable law.

ARTICLE IX

Indemnification

Section 1. Indemnification by the Corporation. To the extent not inconsistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in connection with or resulting from any claim, action, suit, or proceeding (a) if such person is wholly successful with respect thereto or (b) if not wholly successful, then if such person is determined (as provided in Section 3 of this Article IX) to have acted in good faith, in what he or she reasonably believed to be the best interests of the Corporation (or, in any case not involving the person's official capacity with the Corporation, in what he or she reasonably believed to be not opposed to the best interests of the Corporation), and, with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his or her conduct was lawful (or no reasonable cause to believe that the conduct was unlawful). The termination of any claim, action, suit, or proceeding by judgment, settlement (whether with or without court approval), or conviction, or upon a plea of guilty or of *nolo contendere* or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article IX.

Section 2. Definitions.

(a) As used in this Article IX, the phrase "claim, action, suit, or proceeding" shall include any threatened, pending, or completed claim, civil, criminal, administrative, or

investigative action, suit, or proceeding and all appeals thereof (whether brought by or on behalf of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:

(i) By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any corporation where he or she served as such at the request of the Corporation, or

(ii) By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation, or

(iii) By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.

(b) As used in this Article IX, the terms "liability" and "expense" shall include, but shall not be limited to, counsel fees and disbursements and amounts of judgments, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.

(c) As used in this Article IX, the term "wholly successful" shall mean

(i) termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her,

(ii) approval by a court, with knowledge of the indemnity provided in this Article IX, of a settlement of any action, suit, or proceeding, or

(iii) the expiration of a reasonable period of time after the making of any claim or threat of any action, suit, or proceeding without the institution of the same, without any payment or promise made to induce a settlement.

Section 3. Entitlement to Indemnification. Every person claiming indemnification under this Article IX (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification if (a) special independent legal counsel, which may be regular counsel of the Corporation or any other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the "referee"), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Section 1 of this Article IX and (b) the Board of Directors, acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before the referee and answer questions that the referee deems relevant and shall be given ample opportunity to present to the referee evidence upon which he or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or

other evidence in any way relevant to the referee's findings that is within the possession or control of the Corporation.

Section 4. Relationship to Other Rights. The right of indemnification provided in this Article IX shall be in addition to any rights to which any person may otherwise be entitled.

Section 5. Extent of Indemnification. Irrespective of the provisions of this Article IX, the Board of Directors may, at any time and from time to time, approve indemnification of directors, officers, employees, agents, or other persons to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law, whether on account of past or future transactions.

Section 6. Advancement of Expenses. Expenses incurred with respect to any claim, action, suit, or proceeding may be advanced by the Corporation (by action of the Board of Directors, whether or not a disinterested quorum exists) prior to the final disposition thereof upon receipt of an undertaking by or on behalf of the recipient to repay such amount unless he or she is entitled to indemnification.

Section 7. Purchase of Insurance. The Board of Directors is authorized and empowered to purchase insurance covering the Corporation's liabilities and obligations under this Article IX and insurance protecting the Corporation's directors, officers, employees, agents, or other persons.

ARTICLE X

Contracts, Checks, Loans, Deposits, and Gifts

Section 1. Contracts. The Board of Directors may authorize one (1) or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

Section 2. Checks. All checks, drafts, or other orders for payment of money by the Corporation shall be signed by such person or persons as the Board of Directors may from time to time designate by resolution. Such designation may be general or confined to specific instances.

Section 3. Loans. Unless authorized by the Board of Directors, no loan shall be made by or contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances.

Section 4. Deposits. All funds of the Corporation shall be deposited to its credit in such bank, banks, or depositories as the Board of Directors may designate. Such designation may be general or confined to specific instances.

Section 5. Gifts. The Board of Directors may accept on behalf of the Corporation any gift, grant, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine.

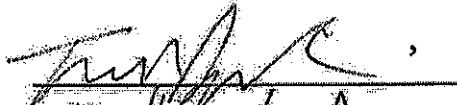
ARTICLE XI

Amendments

The power to make, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the Corporation; provided, however, that any proposed substantive alteration, amendment, or repeal of these Bylaws and any amendment to the Articles of Incorporation of the Corporation must be approved in writing by the School's Sponsor prior to the Board of Directors of the Corporation taking any action thereon.

Certificate of Adoption

I, the duly elected Director of the Corporation, hereby certify that these Bylaws were duly adopted by the Board of Directors of the Corporation this 21st day of August, 2018.



Timothy A. Pivarnik
Printed Name

Awanii Nicholson

5912 Forest Ave. Apt. 102
Gary, Indiana 46403

219-455-5532

awaniinicholson@gmail.com

19th August, 2018

To whom it may concern:

Great Lakes Diploma Recovery Center is a wonderful way of obtaining a high-school diploma, especially for a single mother such as myself. My original graduation date was June of 1996, but life got in the way. Like many others, I was unable to gain my diploma on time. It left me to work dead-end jobs over the years so that I could take care of my family. I was 5 credits shy of a diploma when I enrolled into a second-chance high-school for approximately two years to get those credits. Which is almost more time than a traditional high-school.

To have an opportunity to enroll into a school such as Great Lakes for such a short period of time, is a great path to success. It leaves a person with enough time to work and obtain a diploma at the same time. There are many people that I know still today that could use an opportunity like that. They would gain a diploma and still have time to enroll into a college or trade school; and have the ability to make more money in the long run. Leaving them with the ability to make better livings for their families. I wish Great Lakes Diploma Recovery Center was available when I was in school. To have such an opportunity is like

having a second chance in life. Like myself, others could prosper by having another chance in such a short time.

Sincerely,

Awanii Nicholson

Awanii Nicholson



August 20, 2018

Dear Educator:

As a supervisor in maintenance for more than 20 years, I cannot stress enough the need for not only a high school diploma, but also the need for post high school education. In the steel industry right now, we are experiencing a shortage of qualified personnel. We are looking for experienced tradesmen in both mechanical and electrical trades. Everyday more and more members of the baby-boom generation are retiring, leaving the skilled work force. Both electrical and mechanical trades require good math and communication skills. Having a good background in these skills is essential for anyone planning to enter an apprenticeship, trade school or the technical college career path. The wages in these trades range from \$25 to \$29 per hour.

A high school diploma is also a requirement for entry positions in our production positions.

Great Lakes Diploma Recovery Center is just what is needed for many people to get an opportunity to fill many of the industrial jobs in our area.

A candidate with good communication skills and a good work ethic can go a long way in any place of employment.

Respectfully,

A handwritten signature in black ink, appearing to read "Donald L. Mooers", with a stylized flourish at the end.

Donald Mooers

Maintenance Supervisor