



Office of Charter Schools

REQUEST FOR PROPOSAL

For



Opening in the 2020-21 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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HELPING IMPROVE MANKIND BY HEALING EVERY RACE



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

H **HIM** *By* **HER**
FOUNDATION
SPONSORSHIP INFORMATION PACKET



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PROPOSAL COVER SHEET & ENROLLMENT PROJECTION

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: Harry C. Dunn, III

Mailing address: P.O. Box 52

Street/ PO Box

McCordsville

City

Indiana

State

46055-0052

Zip

Phone: (day) (317) 918-7799 or (317) 258-4079 (evening) (317) 258-4079

Email address: himbyherfoundation@ymail.com Fax: _____

Primary contact for facilities planning: Harry C. Dunn, III

Phone Number: (317) 258-4079 e-mail: himbyherfoundation@ymail.com

Name of team or entity applying: HIM By HER Foundation, Inc. for the "HIM By HER Collegiate School for the Arts"

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

Full Name	Current Job Title and Employer	Position with Proposed School
Harry C. Dunn, III	Director, Investigations Indiana Attorney General's Office	School Governing Board
Michelle Christian Dunn	Program Coordinator, Indiana State Police	School Governing Board
Hon. John L. Bartlett	Indiana State Representative	School Governing Board
Gregory P. Gadson, Esq.	Deputy Prosecutor,	School Governing Board

	Marion County Prosecutor's Office	
Terrance M. Bogan, M.B.A.	Sr. Team Manager, Charles Schwab & Co., Inc.	School Governing Board
Rev. Shonda N. Gladden	CEO, Good to the SOUL	School Governing Board
Clete H. Ladd	Faculty Supervisor, University of Phoenix	School Principal
Diana M. Daniels	Indiana Council on Educating Students of Color	School Governing Board
Keith A. White	Retired educator/administrator/teacher	School Governing Board
Sheryl Alexander, Ph.D.	Provider/Consultant, Family and Community Partners, LLC	School Governing Board
James L. Leonard	Sole Proprietor, E & L Son Enterprise, LLC (real estate investment & management)	School Governing Board
Wayne R. Wellington	Retired Education Administrator	School Governing Board
Daryl Williams-Dotson	Principal Architect, WDI Architecture	School Governing Board

***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
	N/A			

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): _____

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): Indiana Charter School Board

Submission date(s): March 4, 2019

Provide the intended opening year for the proposed school.

Opening Year	*Geographic Community	Opening Grades	Grade Levels at Full Enrollment
2020 (Fall)	Martindale-Brightwood neighborhood and the 46218 zip code in Indianapolis, Indiana.	K-5.	K-8.

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

Model or Focus of Proposed School (e.g., Arts, College Prep, Dual-Language, etc.), if any:
College preparatory, including arts, and wrap-around services.

***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: N/A

**** If the applicant intends to partner with an ESP or partner that has previous experience in operating a school, the applicant MUST use the RFP for Experienced Operators rather than this RFP version.***

Proposed Principal/Head of School Information, if known:

Name of proposed Principal Candidate: Clete H. Ladd

Current employment: Adjunct Professor, College of Education

Daytime phone: _____ Cell phone: (317) 292-7042

Email: _____

School Enrollment Projection

Academic Year	Planned Number of Students	Maximum Number of Students	Grade Levels Served
Year 1 (specify)	120	120	K-5
Year 2	180	180	K-6
Year 3	240	240	K-7
Year 4	300	300	K-8
Year 5	360	360	K-8
At Capacity (specify year) Year 5	360	360	K-8



SCHOOL NARRATIVE

SCHOOL OVERVIEW

0. BACKGROUND AND BRIEF HISTORY

HIM By HER Collegiate School for the Arts (“HBHCSA”) is a proposed charter school targeted to open in the Fall of 2020 and serve students from Kindergarten (K) through Fifth Grade (5), and expanding to Eighth Grade (8) by its fifth year of operation (at full capacity).

The Applicant, HIM By HER Foundation, Inc. (“HBHF”), is an Indiana non-profit corporation with IRS Section 501(c)(3) status, whose mission is to improve the lives and life trajectories of underserved and marginalized students and families. HIM By HER was founded in 2014 by Indianapolis Metropolitan Police Department Homicide Detective, Harry C. Dunn, III and his wife, Michelle Christian Dunn to improve the life skills and economic prospects of those at-risk. The name “HIM By HER” stands for “**H**elping **I**mprove **M**ankind **by** **H**ealing **E**very **R**ace.” HBHF will also provide separately funded afterschool programs to charter school students, including The Enterprise City, a program in which youth participants learn a variety of life skills from job seeking, job readiness and positive job habit skills, to financial literacy, to civic responsibility, to conflict resolution, to entrepreneurship, and others; and The Industrial City™, for both youth and their families to learn and improve marketable, vocational job skills. HBHF also has strategic partnerships with those who will fund and deliver important “wrap-around” services in the school building, including: mental health, counseling, overall health and reduced-price medical services, social services, and others.

1. MISSION AND VISION OF THE SCHOOL

The **Mission** of HIM By HER Collegiate School for the Arts (HBHCSA) is to educate all students in its charge—from Kindergarten through the Eighth Grade—with rigorous academics appropriately infused with community commitment and character development necessary for college entry and success, and for productive lives in society. HBHCSA also endeavors to counteract the “School-to-Prison Pipeline” described below in this document.

HBHCSA’s **Vision** is to serve students—especially those from marginalized families in and around the 46218 zip code area—which has for several years been designated by the City of Indianapolis as a target for crime reduction. To firmly establish the key aspects of 1) **academic rigor**, 2) **character development** and 3) strong, school-focused **community** (the three basic tenets) prior to enrollment expansion, the school will manage slower growth in grade additions to always have a critical mass of students in the expanded grades who have already been exposed to the three basic tenets as new students join the school.

HBHCSA’s goals align with State standards and it will assess the attainment of the goals, and furthermore address the “Achievement Gap.” As stated by Dr. Ron Edmonds, an achievement gap is “when one group of students in marginalized areas perform below affluent group and the difference in average scores for the two groups is statistically significant.” Edmonds also states: “We can, when and wherever we choose, successfully educate all children whose schooling is of interest to us; we already know more to do that; whether or not we do it must finally depend on how we feel about the fact we haven’t so far.”

Based upon urban research and our collective belief system, HBHCSA infuses the nine reoccurring culture themes of African American communities: Spirituality, Resilience,

Humanism, Communalism, Orality and Verbal Expressiveness, Realness, Personal Style and Uniqueness, Emotional Vitality, and Musicality/Rhythm.¹

The core values of HBHCSA are:

- 1) Academic rigor-
 - a. All Stakeholders in the school community we serve, will participate in reviewing, and collaborating with the school's Board of Directors to improve teaching and learning.
 - b. All stakeholders in the school community we serve, will participate in implementing the research that evidences the growth in achievement of historically underserved students of color.
- 2) Character development
 - a. Applying Cultural knowledge to achieve educational excellence; ritual, rhythm, recitation, repetition and relationships using a context of the nine cultural themes
 - b. Seven habits of highly effective students- Scott Cawelti, Ph.D.
 - c. Where students delight in questions more than answers- Synergy, Priorities, Rewards, Awareness, are most important for students (www.lumoslearning.com)
 - d. Rites of passage
- 3) Strong, school-focused community-
 - a. All stakeholders in the school community we serve, will understand the role culture, language, and pedagogical practices, relate to children that historically are on the bottom of the educational realm.
 - b. All stakeholders in the school community we serve, have a vested wealth in the social, cultural, and intellectual development of their children, but especially the practices and policies that accelerate or impede the academic performances of children of color.

2. EDUCATIONAL NEED AND ANTICIPATED STUDENT POPULATION

“Black children are the proxy what ails American education in general. And so as we fashion solutions which help Black children, we fashion solutions which help all children.” (Congressman Augustus F. Hawkins {D. Ca}),

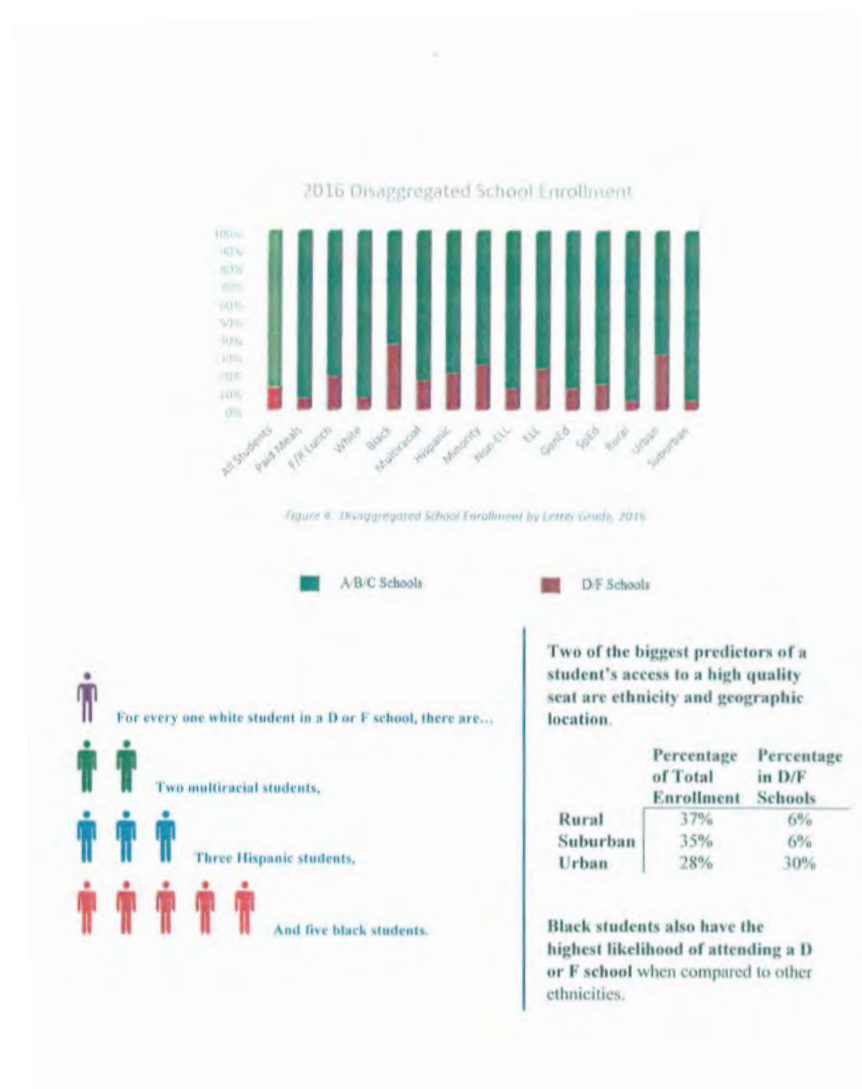
Well-documented and systemic issues around education for many students in the Indianapolis Public School (IPS) district have profound ramifications on education outcomes. For example, in 2015, 1 of every 5 students in IPS were suspended or expelled, and the U.S. Department of Education data shows Black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

The above problems are no less prevalent than in HIM By HER Collegiate School for the Art's target zip code area of 46218, including the Martindale-Brightwood and Forest Manor neighborhoods. Stubborn problems of poor overall academic performance and an outsized expectation of juvenile delinquency persist despite well-intentioned but failing local school

¹ See, Touching The Spirit, www.successfulteachers.com.

choices. Since its 2014 inception HIM By HER Foundation has, through community programs and community feedback, received inquiries and commitments from hundreds of families in the target area yearning for a better school choice as an alternative to negative life outcomes.

Combating a disturbing phenomenon and trend known as the “School-to-Prison-Pipeline” is also a primary objective of HBHCSA. In this phenomenon poor education practices, deficiencies and policies disproportionately destine Black and Latino children to end up incarcerated with no signs of abatement according to The National Council on Educating Black Children². HBHCSA believes that populations in Indianapolis are effectively part of a School-to-Prison Pipeline, and there is a long-felt but unmet need for a school to interrupt the Pipeline.



² In collaboration with the Black & Latino Policy Institute, and Indiana University School of Social Work.

3. EDUCATIONAL PLAN/SCHOOL DESIGN

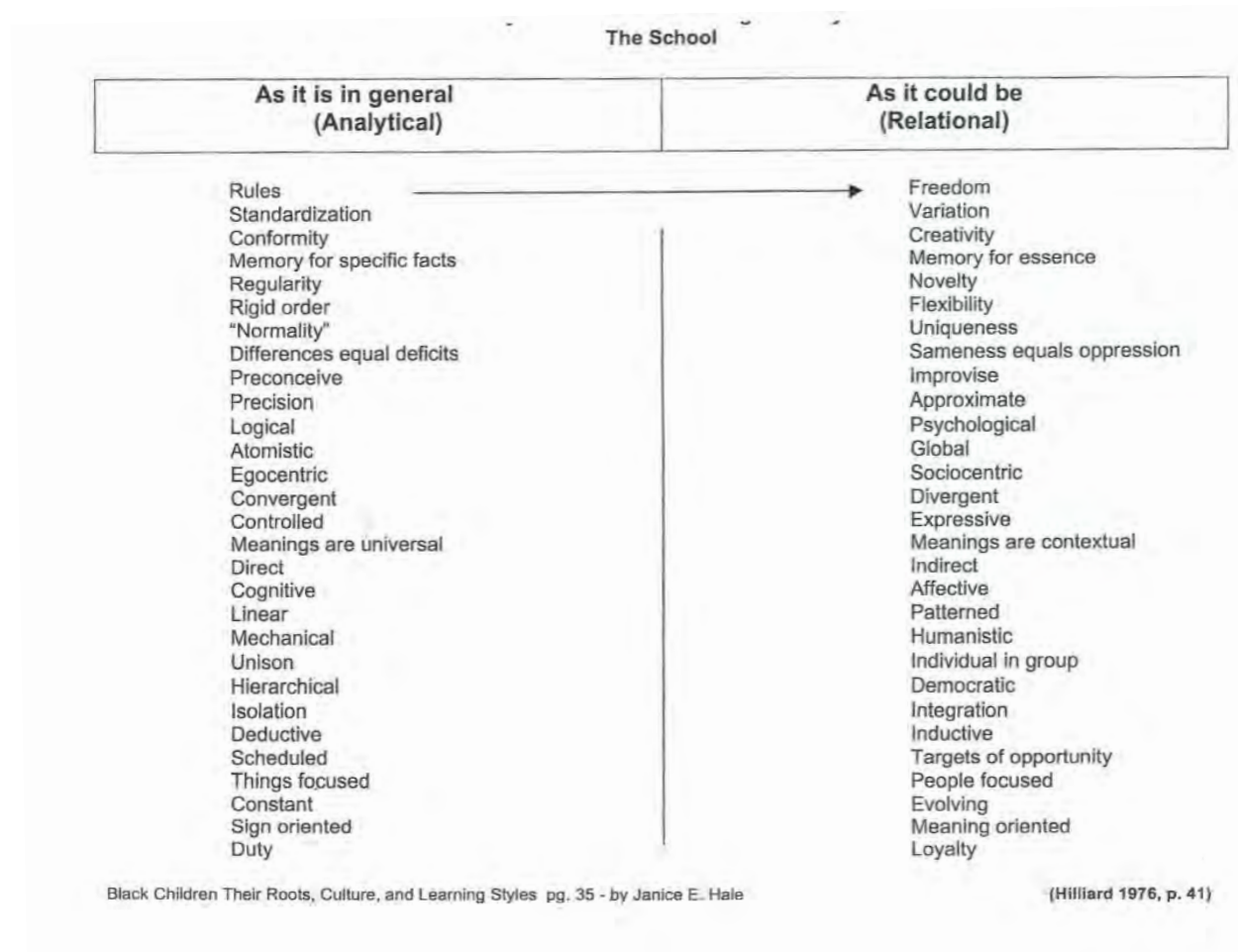
HIM By HER Collegiate School for the Arts (“HBHCSA”) will create an environment where a culture of pride, academic rigor and joy of learning is the norm. Utilizing Ron Edmonds’ criteria for effective urban schools, HBHCSA will incorporate: 1) strong administrative leadership; 2) a climate of expectation in which no children are allowed to fall below minimum but efficacious levels of achievement; 3) an atmosphere which is orderly without being rigid...; 4) pupil acquisition of basic skills takes precedence over all other activities... school energy and resources can be diverted from other business...; and 5) pupil progress is continually monitored...[all] remain constantly aware of pupil progress in relationship to instructional objective.

Along with high quality teachers and administrators, HBHCSA will provide the rigorous academic foundation and positive habits necessary for transitioning to middle school, later to high school, and yet later to college. HBHCSA will incorporate the following attributes known to be a part of effective schools: 1) frequent teacher feedback; 2) use of data to guide instruction; 3) high-dosage tutoring; 4) increased instructional time; and 5) high expectations of students. These deliberately included attributes lead to long-term academic success, life-long learning and great citizenship, not by happenstance, but by instillation into children’s psyches.

HBHCSA will also provide the wrap around services to address the dilemma of ACES (Adverse Childhood Experiences) on site. ACES include racial inequities and home dysfunctionalities.

“The differences between children who function with relational and analytic styles is so great that a child whose cognitive organization is relational is unlikely to be rewarded socially with grades regardless of his native ability, the depth of his information, of his background of experience. Cohen also feels that relational style users are the most creative in the arts. Black and Latino children are exposed to high degree of stimulation from the creative arts.” Ron Edmonds.

Ron Edmonds effective schools are based on a strong relationship between Standard English Learners’ (SELs) learning styles and Cohen’s Relational Style described. Specifically, Hillard (1976) describes core aspects to African American students’ learning styles: 1) focus on the whole rather than parts; 2) focus on people and relationships with people and their activities rather than things; 3) awareness of justice and perceived injustice; 4) focus on concern for fellow citizens; and 5) focus on freedom to improvise and develop personal identity.



HBHCSA will include the following as part of its academic program design.

1. Consistent and effective leadership will be provided, which will be accountable for addressing and supporting adults, students, and stakeholders, investing them in the mission and vision, supporting them in execution of the vision, and providing guidance and direction towards goals. It will create systems that support adult and student success and growth, identifying teachers who demonstrate the mindset and effectiveness needed for leadership. Academic success will be directly aligned to current adult leadership while also laying a successful foundation. In addition to the School Principal, Clete Ladd, leadership will come from a competent, mission-aligned Board that will provide oversight and support, and ensure accountability in carrying out the Charter.

2. Feedback from rigorous assessments will inform instruction, as needed, including such aspects as determining when and how an objective is required to be re-taught and which students need targeted supports. Protocols and tools used by high-performing charter schools and Bambrick-Santoyo's *Driven by Data*³ inform assessments, selection and cycle for data analysis and action planning will be used. Nationally normed and internally created assessments will be made at regular intervals throughout the school year to measure student growth and academic mastery. All students will take the NWEA Measures of Academic Progress (MAP) three times per year to measure longitudinal growth and performance in reading and math. All K-3 students

³ Bambrick-Santoyo, Paul. (2010). *Driven by Data*. San Francisco, CA: Jossey-Bass.

will take the Strategic Teaching and Evaluation of Progress (STEP) literacy assessment four times per year. This assessment will drive literacy groupings and target reading skills to ensure all students are at or above grade level in reading by the end of their third grade year. Internal K-8 Math and Writing Interim Assessments will be given for each unit to measure if the standards that have been taught have been mastered. All Indiana Required State Mandated Assessments will be administered, including the IREAD-3 in 3rd Grade and ISTEP+ in Grades 3-8 in English/Language Arts, Mathematics, Science, and Social Studies.

3. Intense literacy will begin in Kindergarten, as these are a must for early education success and beyond. These activities include reading, writing, reading comprehension, and appropriate grade level skill mastery. Given that many students from low-income backgrounds often hear considerably fewer words and morphemes than students from more affluent families, HBHCSA will take this deficiency head on by providing Kindergarten students with 200 minutes of daily literacy instruction in a print-rich and verbally-rich environment where they form the habits of both speaking and writing in complete thoughts that will aid them in later academic achievement, while expanding their vocabularies along the way. By the end of the Third Grade, every student is expected to read at or above grade level.

4. Intense literacy will begin in Kindergarten, as these are a must for early education success and beyond. All classes will focus on the nine cultural themes.

*“Using students’ culture/history/background to achieve academic excellence; a pedagogy that empowers students intellectually, socially, emotionally, and politically to impart knowledge... Building scaffolding bridges that meet students where they are intellectually and functionally, helps them participate fully in the construction of knowledge.” **Successful Teachers of African American Children** (Gloria Ladson-Billings).*

We will include photos, images, researched and historical documents that show people who look like them. HBHCSA will take this deficiency head on by providing Kindergarten students with 200 minutes of daily literacy instruction in a print-rich and verbally-rich environment where they form the habits of both speaking and writing in complete thoughts that will aid them in later academic achievement, while expanding their vocabularies along the way. At the end of the school year, our expectation is that every student is expected to read at or above grade level.

5. High quality teachers will be provided training that includes, a focus on the nine cultural themes will be infused via professional development. The effective schools process increases the teacher quality and has been shown to be the most significant indicator of minority students’ academic success.⁴ HBHCSA will focus on: 1) recruiting competent and mission-aligned teachers and classroom leaders; 2) implementing a system of regular feedback and weekly professional development; and 3) retaining and promoting teacher leaders to assume more responsibility in addition to teaching or outside the classroom. HBHCSA’s teacher recruitment will utilize local and national recruiting networks and state-of-the art social media such as: local colleges and universities; national recruitment fairs; and online employment websites. The selection processes will include remote and in-person interviews, sample teaching lessons, and reference checks.

Teachers are observed at least twice per week in real-time, followed by coaching sessions. During the hiring process and teacher orientation, leadership will explain the rationale for teacher

⁴ William L. Saunders and June C. Rivers, *Cumulative and Residual Effects of Teachers on Future Student Academic Achievement*, University of Tennessee Value-Added Research and Assessment Center, 1996, p. 6.

observations. Weekly professional development (PD) will be held school-wide once a week, allowing whole group practice-based, grade level, and content team PD. On the first day of school, leadership will provide strategic opportunities for teachers who have demonstrated effectiveness and can take on more responsibility. Developing effective teacher-leaders and leadership team members will support HBHCSA's overall success and growth, supported further through the national support of Building Excellent Schools.

6. A community of family investment and inclusion, will go hand-in-hand with family engagement. This includes a member of clergy, counselor or therapist, other family members and advocates. Before students' first day at HBHCSA, families participate in individual and small group meetings with the School Principal to exchange information about expectations. Following the aforementioned meeting the Principal and students' parents or guardians sign a Community/Stakeholder Contract enumerating the responsibilities of the parties in the students' success. The School will provide a safe, structured and joyful environment where well-planned, rigorous instruction occurs. Students will be punctual, appropriately dressed, and have required learning materials and Lifework (homework) signed by an adult when they present to school each day.

All stakeholders must be of the same accord for optimal educational results. This is accomplished by: student and family meetings; frequent communication between the teachers and school, and the families; special school meeting evenings such as "University Nights," and good responsiveness to parental and student concerns. Before the first day of school each family and student participate in a **One-on-One Meeting** with the Principal where the family shares its vision for its child, and the Principal outlines the mission and vision of the school and how the academic and character development program will ensure their student is on the path to success for college and life in general. Students will earn the opportunity to sign this contract at the end of the first week of school when they officially become members of HBHCSA.

Frequent communication about students' academic performance, conduct and other germane issues is provided through daily homework, progress reports, report cards, parent-teacher conferences, and notes from the school. Students normally receive daily Homework to reinforce concepts and skills learned. In grades K through 5 (Lower Academy) the cover page of students' **Portfolio** packet displays teacher comments and a behavior code indicating the students' behavior for the day. Portfolio packets are to be signed by parents or guardians each night for return to the School the next day. Students in Grades 6-8 (Upper Academy) receive **Weekly Paychecks' and Grade Logs**. Each family receives their teacher's phone numbers and can call teachers until 6:30 p.m. during the week to ask clarifying questions. Students receive three (3) **Report Cards** and **Parent/Teacher Conferences** are held at the same time so each family has an opportunity to discuss students' current academic performance.

Several **University Nights** will be hosted throughout the school year for families to learn skills to support students and receive school-specific updates. Potential University Night topics include: Helping your student become a better reader, assisting your student with Lifework, and tips on incorporating mathematics into everyday life. All students and staff participate in one **Service Project** annually in the local community, during which families are also encouraged to participate. Families also receive a monthly School Newsletter as an additional means for important communication. Many other regularly scheduled and *ad hoc* opportunities for families to communicate with the School will be available, including but not limited to at least once-a-month coffee and donut meetings with the School Principal.

4. COMMUNITY ENGAGEMENT

HIM By HER Foundation brings a deep sense of community engagement in establishing HBHCSA at the proposed 46218 zip code area. As one of our core values, the students and community we serve will understand the role culture, language, and pedagogy relate to children that factually are at the bottom when it comes to academic achievement.

The school community we serve has a vested interest in the social, cultural, and intellectual attainment of their children, to reverse the practices and policies that accelerate or impede the academic performances of children of color.

The ties of HBHCSA's leadership team and Board of directors to the Martindale-Brightwood and Forest Manor areas are long-standing. Along with being reared in the target area, the School's proposed Principal Clete Ladd, was a student at the elementary school which formerly occupied the target building. Board member Diana Daniels taught at the said former elementary school. The vast majority of the HBHF Board members were born and raised in Indianapolis, and many were also reared in the 46218 zip code area.

HBHF's first major event in 2014 was at the building where the HBHCSA is proposed for location, where it began to cultivate community participation and input and secured the commitment of many families desiring to enroll children in a future school of excellence to combat persistent problems. Many stakeholders have been involved from prospective families, to community leaders, to strategic partners agreeing to fund and provide wrap-around services at a future school location, to several high-profile celebrities of both local and national stature who have pledged support for the school. Several community meetings have been held with the same result: even with existing schools, parents are deeply dissatisfied with the educational progress of children and their long-term life prognoses, and have consistently pledged enrollment of their children at the proposed location, as well as pledging active involvement with the committed community leaders and strategic partners. These all bode well for success of the School.

Strategic community partnerships include the Indianapolis Housing Agency Truancy Prevention Program; Marion County Health & Hospital Corporation providing a health clinic inside the building—a clinic for medical and mental health/counseling issues, IMPD establishing a police sub-station in the building as well as a Police Cadet program; and many others, including the Indiana Council on Educating Students of Color.

5. LEADERSHIP AND GOVERNANCE

HBHCSA has a strong governance, management and leadership structure in place to move it from its start-up phase to a viable charter school, and then toward long-term sustainability. The governance structure is in accordance with both legal requirements and best practices.

Mr. Clete H. Ladd has firmly committed to be the School Principal. In his illustrious quarter-of-a-century educational career Mr. Ladd has functioned as the educational equivalent of a corporate turn-around artist, where instead of turning around failing corporate entities, he has consistently and successfully turned around the academic and life prospects of students who were thought to be failures (either within themselves or from society).

In addition to many Board members having a great affinity for and being reared in the target Martindale-Brightwood area the HBHF Board has several outstanding individuals with backgrounds in education, information technology, business and finance, military, law, and

government. Many Board members are not only examples of the success stories that students in the target area can become, but will serve as inspirations to those students and their families.

HBHF believes that the proper establishment of a charter school begins with a team of passionate, skillful and professional individuals from diverse backgrounds who cooperate to create the synergy needed for a successful charter school. The HBHF Board of Directors certainly meets that description, including prominent individuals from many walks of life, including education. The HBHF Board of Directors will directly govern the proposed HIM By HER Collegiate School for the Arts.

As has been mentioned, Mr. Clete H. Ladd will be the Principal for HBHCSA. Mr. Ladd has an outstanding reputation in the Indiana education community as an administrator, principal and teacher at alternative schools.

The following individuals currently serve on the HIM By HER Foundation, Inc. Board of Directors: 1) Harry C. Dunn, III, a seasoned Indianapolis Metropolitan Police Department (IMPD) homicide detective, who along with his wife Michelle, founded HBHF to provide positive life paths for marginalized youth. Harry Dunn also brings vast leadership experience, entrepreneurial experience, facilities management experience and expertise regarding the adult and juvenile criminal justice systems; 2) Michelle Christian Dunn (wife of Harry Dunn), an investigator with the Indiana State Police who also has experience with foster care. Also an accountant, Michelle Dunn has ensured that the Foundation always stayed fiscally compliant and fiscally viable. Harry and Michelle both grew up in Indianapolis, Indiana and attended Broad Ripple High School; 3) The Honorable John L. Bartlett, Chairman, and an Indiana State Representative. Mr. Bartlett is a retired tool-and-die maker who not only understands the value of vocational education, but the value of education in general, having served on several education boards over the years. Bartlett brings strong experience to the Board in the areas of legislative issues affecting education and marginalized families, strong community and parental engagement, and many other areas; 4) Diana M. Daniels, Executive Director of the Indiana Council on Educating Children of Color and a former HBHF Chair. With over 30 years with Indianapolis Public Schools (IPS) in various capacities, including a K-12 teacher, a Title I reading specialist, a school principal, and reading administrator, Daniels brings education experience to the Board in the areas of school leadership, curriculum instruction, assessment, human resources, and performance management; 5) Terrance M. Bogan, M.B.A. brings direct financial experience to the Board to aid in financial and business concerns. Bogan also has experience with teaching financial literacy and a background in youth residential treatment; 6) Gregory P. Gadson is a long-time attorney with experience in many areas of the law and writing in general. An academically trained engineer who spent many years involved with legal issues involving technology, Gadson brings strong experience in the areas of administration, governance, legal compliance and marketing outreach; 7) Keith A. White. Along with his M.S. degree in Curriculum and Instruction, White brings important other education experience in the form of being a previous Assistant Principal at Broad Ripple High School and at the IPS New Beginnings Alternative High School. and District Director of Fine Arts and Music; 8) Sheryl Alexander, Ph.D. Dr. Alexander has been a teacher and high-level school administrator at several schools, and has experience and expertise in the areas of school leadership, administration, curriculum, instruction, assessment, performance management, and parent and community engagement; 9) James L. Leonard. Along with his outstanding military career, Leonard brings his successful business and entrepreneurial experience as well as expertise in finance, business, human resources and performance management; 10) Wayne R. Wellington is a long-time educator at the secondary and post-secondary levels. He brings strong school leadership,

instruction, curriculum, human resources, performance management, facilities management, and parent and community engagement experience to the Board; 11) Daryl Williams-Dotson, is a notable architect who will lend her expertise to facilities management, business and other areas; and 12) Rev. Shonda Nicole Gladden, who is the author of “Becoming: Reflections on Maximizing Failures and Living into My Best Self,” and the founder of Good to the SOUL, a social enterprise that helps individuals and institutions do good, especially good that promotes the “spirit of universal living”(SOUL). A graduate of Morgan State University and Wesley Theological Seminary on the campus of American University in Washington, DC, Rev. Gladden is an ordained elder who has served the African Methodist Episcopal Church in various leadership and support roles for more than twenty-seven years and she is currently a PhD student in American Studies at I.U.P.U.I.

Please see the summary table below. Additionally, please see **Attachment 1** for résumé and professional biographies of the School’s proposed Leadership Team and HBHF’s Board of Directors.

Full Name	Current Job Title and Employer	Position with Proposed School
Harry C. Dunn, III	Dir., Investigations, Indiana Attorney General’s Off.	director; President
Michelle Christian Dunn	Prog. Coord., Indiana State Police	director; Treasurer
Hon. John L. Bartlett	Indiana State Representative	Board Chairman
Diana M. Daniels	Indiana Council on Educating Students of Color	director
Terrance M. Bogan, M.B.A.	Sr. Team Mgr., Charles Schwab & Co., Inc.	director
Gregory P. Gadson	Dep. Pros., Marion Co. Prosecutor’s Off.	director; Secretary
Keith A. White	Retired Educator	director
Sheryl Alexander, Ph.D.	Provider/Consultant, Family and Community Partners, LLC	director
James L. Leonard	Sole Proprietor, E & L Son Enterprise, LLC (real estate investment & management)	director
Wayne R. Wellington	Retired Educator	director
Daryl Williams-Dotson	Principal Architect, WDI Architecture	director
Rev. Shonda N. Gladden	CEO, Good to the SOUL	director
Clete H. Ladd	Faculty Supervisor, University of Phoenix	School Principal

6. AGE AND GRADE RANGE OF STUDENTS TO BE ENROLLED

The following table lists the projected ages and grade ranges for the proposed HBHCSA.

Grade Level	Number of Students					
	Year 1 2020	Year 2	Year 3	Year 4	Year 5	At Capacity 2024
K	20	26	30	34	40	40
1	20	26	30	34	40	40
2	20	26	30	34	40	40
3	20	26	30	33	40	40
4	20	26	30	33	40	40
5	20	25	30	33	40	40
6		25	30	33	40	40
7			30	33	40	40
8				33	40	40

Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

The projections and slow growth were chosen to maintain a manageable critical mass of students in the expanded grades who have already been exposed to the acculturation they have received in the previous years of instruction to maintain the important academic and cultural goals of the School. These “Goldilocks” numbers are large enough to give the School the necessary economies-of-scale to be sustainable, but yet small enough to effectively instill in each student, the important learning and cultural values of the School.

SECTION 1. CURRICULUM AND INSTRUCTIONAL METHODS

EDUCATION PROGRAM OVERVIEW

HIM By HER Collegiate School for the Arts (HBHCSA) will begin with Grades K through 5 in its inaugural 2020-21 school year and expand to Grades K through 8 by its fifth year of full operation. Graduates will have been placed on a well-directed path for success in life, including eventually being able to compete and succeed at selective colleges and universities. The school model is based upon Culturally Responsive Teaching (CRT), aligned with Indiana Academic Standards & Dr. Ron Edmonds Effective Schools Movement, a proven instructional model at other high-performing schools for marginalized students across the country.

“Effective teaching practices for African American students and how those practices have helped students not only achieve academic success but maintain a positive identity. It is about the kind of teaching that promotes excellence... It is about the kind of teaching that the African American community has identified as having its children’s best interest at heart..... choose academic success.” *Successful Teachers of African American Children* (Gloria Ladson-Billings).

HBHCSA’s school design innovations include: an extended school day; two teachers in class during literacy instruction, with a prioritized and expanded focus on literacy and math instruction; public speaking; core values aligned with character development goals; community service; and, starting in the Upper Academy (Grades 5-8), a technology course that ensures students are technologically literate before the start of high school. These innovations have an impact on curricula, teacher and administration selection, professional development, typical school days, and the overall academic and character development of the students.

Extended school years and school days will be undertaken, with 184 instructional days and typical school hours from 7:30 am - 4:00 pm, including over 400 minutes of instruction daily, Monday through Thursday. Fridays will have early dismissal at 2:00 pm to allow for two hours of weekly professional development for staff. Students engage in 300 minutes of instruction between 8:00 am and 2:00 pm each Friday. As a result of combining additional school days and minutes, HBHCSA students will effectively receive over 30 more days of instruction each academic year, compared with traditional school models. This is consistent with research that expanded learning time Research continues to show that initiatives that expand learning time facilitate school and classroom innovation to enhance teaching and learning.⁵

During Literacy, both the classroom teacher and a Reading teacher will deliver small-group instruction., with the classroom teacher being responsible for Reading Comprehension/Guided Reading and the Reading teacher being responsible for Phonics instruction using a station-rotation model. The daily schedule includes differentiated small group instruction to support the general classroom and to best instruct ELL and SPED students during small group literacy rotations.

Students will receive 200 minutes of Literacy and 110 minutes of Mathematics instruction each day. Within this extended time, teachers execute school-wide systems and routines to ensure daily transitions (i.e. in class transitions, restroom breaks, transition to lunch, and transition to electives) are efficient and do not encroach on instructional time and keep students on task. As

⁵ Rocha, E. (2007). *Choosing More Time for Students The What, Why, and How of Expanded Learning*. Center for American Progress, 4-6.

with successful models in business, industry and the professions, students will develop successful routines and timely habits.

While it may seem counterintuitive, age-appropriate public speaking will be incorporated to help build academic skills and habits to propel students forward through future academics and life and general, as students will develop the ability over time to think clearly, and articulate their thoughts and ideas to a larger group with linguistic precision. The Association for Supervision and Curriculum Development (ASCD) has created a list of student habits, among them, learning how to *think and communicate with clarity and precision*.⁶ Starting in Kindergarten, students are required to speak in a “college voice” when addressing a teacher or their peers.

In literacy and math, students are taught Habits of Discussion, starting with the basics of sharing their thinking in complete sentences and the art of expressing both agreement and disagreement using aspirational language structure that can be mastered by their grade level. The Cognitively Guided Instruction (CGI) model will be used in mathematics, where students explain strategies used to solve problems with classmates. Students develop the confidence and skills of articulating themselves clearly in the Lower Academy (Grades K-4), so that when they move to the Upper Academy (Grades 5-8) they can begin to engage in “Socratic” seminars and debates where they guard and defend their interpretation of different texts. This will serve them well in post-secondary education.

From the start of their academic careers at HBHCSA students learn the core values of respect, responsibility, integrity, perseverance and unity. Teachers and administrators will explain why these values are important and provide models for students to follow. Positive feedback is used to encourage appropriate student actions and discourage inappropriate student actions. During weekly grade level Community Circles, teachers identify students publicly, and explain how they have been consistently displaying the core values, so that important values and habits will become second nature for students’ future academic careers.

The importance of community service will also be stressed by providing strategic opportunities for students to serve others in the surrounding area. All staff and students will engage in at least one community service project per year, and families and community stakeholders will be encouraged to join and participate. Through community service, students will realize the power that lies inside of them to influence positive change for others.

Regardless of their future academic and career paths students will become comfortable with technology in general, and learn not to be intimidated by technological change, all while maintaining the important humanistic values they are developing. As a result, all HBHCSA students will have an elective technology course; age appropriate in the Lower Level, and more deliberate and structured in the Upper Level. The courses will be consistent with suggestions by the Partnership for 21st Century Learning, a national organization committed to ensuring students have the knowledge and skills to thrive in an ever-evolving, technological world.⁷ Below is an example of the information technology courses students will expect to take, beginning in the Fifth Grade.

⁶ *Habits of Success*. <http://www.ascd.org/publications/educational-leadership/apr12/vol69/num07/Habits-of-Success.aspx>.

⁷ *Our Vision and Mission*. <http://www.p21.org/about-us/our-mission>.

Sample of Technology Courses

5th Grade	6th Grade	7th Grade	8th Grade
Keyboarding, Multimedia Presentation Tools, Research Tools	Basic Operations, Spreadsheets, Website Design	Beginning Coding, Application Creation, Digital Citizenship	Applications of Computer Technology, including Robotics

With the above innovations, HBHCSA will not only reach the goals the State standards would require and that Ball State University would demand, but would help move students from the School target area toward lasting success in an ever-changing world.

CURRICULUM AND INSTRUCTIONAL DESIGN

1. Instructional Framework. The mission of HBHCSA is to prepare all K-8 students with rigorous academics, character development, and a commitment to community necessary for college success and a life of positive action. The foundation of our instructional program is built upon a culture of high academic and behavior expectations for all students. Our instructional framework is informed by and aligned with the Indiana Academic Standards, the unique needs of students in the target 46218 zip code area, and proven best practices that have yielded significant student achievement results at charter schools across the country serving a similar population of students. **(a) Learning Environment.** Using Indiana Academic Standards, from day one in Kindergarten students will receive the academic foundation necessary to earn their way into and graduate from a college preparatory high school and the college or university of their choice. Standards are aligned vertically across content areas to ensure a seamless transition as students matriculate from grade level to grade level. HBHCSA will have a classroom-based instructional model by which curriculum is delivered. **(b) Class Size and Structure.** At full enrollment, HBHCSA will have two cohorts per grade, K-8 with 30 students per cohort, and 60 students per grade. Teachers will employ various student groupings for classroom instruction. During the Literacy blocks, there will be two teachers in each classroom to provide small group reading instruction with a 10:1 student to teacher ratio through a three-station rotation model. **(c) Overview of the Curriculum.** HBHCSA will provide students with Culturally Responsive Teaching (CRT) with connection to African diaspora, Maafa and African American heritage and history, and high-quality instruction to build foundational academic skills to help students transition grade levels and accelerate learning so that students matriculating from K-8th grade are prepared for the rigors of a college preparatory high school. When selecting a curriculum, we consider the following: (a) alignment to Indiana Academic Standards; (b) researched based on culturally responsive, high-performing urban schools and evidence of significant student achievement (Dr. Ron Edmonds, Dr. Barbra Sizemore, Dr. Asa Hilliard, Dr. Linda Darling Hammond, Dr. Gevena Gay, Dr. Janice Hale-Benson, and Mr. Stedman Graham); and (d) evidence of effectiveness with students with special needs.

College preparation begins with a solid literacy foundation. Every curricular item is reviewed for grade level appropriate reading and writing skills and vocabulary development within text. **Reading lays the foundation for college success.** Curriculum is grounded in developing strong, foundational literacy skills for students. Research supports the connection between early literacy acquisition and college matriculation and preparedness. Reading skills also directly impact a student's academic life and how they perceive their educational experience. Early reading

ability predicts stronger reading comprehension ability across content.⁸ Evidence specifically supports the “Matthew Effect” in early, strong readers: “[T]he very children who are reading well and who have good vocabularies will read more, learn more word meanings, and hence read even better.”⁹ To create this positive cycle of developing strong early literacy skills, we invest in literacy heavily, starting in Kindergarten. Teachers lead students in 200 minutes of literacy instruction daily, and infuse literacy skills into all content areas. Students engage in three 30-minute small group reading rotations, during which time two teachers work with small groups of 10 students each to isolate and master reading skills unique to the group while the third groups of 10 students work on adaptive technology individualized to their needs. Our understanding of Indiana Academic Standards coupled with our response to the specific community needs of the 46218 target area led us to select curriculum listed below.

HBHCSA’s Core Academic Curriculum

Grades	Literacy	Mathematics	Science	Social Studies
K-4	Reading: Core Knowledge, Literacy Centers, Guided Reading/Reading Comprehension (Internally developed) Phonemic Awareness: Reading Master Writing: Lucy Calkins Online Learning: Lexia	Every Day Counts Math (Calendar Math), EngageNY (Number sense, computation, algebraic thinking, geometry, measurement), CGI (problem solving)	Core Knowledge	Core Knowledge
5-8	Reading comprehension across genres (internally created), Book Clubs, and Grammar	Procedures (computation) and Problem Solving, both internally created	Internally created	Internally created

Curricula will be evaluated annually using academic data, and adjustments will be made where needed to ensure student success.

(d) Technology Use in Instructional Delivery. During reading rotations, students rotate in small groups between teachers and laptops. We will use Lexia (ST Math during Math block),

⁸ Cunningham, Anne E., and Keith E. Stanovich. “Early Reading Acquisition and its relation to reading experience and ability 10 years later.” *Developmental Psychology*. Vol. 33 Nov. 1997; Stanovich, Keith. (2000). *Progress in Understanding reading: Scientific Foundations and New Frontiers* (1 ed.). New York, NY: Guildford Press.; Cunningham, Anne & Keith Stanovich. (2003). “Reading Can Make You Smarter.” *Principal* Nov./Dec. 2003.

⁹ Ibid.; Stanovich, Keith. “Matthew Effects in Reading.” *Reading Research Quarterly* Fall. 1986.

an individualized computer program to give students on-grade-level literacy practice. Teachers can print out grade-level-equivalent reading practice for independent student work.

(e) Plans for Ensuring the School is Staffed with Highly Effective Teachers. HBHCSA will comply with all state and federal requirements for a “highly qualified” designation when hiring for each position, all related documentation (i.e. transcripts, test scores, and Indiana Department of Education Teacher assessment data) related to “highly qualified” status, and a complete background check before hiring.

Instructional Strategies. With full commitment to our mission and strong student outcomes starting in year one and continuing over the life of the school, HBHCSA will employ consistent, Culturally Responsive Teaching school-wide to maximize achievement. Following the educational expertise of Dr. Edmonds, Dr. Sizemore, Dr. Hilliard, Dr. Hammond, Dr. Gay, Dr. Hale-Benson, Mr. Graham, and Ladson- Billings. We will hold a 15-day summer Professional Development (PD) program for all teachers where we introduce and practice classroom management and instructional techniques to optimize learning time for students. During Summer PD, and over the course of the school year, teachers are trained on strategies from Lemov’s *Teach Like A Champion 2.0*¹⁰, Farr’s *Teaching as Leadership*¹¹, and Bambrick-Santoyo’s *Great Habits Great Readers*.¹² Numerous high performing urban charter schools in high-poverty areas similar to the Martindale-Brightwood and Forest Manor neighborhoods implement these strategies, including the Achievement First Network, Uncommon Schools, and high performing members of the BES Network, including Equitas Academy (Los Angeles, CA), Excel Academy (Boston, MA), University Prep (Denver, CO), Great Lakes Academy (Chicago, IL), and Purpose Prep (Nashville, TN). These strategies allow teachers to focus on executing rigorous, well-planned lessons as they maximize each instructional minute. We will implement a variety of these strategies to ensure students are prepared for success in a college preparatory high school and beyond. **Extended School Day and School Year.** Many students will enter Kindergarten already behind more affluent peers. We have an extended school day and school year to give students more time for quality instruction. Extended learning time with students will have a high impact on academic outcomes, informed by nearly two additional years of instruction for students enrolled at HBHCSA from K-8. **Two-Teacher Literacy Model.** In grades K-4, students will have three 30-minute literacy rotations daily, with two rotations in a small group with a teacher. This allows for students to receive targeted phonemic and comprehension instruction, with focused teacher attention. The third literacy rotation will be a blended learning rotation, during which students will use an adaptive program, such as *Lexia*¹³, to continue building foundational reading skills. **Small Group Tutoring.** At the end of each day there is a 40-minute tutoring block reserved for students who need additional time practicing specific reading skills.

Classroom Instructional Tools. Visible instructional tools assist students in K-4 internalize content specific strategies including anchor charts with reading strategies, vocabulary wall, sight word wall, number line, and **Habits of Discussion** prompts. When students grapple with instruction, teachers are trained to refer students to these instructional tools to solve problems. **Kinesthetic Learning.** Teachers connect physical movement to learning, to assist students in internalizing themes, definitions, and concepts. **Blended Learning.** One of the rotations during

¹⁰ Lemov, Doug. *Teach Like a Champion 2.0* 2nd ed. Vol.1. San Francisco, CA: Jossey-Bass. (2014).

¹¹ Farr, Steven. *Teaching as Leadership: The Highly Effective Teacher’s Guide to Closing the Achievement Gap*. San Francisco, CA: Jossey-Bass, 2010.

¹² Bambrick-Santoyo, Paul. *Great Habits, Great Readers*. San Francisco, CA: Jossey-Bass, 2013.

¹³ *Blended Learning*. (2016, July 14). <http://www.lexialearning.com/solutions/blended-learning>.

small group literacy rotations is the laptop station. Students engage in grade level, literacy skill practice unique to their reading level, as outlined above. **College Voice.** Oral and vocabulary acquisition is developed with students starting in Kindergarten. Students are taught and expected to speak in clear and complete sentences. Teachers encourage students to incorporate advanced vocabulary into academic discourse or when socializing with peers.

Data Driven Decision Making. We use formal and informal student assessment data to determine how and when learning objectives are taught. Data provides us with insights on what specific skills students have mastered, and what skills they are still working to develop. During our 15-day **Summer Professional Development (PD)**, all staff, instructional and non-instructional, practice specific academic, behavioral, and student engagement techniques to ensure school wide consistency. In alignment with high expectations for all students, it is imperative that all staff members can hold students to these expectations with consistency and joy. Staff continues to receive training throughout the year on more advanced techniques to ensure they are continuing to grow their ability to manage and instruct students effectively. Below is an outline of the instructional techniques that HBHCSA staff will utilize for students from the beginning of the school year.

Summary of “Teach Like A Champion” Techniques

Skill	Type	Description	Example
What To Do	Behavioral	Teacher direction explicitly states what student should be doing, to eliminate confusion and ensure all students follow the direction.	Teacher direction: I need everyone’s pencils down, silently looking at me, with hands folded on top of your desk.
Sweat the Details	Behavioral	Teacher holds students accountable for following directions, even minor details. By holding students accountable for small things, they will be less likely to commit major misbehaviors.	Teacher gives direction for class to stand up behind their chairs silently. One student stands up with hands placed on back of chair. Teacher asks students to stand up straight and to take hands off back of the chair.
Do it Again	Behavioral	When student(s) do not follow a direction, the consequence is to “Do It Again.”	Teacher gives students direction to line up silently, multiple students are whispering. Teacher stops entire class, restates direction and has class line up silently again.
100 %	Behavioral and Academic	Students meet teachers’ expectations 100% of the time. When teachers give direction that every student can accomplish, the expectation is that 100% of student are compliant.	Student is sharing response to a question during Science, teacher prompts class to look at the speaker as a sign of respect. 100% of students would be expected to follow this direction.

Precise Praise	Academic	Teacher celebrates students' academic effort publicly and privately by acknowledging the specific action student took to solve problem.	Teacher: You did an awesome job on your reading quiz today, I loved the way I observed you going back in your text to find evidence to support your answer.
No Opt Out	Academic	Students who answer questions incorrectly are not allowed to give up. Teacher will provide support, or call on another student to answer. Original student would at least be required to repeat the correct answer.	Teacher: Where did the story take place? Student 1: Outside. Teacher: Be specific, where outside? Student 1: On a street. Teacher: Can someone add more detail to this response? Student 2: The setting of the story takes place in a large city with tall buildings and skyscrapers.

2. Core Curriculum Scope and Sequence. If authorized, the Principal will work during the planning year (Summer 2019-Fall 2020) to (1) develop, purchase, and adapt K-5 curriculum and (2) build our Course Scope and Sequence aligned to Indiana Academic Standards. In subsequent years, the HBHCSA Academic Leadership team will begin building the new grade-level scope and sequence the winter of the previous year (i.e. Second grade scope and sequence would start being built in the Winter of 2020/2021 school year in preparation for 2021/2022 school year). This team will include members of the academic leadership team, teachers, and external curriculum experts. Each summer the Academic Leadership team will engage in a two-day retreat to evaluate the previous year's scope and sequence and make revisions as needed. **Attachment 2** provides course scope and sequence for subjects K-8. For curricula not yet fully developed, a timeline outlining development process during the HBHCSA's planning year is provided.

PUPIL PERFORMANCE STANDARDS

1. Exit Standards. To ensure HBHCSA students have a college preparatory K-8 education that will prepare them for success in a college preparatory course of study in high school, with the ultimate goal of acceptance into and success within and graduation from a four-year college, we have adopted the Eighth Grade Indiana Academic Standards as our exit promotion criteria. (Please see **Attachment 4**). These expectations will be supplemented with additional standards including the **21st Century Scholars Program**. All exiting 8th Graders will be enrolled in the 21st Century Scholar Program which affords automatic scholarships to Indiana higher education institutions when the student maintains a minimum 2.5 cumulative GPA and graduates with at least a Core 40 Diploma. Our Upper Dean of Students will support all students through applying and preparing for this program.

2. Promotion Policy. We will exhaust every option to ensure each student is supported and has the opportunity to be promoted at the end of each year. Our Grade-level Promotion Policy ensures guidelines for promoting (or retaining) a student, to include: attendance, mastery of content, as evidenced in final grades or reading level. We anticipate many entering students will be significantly below grade-level, and therefore our growth metric is included in our policy and outlined below.

Grade	Promotion Criteria			
	Attendance Requirement	Grade Component	STEP level Requirement	Final Exam
K-3	Absent less than 15 days	N/A	K= Step 3 or higher; 1 = STEP 6 or higher; 2 = STEP 9 or higher; 3 = STEP 12 or higher OR 5 STEP Levels of growth	K-2: N/A 3: Pass IRead-3
4-8	Absent 15 days or less	Average at end of year > 70% in all core classes (ELA, Math, Science, and Social Studies)	N/A	All final exam scores average > 70% (ELA, Math, Science, and Social Studies)

We provide students with multiple forms of instruction and interventions during our extended day and year, which include differentiated supports and daily tutoring to ensure we have provided a robust and tiered set of supports to work towards every student earning end-of-year promotion. If a student is failing three or more classes, that student demonstrates the need for additional instruction at the grade level and will be retained; if a student is failing one or two courses with less than a 60%, that student also demonstrates a significant skill and content gap and will be retained. **Grades 4-8 Summer School.** Students that average between 60 - 69% in one or two core subjects will have the opportunity to attend two weeks of summer school in that subject(s). At the end of summer school, students will re-take the final comprehensive assessment in the class(es) they failed, and earn a minimum of 70% on that assessment to be promoted. These students would receive the most benefit from current grade level instruction before being promoted to the next grade.

Attendance. Students cannot learn when they are not at school. Students missing more than 15 days of school may be retained. We fully adhere to all regulations regarding student extended illness during which we provide school support and tutoring as required. Students' attendance averages would not be impacted who are ill for an extended amount of time. Families receive daily and weekly communication to ensure every student is at school on time each day. Communication includes daily progress reports in K-4, weekly progress reports in grades 5-8, three formal report cards, the sharing of all staff cell phone numbers, and the expectation that all classroom teachers speak with all families a minimum of one time monthly. School leadership provides the school's front office staff with a system to monitor attendance; daily attendance averages are included in an Academic Accountability Dashboard monthly report to the Board. Families are required to meet with the School Principal once a student has accumulated over five (5) absences and will outline a plan to ensure students are at school on time each day. In compliance with IDEA, all students with IEPs or 504s will need to meet all promotion criteria for HBHCSA unless their IEP indicates separate goals in particular content areas. In such cases, satisfactorily meeting those goals will satisfy that component of our promotion criteria. Teachers

make student promotion recommendations based on grade specific student mastery criteria. Final promotion decisions are made by the Principal. The School reserves the right to make exceptions to this policy given special circumstances. Students' progress toward promotion and in some cases retention would be communicated to families during the year via Parent-Teacher conferences and case by case in potential retention meetings.

SCHOOL CALENDAR AND SCHEDULE

The proposed School Calendar and Schedule are contained in **Attachment 5**.

SCHOOL CULTURE

1. Promoting a Positive Academic Environment, Intellectual, Social and Moral Development. To reach HBHCSA's mission, students will develop the academic skills and the character habits necessary for success in high school and college, and leading a life of positive action. The previously mentioned core values of Respect, Integrity, Responsibility, Perseverance, and Unity are the pillars of the School's culture and will be reinforced daily. These values are summarized below.

Core Values of HIM By HER Collegiate School for the Arts

Core Value	Description	Examples
Respect	Respect is demonstrated by treating others the way we want to be treated. This includes respect for our physical space.	• We show respect to peers and adults by making eye contact when speaking or being spoken to. • We show respect for ourselves by tucking in our shirts, and keeping our workspace clean • We show respect for materials by not spilling food or drink on Lifework (homework) or school books • We show respect by asking to assist others who are struggling instead of teasing
Integrity	Integrity is doing the right thing even when no one is looking.	• We are responsible for using our core values to guide decisions at all times. • We are responsible for demonstrating academic integrity at all times. • We are responsible for thinking about making the right decisions.
Responsibility	Responsibility is demonstrated by taking ownership of our actions.	• We are responsible for our learning at all times; when I have a • question I ask it. • We are responsible for our belongings at all times; it is up to

		• me to keep up with my personal and school belongings. • We are responsible for being positive, working hard, and • seeking opportunities to help others.
Perseverance	Perseverance means continuing to work hard toward our goals without cessation.	• We are inspired by challenges. • We maintain a positive attitude during times of struggle. • We exude a “won’t give up attitude.”
Unity	We have Unity as a team and know that “I am because we are.”	• We are responsible for not just our own learning, but for the learning of all of our community members. • We demonstrate enthusiasm for our peers learning and accomplishments. • We hold one another accountable to doing our best.

Implementing a Strong Culture from Day One. The National Association of Elementary School Principals highlights the important role a school leader has in creating a strong school culture to ensure an ideal learning environment for students.¹⁴ The culture of HBHCSA is the foundation on which student learning and growth will be accomplished. Our core values of Respect, Integrity, Responsibility, Perseverance, and Unity are one of the first things the School Principal, and in subsequent years to include the Dean of Students, will present, discuss, teach, and model with the students and families’/guardians in One-on-One meetings prior to the first day of school. Prior to the start of the school year, students, staff, and families all have a clear understanding of our high expectations. Families are on-boarded through individualized review of the Student and Family Handbook during a **One on One Meeting**. Every new family to the school has a 45-minute individual meeting with the School Principal, engaging in a conversation around what they envision for their child in school and in life. The School Principal explains school expectations, core values, and examples of each value, and includes review of key elements of the Student and Family Handbook. After the meeting, the family, student, and Principal are clear on what each party is accountable for to ensure the student’s success (including the student).

To symbolize this commitment and understanding the School Principal, student, and family sign a Community Contract which states those commitments and actions for which the family, student, and school are responsible. One commitment for the family is ensuring the student is at school on time each day. One commitment from the school is ensuring students are safe, and teachers are prepared to teach each day. Once students complete a week-long **Student Orientation**, and have been enculturated into the HBHCSA way, they earn the opportunity to sign the same Community Contract signed by their family and School Principal. Families and community members are invited to the ceremony and celebrate their students officially becoming HBHCSA students.

¹⁴ Habegger, S. (2008, Sept. & Oct.). *The Principal’s Role in Successful Schools: Creating a Positive School Culture*. https://www.naesp.org/resources/1/Principal/2008/S-O_p42.pdf.

HBHCSA Staff participate in **Summer Orientation**. During July, all staff engage in a 15-day PD, during which they learn to understand what mindsets, habits, and skills HBHCSA members use to inspire and hold students to high expectations. The two biggest components of this practice are culture/management and instructional strategies. School Leadership will model management and instructional strategies and then staff will practice, receiving specific and concrete feedback from the School Principal, ensuring teachers and staff can effectively uphold school culture from the first day of school.

Clear and Consistent Rewards and Consequences. At HBHCSA, we firmly believe that students can meet expectations when they are clear, and when rewards and consequences are delivered consistently. To that end, we have a clear system for rewards and consequences from Kindergarten through 8th grade. In grades **K-4** we use a “clip stick” as our grade wide system to monitor student behavior. The clip stick is a yard stick covered with five distinguished colors: gold, blue, green, yellow, and red. Each student has a wooden clothes pin with their name; at the beginning of the day each student’s clip is on Green. When students consistently display our core values (Respect, Integrity, Responsibility, Perseverance, and Unity) they remain on green or earn their way to gold. When students choose to not follow directions their clip is moved down to yellow or red. In grades **5-8**, we use a “paycheck” system to encourage positive student behavior. Teachers track students’ demonstration of our core values through Kickboard, an online data management platform that allows teachers in real-time to input student merits as “dollars” and demerits as “deductions.” Students can earn dollars by displaying core values and may earn a deduction for not following the rules. In grades 5-8, students will receive a weekly report that goes home and is signed by families and returned to school the next day. These reports provide an itemized list of the number of dollars a student has earned or lost along with the reason.

Small Things Make a Big Difference. At HBHCSA, adults focus on all students meeting small expectations each day. We believe that attention to details discourage students from not committing larger community infractions. An expectation at HBHCSA is that when an adult is speaking, all students “track the speaker,” which means silently looking at the adult who is speaking. We expect students to track adults when they are speaking so they do not miss out on valuable directions or instructions. We teach students that looking at someone when they are speaking demonstrates respect for the individual, staff, and students. We expect 100% of students to meet this expectation 100% of the time because we know every student can. The reason why we focus on something as small as making eye contact is because when we do not hold students to this expectation other things begin to slip. In high school, college, and in life, students will be given multiple opportunities to make a first impression. One of the first things people notice when meeting someone is if they maintain eye contact during a conversation. Our students will be thoughtful and respectful, making eye contact is one way of reinforcing this when speaking or listening to others.

Intelligence and Character. The mission of HBHCSA concludes with a charge to our students: “live a life of positive action.” This charge is informed by our character development program. From the moment students walk in our doors, students learn our core values: Respect, Responsibility, Integrity, Perseverance, and Unity. Adults explain why these values are important and model grade-specific non-examples and exemplars. In class, teachers constantly use core values to celebrate and correct student actions. During weekly grade level Community Circles, teachers identify students, and explain how they have consistently displayed our core values.

Joy. Our rigorous and structured academic program is infused with joy. When students go above and beyond, teachers prompt students to celebrate their efforts through a “**J-Factor**,” or

a quick celebration that boosts joy and student engagement. As students persevere through rigorous instruction, or help each other in their daily interactions (i.e. one student helping another clean up a spilled drink), these actions are positively reinforced with joyous acknowledgment. J-Factors are also used to reinforce academic fundamentals during transitions. For example, Kindergarten students count in unison from 1-20 while moving from their desk to the carpet for Read Aloud. As students are expected to work hard each day, strategic joy is a way to celebrate their efforts while reinforcing academic excellence and core values.

Everything is Earned. We believe that students are motivated by clear and rigorous goals. Students are motivated each day to make the right decisions and display our core values. An example of this is students earning “restaurant voice” time at lunch. Restaurant voice is the voice students use that is louder than a whisper but lower than a presentation voice. Students are expected to sit silently while their peers are receiving lunch. Once the entire community has received their food they have an opportunity to talk. Students learn during orientation that they all have to work together to earn talk time during lunch. If a student(s) begins talking before being given the direction from an adult to talk, the entire community will wait a few minutes before they can engage in conversation at lunch. Students follow this expectation because talking to friends during lunch is not something that is given - they earn this opportunity. When students earn all “green,” “blue,” or “gold” days in a week based on our clip system, the following Friday they can wear jeans and different color sneakers instead of their uniform. Students on green, blue, and gold also get to assist teachers with special tasks because they have demonstrated that they are classroom leaders. Students can also earn special classroom incentives by collectively displaying our core values and making the right decisions. Each classroom has a “Look what we are working towards” tracker. When students collectively are working hard and following directions for a sustained amount of time they earn tally marks towards their class goal. An example of this may be that a class is working toward a dance party after 25 tally marks. Earning tally marks towards their class goal is also tied to Lifework (homework) completion. Each night when 100% of students complete 100% of their Lifework they earn 3 tally marks toward the class goal. The classroom tally mark system becomes more challenging over time. After students earn an incentive, a more rigorous goal is set for them to meet. For example, after they earn 25 tally marks the next goal may be 35 marks. Students also earn the opportunity to attend field lessons outside of school. Students that choose to consistently disregard classroom expectations lose the opportunity to leave the school with their peers. Instead these students would remain at the school and work on classwork until their cohort returns to the school. Our system of “everything is earned” gives student clear goals to work toward each week. Students who may struggle with adjusting to our expectations at the beginning of the year quickly turn-around their actions so they can earn individual and community incentives. This system also cultivates a mindset of enjoying the process of working hard to earn things in life.

2. A Typical Student Day at HBHCSA: Kindergarten. Arrival. At 7:30 am John is dropped off by his family for a day of work, growth, and joy at HBHCSA. John walks to the front entrance and is greeted by the School Principal. As John enters, the School Principal shakes his hand and asks, “How are you doing this morning? Are you ready to have a great day of learning?” John makes eye contact and in a clear, college voice says, “I am doing well, and ready to work hard today.” The School Principal checks to ensure John is in his school uniform. As John enters the building he is greeted by other staff members on the way to class. Staff members are strategically placed to greet, assist, and reinforce morning expectations John stops at his coat hook,

takes off his book bag, takes out his Lifework folder/instructional materials, and hangs his book bag and sweater or jacket up.

Classroom Entry. Classroom teacher, Mr. Freeman, greets John as he enters the classroom. John drops his Lifework folder off in the Lifework folder bin, picks up his breakfast item and milk/juice at the horseshoe table, walks silently to his desk, and begins eating breakfast. After John is finished, he raises his hand straight up in the air and waits for Mr. Freeman to give permission to throw his trash away. He pulls out his Brightwork (Reading/Math packet aligned to standards being taught in class), and works silently until 7:58 am. During this time his classmates are eating or working on their Brightwork. Mr. Freeman raises a silent arm with two crossed fingers to let students know if they need to use the Restroom to similarly raise their hand. Students are dismissed a few at a time to go to the restroom. One male and female staff member is outside the restroom to monitor and ensure students move with purpose to get back to class.

Read Aloud and Literacy Rotations. At 8:00 am, John and his classmates are directed to stand up and silently transition to the color carpet for Morning Message. During **Morning Meeting**, John and his classmates review the core value of the week - Respect. Mr. Freeman names what areas of Respect they will focus on: not speaking over other students or adults, tracking (looking at) other individuals who are speaking, and treating instructional materials with care (i.e. books, pencils, folders). After reviewing the week's core value, he leads students in reviewing words with a bossy "e." John and his classmates focus because they have been working on bossy "e" words in their Reading Mastery groups. At 8:10 am Read Aloud starts, and today Mr. Freeman is reading *Chester's Way*. John and his classmates are working to identify the setting and characters in the book. John receives a J-Factor "GREAT" from his classmates for recalling the primary and secondary characters. At 8:40 am, the first 30-minute Literacy rotation begins, so John joins his small group at the blended learning station to practice isolated literacy skills unique to him based on his current reading level. With one minute remaining, students are reminded of the upcoming transition. When the timer goes off, John and his classmates stand up silently and turn towards the direction of the next station. John is excited because Reading Mastery is next, he loves the engaging pace and recognizes that he is becoming a better reader. He began the school year only being able to identify letters: now he knows all his letters and sounds, and is working to start saying three-letter words.

Mr. Freeman begins with reviewing last week's sight words; he is confident that he knows all of the words because he reviews them every night along with his Lifework. After focusing on his sight words, he works with his group to go through the day's lesson with Mr. Freeman. During Literacy rotations Ms. Cooper is also in the room to teach Guided Reading and Reading Comprehension. After his Reading Mastery lesson, students work on an extension writing activity aligned with his lesson from the day. Mr. Freeman announces that each group has one minute remaining before they will break for snack and restrooms. From 9:10 am to 9:25 am, John and his classmates enjoy a quick snack, and at 9:15 am the School Principal collects boys and girls that need to use the restroom. John goes to the restroom then returns to class in time to finish his snack. After the break John has his final literacy rotation for the day.

Writing and Lunch. At 10:25 am, the class comes back together for Writing. John and his classmates spend the first 20 minutes working on grammar skills. Today they are learning about nouns. Then, they have a 30-minute writing lesson during which John drafts a story about the time his dog ate some of the cake at his sister's birthday party. The lesson closes with two students standing and presenting their writing stories to the class, who all track them as they share. At 11:15 am, John and his classmates line up silently to transition to lunch. John and his cohort know

they must transition, enter, and sit down with their food silently to earn talk time. The School Principal celebrates how well students entered the cafeteria silently, and gives John and his classmates the opportunity to use “restaurant voice” during their lunch. After lunch they transition outside for 20-minutes of recess. At 12:02 pm the School Principal blows a whistle, John and his classmates all “freeze,” and the School Principal has each cohort line up silently.

Math and Science. John and his classmates transition back to class for Calendar Math and CGI from 12:05 pm to 12:55 pm. During Calendar Math, the class goes over today’s date, patterns, breaking the number of days in school down into 100s, tens, and ones. After Calendar Math, they transition to CGI (**Cognitively Guided Instruction**), during which the teacher displays an addition story problem to the classroom and reads the problem aloud three times. Students are called on to restate the problem in their own words from memory. John conceptually visualizes the problem in his head. After the students restate the problem to the class, the teacher gives each student a paper to solve the problem. Each student draws a picture of how they solved the problem and explain each step they took to solve the problem, using number sentences. At the end of work time, the teacher selects three students to come to the front of the class and share the strategy they used to solve the problem. One student used a number line, another drew linking cubes, and another put the number in their head and counted. John loves CGI because he is always discovering new, more efficient ways to solve math problems. After CGI, a traditional Math lesson is led by Mr. Freeman from 12:55 pm to 1:55 pm; students work in groups to use number lines and linking cubes to solve addition problems. At 1:55 pm, the class transitions into Science. Today students check on their growing plants. Each student observes a plant and discusses, then writes about, what has changed from the week before. John and his partner observe that the plant is starting to grow leaves, and students are amazed that a plant grows and gets bigger just like they do.

Physical Education and Dismissal. At 2:35 pm, students transition to Physical Education (“PE”). Today, John and his classmates are moving through circuit stations that include jumping jacks, sit ups, high knees, stretching and running. By the end of PE, every student is ready for a water break. Ms. Wilson, the PE teacher, ends class emphasizing the importance of working out to stay healthy.

Closing Circle is the final whole group time with Mr. Freeman before dismissal. Each student sits around the perimeter of the color carpet with legs crossed and hands folded in their lap. Mr. Freeman leads a discussion about what things students did well, and what things students needed to work on to improve their community. Today, Mr. Freeman gives every student an opportunity to discuss a time they failed at something but persevered and finally succeeded. John shares that he has been working hard to be able to count to 100, but has not accomplished his goal yet. He says that even though he cannot count to 100 he will continue practicing at school and home until he meets his goal. His cohort is Butler University, and during Closing Circle the person who is holding the stuffed Butler Bulldog has the floor and every student tracks the speaker. At the end of the Closing Circle, the teacher says that their goal for tomorrow is to continue persevering even when they struggle or do not understand something. John cares about his learning and also loves celebrating when other students share stories about how they worked hard to overcome a challenge. At 3:55 pm, the teacher calls individual students to collect their Lifework (homework is called Lifework because it is preparing students to be successful in life), pack their bags, and line up for dismissal. As John waits for his name to be called, he takes out his Lifework packet and begins to work on his Reading and Math work. When he gets home that evening he reads his book from school for 30 minutes, and practices his sight words with his mother before

he goes to bed. He goes to sleep excited to go back to school to grow his brain so he can go to college one day.

3. Teacher's Day at HBHCSA: Classroom and Reading Teacher – please see the sample Daily Schedule below.

Sample Daily Schedule for Kindergarten Teachers

Kindergarten-Classroom Teacher

Kindergarten-Reading Teacher

7:10	Arrival and Prep: Reviews lesson plans, ensures all materials for the day are prepped, check's school e-mail	7:10	Arrival and Prep: Reviews lesson plans, ensures all materials for the day are prepped, check's school e-mail
7:15	All staff Wednesday morning community circle: Leadership team communicates updates, highlights staff success, practice specific focus taxonomy for the week	7:15	All staff Wednesday morning community circle: Leadership team communicates updates, highlights staff success, practice specific focus taxonomy for the week
7:25	On post: In classroom ready to greet students as they begin entering the building at 7:30	7:25	On post: In classroom ready to greet students as they begin entering the building at 7:30
8:00	Morning Meeting: Leads students in morning chants, core value focus, and academic remediation	8:00	Morning Meeting: Support Classroom Teacher during morning meeting
8:10	Read Aloud: Leads students in reading a text slightly above their reading level, engages students in story element and comprehension questions	8:10	Elective: Lead P.E. or Art
8:40	Literacy Rotations: Teaching literacy to different student groups	8:40	Literacy Rotations: Teaching literacy to different student groups
10:25	Writing/Grammar: Leads Writing and Grammar	10:25	Prep: Prepping student lesson materials, weekly check in with School Principal to discuss lesson plans, isolate and practice specific skills
11:15	Prep: Prepping student lesson materials, weekly check in with School Principal to discuss lesson plans, isolate and practice specific skills	11:15	Lunch/Recess duty/Prep
12:05	Math: Lead Calendar Math, CGI, and Math lesson	12:05	Literacy Rotations: Teaching literacy to different student groups
1:55	Science/Social Studies: Lead Science or Social Studies unit, alternates after each unit	1:55	Prep: Prepping student lesson materials, weekly check in with School Principal to discuss lesson plans, isolate and practice specific skills

2:35	Prep: Prepare student Lifework folders for dismissal	2:35	Elective: Lead P.E. or Art
3:45	Closing Circle: Lead end of day closing circle, discuss what community is doing well, and what students need to work on	3:45	Closing Circle: Support with closing circle in each classroom on alternating days
3:55	Dismissal: Prepare and transition students to dismissal	3:55	Dismissal: Report to assigned post for student dismissal

SUPPLEMENTAL PROGRAMMING

1. Summer School. Our extended school day and year and instructional program grounded in using student data to inform daily instruction will address most students' academic needs. Due to this strategic investment in time and data driven instruction, most students will master the skills necessary to be promoted by the end of the year. As needed, we will provide additional tutoring for third graders who did not pass the IREAD-3, and fourth through eighth graders with an average of 60-69% in one or two core subjects. Third graders that attend summer school must retake the IREAD-3 assessment and pass to be considered for promotion. Fourth through eighth graders attending summer school must take and pass a content specific cumulative exam to be promoted to the next grade. Summer school dates are contingent upon Indiana testing windows for third grade. Summer school for fourth through eighth grade students will take place the two weeks immediately after the last day of school for four hours each day. We hope to align dates for all grades. We will work to identify grant opportunities to fund summer school; if grant opportunities do not arise, we will take on this cost from our annual budget.

2. Extra and Co-Curricular Activities and Programming. Students engage in daily **Electives** and quarterly **Field Lessons** (out-of-school learning experiences related to a topic covered in core subject). In K-4, students attend a 30-minute Elective daily, with art and PE each twice per week. In grades 5-8, students attend a 50-minute Technology and PE Elective each twice per week. In K-4, the Reading teacher teaches two PE and Art classes plus Literacy rotations. In Y3, we hire one full-time Elective teacher and add another in Y5. At scale, we have two elective teachers for the Upper Academy (5-8). See the Table below for the School's enrichment sequence.

Elective Sequence

	Grade 5	Grade 6	Grade 7	Grade 8
Physical Education (PE)	Motor skills/movement patterns	Understand connection between active lifestyle and physical fitness	Students incorporate concepts from other disciplines into movement and fitness	Self-identify what physical fitness activity will help maintain a healthy lifestyle
Technology	Keyboarding, Multimedia Presentation Tools, Research Tools	Basic Operations, Spreadsheets, Website Design	Beginning Coding, Application Creation, Digital Citizenship	Applications of Computer Technology, including Robotics

Field Lessons. During Summer PD, teachers will identify a list of off-campus Field Lesson opportunities for students aligned to content and specific State Standards, to be provided to students three times per year, and which includes a university tour to which we invite our families. As outlined in our budget, we have allocated \$5 per student in Y1-Y5 to Field Lessons, and will work to identify grants and seek donations to supplement the remaining cost. See the Table below for an Example of Standards Aligned Field Lessons.

Standards-Aligned Field Lessons		
Subject	Lower Academy	Upper Academy
Science Aligned	Farmers Market; WTHR Weather Station; Children’s Museum; Indianapolis Zoo; Fowler Ridge Wind Farm	Eli Lilly Lab; Eagle Creek Overnight observation at Gnaw Bone; Local Small Business; IND Airport Air Traffic Control
Social Studies Aligned	Indianapolis Repertory Theatre; Central Library; Fire Station; Connor Prairie Eiteljorg Museum; Indiana State Museum	Civil Rights Museum-Memphis; Cincinnati Underground Railroad Museum
College Tour	University of Indianapolis (IUPUI)	Tennessee State University, Indiana University, Earlham College

3. Student Mental, Emotional, and Social Development and Health. Students’ social, emotional, and character growth are essential to being well-rounded productive students, and ultimately adults. All staff are trained on how to support students in developing their thoughts and feelings, displaying compassion for others, building self-confidence, problem-solving, self-regulating, and using their moral compass to make sound choices. Our core values are used to teach, model, and help students internalize what Respect, Responsibility, Integrity, Perseverance, and Unity look like. These core values are not relics on the wall, but instead made tangible by teachers who are constantly looking for opportunities to celebrate students using them and create learning moments when they need to be reinforced. When student emotions run high they are given the space to decompress, share their feelings (through writing or speaking with teacher or leadership), reflect, and think about how they can avoid the same mistake or conflict moving forward. Through our core value of Unity - I am Because We Are - students learn during Student Orientations, Morning Messages, Closing Circles, and weekly Community Circles that healthy relationships with their community members ensure students are safe and able to learn. During lunch, students do not start eating their food until every student has been served. This is a daily reminder that “We” is greater than “I.” During academic discourse and while socializing, students are encouraged to share their interpretations, opinions, and thoughts. Teachers explicitly teach students that disagreements happen, but to always stay in character and show respect. Starting in Kindergarten, students learn sentence starters (i.e. “I respectfully disagree,” “I would like to add on”) to use when they do not agree or what to add on to a comment that was made by another student. For students that need more support in their social development, the School Principal in Y1-Y2 will support these students through targeted interventions which may include strategic check-ins, behavior reflections, and personalized behavior plans. In Y3, a part-time Social Worker will work with individual and small groups of students as needed in these areas. The Dean of Students in Y5 will work in partnership with the Social Worker to provide targeted interventions for students as well. We will seek out mission-aligned individuals and organizations in the

community to support students when appropriate, and the Dean of Students will develop and manage community members to serve as mentors, beginning in our 5th year of operation

4. Student Focused Activities. For students to go to, persist, and graduate from the college of their choice, and thrive as people, they need to be responsible for their actions and make sound independent decisions. Regardless of career choice, students need to know how to manage conflict, regulate emotions, and work with other people in their personal and professional lives. Our core values of Respect, Integrity, Responsibility, Perseverance, and Unity inform our students' moral compass and ability to manage the social and emotional demands in their personal and professional lives. Each week a specific core value is focused on during Morning Message, Closing Circle, and during the weekly grade wide Community Circle. The Table below provides examples of student actions aligned to school core values.

Examples of Core Values in Action

Action	Value
When an adult or peer is speaking all students “track” (look at) the speaker.	Respect
In Reading, a student disagrees with another student’s explanation of a character’s motivation. The listening student lets the student finish, raises their hand, and respectfully disagrees and provides evidence to support the motivation of the main character.	Respect
A student finds a dollar in the hallway and takes the dollar to the teacher and tells them where they found it.	Integrity
Students work independently on a task on the opposite side of the classroom. Even though the teacher is not in front of them they are working hard to follow the directions and complete their work.	Integrity
A student is finished reading their take-home book early, they ask the Teacher if they can get a new book so they can continue to read 30-minutes each evening.	Responsibility
The Indiana University cohort earns a point for Responsibility because 100% of students completed last night’s Lifework	Responsibility
A student did not get the correct answer to their mixed fraction addition problem. Instead of giving up they refer to their notes, re-do the problem, and get the correct answer.	Perseverance
A student entered First Grade Reading on a beginning of the year Kindergarten level. Through hard-work, focus in class, practicing 30-minutes of reading, and sight word practice each evening, s/he is reading on a mid-second grade level by the end of the year.	Perseverance
A student recognizes that his or her classmate is struggling to answer a Math problem, and raises his or her hand to ask the Teacher if they can provide the struggling student with a strategy.	Unity
During Guided Reading a student struggles to pronounce a word in front of their peers, each student pumps their arm in a circle to show the student support to keep working hard.	Unity

In addition to the wrap around services to be provided for the students (and their families) by community partners (separately funded from the Charter School), provided separate funding is obtained, HBHCSA will provide the Enterprise City as an afterschool program teaching young

people life skills and consequences, such as job readiness, financial literacy, civic responsibility, entrepreneurship, and other skills in a hands-on manner. The Enterprise City will be an after-school 6-weeks curriculum in which all students will have the opportunity to participate. The Enterprise City is a program with a set curriculum aligned with State Standards on financial literacy and civics based on applied, real-world learning, giving students a unique glimpse of the adult world and why staying in school and giving “their best” is so important. Students will (1) apply and integrate financial literacy, civics, teamwork, critical thinking, math, language arts, social studies, and technology skills; (2) take on roles as employees, employers, government officials, judicial system participants, consumers and citizens while running businesses, organization, and government offices; and, (3) create resumes, job applications, have real job interviews, and are hired by a business where they work together as a team. The program will be primarily for Upper Level; students, although abbreviated versions may be used for Lower Level students. The Enterprise City curriculum includes the programs below; (for further expansion of inputs and activities as well as outputs and outcomes, see the Logic Model in the Attachments.)

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

This has currently been an afterschool program with an established 5-day curriculum that that brings a miniature city set-up for students so they can see all of the jobs and opportunities that there are in a city.

SPECIAL POPULATIONS AND AT-RISK STUDENTS

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

2. Students with Mild, Moderate, and Severe Disabilities. Serving students identified as having disabilities under the law or whom we suspect may have such disabilities, we provide a Free and Appropriate Public Education (FAPE) and comply with all applicable state and federal statutes, including Title II of the American with Disabilities Act of 1990 (ADA), the individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1974. We educate students with disabilities in the least restrictive environment (LRE) and with their non-disabled peers to the extent appropriate and allowed by each student’s Individualized Education Plan (IEP). We do not discriminate in our admission and enrollment practices against students having or suspected to have disabilities. **(a) Identification and Protecting Against Misidentification.** Upon enrollment, we conduct individual One-on-One meetings with students and families. In addition to going over our mission and vision, we ask each family to identify if

their student has an existing IEP or has ever received special education services. If so, we provide appropriate documentation to ensure students receive required accommodations and modifications aligned with the IEP or 504 Plan requirements. We reach out to preschools and school districts to determine if students have ever been identified in accordance with IDEA. Our School Principal, Operations Manager, and Special Education Teacher(s) (in Y4 led by the Student Supports Coordinator) oversee this process. During staff summer PD, during our first and second years of operation, our Special Education Teacher works with general education teachers to ensure all students' needs are being met and all services are provided (in Y2 two full time Special Education Teachers, Y4 a Student Supports Coordinator (SSC) will manage Special Education Teachers and oversee Special Education program). During the school year, Special Education Teachers work with classroom teachers to ensure Special Education students' modifications and accommodations are being implemented during instruction and that all services are being provided. Our Special Education teachers and SSC will be licensed within the State of Indiana as special educators. Our academic program integrates frequent, strategic academic monitoring and push-in supports to ensure students with IEPs are receiving all modifications and accommodations outlined in their plan. During summer PD, the SSC leads staff in scientifically-based academic and behavioral intervention support training. In years 1-3, the Special Education training is facilitated by certified Special Education staff; in year 4, the SSC is responsible for preparing and leading staff trainings. In compliance with the Indiana's Commission of Seclusion and Restraint (Indiana Code 20-20-40), we will secure CPI training for all staff. Our Operations Manager will oversee the recertification process for staff to ensure every staff member has a valid and up-to-date CPI certification. Frequent internal assessments provide in-the-moment snapshots of where students are and what specific academic or behavioral skills they are struggling with the most. During the week, each teacher reviews students' progress based on Lifework (Homework), classwork, quizzes, projects, observations, and anecdotal notes. Teachers are equipped with formal and informal data to quickly respond to the needs of every student. School leadership and staff work together to monitor assessment data on a regular basis. For students identified as not progressing at a pace to meet end-of-year academic goals, we use a pre-referral, Response to Intervention process or RtI. Teachers, leadership, and the Coordinator of Student Supports work in partnership to design a proactive intervention plan to address deficits and monitor progress towards plan goals for six weeks. Our responsibility, specifically with students in the earlier part of their education, is to provide additional academic and behavioral support assist in development and meeting end of year academic and behavior goals within the general education environment. If the intervention planned is deemed unsuccessful, not resulting in student academic or behavioral improvement, we schedule a meeting at a convenient time for the students' parent/guardian to discuss our next plan of action. This conversation with the student's parent/guardian would include considering if the student needs to be considered for evaluation for special education eligibility and related services. If the family agrees to conduct an evaluation for their student the school will secure a written parental consent form before administering testing. The school will conduct testing, through an appropriately licensed educational psychologist. Post testing, we will hold a conference with the parents, the CSS, student's teacher, and member of the school leadership team to make a decision on the student's eligibility for special education services. If the student is eligible and the family agrees in writing, an Individual Education Plan (IEP) is developed. Each student's IEP will be reviewed at least one time each school year, and each student will be re-evaluated at least once every three years. Students' families can request to meet with the school at any time to discuss the details and goals of their student's IEP plan. At the request of a legal guardian, we will evaluate

any student for a disability. Section 504 requires schools to provide students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities. Section 504 prohibits discrimination on the basis of disability. We adhere to all obligations under Individuals with Disabilities Education Act (IDEA) and Section 504. We immediately evaluate and identify any students protected under Section 504. This includes any student determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities, (2) have a record of such impairment, or (3) be regarded as having such impairment. The CSS serves as the Section 504 coordinator to ensure students' legal rights are met and their special needs are effectively served. In Y1-Y3, Special Education Teacher(s) works with school leadership and teachers to support and ensure compliance with Special Education students.

In Y4, a Coordinator of Student Supports will be hired to manage the Special Education program. We will work with INISchools to secure related services (Speech/Language, OT, PT) in accordance with IEPs and provide time and space for these services to be administered onsite. **(b) Evidence-based Instructional Programs.** Our educational model is an inclusive and heterogeneous and serves all students. Our program design is informed by high-performing urban schools serving similar student populations including disabilities language proficiency barriers, and/or special circumstance that put them at risk for academic failure. To the fullest extent possible, we will provide a full inclusion model, maximizing accommodations and minimizing modifications. **(c) Evaluation and Progress Monitoring.** Progress monitoring occurs in alignment with IEP goals and is reported out accordingly. We look to the assessments of students with disabilities receiving special education services, including improvements in performance on the NWEA MAP, STEP, Fountas and Pinnell grade level equivalencies, ISTEP+, IRead and teacher-created assessments to determine our program's effectiveness. We disaggregate assessment results between students with disabilities and students without disabilities to continuously monitor and improve the efficacy of our special education program. In Y1-Y3, the School Principal and Special Education Teachers lead teacher development through our summer PD and weekly PD meetings as grade-level teams and whole staff to monitor student performance and adjust where needed to support all students on their journey to college. In Y4, the SSC will be hired to manage and oversee the Special Education department. **(d) Please see Promotion Policy. (e) Qualified Staff.** In our first year of operation, we will employ a full-time, licensed special education teacher. In Y2 we will hire an additional special education teacher to support our increased special education population. Our SSC will be hired in Y4 to directly manage our special education teachers and provide oversight for the special education program. The School Principal will work closely with the special education teachers and SSC to ensure special education students' plans are being followed and the school is within compliance. We will reassess our special education student population needs overtime and make staffing additions as needed to support all students. All staff hired to teach or supervise Special Education programming will be Highly Qualified and hold license (or emergency certification) to teach Special Education in Indiana, and additional certifications or requirements.

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

We follow these steps to identify ELLs that should receive English language instruction and support. **Step 1 - Identification of Potential ELL Student.** We will use the STN site to see if enrolled student has pre-existing ACCESS score from a previous school in Indiana or another WIDA state. If no previous record of Home Language Survey exists, we will administer to identify that there is a language other than English spoken by the student or at home. **Step 2 - Evaluating Potential ELL students.** The ELL certified staff member will administer the WIDA-ACCESS Placement Test (WAPT) to assess the four language domains of Listening, Speaking, Reading, and Writing. Based on the results and observation using the WIDA Can Do Descriptors, the ELL teacher will determine the ELL status. **Step 3 - Student is identified as ELL.** ELLs will be provided Sheltered English Immersion (SEI)²⁹ instruction and developmentally appropriate instruction aligned to the WIDA English language development Standards Framework. **Step 4 - Communicating with Parents.** The School Principal will notify parents in writing in parents' preferred language of the reason the child was identified as ELL, a description of the child's current level of English proficiency, and description of the program placement and method of instruction, the manner in which the program will meet the child's educational needs, a description of how the program will help the child to learn English, the requirements for exiting the program, and the parent's right to waive ELL services. If requested, a follow-up meeting will be set up between parents and the School Principal and ELL certified staff member. **(b) Evidence-Based Instructional Programs.** Our instructional practices for ELLs will incorporate the five strategies outlined on the federal Department of Education Doing What Works webpage: screen and monitor progress, provide reading intervention if needed, teach vocabulary, develop academic English, and schedule peer learning. These will be integrated into daily instructional practices through discourse, pushing-in vocabulary, small group literacy instruction, and cooperative learning. **(c) Evaluation and Progress Monitoring.** Students identified as English Language Learners (ELL) will be assessed annually to determine improvement in English language proficiency (ELP). We will use the World Class Instruction Design and Assessment (WIDA) and ACCESS Placement Tests to screen the English language proficiency of enrolling students identified as potential ELLs. We will work to identify ELLs as quickly as possible and will make this determination using ACCESS exam scores, input from general education teacher, and data from general education progress. **(d) Qualified Staff.** We are committed to adjusting our hiring structure as needed based on actual enrollment and students' needs. In Y1, we will hire at least one ELL certified teacher. Teachers will receive training from Special Education Teacher and ELL certified teacher during Summer Orientation and during PD throughout the school year to ensure best practices for meeting the needs of all students are implemented by our staff. We will leverage partnership with external organizations where needed to support our ELL students and families.

4. Students Performing Below Grade Level. Based on school performance data of the target population area, we anticipate a significant portion of our students will be performing below grade-level when arriving at HBHCSA. Our school model includes additional supports and structures, and additional learning time to ensure 100% of students are reading at grade level by the end of third grade. We will accomplish this goal with an extended school day and year, two-teacher literacy model, blended learning, extended literacy and math instruction each day, small group differentiated instruction, daily reserved tutoring time, and language acquisition and vocabulary development support. During enrollment, each student will complete the STEP reading assessment to gather baseline data. We will administer STEP testing again three times during the year, to ensure adequate student growth. The data we receive from the STEP assessments, our interim assessments, and NWEA MAP assessments will inform tutoring groups

and remediation necessary for students who have skill and content gaps. If a student is not making adequate progress overtime as determined by the student's teacher, in conjunction with school leadership, we will use the RtI process outlined above.

5. Intellectually Gifted Students. We will serve all students, including the intellectually gifted. **(a) Evidence-based Instructional Programs, Practices, Strategies, and Opportunities.** During Student Enrollment students who score in the upper quadrants of the NWEA MAP are placed on a list of students considered for Gifted and Talented Services. During the year students are identified by scoring Pass Plus on state assessments, above-grade level proficiencies on STEP assessment, and/or in scoring both high growth and high achievement consistently on the NWEA MAP. Once identified, we will administer the Cognitive Ability Test (CAT) to identify High Ability Students. If identified via CAT, the classroom teachers, and School Principal (starting in Y2 the Director of Curriculum and Instruction) will create an Advanced Learning Plan for the student. This plan would be communicated in writing to the student's family, and a meeting would be held if the family wanted to discuss in more detail. **(b) Qualified Staff.** Classroom teachers will be responsible for monitoring Gifted and Talented students progress towards SMART goals and recommend adaptations to adjust Advanced Learning Plan where needed. Modifications for Gifted and Talented students include: differentiated Lifework (homework), classwork extension materials, provided additional enrichment during small group time, completing projects with additional access to technology and computer-based programs. Our small group literacy groups allow teachers to differentiate the pace and instructional needs, and incorporate more advanced text to meet these student's needs. **(c) Evaluation and Progress Monitoring.** We will disaggregate school-wide data (NWEA, MAP, STEP, Fountas and Pinnell grade level equivalencies, ISTEP+, IRead and teacher created assessments) to evaluate our program's effectiveness in advancing and improving our Gifted and Talented students' academic and social growth and success.

ADMISSIONS POLICY AND CRITERIA

Student Recruitment and Enrollment

Market analysis clearly demonstrates the need for an options school with the attributes of HIM By HER Collegiate School for the Arts ("HBHCSA"). HIM By HER Foundation ("HBHF") plans to supplement the already overwhelming response it has received by even more surveys of local residents and community members, especially as relates to a new neighborhood school integrating the performing arts for grades Kindergarten through 8th located in the 46218 zip code area.

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

If a charter is received, HBHCSA will launch an aggressive social media campaign meeting contemporary standards to reach out to and connect with students and families via FaceBook, Instagram, Twitter, Pinterest, Snapchat, YouTube, and Tumblr. The student recruitment campaigns will also employ strong advertising with conventional media such as handing out printed materials (fliers), advertising in newspaper and magazines, and in radio broadcasts and

publications. The advertisements will also be in other languages in addition to English—resources permitting—including Spanish, Arabic, and Asian languages such as Chinese, Japanese, and Burmese-Chin.

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

Open Enrollment

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

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

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

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

The Open Enrollment Policy (also to be included in the Student and Families Handbook) explains the "Performance" or hands-on, engaging program at HBHCSA as well as the wrap-around services the School provides, and the pre-admission activities for students and parents. Tentative dates for the application period, including enrollment deadlines and procedures, and an explanation of how the school will receive and process Intent-to-Enroll forms will be included in the Enrollment Policy along with policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

HBHCSA will host a series of Community Discussions to introduce the School Principal and to understand what potential families want for their children's educational experiences. HBHCSA will conduct two recruiting and marketing events in the Martindale-Brightwood neighborhood and Eastside communities, speaking with families regarding the school's the

mission and vision. It will distribute brochures with information about the School's mission, and specifications of the school design when those become available. During these events, the Founding Team and volunteers will come together in order to reach as many prospective families as possible. The School Principal will spend two days and five hours per day each week visiting local businesses and youth serving agencies such as Boys and Girls Club, YMCA, Indy Parks family centers, restaurants, commercial stores, and faith-based institutions, to recruit and to develop alliances with families and build community support. Prior to, and after charter authorization, during its planning period, HBHCSA will conduct two neighborhood Community Marketing Events each month.

As part of an aggressive digital/social media (e.g., Facebook, Twitter, LinkedIn, etc.) marketing campaign, HBHCSA will provide information via a website and other means to give parents, students and the community updates on the progress of the school toward opening and continuing after the School opens. Student enrollment forms for the planned opening school year will be made available online soon after charter authorization is received. HBHCSA also will have a monthly newsletter available online and in print to the more than 400 individuals and 100 organizations that support HBHCSA's mission. The intent is to keep the community informed of, and engaged with, HBHCSA, its goals during the planning period, and continuing after the opening of the School to better inform and serve the community. HBHCSA will email and post a monthly newsletter out to prospective students' families beginning in August 2019.

With support of the Governing Board, the School Principal will work during the planning phase year to connect with a list-serve of 1000 participants by the Fall of 2019. HBHCSA will utilize the latest Census data to target students and market to families via postal mail, email newsletter, social media, and to connect with those we were unable to communicate via previously outline marketing and recruitment measures. HBHCSA will allocate \$8,000 for student recruitment and marketing during the planning year.

The School's Admissions Policy is stated in **Attachment 6** to this Proposal.

STUDENT DISCIPLINE

HBHCSA's Student Discipline Policy is detailed in **Attachment 7**. HIM By HER Collegiate School for the Arts' discipline philosophy is grounded in Restorative Justice. HBHCSA will empower students to resolve conflicts on their own and in small groups via peer mediation where appropriate, as is a growing practice at schools around the country. Essentially, the idea is to bring students together in peer-mediated small groups to talk, ask questions, and air their grievances. Restorative Justice fundamentally works by inclusion and bringing affected parties together, by making amends, and then reintegrating students into the classroom community. HBHCSA will work to promote healthy relationships and promote positive discipline among students in its school.

HBHCSA staff understands all humans can learn; however, learning does not take place in isolation. Learning takes place through building positive relationships, and productive interactions with peers—especially in the school community. The school community fosters opportunities for students and staff to learn and grow together. As educators HBHCSA's staff recognizes this reality and will focus on the social and emotional health of their students, and intentional practices that focus of student learning. HBHCSA will not have a zero-tolerance discipline policy. HBHCSA intends to strengthen relationships and design a safe and supportive school. Therefore, HBHCSA will utilize Restorative Justice practices to address conflict, improve and advance the school

climate, and build a positive school culture with which students are connected. Staff will be well aware that students are children and are developing adults. Teachers and administrators will work diligently to build genuine relationships with students to learn and understand each individual student. Teachers and administrators will work to develop these relationships by eating lunch with students, interacting with students at recess, and building community during Morning Meetings, and Community Circles.

PARENT AND COMMUNITY INVOLVEMENT

The quest for the HIM By HER Collegiate School for the Arts (“HBHCSA”) did not begin in a vacuum. In fact, only after considerable attention and interest from members of the public in the targeted service area and methodical follow-up did HIM By HER Foundation (“HBHF”) convince itself of the actual need to establish a charter school focused on serving underserved families and students, while providing the wrap-around services and promoting the soft-skills that the targeted students need to both academically succeed, and succeed in life beyond school in careers, financially, socially, civically, and in avoiding the negative impact of the criminal justice system. This endeavor is therefore not the proverbial build a better charter school and then market it to the consumer as an alternative to conventional public schools and pricey private schools, but rather, an outgrowth of a demonstrated yearning from members of the public for a transformative school with an HBHF twist.

Following an outpouring of interest, urging and support from prospective families, while in parallel receiving interest, urging and support from various strategic community partners, HBHF launched the current endeavor to seek a charter for its proposed HIM By HER Collegiate School for the Arts.

It is only fitting that HBHCSA should receive valuable support from community partners since community partners will be critical in one form or another in the typical day of an HBHCSA student’s life, whether it be in the form of receiving wrap-around services, receiving academic and non-academic mentoring, experiencing and interacting with notable guest speakers, or conveniently participating in HBHF programs on site such as The Enterprise City and the Industrial City™. It should be noted that the proposed charter school is currently the sole focus of HBHF, and the aforementioned programs will be administered at the school location only after additional funding outside of per-pupil funding are received.

From its inception in 2014 to present, culminating in the pursuit of a one-of-a-kind charter school (although based on a proven school model) serving students and families in the 46218 zip code and beyond, HBHF has had and continues to have outstanding community support. Notwithstanding hundreds of individuals and families of prospective students who have directly pledged support for sending children to the proposed charter school, many community leaders, prominent business leaders, government leaders, and highly identifiable celebrities have and continue to pledge their support for the proposed charter school toward not only establishment, but long-term sustainability. It cannot be gainsaid that both the grassroots and prominent community support for the proposed school runs deep, including, to name a few as examples, individuals such as Indianapolis native and standout NBA player George Hill, former WNBA player-extraordinaire (Indiana Fever) Tamika Catchings, former Indianapolis Colt great Robert Mathis, and IUPUI Men’s Basketball coach Jason Gardner (a former professional basketball player and former Indiana Mr. Basketball), to name a few. Outside of sports and other celebrities, we would be remiss in failing to highlight that the proposed charter school has support from government leaders such as

former Indiana Governor Mike Pence, various members of the Indianapolis City Council, and the Indianapolis Metropolitan Police Department (IMPD), including Chief Bryan Roach and others.

In the end, the foundation of success will be the excellence of the charter school. However, the overwhelming community support and the positive publicity the HBHCSA will be in a position to generate and receive will place HBHCSA in a unique position for success.

The reader is encouraged to peruse some the many letters of support for the HIM By HER Collegiate School for the Arts from our many community partners that shown in **Attachment 8**. Further shown in **Attachment 8** are photographs evidencing community activities (including the Enterprise City) and community support HBHF has secured since its inception.

EDUCATIONAL PROGRAM CAPACITY

Background

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

HBHF came to appreciate the high correlation of academic failure and truancy with youth crime and poor life choices. HBHF then realized that a veritable hole existed in the education system for properly and positively educating underserved and marginalized youth—especially in the target 46218 zip code area. From there, the intense desire to establish HBHCSA was born.

The School has been carefully researched to provide a truly sustainable public education venture commensurate with all due academic, fiscal, legal, and operationally accountable standards. HBHCSA charter school now stands as the sole endeavor HBHF is pursuing.

1. Key Personnel

HBHF believes that the proper establishment of a charter school begins with a team of passionate, skillful and professional individuals from diverse backgrounds who cooperate to create the synergy needed for a successful charter school. The HBHF Board of Directors certainly meets that description, including prominent individuals from many walks of life, including education. The HBHF Board of Directors will directly govern the proposed HIM By HER Collegiate School for the Arts.

As has been mentioned, Mr. Clete Ladd will be the Principal for HBHCSA. Mr. Ladd has an outstanding reputation in the Indiana education community as an administrator, principal and teacher at alternative schools. Please see **Attachment 9** for Mr. Ladd's résumé.

The following individuals currently serve on the HIM By HER Foundation, Inc. Board of Directors: 1) Harry C. Dunn, III, a seasoned Indianapolis Metropolitan Police Department (IMPD) homicide detective, who along with his wife Michelle, founded HBHF to provide positive life paths for marginalized youth. Harry Dunn also brings vast leadership experience, entrepreneurial experience, facilities management experience and expertise regarding the adult and juvenile criminal justice systems; 2) Michelle Christian Dunn (wife of Harry Dunn), an investigator with the Indiana State Police who also has experience with foster care. Also an accountant, Michelle Dunn has ensured that the Foundation always stayed fiscally compliant and fiscally viable. Harry and Michelle both grew up in Indianapolis, Indiana and attended Broad Ripple High School; 3) The Honorable John L. Bartlett, Chairman, and an Indiana State Representative. Mr. Bartlett is a retired tool-and-die maker who not only understands the value of vocational education, but the value of education in general, having served on several education boards over the years. Bartlett brings strong experience to the Board in the areas of legislative issues affecting education and marginalized families, strong community and parental engagement, and many other areas; 4) Diana M. Daniels, Executive Director of the Indiana Council on Educating Children of Color and a former HBHF Chair. With over 30 years with Indianapolis Public Schools (IPS) in various capacities, including a K-12 teacher, a Title I reading specialist, a school principal, and reading administrator, Daniels brings education experience to the Board in the areas of school leadership, curriculum instruction, assessment, human resources, and performance management; 5) Terrance M. Bogan, M.B.A. brings direct financial experience to the Board to aid in financial and business concerns. Bogan also has experience with teaching financial literacy and a background in youth residential treatment; 6) Gregory P. Gadson is a long-time attorney with experience in many areas of the law and writing in general. An academically trained engineer who spent many years involved with legal issues involving technology, Gadson brings strong experience in the areas of administration, governance, legal compliance and marketing outreach; 7) Keith A. White. Along with his M.S. degree in Curriculum and Instruction, White brings important other education experience in the form of being a previous Assistant Principal at Broad Ripple High School and at the IPS New Beginnings Alternative High School. and District Director of Fine Arts and Music; 8) Sheryl Alexander, Ph.D. Dr. Alexander has been a teacher and high-level school administrator at several schools, and has experience and expertise in the areas of school leadership, administration, curriculum, instruction, assessment, performance management, and parent and community engagement; 9) James L. Leonard. Along with his outstanding military career, Leonard brings his successful business and entrepreneurial experience as well as expertise in finance, business, human resources and performance management; 10) Wayne R. Wellington is a long-time educator at the secondary and post-secondary levels. He brings strong school leadership, instruction, curriculum, human resources, performance management, facilities management, and parent and community engagement experience to the Board; 11) Daryl Williams-Dotson, is a notable architect who will lend her expertise to facilities management, business and other areas; and 12) Rev. Shonda Nicole Gladden, who is the author of “Becoming: Reflections on Maximizing Failures and Living into My Best Self,” and the founder of Good to the SOUL, a social enterprise that helps individuals and institutions do good, especially good that promotes the “spirit of universal living”(SOUL). A graduate of Morgan State University and Wesley Theological Seminary on the campus of American University in Washington, DC, Rev. Gladden is an ordained elder who has served the African Methodist Episcopal Church in various leadership and support roles for more than twenty-seven years and she is currently a PhD student in American Studies at I.U.P.U.I.

The résumés of the above individuals also appear in **Attachment 1** to this Application. The Founding Members' roles and areas of expertise are summarized in the Table below.

2. Summary of Founding Member Roles and Areas of Expertise

<u>Founding Member</u>	<u>Member Role</u>	<u>Area of Expertise</u>
Clete Ladd , school principal, administration and teaching.	Principal of the proposed School.	School leadership, administration, and governance; Curriculum, instruction, and assessment; Performance management; and Parent and community engagement.
Harry C. Dunn, III , IMPD homicide detective, entrepreneur and founder of HBHF.	Member of the Board and Board President.	Financial, business, and human resources; and Parent and community engagement.
Michelle Christian Dunn , administrator, accountant and co-founder of HBHF.	Member of the Board and Board Treasurer.	Financial, business, and human resources; and Performance management.
Honorable John L. Bartlett , Indiana State Representative and former labor union representative.	Member of the Board and Board Chairman.	Performance management; Parent and community engagement; and Legal compliance.
Diana M. Daniels , Executive Director of the Indiana Council on Educating Children of Color	Member of the Board.	School leadership, administration, and governance; Curriculum, instruction, and assessment; Performance management; and Parent and community engagement.
Terrance M. Bogan , M.B.A.	Member of the Board.	Financial, business, and human resources; Performance management; and Parent and community engagement.
Gregory P. Gadson , Attorney.	Member of the Board and Board Secretary.	Parent and community engagement; and Legal compliance.
Keith A. White , Educator.	Member of the Board.	School leadership, administration, and governance; Curriculum, instruction, and assessment; Performance management; Parent and community

		engagement; and Facilities management.
Sheryl Alexander , Ph.D., Administrator.	Member of the Board.	School leadership, administration, and governance; Curriculum, instruction, and assessment; Performance management; and Parent and community engagement.
James L. Leonard , businessman and retired military.	Member of the Board.	Financial, business, and human resources; and Performance management.
Wayne R. Wellington , Educator.	Member of the Board.	School leadership, administration, and governance; Curriculum, instruction, and assessment; Financial, business, and human resources; Performance management; Parent and community engagement; and Facilities management.
Daryl Williams-Dotson , Architect and business owner.	Member of the Board.	Financial, business, and human resources; and Facilities management.
Rev. Shonda Nicole Gladden	Member of the Board	School leadership, administration and governance; Curriculum, instruction, and assessment; Performance management; and Parent and community engagement.

3. Résumés of Key Personnel

Résumés of HBHCSA's key personnel including the School Principal and Board Members are found in **Attachment 1**.

Upon approval of a charter, HBHCSA will immediately work on implementing its Start-Up Plan (see **Attachment 22**) to immediately retain the School Principal and the necessary administrative support and individual Board participation to move the School to viability.

SECTION 2. OPERATIONS PLAN AND CAPACITY

GOVERNANCE - LEGAL STATUS AND GOVERNING DOCUMENTS

The Applicant, HIM By HER Foundation, Inc. (“HBHF”) is an Indiana not-for-profit corporation with Internal Revenue Code Section 501(c)(3) tax-exempt status. Its sole current endeavor is the pursuit of and oversight of the Charter School. The relevant Governing documents of HIM By HER Collegiate School for the Arts (HBHCSA) are found in **Attachment 11** to this Proposal.

The completed Statement of Assurances is found in **Attachment 12** to this Proposal.

ORGANIZATION CHARTS

The HBHCSA organizational charts for Years 1 through 5, which is full capacity, are shown in **Attachment 13**.

GOVERNING BOARD

The HIM By HER Collegiate School for the Arts (HBHCSA) will be governed by the HIM By HER Foundation (HBHF) Board of Directors. It is noted again that the sole venture of HBHF is now focused on establishing, operating and growing HBHCSA. The Board’s primary role will be to govern HBHCSA and provide all legal and practical oversight including but not limited to holding the School accountable to meet the conditions established by the Charter, overseeing the financial well-being of the School, ensuring legal and regulatory compliance by the School, proving strategic planning for the School, and overseeing the short-term and long-term organizational health and academic success of the School.

The Board will, while adhering to its well-established By-Laws and adopted policies: establish important School policies; periodically assess the effectiveness of the School policies at least annually; hire the School Principal (who will report to the Board) and set the Principal’s compensation and that of key School personnel; delegate the day-to-day operation of the School to the School Principal; and monitor and evaluate the School Principal and prepare and provide a written evaluation of the School Principal (also given to the Principal) at least annually. The Board officers include: Chair; Vice-Chair; President; Treasurer; and Secretary. Board meetings will be conducted at least quarterly, but have in the past been conducted monthly and will continue to be monthly leading up to opening the School if the charter is granted, and during at least the first academic year. All Board meetings will comply with Indiana’s Public Access Laws, and after a successful charter grant will make even more of an effort to ensure that meetings are publicly accessible. Meeting notices will be made readily available through HBHF’s website, and direct communication vehicles to all stakeholders, including dates, times and locations. Since its inception in 2014 the Board has adhered to the parliamentary procedures in its By-Laws, and has kept meeting minutes. The practices will, of course, continue throughout the life of the proposed Charter School.

The School Principal will: handle the daily operation of the School according to policies and procedures established by the Board (including but not limited to personnel policies and financial policies); hire School personnel; report to the Board at Board meetings and other times established by the Board, including *ad hoc* meetings established by the Board; and delegate functions to School personnel needed to carry out the mission, vision and operation of the School.

While the Board Members collectively have great strength in the areas need for oversight, accountability and strategic planning for the School, it will constantly seek diverse individuals with skills and experience to help provide synergy in its governance of HBHCSA. The Board currently has 17 members, and will likely remain at that number for the foreseeable future. Please see the previous Section for the current identity of the Board. While the composition of the Board has changed since its inception in 2014, the experience gained to date has been informative of important structural and operational characteristics needed for sustainability, and the experience gained will benefit the smooth oversight and policy establishment with respect to the School.

The HBHF By-Laws, also included in this Application detail the duties and responsibilities of the Directors and of the Board Officers.

As part of being an effective oversight and governance entity, the Board will receive periodic Board Governance training from qualified providers, and will participate in any training required by the State of Indiana. Should a charter be received the Board will conduct an all-day strategic planning meeting annually which may be part of a Board retreat to discuss any important changes in School Policy, changes in By-Laws, and all major School business.

In order for an efficient division of Board labor in its governance role, and to take advantage of the special experience and expertise of each Board Member, the Board has established some standing committees for oversight of the School and will establish additional ones, including the important functions of: Governance; Academic Achievement; Finance; Facilities; Community Outreach; Strategic Partnerships (such as with individuals and entities who will provide wrap-around services at the School); and Grievance.

The Board has a long-standing Conflict-of-Interest policy as well as a Code of Ethics to prohibit enrichment of Board Members from HBHF's endeavors, and a clear policy—as it must under the law—that all public funds received for funding of the Charter School must go directly to the operation of the Charter School, and for no other purpose, without exception.

The Applicant notes that the Conflict of Interest Policy is contained in the Amended Bylaws under Article VIII (titled “Standard of Care”), Section 3 (titled “Conflict of Interest”), all of which appear in **Attachment 11** to this Proposal.

Attachment 14 to this Proposal contains signed Board Member Information Sheets.

To the best of knowledge and having used due diligence, no Board Member or Leadership Team member has an existing or prospective relationship with either the School, HBHF or third parties that could pose actual or perceived conflicts if the application is approved. All involved must continue to adhere to the Conflict-of-Interest Policy previously identified. Please see HBHF's Conflict of Interest Form in **Attachment 15**.

ADVISORY BODIES

Upon entering the planning stage, HBHF will establish the HBHCSA Advisory Council to receive organized input from parents of students, community members at large and others who have an interest in the success and well-being of the School. Suggestions from the Advisory Council will be genuinely investigated and considered by the Board and the School Principal as appropriate.

GRIEVANCE PROCESS

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

Background

It is expected that the primary point of contact for most grievances is at the School level, rather than at the Governing Board level, although unsatisfactory resolution at the School level shall be addressed by the Governing Board. The relative frequency of Governing Board meetings compared to the day-to-day operations of the School also weighs in favor of the School being the initial contact for grievances from students and parents in most instances. Nonetheless, the Governing Board shall accept and investigate all formal complaints, whether from students, parents or other members of the public, directly received regarding operation or oversight of the School.

Grievance Policy Authority and Publication

The Governing Board shall approve all grievance policies in effect. The grievance policy shall be published in each current Student and Family Handbook, which shall be made freely available to the family of each student at the beginning of the academic school year, and freely available thereafter if the Handbook is revised before the end of a current school year. The current Student and Family Handbook shall also be made available to the public via electronic means, such as the World Wide Web.

Printed and Electronic Formal Complaint Forms and Acceptance

All formal complaints shall be in writing. The School shall make readily available for students and parents printed Formal Complaint Forms allowing the grievant to identify himself/herself, provide contact information for follow-up, identify their affiliation or status with the School, and to describe the gravamen or more details of their complaint or complaints. The School and Governing Board shall accept and process all received Formal Complaint Forms. The School and Grievance Board shall also establish procedures for accepting completed Formal Complaint Forms via electronic means, including email and the World Wide Web.

The School and the Governing Board shall accept all Formal Complaint Forms that are either hand-delivered in the established manner, or mailed to the specified address, or electronically transmitted according to instructions provided. The receipt of submitted Formal Complaint Forms shall be acknowledged to the grievant.

Formal Complaint Subject Matter

Grievants may lodge Formal Complaints including but not limited to the following: specific academic issues regarding an individual student or general academic issues; school safety issues; school curriculum issues; legal issues; ethical issues; disciplinary issues; school cultural and cultural sensitivity issues; and extracurricular activity issues.

Complaint Processing and Procedures

All Formal Complaints shall be investigated by the receiving entity (School or Governing Board). The Governing Board shall enlist the School where appropriate to aid in investigating Formal Complaints it receives. In the case of Formal Complaints submitted to the School while the School is in session, the School shall respond to the grievant within two weeks with either:

setting a meeting with the grievant and appropriate School personnel to discuss the grievance, obtain additional information and attempt to resolve the grievance if possible; provide a decision regarding the grievance by the School Principal or Acting School Principal where no additional information is needed and the grievant's concerns have been fully articulated where the grievance involves a routine matter fully addressed by the School's policies and procedures through the Student and Family Handbook; or provide a decision after a meeting between the grievant and appropriate School personnel. The School Principal or Acting School Principal shall have the final decision regarding the resolution of a Formal Complaint at the School level. A grievant unsatisfied with decisions from the School may appeal the School's decision by timely filing an appeal to the Governing Board within 30 days of the School's decision.

When Formal Complaints are received by the Governing Board, whether originally submitted to the Board, or via appeal of a School decision, the Board shall give the grievant the opportunity to address the Board at the next occurring public Governing Board meeting if the Complaint or appeal is received prior to the closing date for receiving new agenda items at the Board meeting; otherwise, the matter must be heard at the next scheduled public Governing Board meeting. If all information needed for a decision has been provided to the Board and the grievant has had an opportunity to be heard by the Board, the Governing Board may make a decision regarding the grievance or table the decision to occur at the next public Governing Board meeting.

All decisions regarding Formal Complaints shall be in writing, or in the case of decisions first communicated orally, followed up by a writing.

Good Faith

All Complaints received by the School and the Governing Board shall be processed and decided in good faith, considering the best interests of the grievant, the School, and the community served by the School. The School and the Governing Board shall endeavor to resolve complaints satisfactory to the grievant or grievants where possible.

SCHOOL MANAGEMENT CONTRACTS

The School does not intend to utilize an Education Service Provider (ESP). Hence, there is no contract with one.

STAFFING - STAFF STRUCTURE

The proposed School Staff Structure is illustrated in the School Staffing Chart in **Attachment 17**. Additional information concerning the School Staff Structure is also contained in "Table 24 - Workshop B" of **Attachment 24**.

STAFFING PLANS, HIRING, MANAGEMENT AND EVALUATION

1. Strategy and Timeline for Recruiting and Hiring. High-quality teachers are critical for reaching our ambitious end-of-year academic goals. Research suggest that, among school-related factors, teachers matter most.¹⁵ We will recruit from both the local and national levels including: local colleges and universities, Teach For America, TNTP, and Teach Plus. We will also leverage Building Excellent Schools and Teach For America's national network of educators.

¹⁵ Understanding Teachers' Impact on Student Achievement. (n.d.).
<http://www.rand.org/education/projects/measuring-teachereffectiveness/teachers-matter.html>.

We will routinely work with organizations and list-serves to identify, recruit, and develop teachers that are mission aligned, eager to grow, and willing to work hard on behalf of our students. To amplify our efforts, we will leverage our website, newsletter, and social media accounts to spread the word about current and future staff openings. During the hiring process we look for individuals who: have an unwavering belief that all students can achieve at high levels, demonstrate a deep understanding and respect for challenges that our students/families may face, believe high expectations and structure create a safe learning environment, demonstrate receptiveness to feedback and growth in their profession, and are committed team players.

To identify top teacher talent, we will utilize the following hiring protocol: resume screen, short response to situational questions, phone interview, demonstration lesson and in-person interview. During the demonstration lesson and in-person interview, we will provide lesson feedback and the candidate will be given the opportunity to reflect on their own performance. In some cases, we will provide an opportunity to reteach the lesson following feedback provided. We will also utilize student and adult situational scenario questions to measure instincts and understand how candidates make decisions. This rigorous interview process ensures the teacher is a mission fit and has the necessary soft and content specific skills to be successful, and that the individual truly wants to be a part of a fast-paced, goal-oriented, feedback-driven organization. We anticipate hiring classroom teachers with a minimum of two years of classroom teaching, and a demonstrated track-record of success in similar settings. For novice teachers, we will grow and develop them in our co-teacher role, giving them the training and coaching to develop into classroom teachers. Regardless of being a classroom teacher or co-teacher, both are required to own student culture and learning to ensure all students are acquiring social and academic skills needed for college success.

2. Staffing Plan. We will hire, train, develop, and retain staff able to support our Lower (K-4) and Upper (5-8) school model. Our K-8 will start with and continue to have one Principal, with a Lower Academy Dean of Curriculum and Instruction (DCI) and Dean of Students (DOS) and an Upper Academy Dean of Curriculum and Instruction and Dean of Students by Y5. The School Principal will work directly with the Lower and Upper Leadership teams to ensure academic vertical alignment, teacher development and support, and a stable school culture providing students with structure but gradual growth of student ownership and responsibility as students matriculate to the Upper Academy. The School Principal will identify teachers who have demonstrated exemplar student achievement, a high capacity to grow, professionalism, and have internalized HBHCSA academic and behavior expectations to potentially grow into members of the leadership team. When hiring for a Leadership Team member we will look externally but will prioritize developing talent from within to assume Operational, Instructional, and Cultural leadership positions. The School Principal will work with the leadership team to develop a deep bench of leaders to sustain HBHCSA's model into the future. As the instructional leader of the school, the School Principal will assume coaching teachers in Y1; in subsequent years they will continue to support the DCIs by providing coaching to specific teachers.

Our Reading Teachers are responsible for leading our phonics, phonemic awareness, and fluency components of literacy. Scripted curriculum such as Reading Mastery will allow them to focus their energy on lesson plan internalization and execution. Reading Teachers will work closely with the classroom teacher, and leadership team to minimize the learning curve and move into a classroom teacher position within a few years. HBHCSA will comply with all federal requirements for "highly qualified" for each position, all related documentation (i.e. transcripts,

test scores, and Indiana Department of Education Teacher assessment data) related to “highly qualified” status, and a complete background check before hiring.

3. School Leaders and Teacher Evaluation. Weekly teacher classroom observations and check-ins are connected to each teacher’s semi-annual evaluation. In Y1, the School Principal leads all teacher evaluation meetings; in subsequent years, the School Principal, Dean of Curriculum and Instruction, and Dean of Students manage evaluations based on coaching responsibilities. Our culture is grounded in consistent feedback, teachers are formally observed at least twice per week, with a 30-minute check-in at least once per week. During these meetings, the school leader and teacher have access to a shared document which has a running record of coaching conversations objectives/outcomes, areas of strength and growth. Teachers come to formal evaluation meetings aware of their development and growth in the classroom. Teacher growth and evaluation is also a reflection of our leadership’s ability to grow and develop talent.

During Summer PD, the School Principal goes over the six teacher evaluation components: Instruction, Assessment, Curriculum, Classroom Management, Professionalism, and Professional Development. The School Principal is evaluated annually by the Board of Directors. The Board will identify evaluative measures to benchmark performance and determine School Principal effectiveness. Evaluation metrics include: academic achievement, operational goals, staff retention, talent development, enrollment, attendance, and parent satisfaction based on annual surveys given to parents and families. The Board will provide the School Principal with an annual evaluation; this evaluation will be a part of their personnel file.

4. Unsatisfactory Leadership and Staff Performance. Improvement plans will be used for staff and school leaders not meeting performance and/or professional standards outlined in their job description. A Performance Improvement Plan (PIP) will be created to set defined goals for improvement over a specific amount of time. Through the duration of the improvement plan, school leadership will frequently and directly observe the performance of the staff to track progress towards goals. Once an improvement plan has been created, the staff and school leadership will meet formally at least twice during the duration of the improvement plan discuss progress towards achieving outlined goals. In the instance where an employee does not make adequate progress towards identified goals, they will have received frequent observations, coaching, and feedback to improve prior to being terminated. The School Principal would be placed on an improvement plan via the Board’s Academic Achievement Committee. The School Principal will directly manage all school staff member improvement plans in Y1; in subsequent years, improvement plans would be created and implemented by DCIs with the School Principal providing oversight. In the case of vacancies, the School Principal would manage this process directly to identify, interview, and hire staff.

5. Compensation System. We have used the local school district’s pay scale to create competitive starting salaries for our staff. All employees will have the opportunity to enroll in monthly health care insurance program. In addition to compensation we value teacher development and growth, we strategically invest 24 full days of PD for our staff, and 2 hours of PD each Friday. Teachers are also observed weekly and receive specific coaching unique to areas of growth to grow them as leaders in their classrooms.

The School does not yet have a personnel policy manual, nor formal evaluation tools in place for the School Principal and teachers. These matters will be among the very top priorities should a charter be granted.

PROFESSIONAL DEVELOPMENT

1. Professional Development Offerings. We strategically invest 24 full days of PD during the academic school year, 15 of these days are prior to the students first day during Summer Orientation. Teachers do not just learn about our culture of high expectations in theory - they practice and receive feedback on everything from giving student(s) directions to stand up behind their desks to ensuring the appropriate questioning is being used in lesson plans to accurately measure students' mastery of the objective. Each week, all members of our staff including the leadership team are observed and receive feedback unique to their role and growth areas. Teachers are observed at least once per week by a member of the leadership team, followed by a 30-minute coaching session to isolate 1-2 specific skills to improve student engagement and academic outcomes. Each Friday we engage in 2 hours of staff when teachers engage in whole group and content specific PD, grade level planning, data analysis, and strategic work-time. The Friday PD calendar objectives are identified over the summer; leadership meets each week to incorporate real-time PD objectives based on school wide trends. Teachers will have the necessary support to become more effective at growing our students toward end-of-year academic and character goals.

2. Professional Development Builds Teacher Capacity. Before students' first day of school teachers receive over 100 hours of focused training on school culture expectations, school wide behavior system, curriculum, and lesson plan execution. Teachers welcome students to the school equipped and clear on the skills and mindsets necessary to ensure students reach or exceed end of year goals. Below is a breakdown of proposed summer orientation and Professional Development during the year that builds teachers capacity to improve student achievement.

3. Professional Development Before School Opening. Each school year will begin with three full weeks (15 days) of **Summer Orientation**, structured to ensure that on day one students they are greeted by a unified group of adults prepared to hold students to high academic and behavior expectations. During the three-week orientation, we focus on: Mission and vision alignment, staff unity, culture expectations, teacher taxonomy training, Master Teacher video analysis, systems and procedures, teaching all learners, lesson execution practice, and student orientation practice. Trainings is led by internal staff and external vendors (i.e. STEP training); teachers receive skill building practice, content team time, and structured work time. The Table below provides a sample schedule for Summer Orientation. In Y1 the School Principal represents the "School leader"; starting in Y2 and beyond, the School leader will be a combination of the School Principal and the leadership team.

Summer Orientation Schedule

Week	Focus	Activity (Owner)
Week 1	Mission, Vision, Culture	• Whole group icebreaker(s) (School Leader) • Vision training in action (School Leader) • Core Value training (School Leader) • Human resources/onboarding (Operations Manager)
Week 1-2	Taxonomy, Curriculum and Instruction, Training	• Taxonomy training (School Leader) • School-wide systems and procedures (School Leader) • Curricular vision and grade-level scopes and sequences (School Leader)

		• Cognitively guided instruction session (School Leader) • STEP assessment administration (External Provider) • Reading Mastery training (School Leader) • Assessment tools and action plan creation (School Leader) • Structured Classroom set up time (Teachers)
Week 3	Lesson Special Student practice Execution, Populations, orientation	• Teachers practice key elements of week 1 student lessons (Teachers) • Intervention process overview (Special Education Teacher) • IEP, 504s, modifications, accommodations, and referral process overview (Special Education Teacher) • Review ELL referrals and services and SIOP strategies (School Leader/ESL certified teacher) • Structured Classroom set up time (Teachers) • Practice for week 1 student orientation (entire staff)

To focus and optimize Summer Orientation training, teachers will be provided lesson plans for all content areas unit 1 (Read Aloud, Reading Mastery, Guided Reading, Reading Comprehension, Writing, Science/Social Studies) lessons during the first week of PD. This will allow teachers to focus on mastering the school culture and internalize school wide systems and routines. During the final week of Summer Orientation teachers will execute significant portions of their week 1 lesson plans and receive feedback from the School Principal. This strategic investment allows teachers to focus 100% of their energy on lesson plan execution when students arrive. As teachers start developing lesson plans for subsequent units they have exemplars from the unit 1 plans that were provided to them.

4. Professional Development During the Year. Weekly Professional Development. Every Friday, we have an abbreviated school day for students with dismissal at 2:00 pm, allowing for a 2 hours of PD each week. The leadership team meets during the week to identify school-wide trends that need to be addressed. The weekly Friday PD calendar will be created in advance of the school year and teachers will receive the Friday PD agenda each Thursday so they have time to prepare required materials prior to meeting (i.e. laptops, student data, student work). Friday PD will include a combination of Grade Level Team Meetings, during which teachers work in grade levels to collaborate and address student academic and culture gaps, and action plan accordingly. **Weekly Observations.** Each teacher is observed at least twice per week and participate in one weekly coaching session with a member of the leadership team (Y1 School Principal, subsequent years School Principal, Dean of Curriculum and Instruction, and Dean of Students). The weekly observation cycle includes a classroom observation to identify what a teacher is doing well and 1-2 growth areas to push classroom culture or student academic growth. During the follow-up weekly coaching session, the leadership team member would have the teacher role-play asking questions from the next lesson to practice an instructional skill. This fast and intentional coaching cycle

allows teachers to get individualized and specific feedback that they can apply in class to empower them as the instructional leaders of their classroom.

Data Days are held after every MAP and STEP assessment. Teachers come equipped with their latest student assessment data and work in grade level teams to identify what questions students did not master and the underlining skills that still need to be developed. After analyzing student assessments, teachers work to create action plans that outline the steps that will be taken to address gaps identified. Action plans may include re-grouping students' literacy groups, strategic re-teach, re-ordering sequence of objectives to be taught, identifying additional individual remediation time for specific students. Teachers conclude Data Days with clear action plans to build student skills. Staff will also can attend **External PD** to continue their growth as instructional leaders. For example, a reading teacher may be invited to attend a *Great Habits, Great Readers* training to further develop strategies to effectively teach Reading Comprehension. In later years, teachers will have the opportunity to grow into Grade Level Team Chairs, or members of the instructional or school wide leadership team.

5. Professional Development Evaluation. In addition to the development of individual teachers, as a leadership team we will reflect on our overall PD program once per quarter. Professional Development audits will include all members of the leadership team to reflect on the four levers of PD (weekly PD, classroom observations, Data Days, and external PD). The leadership team will identify whole-team skill gaps and areas where expectations are not being met. Action plans will be created to address these gaps, for instance if there is a specific group of students that continue to not make adequate progress towards end-of-year reading goals, the leadership team would discuss implementing focused interventions or structural shifts to provide them with more remediation. When solutions are not identified that address gaps in our PD program we will use the Building Excellent School network of schools to solicit feedback to ensure PD inputs are yielding outputs that set the school up to meet end-of-year goals. This internal system of evaluation ensures we continue to provide an excellent college preparatory education for our students and families. We will have a staff survey that provides feedback on our PD program. We will use this feedback to improve internal PD to ensure we are being responsive to teacher input and teacher growth.

PERFORMANCE MANAGEMENT

1. Additional Academic Goals. In addition to the student academic goals defined by the charter authorizer, HBHCSA will internally monitor progress towards the following goals. **Goal 1. Student achieve mastery in English Language Arts. Measure 1a.** In cohort analysis of longitudinal growth, students, on average, will have a minimum of five (5) percentiles of growth per year in ELA as measured by the NWEA MAP until the average percentile score reaches 75. **Measure 1b.** As determined by the STEP assessment: 80% of students are reading on grade-level; 90% of students attending HBHCSA 2 more years are reading on grade-level (Y2); 90% of student attending HBHCSA for 2 or more years pass the IRead-3 (Y3). **Goal 2: Students achieve mastery in Mathematics. Measure 2a.** In cohort analysis of longitudinal growth, students, on average, will have a minimum of five (5) percentiles of growth per year in mathematics as measured by the NWEA MAP until the average percentile score reaches 75.

2. Interim Assessments. In addition to administering state assessments in all required grades and subjects, we will administer the nationally norm-referenced assessment NWEA Measures of Academic Progress (MAP) three times per year, allowing us to calibrate our students'

academic performance to other students across the country, align students' needs with instructional objectives, and provide evidence of exceptional student achievement with external stakeholders. We administer internally created interim assessments, the Strategic Testing of Educational Progress (STEP) assessment four times per year, weekly "Show What You Know" quizzes, and daily exit tickets. Following STEP and NWEA MAP assessments, teachers and school leadership have a full **Data Day** to analyze results and make academic action plans to address skills that students have not yet mastered. When appropriate we may use another assessment tool to ensure the most proven, reliable, and effective tool is being utilized. Below is an overview of the HBHCSA assessment system.

HBHCSA Assessment System Overview

Assessment	Frequency	Subject	Description
NWEA MAP (all grades)	3 times annually	English Language Arts, Mathematics	Computer adaptive achievement tests in Mathematics and Reading. Compares individual student's performance against performance of same-grade peers nationally.
STEP (K-3)	4 times annually	Reading	Reading assessment measuring reading level, and progress on mastery of specific skills (letter sounds, fluency, and comprehension). Data provided appropriate level of text for students, informs progress towards literacy annual goals, and informs reading instruction.
Interim Assessments (all grades)	End of unit	English Language Arts, Mathematics	Frequent assessments given after each unit, measures student progress towards mastering standards. Question rigor and format reflect standardized assessment
Exit Tickets	Daily	English Language Arts, Mathematics	3-5 Teacher created questions aligned to objective of lesson. Teacher collects and analyzes data to identify if students mastered lesson objective.

3. Data Analysis Process. Our assessments allow us to identify skills and objectives that students have and have not yet mastered, but to best plan for supporting students in their progress towards goals, we must deeply analyze student data. Our structure for student data analysis is built from *Driven by Data: A Practical Guide to Improve Instruction*¹⁶, allowing us to create interventions, re-teach lessons, and create small group remediation plans to address specific skills that students need to master to meet end-of-year mastery and growth targets. We will analyze data from a variety of assessments, including NWEA MAP, STEP, Interim Assessments, and Daily Exit Tickets. We have 4 Data Days during the year without students following MAP and STEP rounds. during this time teachers and leadership work together to isolate skills students did not master and create academic action plans to address in class during whole and small group instruction. **Unit Exams.** Teachers analyze student Unit Exams every 4-6 weeks. Teachers discuss student misconceptions and skills that have not been developed to create and submit (Y1 to School Principal, Y2-Dean of Curriculum and Instruction) an action plan that outlines what

¹⁶ Bambrick-Santoyo, Paul. *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco, CA: Jossey-Bass, 2010.

specific skills students did not master and plan to address during in class instruction and tutoring. The School Principal and Dean of Curriculum and Instruction will review and provide feedback on this action plan. During the subsequent weeks and months, the leadership team will work with teachers via lesson plan feedback, check-ins, and in-class observations to ensure the action plan is being executed with fidelity. Examples of outcomes to be expected by teachers (with support from the school leadership team) conduct unit exams are: Re-teaching; Spiral Review; Remediation Lessons; and Adjustment of the order of scope and sequence.

STEP Assessment (K-3). The School Principal, and beginning in Y2 the Dean of Curriculum and Instruction, oversees the administration of the STEP assessment, including ensuring that all STEP assessment data is input in the STEP tool after the most recent STEP round. Both teachers and the leadership team (as hired) analyze results to identify areas of growth and isolate specific subgroups based on reading skills still not mastered, including SPED and ELL students. After each STEP window teachers attend a day long Data Day without students to work in grade level teams to make necessary shifts to individual literacy groups. Teachers will arrange student groupings based on skills still needed to be mastered to advance to the next STEP level. After new student groups are created teachers work to create 6-week literacy objectives to drive instruction and develop student skills necessary to achieve next STEP. Examples of outcomes to be expected by Grade-level teams (with support from the school leadership team) conduct unit exams are: Adjust literacy groupings; Isolate specific literacy skills unique to each group; and Practice silent reading and answering inferential questions.

End-of-Course Exam (4-8). Teachers complete assessment analysis to provide rationale for skills students did not master during that academic year. The instructional leadership reviews assessment results to identify instructional areas of growth in content areas and adjust curriculum choices for following school year, as well as inform PD needs for the upcoming year. Examples of outcomes to be expected by the Dean of Curriculum and Instruction as well as teachers are: Next grade level teacher identifies content requiring remediation for students from previous year; and Leadership determines curricular adjustments for the following school year based on results.

HBHCSA will have a “Data Wall” that displays student behavior, attendance, and academic data points. This wall serves as a reminder of what the school values and must continue to collect and use to respond to and address student skill gaps.

4. Student Performance Information Systems. NWEA MAP and STEP provide valuable student growth and achievement data. Leadership and teachers access this data via an online data management tool such as *Illuminate*.¹⁷ Teachers will enter student STEP assessment responses directly into the “STEP Tool” which allows teachers to have immediate access to cohort results and create action plans to identify literacy skills specific groups of students have yet to master. NWEA MAP results are accessible to the School Principal and instructional leadership team on an online platform. The leadership team will provide MAP results to teachers after they have been reviewed and classroom, grade-level, and school wide growth goals have been identified. We will use Student Information Systems such as PowerSchool for compliance reporting and data security, warehousing student demographic data, attendance management and reporting, and standard-based grading and reporting. We will utilize Dean’s List to track student attendance and Lifework monitoring. Our Operations Manager will manage this system and train staff on how to use it.

5. Data Analysis Training and Support. During our three-week Summer PD, teachers receive extensive training from a University of Chicago STEP trainer to ensure they are fluent on

¹⁷ The Education Intelligence Platform. (n.d.). <https://www.illuminateed.com/>.

how to administer and upload student assessment results. The Operations Manager works with the Principal to ensure all staff has a STEP account and can input student data and access the STEP data reports.

6. Corrective Actions. If the school is not making positive growth towards an internal goal, or goal set by the charter authorizer or Indiana DOE, the Chair of the Academic Achievement Committee will confer with the School Principal to build a Task Force to (1) identify and address the challenge and (2) ensure a clear corrective action plan is put into place. The Committee is comprised of members of the Board, school leadership and instructional leadership teams, and other individuals as invited by the Board with experience relevant to addressing the challenge.

FACILITIES

1. Identified Facility. We have identified a suitable facility located at 4101 East 30th Street, Indianapolis, IN 46218, which is available for lease and potential purchase, and we are in negotiations with the building owner. In fact, the building in question is a former IPS school building. As a fallback position, other suitable buildings are also being considered. The building owner is motivated as is HBHCSA to reach a suitable contract with HBHCSA in 2019 upon approval of a charter.

The following are general building attributes of the school building needed to carry out the School's functions. **Facility Components: Classrooms.** 750 feet, classroom is visible from one vantage point, prefer classrooms that have windows/access to natural light, be in the shape of a square, ideally Kindergarten classroom have restroom inside of classroom **Office.** Main office space near entrance of building, room for desk in main office, waiting space in main office, one private conference room, two offices of 600 square feet. **Teacher Work Room.** One open space, room for teacher desks, room for curriculum materials, room for copier, room for laminator. **Bathrooms.** One adult restroom, two student restrooms in Y1 and additional restrooms in Y3-Y5. **Multipurpose Space.** Open space 2,000 square feet (Breakfast, lunch, PE, Community Circle). **Outdoor Play Space.** 5,000 square foot fenced outdoor space (potential playground area). **Parking/Drop-off.** Sparking space for 15 cars (room to grow to 30+). Drop-off area for buses and passenger vehicles. **Occupancy.** Schools require a certificate of occupancy. The landlord will be responsible for providing HBHCSA a current certificate of occupancy. HBHCSA acknowledges that it is subject to the public bid laws for erection, construction, alteration, improvement or repair of a public facility or immovable property, pursuant to Indiana requirements. **ADA Compliance.** We prefer a facility that already meets all requirements as per the regulations of the Americans with Disabilities Act, or HBHCSA Charter School will ensure our facility meets all guidelines prior to the first day of classes. We will consider the following when evaluating sites: Proximity to our target population (low-income, minority, English Language Learners); Transportation options accessibility; Cost to lease, renovate, and maintain over time; Parking availability and outdoor playground options; Safety and security for students; Potential to increase space over time. The Board will provide approvals and oversight of the Facilities search through the Finance and Facility Committee and then the entire Board of Directors.

Contingent Plan in the Case of a Student Enrollment Shortfall

Given the tremendous community response and response directly from families who would send their children to the proposed HIM By HER Collegiate School for the Arts, we believe the enrollment projections are reasonable. However, it is certainly prudent to have a back-up plan to

deal with budget shortfalls should the student enrollment not meet expectations. Fortunately, HBHF has given much thought to such a potential problem. While we give the obligatory answer that all charter schools give to such a scenario—namely that we would greatly intensify our fundraising efforts—we are uniquely positioned to do much more.

The largest costs associated with operating a charter school are facility costs and labor costs. The conventional facilities approach of most if not all charter schools is to secure a facility either by purchase or lease that will meet the needs of a full capacity school according to its projections. Whether in a long-term mortgage or a long-term lease, the facility costs (including utilities) for most schools are fixed (or nearly fixed). Therefore, a significant failure to meet enrollments can be financially disastrous for these schools. The typical short-term solution is to drastically reduce staff. While this indeed reduces labor costs, it does not affect often substantial facility costs, such as rent or mortgage payments and heating and cooling costs. Further, reducing staff below a certain level is not always possible without destroying the school's vital functions.

As part of a contingency plan to address enrollment shortfalls, HBHCSA is in the unique position with the owner and landlord at the targeted premises (4101 East 30th Street, Indianapolis, Indiana 46218) to only lease as much of the premises as is required. While the total area of the premises is 47,000 square feet, which includes a 3-Floor main building and an Annex, we plan on initially operating just within the first floor (which has 10,713 square feet) and the Annex (which has 14,870 square feet). We have the option to increase the size of the occupied area on the premises as the enrollment increases to more than comfortably accommodate the projected full-capacity enrollment in the future. More importantly, we have through negotiations with the owner/landlord, the option to reduce the lease footprint to a smaller size should the enrollment be smaller than expected.

In the case of an unfortunate but nevertheless possible enrollment shortfall, HBHCSA would be in a considerably better position to sustain its operations without first sacrificing labor, than charter schools with conventional facilities contracts by first being able to reduce building costs.

START-UP AND ONGOING OPERATIONS

1. Start-Up Plan. Attachment 22 includes operational start-up, hiring, facility, and curricular planning, Board transition to governance, and other relevant tasks and projects.

2. Transportation. HBHCSA is a proposed neighborhood school for students and families in the Martindale-Brightwood and Forest Manor areas of Indianapolis. Students will be dropped off at school by their family each day. In subsequent years as students get older, families may decide to have their children walk to school, or take public transportation. The proposed location is already accessible by public transportation. Arrival to and departure from school will be safe and efficient. We will

plan three **Field Lessons** during the academic school year (one per trimester). One will be a Community Service trip in the Martindale-Brightwood and Forest Manor neighborhoods, and the remaining trips will be outside the Martindale-Brightwood and Forest Manor neighborhoods, such as the Children's Museum, Conner Prairie, and the like. We have allocated \$15 per student in our Y1 budget for Field Lesson bus transportation. We will identify an appropriate bus vendor to provide this service. In compliance with McKinney-Vento Homeless Assistance Act, the School Principal and Operations Manager in Y1-Y3 (with support from Coordinator of Student Supports

in Y4) will work directly with families of **Homeless Students** to ensure we identify solutions so that they are present each day and remain in school.

In accordance with the Disabilities Education Act, we will provide transportation for **Students with Disabilities** as required. We foresee serving a small number of students who may require specific transportation to and from school. The Operations Manager in Y1-Y3 (with support from Coordinator of Student Supports in Y4) will work with vendors to ensure these students' transportation needs are met.

The Special Education Teacher(s) in Y1-Y3 (Y4 Coordinator of Student Supports) will provide support to ensure all IEP transportation needs are met.

3. Safety and Security. Student, staff, and visitor safety is our number one priority. Teachers cannot teach and students cannot learn in unsafe conditions. Our policies will be in accordance with all applicable federal and state health and safety laws in relationship to public school operations. Our school security system will allow for school office staff to identify, confirm, and monitor individuals entering and exiting school grounds. School doors will be locked at all times and visitors will be required to sign-in, wear school provided badges to identify themselves, and sign out before exiting the building. The Board will review and approve policies covering fire protection, accident reporting procedures, warning systems, emergency drills, and traffic safety as well as any other policies required in compliance with Indiana state law. The Operations Manager will be responsible at the school for ensuring the school is meeting all State, Federal, and Board Safety and Security policies.

4. Insurance Coverage. Please see **Attachment 23** for documentation of the insurance coverage estimate.

OPERATIONS CAPACITY

The Board and School Leadership Team have many outstanding individuals who can establish, oversee, and revise as necessary, functions such as staffing, professional development, performance management, general operations, and facilities management. Please see the Table titled "Summary of Founding Member Roles and Areas of Expertise" (*supra.*) for summaries of the Board and School Leadership Team members' areas of expertise.

SECTION 3. BUDGET AND FINANCIAL PLANS

FINANCIAL PLAN

1. Internal Systems and Processes. HBHCSA will ensure all internal financial systems and processes are in accordance with generally Accepted Accounting Principles (GAAP) and any laws and regulations that govern Charter Schools in Indiana. We will develop, maintain, and evaluate all internal financial policies and procedures to ensure the integrity of our finances. We intend to outsource back-office functions to a local provider such as Goodwill Industries or a national provider such as EdTec, and contract for full service support services: accounts payable processing, accounting, payroll, and financial statement development. The selected provider will provide additional support on reporting compliance, budgeting and forecasting, cash flow planning, scenario building, and general best practices from their experience working with other charter schools. The School Principal and Operations Manager will primarily manage the relationship with the back-office provider, and will be responsible for working with the provider staff across the transactional areas to ensure the back-office provider has all required information to provide services. **Purchasing and Accounts Payable.** The Operations Manager will manage the purchase order and invoice approval process, and all direct communication with vendors. He or she will solicit bids when applicable and bring contracts to the Board for approval. Approved invoices, based on the adopted budgeted and consultation with School Principal, will be submitted to the back-office provider for processing. Invoices will be submitted with coding based on the adopted budget and the implemented chart of accounts that conforms to state coding standards.

The provider will enter the transactions and generate a report for review and quality assurance. Once the Operations Manager has reviewed the report and School Principal has approved payment, the provider will issue payment to those invoices and vendors. When an invoice needs a second signature and approval, the provider will solicit said approval from the designated second signer such as the Board Chair or Treasurer. Once payments have been issued, the provider will generate a check register which identifies all payments made for reference and an aging report for unpaid invoices. Each month, the Operations Manager will prepare a combined check register for all payments made on behalf of HBHCSA for review by the Board as part of an additional layer of financial oversight. Credit card and debit card transactions will have a separate process for entry to ensure that information is being entered into the accounting system and all back-up and receipts are being collected. In cases of regular invoices, and credit and debit card activity, the school will retain physical copies of all purchase and invoice documentation, filed by vendor, for each fiscal year. The back-office provider will keep electronic versions to ensure HBHCSA has adequate documentation. In the case of payments to independent contractors, the Operations Manager will collect W-9s from all eligible vendors. The provider will then complete all the required tax reporting for vendors to IRS.

Accounting. The Operations Manager will submit bank statements and deposit logs each week. Based on the adopted budget and the state chart of accounts, revenue will be entered and coded by the provider. Other financial activity not originating within the accounting system, for example payroll activity, or otherwise not processed through the accounts payable system, will be entered by the provider accounting staff. Regardless of information being submitted or not, the provider will complete weekly cash reconciliations to clear checks issued through accounts payable processing and temporarily recognize banking activity until documentation is supplied. Other ancillary support functions by the provider will include maintaining a fixed asset schedule and ensuring all expenses are capitalized and depreciated as appropriate. The provider will make

sure transactions that should be applied to the balance sheet are correctly recognized like prior year accrued revenues and expenses or the recognition of the principal portion of loan payments. Monthly, the general ledger will undergo routine maintenance to ensure items are properly coded. The provider will work closely with the independent audit firm selected by the Board to ensure it has all required documentation and schedules developed each year for the audit process.

Payroll. The Operations Manager will maintain employee files, including but not limited to, employment agreements, certifications, credentials, W-2s, W-9s, I-9s, and other payroll information like salaries, wages, deductions, garnishments, and direct deposit information. On a bi-weekly basis, the Operations Manager will submit any recurring and new payroll information to the provider, who will collate all information, ensuring there are no inconsistencies, potential errors, or missing documentation, and generate a payroll preview through a payroll processor such as Paychex or ADP. This payroll preview will then be sent to the School Principal who will approve or modify payroll as needed. After approval, the provider will process the payroll and coordinates delivery to the school and employees. On a quarterly basis, the provider will be responsible for all required tax reporting to IRS and any state agencies. In addition to the standard payroll processing, the provider will manage reporting related to retirement and plan administration as needed.

Ongoing Financial Management & Internal Controls. One compelling reason to contract with a back-office provider is the segmentation of duties and responsibilities otherwise not possible for a smaller school with limited staff. The provider will supply different staff with different permission levels for various back office functions. For example, the staff member who pays vendors will have the ability to reconcile statements. Conversely, the accountant reconciling the books has no access to cut checks. Because depositing of revenue and purchasing is done by school staff and the entry and recording is done by the provider, there will be a natural system of checks and balances that arise from that separation of duties. Each month, the provider will prepare standard financial statements, including an income statement, balance sheet, statement of net assets, and cash flow statement. This information will be completed with a budget vs. actual analysis and trending analysis to ensure the school is on track to meet its adopted budget. The provider will prepare a monthly or quarterly analysis to the Board and School Principal on the ongoing finances of the school. As part of monthly Board and Finance Committee meetings, the School Principal and Board will review these documents. As variances become material between the approved budget and actuals and the projections suggest a new set of circumstances or needs, both staff, the Finance Committee, and the Board will revisit the approved budget and determine if the budget should be amended or if corrective action is required to align activity back within the approved budget. During Finance Committee and Board meetings, the provider will work with the School to identify potential conflicts of interest, contractual issues, and issues requiring board approval. All financial statements will be maintained using generally accepted accounting principles (GAAP) promulgated by the Governmental Accounting Standards Board (GASB), accounting requirements for charter schools, and any other requirements, as outlined in the Indiana Charter School Law.

The fiscal year will be July 1 through June 30. HBHCSA will adopt a set of financial policies and procedures that incorporate internal control measures from various other charter schools and that have been reviewed by several audit firms for adequacy. They have been provided in **Attachment 25**.

Audit. HBHCSA will contract with a state-approved audit CPA firm with Indiana charter school experience and expertise. The Board, with the school administration's assistance, will

request proposals for audit and select the audit CPA firm, which will report directly to the Board. After an audit firm is selected, the firm will present to the Board an overview of the audit process, and the roles and responsibilities of all involved parties. When the audit process begins, the School Principal and provider will ensure the audit firm has access to all necessary financial information and records and non-financial records and documents maintained by the school in advance of actual audit field work. During the audit field work, any other documents requested by the firm will be provided in a timely manner. After the audit is complete, the Board, along with the School Principal and provider will review the audit report and management letter. The audit firm will present the findings to the Board. Should the audit report or management letter include any findings, including but not limited to material weakness or significant deficiencies, the school will address the issues flagged in a formal action plan on how the issues will be resolved. Copies of the final audit report will be forwarded to the state and authorizer, and other required agencies. The annual audit will be done in accordance with all federal, state, and local auditing requirements and standards, including those required of public charter schools in Indiana, in addition to other conditions or criteria required by the charter school authorizer. HBHCSA will retain the selected firm for any other required reporting, including but not limited to, the filing of its annual 990 return with IRS.

Budget. The budget cycle will start in early spring with a working draft developed and brought to the Finance Committee of the Board subsequently thereafter. The main role and responsibility of the Board will be to adopt a balanced budget that adequately meets and addresses the strategic vision and mission of the school, as laid out within the charter application and input and information from school leadership and consulting parties. As part of that responsibility, the Board is responsible for ensuring the budget reflects all compliance requirements with respect to federal and state resources and is a prudent and reasonable use of public funds. From there, the responsibility to execute against the budget is delegated to the school administration, including the provider. The budget will reflect the operating and spending parameters around which day-to-day decision making will be managed. The Board will have the responsibility of accountability, ensuring the school team is acting in a manner consistent with the adopted budget, priorities, and restrictions. As part of this accountability framework, the school administration and provider will inform the Board of changes in information, conditions, and other matters that might otherwise inform the Board. The annual budget for the school will be developed by the school administration, in conjunction with the provider. The School Principal will solicit school staff for budget input and engage them in a strategic planning exercise each year to ensure budgeting is aligned to mission and intended outcomes. The School Principal will rely on the strategic priorities and mission identified in the approved charter application to inform the budgeting process. The provider will conduct analysis and provide knowledge and expertise around charter school funding, observed spending trends, and other industry benchmarks. The provider will help to bring the technical work together of the budget pro forma, along with clear assumptions and notes. In a publicly accessible meeting, the Finance Committee will analyze the budget draft and provide recommendations to the broader Board. The proposed budget with recommendations will be brought forward for presentation at a publicized and open Board meeting, and then for approval at a subsequently publicized and open Board meeting after the initial presentation. June 30th will be the absolute cutoff to have a Board-approved budget in place; copies of the approved budget in the required format will be provided to the required agencies by the required deadlines. In all cases, all public meetings will be properly noticed to the public to allow for participation. As a public entity, HBHCSA understands that documents such as the adopted budget, its interim and annual

financial reports, and audit reports are considered public records. Such documents will be made available upon request in line with any other standard public records request. Internal Systems are detailed below.

Accounting. Used to enter and record all of the schools' transactions; verify that recorded transactions actually took place; create description of transactions that is classified for financial reporting; Ensure transactions are recorded at appropriate amounts; record time period in which transaction was made; ensure transactions were authorized by the appropriate person.

Purchasing. School records expense on an accrual basis of accounting; School Principal authorized to execute Board approved budget; School Principal can only make expenditures under \$10K; Expenditures over \$10K must be co-signed by the Treasurer or the Chairperson of the Board; expenditures over \$75K will have a formal RFP submitted to identify the most qualified contractor.

Payroll. Payroll will be performed by third-party vendor such as ADP.

Annual Audit. Financial statements audited annually by independent audit firm, identified by Board via a recommendation from the Finance Committee; audit firm will be hired by June 30th, will perform audit before the start of the new fiscal year; Audit includes: accuracy of school's financial statements, attendance accounting, revenue accuracy practices, and the school's internal controls.

Segregation of Duties. Hierarchical structure to ensure tasks are divided to guard against one individual having ability to make an accounting error (knowingly or unknowingly); compensating control will be developed on school level if budget constraints do not allow a sufficient amount of employees.

Processing Controls. Source document matching; clerical accuracy of documents; general ledger account code checking.

Reconciliation. Process of checking for errors after transactions have been posted and general ledger has been run.

Securing Financial Data. Accounting software accessible to School Principal, Operations Manager, Back Office Provider; each will have separate log-in credentials; hard copies of financial data will be in a locked and secured cabinet within the school.

Risk Management. Mitigating risk involving internal and/or external factors that might adversely affect the ability to properly record, process, summarize, and report financial data.

2-3. Year Pro-Forma Budget. Please see **Attachment 24** for the Budget. Please see **Attachment 25** for the Budget Narrative.

4. Additional Requirement for Pre-Existing Nonprofit Organizations. Please see **Attachment 26** for additional financial information about HIM By HER Foundation, Inc.

FINANCIAL MANAGEMENT CAPACITY

In existence since 2014, HIM By HER Foundation, Inc. currently utilizes an accounting firm for its accounting, auditing, and tax preparation functions. Qualified CPA firms and consultants will also be utilized, at least initially, to establish sound financial management policies and practices, accounting practices, and fundraising and development guidelines and policies. Outside financial firms and consultants have also (and will continue to be) overseen by qualified Board members such as Michelle Christian Dunn, Terrance Bogan, and sub-committees, and others with financial and accounting backgrounds.



APPENDIX

(Required Attachments)



ATTACHMENT 1

RÉSUMÉS AND BIOGRAPHIES

ATTACHMENT 1

LEADERSHIP TEAM AND GOVERNING BOARD

RÉSUMÉS AND PROFESSIONAL BIOGRAPHIES

In the following pages are résumés and biographies of the members of the HIM By HER Foundation, Inc. (HBHF) Board of Directors, which will govern the HIM By HER Collegiate School for the Arts (HBHCSA). The HBHF Directors are: Hon. John L. Bartlett (Chair); Terrance M. Bogan, M.B.A.; Diana M. Daniels (former Chair); Harry C. Dunn, III; Michelle C. Dunn; Gregory P. Gadson, Esq.; Rev. Shonda Nicole Gladden; Keith A. White; Sheryl Alexander, Ph.D.; James L. Leonard; Wayne R. Wellington; and Daryl Williams-Dotson. A résumé for the proposed School Principal, Clete H. Ladd, is also included.

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



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

currently working on her Bachelor’s degree at Indiana Wesleyan University.



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

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

2007. A



Bartlett's
School and
Bartlett

lifelong Indianapolis, Indiana resident,

ties with the City include graduating from Arsenal Technical High
attending Martin University and Ivy Tech. Prior to his political career,
retired after 42 years as a tool-and-die maker for the Rolls-Royce

Corporation. He began his political career as a member of the Mayor's Neighborhood Advisory Council, then served on the Judicial Nominations Commission under Gov. Frank O'Bannon, and was then appointed to the Public Compensation Advisory Commission. Rep. Bartlett currently serves on the Indiana House Elections & Apportionment Committee. He is also a member of the following standing committees of the Indiana House of Representatives: Employment, Labor & Pensions; Family, Children, & Human Affairs; and Government & Regulatory Reform. He is also a member of the Indiana Code Revision Commission. Outside of his legislative responsibilities, Rep. Bartlett is now Chair of the Board of Trustees of Martin University. He also serves as president of the Coalition of Black Trade Unionists and until recently was president of the Devington Community Development Corporation. He was a founding member of the Sheridan Heights Associations for Neighborhood Enhancement (SHANE), serves on the NAACP Executive Committee, and is past Chairman of the Civil Rights Council for United Auto Workers Region Three.

Terrance M. Bogan, M.B.A.

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

MISSION

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



Education

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

December, 2006

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

December, 2002

Professional Licenses

Life/Health Insurance		Property/Casualty
Series 7/63 Insurance	Series 9/10	

Professional Profile

Professional Profile

CHARLES SCHWAB AND CO. INDIANAPOLIS, INDIANA

CUSTOMER SERVICE REPRESENTATIVE (2011-2014)

AFFLUENT CLIENT SERVICE PROFESSIONAL (2014-2014) TEAM

MANAGER- CLIENT SERVICE AND SUPPORT (BROKERAGE SERVICES)

(2014-2015) TEAM MANAGER- CLIENT BANKING SERVICES (2015- 2017) SR.

TEAM MANAGER- CLIENT BANKING SERVICES (2017- Present)

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

ROCHE DIAGNOSTICS INDIANAPOLIS, INDIANA

ACCU-CHEK CUSTOMER CARE SPECIALIST (2008-2010)

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

CINTAS CORPORATION FRANKFORT, INDIANA

Lost Business MANAGER/ SERVICE SUPERVISOR/PRODUCTION SUPERVISOR (2005-2007)

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

LUTHERAN CHILD AND FAMILY SERVICES (LCFS) INDIANAPOLIS, INDIANA

RESIDENTIAL MANAGER (2004-2005)

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

WERNLE CHILDREN'S HOME RICHMOND, INDIANA

RESIDENTIAL DIRECTOR (2002-2004)

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

Professional Development and affiliations

Indiana CPA Society

National Black MBA Association

Board Member of HIM by HER Foundation

Keith A White

Bulleted Bio:

◆ Retired Educator, 32 years; Superintendent's License

Instrumental Music Teacher, Elementary & Middle School

High School Band Director,

Acting Dean of Students, Northwest HS

Asst. Principal, New Beginnings Alternative School

Asst. Principal, Broad Ripple HS

District Director of Fine Arts\Music



◆ Marian University, Music Department

◆ St. Vincent's Hospital, Security

◆ Lazarus Dept. Store, Retail Security

◆ BS degree, Indiana State University in Music Education

◆ MS degree (all but 6 hours completed) Indiana State University in Criminology

◆ MS degree Indiana Wesleyan University, Instruction & Curriculum

◆ Deacon. College Park Church

◆ Served on Indianapolis Symphony Orchestra Board of Directors

◆ Served on Indianapolis Philharmonic Board of Directors

◆ Currently a reserve Lieutenant with Marion County Sheriff's Office

◆ Married to Yolanda, 2 adult daughters, 3 grandchildren

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

GREGORY P. GADSON, ESQ.

Indianapolis, Indiana

(317) 965-9609; gregory_gadson@yahoo.com

SUMMARY OF BACKGROUND AND EXPERIENCE

Education: Juris Doctor degree and Bachelor of Science in Engineering degree.

Experience: Legal experience in in-house, law firm and government environments. Broad writing experience, including advocacy, business, technical, marketing, and fiction. Legal experience, includes: proactive client counseling; contracts; major civil litigation and litigation support; appellate briefing and oral argument; intellectual property (patents, trademarks and copyrights, with extensive experience in application preparation, infringement and validity opinions, product clearances, licensing and licensing support); corporate and entrepreneur matters; legal research, estate planning, rights of publicity; employment; and civil rights. Major trademark litigation (first chair). Government litigation.

Bar Admissions: Admitted to or before the following: United States Supreme Court; U.S. Court of Appeals for the Seventh Circuit; U.S. District Court for the Northern District of Indiana; U.S. District Court for the Southern District of Indiana; Indiana; Ohio, via examination, currently inactive; U.S. Court of Appeals for the First Circuit; U.S. District Court for the District of Massachusetts; Massachusetts, via examination, currently inactive; Illinois, via examination, currently inactive; and the U.S. Patent and Trademark Office. *Pro Hac Vice* admissions: U.S. District Court for the Middle District of Florida.

EDUCATION

HOWARD UNIVERSITY SCHOOL OF LAW, Washington, DC. **Juris Doctor.** Completed business-related law courses in corporations, agency and partnership, sale of goods and secured transactions, commercial paper (negotiable instruments, etc.), legal accounting, business regulation (antitrust), real estate financing, and entertainment law. American Jurisprudence Award in Contracts.

GEORGIA INSTITUTE OF TECHNOLOGY, Atlanta, GA. **Bachelor of Science in Aerospace Engineering.** Passed the Fundamentals of Engineering (FE)/Engineer In Training (EIT) examination prior to graduation (which lead to the Engineer In-Training License). Certificate of Business and Technical Communication (requiring courses in business presentations, public speaking, advanced writing, technical writing, and semantics). Staff Writer for the school newspaper (*The Technique*).

EXPERIENCE

BUSINESS PROFESSIONAL EXPERIENCE

MARION COUNTY PROSECUTOR'S OFFICE, Indianapolis, IN, Attorney, 2019-present. Deputy Prosecutor in the Civil Asset Forfeiture Unit handling civil asset forfeiture cases.

INDIANA ATTORNEY GENERAL'S OFFICE, Indianapolis, IN, Attorney, 2017-18. As a Deputy Attorney General in the Government Litigation Section and the Correctional Law Litigation Section, represented the State of Indiana, its agencies, instrumentalities, employees and officials in both defending postures and initiating postures in multiple substantive law areas in both state and federal courts.

PRIVATE/SOLO PRACTICE OF LAW, Indianapolis, IN, Attorney, 2015-2017. Private/solo law practice with comprehensive and strategic client counseling and services across areas of law, and direct state and federal court litigation. Intellectual property law, including patents and patent prosecution (with practical experience regarding new patentable subject matter guidelines), and trademarks, trademark disputes and trademark litigation. Proactive legal review of agreements, documents, policies and circumstances to minimize liability and risk for clients, and to recommend prudent courses of action.

LEE & FAIRMAN, LLP, Indianapolis, IN, Attorney, 2005-2015. General practice of law including contracts, business (corporate) and entrepreneur matters, employment, civil rights, direct litigation in state and federal courts, intellectual property, and other civil matters. Appeals in federal and state courts, including preparing briefs and participating in oral arguments. Intellectual property litigation included trademark infringement, trademark cancellation and opposition, copyright infringement, and unfair competition. Contemporary patent application preparation and prosecution practice. Extensive review and interpretation of legal documents. Estate planning and decedent's estate matters.

GADSON INTELLECTUAL PROPERTY AND STRATEGIC PLANNING, Indianapolis, IN, Attorney-Solo practice, 1998-2005. Intellectual property (IP) counseling and strategic planning, including patent and trademark application, preparation and prosecution. The firm provided Infringement/Non-infringement advice and formal opinions, and Validity/Invalidity advice and formal opinions. The firm also counseled businesses and investors regarding strategic issues and planning with respect to IP. Other areas included copyright law and IP appraisals/valuations. The clients ranged from early-stage companies to investors, to the Fortune 500 companies.

THOMSON CONSUMER ELECTRONICS, INC., first at Princeton, NJ, then at Indianapolis, IN, Senior Counsel, 1994-98. As the senior member of U.S. Patent Operations, directed and provided a variety of services related to the product planning and design processes, including helping to ascertain the previous

and existing designs of competitors, clearing proposed designs of potential patent infringement liability, and aiding in strategic design modification and redesign. Worked closely with new product development managers and personnel from the initial stages to advanced stages of product development regarding intellectual property issues. Other duties included handling adverse patent infringement claims brought against Thomson, participating in licensing activities, both where licenses to intellectual property were taken by Thomson, and the strategic identification of valuable intellectual property, the rights to which Thomson might acquire, either to license to others, or maintain Thomson's access to markets.

MEDTRONIC, INC., Minneapolis, MN, Counsel, 1991-94. Provided broad intellectual property counseling to personnel involved in product planning and design for the Bradycardia (pacemakers) and Cardiac Assist Systems (CAS) Divisions. Developed an intellectual property strategy for CAS, a new business, by taking into account the estimated market, the work of competitors, and ascertaining areas for innovation. Drafted agreements including licensing provisions regarding inventions resulting from medical research.

NCR CORPORATION, Dayton, OH, Senior Attorney, 1988-1991. Provided legal advice to the General Purpose Systems Division (which designed and manufactured on-line transaction processing computers) in San Diego, CA for protecting innovations.

NON-PROFIT/VOLUNTEER PROFESSIONAL EXPERIENCE

HIM BY HER FOUNDATION, INC., Indianapolis, IN, 2014-present. Inaugural and continuing Member of the Board of Directors and Corporate Secretary for HIM By HER Foundation, Inc., a non-profit, 501(c)(3) corporation for improving the lives of at-risk youth and adults, and underserved/marginalized families. Hands-on formation work, legal advice, continuing governance participation, strategic planning, and business plan development. Preparation of brochures, promotional items, press releases and communication materials for both external and internal consumption.

ADDITIONAL INFORMATION

Software Experience: Microsoft Office® proficiency; Adobe Illustrator®; Adobe Photoshop®, Pagemaker® and FrameMaker®.

Other Technical Information: Engineer In-Training License (State of Georgia); Commercial Radio (FCC General Radiotelephone) Operator License, including Ship Radar Endorsement.

Technologies Handled in Intellectual Property matters: Extensive intellectual property experience with the following technologies and others: electrical; mechanical and electro-mechanical; consumer electronics; telecommunications; computers and computer software; Internet; business methods; medical devices; physics (with strong proficiency in basic physics); web analytics, e-commerce, and aerospace and transportation.

IN MEMORIAM

The Honorable William A. “Bill” Crawford (January 28, 1936 – September 25, 2015) was a very early supporter and Board Member of HBHF’s mission, and graced it with his wisdom, his public and private support, and his wealth of organizational experience. Bill enthusiastically embraced his commitment to HBHF by becoming one of its first directors. We will miss him and greatly mourn his passing on September 25, 2015. Bill served for 40 years as an elected



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

Curriculum Vitae
SHERYL ALEXANDER, PhD

3545 Shepperton Blvd

Indianapolis, IN 46228

Cell: 317-496-8980

Email: kappaka55@hotmail.com

PROFESSIONAL PROFILE

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

EDUCATION

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

ACADEMIC HONORS AND AWARDS

- Graduated Summa Cum Laude, Capella University, 2011
- New York Public Schools Principals Academy, 2004
- Metropolitan School District Decatur Township-Human Relations Unity Award, Indianapolis, IN 1997
- Assistant Principal Award, Metropolitan School District Decatur Township, Indianapolis, IN 1995-1999

Teacher – Manual HS Charter Schools USA Indianapolis, IN

2013-present

Dual Credit Ed 101 Intro to Teaching Ivy Tech
FACS Grades 9-12

Education Consultant – Delivered Solutions Silver Springs, MD

2009-present

- Assist in developing Online inquiry-based teaching strategies for education majors
- Facilitator of Online classroom management & training program for education majors

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

2009-2004

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

Principal PS 136 Roy Wilkins School Queens, NY

2004-2003

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

Interim Dean & Teacher Arlington High School Indianapolis, IN

2003-2001

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

Principal Mount Carmel Christian Academy Indianapolis, IN

2001-1999

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

Assistant Principal Decatur Middle School Indianapolis, IN**1999-1992**

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

Teaching Career

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

HIGHLIGHTS OF PROFESSIONAL EXPERIENCE

Principal

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

PROFESSIONAL LEADERSHIP

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

- Flexible block scheduling
- Advise /Advisee Program
- Student-Led Conferences
- Secondary & Elementary Master Schedule to foster a feeling of inclusion

- Inclusion Program
- Student Portfolios
- Drop Everything and Read Program

Principal of PS 136 Roy Wilkins School Queens, NY

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

Director of Elementary and Secondary Summer School Program

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

Supervisor of Middle School Alternative Program

Coordinator of Title I Programs for Elementary and Secondary

Supervisor of International Baccalaureate Program for Secondary

Committee Involvement

- Academic Intervention Services Committee/Chairperson
- School Violence/Gang Task Force Committee
- Multi-Cultural Committee/Chairperson
- Human Relations Committee /Chairperson
- District-Wide Alternative School Program
- District-Wide Committee for Extra-Curriculum Assessment & Evaluation

CURRENT ADMINISTRATION and TEACHING LICENSES

- | | |
|---|-------------|
| • New York State Administrative/ Supervision Elementary and Secondary | 2003 |
| • Indiana Administration/Supervision Elementary and Secondary | 2011 |
| • Indiana Teacher's License | 1977 |

COMMUNITY SERVICE

- Out-Reach Counselor, Indianapolis Women's Crisis Center Indianapolis, Indiana 2002 - 2005
- Volunteer/ Academic Tutor Jackie Robinson Center, Pasadena, CA 2011- 2012



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



Professional Profile

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

Key Military Assignments

Director, Army Vendor Pay Support

Defense Finance and Accounting Services (DFAS)

May 04 – May 06 Indianapolis, IN

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

Director, Army Military Pay Operations

Defense Finance and Accounting Services

Jun 03 – May 04 Indianapolis, IN

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

Director, Network Operations

Defense Finance and Accounting Services

Aug 01 – May 03 Indianapolis, IN

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

Chief of the Fund Control Branch - Budget Division

U S Army Forces Command

Jun 00 – Aug 01

Atlanta, GA

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

Commander, U S Army Finance Command

Secretary of the Army for Financial Management & Comptroller

Jan 96 – May 00

Indianapolis, IN

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

Director, Resource Management

Headquarters, US Army Garrison

May 94 – Dec 95

Ft Ben Harrison, IN

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

Education

MBA - Accounting (Summa Cum Laude)

Butler University

Indianapolis, IN

MSBA - Management

Boston University

Frankfurt, Germany

BS - Business Administration

University of North Florida

Jacksonville, FL

Awards and Recognitions

Defense Meritorious Service Medal

Joint Achievement Medal

Comptroller of the Year – ASMC

Army Meritorious Service Medal

Boss of the Year

Physical Fitness Achievement

Army Commendation Medal

OK(Our Kids) Teammate of the Year

Wayne R. Wellington

**5472 N. Park Drive
Indianapolis, IN 46220**

PERSONAL

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

PHILOSOPHY

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

PROFESSIONAL EXPERIENCE

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

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

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

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

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

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

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

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

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

TEACHER, INDUSTRIAL TECHNOLOGY
(September 1970 to October 1979)

EDUCATION

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

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

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

COMMUNITY ACTIVITIES

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

HOBBIES

Traveling
Listening to jazz
Exercising
Fishing
Hunting
Reading



Daryl Williams-Dotson, AIA, NCARB, RID
WDi Architecture, Inc. CEO/President

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



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

Education

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

Professional Registrations & Affiliations

2007 A Monumental Affair for IAA Airport Emergency Operations Center

2008 Honor Award Midwest Construction Best in Architecture

2008 LEED Award in Architecture for IU Teaching Research Lab

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

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

Architectural Registration: Indiana, Illinois and Ohio

Interior Design Registration: Indiana

Indiana Interior Design Coalition (IIDA)

American Institute of Architects (AIA)

National Council of Architects Registration Board (NCARB)

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

The following is a Partial List of Repeat Clients:

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

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

Shonda Nicole Gladden, M.Div., M.T.S.

2315 N. New Jersey Street
Indianapolis, IN 46205
(765) 831-2129

OBJECTIVE

To join and add value to an inclusive team where I can maximize my skills as a community innovator and social entrepreneur with more than twenty-seven years of experience in leading and supporting organizations that specialize in mitigating impediments to human flourishing.

EXPERIENCE

- | | |
|------------------------|--|
| Aug. 2016 - Present | <p>COLUMBIA UNIVERSITY (CONTRACTOR) NEW YORK, NY
Center on African American Religion, Sexual Politics, and Social Justice (CARSS) Content Development Workgroup Member</p> <ul style="list-style-type: none">• Currently working as a consultant in the development of a culturally relevant, multi-faceted, and holistic toolkit on sexual and gender politics for use throughout the Black Church ecosystem. |
| Dec. 2017 - Present | <p>VIBRANT FAITH (CONSULTANT) MINNEAPOLIS, MN
Coach Consultant</p> <ul style="list-style-type: none">• Currently working as a coach on the <i>Creating a Culture of Vocation Initiative</i> (funded by Lilly Endowment, Inc.) wherein I partner with Christian leaders and the communities they serve in removing obstacles and bringing transformation to the church.• Provide adaptive leadership, performance and developmental coaching to four congregations as they create new resources and experiences centered on their understanding of calling. |
| Nov. 2017 - Sept. 2018 | <p>ST. PAUL AME CHURCH INDIANAPOLIS, IN
Senior Pastor</p> <ul style="list-style-type: none">• Served as the “Class A” pastor of this local congregation in the historic Martindale-Brightwood neighborhood of Indianapolis, IN.• Responsible for performing regular ministerial duties of a pastor, i.e. supervising all non-paid staff and volunteer workers, planned and executed various services and events, performed regular home visits, presiding over funerals, baptisms and other liturgical services.• Analyzed physical, fiscal and membership health of the church and developed innovative processes to recruit new members and retain existing members.• Developed five-point vision for community engagement, congregational health, fiscal solvency and membership management, and leadership development.• Represented the congregation in civic duties with various community stakeholders, including the Indianapolis Public Schools, National Council of Negro Women (NCNW), NAACP Branch #3053, and Families Against Violence and Injustice, Inc. |
| May 2013 - Nov. 2017 | <p>ALLEN TEMPLE AME CHURCH MARION, IN
Senior Pastor</p> <ul style="list-style-type: none">• Served as the “Class A” pastor of this local congregation in the vicinity of Indiana Wesleyan University.• Responsible for performing regular ministerial duties of a pastor.• Represented the congregation in civic duties with the Marion Community Schools, NAACP Branch #3059, and the Marion Christian Ministerial Association. |
| June 2013 - Dec. 2016 | <p>PRINCETON THEOLOGICAL SEMINARY (CONTRACTOR) PRINCETON, NJ
The Confirmation Project Graduate Research Assistant (AME Church)</p> <ul style="list-style-type: none">• Conducted site visits and interviews to multiple AME Churches to collect data for “The Christian Youth: Learning and Living the Faith Project (CY: LLF).” |

- Nov. 2012 -
May 2013
- BETHEL AME CHURCH | LAFAYETTE, IN**
Senior Pastor
- Served as the “Class B” pastor of this local congregation in the vicinity of Purdue University.
 - Responsible for performing regular ministerial duties of a pastor, most notably, responsible for assisting in the restructuring and stabilization of the Lafayette Pastors Alliance during my brief time of service.
 - Assisted in the restructuring and stabilization of the Lafayette Pastors Alliance.
- Nov. 2010 -
Nov. 2012
- ST. PAUL AME CHURCH | GLENCOE, IL**
Assistant to the Pastor
- Served this historic African American congregation in the heart of Glencoe, IL while matriculating through graduate coursework.
 - Responsible for programmatic design, implementation and oversight, regular worship leading, preaching, bible study facilitation, leadership development and congregational care.
- Nov. 2011 -
Nov. 2012
- ST. JOHN AME CHURCH | AURORA, IL**
Senior Minister to Young Adults
- Provided spiritual and administrative direction for the Ministries to Young Adults.
 - Facilitated weekly worship service,
 - Taught monthly Church School.
 - Served as the ministerial staff liaison to all ministries related to young adults.
- Aug. 2010 -
Mar. 2012
- GARRETT-EVANGELICAL THEOLOGICAL SEMINARY (CONTRACTOR) | EVANSTON, IL**
Chapel Assistant, Administrative Assistant (Office of Admissions), Proofreader (Office of the Dean)
- Facilitated student and faculty participation in coordinating and conducting weekly community chapel service.
 - Provided administrative support, including confidential data entry to Jenzabar data management system, to four Enrollment Management staff persons.
 - Proofread and edited graduate level academic papers primarily for students for whom English is a secondary language.
- Jun 2010 -
Aug. 2010
- BROWN MEMORIAL AME CHURCH | WASHINGTON, DC**
Senior Minister to Youth and Young Adults
- Spearheaded “Back to School Power Jam,” an event which garnered sponsorship from three District of Columbia Councilpersons, enabling the church to provide school supplies and gifts to more than two hundred school aged children in Ward 6 of the District of Columbia; the first of its kind in the one hundred and twenty-seven-year history of the church.
- Jan. 2005 -
May 2008
- MORGAN STATE UNIVERSITY (CONTRACTOR) | BALTIMORE, MD**
Department of Philosophy, Adjunct Professor
- Instructor of Record: Course: Phil 109- Introduction to Logic
 - Developed and facilitated multiple semester-long sections of undergraduate level CORE Course in syllogistic Logic through lecture, seminar discussion and small group work.
- Aug. 2002 -
Dec. 2007
- REID TEMPLE AME CHURCH | GLENN DALE, MD**
Executive Office Assistant/Commissioner of Youth and Young Adults
- Responsible for administrative oversight of eight ministries engaging in services to and/or with the congregation’s youth and young adult membership population of more than 2,800 individuals.
 - Regularly preached, taught Bible classes, coordinated and led youth worker trainings.
 - Represented the church in regional youth ministry gatherings.
- Aug. 2002 -
May. 2004
- CRISIS AND FAMILY STRESS HOTLINE | WASHINGTON, DC**
Volunteer
- Service to knowledgably, calmly, and resourcefully, assist individuals experiencing crisis through telephone consultation and referrals.
 - Completed a thorough three-month training program that emphasized developing reflexive listening skills, demonstrating a calm and nonthreatening telephone presence as well as learning suicide prevention strategies.

- Aug. 2002 - May 2004 **HOWARD UNIVERSITY (CONTRACTOR) | WASHINGTON, DC**
Departmental Assistant (Office of the Provost)
- Coordinated University-wide conferences and workshops.
 - Prepared dynamic presentations using PowerPoint.
 - Assisted in developing and editing University publications.
 - Consistently met challenges associated with promotion to lead temporary employee with responsibility to train/oversee temporary staff.
- Aug. 2002 - May. 2005 **WESLEY THEOLOGICAL SEMINARY | WASHINGTON, DC**
Teaching Assistant
- Assisted instructors of record in preparing small group sessions, graded papers, lectured and researched current trends in field to complement course syllabi. (Courses: Systematic Theology, Church History; Primary Instructors: Dr. Beverly Mitchell, Dr. Josiah U. Young)
- Dec. 2000 - Jan. 2001 **YOUTH ENGLISH SCHOOL | INCHEON, SOUTH KOREA**
English Teacher
- Developed curriculum and taught introductory conversational English and basic grammar to grade school students for whom English was a secondary language.
- October 2000 - August 2010 **OPTIMUM HOMES, INC. AND URBAN LIVING REALTY | LANHAM, MD AND BALTIMORE, MD**
Realtor
- Recognized as a Million-Dollar Producer for analyzing market conditions, equipping buyers and sellers with sufficient knowledge, to effectively negotiate time sensitive and detail-oriented contracts while navigating a fast-paced environment.

SKILLS

- Decisiveness
- Highly self-motivated
- Entrepreneurial
- Critical thinking
- Listening, coaching and communications skills
- Culturally competent
- Computer savvy
- Reading knowledge: Latin and French

EDUCATION

- May 2011 **Master of Theological Studies**
GARRETT-EVANGELICAL THEOLOGICAL SEMINARY | EVANSTON, IL
- Major: Theology & Ethics Concentrations: Systematic Theology, 19th & 20th Century Black History, Literature and Identity, Womanist Methodology
 - Thesis: *"A Theological Reflection on Normative Whiteness"*
- May 2004 **Master of Theological Studies**
WESLEY THEOLOGICAL SEMINARY | WASHINGTON, DC
- Major: Systematic Theology Minor: Black Studies
Concentrations: Martin Luther King, Jr., Negro Spirituals as Theological Works
 - Thesis: *"A Theological Quest for Truth Through an Examination of Egyptian Religious Symbols and Related Christian Symbols and Practices"*
- May 2004 **Master of Divinity**
WESLEY THEOLOGICAL SEMINARY | WASHINGTON, DC
- Major: Systematic Theology Concentrations: Pneumatology, Jürgen Moltmann
- May 2000 **Bachelor of Arts**
MORGAN STATE UNIVERSITY | BALTIMORE, MD
- Major: Philosophy Minor: Religious Studies
Concentrations: Writings of Paul, Logic, Philosophy of Religion, Clergy Women
- May 1995 **Diploma (University High School Program)**
SUITLAND SENIOR HIGH SCHOOL | FORESTVILLE, MD
- Major: Behavioral and Social Sciences (TAG/MAGNET)

PROFESSIONAL REFERENCES

Mrs. Kiahna Davis, CFO/COO
TeenWorks
2820 N. Meridian St., Suite 1250, Indianapolis, IN 46208 (317) 916-7651

Mr. Stephen Lewis, President and Creator
Forum for Theological Exploration and Do Good X
160 Clairemont Avenue, Suite 300, Decatur, GA, 30030 (678) 369-6755

Rev. Dr. Reginald Blount, Assistant Professor of Youth, Formation and Culture
Garrett-Evangelical Theological Seminary
2121 Sheridan Road, 322-P, Evanston, IL 60201 (847) 866-3962

Rev. Dr. Beverly Mitchell, Professor of Historical Theology
Wesley Theological Seminary
4500 Massachusetts Avenue, Washington, DC 20016 (202) 885-6484

Rev. Libby Davis Manning, Associate Director, Wabash Pastoral Leadership Program
Wabash College
P.O. Box 352, Crawfordsville, IN 47933 (765) 361-6327

RESUME

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

OBJECTIVE

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

EMPLOYMENT HISTORY

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

EDUCATION

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

PROFESSIONAL CERTIFICATIONS

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

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

MILITARY

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

VOLUNTEER SERVICES

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

EDUCATIONAL GRANT WRITING/FUND RAISING

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

KEYNOTE SPEAKING OPPORTUNITIES

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

EXPERT PANELIST: Education

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

PRESENTER/LECTURER/BOOK SIGNINGS

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

AWARDS/HONORS

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



ATTACHMENT 1

RÉSUMÉS AND BIOGRAPHIES

ATTACHMENT 1

LEADERSHIP TEAM AND GOVERNING BOARD **RÉSUMÉS AND PROFESSIONAL BIOGRAPHIES**

In the following pages are résumés and biographies of the members of the HIM By HER Foundation, Inc. (HBHF) Board of Directors, which will govern the HIM By HER Collegiate School for the Arts (HBHCSA). The HBHF Directors are: Hon. John L. Bartlett (Chair); Terrance M. Bogan, M.B.A.; Diana M. Daniels (former Chair); Harry C. Dunn, III; Michelle C. Dunn; Gregory P. Gadson, Esq.; Rev. Shonda Nicole Gladden; Keith A. White; Sheryl Alexander, Ph.D.; James L. Leonard; Wayne R. Wellington; and Daryl Williams-Dotson. A résumé for the proposed School Principal, Clete H. Ladd, is also included.

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



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



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

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

Bartlett's

High

his



since 2007. A lifelong Indianapolis, Indiana resident,

ties with the City include graduating from Arsenal Technical

School and attending Martin University and Ivy Tech. Prior to

political career, Bartlett retired after 42 years as a tool-and-die

maker for the Rolls-Royce Corporation. He began his political career as a member of the Mayor's

Neighborhood Advisory Council, then served on the Judicial Nominations Commission under

Gov. Frank O'Bannon, and was then appointed to the Public Compensation Advisory Commission.

Rep. Bartlett currently serves on the Indiana House Elections & Apportionment Committee. He is

also a member of the following standing committees of the Indiana House of Representatives:

Employment, Labor & Pensions; Family, Children, & Human Affairs; and Government &

Regulatory Reform. He is also a member of the Indiana Code Revision Commission. Outside of

his legislative responsibilities, Rep. Bartlett is now Chair of the Board of Trustees of Martin

University. He also serves as president of the Coalition of Black Trade Unionists and until recently

was president of the Devington Community Development Corporation. He was a founding

member of the Sheridan Heights Associations for Neighborhood Enhancement (SHANE), serves

on the NAACP Executive Committee, and is past Chairman of the Civil Rights Council for United

Auto Workers Region Three.

Terrance M. Bogan, M.B.A.

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

MISSION

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



Education

Master of Business Administration, Indiana Wesleyan University, Marion, IN
December, 2006

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

Professional Licenses

Life/Health Insurance		Property/Casualty
Series 7/63 Insurance	Series 9/10	

Professional Profile

Professional Profile

CHARLES SCHWAB AND CO. INDIANAPOLIS, INDIANA

CUSTOMER SERVICE REPRESENTATIVE (2011-2014)

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

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

ROCHE DIAGNOSTICS INDIANAPOLIS, INDIANA

ACCU-CHEK CUSTOMER CARE SPECIALIST (2008-2010)

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

CINTAS CORPORATION FRANKFORT, INDIANA

Lost Business MANAGER/ SERVICE SUPERVISOR/PRODUCTION SUPERVISOR (2005-2007)

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

LUTHERAN CHILD AND FAMILY SERVICES (LCFS) INDIANAPOLIS, INDIANA

RESIDENTIAL MANAGER (2004-2005)

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

WERNLE CHILDREN'S HOME RICHMOND, INDIANA

RESIDENTIAL DIRECTOR (2002-2004)

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

Professional Development and affiliations

Indiana CPA Society

National Black MBA Association

Board Member of HIM by HER Foundation

Keith A White

Bulleled Bio:

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



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

GREGORY P. GADSON, ESQ.

Indianapolis, Indiana
(317) 965-9609; gregory_gadson@yahoo.com

SUMMARY OF BACKGROUND AND EXPERIENCE

Education: Juris Doctor degree and Bachelor of Science in Engineering degree.

Experience: Legal experience in in-house, law firm and government environments. Broad writing experience, including advocacy, business, technical, marketing, and fiction. Legal experience, includes: proactive client counseling; contracts; major civil litigation and litigation support; appellate briefing and oral argument; intellectual property (patents, trademarks and copyrights, with extensive experience in application preparation, infringement and validity opinions, product clearances, licensing and licensing support); corporate and entrepreneur matters; legal research, estate planning, rights of publicity; employment; and civil rights. Major trademark litigation (first chair). Government litigation.

Bar Admissions: Admitted to or before the following: United States Supreme Court; U.S. Court of Appeals for the Seventh Circuit; U.S. District Court for the Northern District of Indiana; U.S. District Court for the Southern District of Indiana; Indiana; Ohio, via examination, currently inactive; U.S. Court of Appeals for the First Circuit; U.S. District Court for the District of Massachusetts; Massachusetts, via examination, currently inactive; Illinois, via examination, currently inactive; and the U.S. Patent and Trademark Office. *Pro Hac Vice* admissions: U.S. District Court for the Middle District of Florida.

EDUCATION

HOWARD UNIVERSITY SCHOOL OF LAW, Washington, DC. **Juris Doctor.** Completed business-related law courses in corporations, agency and partnership, sale of goods and secured transactions, commercial paper (negotiable instruments, etc.), legal accounting, business regulation (antitrust), real estate financing, and entertainment law. American Jurisprudence Award in Contracts.

GEORGIA INSTITUTE OF TECHNOLOGY, Atlanta, GA. **Bachelor of Science in Aerospace Engineering.** Passed the Fundamentals of Engineering (FE)/Engineer In Training (EIT) examination prior to graduation (which lead to the Engineer In-Training License). Certificate of Business and Technical Communication (requiring courses in business presentations, public speaking, advanced writing, technical writing, and semantics). Staff Writer for the school newspaper (*The Technique*).

EXPERIENCE

BUSINESS PROFESSIONAL EXPERIENCE

MARION COUNTY PROSECUTOR'S OFFICE, Indianapolis, IN, Attorney, 2019-present. Deputy Prosecutor in the Civil Asset Forfeiture Unit handling civil asset forfeiture cases.

INDIANA ATTORNEY GENERAL'S OFFICE, Indianapolis, IN, Attorney, 2017-18. As a Deputy Attorney General in the Government Litigation Section and the Correctional Law Litigation Section, represented the State of Indiana, its agencies, instrumentalities, employees and officials in both defending postures and initiating postures in multiple substantive law areas in both state and federal courts.

PRIVATE/SOLO PRACTICE OF LAW, Indianapolis, IN, Attorney, 2015-2017. Private/solo law practice with comprehensive and strategic client counseling and services across areas of law, and direct state and federal court litigation. Intellectual property law, including patents and patent prosecution (with practical experience regarding new patentable subject matter guidelines), and trademarks, trademark disputes and trademark litigation. Proactive legal review of agreements, documents, policies and circumstances to minimize liability and risk for clients, and to recommend prudent courses of action.

LEE & FAIRMAN, LLP, Indianapolis, IN, Attorney, 2005-2015. General practice of law including contracts, business (corporate) and entrepreneur matters, employment, civil rights, direct litigation in state and federal courts, intellectual property, and other civil matters. Appeals in federal and state courts, including preparing briefs and participating in oral arguments. Intellectual property litigation included trademark infringement, trademark cancellation and opposition, copyright infringement, and unfair competition. Contemporary patent application preparation and prosecution practice. Extensive review and interpretation of legal documents. Estate planning and decedent's estate matters.

GADSON INTELLECTUAL PROPERTY AND STRATEGIC PLANNING, Indianapolis, IN, Attorney-Solo practice, 1998-2005. Intellectual property (IP) counseling and strategic planning, including patent and trademark application, preparation and prosecution. The firm provided Infringement/Non-infringement advice and formal opinions, and Validity/Invalidity advice and formal opinions. The firm also counseled businesses and investors regarding strategic issues and planning with respect to IP. Other areas included copyright law and IP appraisals/valuations. The clients ranged from early-stage companies to investors, to the Fortune 500 companies.

THOMSON CONSUMER ELECTRONICS, INC., first at Princeton, NJ, then at Indianapolis, IN, Senior Counsel, 1994-98. As the senior member of U.S. Patent Operations,

directed and provided a variety of services related to the product planning and design processes, including helping to ascertain the previous and existing designs of competitors, clearing proposed designs of potential patent infringement liability, and aiding in strategic design modification and redesign. Worked closely with new product development managers and personnel from the initial stages to advanced stages of product development regarding intellectual property issues. Other duties included handling adverse patent infringement claims brought against Thomson, participating in licensing activities, both where licenses to intellectual property were taken by Thomson, and the strategic identification of valuable intellectual property, the rights to which Thomson might acquire, either to license to others, or maintain Thomson's access to markets.

MEDTRONIC, INC., Minneapolis, MN, Counsel, 1991-94. Provided broad intellectual property counseling to personnel involved in product planning and design for the Bradycardia (pacemakers) and Cardiac Assist Systems (CAS) Divisions. Developed an intellectual property strategy for CAS, a new business, by taking into account the estimated market, the work of competitors, and ascertaining areas for innovation. Drafted agreements including licensing provisions regarding inventions resulting from medical research.

NCR CORPORATION, Dayton, OH, Senior Attorney, 1988-1991. Provided legal advice to the General Purpose Systems Division (which designed and manufactured on-line transaction processing computers) in San Diego, CA for protecting innovations.

NON-PROFIT/VOLUNTEER PROFESSIONAL EXPERIENCE

HIM BY HER FOUNDATION, INC., Indianapolis, IN, 2014-present. Inaugural and continuing Member of the Board of Directors and Corporate Secretary for HIM By HER Foundation, Inc., a non-profit, 501(c)(3) corporation for improving the lives of at-risk youth and adults, and underserved/marginalized families. Hands-on formation work, legal advice, continuing governance participation, strategic planning, and business plan development. Preparation of brochures, promotional items, press releases and communication materials for both external and internal consumption.

ADDITIONAL INFORMATION

Software Experience: Microsoft Office® proficiency; Adobe Illustrator®; Adobe Photoshop®, Pagemaker® and FrameMaker®.

Other Technical Information: Engineer In-Training License (State of Georgia); Commercial Radio (FCC General Radiotelephone) Operator License, including Ship Radar Endorsement.

Technologies Handled in Intellectual Property matters: Extensive intellectual property experience with the following technologies and others: electrical; mechanical and electro-mechanical; consumer electronics; telecommunications; computers and computer software; Internet; business methods; medical devices; physics (with strong proficiency in basic physics); web analytics, e-commerce, and aerospace and transportation.

IN MEMORIAM

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



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

Curriculum Vitae
SHERYL ALEXANDER, PhD

3545 Shepperton Blvd

Indianapolis, IN 46228

Cell: 317-496-8980

Email: kappaka55@hotmail.com

PROFESSIONAL PROFILE

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

EDUCATION

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

ACADEMIC HONORS AND AWARDS

- Graduated Summa Cum Laude, Capella University, 2011
- New York Public Schools Principals Academy, 2004
- Metropolitan School District Decatur Township-Human Relations Unity Award, Indianapolis, IN 1997
- Assistant Principal Award, Metropolitan School District Decatur Township, Indianapolis, IN 1995-1999

Teacher – Manual HS Charter Schools USA Indianapolis, IN

2013-present

Dual Credit Ed 101 Intro to Teaching Ivy Tech
FACS Grades 9-12

Education Consultant – Delivered Solutions Silver Springs, MD

2009-present

- Assist in developing Online inquiry-based teaching strategies for education majors
- Facilitator of Online classroom management & training program for education majors

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

2009-2004

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

Principal PS 136 Roy Wilkins School Queens, NY

2004-2003

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

Interim Dean & Teacher Arlington High School Indianapolis, IN

2003-2001

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

Principal Mount Carmel Christian Academy Indianapolis, IN

2001-1999

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

Assistant Principal Decatur Middle School Indianapolis, IN**1999-1992**

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

Teaching Career

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

HIGHLIGHTS OF PROFESSIONAL EXPERIENCE

Principal

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

PROFESSIONAL LEADERSHIP

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

- Flexible block scheduling
- Advise /Advisee Program
- Student-Led Conferences
- Secondary & Elementary Master Schedule to foster a feeling of inclusion

- Inclusion Program
- Student Portfolios
- Drop Everything and Read Program

Principal of PS 136 Roy Wilkins School Queens, NY

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

Director of Elementary and Secondary Summer School Program

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

Supervisor of Middle School Alternative Program

Coordinator of Title I Programs for Elementary and Secondary

Supervisor of International Baccalaureate Program for Secondary

Committee Involvement

- Academic Intervention Services Committee/Chairperson
- School Violence/Gang Task Force Committee
- Multi-Cultural Committee/Chairperson
- Human Relations Committee /Chairperson
- District-Wide Alternative School Program
- District-Wide Committee for Extra-Curriculum Assessment & Evaluation

CURRENT ADMINISTRATION and TEACHING LICENSES

- | | |
|---|-------------|
| • New York State Administrative/ Supervision Elementary and Secondary | 2003 |
| • Indiana Administration/Supervision Elementary and Secondary | 2011 |
| • Indiana Teacher's License | 1977 |

COMMUNITY SERVICE

- Out-Reach Counselor, Indianapolis Women's Crisis Center Indianapolis, Indiana 2002 - 2005
- Volunteer/ Academic Tutor Jackie Robinson Center, Pasadena, CA 2011- 2012



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



Professional Profile

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

Key Military Assignments

Director, Army Vendor Pay Support

Defense Finance and Accounting Services (DFAS)

May 04 – May 06 Indianapolis, IN

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

Director, Army Military Pay Operations

Defense Finance and Accounting Services

Jun 03 – May 04 Indianapolis, IN

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

Director, Network Operations

Defense Finance and Accounting Services

Aug 01 – May 03 Indianapolis, IN

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

Chief of the Fund Control Branch - Budget Division

U S Army Forces Command

Jun 00 – Aug 01

Atlanta, GA

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

Commander, U S Army Finance Command

Secretary of the Army for Financial Management & Comptroller

Jan 96 – May 00

Indianapolis, IN

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

Director, Resource Management

Headquarters, US Army Garrison

May 94 – Dec 95

Ft Ben Harrison, IN

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

Education

MBA - Accounting (Summa Cum Laude)

Butler University

Indianapolis, IN

MSBA - Management

Boston University

Frankfurt, Germany

BS - Business Administration

University of North Florida

Jacksonville, FL

Awards and Recognitions

Defense Meritorious Service Medal

Joint Achievement Medal

Comptroller of the Year – ASMC

Army Meritorious Service Medal

Boss of the Year

Physical Fitness Achievement

Army Commendation Medal

OK(Our Kids) Teammate of the Year

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

PERSONAL

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

PHILOSOPHY

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

PROFESSIONAL EXPERIENCE

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

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

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

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

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

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

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

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

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

TEACHER, INDUSTRIAL TECHNOLOGY
(September 1970 to October 1979)

EDUCATION

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

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

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

COMMUNITY ACTIVITIES

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

HOBBIES

Traveling
Listening to jazz
Exercising
Fishing
Hunting
Reading



Daryl Williams-Dotson, AIA, NCARB, RID
WDi Architecture, Inc. CEO/President

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



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

Education

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

Professional Registrations & Affiliations

2007 A Monumental Affair for IAA Airport Emergency Operations Center

2008 Honor Award Midwest Construction Best in Architecture

2008 LEED Award in Architecture for IU Teaching Research Lab

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

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

Architectural Registration: Indiana, Illinois and Ohio

Interior Design Registration: Indiana

Indiana Interior Design Coalition (IIDA)

American Institute of Architects (AIA)

National Council of Architects Registration Board (NCARB)

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

The following is a Partial List of Repeat Clients:

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

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

Shonda Nicole Gladden, M.Div., M.T.S.

2315 N. New Jersey Street
Indianapolis, IN 46205
(765) 831-2129

OBJECTIVE

To join and add value to an inclusive team where I can maximize my skills as a community innovator and social entrepreneur with more than twenty-seven years of experience in leading and supporting organizations that specialize in mitigating impediments to human flourishing.

EXPERIENCE

- | | |
|------------------------|--|
| Aug. 2016 - Present | <p>COLUMBIA UNIVERSITY (CONTRACTOR) NEW YORK, NY
Center on African American Religion, Sexual Politics, and Social Justice (CARSS) Content Development Workgroup Member</p> <ul style="list-style-type: none">• Currently working as a consultant in the development of a culturally relevant, multi-faceted, and holistic toolkit on sexual and gender politics for use throughout the Black Church ecosystem. |
| Dec. 2017 - Present | <p>VIBRANT FAITH (CONSULTANT) MINNEAPOLIS, MN
Coach Consultant</p> <ul style="list-style-type: none">• Currently working as a coach on the <i>Creating a Culture of Vocation Initiative</i> (funded by Lilly Endowment, Inc.) wherein I partner with Christian leaders and the communities they serve in removing obstacles and bringing transformation to the church.• Provide adaptive leadership, performance and developmental coaching to four congregations as they create new resources and experiences centered on their understanding of calling. |
| Nov. 2017 - Sept. 2018 | <p>ST. PAUL AME CHURCH INDIANAPOLIS, IN
Senior Pastor</p> <ul style="list-style-type: none">• Served as the “Class A” pastor of this local congregation in the historic Martindale-Brightwood neighborhood of Indianapolis, IN.• Responsible for performing regular ministerial duties of a pastor, i.e. supervising all non-paid staff and volunteer workers, planned and executed various services and events, performed regular home visits, presiding over funerals, baptisms and other liturgical services.• Analyzed physical, fiscal and membership health of the church and developed innovative processes to recruit new members and retain existing members.• Developed five-point vision for community engagement, congregational health, fiscal solvency and membership management, and leadership development.• Represented the congregation in civic duties with various community stakeholders, including the Indianapolis Public Schools, National Council of Negro Women (NCNW), NAACP Branch #3053, and Families Against Violence and Injustice, Inc. |
| May 2013 - Nov. 2017 | <p>ALLEN TEMPLE AME CHURCH MARION, IN
Senior Pastor</p> <ul style="list-style-type: none">• Served as the “Class A” pastor of this local congregation in the vicinity of Indiana Wesleyan University.• Responsible for performing regular ministerial duties of a pastor.• Represented the congregation in civic duties with the Marion Community Schools, NAACP Branch #3059, and the Marion Christian Ministerial Association. |
| June 2013 - Dec. 2016 | <p>PRINCETON THEOLOGICAL SEMINARY (CONTRACTOR) PRINCETON, NJ
The Confirmation Project Graduate Research Assistant (AME Church)</p> <ul style="list-style-type: none">• Conducted site visits and interviews to multiple AME Churches to collect data for “The Christian Youth: Learning and Living the Faith Project (CY: LLF).” |

- Nov. 2012 -
May 2013
- BETHEL AME CHURCH | LAFAYETTE, IN**
Senior Pastor
- Served as the “Class B” pastor of this local congregation in the vicinity of Purdue University.
 - Responsible for performing regular ministerial duties of a pastor, most notably, responsible for assisting in the restructuring and stabilization of the Lafayette Pastors Alliance during my brief time of service.
 - Assisted in the restructuring and stabilization of the Lafayette Pastors Alliance.
- Nov. 2010 -
Nov. 2012
- ST. PAUL AME CHURCH | GLENCOE, IL**
Assistant to the Pastor
- Served this historic African American congregation in the heart of Glencoe, IL while matriculating through graduate coursework.
 - Responsible for programmatic design, implementation and oversight, regular worship leading, preaching, bible study facilitation, leadership development and congregational care.
- Nov. 2011 -
Nov. 2012
- ST. JOHN AME CHURCH | AURORA, IL**
Senior Minister to Young Adults
- Provided spiritual and administrative direction for the Ministries to Young Adults.
 - Facilitated weekly worship service,
 - Taught monthly Church School.
 - Served as the ministerial staff liaison to all ministries related to young adults.
- Aug. 2010 -
Mar. 2012
- GARRETT-EVANGELICAL THEOLOGICAL SEMINARY (CONTRACTOR) | EVANSTON, IL**
Chapel Assistant, Administrative Assistant (Office of Admissions), Proofreader (Office of the Dean)
- Facilitated student and faculty participation in coordinating and conducting weekly community chapel service.
 - Provided administrative support, including confidential data entry to Jenzabar data management system, to four Enrollment Management staff persons.
 - Proofread and edited graduate level academic papers primarily for students for whom English is a secondary language.
- Jun 2010 -
Aug. 2010
- BROWN MEMORIAL AME CHURCH | WASHINGTON, DC**
Senior Minister to Youth and Young Adults
- Spearheaded “Back to School Power Jam,” an event which garnered sponsorship from three District of Columbia Councilpersons, enabling the church to provide school supplies and gifts to more than two hundred school aged children in Ward 6 of the District of Columbia; the first of its kind in the one hundred and twenty-seven-year history of the church.
- Jan. 2005 -
May 2008
- MORGAN STATE UNIVERSITY (CONTRACTOR) | BALTIMORE, MD**
Department of Philosophy, Adjunct Professor
- Instructor of Record: Course: Phil 109- Introduction to Logic
 - Developed and facilitated multiple semester-long sections of undergraduate level CORE Course in syllogistic Logic through lecture, seminar discussion and small group work.
- Aug. 2002 -
Dec. 2007
- REID TEMPLE AME CHURCH | GLENN DALE, MD**
Executive Office Assistant/Commissioner of Youth and Young Adults
- Responsible for administrative oversight of eight ministries engaging in services to and/or with the congregation’s youth and young adult membership population of more than 2,800 individuals.
 - Regularly preached, taught Bible classes, coordinated and led youth worker trainings.
 - Represented the church in regional youth ministry gatherings.
- Aug. 2002 -
May. 2004
- CRISIS AND FAMILY STRESS HOTLINE | WASHINGTON, DC**
Volunteer
- Service to knowledgably, calmly, and resourcefully, assist individuals experiencing crisis through telephone consultation and referrals.
 - Completed a thorough three-month training program that emphasized developing reflexive listening skills, demonstrating a calm and nonthreatening telephone presence as well as learning suicide prevention strategies.

- Aug. 2002 - May 2004 **HOWARD UNIVERSITY (CONTRACTOR) | WASHINGTON, DC**
Departmental Assistant (Office of the Provost)
- Coordinated University-wide conferences and workshops.
 - Prepared dynamic presentations using PowerPoint.
 - Assisted in developing and editing University publications.
 - Consistently met challenges associated with promotion to lead temporary employee with responsibility to train/oversee temporary staff.
- Aug. 2002 - May. 2005 **WESLEY THEOLOGICAL SEMINARY | WASHINGTON, DC**
Teaching Assistant
- Assisted instructors of record in preparing small group sessions, graded papers, lectured and researched current trends in field to complement course syllabi. (Courses: Systematic Theology, Church History; Primary Instructors: Dr. Beverly Mitchell, Dr. Josiah U. Young)
- Dec. 2000 - Jan. 2001 **YOUTH ENGLISH SCHOOL | INCHEON, SOUTH KOREA**
English Teacher
- Developed curriculum and taught introductory conversational English and basic grammar to grade school students for whom English was a secondary language.
- October 2000 - August 2010 **OPTIMUM HOMES, INC. AND URBAN LIVING REALTY | LANHAM, MD AND BALTIMORE, MD**
Realtor
- Recognized as a Million-Dollar Producer for analyzing market conditions, equipping buyers and sellers with sufficient knowledge, to effectively negotiate time sensitive and detail-oriented contracts while navigating a fast-paced environment.

SKILLS

- Decisiveness
- Highly self-motivated
- Entrepreneurial
- Critical thinking
- Listening, coaching and communications skills
- Culturally competent
- Computer savvy
- Reading knowledge: Latin and French

EDUCATION

- May 2011 **Master of Theological Studies**
GARRETT-EVANGELICAL THEOLOGICAL SEMINARY | EVANSTON, IL
- Major: Theology & Ethics Concentrations: Systematic Theology, 19th & 20th Century Black History, Literature and Identity, Womanist Methodology
 - Thesis: *"A Theological Reflection on Normative Whiteness"*
- May 2004 **Master of Theological Studies**
WESLEY THEOLOGICAL SEMINARY | WASHINGTON, DC
- Major: Systematic Theology Minor: Black Studies
Concentrations: Martin Luther King, Jr., Negro Spirituals as Theological Works
 - Thesis: *"A Theological Quest for Truth Through an Examination of Egyptian Religious Symbols and Related Christian Symbols and Practices"*
- May 2004 **Master of Divinity**
WESLEY THEOLOGICAL SEMINARY | WASHINGTON, DC
- Major: Systematic Theology Concentrations: Pneumatology, Jürgen Moltmann
- May 2000 **Bachelor of Arts**
MORGAN STATE UNIVERSITY | BALTIMORE, MD
- Major: Philosophy Minor: Religious Studies
Concentrations: Writings of Paul, Logic, Philosophy of Religion, Clergy Women
- May 1995 **Diploma (University High School Program)**
SUITLAND SENIOR HIGH SCHOOL | FORESTVILLE, MD
- Major: Behavioral and Social Sciences (TAG/MAGNET)

PROFESSIONAL REFERENCES

Mrs. Kiahna Davis, CFO/COO
TeenWorks
2820 N. Meridian St., Suite 1250, Indianapolis, IN 46208 (317) 916-7651

Mr. Stephen Lewis, President and Creator
Forum for Theological Exploration and Do Good X
160 Clairemont Avenue, Suite 300, Decatur, GA, 30030 (678) 369-6755

Rev. Dr. Reginald Blount, Assistant Professor of Youth, Formation and Culture
Garrett-Evangelical Theological Seminary
2121 Sheridan Road, 322-P, Evanston, IL 60201 (847) 866-3962

Rev. Dr. Beverly Mitchell, Professor of Historical Theology
Wesley Theological Seminary
4500 Massachusetts Avenue, Washington, DC 20016 (202) 885-6484

Rev. Libby Davis Manning, Associate Director, Wabash Pastoral Leadership Program
Wabash College
P.O. Box 352, Crawfordsville, IN 47933 (765) 361-6327

RESUME

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

OBJECTIVE

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

EMPLOYMENT HISTORY

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

EDUCATION

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

PROFESSIONAL CERTIFICATIONS

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

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

MILITARY

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

VOLUNTEER SERVICES

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

EDUCATIONAL GRANT WRITING/FUND RAISING

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

KEYNOTE SPEAKING OPPORTUNITIES

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

EXPERT PANELIST: Education

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

PRESENTER/LECTURER/BOOK SIGNINGS

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

AWARDS/HONORS

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

- * **Martin University:** Alumni Hall of Fame inductee (2008)
- * **University of Phoenix:** Indiana Campuses Faculty of the year, 2014

REFERENCES:

Available on request



ATTACHMENT 2

COURSE SCOPE AND SEQUENCE

ATTACHMENT 2

COURSE SCOPE AND SEQUENCE

General Academic Curriculum Plan

HIM By HER Collegiate School for the Arts (HBHCSA) will provide all of its students (beginning with Kindergarten through 5th Grade in Year 1 (2020-21), and reaching Kindergarten through 8th Grade at full capacity in Year 5) with a safe, supportive and intellectually challenging educational environment. Every student will be provided with the necessary skills needed to attend and graduate from the college of their choice. The foundation of our instructional program is built upon a culture of high academic and behavior expectations for all students. Our instructional framework is informed by and aligned with the Indiana Academic Standards, the unique needs of students, and proven best practices that have yielded significant student achievement results at charter schools across the country serving a similar population of students. Our school model is based on the design of proven instructional models at other high performing schools across the country, implementing the following design element: Supportive Educational Environment, Rich, Rigorous, and Engaging Curriculum aligned to the Indiana State Standards, Extended Learning Opportunities, Authentic Family Involvement, Data Informed Instruction, Focused Professional Development and School Culture.

Focus on Literacy and Mathematics

HBHCSA will implement the EngageNY Curriculum, which is aligned with the Indiana State Standards and Common Core Learning Standards for ELA and Math.

Rationale for using EngageNY

1. EngageNY offers differentiated instruction to meet various student needs that will be appropriate for their individual levels of instruction and reading and/or English language abilities.

- EngageNY offers an equitable access to a safe and inclusive learning environment where the language and cultures of all students are valued and used as bridges from prior knowledge to new knowledge.
- Integrated language and content instruction to support language development is offered through scaffolding and learning ladders for all students, including special populations that includes G & T, ELL and MLL students.
- EngageNY has bilingual instructional models in Spanish/English and the four other most spoken foreign languages. Translated modules in Spanish for Language Arts and Math are available, especially appropriate for the rapidly-growing Latino population in Indianapolis.

2. EngageNY supports the federal and state laws ensuring that students with disabilities receive the same general education curriculum and content as all other students and provides appropriate services and supports, including accommodations, modifications, and scaffolding.

- Students are assisted in engaging in self-advocacy and are involved in determining their own educational goals and plans.
- Parents and family members are engaged as meaningful partners.
- Significant changes have been made in the last year to the mathematics standards instruction in order to ensure students can successfully transition to post-secondary education and the workforce, including
 - i. Maintaining the rigor of the standards by balancing the need for conceptual understanding, procedural skill and application; and,
 - ii. Creating a glossary of verbs associated with the math standards, such as “explore” rather than “master” --to allow for first year acquaintance with building a foundation-- toward mastering the concept in subsequent grade levels.

3. EngageNY provides appropriate instructional curriculum for all students in career development and opportunities to participate in work-based learning.

- Citizenship concepts are woven throughout their K-8 Social Studies curriculum, including such topics as slavery/Civil Rights, women’s rights, and corporate and social responsibility that match the HBHCSA character development/citizenship class to be taken by all students.

4. EngageNY is an evidence-based curriculum utilized in schools across the country and specifically shown to be successful with students struggling with more textbook-oriented traditional, pedantic classrooms.

5. The Engage NY curriculum has processes for each grade level. “There is a summary for the year, the rationale for the module sequence, the major emphasis clusters, and an alignment chart which provides the length of each module and the associated standards (Engage NY).”

6. EngageNY recommends the principles of Universal Design for Learning (UDL) to promote equal opportunities to learn.

- UDL incorporates flexibility in the classroom design, instructional methodology, and instructional materials.
- UDL supports a variety of learning styles and reduces traditional barriers to learning.
- UDL fits with the varying instructional strategies that will be utilized at HBHCSA.

Curricular Development Timeline

If authorized, the School Principal will work during the planning year (Summer 2019-Fall 2020) to (1) develop, purchase, and adapt K-5 curriculum and (2) build our Course Scope and Sequence aligned to Indiana Academic Standards, for each content area. In subsequent years, the Leadership team will begin building the new grade level scope and sequence the winter of the previous year (i.e. 6th Grade Scope and Sequence would start being built in the winter of 2020-21 school year in preparation for 2021-22 school year). This team will include members of the academic leadership team, teachers, and external curriculum experts. Each summer the Academic Leadership team will engage in a two-day retreat to evaluate the previous year's scope and sequence and make revisions as needed. The Table below provides a timeline for curriculum development for Year 1. For any purchased or open source curriculum not directly aligned to the Indiana Academic Standards, HBHCSA will create an alignment guide to the Indiana Academic Standards, ensuring all Scope and Sequence, Unit Plan, and Daily Lesson Planning Documents are in alignment with the Indiana Academic Standards.

Proposed Curriculum Development Guideline

Time	Action
June-September 2019	- School Principal recruits and develops curriculum development team to provide consultation on curriculum throughout the year. - School Principal takes Indiana Academic Standards and college readiness standards and groups them by grade and subject along the K-8 grade continuum.
October, 2019	Curricular Review Team hired, as teachers are hired for Y1, and are encouraged to participate. 3,200 is proposed for allocation in the planning year for the Curricular Review Team as consultants, consisting of proven elementary school instructional leaders.
November, 2019	- Curricular Review Team reviews standards School Principal has created and provided input. - School Principal finalizes K -5 standards. - Curricular Review Team members distribute subjects, ELA, Math, Science, and Social Studies, and create pacing guides for K-5.
December, 2019	- Curricular Review Team creates assessment bank, which illustrates types of questions appropriate and to what depth for each grade level/subject. They draw on criterion and norm referenced tests and work from most successful college preparatory schools. - Pacing Guides Completed, K-5.
January, 2020	Curricular Review Team continues assessment bank work and create sample interim 1 assessment for K - 5: ELA, Math, Science, Social Studies.

	- Curricular Review Team creates writing rubrics for grades K - 5. - School Principal finalizes curricular choices.
February-March, 2020	- Curricular Review Team creates remaining interim assessments for Math, ELA, Science, and Social Studies for K-5. - School Principal drafts enrichment standards and exit requirements for K-8. - School Operations Manager orders upcoming pre-created curriculum such as Reading Mastery. School Operations Manager purchases all external assessments, such as NWEAMAP testing and STEP. - School Principal creates Unit Plan template and accompanying PD - School Principal vets and approves interim assessments.
April-June, 2020	- Curricular Review Team creates Unit 1 plans and scripted Unit 1 lesson plans for instructional blocks. Read Aloud, Guided Reading, Independent practice (ELA), Writing, Problem Solving, Calendar Math, Math Block, Science, and Social Studies. - School Principal vets and approves Unit Plans and corresponding lesson plans.
July-August, 2020	- Teachers work with standards and interim assessments to create Unit 2 plans for assigned subjects for K - 5. - School Principal provides feedback and approval. - School Principal leads teacher training in execution of Math, Science, Social Studies, CGI, phonics, and guided reading. Teachers are trained in STEP execution and grading.
Winter, 2020-21	School Principal with 1-2 teachers create pacing guides for 6th grade, and collects assessment pool for ELA, Math, Science, and Social Studies.

The Table below is a sample content scope and sequence for our Lower and Upper Academy that was created from curricular materials used and recommended by high-performing Building Excellent Schools including Nashville Classical and Great Lakes Academy. We will align Indiana Academic Standards to the academic needs of students in and around the 46218 zip code area. We will evaluate the success of our curriculum and instructional materials on an annual basis and make necessary adjustments to ensure the needs of our students are being met.

Proposed K-8 Core Academic Curriculum

Grades	Literacy	Mathematics	Science	Social Studies
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K-4	Reading: Core Knowledge, Literacy Centers, Guided Reading/Reading Comprehension (internally developed) Phonemic Awareness: Reading Mastery Writing: Lucy Calkins Online Learning: Lexia	<i>Every Day Counts Math</i> (Calendar Math K-2), <i>EngageNY</i> (Number sense, computation, algebraic thinking, geometry, measurement), CGI (problem solving)	Core Knowledge	Core Knowledge
5-8	<i>Every Day Counts Math</i> (Calendar Math K-2), <i>EngageNY</i> (Number sense, computation, algebraic thinking, geometry, measurement), CGI (problem solving)	Procedures (computation) and Problem Solving , both internally created	Internally created	Internally created

Core Knowledge Language Arts: Scope and Sequence-Skills Strand-Kindergarten

The Skills strand of the Core Knowledge Language Arts program teaches students the decoding skills needed for (future) independent reading. Each Skills lesson begins with a warm-up, reviewing previously taught content in reading, writing, and/or grammar. All reading times—denoted below as demonstration stories or whole group, small group, or partner reading—consist of a story preview, presentation, and discussion.

Unit 1 (10–13 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Awareness of Noises Left/Right Discrimination			Prewriting Skills: Drawing on a Vertical Surface
Lesson 2	Awareness of Noises Left/Right Discrimination			Prewriting Skills: Vertical Line*
Lesson 3	Awareness of Noises Left/Right Discrimination *			Prewriting Skills: Vertical Line
Lesson 4	Awareness of Noises Left/Right Discrimination Blending Pretest			Prewriting Skills: Horizontal Line*
Lesson 5	Awareness of Noises and Words* Left/Right Discrimination		Prewriting Skills: Circle*	
Lesson 6	Awareness of Noises, Words, and Phrases*			Writing Strokes Pretest Prewriting Skills: Circle
Lesson 7	Awareness of Noises and Words Tracking Practice			Prewriting Skills: Diagonal Line*
Lesson 8	Awareness of Words			Prewriting Skills: Square; Vertical and Horizontal Lines—Review
Lesson 9	Awareness of Words *			Prewriting Skills: Triangle; Circle and Diagonal Line—Review
Lesson 10	Awareness of Words and Phrases Tracking Assessment*			Prewriting Skills Assessment
Pausing Point	Review: Awareness of Noises, Words, and Phrases Review: Directionality and Tracking		Review: Prewriting Skills	

Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker () appears on a blank line.

Unit 2 (10–13 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Tracking Practice			Prewriting Skills: Cup*
Lesson 2	Blending Syllables and Sounds			Prewriting Skills: Hump*
Lesson 3	Blending Sounds into Words Differentiating Shapes		*	Prewriting Skills: Zigzag *
Lesson 4	Blending Sounds into Words Beginning/End Recognition		*	Prewriting Skills: Wavy Line*
Lesson 5	Blending Sounds into Words		*	Prewriting Skills: Spiral Handwriting: Own Name*
Lesson 6	Blending Sounds into Words			Prewriting Skills: X, +* Handwriting: Own Name
Lesson 7	Blending Sounds into Words		*	Prewriting Skills: Loop Handwriting: Own Name*
Lesson 8	Blending Sounds into Words			Prewriting Skills: Cane* Handwriting: Own Name
Lesson 9	Blending Sounds into Words			Prewriting Skills: Hook* Handwriting: Own Name
Lesson 10	Blending Sounds into Words Sound Blending Assessment *			Handwriting: Own Name Prewriting Skills Assessment
Pausing Point	Review: Syllable and Sound Blending, Blending Sounds into Words Review: Tracking			Review: Prewriting Skills Review: Handwriting—Own Name

Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker () appears on a blank line.

Unit 3 (14–17 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Sound /m/ Spelled 'm'			Handwriting 'm': Letter
Lesson 2	Sound /a/ Spelled 'a'			Handwriting 'a': Letter
Lesson 3	Sound /t/ Spelled 't' Chaining: One-Syllable Short Vowel Sounds			Handwriting 't': Letter

Lesson 4	Sound /d/ Spelled 'd' Chaining: One-Syllable Short Vowel Sounds *		Handwriting 'd': Letter
Lesson 5	Review: Oral Blending and Sound Spelling Chaining: One-Syllable Short Vowel Sounds ¹	Chaining: One-Syllable Short Vowel Sounds ¹	Review: Handwriting 'm', 'a', 't', 'd'—Letter
Lesson 6	Sound /o/ Spelled 'o' Chaining: One-Syllable Short Vowel Sounds *		Handwriting 'o': Letter Handwriting 'm', 'a', 't', 'd': Words*
Lesson 7	Sound /k/ Spelled 'c' Chaining: One-Syllable Short Vowel Sounds *		Handwriting 'c': Letter
Lesson 8	Sound /g/ Spelled 'g' Chaining: One-Syllable Short Vowel Sounds		Handwriting 'g': Letter
Lesson 9	Sound /i/ Spelled 'i' Chaining: One-Syllable Short Vowel Sounds*		Handwriting 'i': Letter and Word*
Lesson 10	Review: Oral Blending and Sound Spelling Chaining: One-Syllable Short Vowel Sounds ¹ *	Chaining: One-Syllable Short Vowel Sounds ¹	Review: Handwriting 'm', 'a', 't', 'd', 'o', 'c', 'g', 'i'— Letters and Words*
Lesson 11	Chaining: One-Syllable Short Vowel Sounds ¹ Reading Assessment *	Chaining: One-Syllable Short Vowel Sounds ¹	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
Lesson 12	Chaining: One-Syllable Short Vowel Sounds ¹ Reading Assessment	Chaining: One-Syllable Short Vowel Sounds ¹	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
Lesson 13	* Reading Assessment *	Stomp and Spell: One- Syllable Short Vowel VC and CVC Words	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 14	Reading Assessment *		Stomp and Spell: One- Syllable Short Vowel CVC Words	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)

Pausing Point	Review: Oral Blending and Sound Spelling	Chaining: One-Syllable Short Vowel Sounds	Review: Handwriting—Letters and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
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† Chaining appears in both columns as both Chaining for Reading and Chaining for Spelling are practiced in this lesson.

Unit 4 (15–18 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Sound /n/ Spelled 'n' Chaining: One-Syllable Short Vowel Words			Handwriting 'n': Letter and Words
Lesson 2	Sound /h/ Spelled 'h'* Chaining: One-Syllable Short Vowel Words			Handwriting 'h': Letter and Words
Lesson 3	Sound /s/ Spelled 's' Chaining: One-Syllable Short Vowel Words			Handwriting 's': Letter and Words
Lesson 4	Sound /f/ Spelled 'f' Chaining: One-Syllable Short Vowel Words			Handwriting 'f': Letter and Words*
Lesson 5	Practice Reading Words		Chaining: One-Syllable Short Vowel Words	
Lesson 6	Sound /v/ Spelled 'v'* Chaining: One-Syllable Short Vowel Words			Handwriting 'v': Letter and Words*
Lesson 7	Sound /z/ Spelled 'z'* Chaining: One-Syllable Short Vowel Words		Dictation: Sounds	Handwriting 'z', 'c', 'a', 'd', 'g': Letters
Lesson 8	Sound /p/ Spelled 'p'* Chaining: One-Syllable Short Vowel Words			Handwriting 'p': Letter and Words
Lesson 9	Sound /e/ Spelled 'e' Chaining: One-Syllable Short Vowel Words			Handwriting 'e': Letter and Words
Lesson 10	*	Introduction to Phrases	Chaining: One-Syllable Short Vowel Words Dictation: Sounds	
Lesson 11	Practice Reading Phrases Reading Assessment *		Chaining: One-Syllable Short Vowel Words Dictation: Sounds	Review: Handwriting 'm', 'n', 'h', 's', 'f', 'v', 'z', 'p', 'e'—Letters
Lesson 12	Demonstration Story Practice Reading Words Reading Assessment		Dictation: Sounds	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)

Lesson 13	Demonstration Story Practice Reading Words* Reading Assessment	Dictation: Sounds and Words	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 14	Reading: Wiggle Cards Practice Reading Words Reading Assessment	Dictation: Words	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 15	Practice Reading Words* Reading Assessment			Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
Pausing Point	Review: Segmenting and Sound Spelling Practice Reading Words and Phrases Demonstration Story		Dictation: Sounds and One-Syllable Short Vowel CVC Words	Review: Handwriting—Letters and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)

Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker () appears on a blank line.

Unit 5 (16–19 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Sound /b/ Spelled 'b'* Sound /d/ Spelled 'd'*		Chaining: One-Syllable Short Vowel Words	Handwriting 'b': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
Lesson 2	Sound // Spelled 'l'*			Handwriting 'l': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
Lesson 3	Sound /r/ Spelled 'r'			Handwriting 'r': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 4	Sound /u/ Spelled 'u'* Reading: Wiggle Cards			Handwriting 'u': Letter and Words* Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 5	*		Chaining: One-Syllable Short Vowel Words	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)

Lesson 6	Sound /w/ Spelled 'w'	Chaining: One-Syllable Short Vowel Words	Handwriting 'w': Letter and Words Word Writing: One- Syllable Short Vowel CVC Words (with Cues)*
Lesson 7	Sound /j/ Spelled 'j'		Handwriting 'j': Letter and Words Word Writing: One- Syllable Short Vowel CVC Words (with Cues)*
Lesson 8	Sound /y/ Spelled 'y'*		Handwriting 'y': Letter and Words Word Writing: One- Syllable Short Vowel CVC Words (with Cues)*
Lesson 9	Sound /x/ Spelled 'x' *	Chaining: One-Syllable Short Vowel Words	Handwriting 'x': Letter and Words Phrase Writing: One- Syllable Short Vowel CVC Words (with Cues)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 10	Spelling Alternative for /k/ Spelled 'k' Practice Reading Words		Chaining: One-Syllable Short Vowel Words	Handwriting 'k': Letter and Words Phrase Writing: One- Syllable Short Vowel VC and CVC Words (with Cues) Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
Lesson 11	*		Dictation: Sounds Practice Spelling Words: Stomp and Spell	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
Lesson 12	Reading Assessment *		Chaining: One-Syllable Short Vowel Words	Review: Handwriting 'b', 'l', 'r', 'u', 'w', 'k', 'y', 'x', 'j'—Letters
Lesson 13	Demonstration Story Practice Reading Words Reading Assessment		Chaining: One-Syllable Short Vowel Words	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
Lesson 14	Demonstration Story Practice Reading Phrases Reading Assessment		Chaining: One-Syllable Short Vowel Words	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)*
Lesson 15	Demonstration Story Reading Assessment			Word Writing: One- Syllable Short Vowel CVC Words (with Cues)

Lesson 16	Demonstration Story Practice Reading Phrases* Reading Assessment	Dictation: Sounds Practice Spelling Words: Spelling Hopscotch	
Pausing Point	Review: Sound Spelling	Chaining: One-Syllable Short Vowel Words Review: Dictation— Sounds	Word Writing: One- Syllable Short Vowel CVC Words (with Cues) Review: Handwriting— Letters and Words

Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker () appears on a blank line.

Unit 6 (15–18 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Alphabet/Letter Names Demonstration Story *		Chaining: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs	
Lesson 2	Alphabet/Letter Names Demonstration Story		Chaining Dictation: One- Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs	Word Writing: One- Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs (with Cues)
Lesson 3	Alphabet/Letter Names* Sound /z/ spelled 's' Demonstration Story*		Chaining: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs	Word Writing: One- Syllable Short Vowel VC and CVC Words (with Cues)
Lesson 4	Sounds /s/ and /z/ Partner Reading			Word Writing: One- Syllable Short Vowel Words in which 's' > /s/ or /z/ (with Cues)*
Lesson 5	Alphabet/Letter Names Demonstration Story Small Group Reading *			
Lesson 6	Reading: Wiggle Cards Small Group Reading* *		Chaining: One-Syllable Short Vowel CVC Words	
Lesson 7	Demonstration Story Small Group Reading* *		Dictation: One-Syllable Short Vowel CVC, CCVC, and CVCC Words	
Lesson 8	Rhyming Words Small Group Reading *		Chaining: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs	

Lesson 9	Demonstration Story Partner Reading* *	Dictation: One-Syllable Short Vowel CVC, CVCC, CCVC, and CCVCC Words
Lesson 10	Demonstration Story Small Group Reading* *	Practice: Tap and Spell
Lesson 11	Review: Rhyming Words Small Group Reading	Chaining: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 12	Review: Letter Names, Rhyming Words* Demonstration Story Whole Group Reading*			
Lesson 13	Review: Letter Names* *		Chaining: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs	Word Writing: One- Syllable Short Vowel CVCC and CCVCC Words (with Cues)
Lesson 14	Demonstration Story Small Group Reading *		Dictation: One-Syllable Short Vowel CVC, CCVC, CVCC, and CCVCC Words	
Lesson 15	Assessment: Letter Names, Rhyming Words Small Group Reading Reading Assessment Analysis and Interpretation Assessment			Word Writing: One- Syllable Short Vowel CVCC, CCVC, and CCVCC Words (with Cues)
Pausing Point	Review: Sound Spelling, Letter Names, Rhyming Words* Demonstration Stories Partner Reading*		Chaining: One-Syllable Short Vowel Words with Digraphs Dictation: Words and Phrases	Word Writing: One- Syllable Short Vowel CVCC, CVCCC, and CCVCC Words (with Cues) Review: Handwriting— Letters and Words

Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker () appears on a blank line. Further, in all cases of reading practice, the story is one previously read which parents are encouraged to have their children read aloud to them.

EngageNY Mathematics Curriculum

	Pre-standards	Investigation	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
20 days	M1: Numbers to 5 (45 days)	M1: Numbers to 20 (40 days)	M1: Sums and Differences to 10 (45 days)	M1: Sums and Differences to 20 (50 days) M2: Addition and Subtraction of Length Units (12 days)	M2: Properties of Multiplication and Division with Units of 2, 3, and 10 (25 days)	M3: Place Value, Rounding, and Algorithms for Addition and Subtraction (25 days)	M2: Place Value and Decimal Fractions (20 days)	20 days
20 days				M3: Place Value, Counting, and Comparison of Numbers to 1000 (25 days)	M2: Place Value and Problem Solving with Units of Measure (25 days)	M2: Unit Conversions (7 days)	M3: Multi-Digit Whole Number and Decimal Fraction Operations (35 days)	20 days
20 days	M3: Two-Dimensional and Three-Dimensional Shapes (25 days)	M4: 2D and 3D Shapes (12 days)	M2: Problems to Place Value Through Addition and Subtraction Within 20 (35 days)	M4: Addition and Subtraction Within 200 with Word Problems to 100 (55 days)	M3: Multiplication and Division with Units of 10, 100, and Multiples of 10 (35 days)	M3: Multi-Digit Multiplication and Division (45 days)	M3: Addition and Subtraction of Fractions (22 days)	20 days
20 days	M3: Counting to Answer Questions of How Many (50 days)	M3: Comparison of Length, Weight, Capacity, and Numbers to 10 (28 days)	M2: Ordering and Comparing Length Measurements to Numbers (25 days)	M5: Addition and Subtraction Within 1000 with Word Problems to 100 (24 days)	M4: Multiplication and Division (20 days)	M4: Angle Measure and Plane Figures (20 days)	M4: Multiplication and Division of Fractions and Decimal Fractions (28 days)	20 days
20 days	M4: Comparison of Length, Weight, and Capacity (25 days)	M4: Number Paths, Addition and Subtraction to 10 (47 days)	M4: Place Value, Comparison, Addition and Subtraction to 40 (25 days)	M6: Foundations of Multiplication and Division (24 days)	M5: Fractions as Numbers on the Number Line (25 days)	M5: Fraction Equivalence, Ordering, and Operations (40 days)	M5: Addition and Multiplication with Volume and Area (25 days)	20 days
20 days			M5: Identifying, Composing, and Partitioning Shapes (25 days)	M7: Problem Solving with Length, Mass, and Data (50 days)	M6: Collecting and Displaying Data (27 days)			20 days
20 days	M5: Numbers to 5, Addition and Subtraction Stories, Counting to 20 (35 days)	M5: Numbers 20-20 and Counting to 100 (30 days)	M6: Place Value, Comparison, Addition and Subtraction to 100 (25 days)	M6: Three, Shapes, and Fractions of Equal Parts of Shapes (20 days)	M7: Geometry and Measurement Word Problems (40 days)	M6: Decimal Fractions (20 days)	M6: Problem Solving with the Coordinate Plane (40 days)	20 days
20 days		M6: Identifying, Composing, and Composing Shapes (10 days)				M7: Exploring Multiplication (20 days)		20 days

←
Appears first
date for
grades 3-5

*Please refer to grade-level descriptions to identify partially labeled modules and the standards corresponding to all modules.

Key	Geometry	Number	Number and Geometry, Measurement	Fractions
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Science Curriculum

Figure 4.3: Proposed K-8 Science Curriculum		
Grades	Curriculum	Description
K-4	Core Knowledge	In grades K-4 we use the Indiana Academic Standards and Core Knowledge Science resources to plan our science curriculum. Teachers will lead instruction with students through reading aloud, observation, and activities. In our early grades students focus on observation and description and as they matriculate to the next grades they will focus on developing technical explanations of scientific phenomenon's.
5-8	Internally Created	Teachers will work to create lesson and unit plans aligned to Indiana Academic Standards .Students in grades 5-8 will engage in hands on experiences and observations within 4 domains: Physical Science, Earth and Space Science, Life Science, and Engineering

Social Studies Curriculum

Figure 4.4: Proposed K-8 Social Studies Curriculum		
Grades	Curriculum	Description
K-4	Core Knowledge	In grades K-4 we use the Indiana Academic Standards and Core Knowledge Social Studies resources to plan our Social Studies curriculum. Teachers will lead instruction with students through a study of major events and figures, from the earliest days to recent times. Students will also learn about different elements of geography including spatial sense of the world, awareness of physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture, and an awareness of the characteristics of specific regions and cultures.
5-8	Internally Created	Teachers will work to create lesson and unit plans aligned to Indiana Academic State standards. Students in grades 5-8 will compare the history, geography, government, economic systems, current issues, and cultures of the Western World.



ATTACHMENT 2

COURSE SCOPE AND SEQUENCE

ATTACHMENT 2

COURSE SCOPE AND SEQUENCE

General Academic Curriculum Plan

HIM By HER Collegiate School for the Arts (HBHCSA) will provide all of its students (beginning with Kindergarten through 5th Grade in Year 1 (2020-21), and reaching Kindergarten through 8th Grade at full capacity in Year 5) with a safe, supportive and intellectually challenging educational environment. Every student will be provided with the necessary skills needed to attend and graduate from the college of their choice. The foundation of our instructional program is built upon a culture of high academic and behavior expectations for all students. Our instructional framework is informed by and aligned with the Indiana Academic Standards, the unique needs of students, and proven best practices that have yielded significant student achievement results at charter schools across the country serving a similar population of students. Our school model is based on the design of proven instructional models at other high performing schools across the country, implementing the following design element: Supportive Educational Environment, Rich, Rigorous, and Engaging Curriculum aligned to the Indiana State Standards, Extended Learning Opportunities, Authentic Family Involvement, Data Informed Instruction, Focused Professional Development and School Culture.

Focus on Literacy and Mathematics

HBHCSA will implement the EngageNY Curriculum, which is aligned with the Indiana State Standards and Common Core Learning Standards for ELA and Math.

Rationale for using EngageNY

1. EngageNY offers differentiated instruction to meet various student needs that will be appropriate for their individual levels of instruction and reading and/or English language abilities.

- EngageNY offers an equitable access to a safe and inclusive learning environment where the language and cultures of all students are valued and used as bridges from prior knowledge to new knowledge.
- Integrated language and content instruction to support language development is offered through scaffolding and learning ladders for all students, including special populations that includes G & T, ELL and MLL students.
- EngageNY has bilingual instructional models in Spanish/English and the four other most spoken foreign languages. Translated modules in Spanish for Language Arts and Math are available, especially appropriate for the rapidly-growing Latino population in Indianapolis.

2. EngageNY supports the federal and state laws ensuring that students with disabilities receive the same general education curriculum and content as all other students and provides appropriate services and supports, including accommodations, modifications, and scaffolding.

- Students are assisted in engaging in self-advocacy and are involved in determining their own educational goals and plans.

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

Curricular Development Timeline

If authorized, the School Principal will work during the planning year (Summer 2019-Fall 2020) to (1) develop, purchase, and adapt K-5 curriculum and (2) build our Course Scope and Sequence aligned to Indiana Academic Standards, for each content area. In subsequent years, the Leadership team will begin building the new grade level scope and sequence the winter of the previous year (i.e. 6th Grade Scope and Sequence would start being built in the winter of 2020-21 school year in preparation for 2021-22 school year). This team will include members of the academic leadership team, teachers, and external curriculum experts. Each summer the Academic Leadership team will engage in a two-day retreat to evaluate the previous year’s scope and sequence and make revisions as needed. The Table below provides a timeline for curriculum development for Year 1. For any purchased or open source curriculum not directly aligned to the Indiana Academic Standards, HBHCSA will create an alignment guide to the Indiana Academic

Standards, ensuring all Scope and Sequence, Unit Plan, and Daily Lesson Planning Documents are in alignment with the Indiana Academic Standards.

Proposed Curriculum Development Guideline

Time	Action
June-September 2019	- School Principal recruits and develops curriculum development team to provide consultation on curriculum throughout the year. - School Principal takes Indiana Academic Standards and college readiness standards and groups them by grade and subject along the K-8 grade continuum.
October, 2019	Curricular Review Team hired, as teachers are hired for Y1, and are encouraged to participate. 3,200 is proposed for allocation in the planning year for the Curricular Review Team as consultants, consisting of proven elementary school instructional leaders.
November, 2019	- Curricular Review Team reviews standards School Principal has created and provided input. - School Principal finalizes K -5 standards. - Curricular Review Team members distribute subjects, ELA, Math, Science, and Social Studies, and create pacing guides for K-5.
December, 2019	- Curricular Review Team creates assessment bank, which illustrates types of questions appropriate and to what depth for each grade level/subject. They draw on criterion and norm referenced tests and work from most successful college preparatory schools. - Pacing Guides Completed, K-5.
January, 2020	- Curricular Review Team continues assessment bank work and create sample interim 1 assessment for K - 5: ELA, Math, Science, Social Studies. - Curricular Review Team creates writing rubrics for grades K - 5. - School Principal finalizes curricular choices.
February-March, 2020	- Curricular Review Team creates remaining interim assessments for Math, ELA, Science, and Social Studies for K-5. - School Principal drafts enrichment standards and exit requirements for K-8. - School Operations Manager orders upcoming pre-created curriculum such as Reading Mastery. School Operations Manager purchases all external assessments, such as NWEAMAP testing and STEP. - School Principal creates Unit Plan template and accompanying PD - School Principal vets and approves interim assessments.
April-June, 2020	- Curricular Review Team creates Unit 1 plans and scripted Unit 1 lesson plans for instructional blocks. Read Aloud, Guided Reading, Independent practice (ELA), Writing, Problem Solving, Calendar Math, Math Block, Science, and Social Studies. - School Principal vets and approves Unit Plans and corresponding lesson plans.

July-August, 2020	- Teachers work with standards and interim assessments to create Unit 2 plans for assigned subjects for K - 5. - School Principal provides feedback and approval. - School Principal leads teacher training in execution of Math, Science, Social Studies, CGI, phonics, and guided reading. Teachers are trained in STEP execution and grading.
Winter, 2020-21	School Principal with 1-2 teachers create pacing guides for 6th grade, and collects assessment pool for ELA, Math, Science, and Social Studies.

The Table below is a sample content scope and sequence for our Lower and Upper Academy that was created from curricular materials used and recommended by high-performing Building Excellent Schools including Nashville Classical and Great Lakes Academy. We will align Indiana Academic Standards to the academic needs of students in and around the 46218 zip code area. We will evaluate the success of our curriculum and instructional materials on an annual basis and make necessary adjustments to ensure the needs of our students are being met.

Proposed K-8 Core Academic Curriculum

Grades	Literacy	Mathematics	Science	Social Studies
K-4	Reading: Core Knowledge, Literacy Centers, Guided Reading/Reading Comprehension (internally developed) Phonemic Awareness: Reading Mastery Writing: Lucy Calkins Online Learning: Lexia	Every Day Counts Math (Calendar Math K-2), EngageNY (Number sense, computation, algebraic thinking, geometry, measurement), CGI (problem solving)	Core Knowledge	Core Knowledge
5-8	Every Day Counts Math (Calendar Math K-2), EngageNY (Number sense, computation, algebraic thinking, geometry, measurement), CGI (problem solving)	Procedures (computation) and Problem Solving , both internally created	Internally created	Internally created

Core Knowledge Language Arts: Scope and Sequence-Skills Strand-Kindergarten

The Skills strand of the Core Knowledge Language Arts program teaches students the decoding skills needed for (future) independent reading. Each Skills lesson begins with a warm-up, reviewing previously taught content in reading, writing, and/or grammar. All reading times—denoted below as demonstration stories or whole group, small group, or partner reading—consist of a story preview, presentation, and discussion.

Unit 1 (10–13 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Awareness of Noises Left/Right Discrimination			Prewriting Skills: Drawing on a Vertical Surface
Lesson 2	Awareness of Noises Left/Right Discrimination			Prewriting Skills: Vertical Line*
Lesson 3	Awareness of Noises Left/Right Discrimination *			Prewriting Skills: Vertical Line
Lesson 4	Awareness of Noises Left/Right Discrimination Blending Pretest			Prewriting Skills: Horizontal Line*
Lesson 5	Awareness of Noises and Words* Left/Right Discrimination		Prewriting Skills: Circle*	
Lesson 6	Awareness of Noises, Words, and Phrases*			Writing Strokes Pretest Prewriting Skills: Circle
Lesson 7	Awareness of Noises and Words Tracking Practice			Prewriting Skills: Diagonal Line*
Lesson 8	Awareness of Words			Prewriting Skills: Square; Vertical and Horizontal Lines—Review
Lesson 9	Awareness of Words *			Prewriting Skills: Triangle; Circle and Diagonal Line—Review
Lesson 10	Awareness of Words and Phrases Tracking Assessment*			Prewriting Skills Assessment
Pausing Point	Review: Awareness of Noises, Words, and Phrases Review: Directionality and Tracking		Review: Prewriting Skills	

Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker () appears on a blank line.

Unit 2 (10–13 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Tracking Practice			Prewriting Skills: Cup*
Lesson 2	Blending Syllables and Sounds			Prewriting Skills: Hump*
Lesson 3	Blending Sounds into Words Differentiating Shapes		*	Prewriting Skills: Zigzag *
Lesson 4	Blending Sounds into Words Beginning/End Recognition		*	Prewriting Skills: Wavy Line*
Lesson 5	Blending Sounds into Words		*	Prewriting Skills: Spiral Handwriting: Own Name*
Lesson 6	Blending Sounds into Words			Prewriting Skills: X, +* Handwriting: Own Name
Lesson 7	Blending Sounds into Words		*	Prewriting Skills: Loop Handwriting: Own Name*
Lesson 8	Blending Sounds into Words			Prewriting Skills: Cane* Handwriting: Own Name
Lesson 9	Blending Sounds into Words			Prewriting Skills: Hook* Handwriting: Own Name
Lesson 10	Blending Sounds into Words Sound Blending Assessment *			Handwriting: Own Name Prewriting Skills Assessment
Pausing Point	Review: Syllable and Sound Blending, Blending Sounds into Words Review: Tracking			Review: Prewriting Skills Review: Handwriting—Own Name

Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker () appears on a blank line.

Unit 3 (14–17 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Sound /m/ Spelled 'm'			Handwriting 'm': Letter
Lesson 2	Sound /a/ Spelled 'a'			Handwriting 'a': Letter
Lesson 3	Sound /t/ Spelled 't' Chaining: One-Syllable Short Vowel Sounds			Handwriting 't': Letter

Lesson 4	Sound /d/ Spelled 'd' Chaining: One-Syllable Short Vowel Sounds *		Handwriting 'd': Letter
Lesson 5	Review: Oral Blending and Sound Spelling Chaining: One-Syllable Short Vowel Sounds ¹	Chaining: One-Syllable Short Vowel Sounds ¹	Review: Handwriting 'm', 'a', 't', 'd'—Letter
Lesson 6	Sound /o/ Spelled 'o' Chaining: One-Syllable Short Vowel Sounds *		Handwriting 'o': Letter Handwriting 'm', 'a', 't', 'd': Words*
Lesson 7	Sound /k/ Spelled 'c' Chaining: One-Syllable Short Vowel Sounds *		Handwriting 'c': Letter
Lesson 8	Sound /g/ Spelled 'g' Chaining: One-Syllable Short Vowel Sounds		Handwriting 'g': Letter
Lesson 9	Sound /i/ Spelled 'i' Chaining: One-Syllable Short Vowel Sounds*		Handwriting 'i': Letter and Word*
Lesson 10	Review: Oral Blending and Sound Spelling Chaining: One-Syllable Short Vowel Sounds ¹ *	Chaining: One-Syllable Short Vowel Sounds ¹	Review: Handwriting 'm', 'a', 't', 'd', 'o', 'c', 'g', 'i'— Letters and Words*
Lesson 11	Chaining: One-Syllable Short Vowel Sounds ¹ Reading Assessment *	Chaining: One-Syllable Short Vowel Sounds ¹	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
Lesson 12	Chaining: One-Syllable Short Vowel Sounds ¹ Reading Assessment	Chaining: One-Syllable Short Vowel Sounds ¹	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
Lesson 13	* Reading Assessment *	Stomp and Spell: One- Syllable Short Vowel VC and CVC Words	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 14	Reading Assessment *		Stomp and Spell: One- Syllable Short Vowel CVC Words	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)

Pausing Point

Review: Oral Blending and Sound Spelling

Chaining: One-Syllable Short Vowel Sounds

Review: Handwriting—Letters and Words
Word Writing: One-Syllable Short Vowel CVC Words (with Cues)

Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker () appears on a blank line.

† Chaining appears in both columns as both Chaining for Reading and Chaining for Spelling are practiced in this lesson.

Unit 4 (15–18 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Sound /n/ Spelled 'n' Chaining: One-Syllable Short Vowel Words			Handwriting 'n': Letter and Words
Lesson 2	Sound /h/ Spelled 'h'* Chaining: One-Syllable Short Vowel Words			Handwriting 'h': Letter and Words
Lesson 3	Sound /s/ Spelled 's' Chaining: One-Syllable Short Vowel Words			Handwriting 's': Letter and Words
Lesson 4	Sound /f/ Spelled 'f' Chaining: One-Syllable Short Vowel Words			Handwriting 'f': Letter and Words*
Lesson 5	Practice Reading Words		Chaining: One-Syllable Short Vowel Words	
Lesson 6	Sound /v/ Spelled 'v'* Chaining: One-Syllable Short Vowel Words			Handwriting 'v': Letter and Words*
Lesson 7	Sound /z/ Spelled 'z'* Chaining: One-Syllable Short Vowel Words		Dictation: Sounds	Handwriting 'z', 'c', 'a', 'd', 'g': Letters
Lesson 8	Sound /p/ Spelled 'p'* Chaining: One-Syllable Short Vowel Words			Handwriting 'p': Letter and Words
Lesson 9	Sound /e/ Spelled 'e' Chaining: One-Syllable Short Vowel Words			Handwriting 'e': Letter and Words
Lesson 10	*	Introduction to Phrases	Chaining: One-Syllable Short Vowel Words Dictation: Sounds	
Lesson 11	Practice Reading Phrases Reading Assessment *		Chaining: One-Syllable Short Vowel Words Dictation: Sounds	Review: Handwriting 'm', 'n', 'h', 's', 'f', 'v', 'z', 'p', 'e'—Letters
Lesson 12	Demonstration Story Practice Reading Words Reading Assessment		Dictation: Sounds	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)

Lesson 13	Demonstration Story Practice Reading Words* Reading Assessment	Dictation: Sounds and Words	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 14	Reading: Wiggle Cards Practice Reading Words Reading Assessment	Dictation: Words	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 15	Practice Reading Words* Reading Assessment			Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
Pausing Point	Review: Segmenting and Sound Spelling Practice Reading Words and Phrases Demonstration Story		Dictation: Sounds and One-Syllable Short Vowel CVC Words	Review: Handwriting—Letters and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)

Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker () appears on a blank line.

Unit 5 (16–19 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Sound /b/ Spelled 'b'* Sound /d/ Spelled 'd'*		Chaining: One-Syllable Short Vowel Words	Handwriting 'b': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
Lesson 2	Sound // Spelled 'l'*			Handwriting 'l': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
Lesson 3	Sound /r/ Spelled 'r'			Handwriting 'r': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 4	Sound /u/ Spelled 'u'* Reading: Wiggle Cards			Handwriting 'u': Letter and Words* Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 5	*		Chaining: One-Syllable Short Vowel Words	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)

Lesson 6	Sound /w/ Spelled 'w'	Chaining: One-Syllable Short Vowel Words	Handwriting 'w': Letter and Words Word Writing: One- Syllable Short Vowel CVC Words (with Cues)*
Lesson 7	Sound /j/ Spelled 'j'		Handwriting 'j': Letter and Words Word Writing: One- Syllable Short Vowel CVC Words (with Cues)*
Lesson 8	Sound /y/ Spelled 'y'*		Handwriting 'y': Letter and Words Word Writing: One- Syllable Short Vowel CVC Words (with Cues)*
Lesson 9	Sound /x/ Spelled 'x' *	Chaining: One-Syllable Short Vowel Words	Handwriting 'x': Letter and Words Phrase Writing: One- Syllable Short Vowel CVC Words (with Cues)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 10	Spelling Alternative for /k/ Spelled 'k' Practice Reading Words		Chaining: One-Syllable Short Vowel Words	Handwriting 'k': Letter and Words Phrase Writing: One- Syllable Short Vowel VC and CVC Words (with Cues) Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
Lesson 11	*		Dictation: Sounds Practice Spelling Words: Stomp and Spell	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
Lesson 12	Reading Assessment *		Chaining: One-Syllable Short Vowel Words	Review: Handwriting 'b', 'l', 'r', 'u', 'w', 'k', 'y', 'x', 'j'—Letters
Lesson 13	Demonstration Story Practice Reading Words Reading Assessment		Chaining: One-Syllable Short Vowel Words	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
Lesson 14	Demonstration Story Practice Reading Phrases Reading Assessment		Chaining: One-Syllable Short Vowel Words	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)*
Lesson 15	Demonstration Story Reading Assessment			Word Writing: One- Syllable Short Vowel CVC Words (with Cues)

Lesson 16	Demonstration Story Practice Reading Phrases* Reading Assessment	Dictation: Sounds Practice Spelling Words: Spelling Hopscotch	
Pausing Point	Review: Sound Spelling	Chaining: One-Syllable Short Vowel Words Review: Dictation— Sounds	Word Writing: One- Syllable Short Vowel CVC Words (with Cues) Review: Handwriting— Letters and Words

Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker () appears on a blank line.

Unit 6 (15–18 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Alphabet/Letter Names Demonstration Story *		Chaining: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs	
Lesson 2	Alphabet/Letter Names Demonstration Story		Chaining Dictation: One- Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs	Word Writing: One- Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs (with Cues)
Lesson 3	Alphabet/Letter Names* Sound /z/ spelled 's' Demonstration Story*		Chaining: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs	Word Writing: One- Syllable Short Vowel VC and CVC Words (with Cues)
Lesson 4	Sounds /s/ and /z/ Partner Reading			Word Writing: One- Syllable Short Vowel Words in which 's' > /s/ or /z/ (with Cues)*
Lesson 5	Alphabet/Letter Names Demonstration Story Small Group Reading *			
Lesson 6	Reading: Wiggle Cards Small Group Reading* *		Chaining: One-Syllable Short Vowel CVC Words	
Lesson 7	Demonstration Story Small Group Reading* *		Dictation: One-Syllable Short Vowel CVC, CCVC, and CVCC Words	
Lesson 8	Rhyming Words Small Group Reading *		Chaining: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs	

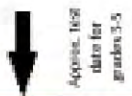
Lesson 9	Demonstration Story Partner Reading* *	Dictation: One-Syllable Short Vowel CVC, CVCC, CCVC, and CCVCC Words
Lesson 10	Demonstration Story Small Group Reading* *	Practice: Tap and Spell
Lesson 11	Review: Rhyming Words Small Group Reading	Chaining: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 12	Review: Letter Names, Rhyming Words* Demonstration Story Whole Group Reading*			
Lesson 13	Review: Letter Names* *		Chaining: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs	Word Writing: One- Syllable Short Vowel CVCC and CCVCC Words (with Cues)
Lesson 14	Demonstration Story Small Group Reading *		Dictation: One-Syllable Short Vowel CVC, CCVC, CVCC, and CCVCC Words	
Lesson 15	Assessment: Letter Names, Rhyming Words Small Group Reading Reading Assessment Analysis and Interpretation Assessment			Word Writing: One- Syllable Short Vowel CVCC, CCVC, and CCVCC Words (with Cues)
Pausing Point	Review: Sound Spelling, Letter Names, Rhyming Words* Demonstration Stories Partner Reading*		Chaining: One-Syllable Short Vowel Words with Digraphs Dictation: Words and Phrases	Word Writing: One- Syllable Short Vowel CVCC, CVCCC, and CCVCC Words (with Cues) Review: Handwriting— Letters and Words

Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker () appears on a blank line. Further, in all cases of reading practice, the story is one previously read which parents are encouraged to have their children read aloud to them.

EngageNY Mathematics Curriculum

	Pre-standards	Investigation	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
20 days	M1: Numbers to 5 (45 days)	M1: Numbers to 20 (40 days)	M1: Sums and Differences to 10 (45 days)	M1: Sums and Differences to 20 (50 days)	M1: Properties of Multiplication and Division with Units of 2, 3, and 10 (25 days)	M1: Place Value, Rounding, and Algorithms for Addition and Subtraction (25 days)	M2: Place Value and Decimal Fractions (20 days)	20 days
20 days				M2: Place Value, Counting, and Comparison of Numbers to 1000 (25 days)	M2: Place Value and Problem Solving with Units of Measure (25 days)	M2: Unit Conversions (7 days)	M2: Multi-Digit Whole Number and Decimal Fraction Operations (35 days)	20 days
20 days		M2: 2D and 3D Shapes (12 days)			M3: Multiplication and Division with Units of 10, 100, and 1000 (35 days)	M3: Multi-Digit Multiplication and Division (45 days)	M3: Addition and Subtraction of Fractions (22 days)	20 days
20 days	M3: Counting to Answer Questions of How Many (30 days)		M2: Ordering and Comparing Length Measurements to 100 (25 days)	M3: Addition and Subtraction within 1000 with Word Problems to 100 (24 days)	M4: Multiplication and Division (20 days)	M4: Angle Measure and Plane Figures (20 days)	M4: Multiplication and Division of Fractions and Decimal Fractions (22 days)	20 days
20 days		M4: Comparison of Length, Weight, and Capacity (25 days)		M4: Place Value, Comparison, Addition and Subtraction to 40 (25 days)	M5: Fractions as Numbers on the Number Line (25 days)	M5: Fraction Equivalence, Ordering, and Operations (40 days)	M5: Addition and Multiplication with Volume and Area (25 days)	20 days
20 days			M5: Identifying, Composing, and Partitioning Shapes (12 days)	M5: Problem Solving with Length, Mass, and Data (50 days)	M6: Collecting and Displaying Data (20 days)	M6: Decimal Fractions (20 days)	M6: Problem Solving with the Coordinate Plane (40 days)	20 days
20 days	M5: Numbers to 5, Addition and Subtraction Stories, Counting to 20 (35 days)	M5: Numbers 20-20 and Counting to 100 (30 days)	M5: Place Value, Comparison, Addition and Subtraction to 100 (25 days)	M5: Three, Shapes, and Fractions of Equal Parts of Shapes (20 days)	M7: Geometry and Measurement Word Problems (40 days)	M7: Exploring Multiplication (20 days)		20 days
20 days		M6: Analyzing, Composing, and Composing Shapes (10 days)						20 days



Appears first
date for
grades 3-5

*Please refer to grade-level descriptions to identify partially labeled modules and the standards corresponding to all modules.

Key	Geometry	Number	Number and Geometry, Measurement	Fractions
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Science Curriculum

Figure 4.3: Proposed K-8 Science Curriculum		
Grades	Curriculum	Description
K-4	Core Knowledge	In grades K-4 we use the Indiana Academic Standards and Core Knowledge Science resources to plan our science curriculum. Teachers will lead instruction with students through reading aloud, observation, and activities. In our early grades students focus on observation and description and as they matriculate to the next grades they will focus on developing technical explanations of scientific phenomenon's.
5-8	Internally Created	Teachers will work to create lesson and unit plans aligned to Indiana Academic Standards .Students in grades 5-8 will engage in hands on experiences and observations within 4 domains: Physical Science, Earth and Space Science, Life Science, and Engineering

Social Studies Curriculum

Figure 4.4: Proposed K-8 Social Studies Curriculum		
Grades	Curriculum	Description
K-4	Core Knowledge	In grades K-4 we use the Indiana Academic Standards and Core Knowledge Social Studies resources to plan our Social Studies curriculum. Teachers will lead instruction with students through a study of major events and figures, from the earliest days to recent times. Students will also learn about different elements of geography including spatial sense of the world, awareness of physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture, and an awareness of the characteristics of specific regions and cultures.
5-8	Internally Created	Teachers will work to create lesson and unit plans aligned to Indiana Academic State standards. Students in grades 5-8 will compare the history, geography, government, economic systems, current issues, and cultures of the Western World.



ATTACHMENT 4

LEARNING AND EXIT STANDARDS

ATTACHMENT 4

LEARNING AND EXIT STANDARDS

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

Attachment 5: Exit Standards

Please provide the school's exit standards for graduating students for each division of the school as applicable (elementary, middle and/or high school). Exit standards should clearly set forth what students in the last grade in each division will know and be able to do.

GRADE 8

READING: Literature

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

Learning Outcome

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

Key Ideas and Textual Support

- 8.RL.2.1** Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.
- 8.RL.2.2** Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.
- 8.RL.2.3** Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.
- 8.RL.2.4** Students are expected to build upon and continue applying concepts learned previously.

Structural Elements and Organization

- 8.RL.3.1** Compare and contrast structure of two or more related works of literature (e.g., similar topic/ theme), and analyze and evaluate how differing structure of each text contributes to its meaning and style.
- 8.RL.3.2** Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.

Synthesis and Connection of Ideas

- 8.RL.4.1** Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- 8.RL.4.2** Analyze how works of literature draw on and transform earlier texts.

READING: Nonfiction

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

Learning Outcome

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

Key Ideas and Textual Support

- 8.RN.2.1** Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.
- 8.RN.2.2** Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.
- 8.RN.2.3** Analyze how a text makes connections and distinctions among individuals, events, and ideas.

Structural Elements and Organization

- 8.RN.3.1** Students are expected to build upon and continue applying concepts learned previously.
- 8.RN.3.2** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- 8.RN.3.3** Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Synthesis and Connection of Ideas

- 8.RN.4.1** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- 8.RN.4.2** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- 8.RN.4.3** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

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

Learning Outcome

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

Vocabulary Building

- 8.RV.2.1** Use context to determine or clarify the meaning of words and phrases.
- 8.RV.2.2** Students are expected to build upon and continue applying concepts learned previously.
- 8.RV.2.3** Distinguish among the connotations of words with similar denotations.
- 8.RV.2.4** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- 8.RV.2.5** Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.

Vocabulary in Literature and Nonfiction Texts

- 8.RV.3.1** Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- 8.RV.3.2** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- 8.RV.3.3** Interpret figures of speech (e.g., verbal irony, puns) in context.

WRITING

Guiding Principle: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems.

They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

WRITING

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

Learning Outcome

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

Handwriting

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

Writing Genres: Argumentative, Informative, and Narrative

- 8.W.3.1** Write **arguments** in a variety of forms that –
- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - Establish and maintain a consistent style and tone appropriate to purpose and audience.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- Write **informative** compositions in a variety of forms that –
- 8.W.3.2**
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
 - Establish and maintain a style appropriate to the purpose and audience.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
- 8.W.3.3** Write **narrative** compositions in a variety of forms that –
- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
 - Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - Provide an ending that follows from and reflects on the narrated experiences or events.

The Writing Process

- 8.W.4** Apply the **writing process** to –
- Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.
 - Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.

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

- 8.W.5** Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.
- Formulate a research question.
 - Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
 - Assess the credibility and accuracy of each source.
 - Quote or paraphrase the information and conclusions of others.
 - Avoid plagiarism and follow a standard format for citation.
 - Present information, choosing from a variety of formats.

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

- 8.W.6.1** Demonstrate command of English grammar and usage, focusing on:
- 8.W.6.1a** **Pronouns** – Students are expected to build upon and continue applying conventions learned previously.
- 8.W.6.1b** **Verbs** – Explaining the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice.
- 8.W.6.1c** **Adjectives and Adverbs** –
Students are expected to build upon and continue applying conventions learned previously.
- 8.W.6.1d** **Phrases and Clauses** – Students build upon and continue applying conventions learned previously.
- 8.W.6.1e** **Usage** – Students are expected to build upon and continue applying conventions learned previously.
- 8.W.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
- 8.W.6.2a** **Capitalization** – Students are expected to build upon and continue applying conventions learned previously.
- 8.W.6.2b** **Punctuation** – Using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.
- 8.W.6.2c** **Spelling** – Students are expected to build upon and continue applying conventions learned previously.

SPEAKING AND LISTENING

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

SPEAKING AND LISTENING

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

Learning Outcome

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

Discussion and Collaboration

- 8.SL.2.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas, expressing personal ideas clearly.
- 8.SL.2.2** Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.
- 8.SL.2.3** Follow rules for considerate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 8.SL.2.4** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- 8.SL.2.5** Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.

Comprehension

- 8.SL.3.1** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- 8.SL.3.2** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

- 8.SL.4.1** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- 8.SL.4.2** Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.
- 8.SL.4.3** Students are expected to build upon and continue applying concepts learned previously.

MEDIA LITERACY

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

MEDIA LITERACY

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

Learning Outcome

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

Media Literacy

- 8.ML.2.1** Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print and mass media, and identify false or misleading information.
- 8.ML.2.2** Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.

ⁱ Ibid.

ⁱⁱ Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at <http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>.

Mathematics Exit Standards

MATHEMATICS: GRADE 8

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

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

NUMBER SENSE

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

COMPUTATION

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

DATA ANALYSIS, STATISTICS, AND PROBABILITY

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

ALGEBRA AND FUNCTIONS

GRADE 8
8.AF.1: Solve linear equations with rational number coefficients fluently, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. Represent real-world problems using linear equations and inequalities in one variable and solve such problems.
8.AF.2: Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by transforming a given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).
8.AF.3: Understand that a function assigns to each x -value (independent variable) exactly one y -value (dependent variable), and that the graph of a function is the set of ordered pairs (x, y) .
8.AF.4: Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear, has a maximum or minimum value). Sketch a graph that exhibits the qualitative features of a function that has been verbally described.
8.AF.5: Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. Describe similarities and differences between linear and nonlinear functions from tables, graphs, verbal descriptions, and equations.
8.AF.6: Construct a function to model a linear relationship between two quantities given a verbal description, table of values, or graph. Recognize in $y = mx + b$ that m is the slope (rate of change) and b is the y -intercept of the graph, and describe the meaning of each in the context of a problem.
8.AF.7: Compare properties of two linear functions given in different forms, such as a table of values, equation, verbal description, and graph (e.g., compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed).
8.AF.8: Understand that solutions to a system of two linear equations correspond to points of intersection of their graphs because points of intersection satisfy both equations simultaneously. Approximate the solution of a system of equations by graphing and interpreting the reasonableness of the approximation.

GEOMETRY AND MEASUREMENT

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

Science Exit Standards

LEARNING OUTCOMES	LST.1: LEARNING OUTCOME FOR LITERACY IN SCIENCE/TECHNICAL SUBJECTS Read and comprehend science and technical texts independently and proficiently and write effectively for a variety of discipline-specific tasks, purposes, and audiences
	6-8.LST.1.1: Read and comprehend science and technical texts within a range of complexity appropriate for grades 6-8 independently and proficiently by end of grade 8.
	6-8.LST.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.
KEY IDEAS AND TEXTUAL SUPPORT	LST.2: KEY IDEAS AND TEXTUAL SUPPORT (READING) Extract and construct meaning from science and technical texts using a comprehension skills
	6-8.LST.2.1: Cite specific textual evidence to support analysis of science and technical texts.
	6-8.LST.2.2: Determine the central ideas or conclusions of a text; provide an accurate, objective summary of the text.
	6-8.LST.2.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
STRUCTURAL ELEMENTS AND ORGANIZATION	LST.3: STRUCTURAL ELEMENTS AND ORGANIZATION (READING) Build understanding of science and technical texts, using knowledge of structural organization and author's purpose and message
	6-8.LST.3.1: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
	6-8.LST.3.2: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
	6-8.LST.3.3: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
SYNTHESIS AND CONNECTION OF IDEAS	LST.4: SYNTHESIS AND CONNECTION OF IDEAS (READING) Build understanding of science and technical texts by synthesizing and connecting ideas and evaluating specific claims
	6-8.LST.4.1: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., <i>in a flowchart, diagram, model, graph, or table</i>).
	6-8.LST.4.2: Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
	6-8.LST.4.3: Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
WRITING GENRES	LST.5: WRITING GENRES (WRITING) Write for different purposes and to specific audiences or people
	6-8.LST.5.1: Write arguments focused on discipline-specific content.
	6-8.LST.5.2: Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions from data/research.

THE WRITING PROCESS	LST.6: THE WRITING PROCESS (WRITING) Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others
	6-8.LST.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.
	6-8.LST.6.2: Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
THE RESEARCH PROCESS	LST.7: THE RESEARCH PROCESS (WRITING) Build knowledge about the research process and the topic under study by conducting short or more sustained research
	6-8.LST.7.1: Conduct short research assignments and tasks to answer a question (including a self-generated question), or test a hypothesis, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
	6-8.LST.7.2: Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (e.g., <i>APA</i> or <i>CSE</i>).
	6-8.LST.7.3: Draw evidence from informational texts to support analysis, reflection, and research.
Physical Science (PS)	
8.PS.1 Create models to represent the arrangement and charges of subatomic particles in an atom (protons, neutrons and electrons). Understand the significance that the currently 118 known chemical elements combine to form all the matter in the universe.	
8.PS.2 Illustrate with diagrams (drawings) how atoms are arranged in simple molecules. Distinguish between atoms, elements, molecules, and compounds.	
8.PS.3 Use basic information provided for an element (atomic mass, atomic number, symbol, and name) to determine its place on the Periodic Table. Use this information to find the number of protons, neutrons, and electrons in an atom.	
8.PS.4 Identify organizational patterns (radius, atomic number, atomic mass, properties and radioactivity) on the Periodic Table.	
8.PS.5 Investigate the property of density and provide evidence that properties, such as density, do not change for a pure substance.	
8.PS.6 Compare and contrast physical change vs. chemical change. Analyze the properties of substances before and after substances interact to determine if a chemical reaction has occurred.	
8.PS.7 Balance chemical equations to show how the total number of atoms for each element does not change in chemical reactions and as a result, mass is always conserved in a closed system. (Law of Conservation of Mass.)	
Life Science (LS)	
8.LS.1 Compare and contrast the transmission of genetic information in sexual and asexual reproduction. Research organisms that undergo these two types of reproduction.	

8.LS.2 Demonstrate how genetic information is transmitted from parent to offspring through chromosomes via the process of meiosis. Explain how living things grow and develop.

8.LS.3 Create and analyze Punnett squares to calculate the probability of specific traits being passed from parents to offspring using different patterns of inheritance.

8.LS.4 Differentiate between and provide examples of acquired and genetically inherited traits.

8.LS.5 Explain how factors affecting natural selection (competition, genetic variations, environmental changes, and overproduction) increase or decrease a species' ability to survive and reproduce.

8.LS.6 Create models to show how the structures of chromatin, chromosomes, chromatids, genes, alleles and deoxyribonucleic acid (DNA) molecules are related and differ.

8.LS.7 Recognize organisms are classified into taxonomic levels according to shared characteristics. Explain how an organism's scientific name correlates to these shared characteristics.

8.LS.8 Explore and predict the evolutionary relationships between species looking at the anatomical differences among modern organisms and fossil organisms.

8.LS.9 Examine traits of individuals within a species that may give them an advantage or disadvantage to survive and reproduce in stable or changing environment.

8.LS.10 Gather and synthesize information about how humans alter organisms genetically through a variety of methods.

8.LS.11 Investigate how viruses and bacteria affect the human body.

Earth and Space Science (ESS)

8.ESS.1 Research global temperatures over the past century. Compare and contrast data in relation to the theory of climate change.

8.ESS.2 Create a diagram or carry out a simulation to describe how water is cycled through the earth's crust, atmosphere and oceans. Explain how the water cycle is driven by energy from the sun and the force of gravity.

8.ESS.3 Research how human consumption of finite natural resources (i.e. coal, oil, natural gas, and clean water) and human activities have had an impact on the environment (i.e. causes of air, water, soil, light, and noise pollution).

Engineering (E)

6-8.E.1 Identify the criteria and constraints of a design to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

6-8.E.2 Evaluate competing design solutions using a systematic process to identify how well they meet the criteria and constraints of the problem.

6-8.E.3 Analyze data from investigations to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

6-8.E.4 Develop a prototype to generate data for repeated investigations and modify a proposed object, tool, or process such that an optimal design can be achieved.

CONTENT STANDARDS

Standard 1 History

The American Revolution and Founding of the United States: 1754 to 1801

- 8.1.1** Identify the major Native American Indian groups of eastern North America and describe early conflict and cooperation between European settlers and these Native American groups.
- 8.1.2** Compare and contrast reasons for British, French, Spanish and Dutch colonization in the New World.
- 8.1.3** Explain the conditions, causes, consequences and significance of Britain's struggle to maintain control of colonies during the French and Indian War (1754–1763).
- 8.1.4** Identify and explain the reasons and actions for the resistance and rebellion against British imperial rule by the thirteen colonies in North America (1761–1775).
- 8.1.5** Analyze the causes and effects of the Revolutionary War (1775–1783), including the ideas from the Declaration of Independence, the enactment of the Articles of Confederation and the Treaty of Paris (1783).
- 8.1.6** Identify and give the significance of major events in the creation of the Constitution such as: the enactment of state constitutions, the Constitutional conventions, the willingness to compromise, and the Federalist-anti Federalist debates regarding the vote to ratify the Constitution.
- 8.1.7** Identify and explain the steps taken during the Washington Administration and the First and Second Congresses of the United States to establish a stable and lasting national government.
- 8.1.8** Compare and contrast the views of Thomas Jefferson and Alexander Hamilton and explain how their differences gave rise to the development of political parties.
- 8.1.9** Identify the events leading up to the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican Party led by Thomas Jefferson (1801); Evaluate the significance of these events.
- 8.1.10** Analyze the influence of important individuals on social and political developments of the time (1775 – 1800) such as the Independence movement and the framing of the Constitution.
- 8.1.11** Compare and contrast the ways of life in the northern and southern states, including the growth of towns and cities and the growth of industry in the North and the growing dependence on slavery and the production of cotton in the South.

National Expansion and Reform: 1801 to 1861

- 8.1.12** Interpret how the events surrounding the Louisiana Purchase (1803) and Lewis and Clark expedition (1803-1806) allowed for America's initial push towards westward expansion.

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- 8.1.13** Explain the main issues, consequences, and landmark decisions of the Marshall Court.
- 8.1.14** Analyze the causes and consequences of the War of 1812.
- 8.1.15** Define nationalism and understand the direction nationalism gave to domestic and foreign policy and to the development of an industrial economy during this period.
- 8.1.16** Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties and constitutional government; analyze Jackson's actions as President such as the destruction of the National Bank, the nullification crisis, and Jackson's Indian policy.
- 8.1.17** Explain relationships and conflict between settlers and Native Americans on the frontier.
- 8.1.18** Describe the causes, courses, challenges, compromises, and consequences associated with westward expansion, including the concept of Manifest Destiny.
- 8.1.19** Analyze the causes and effects of the Mexican War (1846-1848).
- 8.1.20** Give examples of how immigration affected American culture in the decades before and the Civil War, including growth of industrial sites in the North; religious differences; tensions between middle-class and working-class people, particularly in the Northeast; and intensification of cultural differences between the North and the South.
- 8.1.21** Give examples of the changing role of women, minorities, and immigrants in the northern, southern and western parts of the United States in the mid-nineteenth century, and examine possible causes for these changes.
- 8.1.22** Describe the abolitionist movement and identify figures and organizations involved in the debate over slavery, including leaders of the Underground Railroad
- 8.1.23** Analyze the influence of early individual social reformers and movements such as the abolitionist, feminist and social reform movements.

The Civil War and Reconstruction Period: 1850 to 1877

- 8.1.24** Analyze the causes and effects of events leading to the Civil War, and evaluate the impact issues such as states' rights and slavery had in developing America's sectional conflict.
- 8.1.25** Identify factors and individuals which influenced the outcome of Civil War and explain the significance of each.
- 8.1.26** Compare and contrast the three plans for Reconstruction and evaluate the merits of each.
- 8.1.27** Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson's impeachment, the Black Codes, and the Compromise of 1877.

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research, and Issues-Analysis and Decision-Making

- 8.1.28** Recognize historical perspective and evaluate alternative courses of action by describing the historical context in which events unfolded.
- 8.1.29** Differentiate between facts and historical interpretations of events, recognizing that the historian's narrative reflects his or her judgment about the significance of particular facts.
- 8.1.30** Using primary and secondary sources, analyze an issue confronting the United States from colonial times through the Reconstruction period.
- 8.1.31** Compare and contrast examples of art, music, literature, and other forms of expression; explain how these reflect American culture during this time period.

Standard 2 Civics and Government

Foundations of Government

- 8.2.1** Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty and property; and freedom of conscience.
- 8.2.2** Explain the concept of a separation of powers and how and why these powers are distributed, shared and limited in the constitutional government of the United States.
- 8.2.3** Examine ways that the national government affects the everyday lives of people of the United States.

Functions of Government

- 8.2.4** Compare and contrast the delegated, reserved, and concurrent powers (division of power or federal system) contained in the United States Constitution.
- 8.2.5** Compare and contrast the different functions of national and state government within the federal system by analyzing the United States Constitution and the Indiana Constitution.

Roles of Citizens

- 8.2.6** Recognize and explain the relationship between the rights and responsibilities of citizenship in the United States.
- 8.2.7** Explain the importance of responsible participation by citizens in voluntary civil organizations to bring about social reform.
- 8.2.8** Explain ways that citizens can participate in the election process (political parties, campaigns and elections) at the national, state, and local levels.
- 8.2.9** Explain how citizens can monitor and influence the development and implementation of public policies at local, state and national levels of government.
- 8.2.10** Research and defend positions on issues in which fundamental values and principles related to the United States Constitution are in conflict such as: 1st and 2nd Amendment rights, the right to privacy, and the rights of the individual.

Standard 3 Geography

The World in Spatial Terms

- 8.3.1** Read maps to interpret symbols and determine the land forms and human features that represent physical and cultural characteristics of regions in the United States.

Places and Regions

- 8.3.2** Read and interpret maps that portray the physical growth and development of the United States from colonization through Reconstruction (1877).

Physical Systems



ATTACHMENT 4

LEARNING AND EXIT STANDARDS

ATTACHMENT 4

LEARNING AND EXIT STANDARDS

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

Attachment 5: Exit Standards

Please provide the school's exit standards for graduating students for each division of the school as applicable (elementary, middle and/or high school). Exit standards should clearly set forth what students in the last grade in each division will know and be able to do.

GRADE 8

READING: Literature

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

Learning Outcome

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

Key Ideas and Textual Support

- 8.RL.2.1** Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.
- 8.RL.2.2** Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.
- 8.RL.2.3** Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.
- 8.RL.2.4** Students are expected to build upon and continue applying concepts learned previously.

Structural Elements and Organization

- 8.RL.3.1** Compare and contrast structure of two or more related works of literature (e.g., similar topic/ theme), and analyze and evaluate how differing structure of each text contributes to its meaning and style.
- 8.RL.3.2** Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.

Synthesis and Connection of Ideas

- 8.RL.4.1** Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- 8.RL.4.2** Analyze how works of literature draw on and transform earlier texts.

READING: Nonfiction

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

Learning Outcome

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

Key Ideas and Textual Support

- 8.RN.2.1** Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.
- 8.RN.2.2** Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.
- 8.RN.2.3** Analyze how a text makes connections and distinctions among individuals, events, and ideas.

Structural Elements and Organization

- 8.RN.3.1** Students are expected to build upon and continue applying concepts learned previously.
- 8.RN.3.2** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- 8.RN.3.3** Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Synthesis and Connection of Ideas

- 8.RN.4.1** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- 8.RN.4.2** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- 8.RN.4.3** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

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

Learning Outcome

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

Vocabulary Building

- 8.RV.2.1** Use context to determine or clarify the meaning of words and phrases.
- 8.RV.2.2** Students are expected to build upon and continue applying concepts learned previously.
- 8.RV.2.3** Distinguish among the connotations of words with similar denotations.
- 8.RV.2.4** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- 8.RV.2.5** Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.

Vocabulary in Literature and Nonfiction Texts

- 8.RV.3.1** Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- 8.RV.3.2** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- 8.RV.3.3** Interpret figures of speech (e.g., verbal irony, puns) in context.

WRITING

Guiding Principle: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems.

They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

WRITING

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

Learning Outcome

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

Handwriting

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

Writing Genres: Argumentative, Informative, and Narrative

- 8.W.3.1** Write **arguments** in a variety of forms that –
- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - Establish and maintain a consistent style and tone appropriate to purpose and audience.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- Write **informative** compositions in a variety of forms that –
- 8.W.3.2**
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
 - Establish and maintain a style appropriate to the purpose and audience.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
- 8.W.3.3** Write **narrative** compositions in a variety of forms that –
- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
 - Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - Provide an ending that follows from and reflects on the narrated experiences or events.

The Writing Process

- 8.W.4** Apply the **writing process** to –
- Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.
 - Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.

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

- 8.W.5** Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.
- Formulate a research question.
 - Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
 - Assess the credibility and accuracy of each source.
 - Quote or paraphrase the information and conclusions of others.
 - Avoid plagiarism and follow a standard format for citation.
 - Present information, choosing from a variety of formats.

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

- 8.W.6.1** Demonstrate command of English grammar and usage, focusing on:
- 8.W.6.1a** **Pronouns** – Students are expected to build upon and continue applying conventions learned previously.
- 8.W.6.1b** **Verbs** – Explaining the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice.
- 8.W.6.1c** **Adjectives and Adverbs** –
Students are expected to build upon and continue applying conventions learned previously.
- 8.W.6.1d** **Phrases and Clauses** – Students build upon and continue applying conventions learned previously.
- 8.W.6.1e** **Usage** – Students are expected to build upon and continue applying conventions learned previously.
- 8.W.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
- 8.W.6.2a** **Capitalization** – Students are expected to build upon and continue applying conventions learned previously.
- 8.W.6.2b** **Punctuation** – Using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.
- 8.W.6.2c** **Spelling** – Students are expected to build upon and continue applying conventions learned previously.

SPEAKING AND LISTENING

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

SPEAKING AND LISTENING

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

Learning Outcome

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

Discussion and Collaboration

- 8.SL.2.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas, expressing personal ideas clearly.
- 8.SL.2.2** Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.
- 8.SL.2.3** Follow rules for considerate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 8.SL.2.4** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- 8.SL.2.5** Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.

Comprehension

- 8.SL.3.1** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- 8.SL.3.2** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

- 8.SL.4.1** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- 8.SL.4.2** Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.
- 8.SL.4.3** Students are expected to build upon and continue applying concepts learned previously.

MEDIA LITERACY

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

MEDIA LITERACY

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

Learning Outcome

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

Media Literacy

- 8.ML.2.1** Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print and mass media, and identify false or misleading information.
- 8.ML.2.2** Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.

ⁱ Ibid.

ⁱⁱ Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at <http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>.

Mathematics Exit Standards

MATHEMATICS: GRADE 8

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

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

NUMBER SENSE

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

COMPUTATION

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

DATA ANALYSIS, STATISTICS, AND PROBABILITY

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

ALGEBRA AND FUNCTIONS

GRADE 8
8.AF.1: Solve linear equations with rational number coefficients fluently, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. Represent real-world problems using linear equations and inequalities in one variable and solve such problems.
8.AF.2: Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by transforming a given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).
8.AF.3: Understand that a function assigns to each x -value (independent variable) exactly one y -value (dependent variable), and that the graph of a function is the set of ordered pairs (x, y) .
8.AF.4: Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear, has a maximum or minimum value). Sketch a graph that exhibits the qualitative features of a function that has been verbally described.
8.AF.5: Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. Describe similarities and differences between linear and nonlinear functions from tables, graphs, verbal descriptions, and equations.
8.AF.6: Construct a function to model a linear relationship between two quantities given a verbal description, table of values, or graph. Recognize in $y = mx + b$ that m is the slope (rate of change) and b is the y -intercept of the graph, and describe the meaning of each in the context of a problem.
8.AF.7: Compare properties of two linear functions given in different forms, such as a table of values, equation, verbal description, and graph (e.g., compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed).
8.AF.8: Understand that solutions to a system of two linear equations correspond to points of intersection of their graphs because points of intersection satisfy both equations simultaneously. Approximate the solution of a system of equations by graphing and interpreting the reasonableness of the approximation.

GEOMETRY AND MEASUREMENT

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

Science Exit Standards

LEARNING OUTCOMES	LST.1: LEARNING OUTCOME FOR LITERACY IN SCIENCE/TECHNICAL SUBJECTS Read and comprehend science and technical texts independently and proficiently and write effectively for a variety of discipline-specific tasks, purposes, and audiences
	6-8.LST.1.1: Read and comprehend science and technical texts within a range of complexity appropriate for grades 6-8 independently and proficiently by end of grade 8.
	6-8.LST.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.
KEY IDEAS AND TEXTUAL SUPPORT	LST.2: KEY IDEAS AND TEXTUAL SUPPORT (READING) Extract and construct meaning from science and technical texts using a comprehension skills
	6-8.LST.2.1: Cite specific textual evidence to support analysis of science and technical texts.
	6-8.LST.2.2: Determine the central ideas or conclusions of a text; provide an accurate, objective summary of the text.
	6-8.LST.2.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
STRUCTURAL ELEMENTS AND ORGANIZATION	LST.3: STRUCTURAL ELEMENTS AND ORGANIZATION (READING) Build understanding of science and technical texts, using knowledge of structural organization and author's purpose and message
	6-8.LST.3.1: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
	6-8.LST.3.2: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
	6-8.LST.3.3: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
SYNTHESIS AND CONNECTION OF IDEAS	LST.4: SYNTHESIS AND CONNECTION OF IDEAS (READING) Build understanding of science and technical texts by synthesizing and connecting ideas and evaluating specific claims
	6-8.LST.4.1: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., <i>in a flowchart, diagram, model, graph, or table</i>).
	6-8.LST.4.2: Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
	6-8.LST.4.3: Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
WRITING GENRES	LST.5: WRITING GENRES (WRITING) Write for different purposes and to specific audiences or people
	6-8.LST.5.1: Write arguments focused on discipline-specific content.
	6-8.LST.5.2: Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions from data/research.

THE WRITING PROCESS	LST.6: THE WRITING PROCESS (WRITING) Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others
	6-8.LST.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.
	6-8.LST.6.2: Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
THE RESEARCH PROCESS	LST.7: THE RESEARCH PROCESS (WRITING) Build knowledge about the research process and the topic under study by conducting short or more sustained research
	6-8.LST.7.1: Conduct short research assignments and tasks to answer a question (including a self-generated question), or test a hypothesis, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
	6-8.LST.7.2: Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (e.g., <i>APA</i> or <i>CSE</i>).
	6-8.LST.7.3: Draw evidence from informational texts to support analysis, reflection, and research.

Physical Science (PS)

8.PS.1 Create models to represent the arrangement and charges of subatomic particles in an atom (protons, neutrons and electrons). Understand the significance that the currently 118 known chemical elements combine to form all the matter in the universe.

8.PS.2 Illustrate with diagrams (drawings) how atoms are arranged in simple molecules. Distinguish between atoms, elements, molecules, and compounds.

8.PS.3 Use basic information provided for an element (atomic mass, atomic number, symbol, and name) to determine its place on the Periodic Table. Use this information to find the number of protons, neutrons, and electrons in an atom.

8.PS.4 Identify organizational patterns (radius, atomic number, atomic mass, properties and radioactivity) on the Periodic Table.

8.PS.5 Investigate the property of density and provide evidence that properties, such as density, do not change for a pure substance.

8.PS.6 Compare and contrast physical change vs. chemical change. Analyze the properties of substances before and after substances interact to determine if a chemical reaction has occurred.

8.PS.7 Balance chemical equations to show how the total number of atoms for each element does not change in chemical reactions and as a result, mass is always conserved in a closed system. (Law of Conservation of Mass.)

Life Science (LS)

8.LS.1 Compare and contrast the transmission of genetic information in sexual and asexual reproduction. Research organisms that undergo these two types of reproduction.

8.LS.2 Demonstrate how genetic information is transmitted from parent to offspring through chromosomes via the process of meiosis. Explain how living things grow and develop.

8.LS.3 Create and analyze Punnett squares to calculate the probability of specific traits being passed from parents to offspring using different patterns of inheritance.

8.LS.4 Differentiate between and provide examples of acquired and genetically inherited traits.

8.LS.5 Explain how factors affecting natural selection (competition, genetic variations, environmental changes, and overproduction) increase or decrease a species' ability to survive and reproduce.

8.LS.6 Create models to show how the structures of chromatin, chromosomes, chromatids, genes, alleles and deoxyribonucleic acid (DNA) molecules are related and differ.

8.LS.7 Recognize organisms are classified into taxonomic levels according to shared characteristics. Explain how an organism's scientific name correlates to these shared characteristics.

8.LS.8 Explore and predict the evolutionary relationships between species looking at the anatomical differences among modern organisms and fossil organisms.

8.LS.9 Examine traits of individuals within a species that may give them an advantage or disadvantage to survive and reproduce in stable or changing environment.

8.LS.10 Gather and synthesize information about how humans alter organisms genetically through a variety of methods.

8.LS.11 Investigate how viruses and bacteria affect the human body.

Earth and Space Science (ESS)

8.ESS.1 Research global temperatures over the past century. Compare and contrast data in relation to the theory of climate change.

8.ESS.2 Create a diagram or carry out a simulation to describe how water is cycled through the earth's crust, atmosphere and oceans. Explain how the water cycle is driven by energy from the sun and the force of gravity.

8.ESS.3 Research how human consumption of finite natural resources (i.e. coal, oil, natural gas, and clean water) and human activities have had an impact on the environment (i.e. causes of air, water, soil, light, and noise pollution).

Engineering (E)

6-8.E.1 Identify the criteria and constraints of a design to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

6-8.E.2 Evaluate competing design solutions using a systematic process to identify how well they meet the criteria and constraints of the problem.

6-8.E.3 Analyze data from investigations to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

6-8.E.4 Develop a prototype to generate data for repeated investigations and modify a proposed object, tool, or process such that an optimal design can be achieved.

CONTENT STANDARDS

Standard 1 History

The American Revolution and Founding of the United States: 1754 to 1801

- 8.1.1** Identify the major Native American Indian groups of eastern North America and describe early conflict and cooperation between European settlers and these Native American groups.
- 8.1.2** Compare and contrast reasons for British, French, Spanish and Dutch colonization in the New World.
- 8.1.3** Explain the conditions, causes, consequences and significance of Britain's struggle to maintain control of colonies during the French and Indian War (1754–1763).
- 8.1.4** Identify and explain the reasons and actions for the resistance and rebellion against British imperial rule by the thirteen colonies in North America (1761–1775).
- 8.1.5** Analyze the causes and effects of the Revolutionary War (1775–1783), including the ideas from the Declaration of Independence, the enactment of the Articles of Confederation and the Treaty of Paris (1783).
- 8.1.6** Identify and give the significance of major events in the creation of the Constitution such as: the enactment of state constitutions, the Constitutional conventions, the willingness to compromise, and the Federalist-anti Federalist debates regarding the vote to ratify the Constitution.
- 8.1.7** Identify and explain the steps taken during the Washington Administration and the First and Second Congresses of the United States to establish a stable and lasting national government.
- 8.1.8** Compare and contrast the views of Thomas Jefferson and Alexander Hamilton and explain how their differences gave rise to the development of political parties.
- 8.1.9** Identify the events leading up to the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican Party led by Thomas Jefferson (1801); Evaluate the significance of these events.
- 8.1.10** Analyze the influence of important individuals on social and political developments of the time (1775 – 1800) such as the Independence movement and the framing of the Constitution.
- 8.1.11** Compare and contrast the ways of life in the northern and southern states, including the growth of towns and cities and the growth of industry in the North and the growing dependence on slavery and the production of cotton in the South.

National Expansion and Reform: 1801 to 1861

- 8.1.12** Interpret how the events surrounding the Louisiana Purchase (1803) and Lewis and Clark expedition (1803-1806) allowed for America's initial push towards westward expansion.

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- 8.1.13** Explain the main issues, consequences, and landmark decisions of the Marshall Court.
- 8.1.14** Analyze the causes and consequences of the War of 1812.
- 8.1.15** Define nationalism and understand the direction nationalism gave to domestic and foreign policy and to the development of an industrial economy during this period.
- 8.1.16** Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties and constitutional government; analyze Jackson's actions as President such as the destruction of the National Bank, the nullification crisis, and Jackson's Indian policy.
- 8.1.17** Explain relationships and conflict between settlers and Native Americans on the frontier.
- 8.1.18** Describe the causes, courses, challenges, compromises, and consequences associated with westward expansion, including the concept of Manifest Destiny.
- 8.1.19** Analyze the causes and effects of the Mexican War (1846-1848).
- 8.1.20** Give examples of how immigration affected American culture in the decades before and the Civil War, including growth of industrial sites in the North; religious differences; tensions between middle-class and working-class people, particularly in the Northeast; and intensification of cultural differences between the North and the South.
- 8.1.21** Give examples of the changing role of women, minorities, and immigrants in the northern, southern and western parts of the United States in the mid-nineteenth century, and examine possible causes for these changes.
- 8.1.22** Describe the abolitionist movement and identify figures and organizations involved in the debate over slavery, including leaders of the Underground Railroad
- 8.1.23** Analyze the influence of early individual social reformers and movements such as the abolitionist, feminist and social reform movements.

The Civil War and Reconstruction Period: 1850 to 1877

- 8.1.24** Analyze the causes and effects of events leading to the Civil War, and evaluate the impact issues such as states' rights and slavery had in developing America's sectional conflict.
- 8.1.25** Identify factors and individuals which influenced the outcome of Civil War and explain the significance of each.
- 8.1.26** Compare and contrast the three plans for Reconstruction and evaluate the merits of each.
- 8.1.27** Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson's impeachment, the Black Codes, and the Compromise of 1877.

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research, and Issues-Analysis and Decision-Making

- 8.1.28** Recognize historical perspective and evaluate alternative courses of action by describing the historical context in which events unfolded.
- 8.1.29** Differentiate between facts and historical interpretations of events, recognizing that the historian's narrative reflects his or her judgment about the significance of particular facts.
- 8.1.30** Using primary and secondary sources, analyze an issue confronting the United States from colonial times through the Reconstruction period.
- 8.1.31** Compare and contrast examples of art, music, literature, and other forms of expression; explain how these reflect American culture during this time period.

Standard 2 Civics and Government

Foundations of Government

- 8.2.1** Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty and property; and freedom of conscience.
- 8.2.2** Explain the concept of a separation of powers and how and why these powers are distributed, shared and limited in the constitutional government of the United States.
- 8.2.3** Examine ways that the national government affects the everyday lives of people of the United States.

Functions of Government

- 8.2.4** Compare and contrast the delegated, reserved, and concurrent powers (division of power or federal system) contained in the United States Constitution.
- 8.2.5** Compare and contrast the different functions of national and state government within the federal system by analyzing the United States Constitution and the Indiana Constitution.

Roles of Citizens

- 8.2.6** Recognize and explain the relationship between the rights and responsibilities of citizenship in the United States.
- 8.2.7** Explain the importance of responsible participation by citizens in voluntary civil organizations to bring about social reform.
- 8.2.8** Explain ways that citizens can participate in the election process (political parties, campaigns and elections) at the national, state, and local levels.
- 8.2.9** Explain how citizens can monitor and influence the development and implementation of public policies at local, state and national levels of government.
- 8.2.10** Research and defend positions on issues in which fundamental values and principles related to the United States Constitution are in conflict such as: 1st and 2nd Amendment rights, the right to privacy, and the rights of the individual.

Standard 3 Geography

The World in Spatial Terms

- 8.3.1** Read maps to interpret symbols and determine the land forms and human features that represent physical and cultural characteristics of regions in the United States.

Places and Regions

- 8.3.2** Read and interpret maps that portray the physical growth and development of the United States from colonization through Reconstruction (1877).

Physical Systems

8.3.3 Identify and locate the major climate regions in the United States and describe characteristics of regions.

8.3.4 Identify the major mountain ranges and river systems of the United States and explain the importance of these physical features in the development of America.

Human Systems

8.3.5 Identify the agricultural regions of the United States and be able to give explanations for how the land was used and developed during the growth of the United States.

8.3.6 Using maps identify changes influenced by growth, economic development and human migration in the United States.

8.3.7 Using primary and secondary sources, identify ways people modified the physical environment as the United States developed and describe the impacts that resulted.

8.3.8 Analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States.

8.3.9 Identify and interpret maps, graphs and charts showing the distribution of natural resources such as forests, water sources and wildlife in the US at the beginning of the nineteenth century and give examples of how people exploited resources as the country became industrialized and people moved westward.

Standard 4 Economics

8.4.1 Identify economic factors contributing to European exploration and colonization in North America, the American Revolution and the drafting of the Constitution of the United States.

8.4.2 Identify and explain the four types of economic systems (traditional, command, market, and mixed); evaluate how the characteristics of a market economy have affected the economic and labor development of the United States.

- * **traditional economy:** an economy in which resources are allocated based on custom and tradition

- * **command economy:** an economy in which resources are allocated by the government or other central authority

- * **market economy:** an economy in which resources are allocated by decisions of individuals and businesses

- * **mixed economy:** an economic system combining private and public enterprise

8.4.3 Explain how federal, state, and local governments are involved in the economy of the United States.

8.4.4 Analyze contributions of entrepreneurs and inventors in the development of the United States economy to 1877.

8.4.5 Relate how new technology and inventions brought about changes in labor productivity in the United States in the eighteenth and nineteenth centuries.

8.4.6 Trace the development of different kinds of money used in the United States.

8.4.7 Trace the development of the banking system in the United States.

8.4.8 Explain and evaluate examples of domestic and international interdependence in United States history.

8.4.9 Examine the importance of borrowing and lending (the use of credit) in the United States economy and list the advantages and disadvantages of using credit.

8.4.10 Compare and contrast job skills needed in different time periods in United States history.

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ATTACHMENT 5

SCHOOL CALENDAR AND SCHEDULE

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HIM BY HER COLLEGIATE SCHOOL FOR THE ARTS CALENDAR 2020

DATE	DAY	EVENT	ATTENDANCE INFORMATION
August 3-5	Monday-Wednesday	Professional Development	No School for Students
August 6	Thursday	First Day of School (Full Day, First Semester)	Late Start School day
August 7	Friday	Teacher PLC	Regular School day
August 10-September 2	Monday-Friday	Regular school day	Students and Staff
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September 4	Friday	Regular School Day	
September 7	Monday	Labor Day	No School
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September 28- October 1	Friday-Friday	Regular School Day	Regular School Day
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October 19	Monday	Professional Development	No Students
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November 2-November 24	Monday -Friday & Monday-Tuesday	Regular School	Students and Staff
November 25, 26, 27	Wednesday - Friday	Thanksgiving Break	No School
December 1-18	Tuesday-Friday 3 weeks	Regular School Days	Students and Staff
December 21 – Jan 1	Monday–Friday	Winter Break	No School
January 4-5	Monday-Tuesday	Professional Development	No School for Students
January 6	Wednesday	School Resumes 2 nd Semester	Students and Staff
January 18	Monday	M.L. King’s Birthday	No School
February 1-February 26	Monday-Friday	Regular School	Students and Staff
March 1- March 17	Monday-Thursday	Regular School	Students and Staff
March 18	Friday	School Improvement Day and Parent Teacher Conferences	No School for Students Parent Teacher Conferences in the evening
March 22 – April 2	Monday–Friday	Spring Break	No School
April 5	Monday	School Resumes	

April 8 & 9	Thursday, Friday	Professional Development	No School-Students
May 31	Monday	Memorial Day	No School
June 1-11	Monday-Friday	Regular School Day	Students and Staff
June 14-18	5 Snow days	Snow Days = 5	
<i>*All 2nd semester days of attendance dependent upon snow days. Additional calendar years will be added</i>			

Sample K-8 Daily Schedules.

HBHCSA provides students with a horizontal grade-level and vertically aligned education as they matriculate from our Lower Academy (K-4) to our Upper Academy (5-8). The structure of the daily schedule inside of our annual calendar allows us to be thoughtful and intentional in our planning, but also responsive to student data that informs how we group, and remediate students who need extra support. Our doors open for breakfast at 7:30am, students arrive by 7:56am, and the day concludes at 4:00pm (Friday at 2:00pm).

Lower Academy (K-4): Our goal in the Lower Academy (K-4) is to have 100% of our students reading at or above grade-level by the end of third grade. Students will matriculate to fourth grade ready to make the switch from learning to read to reading to learn. Each K-4 classroom has three 30-minute small group literacy rotations daily. During this time two fully certified teachers work with students in small groups to develop foundational literacy skills unique to each individual student. In each grade there are two cohorts of students. One cohort will begin the day with literacy, and the other with mathematics, ensuring the shared reading teacher is able to support during each literacy rotation. During literacy rotations students work in groups of ten (10) and will move through three stations: two teacher led, and one blended learning station on computers. This structure allows for small group, data-driven reading instruction as well as leveled independent practice.

The schedule incorporates morning message, recess, electives (Art and PE), and closing circle during the week to give students strategic breaks, and community building time. These daily activities give students a positive outlet to move and engage in structured, joyful activities outside of the classroom. Additionally, all classes incorporate joyful chants when celebrating students, increasing class energy and productivity.

Monday-Thursday students have a 30-minute elective block and a 40-minute tutoring block. On alternating days, students will take both Art and Physical Education during their elective class, and will work on targeted skills with teacher interventions during the tutoring class. Students that have mastered foundational skills and have completed their life work will have an opportunity to self-identify extension learning activities (computer adaptive learning, independent reading, writing extension activities, brain games etc.).

On Fridays, students begin the day with Community Circle, and then engage in both Literacy rotations, Grammar and Writing, and Mathematics.

Figure 6.2 is a sample Lower Academy Weekly Schedule.

Figure 6.2: Sample Kindergarten Weekly Schedule

Monday-Thursday		Friday	
Time	Class	Time	Class
7:30-8:00	Arrival, Breakfast, Morning Routines	7:30-8:00	Arrival, Breakfast, Morning Routines
8:00-8:10	Morning Meeting	8:00-8:20	Community Circle
8:10-8:40	Read Aloud	8:20-8:50	Read Aloud
8:40-9:10	Literacy Rotation 1	8:50-9:20	Literacy Rotation 1
9:10-9:25	Snack /Restroom Break	9:20-9:35	Snack/ Restroom Break
9:25-9:55	Literacy Rotation 2	9:35-10:05	Literacy Rotation 2
9:55-10:25	Literacy Rotation 3	10:05-10:35	Literacy Rotation 3
10:25-11:15	Grammar and Writing	10:35-11:25	Grammar and Writing
11:15-11:45	Lunch/Restroom	11:25-11:55	Lunch/Restroom
11:45-12:05	Recess	11:55-12:50	Calendar Math/CGI
12:05-12:55	Calendar Math/CGI	12:50-1:50	Math
12:55-1:55	Math	1:50-1:55	Closing Circle
1:55-2:35	Science/Social Studies	1:55-2:00	Pack-Up, Dismissal
2:35-3:05	Electives	Staff Professional Development	
3:05-3:45	Daily Tutoring		
3:45-3:55	Closing Circle		
3:55-4:00	Pack-Up, Dismissal		
Daily Instructional Minutes			
Literacy	200 Minutes	Math	110 Minutes

Upper Academy (5-8): Our goal in the Upper Academy (5-8) is to ensure all students are prepared with the academic skills and habits necessary for success in a college preparatory high school. To that end, our daily schedule changes to a more standard middle school arrangement, with content teachers for each subject area. This allows for teachers to plan in their area of expertise and deliver high quality instruction in the areas of mathematics, humanities, science, and social studies.

The schedule incorporates morning homeroom, 100 minutes each of humanities and math, 50 minutes each of science and social studies daily. Monday through Thursday, students will also have a 30-minute Book Club, a 45-minute tutoring block, and a 50-minute elective class (Technology and Physical Education).

On Fridays, students begin the day with Community Circle which supports with school culture building and celebration of students who demonstrate our core values. **Figure 6.3** is a sample Upper Academy Daily Schedule.

Figure 6.3: Sample Upper Academy Weekly Schedule

Monday-Thursday		Friday	
Time	Class	Time	Class
7:30-8:00	Arrival, Breakfast, Morning Routines	7:30-8:00	Arrival, Breakfast, Morning Routines
8:00-8:10	Homeroom	8:00-8:20	Community Circle ¹
8:10-9:50	Humanities (Reading and Writing)	8:20-10:00	Humanities (Reading and Writing)
9:50-10:00	Restroom Break	10:00-10:10	Restroom Break
10:00-11:40	Math	10:10-11:50	Math

¹ Community Circle will take place on different days for each Academy. This will be reflected in the final schedule.

11:40-12:30	Electives	11:50-12:15	Lunch
12:30-1:00	Lunch	12:15-1:05	Science
1:00-1:30	Book Club	1:05-1:55	Social Studies
1:30-2:20	Science	1:55-2:00	Dismissal
2:20-3:10	Social Studies	Staff Professional Development	
3:10-3:55	Tutoring		
3:55-4:00	Dismissal		
Daily Instructional Minutes – Core Content Classes			
Literacy	100 minutes	Math	100 minutes
Science	50 minutes	Social Studies	50 minutes

Overview of Academic and Non-Academic Programs.

Literacy program (K-4). Our literacy program is designed to ensure all students are reading at or above grade level when they enter third grade. In addition to knowing how to read, students will develop a love for literacy that is cultivated in our Lower Academy through celebrating students reading growth and creating parallels between text read in school and their lives and experiences outside of school. Monday through Friday our K-4 students engage in 200 minutes of literacy daily, with three 30-minute differentiated small group literacy rotations. In addition to small group literacy rotations we will utilize the following instructional mechanisms: Morning Meeting, Read Aloud, Phonics instruction, Blended Learning, Vocabulary development, Guided Reading, Reading Comprehension, Habits of Discussion, and Grammar and Writing. Our third and fourth grade students will start to spend more time utilizing schema, text-evidence, and background knowledge to engage in dialogue that pushes them to demonstrate a deep understanding of text read in class. **Figure 6.4** details the K-4 Literacy program.

Figure 6.4: Lower Academy Proposed Literacy Program

Component	Group	Curriculum and Description	Skills
Read Aloud	Whole group	Read Aloud is one of the most important activities for students to build skills necessary to start reading. ² Teacher created lesson plans are used to read at or above grade-level text to students; the teacher and student share the responsibility of thinking about and answering questions. ³ Read Aloud objective is to reinforce a specific academic skill (ex. Setting, Identifying characters, or text to self-connections, etc.) Teachers use "Think Alouds" to model the metacognitive process needed to comprehend the text. Students benefit from hearing the teacher model reading fluency and expressive reading. Teachers use targeted questions, call/response, joy, and fluctuation in tone for engagement. Teacher will select books based on: vocabulary words, content, culturally diversity and responsive content.	Print concepts, vocabulary development, fluency, comprehension
Phonics/ Phonemic Awareness/ Fluency	Small Group	Phonemic awareness and learning letter sounds is the foundation for students learning how to read. We use Reading Mastery, a research-proven program to ensure all students develop phonemic awareness. Letter sounds are taught explicitly through direct instruction. Student have multiple attempts to practice and internalize letter names and sounds. As	Phonemic awareness, phonics

² Routman, R. (2000). *Conversations: Strategies for teaching, learning and evaluating*. Portsmouth, NH: Heineman.

³ Fountas, Irene C., and G. Pinell. (2006). *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading, K-8*. Portsmouth, NH: Heinemann.

		student progress through lessons they begin to start saying entire words, then reading entire stories.	
Blended Learning	Individual	We will use a computer-based adaptive literacy program such as Lexia to provide students with individualized standards-aligned scaffolded practice.	Comprehension
Word Study	Small group	Students study rhyming words and other word relationships. At Allegiant Prep students learn to identify and spell sight words, based upon the Dolche sight words. ⁴	Phonics, vocabulary
Guided Reading/ Reading Comprehension	Small group	Students get the most direct practice with reading during Guided Reading and Reading Comprehension. In small groups, students learn how to track words and understand punctuation, develop reading fluency, and basic comprehension skills. Teacher use STEP data to homogeneously group students based on reading levels, groups may adjust every 6-8 weeks. These groups receive individualized instruction focused on specific skills needed to grow reading levels. The teacher leads students in a mini-lesson on a discrete reading skill, then gives the group an opportunity to practice skill with their text. Each week students will have direct reading comprehension lessons in their group as well as guided reading lessons.	Print concepts, vocabulary, fluency, comprehension, and speaking & listening
Vocabulary	Whole class and small group	Students living in poverty are more likely to enter school with less extensively developed vocabulary than their affluent peers. ⁵ One compelling finding is the connection between vocabulary knowledge and comprehension in reading research. ⁶ We incorporate new vocabulary words throughout the day in a number of ways: vocabulary words from daily Read Aloud book, previewing vocabulary words before Guided Reading and Reading Comprehension, having classroom vocabulary wall for Read Aloud, Science, Social Studies, and Math. Teachers constantly use Tier 2 language and hold students accountable for using academic vocabulary in discussion and speaking in complete sentences.	Vocabulary
Writing	Whole class and small group	All students receive explicit writing instruction each day, which is based on the Lucy Calkins writing curriculum. Students transition from telling stories through pictures and words in Kindergarten to using complete sentences and paragraphs by second grade. A 20-minute daily grammar lesson is taught prior to the writing lesson the objective (i.e. identifying: Nouns, Verbs, etc.) is aligned to Indiana State Standards.	Print concepts, phonics

⁴ <http://www.dolchesightwords.org/>

⁵ Hart, Betty, and T. Risley. "The Early Catastrophe: The 30 Million Word Gap by Age 3." *American Educator*. 2003.

⁶ Lehf, Fran, and Jean Osborn, "A Focus on Comprehension" Pacific Resources for Education and Learning, 2005.

Academic Discussion	Whole class and small group	HBHCSA students will develop the academic, social, and character skills to graduate from college and live a life of positive action. To build a foundation that will support college and life success; students must have multiple opportunities to engage in a variety of substance based, and structured conversations. HBHCSA will adopt North Star's Habit of Discussion framework to sequentially provide students with a framework to support developing students' ability respectfully engage in conversations in and outside of school.	
Informational Text	Whole and small group	Informational text will be strategically incorporated in to Science, Social Studies, Read Aloud, and Guided Reading. During these times teachers focus on building students vocabulary, background knowledge, and non-fiction literacy skills.	Vocabulary, comprehension

Academy Literacy program (5-8). students will enter our Upper Academy with a solid literacy foundation that will allow them to be successful and master rigorous content that will prepare them for success in High School and College. During the week students will engage in different Text Genres, Written and Verbal Text Analysis, Writing Development, Student led Text Discussions, and school wide Book Clubs. **Figure 6.5** outlines our Upper Academy curriculum materials.

Figure 6.5: Upper Academy Proposed Literacy Program		
Component	Group	Curriculum and Description
Book clubs	Small group HBHCSA	Students engage in 30-minute book clubs each day, Monday through Thursday, where students lead text driven conversations facilitated by a teacher. We use the Junior Great Books series, and other seminal young adult novels, such as The Outsiders.
Reading	Whole and small group	Reading instruction evolves into seminar discussions aligned to novels read in class. Students read a variety of genres to prepare for high school level textual analysis and discourse. Explicit skills necessary for textual analysis, such as using text evidence to support responses are taught through reading complex, grade-level texts. Writing assignments are aligned to classroom text to practice critical analysis skills.
Writing & Grammar	Whole and small group	In the Upper Academy students move from working on multi-paragraph essays, in 5 th grade, to longer, more complex essays in eighth grade. Students practice a variety of state aligned writing standards including expository, persuasive, comparing and contrasting, and narrative. Grammar, spelling and punctuation are incorporated into the writing block. Students work independently and with peers to master the writing process. Students self-evaluate writing using the Allegiant Prep rubric, which is aligned to high school writing standards.
Language/ Speech	Whole group	5 th & 6 th : Word study and sentence mapping, introduction to Habits of Discussion 7 th : Habits of Discussion and debate (guarding and defending positions on text read) 8 th : Socratic seminars
8 th Grade Thesis	Independent w/Teacher	2 nd semester of 8 th grade, students work on culminating thesis project, supported by teacher via classroom conferences and individual student check-ins. Each student selects a topic, creates a scope and sequence of research to be completed during the semester. The student deliverable

		will be a paper they must defend orally in front of peers, teachers, and a panel of school and community leaders.
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Mathematics Program. will utilize researched-based curriculum that is proven to yield significant student achievement results. K-4 students will receive 110 minutes of Math instruction daily, and students in grades 5-8 will receive 100 minutes of math instruction daily. Daily Math lesson plans will be aligned with Indiana Academic Standards, all assessments will be aligned with grade appropriate standards. In K-4 Math is distinguished by 3 sections: Calendar Math (Number sense and fluency), CGI (Cognitively Guided Instruction), and Problem Solving (application), 5-8 students have 2 sections in a combined 100-minute class: Foundations (number sense and computation) and Problem Solving (application). Students will take 8th Algebra I in 8th grade. Students will matriculate to High School ready to successfully take advanced mathematics courses (Algebra II, Geometry, Trigonometry/Pre-Calculus, and Calculus). Our math curriculum is outlined below in **Figure 6.6**.

Figure 6.6: Description of Dual Mathematics Curriculum

Calendar Math. students in K-2 start Math each day with *Everyday Counts Calendar Math*, which provides students with practice in concepts focused on number sense, place value, time, money, mental math, geometry, estimation, patterns graphing, and statistics and algebra.⁷ Students are engaged by the Calendar Math program which also incorporates the days and date, and uses the calendar to calculate what the date was before or what the date will be after today. An example of a question a teacher may ask is, "Today's date is Wednesday, October 5th 2016. What will the date be 7 days from now?" Calendar Math is research-based, and utilized at high performing charter schools across the country.⁸

Cognitively Guided Instruction (CGI). Cognitively Guided Instruction (CGI) builds on students' natural problem-solving skills. CGI allows teachers to understand the logic and strategies students are using to guide them towards mathematical understanding. Students complete a daily logic problem in the following way: (1) Repeat the problem. At least 3 students would be asked to stand up and re-tell the problem in their own words. (2) Identify what the problem is asking students to accomplish (i.e. addition, subtraction, multiplication, etc.). (3) Draw the problem. Using prior knowledge, students draw how they would solve the problem. (4) Solve the problem, teacher monitoring during individual work-time, at the end would select 3 students to present the strategy they used to solve the problem to the class (i.e. I drew 10 cubes to represent 10 cookies, Jane gave 3 to Tim and 4 to Kris so I crossed out 7 cubes, which left me with 3. Jane had 3 cookies left).

Math Computation. Students learn the basic components of math computation in a focused directly taught format. The curriculum emphasizes learning clear steps, quality practice, and automaticity. Teachers use pre-planned focused curriculum such as Saxon Math to build their daily lessons. Examples of skills covered include memorizing basic addition, subtraction, division, and multiplication math facts, and learning long division, conversion of fractions, etc.

Math Workshop. Math workshop will be led each day using the *Engage NY* curriculum. This curriculum integrates rigorous classroom reasoning, extended classroom time devoted to practice and reflection through extensive problem sets, and high expectations for mastery.⁹ The Head of School will ensure an alignment between EngageNY and the Indiana Academic Standards, and will supplement as needed to meet state standards and benchmarks. Concepts and skills taught are organized into the same strand as the Indiana Academic Standards and strands are taught either in isolation or two at a time. Each subsequent unit builds

⁷ <http://www.greatsource.com/GreatSource/pdf/EveryDayCountsResearch206.pdf>.

⁸ Schools using the program include North Star in Newark, Brooke Schools in Boston, and BES schools Cornerstone in Memphis and Great Lakes Academy in Chicago.

⁹ <http://www.engageny.org/mathematics>

on student learnings from lessons in the previous unit. This alignment allows students to build a solid mathematical foundation that will allow them to make connections across strands as they matriculate from grade to grade. The *Engage NY* framework allows for teachers to differentiate in lesson plans which students they will work with during which specific times in the lesson. The *Engage NY* curriculum which combines building student foundational skills and teaching advanced strategies will allow all Allegiant Prep students to excel in Math.

Blended Learning. We will leverage computer-based adaptive math programming such as STmath to provide differentiated, standards-aligned scaffolded practice.

Science. In our Lower Academy we will primarily use the Core Knowledge curriculum for Science instruction. Science and Social Studies are taught on an alternating basis, one Science unit would be taught for three weeks, then a three week Social Studies unit. Each Science unit is aligned to state standards and will include opportunities for students to practice informational writing and comprehension strategies with nonfiction texts. In our Upper Academy we create standards-aligned curriculum that incorporates content with non-fiction and science laboratory skills. We will supplement our curriculum with research-based science materials, such as Full Options Science Systems (FOSS). Student will actively engage in projects and experiments aligned to specific Science objectives such as identifying specific elements of different simple machines. In addition to experiments students will also engage in an array of different scientific fields such as: the scientific method, and presenting findings to peers. Nonfiction reading and writing skills will continue to be incorporated into daily lessons to reinforce these critical literacy skills.

Social Studies. In our Lower Academy, we draw from the Core Knowledge curriculum to create our scope and sequence for lesson objectives for the week. Social Studies and Science are taught on a rotating basis, with a three-week Social Studies lesson followed by a three-week Science lesson. The Core Knowledge Curriculum focuses on building student background knowledge and vocabulary in History, Civics and Government, and Historical Figures to name a few. Core Knowledge includes knowledge a student should know at specific points within their academic development. Each lesson also incorporates informational writing and practice using comprehension strategies for nonfiction text. Our curriculum selection inspires and equips students to be active, engaged, and informed citizens. Teachers will execute lesson that are aligned to state standards and provide them with the flexibility to supplement to design engaging lessons that will build a strong foundation for Upper Academy History courses to be built upon. Upper Academy Social Studies courses will use internally created curriculum.

Additional Programs

Morning Message. All students transition from desk to the classroom carpet, the Teacher will prompt the class to start their “college chant” and “good morning song”. After this, the Teacher and students read class letter with core value focus for the day. With support from teacher, students engage in conversation about the importance of the core value and what they can do to make sure they are demonstrating it during the day. Teachers will also use this time for quick focused practice on a specific literacy skill. Students finish Morning Message inspired and focused to work hard and make the right decisions during the course of the day.

Electives. Monday-Thursday students rotate from day to day between a 50-minute Art or PE class. In our Upper Academy, Art is replaced with a Technology course.

Tutoring. Students engage in small group or individual remediation, as well as begin lifework. During tutoring some students are engaged in direct work with teacher other students are working independently



ATTACHMENT 5

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February 1-February 26	Monday-Friday	Regular School	Students and Staff
March 1- March 17	Monday-Thursday	Regular School	Students and Staff

March 18	Friday	School Improvement Day and Parent Teacher Conferences	No School for Students Parent Teacher Conferences in the evening
March 22 – April 2	Monday–Friday	Spring Break	No School
April 5	Monday	School Resumes	
April 8 & 9	Thursday, Friday	Professional Development	No School-Students
May 31	Monday	Memorial Day	No School
June 1-11	Monday-Friday	Regular School Day	Students and Staff
June 14-18	5 Snow days	Snow Days = 5	
<i>*All 2nd semester days of attendance dependent upon snow days. Additional calendar years will be added</i>			

Sample K-8 Daily Schedules. HBHCSA provides students with a horizontal grade-level and vertically aligned education as they matriculate from our Lower Academy (K-4) to our Upper Academy (5-8). The structure of the daily schedule inside of our annual calendar allows us to be thoughtful and intentional in our planning, but also responsive to student data that informs how we group, and remediate students who need extra support. Our doors open for breakfast at 7:30am, students arrive by 7:56am, and the day concludes at 4:00pm (Friday at 2:00pm).

Lower Academy (K-4): Our goal in the Lower Academy (K-4) is to have 100% of our students reading at or above grade-level by the end of third grade. Students will matriculate to fourth grade ready to make the switch from learning to read to reading to learn. Each K-4 classroom has three 30-minute small group literacy rotations daily. During this time two fully certified teachers work with students in small groups to develop foundational literacy skills unique to each individual student. In each grade there are two cohorts of students. One cohort will begin the day with literacy, and the other with mathematics, ensuring the shared reading teacher is able to support during each literacy rotation. During literacy rotations students work in groups of ten (10) and will move through three stations: two teacher led, and one blended learning station on computers. This structure allows for small group, data-driven reading instruction as well as leveled independent practice.

The schedule incorporates morning message, recess, electives (Art and PE), and closing circle during the week to give students strategic breaks, and community building time. These daily activities give students a positive outlet to move and engage in structured, joyful activities outside of the classroom. Additionally, all classes incorporate joyful chants when celebrating students, increasing class energy and productivity.

Monday-Thursday students have a 30-minute elective block and a 40-minute tutoring block. On alternating days, students will take both Art and Physical Education during their elective class, and will work on targeted skills with teacher interventions during the tutoring class. Students that have mastered foundational skills and have completed their life work will have an opportunity to self-identify extension learning activities (computer adaptive learning, independent reading, writing extension activities, brain games etc.).

On Fridays, students begin the day with Community Circle, and then engage in both Literacy rotations, Grammar and Writing, and Mathematics.

Figure 6.2 is a sample Lower Academy Weekly Schedule.

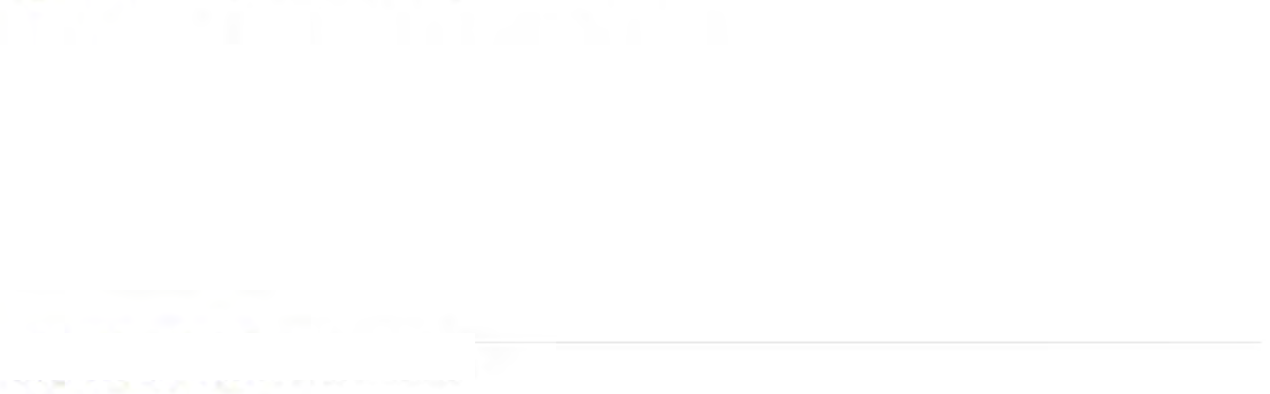


Figure 6.2: Sample Kindergarten Weekly Schedule

Monday-Thursday		Friday	
Time	Class	Time	Class
7:30-8:00	Arrival, Breakfast, Morning Routines	7:30-8:00	Arrival, Breakfast, Morning Routines
8:00-8:10	Morning Meeting	8:00-8:20	Community Circle
8:10-8:40	Read Aloud	8:20-8:50	Read Aloud
8:40-9:10	Literacy Rotation 1	8:50-9:20	Literacy Rotation 1
9:10-9:25	Snack /Restroom Break	9:20-9:35	Snack/ Restroom Break
9:25-9:55	Literacy Rotation 2	9:35-10:05	Literacy Rotation 2
9:55-10:25	Literacy Rotation 3	10:05-10:35	Literacy Rotation 3
10:25-11:15	Grammar and Writing	10:35-11:25	Grammar and Writing
11:15-11:45	Lunch/Restroom	11:25-11:55	Lunch/Restroom
11:45-12:05	Recess	11:55-12:50	Calendar Math/CGI
12:05-12:55	Calendar Math/CGI	12:50-1:50	Math
12:55-1:55	Math	1:50-1:55	Closing Circle
1:55-2:35	Science/Social Studies	1:55-2:00	Pack-Up, Dismissal
2:35-3:05	Electives	Staff Professional Development	
3:05-3:45	Daily Tutoring		
3:45-3:55	Closing Circle		
3:55-4:00	Pack-Up, Dismissal		
Daily Instructional Minutes			
Literacy	200 Minutes	Math	110 Minutes

Upper Academy (5-8): Our goal in the Upper Academy (5-8) is to ensure all students are prepared with the academic skills and habits necessary for success in a college preparatory high school. To that end, our daily schedule changes to a more standard middle school arrangement, with content teachers for each subject area. This allows for teachers to plan in their area of expertise and deliver high quality instruction in the areas of mathematics, humanities, science, and social studies.

The schedule incorporates morning homeroom, 100 minutes each of humanities and math, 50 minutes each of science and social studies daily. Monday through Thursday, students will also have a 30-minute Book Club, a 45-minute tutoring block, and a 50-minute elective class (Technology and Physical Education).

On Fridays, students begin the day with Community Circle which supports with school culture building and celebration of students who demonstrate our core values. **Figure 6.3** is a sample Upper Academy Daily Schedule.

Figure 6.3: Sample Upper Academy Weekly Schedule

Monday-Thursday		Friday	
Time	Class	Time	Class
7:30-8:00	Arrival, Breakfast, Morning Routines	7:30-8:00	Arrival, Breakfast, Morning Routines
8:00-8:10	Homeroom	8:00-8:20	Community Circle ¹
8:10-9:50	Humanities (Reading and Writing)	8:20-10:00	Humanities (Reading and Writing)
9:50-10:00	Restroom Break	10:00-10:10	Restroom Break
10:00-11:40	Math	10:10-11:50	Math

¹ Community Circle will take place on different days for each Academy. This will be reflected in the final schedule.

11:40-12:30	Electives	11:50-12:15	Lunch
12:30-1:00	Lunch	12:15-1:05	Science
1:00-1:30	Book Club	1:05-1:55	Social Studies
1:30-2:20	Science	1:55-2:00	Dismissal
2:20-3:10	Social Studies	Staff Professional Development	
3:10-3:55	Tutoring		
3:55-4:00	Dismissal		
Daily Instructional Minutes – Core Content Classes			
Literacy	100 minutes	Math	100 minutes
Science	50 minutes	Social Studies	50 minutes

Overview of Academic and Non-Academic Programs.

HBHCS Literacy program (K-4). Our literacy program is designed to ensure all students are reading at or above grade level when they enter third grade. In addition to knowing how to read, students will develop a love for literacy that is cultivated in our Lower Academy through celebrating students reading growth and creating parallels between text read in school and their lives and experiences outside of school. Monday through Friday our K-4 students engage in 200 minutes of literacy daily, with three 30-minute differentiated small group literacy rotations. In addition to small group literacy rotations we will utilize the following instructional mechanisms: Morning Meeting, Read Aloud, Phonics instruction, Blended Learning, Vocabulary development, Guided Reading, Reading Comprehension, Habits of Discussion, and Grammar and Writing. Our third and fourth grade students will start to spend more time utilizing schema, text-evidence, and background knowledge to engage in dialogue that pushes them to demonstrate a deep understanding of text read in class. **Figure 6.4** details the K-4 Literacy program.

Figure 6.4: Lower Academy Proposed Literacy Program

Component	Group	Curriculum and Description	Skills
Read Aloud	Whole group	Read Aloud is one of the most important activities for students to build skills necessary to start reading. ² Teacher created lesson plans are used to read at or above grade-level text to students; the teacher and student share the responsibility of thinking about and answering questions. ³ Read Aloud objective is to reinforce a specific academic skill (ex. Setting, Identifying characters, or text to self-connections, etc.) Teachers use "Think Alouds" to model the metacognitive process needed to comprehend the text. Students benefit from hearing the teacher model reading fluency and expressive reading. Teachers use targeted questions, call/response, joy, and fluctuation in tone for engagement. Teacher will select books based on: vocabulary words, content, culturally diversity and responsive content.	Print concepts, vocabulary development, fluency, comprehension
Phonics/ Phonemic Awareness/ Fluency	Small Group	Phonemic awareness and learning letter sounds is the foundation for students learning how to read. We use Reading Mastery, a research-proven program to ensure all students develop phonemic awareness. Letter sounds are taught explicitly through direct instruction. Student have multiple attempts to practice and internalize letter names and sounds. As	Phonemic awareness, phonics

² Routman, R. (2000). *Conversations: Strategies for teaching, learning and evaluating*. Portsmouth, NH: Heineman.

³ Fountas, Irene C., and G. Pinell. (2006). *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading, K-8*. Portsmouth, NH: Heinemann.

		student progress through lessons they begin to start saying entire words, then reading entire stories.	
Blended Learning	Individual	We will use a computer-based adaptive literacy program such as Lexia to provide students with individualized standards-aligned scaffolded practice.	Comprehension
Word Study	Small group	Students study rhyming words and other word relationships. At Allegiant Prep students learn to identify and spell sight words, based upon the Dolche sight words. ⁴	Phonics, vocabulary
Guided Reading/ Reading Comprehension	Small group	Students get the most direct practice with reading during Guided Reading and Reading Comprehension. In small groups, students learn how to track words and understand punctuation, develop reading fluency, and basic comprehension skills. Teacher use STEP data to homogeneously group students based on reading levels, groups may adjust every 6-8 weeks. These groups receive individualized instruction focused on specific skills needed to grow reading levels. The teacher leads students in a mini-lesson on a discrete reading skill, then gives the group an opportunity to practice skill with their text. Each week students will have direct reading comprehension lessons in their group as well as guided reading lessons.	Print concepts, vocabulary, fluency, comprehension, and speaking & listening
Vocabulary	Whole class and small group	Students living in poverty are more likely to enter school with less extensively developed vocabulary than their affluent peers. ⁵ One compelling finding is the connection between vocabulary knowledge and comprehension in reading research. ⁶ We incorporate new vocabulary words throughout the day in a number of ways: vocabulary words from daily Read Aloud book, previewing vocabulary words before Guided Reading and Reading Comprehension, having classroom vocabulary wall for Read Aloud, Science, Social Studies, and Math. Teachers constantly use Tier 2 language and hold students accountable for using academic vocabulary in discussion and speaking in complete sentences.	Vocabulary
Writing	Whole class and small group	All students receive explicit writing instruction each day, which is based on the Lucy Calkins writing curriculum. Students transition from telling stories through pictures and words in Kindergarten to using complete sentences and paragraphs by second grade. A 20-minute daily grammar lesson is taught prior to the writing lesson the objective (i.e. identifying: Nouns, Verbs, etc.) is aligned to Indiana State Standards.	Print concepts, phonics

⁴ <http://www.dolchesightwords.org/>

⁵ Hart, Betty, and T. Risley. "The Early Catastrophe: The 30 Million Word Gap by Age 3." *American Educator*. 2003.

⁶ Lehf, Fran, and Jean Osborn, "A Focus on Comprehension" Pacific Resources for Education and Learning, 2005.

Academic Discussion	Whole class and small group	HBHCSA students will develop the academic, social, and character skills to graduate from college and live a life of positive action. To build a foundation that will support college and life success; students must have multiple opportunities to engage in a variety of substance based, and structured conversations. HBHCSA will adopt North Star's Habit of Discussion framework to sequentially provide students with a framework to support developing students' ability respectfully engage in conversations in and outside of school.	
Informational Text	Whole and small group	Informational text will be strategically incorporated in to Science, Social Studies, Read Aloud, and Guided Reading. During these times teachers focus on building students vocabulary, background knowledge, and non-fiction literacy skills.	Vocabulary, comprehension

HBHCSA

Academy Literacy program (5-8).

Academy with a solid literacy foundation that will allow them to be successful and master rigorous content that will prepare them for success in High School and College. During the week students will engage in different Text Genres, Written and Verbal Text Analysis, Writing Development, Student led Text Discussions, and school wide Book Clubs. **Figure 6.5** outlines our Upper Academy curriculum materials.

HBHCSA

students will enter our Upper

Figure 6.5: Upper Academy Proposed Literacy Program

Component	Group	Curriculum and Description
Book clubs	Small group	Students engage in 30-minute book clubs each day, Monday through Thursday, where students lead text driven conversations facilitated by a teacher. We use the Junior Great Books series, and other seminal young adult novels, such as The Outsiders.
Reading	Whole and small group	Reading instruction evolves into seminar discussions aligned to novels read in class. Students read a variety of genres to prepare for high school level textual analysis and discourse. Explicit skills necessary for textual analysis, such as using text evidence to support responses are taught through reading complex, grade-level texts. Writing assignments are aligned to classroom text to practice critical analysis skills.
Writing & Grammar	Whole and small group	In the Upper Academy students move from working on multi-paragraph essays, in 5 th grade, to longer, more complex essays in eighth grade. Students practice a variety of state aligned writing standards including expository, persuasive, comparing and contrasting, and narrative. Grammar, spelling and punctuation are incorporated into the writing block. Students work independently and with peers to master the writing process. Students self-evaluate writing using the Allegiant Prep rubric, which is aligned to high school writing standards.
Language/ Speech	Whole group	5 th & 6 th : Word study and sentence mapping, introduction to Habits of Discussion 7 th : Habits of Discussion and debate (guarding and defending positions on text read) 8 th : Socratic seminars
8 th Grade Thesis	Independent w/Teacher	2 nd semester of 8 th grade, students work on culminating thesis project, supported by teacher via classroom conferences and individual student check-ins. Each student selects a topic, creates a scope and sequence of research to be completed during the semester. The student deliverable

		will be a paper they must defend orally in front of peers, teachers, and a panel of school and community leaders.
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Mathematics Program. HBHCSA will utilize researched-based curriculum that is proven to yield significant student achievement results. K-4 students will receive 110 minutes of Math instruction daily, and students in grades 5-8 will receive 100 minutes of math instruction daily. Daily Math lesson plans will be aligned with Indiana Academic Standards, all assessments will be aligned with grade appropriate standards. In K-4 Math is distinguished by 3 sections: Calendar Math (Number sense and fluency), CGI (Cognitively Guided Instruction), and Problem Solving (application), 5-8 students have 2 sections in a combined 100-minute class: Foundations (number sense and computation) and Problem Solving (application). Students will take 8th Algebra I in 8th grade. HBHCSA students will matriculate to High School ready to successfully take advanced mathematics courses (Algebra II, Geometry, Trigonometry/Pre-Calculus, and Calculus). Our math curriculum is outlined below in **Figure 6.6**.

Figure 6.6: Description of Dual Mathematics Curriculum

Calendar Math. students in K-2 start Math each day with *Everyday Counts Calendar Math*, which provides students with practice in concepts focused on number sense, place value, time, money, mental math, geometry, estimation, patterns graphing, and statistics and algebra.⁷ Students are engaged by the Calendar Math program which also incorporates the days and date, and uses the calendar to calculate what the date was before or what the date will be after today. An example of a question a teacher may ask is, "Today's date is Wednesday, October 5th 2016. What will the date be 7 days from now?" Calendar Math is research-based, and utilized at high performing charter schools across the country.⁸

Cognitively Guided Instruction (CGI). Cognitively Guided Instruction (CGI) builds on students' natural problem-solving skills. CGI allows teachers to understand the logic and strategies students are using to guide them towards mathematical understanding. Students complete a daily logic problem in the following way: (1) Repeat the problem. At least 3 students would be asked to stand up and re-tell the problem in their own words. (2) Identify what the problem is asking students to accomplish (i.e. addition, subtraction, multiplication, etc.). (3) Draw the problem. Using prior knowledge, students draw how they would solve the problem. (4) Solve the problem, teacher monitoring during individual work-time, at the end would select 3 students to present the strategy they used to solve the problem to the class (i.e. I drew 10 cubes to represent 10 cookies, Jane gave 3 to Tim and 4 to Kris so I crossed out 7 cubes, which left me with 3. Jane had 3 cookies left).

Math Computation. Students learn the basic components of math computation in a focused directly taught format. The curriculum emphasizes learning clear steps, quality practice, and automaticity. Teachers use pre-planned focused curriculum such as Saxon Math to build their daily lessons. Examples of skills covered include memorizing basic addition, subtraction, division, and multiplication math facts, and learning long division, conversion of fractions, etc.

Math Workshop. Math workshop will be led each day using the *Engage NY* curriculum. This curriculum integrates rigorous classroom reasoning, extended classroom time devoted to practice and reflection through extensive problem sets, and high expectations for mastery.⁹ The Head of School will ensure an alignment between EngageNY and the Indiana Academic Standards, and will supplement as needed to meet state standards and benchmarks. Concepts and skills taught are organized into the same strand as the Indiana Academic Standards and strands are taught either in isolation or two at a time. Each subsequent unit builds

⁷ <http://www.greatsource.com/GreatSource/pdf/EveryDayCountsResearch206.pdf>.

⁸ Schools using the program include North Star in Newark, Brooke Schools in Boston, and BES schools Cornerstone in Memphis and Great Lakes Academy in Chicago.

⁹ <http://www.engageny.org/mathematics>

on student learnings from lessons in the previous unit. This alignment allows students to build a solid mathematical foundation that will allow them to make connections across strands as they matriculate from grade to grade. The *Engage NY* framework allows for teachers to differentiate in lesson plans which students they will work with during which specific times in the lesson. The *Engage NY* curriculum which combines building student foundational skills and teaching advanced strategies will allow all Allegiant Prep students to excel in Math.

Blended Learning. We will leverage computer-based adaptive math programming such as STmath to provide differentiated, standards-aligned scaffolded practice.

Science. In our Lower Academy we will primarily use the Core Knowledge curriculum for Science instruction. Science and Social Studies are taught on an alternating basis, one Science unit would be taught for three weeks, then a three week Social Studies unit. Each Science unit is aligned to state standards and will include opportunities for students to practice informational writing and comprehension strategies with nonfiction texts. In our Upper Academy we create standards-aligned curriculum that incorporates content with non-fiction and science laboratory skills. We will supplement our curriculum with research-based science materials, such as Full Options Science Systems (FOSS). Student will actively engage in projects and experiments aligned to specific Science objectives such as identifying specific elements of different simple machines. In addition to experiments students will also engage in an array of different scientific fields such as: the scientific method, and presenting findings to peers. Nonfiction reading and writing skills will continue to be incorporated into daily lessons to reinforce these critical literacy skills.

Social Studies. In our Lower Academy, we draw from the Core Knowledge curriculum to create our scope and sequence for lesson objectives for the week. Social Studies and Science are taught on a rotating basis, with a three-week Social Studies lesson followed by a three-week Science lesson. The Core Knowledge Curriculum focuses on building student background knowledge and vocabulary in History, Civics and Government, and Historical Figures to name a few. Core Knowledge includes knowledge a student should know at specific points within their academic development. Each lesson also incorporates informational writing and practice using comprehension strategies for nonfiction text. Our curriculum selection inspires and equips students to be active, engaged, and informed citizens. Teachers will execute lesson that are aligned to state standards and provide them with the flexibility to supplement to design engaging lessons that will build a strong foundation for Upper Academy History courses to be built upon. Upper Academy Social Studies courses will use internally created curriculum.

Additional Programs

Morning Message. All students transition from desk to the classroom carpet, the Teacher will prompt the class to start their “college chant” and “good morning song”. After this, the Teacher and students read class letter with core value focus for the day. With support from teacher, students engage in conversation about the importance of the core value and what they can do to make sure they are demonstrating it during the day. Teachers will also use this time for quick focused practice on a specific literacy skill. Students finish Morning Message inspired and focused to work hard and make the right decisions during the course of the day.

Electives. Monday-Thursday students rotate from day to day between a 50-minute Art or PE class. In our Upper Academy, Art is replaced with a Technology course.

Tutoring. Students engage in small group or individual remediation, as well as begin lifework. During tutoring some students are engaged in direct work with teacher other students are working independently

on choice activities aligned to a specific skill they are still working to master (i.e. handwriting, independent reading, or word-sort, etc.)

Community Circle. Each grade level has a weekly community circle with their entire grade. During this time each cohort has the opportunity to lead their college chant. Teachers and school leadership also engage students in demonstrating academic skills learned in class (For example the Head of School might have First Grade solve a story problem in their head and identify specific students to share answers out to the group). In closing the Head of School (or Dean of Students) would celebrate individual students and cohorts that have been going above and beyond (This list would include student of the week, 100% Lifework completion, and attendance awards). Student(s) acknowledged during this time would be able to get a prize out of the treasure chest and take a picture (which would be featured on hallway bulletin boards and monthly family newsletters).

Closing Circle (K-4). At the end of each day students gather around the perimeter of the carpet in their classroom to discuss the core value of the day. Each student would have an opportunity to share if they believe the class did a good job of demonstrating the core value. During this time the Teacher facilitates dialogue with students to identify what went well and what needs to change the next day to ensure the class is meeting their goal.

Snack/Movement Break. During the restroom break students have the opportunity to eat their snack and get up and engage in: dancing, conversation with shoulder partner, or a whole class game. This scheduled break allows students to engage in less structured socialization before getting back to academic content.

Character Development. Our character development program is grounded in our school core values which students learn about during the first week of student orientation. During the course of the week these core values are reinforced during daily morning message, closing circle, and weekly community circles. The classroom behavior management system is aligned to core values in both our Lower and Upper Academies and students who make choices in alignment with our values will be rewarded, and those who do not will receive appropriate consequences. If a student is not demonstrating one of our core values their clip would be moved down.

Service. Students also develop a sense of servant leadership through annual Community Service projects. Each year students work on a community service project that is focused on addressing a need on the Westside. On community service days, all students, teachers and families (encouraged to attend) work together collectively to give back. As students matriculate they start to understand that they have a responsibility to give back and help to address inequities in their community. Allegiant Prep students will carry this mindset with them in High School, College, and upon graduation continue to seek out opportunities to make a positive impact in their communities and lives of others.

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ATTACHMENT 6

ADMISSIONS POLICY

ATTACHMENT 6

ADMISSIONS POLICY

Student Recruitment and Enrollment

Market analysis clearly demonstrates the need for an options school with the attributes of HIM By HER Collegiate School for the Arts (“HBHCSA”). HIM By HER Foundation (“HBHF”) plans to supplement the already overwhelming response it has received by even more surveys of local residents and community members, especially as relates to a new neighborhood school integrating the performing arts for grades Kindergarten through 8th located in the 46218 zip code area.

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

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

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

Open Enrollment

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

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

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

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

The Open Enrollment Policy (also to be included in the Student and Families Handbook) explains the "Performance" or hands-on, engaging program at HBHCSA as well as the wrap-around services the School provides, and the pre-admission activities for students and parents. Tentative dates for the application period, including enrollment deadlines and procedures, and an explanation of how the school will receive and process Intent-to-Enroll forms will be included in the Enrollment Policy along with policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

HBHCSA will host a series of Community Discussions to introduce the School Principal and to understand what potential families want for their children's educational experiences. HBHCSA will conduct two recruiting and marketing events in the Martindale-Brightwood neighborhood and Eastside communities, speaking with families regarding the school's mission and vision. It will distribute brochures with information about the School's mission, and specifications of the school design when those become available. During these events, the Founding Team and volunteers will come together in order to reach as many prospective families as possible. The School Principal will spend two days and five hours per day each week visiting local businesses and youth serving agencies such as Boys and Girls Club, YMCA, Indy Parks family centers, restaurants, commercial stores, and faith-based institutions, to recruit and to develop alliances with families and build community support. Prior to, and after ICSB authorization, during its planning period, HBHCSA will conduct two neighborhood Community Marketing Events each month.

As part of an aggressive digital/social media (e.g., Facebook, Twitter, LinkedIn, etc.) marketing campaign, HBHCSA will provide information via a website and other means to give parents, students and the community updates on the progress of the school toward opening and continuing after the School opens. Student enrollment forms for the planned opening school year will be made available online soon after charter authorization is received. HBHCSA also will have a monthly newsletter available online and in print to the more than 400 individuals and 100 organizations that support HBHCSA's mission. The intent is to keep the community informed of, and engaged with, HBHCSA, its goals during the planning period, and continuing after the opening of the School to better inform and serve the community. HBHCSA will email and post a monthly newsletter out to prospective students' families beginning in August 2019.

With support of the Governing Board, the School Principal will work during the planning phase year to connect with a list-serve of 1000 participants by the Fall of 2019. HBHCSA will utilize the latest Census data to target students and market to families via postal mail, email newsletter, social media, and to connect with those we were unable to communicate via previously

outline marketing and recruitment measures. HBHCSA will allocate \$8,000 for student recruitment and marketing during the planning year.



ATTACHMENT 7

STUDENT DISCIPLINE POLICY

ATTACHMENT 7

STUDENT DISCIPLINE POLICY

Discipline Philosophy

HIM By HER Collegiate School for the Arts' discipline philosophy is grounded in Restorative Justice. HIM By HER Collegiate School for the Arts (HBHCSA) will empower students to resolve conflicts on their own and in small groups via peer mediation where appropriate, as is a growing practice at schools around the country. Essentially, the idea is to bring students together in peer-mediated small groups to talk, ask questions, and air their grievances. Restorative Justice fundamentally works by inclusion and bringing affected parties together, by making amends, and then reintegrating students into the classroom community. HBHCSA will work to promote healthy relationships and promote positive discipline among students in its school.

HBHCSA staff understands all humans can learn; however, learning does not take place in isolation. Learning takes place through building positive relationships, and productive interactions with peers—especially in the school community. The school community fosters opportunities for students and staff to learn and grow together. As educators HBHCSA's staff recognizes this reality and will focus on the social and emotional health of their students, and intentional practices that focus of student learning. HBHCSA will not have a zero-tolerance discipline policy. HBHCSA intends to strengthen relationships and design a safe and supportive school. Therefore, HBHCSA will utilize Restorative Justice practices to address conflict, improve and advance the school climate, and build a positive school culture with which students are connected. Staff will be well aware that students are children and are developing adults. Teachers and administrators will work diligently to build genuine relationships with students to learn and understand each individual student. Teachers and administrators will work to develop these relationships by eating lunch with students, interacting with students at recess, and building community during Morning Meetings, and Community Circles.

All students make mistakes. HBHCSA will take the opportunity to teach students that learning from their mistakes is important to their growth. A student that makes a mistake, with our guidance will learn and grow, and understand that we still support them and will help them recover from mistakes made. Through explicit and intentional character development and discipline, students develop a moral compass that will guide their decisions at HBHCSA in school, college, and life. For students to ultimately excel in college and gain upward mobility in career and life they must be internally motivated to do their best to ensure their leadership skills are developed and they achieve success. Each week teachers focus on one of the *7 Habits from the Leader in Me* and what student actions are aligned to this value. For example, if the week's focus is Habit 4: Think Win-Win, HBHCSA will teach that everyone Can Win. Students will learn that "getting what I want with consideration for what others want." They will learn to make deposits in others' Emotional Bank Accounts.

When conflicts arise, students will look for alternatives. During the day, teachers acknowledge and celebrate students who are demonstrating actions aligned to our core values. Students will develop a strong sense of right and wrong and working together at HBHCSA. Our character development program will ensure students have a solid understanding and desire to treat others the way they would want to be treated. As college students and adults, they will be able to constantly tap back into their values when making personal and professional decisions.

HBHCSA's discipline policy focuses on the promotion of a positive, safe, structured environment. A list of suspension/expulsion worthy offenses, the rights of students with disabilities in disciplinary actions, description of appeal process, and how parents will be informed of the school's discipline policy will be printed in the Student and Family Handbook.

Attendance Policy

HBHCSA requires all students enrolled to attend school and class regularly in accordance with the laws of the State of Indiana. HBHCSA's wrap around services are based upon the students' attendance and entails the permanence of instruction and classroom participation. Teacher contact with students and students with one another in the classroom and their active involvement in purposeful and deliberate instructional activity under the guidance and facilitation of a highly qualified teacher establishing relationships, relevance and rigor are vital.

Excused absence occurs in the following: A student is absent from school, or an individual class with the approval of a certified administrator such as the School Principal, Assistant Principal, Dean, of Culture, or Academic Dean; Or as authorized by Indiana State Law.

Recognized excused absences also occur in the following ways: Illness or Emergency when the parent/guardian contacts the school office by phone or written in advance of the day of absence and not the day of the student's absence; Health care and Social Services appointments, which should be made by the parent; however, the parent/guardian is urged to schedule these appointments outside the student's school day. Additionally, a statement from a qualified medical or social services provider must be presented to the school office explaining this absence; Religious Instruction Commitments for religious instruction pursuant to Indiana law I.C. 20-33-2-19. All other absences are generally considered unexcused unless, in the judgment of the school administrator extenuating circumstances warrant the absence being classified as excused.

An Unexcused Absence occurs when a student is absent from school or an individual class without obtaining either the approval or consent of a school administrator or as authorized by Indiana law.

Absences that will not count against the student consist of the following: Approved HBHCSA-sanctioned field trips; Students serving as pages in the Indiana General Assembly; Students participating in valid Election Day activities; however, they must provide written documentation; Students subpoenaed by the courts (juvenile, municipal, superior, etc.) as a Witness; Students who have a death in their immediate family; ISS (IN-School Suspensions) or OSS (Out of School Suspensions); Students Detained by Juvenile or Criminal Justice System; and Students hospitalized or under medical treatment/therapy by a licensed/certified provider.

Pursuant to Indiana State laws parents/guardians can be held directly responsible for their child's chronic absence and violation of attendance procedures and can suffer the penalty of incarceration.

A student who is suspended from school must be accompanied by the parent/guardian upon the child's return to school.

Catch up/Make-up Work: A student who is absent shall make up work on all assignments missed. The Student will be awarded full credit for turning in make-up work completed within an agreed time frame for all absences. For example, a student who misses three days of school will make up within three days after returning to school and receive no penalty.

Students are expected to arrive at school each day, for each class, on time or the student will be marked tardy. When a student is tardy to class for reasons beyond the student's control, such as a late bus, the student will be admitted to class without a penalty. In cases where a student

is tardy to class without a reasonable explanation, consequences such as ASD (After School Detention, LD (Lunch Detention), Written Reflection will be assigned by the teacher and/or an administrator. A student will be admitted to class even though tardy. In the case of consistent and repeated tardiness to school, or in the same class, the teacher and Dean of Culture will work together to come up with appropriate intervention strategies.

HBHCSA will promote and encourage student attendance. The TLIM (The Leader in Me) will foster the 7 Habits and lead the student to develop a commitment to coming to school to learn, and faith in administration, faculty, and parents.

Incentives

HBHCSA's strategy for attendance will engage students, parents, educators and community members in a campaign that offers positive rewards for perfect attendance and getting to school on-time. Attendance incentives are most effective when part of a comprehensive approach that includes outreach to families with more significant challenges to attendance. Incentives will be part of creating a school-wide culture of attendance and accompanied by a deep commitment to ensuring students are engaged in the classroom during instruction and independent study

HBHCSA will reward students with perfect attendance and students whose attendance improves after some challenges when coming to school, whether illness or mandatory suspensions. HBHCSA will offer certificates, Hero Points, and passes, and will recognize students during assemblies. HBHCSA will also promote interclass competitions for meeting attendance measures and offer rewards such as students' names on the "Attendance Wall" in the school hallway, classroom, skating party, Cinema Day, special interest field trip, and inclusion in our wrap-around services to assist students and families overcome dire situations that can cause poor attendance. Additionally, HBHCSA will offer families access to resources such as food baskets, bus passes and possibly Uber/Lyft transportation services. These are just some examples of incentives for perfect and great attendance. HBHCSA will recognize the class or classes that have the best attendance the prior week during the following week's assembly. This motivates students to compete and gives the class a chance to succeed the next week.

HBHCSA will send parents/guardians information that highlights that we value student attendance and provide incentives for students coming to school and participating in the learning process. HBHCSA will confirm to families the attendance policy and incentive program via the Student and Family Handbook, the school's website, social media, classroom dojo, U.S. mail, and telephone calls to parents and families



ATTACHMENT 8

EVIDENCE OF SUPPORT FROM COMMUNITY PARTNERS

ATTACHMENT 8

EVIDENCE OF SUPPORT FROM COMMUNITY PARTNERS

The quest for the HIM By HER Collegiate School for the Arts (“HBHCSA”) did not begin in a vacuum. In fact, only after considerable attention and interest from members of the public in the targeted service area and methodical follow-up did HIM By HER Foundation (“HBHF”) convince itself of the actual need to establish a charter school focused on serving underserved families and students, while providing the wrap-around services and promoting the soft-skills that the targeted students need to both academically succeed, and succeed in life beyond school in careers, financially, socially, civically, and in avoiding the negative impact of the criminal justice system. This endeavor is therefore not the proverbial build a better charter school and then market it to the consumer as an alternative to conventional public schools and pricey private schools, but rather, an outgrowth of a demonstrated yearning from members of the public for a transformative school with an HBHF twist.

Following an outpouring of interest, urging and support from prospective families, while in parallel receiving interest, urging and support from various strategic community partners, HBHF launched the current endeavor to seek a charter from the esteemed Indiana Charter School Board for its proposed HIM By HER Collegiate School for the Arts.

It is only fitting that HBHCSA should receive valuable support from community partners since community partners will be critical in one form or another in the typical day of an HBHCSA student’s life, whether it be in the form of receiving wrap-around services, receiving academic and non-academic mentoring, experiencing and interacting with notable guest speakers, or conveniently participating in HBHF programs on site such as The Enterprise City and the Industrial City™. It should be noted that the proposed charter school is currently the sole focus of HBHF, and the aforementioned programs will be administered at the school location only after additional funding outside of per-pupil funding are received.

From its inception in 2014 to present, culminating in the pursuit of a one-of-a-kind charter school (although based on a proven school model) serving students and families in the 46218 zip code and beyond, HBHF has had and continues to have outstanding community support. Notwithstanding hundreds of individuals and families of prospective students who have directly pledged support for sending children to the proposed charter school, many community leaders, prominent business leaders, government leaders, and highly identifiable celebrities have and continue to pledge their support for the proposed charter school toward not only establishment, but long-term sustainability. It cannot be gainsaid that both the grassroots and prominent community support for the proposed school runs deep, including, to name a few as examples, individuals such as Indianapolis native and standout NBA player George Hill, former WNBA player-extraordinaire (Indiana Fever) Tamika Catchings, former Indianapolis Colt great Robert Mathis, and IUPUI Men’s Basketball coach Jason Gardner (a former professional basketball player and former Indiana Mr. Basketball), to name a few. Outside of sports and other celebrities, we would be remiss in failing to highlight that the proposed charter school has support from government leaders such as former Indiana Governor Mike Pence, various members of the Indianapolis City Council, and the Indianapolis Metropolitan Police Department (IMPD), including Chief Bryan Roach and others.

For example, Indianapolis native and standout NBA player George Hill, who has many Twitter follows has sent out the following Tweet® on the next page.



58% 5:11 PM



Tweet



INDIANA GEORGE HILL

@George_Hill3

Looking To Keep Broad Ripple A
School Like Me Please Join Myself
And Him By Her Collegiate School for
the Arts Tuesday May 15 at 2pm ET
in Conference Room C at the Indiana
Government Center South! Education
is KEY



Tweet your reply

In the end, the foundation of success will be the excellence of the charter school. However, the overwhelming community support and the positive publicity the HBHCSA will be in a position to generate and receive will place HBHCSA in a unique position for success.

The reader is encouraged to peruse some the many letters of support for the HIM By HER Collegiate School for the Arts from our many community partners that are on the following pages. Further shown in this Attachment are photographs evidencing community activities (including the Enterprise City) and community support HBHF has secured since its inception.

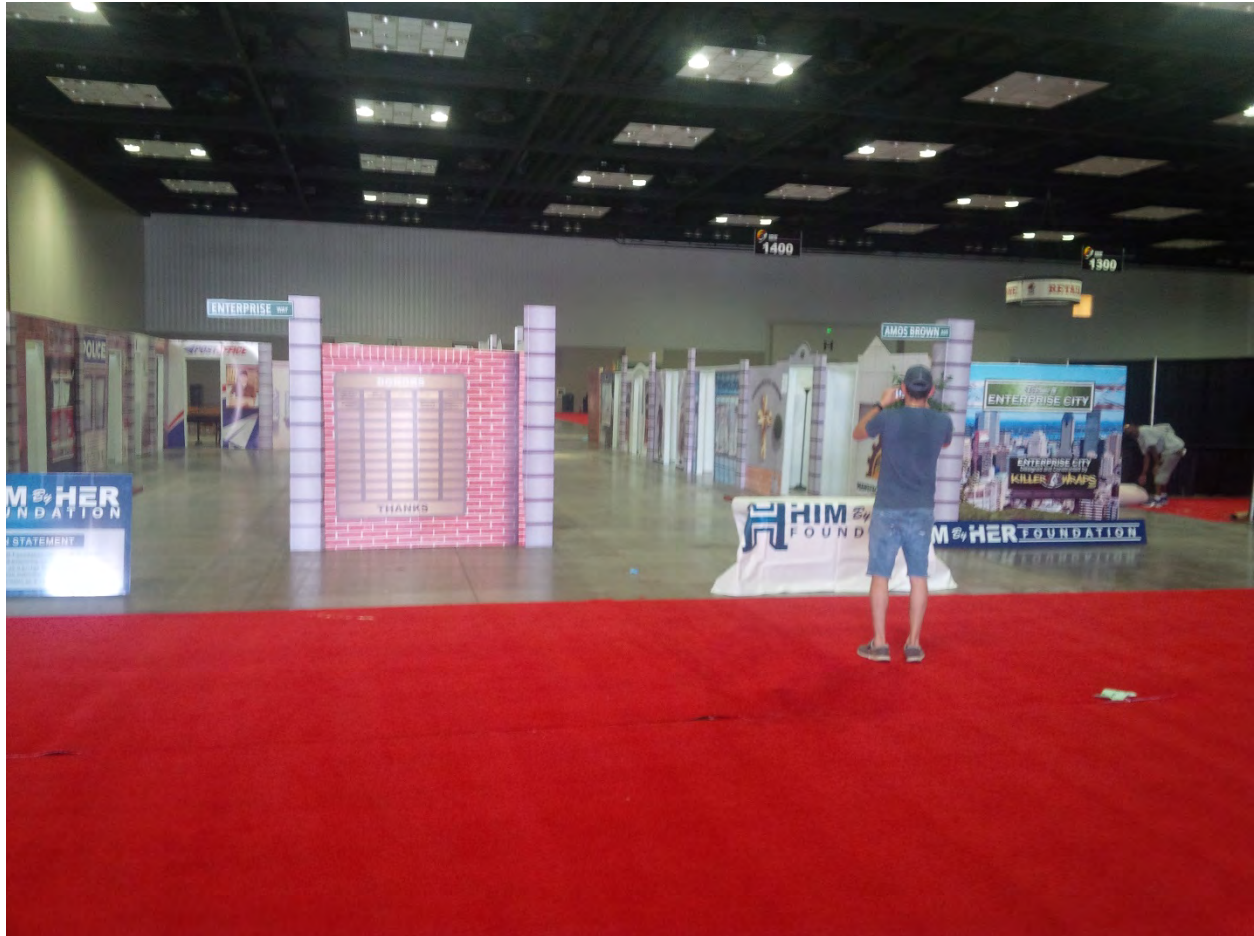


























* This panel folds to the inside. It measures 5.875" wide.
Front cover and back cover are 6" wide.

BACK COVER

FRONT COVER

SUMMARY OF OUR PROGRAMS

The Enterprise City Program is an after school program teaching life skills and consequences. It is modeled on a miniature city with vital entities and institutions the participants run and interact with to gain practical knowledge and experience. Our version has been specially modified to address the needs of at-risk youth. HIM By HER will have territorial exclusivity for the Enterprise City programs, and will also utilize the curriculum expertise of Enterprise City innovator Philip Ross.

The Enterprise City Program will be implemented both as a mobile concept, to allow the flexibility of bringing the Enterprise City to different neighborhoods and localities. Also having the possibility of obtaining a permanent structure at a future location at a later date and time. Separate curricula are used for the different ages of participants, including: pre-kindergarten; elementary school; middle school; and high school. The curricula will be implemented in English and Spanish. All curriculum versions of the Enterprise City Programs can be implemented at a local school, church, or community center. The mobile Enterprise City arrives at a location and unfolds inside a gymnasium, large recreational room or even a small class room.

In the Industrial City Program, adult participants learn valuable and marketable vocational skills for today's job market. It provides hands-on training for many traditional skilled trades, and will expand to include cutting-edge trades. In-the-field training is acquired through unique partnerships with the local business community. It also serves as another component for avoiding the criminal justice system and becoming long-term, productive members of society. The Industrial City is a day and evening program.

Him by HER Foundation, Inc.
P.O. Box 52
McCordsville, IN 46055-0052
(317) 918-7799
www.himbyherfoundation.com
himbyherfoundatoin@gmail.com

HIM By HER
FOUNDATION
SPONSORSHIP INFORMATION PACKET



WHO WE ARE ABOUT HIM BY HER FOUNDATION, INC

HIM By HER Foundation, Inc. ("HIM By HER") is a non-profit corporation with Section 501(c)(3) tax exempt status. Our mission is to improve the life skills and economic prospects of at-risk youth and young adults. HIM By HER serves as a bridge for a successful, productive life in the community as a positive outcome, rather than the possibility of street life or jail as a negative outcome.

IMPORTANT SUSTAINABILITY PROGRESS

HIM By HER has secured the cooperation of several important local entities that will help launch and sustain its programs. It has reached an understanding with the Marion County Probation Department to refer probationers to the HIM By HER programs as part of alternative probation placements. The initial commitment will be from 1,200 to 7,000 juvenile probationers recommended for the HIM By HER programs annually. Similar arrangements and commitments are in the works for adult probationers. Negotiations are currently being held with Community Corrections, the Marion County Prosecutor Terry Curry's Office, and the Marion County Courts. The Indianapolis Metropolitan Police Department ("IMPD") and the Marion County Sheriff's Office have agreed to provide a significant number of officers to make follow-up visits to the homes and schools of program participants as part of an expanded community policing initiative. IMPD Chief Rick Hite has praised and endorsed the HIM By HER programs. Grant writers from the City of Indianapolis have pledged their supportive expertise to assist HIM By HER in acquiring



FUNDING SOUGHT

HIM By HER is respectfully and humbly seeking broad annual and one-time funding to carry out its programs. All appropriate contributions will be accepted, whether large or small.

HOW CONTRIBUTIONS WILL BE USED

- Purchasing a functional mobile Enterprise City
- Purchasing/licensing the complete Enterprise City and Industrial City curriculum for all levels, including pre-kindergarten, elementary, middle school, and high school curriculum (and the annual fees);
- Purchasing a semi-trailer for the physical implementation of the mobile Enterprise City program;
- Initially painting the semi-trailer with sponsorship and program logos, and updating as required; and
- Helping to pay the salaries of eight 8 full-time and eight 8 part-time employees.

HIM By HER
FOUNDATION
MOBILE
HELPING IMPROVE MANKIND BY HEALING EVERY RACE





April 18, 2018



Phelco Technologies, Inc
Business Solutions

9801 Fall Creek Rd., #131
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Phone: 317.898.0334
Fax: 317.536.3743
www.phelco.com
MBE | WBE | DBE | ACDBE | SDB

Mr. Harry Dunn, Founder
Him by Her Foundation
120 E. Market Street
Indianapolis, IN 46204

RE: Charter School Letter of Support

Dear Mr. Dunn:

As a former board member to the HIM by HER Foundation, I am writing in support of the Him by Her Performance Academy's submission for charter school status from the Indiana Charter School Board. In my past experience with the organization, I saw that the goals of the organization were designed to meet the needs of so many students in the community who are falling short of standard academia performance. This is an unfortunate truth in the city of Indianapolis, but I am grateful that an organization like HIM by HER has chosen to address these needs in the form of a stronger education.

It's exciting to know that the expansion of Him by Her's current Enterprise City program, into a comprehensive charter school, will rapidly provide up to 1400 students (by year 5) the opportunity to realize their performance dreams in the arts, sciences, sports, and theatre. It is an exciting and worthy venture to know that the plan will also provide many potential drop-outs, suspended, or at-risk students the wrap-around services needed for them to learn about many different careers.

It is with great pleasure that I offer my support to you and your leadership team at the Him by Her Performance Academy. Again, I am grateful for your service to the community, and for your efforts to build bridges that will make a difference in the lives of so many young-people. If I may provide further needed information, please feel free to contact me.

Respectfully,

Tasha Phelps
President & CEO
Phelco Technologies
tasha@phelco.com
(317) 442-7842

Hi Amy,

Thank you for your questions/clarifications. Opening in the Fall, 2019, rather than in January, 2019, would be fine with us.

We would like to remain as focusing on the Broad Ripple High School (or the Broad Ripple, northside area, if necessary) so far as location goes. We understand the dynamics regarding the sale/purchase and the current law goes (and the now—at least for the immediate future—defunct portion of HB 1315 that referred to sales of IPS buildings); but we have the potential for a funder at the table with us that would make the sale of BRHS to us a win/win for everyone—the BR/Meridian Kessler northside neighborhood & the desires of the BRVA; the students of the current BRHs & MS Performing Arts Magnets; HIM BY HER; and the need for an appropriate selling price for IPS.

We strongly believe that there is a definite advantage in BRHS remaining a Performing Arts-type magnet so as to not “lose” many of their students and to provide the continuing prospect for performing arts careers for those currently-enrolled students there. Yet, we believe that expanding the opportunities available at the building to provide career-skill building like the school used to do is a critical need lacking in IPS and, generally, in Indianapolis. We—like other charters—have also met with the Purdue Polytech School Scott Bess. We believe that our proposal would mesh very well with the Governor’s new career and technical/vocational plans.

As you noted, we provided data on the need in this community, but given the expertise of myself, Detective Harry Dunn, former IPS Assistant Principal Keith White and others involved in our project, we are already very familiar and have at our disposal the demographics, data, and need for other high-need areas on the North and NorthEast and NorthWest side of greater Indianapolis. We are not limited to the Broad Ripple High School or Broad Ripple area, but—for now—believe that is the most appropriate fit for HIM BY HER and the existing IPS Performing Arts Magnets building and want to leave our ISCB application for the Broad Ripple area. Should the existing BRHS site not be available, for some reason, then we have other sites in the same general northside of Indianapolis area that could be applied.

Again, thank you for your informative note, and we look forward to meeting with you. As always, should you have any other questions or suggestions, please feel free to get in touch with us.

The opening date can be arranged to fit what is best for the community and budget. We do have a recruiting plan in place, but the is flexible with the 2019 school year and the 2020 school year.

Sincerely,

Harry Dunn, & Wanda Riesz
HIM By HER Foundation, INC



“Helping Improve Mankind By Healing Every Race”

Street Address: 120 East Market Street, Suite 624 • Indianapolis, IN 46204

P.O. Box Address: P.O. Box 52 • McCordsville, IN 46055-0052

Phone: (317) 918-7799 • <http://www.himbyherfoundation.com>

John L. Bartlett, Chair

David Calabro

Gregory P. Gadson

Bailey Rayford

William Benjamin

Harry C. Dunn, III

Jason Gardner

Larcia S. Warthaw

Mr. Harry Dunn, Founder
Him by Her Foundation
120 E. Market Street
Indianapolis, IN 46204

Dear Mr. Dunn:

My name is LeRoy Lewis III, and I am writing in support of the Him by Her Performance Academy submission for charter school status from the Indiana Charter School Board. I can not support the placement of this school in any particular location, but I believe that it can fill a void in the Indianapolis community. This is a school that will meet the needs of so many of the local students who are falling short of academic success in school or are marginalized in some manner—whether this be financial, minority status, language fluency, homelessness, or simply not able to continue in a performance-direction due to the forecasted closure of the grade 6-12 Broad Ripple Performing Arts Magnet School.

To expand your current Him by Her Enterprise City into a comprehensive charter school is an exciting and worthy venture that rapidly will provide up to 1400 students (by year 5) the opportunity to realize their performance dreams in the arts, sports, and theatre. Equally important—your school will provide many potential drop-outs, suspended, or at-risk students the wrap-around services needed for them to learn about many different careers. These 1400 students will be able to graduate prepared either for college entrance and success or prepared to skip the entry-level jobs available at a McDonalds and go directly into their chosen career, whether this be welding, drywall, or another apprentice-level position.

As our youth in Indianapolis become more involved in the city in volunteer and paying positions and enjoy and profit from their schooling, research shows that crime rates will decrease. At a time when Indianapolis is rapidly becoming a world-class city, competing for Amazon headquarters, foreign business facilities, and bio-tech industries, it is critical that we have a ready workforce with the “soft skills” (responsibility, team work, communication and leadership) that business demands. Him by Her Performance Academy will provide the character development experiences –as well as the academics to meet all State Standards—so that Indianapolis youth are sought for employment as some of the highest quality workforce available, not only in Indiana but in the U.S.

It is with great pleasure that I support the Him by Her Performance Academy and its effort to open this charter school. The Him by Her Foundation has already made an exceptional difference in the lives of many local youth, as mentors, role models, and in business experiences, and I feel confident the number of youth to benefit from HbH Academy will be greatly expanded. Again, I highly support the HbH charter school proposal, and if I may provide further needed information, please feel free to contact me.

Yours In Service,

LeRoy Lewis III



5902 E. 34th Street, Suite I
Indianapolis, IN 46218

Mr. Harry Dunn, Founder
Him by Her Foundation
120 E. Market Street
Indianapolis, IN 46204

Dear Mr. Dunn:

As CEO of BWI, I am writing in support of the Him by Her Performance Academy submission for charter school status from the Indiana Charter School Board. This is a school that will meet the needs of so many of the local students who are falling short of academic success in school or are marginalized in some manner—whether this be financial, minority status, language fluency, homelessness, or simply not able to continue in a performance-direction due to the forecasted closure of the grade 6-12 Broad Ripple Performing Arts Magnet School.

To expand your current Him by Her Enterprise City into a comprehensive charter school is an exciting and worthy venture that rapidly will provide up to 1400 students (by year 5) the opportunity to realize their performance dreams in the arts, sports, and theatre. Equally important—your school will provide many potential drop-outs, suspended, or at-risk students the wrap-around services needed for them to learn about many different careers. These 1400 students will be able to graduate prepared either for college entrance and success or prepared to skip the entry-level jobs available at a McDonalds and go directly into their chosen career, whether this be welding, drywall, or another apprentice-level position.

As our youth in Indianapolis become more involved in the city in volunteer and paying positions and enjoy and profit from their schooling, research shows that crime rates will decrease. At a time when Indianapolis is rapidly becoming a world-class city, competing for Amazon headquarters, foreign business facilities, and bio-tech industries, it is critical that we have a ready workforce with the “soft skills” that business demands. Him by Her Performance Academy will provide the character development experiences –as well as the academics to meet all State Standards—so that Indianapolis youth are sought for employment as some of the highest quality workforce available, not only in Indiana but in the U.S.

It is with great pleasure that BWI commits to assist the Him by Her Performance Academy by serving as a development and construction partner for this charter school. The Him by Her Foundation has already made an

Page 1 of 2

HIM by HER Letter of Support



5902 E. 34th Street, Suite I
Indianapolis, IN 46218

exceptional difference in the lives of many local youth, as mentors, role models, and in business experiences, and I feel confident the number of youth to benefit from HbH Academy will be greatly expanded. Again, I highly support the HbH charter school proposal, and if I may provide further needed information, please feel free to contact me.

Sincerely,

Gary Hobbs
CEO
BWI, LLC

Page 2 of 2

HbH Letter of Support



“Helping Improve Mankind By Healing Every Race”

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John L. Bartlett, Chair
William Benjamin
Terrance M. Bogan

David Calabro
Harry C. Dunn, III
Michelle D. Dunn

Gregory P. Gadson
Jason Gardner
Norma L. Knecht

Bailey Rayford
Larcia S. Warhaw
Keith White

Mr. Harry Dunn, Founder
Him by Her Foundation
120 E. Market Street
Indianapolis, IN 46204

Dear Mr. Dunn:

As Jason Gardner, I am writing in support of the Him by Her Performance Academy submission for charter school status from the Indiana Charter School Board. This is a school that will meet the needs of so many of the local students who are falling short of academic success in school or are marginalized in some manner—whether this be financial, minority status, language fluency, homelessness, or simply not able to continue in a performance-direction due to the forecasted closure of the grade 6-12 Broad Ripple Performing Arts Magnet School.

To expand your current Him by Her Enterprise City into a comprehensive charter school is an exciting and worthy venture that rapidly will provide up to 1400 students (by year 5) the opportunity to realize their performance dreams in the arts, sports, and theatre. Equally important—your school will provide many potential drop-outs, suspended, or at-risk students the wrap-around services needed for them to learn about many different careers. These 1400 students will be able to graduate prepared either for college entrance and success or prepared to skip the entry-level jobs available at a McDonalds and go directly into their chosen career, whether this be welding, drywall, or another apprentice-level position.

As our youth in Indianapolis become more involved in the city in volunteer and paying positions and enjoy and

profit from their schooling, research shows that crime rates will decrease. At a time when Indianapolis is rapidly becoming a world-class city, competing for Amazon headquarters, foreign business facilities, and bio-tech industries, it is critical that we have a ready workforce with the "soft skills" (responsibility, team work, etc..."clean juvenile record." Etc.....) that business demands. Him by Her Performance Academy will provide the character development experiences—as well as the academics to meet all State Standards—so that Indianapolis youth are sought for employment as some of the highest quality workforce available, not only in Indiana but in the U.S.

It is with great pleasure that (name of business or organization)..... commits to assist the Him by Her Performance Academy by (serving as a partner.....or providing.....services) for this charter school. The Him by Her Foundation has already made an exceptional difference in the lives of many local youth, as mentors, role models, and in business experiences, and I feel confident the number of youth to benefit from HbH Academy will be greatly expanded. Again, I highly support the HbH charter school proposal, and if I may provide further needed information, please feel free to contact me.

Sincerely,

Jason Gardner



“Helping Improve Mankind By Healing Every Race”

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Jason Gardner
Norma L. Knecht

Bailey Rayford
Larcia S. Warhaw
Keith White

Mr. Harry Dunn, Founder
Him by Her Foundation
120 E. Market Street
Indianapolis, IN 46204

Dear Mr. Dunn:

As Aaron Williams, Global Director of Corporate Communication and Marketing, I am writing in support of the Him by Her Performance Academy submission for charter school status from the Indiana Charter School Board. This is a school that will meet the needs of so many of the local students who are falling short of academic success in school or are marginalized in some manner—whether this be financial, minority status, language fluency, homelessness, or simply not able to continue in a performance-direction due to the forecasted closure of the grade 6-12 Broad Ripple Performing Arts Magnet School.

To expand your current Him by Her Enterprise City into a comprehensive charter school is an exciting and worthy venture that rapidly will provide up to 1400 students (by year 5) the opportunity to realize their performance dreams in the arts, sports, and theatre. Equally important—your school will provide many potential drop-outs, suspended, or at-risk students the wrap-around services needed for them to learn about many different careers. These 1400 students will be able to graduate prepared either for college entrance and success or prepared to skip the entry-level jobs available and go directly into their chosen career, whether this be welding, drywall, or another apprentice-level position.

As our youth in Indianapolis become more involved in the city in volunteer and paying positions and enjoy and

profit from their schooling, research shows that crime rates will decrease. At a time when Indianapolis is rapidly becoming a world-class city, competing for Amazon headquarters, foreign business facilities, and bio-tech industries, it is critical that we have a ready workforce with the "soft skills" (responsibility, team work, etc..."clean juvenile record." Etc.....) that business demands. Him by Her Performance Academy will provide the character development experiences—as well as the academics to meet all State Standards—so that Indianapolis youth are sought for employment as some of the highest quality workforce available, not only in Indiana but in the U.S.

It is with great pleasure that Topcoder™ commits to assist the Him by Her Performance Academy by serving as a partner and supporter for this charter school. The Him by Her Foundation has already made an exceptional difference in the lives of many local youth, as mentors, role models, and in business experiences, and I feel confident the number of youth to benefit from HbH Academy will be greatly expanded. Again, I highly support the HbH charter school proposal, and if I may provide further needed information, please feel free to contact me.

Sincerely,

Aaron Williams
Global Director of Corporate Communications and Marketing



March 20, 2018

Mr. Harry Dunn, Founder
Him by Her Foundation
120 E. Market Street
Indianapolis, IN 46204

Dear Mr. Dunn:

As Vice President of development at Browning, I am writing in support of the Him by Her Performance Academy submission for charter school status from the Indiana Charter School Board. This is a school that will meet the needs of so many of the local students who are falling short of academic success in school or are marginalized in some manner—whether this be financial, minority status, language fluency, homelessness, or simply not able to continue in a performance-direction due to the forecasted closure of the grade 6-12 Broad Ripple Performing Arts Magnet School.

To expand the current Him by Her Enterprise City into a comprehensive charter school is an exciting and worthy venture that rapidly will provide up to 1400 students (by year 5) the opportunity to realize their performance dreams in the arts, sports, and theatre. Equally important—your school will provide many potential drop-outs, suspended, or at-risk students the wrap-around services needed for them to learn about many different careers. These 1400 students will be able to graduate prepared either for college entrance and success or prepared to skip the entry-level jobs and go directly into their chosen career, whether this be welding, drywall, or another apprentice-level position.

As our youth in Indianapolis become more involved in the city in volunteer and paying positions and enjoy and profit from their schooling, research shows that crime rates will decrease. At a time when Indianapolis is rapidly becoming a world-class city, competing for Amazon headquarters, foreign business facilities, and bio-tech industries, it is critical that we have a ready workforce with the "soft skills" that business demands. Him by Her Performance Academy will provide the character development experiences—as well as the academics to meet all State Standards—so that Indianapolis youth are sought for employment as some of the highest quality workforce available, not only in Indiana but in the U.S.

It is with great pleasure that Browning commits to assist the Him by Her Performance Academy for this charter school. The Him by Her Foundation has already made an exceptional difference in the lives of many local youth, as mentors, role models, and in business experiences, and I feel confident the number of youth to benefit from HbH Academy will be greatly expanded. Again, I highly support the HbH charter school proposal, and if I may provide further needed information, please feel free to contact me.

Sincerely,

Jamie Browning
Vice President Real Estate Development

6100 WEST 96TH STREET, SUITE 150 ■ INDIANAPOLIS, INDIANA 46278 ■ PHONE (317) 244-7300 ■ WWW.BROWNINGINVESTMENTS.COM



“Helping Improve Mankind By Healing Every Race”

Street Address: 120 East Market Street, Suite 624 • Indianapolis, IN 46204

P.O. Box Address: P.O. Box 52 • McCordsville, IN 46055-0052

Phone: (317) 918-7799 • <http://www.himbyherfoundation.com>

John L. Bartlett, Chair
William Benjamin
Terrance M. Bogan

David Calabro
Harry C. Dunn, III
Michelle D. Dunn

Gregory P. Gadson
Jason Gardner
Norma L. Knecht

Bailey Rayford
Larcia S. Warshaw
Keith White

Mr. Harry Dunn, Founder
Him by Her Foundation
120 E. Market Street
Indianapolis, IN 46204

Dear Mr. Dunn:

As member of the House of Representatives John Bartett, I am writing in support of the Him by Her Performance Academy submission for charter school status from the Indiana Charter School Board. This is a school that will meet the needs of so many of the local students who are falling short of academic success in school or are marginalized in some manner—whether this be financial, minority status, language fluency, homelessness, or simply not able to continue in a performance-direction due to the forecasted closure of the grade 6-12 Broad Ripple Performing Arts Magnet School.

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profit from their schooling, research shows that crime rates will decrease. At a time when Indianapolis is rapidly becoming a world-class city, competing for Amazon headquarters, foreign business facilities, and bio-tech industries, it is critical that we have a ready workforce with the "soft skills" (responsibility, team work, etc) that business demands. Him by Her Performance Academy will provide the character development experiences—as well as the academics to meet all State Standards—so that Indianapolis youth are sought for employment as some of the highest quality workforce available, not only in Indiana but in the U.S.

It is with great pleasure that John Bartlett commits to assist the Him by Her Performance Academy by (serving a Board Member for this charter school. The Him by Her Foundation has already made an exceptional difference in the lives of many local youth, as mentors, role models, and in business experiences, and I feel confident the number of youth to benefit from HbH Academy will be greatly expanded. Again, I highly support the HbH charter school proposal, and if I may provide further needed information, please feel free to contact me.

Sincerely,



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Bailey Rayford
Larcia S. Warshaw
Keith White

Mr. Harry Dunn, Founder
Him by Her Foundation
120 E. Market Street
Indianapolis, IN 46204

Dear Mr. Dunn:

DARRYL PIERCE
As ~~Add your name and title~~, I am writing in support of the Him by Her Performance Academy submission for charter school status from the Indiana Charter School Board. This is a school that will meet the needs of so many of the local students who are falling short of academic success in school or are marginalized in some manner—whether this be financial, minority status, language fluency, homelessness, or simply not able to continue in a performance-direction due to the forecasted closure of the grade 6-12 Broad Ripple Performing Arts Magnet School.

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As our youth in Indianapolis become more involved in the city in volunteer and paying positions and enjoy and profit from their schooling, research shows that crime rates will decrease. At a time when Indianapolis is rapidly becoming a world-class city, competing for Amazon headquarters, foreign business facilities, and bio-tech

Page 1 of 2

HBHF-Letter of Support

industries, it is critical that we have a ready workforce with the "soft skills" (responsibility, team work, etc., "clean juvenile record," Etc., etc.) that business demands. Him by Her Performance Academy will provide the character development experiences—as well as the academics to meet all State Standards—so that Indianapolis youth are sought for employment as some of the highest quality workforce available, not only in Indiana but in the U.S.

It is with great pleasure that (name of business or organization) commits to assist the Him by Her Performance Academy by (serving as a partner, or providing services) for this charter school. The Him by Her Foundation has already made an exceptional difference in the lives of many local youth, as mentors, role models, and in business experiences, and I feel confident the number of youth to benefit from HbH Academy will be greatly expanded. Again, I highly support the HbH charter school proposal, and if I may provide further needed information, please feel free to contact me.

Sincerely,

(name) DARRYL PIERCE Darryl Pierce
(Title) I. M. P. D. (RETIRED)

Richard A. Hite, Chief of Police
50 North Alabama Street
Indianapolis, Indiana 46204



**Indianapolis Metropolitan
Police Department
City of Indianapolis**

February 19, 2015

HIM BY HER, INC.
8304 Coral Bay Court
Indianapolis, IN 46236

Dear Chairman Harry C. Dunn III:

Thank you for your dedicated efforts to the community and in particular the City of Indianapolis-Marion County. As you and I both unfortunately know first-hand, crime in America continues to be a pressing social problem that has serious negative effects on communities, families, the economy and individuals. We must be vigilant and also creative when it comes to solving this problem and that primarily means putting individuals on the right track at the outset and buck on after they fall off. It has been proven by the U.S. Department of Justice and others that specific mentoring models and programmatic elements can improve young lives and, eventually, adult productivity and that youth and young adults who participate in evidence-based mentoring relationships demonstrate better school attendance, a greater likelihood of pursuing higher education and with the appropriate delivery of services, youth and young adults can overcome the risk factors that jeopardize their future of being a successful, productive citizen. I applaud, support and fully endorse the HIMByHER Foundation's effort to bring the "Enterprise City Program" to Indianapolis. The Enterprise City's curriculum of applied, real-world learning, giving its participants that unique glimpse into the productive adult working world is precisely the sort of program that will have a long-lasting positive impact on an at-risk individual. The integration and application of math, language arts, financial literacy, social studies, civics, technology skills, teamwork and critical thinking in combination with role-play as employees, government officials, consumers and citizens, will undoubtedly create the space, the environment and the opportunity for that youthful "spark" to "light a positive fire" for that at risk individual. And while the Enterprise City will fill a conspicuous void, I also support and fully endorse the HIMByHER Foundation's efforts in vocation training and its "Industrial City Program." There is no better crime fighting tool than a good paying job and career and the Industrial City's curriculum focused on developing in demand vocational job skills, including potential training in carpentry, cement masonry, painting, HVAC, electrical, plumbing and landscaping and other overall employment related skills including customer service, fairness, hard work, conflict resolution and courtesy will undeniably help put young men and women into the working world and change his/her trajectory for the better.

In support of the HIMByHER Foundation's efforts, I offer the support and help of the professionals of the Indianapolis Metropolitan Police Department. As this initiative continues to evolve, please keep this Department advised and let us know how we may be of assistance as there is a clear interconnection between this program and IMPD's efforts in the community.

Sincerely,

A handwritten signature of Rick Hite in dark ink, written over a horizontal line.

Chief Rick Hite
Indianapolis Metropolitan Police Department



**THE COUNCIL
CITY OF INDIANAPOLIS
MARION COUNTY**

William "Duke" Oliver
Councillor, District 9

Mr. Harry Dunn, Founder
Him by Her Foundation
120 E. Market Street
Indianapolis, IN 46204

To Whom it may concern:

As City-County Councillor, District 9, I William "Duke" Oliver, am writing in support of the Him by Her Performance Academy submission for charter school status from the Indiana Charter School Board. This is a school that will meet the needs of so many of the local students who are falling short of academic success in school or are marginalized in some manner—whether this be financial, minority status, language fluency, homelessness, or simply not able to continue in a performance-direction due to the forecasted closure of the grade 6-12 Broad Ripple Performing Arts Magnet School.

To expand your current, Him by Her Enterprise City into a comprehensive charter school is an exciting and worthy venture that rapidly will provide up to 1400 students (by year 5) the opportunity to realize their performance dreams in the arts, sports, and theatre. Equally important—your school will provide many potential drop-outs, suspended, or at-risk students the wrap-around services needed for them to learn about many different careers. These 1400 students will be able to graduate prepared either for college entrance and success or prepared to skip the entry-level jobs available and go directly into their chosen career, whether this be welding, drywall, or another apprentice-level position.

As our youth in Indianapolis become more involved in the city in volunteer and paying positions and enjoy and profit from their schooling, research shows that crime rates will decrease. At a time when Indianapolis is rapidly becoming a world-class city, competing for Amazon headquarters, foreign business facilities, and bio-tech industries, it is critical that we have a ready workforce with the "soft skills" that business demands. Him by Her Performance Academy will provide the character development experiences—as well as the academics to meet all State Standards—so that Indianapolis youth are sought for employment as some of the highest quality workforce available, not only in Indiana but in the U.S.

I am in support of the Him by Her Performance Academy and feel that the Him by Her Foundation has already made an exceptional difference in the lives of many local youth, as mentors, role models, and in business experiences, and I feel confident the number of youth to benefit from HbH Academy will be greatly expanded. Again, I highly support the HbH charter school proposal, and if I may provide further needed information, please feel free to contact me.

Sincerely,

William Duke Oliver
City-County Councillor
District 9

200 E. Washington Street, T-241 • Indianapolis, IN 46204
Phone: 317.201.8770 • Fax: 317.327.4230
William.Oliver@indy.gov



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Bailey Rayford
Larcia S. Warshaw
Keith White

Mr. Harry Dunn, Founder
Him by Her Foundation
120 E. Market Street
Indianapolis, IN 46204

Dear Mr. Dunn: *Charles Harrison*

As Add your name and title, I am writing in support of the Him by Her Performance Academy submission for charter school status from the Indiana Charter School Board. This is a school that will meet the needs of so many of the local students who are falling short of academic success in school or are marginalized in some manner—whether this be financial, minority status, language fluency, homelessness, or simply not able to continue in a performance-direction due to the forecasted closure of the grade 6-12 Broad Ripple Performing Arts Magnet School.

To expand your current Him by Her Enterprise City into a comprehensive charter school is an exciting and worthy venture that rapidly will provide up to 1400 students (by year 5) the opportunity to realize their performance dreams in the arts, sports, and theatre. Equally important—your school will provide many potential drop-outs, suspended, or at-risk students the wrap-around services needed for them to learn about many different careers. These 1400 students will be able to graduate prepared either for college entrance and success or prepared to skip the entry-level jobs available and go directly into their chosen career, whether this be welding, drywall, or another apprentice-level position.

As our youth in Indianapolis become more involved in the city in volunteer and paying positions and enjoy and profit from their schooling, research shows that crime rates will decrease. At a time when Indianapolis is rapidly becoming a world-class city, competing for Amazon headquarters, foreign business facilities, and bio-tech industries, it is critical that we have a ready workforce with the "soft skills" (responsibility, team work, etc...clean juvenile

Page 1 of 2

HBHF-Letter of Support

record." Etc.....) that business demands. Him by Her Performance Academy will provide the character development experiences—as well as the academics to meet all State Standards—so that Indianapolis youth are sought for employment as some of the highest quality workforce available, not only in Indiana but in the U.S.

It is with great pleasure that (name of business or organization)..... commits to assist the Him by Her Performance Academy by (serving as a partner.....or providing.....services) for this charter school. The Him by Her Foundation has already made an exceptional difference in the lives of many local youth, as mentors, role models, and in business experiences, and I feel confident the number of youth to benefit from HbH Academy will be greatly expanded. Again, I highly support the HbH charter school proposal, and if I may provide further needed information, please feel free to contact me.

Sincerely,

.....(name)
.....(Title)

Charles Hamlin
Barnes United Methodist Church
Board President
Indianapolis Ten Point Coalition



**THE COUNCIL
CITY OF INDIANAPOLIS
MARION COUNTY**

VOP OSILI
President
Councillor, District 11

Mr. Harry Dunn, Founder
Him by Her Foundation
120 E. Market Street
Indianapolis, IN 46204

Dear Mr. Dunn:

I write in support of the Him by Her Performance Academy submission for charter school status from the Indiana Charter School Board. The school will meet the needs of up to 1400 local students (by year 5) who are falling short of academic success in school or are marginalized in some manner—whether this be financial, minority status, language fluency, homelessness, or simply not able to continue in a performance-direction due to the forecasted closure of the grade 6-12 Broad Ripple Performing Arts Magnet School.

Expanding your current Him by Her Enterprise City into a comprehensive charter school will provide these students the opportunity to realize their performance dreams in the arts, sports, and theatre. The school will also provide many potential drop-outs, suspended, or at-risk students the wrap-around services needed for them to learn about many different careers, enabling them to graduate prepared either for college entrance and success or prepared to skip the typically available entry-level jobs and go directly into their chosen career, whether this be welding, drywall, or another apprentice-level position.

Research shows that crime rates decrease when our youth become more involved in volunteer and paying positions and enjoy and profit from their schooling. At a time when Indianapolis is rapidly becoming a world-class city, competing for global company headquarters, foreign business facilities, and bio-tech industries, it is critical that we have a ready workforce equipped with the soft skills of responsibility, team work and work ethic that business demands. I believe Him by Her Performance Academy will provide the character development experiences and the academic background to meet all State Standards so that Indianapolis youth are sought for employment as some of the highest quality workforce available in the country.

The Him by Her Foundation has already made an exceptional difference in the lives of many local youth. I strongly support the Him by Her Performance Academy charter school proposal, and if I may provide further needed information, please feel free to contact me.

Sincerely,

Vop Osili
President, City-County Council
District 11

133 W. Market St., Unit 184 • Indianapolis, IN 46204
Phone: 317.332.0877 • Fax: 317.327.4230
Email: voposili@gmail.com • Website: www.indy.gov/council



**THE COUNCIL
CITY OF INDIANAPOLIS
MARION COUNTY**

Monroe Gray
Councillor, District 8

April 9, 2018

Mr. Harry Dunn, Founder
Him by Her Foundation
120 East. Market Street
Indianapolis, IN 46204

Dear Mr. Dunn:

I, **Monroe Gray Jr., City-County Councillor**, write this letter in support of the **Him by Her Performance Academy's** submission for Charter School status from the **Indiana Charter School Board**. This is a school that will meet the needs of so many of the local students who are falling short of academic success in school or are marginalized in some manner . . . whether it is due to financial or minority status, language fluency, homelessness, or simply not able to continue in a performance-direction due to the forecasted closure of the **Broad Ripple Performing Arts Magnet School** Grades 6-12.

To expand the current **Him by Her Enterprise City** into a comprehensive Charter School is an exciting and worthy venture that rapidly will provide up to 1400 students (by year five) the opportunity to realize their performance dreams in the Arts, Sports, and Theatre. Equally important is the fact that your school will provide many potential drop-outs, suspended, and/or at-risk students the wrap-around services needed for them to learn about many different careers. These 1400 students will be able to graduate prepared either for college entrance and success or prepared to bypass the entry-level jobs available at a McDonalds and go directly into their chosen career, whether this be welding, drywall, or another apprentice-level position.

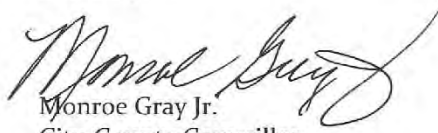
As our Indianapolis youth become more involved in the city in volunteer and paying positions and enjoy and profit from their schooling, research shows that crime rates will decrease. At a time when Indianapolis is rapidly becoming a world-class city, competing for Amazon Headquarters, foreign business facilities, and Bio-Tech industries, it is critical that we have a ready workforce with the "soft skills" to include responsibility, team work, a clean juvenile history, which business demands. **Him by Her Performance Academy** will provide the character development experiences as well as the required academics necessary to meet all State Standards so that Indianapolis youth are sought after for employment as some of the highest quality workforce available, not only in Indiana but throughout the United States.

200 E. Washington Street • Indianapolis, IN 46204
Phone: 317-327-4242 • Fax: 317-327-4230
Email: monroe.gray@indy.gov • Website: www.indy.gov/council

It is with great pleasure to offer my commitment to assist the **Him by Her Performance Academy** by supporting them for Charter School status. The **Him by Her Foundation** has already made an exceptional difference in the lives of many local youth, as mentors, role models, and in business experiences, and I feel confident the number of youth to benefit from the **Him by Her Performance Academy** will be greatly expanded.

Again, I highly support the **Him by Her Performance Academy** Charter School proposal. Should you have a need for further information or have additional questions, please do not hesitate to contact me directly.

Sincerely,



Monroe Gray Jr.
City-County Councillor



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Keith White

Mr. Harry Dunn, Founder
Him by Her Foundation
120 E. Market Street
Indianapolis, IN 46204

Dear Mr. Dunn:

As member of the House of Representatives John Bartett, I am writing in support of the Him by Her Performance Academy submission for charter school status from the Indiana Charter School Board. This is a school that will meet the needs of so many of the local students who are falling short of academic success in school or are marginalized in some manner—whether this be financial, minority status, language fluency, homelessness, or simply not able to continue in a performance-direction due to the forecasted closure of the grade 6-12 Broad Ripple Performing Arts Magnet School.

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HBHF-Letter of Support

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It is with great pleasure that John Bartlett commits to assist the Him by Her Performance Academy by (serving a Board Member for this charter school. The Him by Her Foundation has already made an exceptional difference in the lives of many local youth, as mentors, role models, and in business experiences, and I feel confident the number of youth to benefit from HbH Academy will be greatly expanded. Again, I highly support the HbH charter school proposal, and if I may provide further needed information, please feel free to contact me.

Sincerely,

Exhibit C

Charter School Board Member Information Form

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

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

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

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

Background

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

Help support and development youth and marginalized families"

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

Disclosures

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

☒ I/we do not know any such persons. ☐ Yes

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

☒ I/we do not anticipate conducting any such business ☐ Yes

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

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

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

☒ Not applicable ☐ I/we have no such interest ☐ Yes

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

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

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

☒ Does not apply to me, my spouse or family ☐ Yes

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

☒ None ☐ Yes

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above proposed charter school is true and correct in every respect.	
Name and Title CHAIR OF THE BOARD OF TRUSTEES	Date
Signature 	2/25/18

**The Enterprise City Program
Provided By
Him By Her Foundation, Inc.**

MEMORANDUM OF UNDERSTANDING

Term of Agreement: Two years from the date of execution.

Parties:

**Him By Her Foundation, Inc.
Indianapolis Metropolitan Police Department ("IMPD")**

This Memorandum of Understanding ("MOU") is entered into by and between the parties listed above; namely: Him By Her Foundation, Inc. and IMPD (hereafter "Parties").

WHEREAS, the Parties desire to participate in and positively support "The Enterprise City Program" and "The Industrial City Program" (hereafter, collectively, the "Programs" or individually, a "Program") described more fully in Exhibit A, below, and the Parties desire to reduce juvenile delinquency, recidivism, and resulting adult crime, and to provide positive reinforcement and positive direction for successful participation of area youths and young adults in society; and whereas the Parties recognize the benefits of greater ongoing contact of police officers with citizens outside of arrest and peacemaking activities.

NOW, THEREFORE, the Parties, in consideration of the recitals set forth above and the terms, covenants, and conditions set forth below, agree as follows:

- Him By Her Foundation, Inc. (hereafter "Him By Her") shall administer the Program with local judicial, law enforcement and civic support.
- IMPD shall provide and direct police officers in community policing activities that include, between "runs," making follow-up visits to the homes and schools of those individuals who have completed a Program ("Program Participant"). IMPD agrees to use reasonable efforts to complete such follow-up visits promptly, yet, as reasonable in consideration of official duties and capacity, after receipt of a referral of a Program Participant from Him By Her to IMPD.
- During such visits, police officers supplied via this MOU shall make observations regarding the home environment, and conduct at school of the student.
- During such visits, police officers shall document such observations on simple forms supplied by Him By Her.
- During such visits, police officers shall be prepared to provide, Him By Her and/or IMPD's social service information, if available and in the possession of the police officer, to the student and his or her family where difficulties are observed that can

1 | Page

be addressed by social service agencies and organizations.

- The follow-up services described above shall be at no cost to Him By Her.
- Him By Her shall provide status reports to IMPD about the progress and efficacy of the Programs annually.
- IMPD shall supply police officers from the North and Northwest Districts, initially, to carry out the terms of this MOU, and shall endeavor to subsequently provide police officers from the Southeast and Southwest Districts.
- The Programs administered by Him By Her will be carried out in a mobile facility operated and maintained by Him By Her or such other suitable facilities as reasonably determined by Him By Her (including, without limit, the Messiah Missionary Baptist Church, 5640 East 38th Street). The mobile Enterprise City arrives at a location and unfolds inside a gymnasium, large recreational room or even a small class room.
- IMPD shall use its best skill and judgment in supplying suitable officers to carry out this Agreement. IMPD agrees to make available to Him By Her materials or other programs that may supplement and/or enhance the mission and purpose of Him By Her (e.g. "Juvenile Justice Jeopardy", etc.); provided, however, nothing herein shall be interrupted to permit IMPD to directly or indirectly control Him By Her, its programming and how it carries out its mission, programming and/or other Him By Her matters. Except in reasonable compliance with "talking points" to be approved by the parties associated with this agreement, as to the relationship between IMPD and Him By Her, neither party may publicly promote or in any manner publicize (e.g. verbal and/or written statements, press releases, etc.), advertise or otherwise the name of either party or any board member, contractor or employee of the other party, nor any trade name, trademark, trade device or simulation thereof owned by either party, or represent, directly or indirectly, that any of a respective party's policy, procedure, act and/or omission has been approved, recommended, certified, or endorsed by the other party or any board member, contractor or employee of the other party without the prior written approval of the other as to the manner, form and substance of such publicity. Nothing herein shall be construed as a joint venture or other affiliation of the parties and/or any endorsement of any of the parties' policies, procedures and/or acts or omissions.
- The Parties agree to indemnify and hold harmless the other party and its employees, members, landlord, successors, and assigns, from any claims, liabilities, losses, damages, and expenses asserted against the other party and arising out of the indemnifying party's negligence, willful misconduct, and negligent performance of, or failure to perform, any of its duties or obligations under this Agreement. The provisions of this indemnification are solely for the benefit of the parties hereto and not intended to create or grant any rights, contractual or otherwise, to another person or entity.
- The parties acknowledge that during the course of this Agreement, each may obtain

confidential information regarding the other party's business. Both parties agree to treat all such information and the terms of this Agreement as confidential and to take all reasonable precautions against disclosure of such information to unauthorized third parties during and after the term of this Agreement, except that of which is required to be disclosed by law. Upon request by an owner, all documents relating to the confidential information will be returned to such owner.

- This agreement is intended to commence upon the signature of both the Parties, with an initial term of two (2) years; provided, however, Him By Her reserves the right to terminate this agreement upon thirty (30) days prior written notice. Him By Her may, at any time, suspend the performance of IMPD's services, or any portion thereof by notice in writing to IMPD. If the notice fixes the date on which performance of such services is to resume, then IMPD shall resume the services on the date so fixed, unless otherwise directed by Him By Her in writing. This agreement may be terminated in whole or in part in writing by IMPD for IMPD's convenience; provided that Him By Her is given (1) not less than ten (10) calendar days written notice of intent to terminate and (2) an opportunity for consultation with IMPD prior to termination.
- Notwithstanding anything herein to the contrary, the services to be provided by IMPD are not intended to result in an adverse impact to a Program Participant and/or any individual that might be related to or associated with a Program Participant, including, but not limited to an arrest, revocation of probation and/or other violation that might result in incarceration or adverse impact on a criminal record.
- The Parties shall endeavor in good faith to take such actions that are necessary and proper, including entering into subsequent contracts, to carry out the spirit and goals of this MOU.

The Parties indicate their mutual manifestation of assent to this Memorandum of Understanding by signing and dating this document below.

Andrew Kluneman

Date: 12-28-2015

Him By Her Foundation, Inc.

By: ANDREW KUNEMAN

Title: VICE CHAIR HIM BY HER FOUNDATION, INC.

Richard A. Hite

Date: 12/15/15

Indianapolis Metropolitan Police Department

By: Richard A.J. "Rick" Hite

Title: Chief of Police

Address: 50 North Alabama Street

Indianapolis, Indiana 46204

EXHIBIT A

The Enterprise City Program is an after school program teaching life skills and consequences. It is modeled on a miniature city with vital entities and institutions the participants run and interact with to gain practical knowledge and experience. The Him By Her version has been specially modified to address the needs of at-risk youth. Him By Her will have territorial exclusivity for the Enterprise City programs, and will also utilize the curriculum expertise of Enterprise City innovator Philip Ross. Separate curricula are used for the different ages of participants, including: pre-kindergarten; elementary school; middle school; and high school. All curriculum versions of the Enterprise City Programs can be implemented at a local school, church, or community center.

In the Industrial City Program, adult participants learn valuable and marketable vocational skills for today's job market. It provides hands-on training for many traditional skilled trades, and will expand to include cutting-edge trades. In-the-field training is acquired through unique partnerships with the local business community. It also serves as another component for avoiding the criminal justice system and becoming long-term, productive members of society. The Industrial City is a day and evening program.

For each Program Participant who is referred to the Enterprise City Program, the minimum term of such placement shall be one (1) complete rotation consisting of five (5) consecutive days, with four (4) of the days having four (4) hours of training, and the fifth (5th) and final day having the Program Participant carry out the planned activities in the Enterprise City.

The Enterprise City includes:

- Understanding of the "Community" in which they live
- Interaction of individuals, businesses, organizations, local, regional and national government
- Career Exploration and Workforce Preparedness
- How personal interests and skills could be linked to a career
- Standard soft-skills: punctuality, dress codes, conflict resolution and problem solving
- Job applications and interviews
- Economy, Trade, Government and Taxation
- Understanding of the flow of economic activity: free enterprise impacts locally, regionally, nationally and internationally
- Business Operation and Management
- How to start a business and to continue to operate successfully; business planning
- Citizenship, Community Life and Responsibilities
- Understanding of the rights and responsibilities of citizens, civic participation, elections, branches of government
- Financial Literacy and Personal Finance
- Balancing of income and spending, wants/needs and opportunity costs
- Saving and Quality of life, banking and cash management

Industrial City includes:

- Program and curriculum focused on developing in-demand vocational job skills, including potential training in carpentry, cement masonry, painting, HVAC, electrical, plumbing and landscaping and other overall employment related skills including customer service, fairness, hard work, conflict resolution and courtesy



"Helping Improve Mankind By Healing Every Race"

Street Address: 120 East Market Street, Suite 624 • Indianapolis, IN 46204

P.O. Box Address: P.O. Box 52 • McCordsville, IN 46055-0052

Phone: (317) 918-7799 • <http://www.himbyherfoundation.com>

John L. Bartlett, Chair
William Benjamin
Terrance M. Bogan

David Calabro
Harry C. Dunn, III
Michelle D. Dunn

Gregory P. Gadson
Jason Gardner
Norma L. Knecht

Bailey Rayford
Larcia S. Warhaw
Keith White

Mr. Harry Dunn, Founder
Him by Her Foundation
120 E. Market Street
Indianapolis, IN 46204

Dear Mr. Dunn:

As Chief of Police, I am writing in support of the Him by Her Performance Academy submission for charter school status from the Indiana Charter School Board. This is a school that will meet the needs of so many of the local students who are falling short of academic success in school or are marginalized in some manner—whether this be financial, minority status, language fluency, homelessness, or simply not able to continue in a performance-direction due to the forecasted closure of the grade 6-12 Broad Ripple Performing Arts Magnet School.

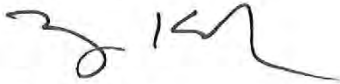
To expand your current Him by Her Enterprise City into a comprehensive charter school is an exciting and worthy venture that rapidly will provide up to 1400 students (by year 5) the opportunity to realize their performance dreams in the arts, sports, and theatre. Equally important—your school will provide many potential drop-outs, suspended, or at-risk students the wrap-around services needed for them to learn about many different careers. These 1400 students will be able to graduate prepared either for college entrance and success or prepared to skip the entry-level jobs available at a McDonalds and go directly into their chosen career, whether this be welding, drywall, or another apprentice-level position.

As our youth in Indianapolis become more involved in the city in volunteer and paying positions and enjoy and profit from their schooling, research shows that crime rates will decrease. At a time when Indianapolis is rapidly becoming a world-class city, competing for Amazon headquarters, foreign business facilities, and bio-tech industries, it is critical that we have a ready workforce with the "soft skills" (responsibility, team work,

and clean criminal records) that business demands. Him by Her Performance Academy will provide the character development experiences –as well as the academics to meet all State Standards—so that Indianapolis youth are sought for employment as some of the highest quality workforce available, not only in Indiana but in the U.S.

It is with great pleasure that The Indianapolis Metropolitan Police Department commits to assist the Him by Her Performance Academy by serving as a partner for this charter school. The Him by Her Foundation has already made an exceptional difference in the lives of many local youth, as mentors, role models, and in business experiences, and I feel confident the number of youth to benefit from HbH Academy will be greatly expanded. Again, I highly support the HbH charter school proposal, and if I may provide further needed information, please feel free to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read 'Bryan K Roach', with a stylized flourish at the end.

Bryan K Roach
Chief of Police, Indianapolis Metropolitan Police Department



STATE OF INDIANA
OFFICE OF THE GOVERNOR
State House, Second Floor
Indianapolis, Indiana 46204

Michael R. Pence
Governor

July 25, 2015

HIM BY HER FOUNDATION, INC
8304 Coral Bay Ct
Indianapolis, In 46236

Greetings,

It is a pleasure to welcome you to the 2015 Him By Her Foundation Gala. This event is a testament to your vision, hard work, and dedication providing a safe support system for Hoosiers.

Your work to provide tools for at-risk youth and young adults through financial literacy, education, and job training is helping to guide Indiana's next generation of leaders, men and women who will continue the progress started by our predecessors and help Indiana shine for generations to come. On behalf of the state of Indiana, I thank you for your resiliency and tireless efforts to better our community.

To the youth benefitting from this program, I encourage you to keep a servant's heart. Servant leaders listen before they lead and consider the needs of others before their own. The Him By Her Foundation is an excellent example of such leadership. Prioritize this same selfless and service-oriented attitude in your lives, and I believe you will find success.

Thank you again for all that you have done for young Hoosiers. I look forward to the Him By Her Foundation's growth and success in our great state.

Sincerely,

Michael R. Pence
Governor of Indiana



ATTACHMENT 9

SCHOOL PRINCIPAL

ATTACHMENT 9

SCHOOL PRINCIPAL

Mr. Clete H. Ladd has firmly committed to be the School Principal. In his illustrious quarter-of-a-century educational career Mr. Ladd has functioned as the educational equivalent of a corporate turn-around artist, where instead of turning around failing corporate entities, he has consistently and successfully turned around the academic and life prospects of students who were thought to be failures (either within themselves or from society).

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

RESUME

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

OBJECTIVE

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

EMPLOYMENT HISTORY

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

EDUCATION

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

PROFESSIONAL CERTIFICATIONS

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

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

MILITARY

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

VOLUNTEER SERVICES

- Club Sponsor, *100 Black Men of Indianapolis* African American History Challenge (2008 – 2010_
- Guest speaker for Indiana Department of Corrections, Pendleton Reformatory inmate graduations:
 - Black History Month Celebration, February 11, 2009
 - G.E.D. Horticulture class graduation July 9, 2009
 - Inside Out Dads graduation, October 6, 2009.
- * Board Member: *Etheridge Knight Festival of the Arts* (2004 to 2007)
- * Committee Chairperson: *North Central Association*, Committee on Accreditation and School Improvement 2002 - 2004
- * Board-member/Vice President: *Community Choice Federal Credit Union* (1999 – 2003)
- * President: *Wheeler Boys and Girls Club Alumni Association* (1996 – 1998)
- * Vice President: *Martin University, Alumni Association* (1995 – 1996)
- * Mediator: Indianapolis Metro Gang Task Force (1995 – 1996)
- * Researcher: *Martin University*, Intervention of Violence in Our Community Study (1992 – 1993)
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- *Kroger Community Grant, Vex-Robotics team, The Excel Center Decatur \$2,200 (2013)
- *Title 1 Grant writer, Indianapolis Metropolitan high school. \$300,000 (2008)
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- *Lilly Endowment – Rites of Passage, Wheeler Boys and Girls Club \$5,000 (1997)
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KEYNOTE SPEAKING OPPORTUNITIES



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- *Indiana Youth Institute – Rites of Passage, Wheeler Boys and Girls Club \$3,500 (1995)

KEYNOTE SPEAKING OPPORTUNITIES

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

EXPERT PANELIST: Education

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

PRESENTER/LECTURER/BOOK SIGNINGS

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

AWARDS/HONORS

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

- * **Martin University:** Alumni Hall of Fame inductee (2008)
- * **University of Phoenix:** Indiana Campuses Faculty of the year, 2014

REFERENCES:

Available on request

- * **Martin University:** Alumni Hall of Fame inductee (2008)
- * **University of Phoenix:** Indiana Campuses Faculty of the year, 2014

REFERENCES:

Available on request



ATTACHMENT 11

GOVERNING DOCUMENTS

ATTACHMENT 11

GOVERNING DOCUMENTS

The following governing documents are included in this Application: a) HIM By HER Foundation, Inc. (“HBHF”) tax-exempt determination letter pursuant to 26 U.S.C. § 501(c)(3); b) HBHF Articles of Incorporation; c) HBHF Amended Bylaws; d) HIM By HER Collegiate School for the Arts (“HBHCSA”) General Governance Guidelines; and e) Code of Ethics Policy.

The Applicant notes that the Conflict of Interest Policy is contained in the Amended Bylaws under Article VIII (titled “Standard of Care”), Section 3 (titled “Conflict of Interest”). The Applicant also notes that the Amended Bylaws comply with Indiana Code Section 20-24-3-3 under Article VI, titled “Dedication of Assets.”

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **AUG 29 2014**

HIM BY HER FOUNDATION INC
8304 CORAL BAY CT
INDIANAPOLIS, IN 46236

Employer Identification Number:
47-1388573
DLN:
17053216308004
Contact Person:
CUSTOMER SERVICE ID# 31954
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
July 21, 2014
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,



Director, Exempt Organizations

State of Indiana
Office of the Secretary of State

Certified Copies

To Whom These Presents Come, Greeting:

I, CONNIE LAWSON, Secretary of State of Indiana, do hereby certify that I am, by virtue of the laws of the State of Indiana, the custodian of the corporate records and the proper official to execute this certificate.

I further certify that this is a true and complete copy of this 5 page document consisting of the following records filed in this office:

Certification Date: August 18, 2018
Business Name: HIM BY HER FOUNDATION, INC
Business ID: 2014072100801

Transaction	Date Filed	No. of pages
Articles of Incorporation	07/21/2014	5
Total No. of pages		5



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, August 18, 2018

Connie Lawson

CONNIE LAWSON
SECRETARY OF STATE

2014072100801 / 10518850

All certificates should be validated here: <https://bsd.sos.in.gov/ValidateCertificate>

Expires on September 17, 2018.



ARTICLES OF INCORPORATION FOR A NONPROFIT CORPORATION

State Form 4162 (R13 / 5-14) Corporate Form No. 364-1 (October 1984)

Approved by State Board of Accounts, 2014

CONNIE LAWSON
SECRETARY OF STATE
BUSINESS SERVICES DIVISION
302 W. Washington Street, E018
Indianapolis, IN 46204
Telephone: (317) 232-6576

- INSTRUCTIONS:**
1. Use 8 1/2" x 11" white paper for attachments.
 2. Present original and one copy to the address in the upper right corner of this form.
 3. Please TYPE or PRINT in INK.
 4. Please visit our office at www.sos.in.gov.
 5. Make check or money order payable to Secretary of State.

14 JUL 21 PM 12:29

Indiana Code 23-17-3-2
FILING FEE: \$30.00

- NOTES:**
1. Nonprofit corporations must qualify with the Internal Revenue Service and the Indiana Department of Revenue. It is strongly suggested you do not complete or file this form before contacting both agencies.
 2. Article VII must be completed appropriately. Please see (1) above.

ARTICLES OF INCORPORATION

The undersigned, desiring to form a Corporation (hereinafter referred to as the "Corporation") pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991 (hereinafter referred to as the "Act"), execute the following Articles of Incorporation:

ARTICLE I - NAME AND PRINCIPAL OFFICE

Name of the Corporation: (The name must include the word Corporation, Incorporated, Limited, Company or an abbreviation thereof.)

HIM BY HER FOUNDATION, INC

Address of Principal Office (number and street)

8304 Coral Bay CT

City

INDPS

State

IN

ZIP code

46236

ARTICLE II - PURPOSE

The purposes for which the Corporation is formed are:

Specific language is required by the IRS in this article in order to be approved for 501(c) status. Contact the IRS for assistance.

SEE ATTACHMENT

Indiana Secretary of State

Packet: 2014072100801

Filing Date: 07/21/2014

Effective Date: 07/21/2014

APPROVED
AND
FILED

Connie Lawson
IND. SECRETARY OF STATE

ARTICLE III - TYPE OF CORPORATION (CHECK ONLY ONE)

The Corporation is a:

- ☒ public benefit corporation, which is organized for a public or charitable purpose;
☐ religious corporation, which is organized primarily or exclusively for religious purposes; or
☐ mutual benefit corporation (all others).

ARTICLE IV - REGISTERED AGENT AND REGISTERED OFFICE

Registered Agent: The name and street address of the Corporation's Registered Agent and Registered Office for service of process are:

Name of Registered Agent (cannot be the corporation itself.)

Harry C Dunn III

Address of Registered Office (number and street) (PO Box not accepted)

8304 Coral Bay CT

City

INDPS

State

IN

ZIP code

46226

Required:

- ☒ By checking the box, the Signator(s) represents that the registered agent named in the application has consented to the appointment of registered agent.

ARTICLE V - MEMBERSHIP

Indicate if Corporation will have members:

☒ Yes ☐ No

(Continued on the reverse side)

ARTICLE VI - INCORPORATOR(S)
(INCORPORATORS MAY NEVER BE AMENDED)

Name(s) and address(es) of the incorporator(s) is/are as follows:

Name	Number and Street or Building	City	State	ZIP code
Harry C. Dunn 1A	8304 Coral Bay PT	INDIANAPOLIS	IN	46226

ARTICLE VII - DISTRIBUTION OF ASSETS ON DISSOLUTION OR FINAL LIQUIDATION

Refer to Indiana Code 23-17-22-5 for permitted activities following Dissolution:

Specific language is required by the IRS in this article in order to be approved for 501(c) status. Contact the IRS for assistance.

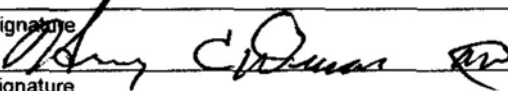
SEE ATTACHMENT

Indiana Secretary of State
Packet: 2014072100801
Filing Date: 07/21/2014
Effective Date: 07/21/2014

* Please note this section must be completed.

ARTICLE VIII - INCORPORATOR(S)
(INCORPORATORS MAY NEVER BE AMENDED)

In witness whereof, the undersigned incorporator(s) of said Corporation execute(s) this document, and verify(ies) subject to penalties of perjury that the facts contained herein are true this 21ST day of JULY, 2014.

Signature 	Printed name Harry C Dunn 1A
Signature	Printed name
Signature	Printed name

This instrument was prepared by: (name)

Address (number and street or building)	City	State	ZIP code
---	------	-------	----------

Indiana Secretary of State
Packet: 2014072100801
Filing Date: 07/21/2014
Effective Date: 07/21/2014

14 JUL 21 PM 12:00

Article II

This organization is organized exclusively for charitable, religious, educational, and/or scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensation for service rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause hereof.

No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the organization shall not participate in, or intervene in (including publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision of these articles, the organization shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code, or any future federal tax code or (b) by an organization, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code or corresponding section of any future federal tax code.

Article VII

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

I Harry C Dunn III gives consent to Harry C Dunn III
to use the name Him By HER FOUNDATION, INC

X Harry C Dunn III

DATE: 07-21-14

Indiana Secretary of State
Packet: 2014072100801
Filing Date: 07/21/2014
Effective Date: 07/21/2014

JUL 21 PM 12:00

**State of Indiana
Office of the Secretary of State**

**CERTIFICATE OF INCORPORATION
of
HIM BY HER FOUNDATION, INC**

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

Indiana Secretary of State
Packet: 2014072100801
Filing Date: 07/21/2014
Effective Date: 07/21/2014

NOW, THEREFORE, with this document I certify that said transaction will become effective Monday, July 21, 2014.

In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, July 21, 2014.



Connie Lawson

CONNIE LAWSON,
SECRETARY OF STATE

2014072100801 / 2014072144076

AMENDED BYLAWS
OF
HIM BY HER FOUNDATION, INC.
(Effective 12-05-2014)

ARTICLE I: NAME

Organized under the Indiana Nonprofit Corporation Act of 1991, the name of this corporation is **HIM BY HER FOUNDATION, INC.**

ARTICLE II: PURPOSES

This corporation is has been formed to provide education, vocational training and ameliorative services for juveniles and adults in a non-profit setting, and its activities will be consistent with, and compliant with those permitted for organizations with tax-exempt status under Section 501(c)(3) of the Internal Revenue Code. Upon formation, this corporation shall immediately seek tax exempt status pursuant to Section 501(c)(3) of the Internal Revenue Code.

In addition, this corporation is formed for the purposes of performing all things incidental to, or appropriate in, the achievement of the foregoing specific and primary purposes. The corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of its primary charitable purposes. However, the corporation may, with the proper approval of the Board of Directors, modify the corporation's purposes.

This corporation shall hold and may exercise all such powers as may be conferred upon a nonprofit corporation by the laws of the State of Indiana and as may be necessary or expedient for the administration of the affairs and attainment of the purposes of the corporation. In no event shall the corporation engage in activities which are not permitted to be carried on by a corporation exempt under Section 501(c)(3) of the Internal Revenue Code.

ARTICLE III: PRINCIPAL OFFICE

The initial principal office of the corporation shall be located in Marion County, Indiana. The Board of Directors may at any time, or from time to time, change the location of the principal office from one location to another within or without Marion County, and within or without the State of Indiana to best carry out the purposes of the corporation. The Board of Directors may at any time establish branch offices at any place where the corporation is qualified to do business.

ARTICLE IV: MEMBERSHIP

The corporation shall not have any members within the meaning of IC 23-17-2-16. The corporation may from time to time use the term “members” to refer to persons associated with it, but such persons shall not be members within the meaning of the aforementioned Indiana Code section.

ARTICLE V: NONPARTISAN ACTIVITIES

This corporation has been formed under the Indiana Nonprofit Corporation Act of 1991 (the “Law”) for the charitable purposes described above, and it shall be nonprofit and nonpartisan. The corporation shall not participate or intervene in any political campaign on behalf of or in opposition to a particular candidate for public office.

ARTICLE VI: DEDICATION OF ASSETS

The properties and assets of this nonprofit corporation are irrevocably dedicated to charitable purposes. No part of the net earnings, properties, or assets of this corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or any member, director or officer of this corporation. On liquidation or dissolution, all remaining properties and assets of the corporation shall be distributed and paid over to an organization dedicated to charitable purposes consistent with its tax-exempt status under the Internal Revenue Code, particularly under Section 501(c)(3), and Indiana Code Section 23-17-22-5. In case of any conflict between the aforementioned federal and state statutes, federal law shall be

controlling where there is pre-emption, and federal law shall be the primary source of the direction and requirements of dissolution activities.

ARTICLE VII: BOARD OF DIRECTORS

Section 1. Powers. Subject to the provisions and limitations of the Law and any other applicable laws, the business and affairs of the corporation shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors. The Board of Directors may delegate the management of the day-to-day operation of the business of the corporation to a management company, committee **(however composed)**, or other person, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board of Directors.

Section 2. Number of Directors. The authorized number of directors of the corporation shall not be less than two (2) nor more than twelve (12), until changed by amendment of the Articles of Incorporation or these bylaws. The Board of Directors shall fix the exact number of directors from time to time, within these limits. Until changed by the Board, the initial number of Directors shall be nine (9).

Section 3. Election, Designation, and Term of Office of Directors. The initial Board of Directors shall be chosen by the incorporator to serve until their successors have been elected and seated at the first annual meeting of the directors. Except for the initial directors, the Board of Directors shall elect the directors.

At the first annual meeting, the directors shall be divided into two (2) approximately equal groups and designated to serve one (1) or two (2) year terms by a random method determined by the Board of Directors. Thereafter, the term of office of each director shall be two (2) years. If any annual meeting is not held or the directors are not appointed at the annual meeting, the directors may be appointed at any meeting of the Board.

Each director, including a director elected to fill a vacancy, shall hold office until expiration of the term for which elected and until a successor has been elected and qualified.

Directors may serve any number of consecutive terms.

Section 4. Vacancies. A vacancy on the Board shall exist on the occurrence of the following: (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of a vacancy in the office of a director who has been declared of unsound mind by a final order of court, convicted of a felony, or found by final order or judgment of any court to have breached a duty under the Indiana Nonprofit Corporation Act of 1991 dealing with standards of conduct for a director, or has missed three (3) consecutive meetings of the Board of Directors or a total of four (4) meetings of the Board during any one calendar year; (c) an increase in the authorized number of directors; or (d) the failure of the directors, at any annual or other meeting of directors at which any director or directors are to be elected, to elect the full authorized number of directors.

The Board of Directors, by affirmative vote of a majority of the directors then in office, may remove any director without cause at any regular or special meeting; provided that the director to be removed has been notified in writing in the manner set forth in Article VII, Section 5, that such action would be considered at the meeting.

Except as provided in this paragraph, any director may resign effective upon giving written notice to the chairperson of the Board, the president, the secretary, or the Board of Directors, unless the notice specifies a later time for the effectiveness of the resignation. If the resignation is effective at a future time, a successor may be designated to take office when the resignation becomes effective. Unless the Indiana Attorney General is first notified, no director may resign when the corporation would then be left without a duly elected director in charge of its affairs.

Vacancies on the Board may be filled by vote of a majority of the directors then in office, whether or not the number of directors then in office is less than a quorum, or by vote of a sole remaining director. No reduction of the authorized number of directors shall have the effect of removing any director before that director's term of office expires.

Section 5. Meetings. The Board of Directors shall hold an annual meeting no later than August of each year for the purpose of electing directors and officers of the corporation and for the transaction of other business. Notice of the annual meeting shall be given in the manner set forth below. Other

regular meetings shall be held at such times as are fixed by the Board of Directors. Such regular meetings may be held without notice. Meetings may be held at any place designated by resolution of the Board, or, if not designated, at the principal office of the corporation. Special meetings shall be held at any place designated in the notice of the meeting or, if not stated in the notice or if there is no notice, at the principal office of the corporation. Notwithstanding the above, any meeting may be held at any place consented to in writing by all the directors, either before or after the meeting. Consents shall be filed with the minutes of the meeting.

Any meeting may be held by conference telephone or other communications equipment permitted by the Law, as long as all directors participating in the meeting can communicate with one another and all other requirements of the Law are satisfied. All such directors shall be deemed to be present in person at such meeting.

Meetings of the Board for any purpose may be called at any time by the chairperson of the Board, the president, the secretary, or any two (2) directors. Notice of the date, time, and place of meetings shall be delivered personally to each director or communicated to each director by telephone **(including a voice messaging system which records and communicates messages)**, facsimile, or electronic mail at least forty-eight (48) hours prior to the meeting, or communicated by telegraph, express mail service, first-class mail, or by other means of written communication, charges prepaid, addressed to the director at the director's address as it is shown upon the records of the corporation, deposited in the mails or given to the telegraph company or express mail company or other carrier at least four (4) days before the date of the meeting. The notice need not specify the purpose of the meeting. Notice of a meeting need not be given to any director who signs a waiver of notice or a consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or who attends the meeting without protesting, prior to the meeting or at its commencement, the lack of notice to such director. The waiver of notice or consent need not specify the purpose of the meeting. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

Section 6. Action at a Meeting. Presence of a majority of the directors then in office or twenty percent (20%) of the authorized number of directors, whichever is greater, at a meeting of the Board of Directors constitutes a

quorum for the transaction of business, except as otherwise provided in these Bylaws. Every act done or decision made by a majority of the directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors, unless a greater number, or the same number after disqualifying one or more directors from voting, is required by the Articles of Incorporation, these bylaws, or the Law. Directors may not vote by proxy. A meeting at which a quorum is initially present, including an adjourned meeting, may continue to transact business notwithstanding the withdrawal of directors, if any action taken is approved by at least a disinterested majority of the required quorum for such meeting, or such greater number as required by the Articles of Incorporation, these bylaws or the Law.

Section 7. Adjourned Meeting and Notice. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. If the meeting is adjourned for more than twenty-four (24) hours, notice of any adjournment to another time or place shall be given prior to the time of the adjourned meeting to the directors who were not present at the time of the adjournment. Such notice may be waived in the manner provided for in Article VII, Section 5.

Section 8. Action Without a Meeting. The Board of Directors may take any required or permitted action without a meeting, if all members of the Board shall individually or collectively consent in writing to such action. Such written consent or consents shall be filed with the minutes of the proceedings of the Board. Such action by written consent shall have the same force and effect as the unanimous vote of such directors.

Section 9. Fees and Compensation. Directors and members of committees may not receive any compensation for their services as such, but may receive reasonable reimbursement of expenses incurred in the performance of their duties, including advances as provided in Article VIII, Section 2, as may be fixed or determined by resolution of the Board of Directors. Directors may not be compensated for rendering services to this corporation in any capacity other than director, unless such compensation is reasonable and approved as provided in Article VIII, Section 4.

ARTICLE VIII: STANDARD OF CARE

Section 1. General. A director shall perform the duties of a director, including duties as a member of any committee of the Board on which the director may serve, in good faith, in a manner such director believes to be in the best interest of this corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like situation would use under similar circumstances.

In performing the duties of a director, a director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

- (a) One or more officers or employees of the corporation whom the director believes to be reliable and competent in the matters presented;
- (b) Counsel, independent accountants or other persons as to matters which the director believes to be within such person's professional or expert competence; or
- (c) A committee of the Board upon which the director does not serve, as to matters within its designated authority, which committee the director believes to merit confidence, so long as in any such case, the director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

Except as provided in Article VIII, Section 3B, a person who performs the duties of a director in accordance with the above shall have no liability based upon any failure or alleged failure to discharge that person's obligations as a director, including, without limiting the generality of the foregoing, any actions or omissions which exceed or defeat a public or charitable purpose to which the corporation, or assets held by it, are dedicated.

Section 2. Loans. This corporation shall not make any loan of money or property to, or guarantee the obligation of, any director or officer, unless approved by the Indiana Attorney General; provided, however, that this corporation may advance money to a director or officer of this corporation or any subsidiary for expenses reasonably anticipated to be incurred in performance of the duties of such officer or director so long as such individual would be entitled to be reimbursed for such expenses absent that advance.

Section 3. Conflict of Interest. The purpose of the conflict of interest policy is to protect the corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of one of its officers or directors, or that might otherwise result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable Indiana and federal laws governing conflict of interest applicable to nonprofit and charitable corporations and is not intended as an exclusive statement of responsibilities.

A) Definitions:

Unless otherwise defined, the terms used in this section have the following meanings:

1. "Interested Persons" - Any director, principal officer, or member of a committee with governing Board delegated powers, which has a direct or indirect financial interest, as defined below, is an interested person.
2. "Financial Interest" - A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - (a) An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement;
 - (b) A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement; or
 - (c) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing Board or committee decides that a conflict of interest exists.

B) Procedures

1. Duty To Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors, who are considering the proposed transaction or arrangement.

2. Determining Whether A Conflict Of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, the interested person shall leave the Board meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board members shall decide if a conflict of interest exists.

3. Procedure For Addressing The Conflict Of Interest

In the event that the Board determines that a proposed transaction or arrangement presents a conflict of interest, the Board shall take the following actions:

(a) An interested person may make a presentation at the Board meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

(b) The Chairperson of the Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

(c) After exercising due diligence, the Board shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

(d) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. It shall make its decision as to whether to enter into the transaction or arrangement in conformity with this determination.

4. Violations Of The Conflict Of Interest Policy

If the Board has reasonable cause to believe an interested person has failed to disclose actual or possible conflicts of interest, it shall inform the interested person of the basis for such belief and afford the interested person an opportunity to explain the alleged failure to disclose.

If, after hearing the interested person's response and after making further investigation as warranted by the circumstances, the Board determines the interested person has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

5. Records And Procedures: The minutes of the Board and shall contain:

(a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a conflict of interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

6. Annual Statements

Each director, principal officer and member of a committee with Board-delegated powers shall annually sign a statement which affirms such person:

(a) Has received a copy of the conflict of interest policy;

(b) Has read and understands the policy;

(c) Has agreed to comply with the policy; and

(d) Understands the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities, which accomplish one or more of its tax-exempt purposes.

Section 4. Compensation.

A) Definitions:

Unless otherwise defined, the terms below have the following meanings:

1. "Highest Compensated Employee" - Any employee of the Corporation, whose total compensation would require the employee to be listed in Part I of Schedule A of IRS Form 990, or in response to an equivalent question on any successor exempt organization annual return.

2. "Highest Compensated Independent Contractor" - Any independent contractor engaged by the Corporation, whose total compensation would require the contractor to be listed in Part II of Schedule A of IRS Form 990, or in response to an equivalent question on any successor exempt organization annual return.

B) No director, officer, Highest Compensated Employee or Highest Compensated

Independent Contractor may receive compensation, directly or indirectly, from the Corporation unless such compensation is first determined by the disinterested directors, or an authorized committee or authorized director thereof, to be just and reasonable to the corporation.

The names of the persons who were present for discussions and votes relating to the compensation arrangement, the content of the discussion, including any the information used to determine the reasonableness of the compensation, and a record of any votes taken in connection with the proceedings shall be maintained in the minutes of the Corporation.

The determination of reasonableness shall be based upon information about compensation paid by similarly situated organizations for similar services, current compensation surveys compiled by independent firms or actual written offers from similarly situated organizations. Similarly situated organizations may include both taxable and tax exempt organizations.

No director, principal officer, Highest Compensated Employee or Highest Compensated Independent Contractor, shall participate in the discussion and approval of his or her compensation, except that such persons may provide information to the disinterested directors as described in the conflict of interest policy above.

Section 5. Compensation Review. The Board shall review the fairness of compensation, including benefits, paid to the Chairperson of the Board and the Treasurer upon the occurrence of the following events:

- (a) The officer is hired;
- (b) The officer's term of employment is extended or renewed; or
- (c) The officer's compensation is modified, unless such modification occurs pursuant to a general modification of compensation that extends to all employees.

Section 6. Periodic Reviews. Periodic reviews shall be conducted to ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status. The periodic reviews shall, at a minimum, include the following subjects:

- (a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining; and
- (b) Whether partnerships, joint ventures, and arrangements with management corporations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

When conducting the periodic reviews as provided for above, the Corporation may, but need not, use outside advisors. If outside experts are used their use shall not relieve the Board of its responsibility for ensuring that periodic reviews are conducted.

Section 7. Mutual Directors. No contract or transaction between the corporation and any nonprofit public benefit corporation, of which one or more of its directors are directors of this corporation, is void or voidable because such director(s) are present at a meeting of the Board which authorizes, approves, or ratifies the contract or transaction if the material facts as to the transaction and as to such director's other directorship are fully disclosed or known to the Board and the Board authorizes, approves, or ratifies the contract or transaction in good faith by a vote sufficient without counting the vote of the common director(s), or if the contract or transaction is just and reasonable as to the corporation at the time it is authorized, approved or ratified.

Section 8. Restriction on Interested Directors. Not more than forty-nine percent (49%) of the persons serving on the Board of Directors at any time may be interested persons. An interested person is (1) any person currently being compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (2) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person. However, any violation of the provisions of this section shall not affect the validity or enforceability of any transaction entered into by the corporation.

Section 9. Indemnification. To the fullest extent permitted by law, this corporation shall indemnify its “agents”, as described in the Law, including its directors, officers, employees, and volunteers, and including persons formerly occupying any such position, and their heirs, executors, and administrators, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding, “ as that term is used in the Law, and including an action by or in the right of the corporation, by reason of the fact that the person is or was a person described in that Section. “Expenses” shall have the same meaning as in said Section. Such right of indemnification shall not be

deemed exclusive of any other rights to which such persons may be entitled apart from this Article VIII, Section 9.

To the fullest extent permitted by law and except as otherwise determined by the Board in a specific instance, expenses incurred by a person seeking indemnification in defending any “proceeding” shall be advanced by the corporation before final disposition of the proceeding upon receipt by the corporation of an undertaking by or on behalf of that person to repay such amount unless it is ultimately determined that the person is entitled to be indemnified by the corporation for those expenses.

The corporation shall have power to purchase and maintain insurance to the fullest extent permitted by law on behalf of any agent of the corporation, against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, or to give other indemnification to the extent permitted by law.

ARTICLE IX: COMMITTEES

Section 1. Committees of Directors. The Board of Directors may, by resolution adopted by a majority of the directors then in office, provided that a quorum is present, designate one or more committees to exercise all or a portion of the authority of the Board, to the extent of the powers specifically delegated in the resolution of the Board or in these bylaws. Each such committee shall consist of two (2) or more directors, and may also include persons who are not on the Board, to serve at the pleasure of the Board. The Board may designate one or more alternate members of any committee, who may replace any absent member at any meeting of the committee. The appointment of members or alternate members of a committee requires the vote of a majority of the directors then in office, provided that a quorum is present. The Board of Directors may also designate one or more advisory committees that do not have the authority of the Board. However, no committee, regardless of Board resolution, may:

- (a) Approve any action that, under the Law, would also require the affirmative vote of the members if this were a membership corporation.
- (b) Fill vacancies on, or remove the members of, the Board of Directors or in any committee that has the authority of the Board.

- (c) Fix compensation of the directors for serving on the Board or on any committee.
 - (d) Amend or repeal the Articles of Incorporation or bylaws or adopt new bylaws.
 - (e) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or repealable.
 - (f) Appoint any other committees of the Board of Directors or their members.
 - (g) Approve a plan of merger; consolidation; voluntary dissolution; bankruptcy or reorganization; or for the sale, lease, or exchange of all or substantially all of the property and assets of the corporation otherwise than in the usual and regular course of its business; or revoke any such plan.
 - (h) Approve any self-dealing transaction, except as provided by the Law.
- No committee shall bind the corporation in a contract or agreement or expend corporate funds, unless authorized to do so by the Board of Directors.

Section 2. Meetings and Actions of Committees. Meetings and actions of all committees shall be governed by, and held and taken in accordance with, the provisions of Article VII of these bylaws, concerning meetings and actions of directors, with such changes in the context of those bylaws as are necessary to substitute the committee and its members for the Board of Directors and its members, except that the time for regular meetings of committees may be determined either by resolution of the Board of Directors or by resolution of the committee. Special meetings of committees may also be called by resolution of the Board of Directors. Notice of special meetings of committees shall also be given to any and all alternate members, who shall have the right to attend all meetings of the committee. Minutes shall be kept of each meeting of any committee and shall be filed with the corporate records. The Board of Directors may adopt rules not inconsistent with the provisions of these bylaws for the government of any committee.

Section 3. Executive Committee. Pursuant to Article IX, Section 1, the Board may appoint an Executive Committee composed of three (3) or more directors, one of whom shall be the chairperson of the Board [**OR consisting of the chairperson of the Board, the vice chairperson, the secretary, and the treasurer**], to serve as the Executive Committee of the Board. The Executive Committee, unless limited in a resolution of the Board, shall have and may exercise all the authority of the Board in the management of the business and affairs of the corporation between meetings of the Board; provided, however, that the Executive Committee shall not

have the authority of the Board in reference to those matters enumerated in Article IX, Section 1. The secretary of the corporation shall send to each director a summary report of the business conducted at any meeting of the Executive Committee.

Section 4. Audit Committee. The Board shall appoint an Audit Committee. Notwithstanding Article IX, Section 1, which shall otherwise govern the committee's operations, the committee may be comprised of one or more persons and may include persons other than directors of the corporation.

The membership of the Audit Committee shall not include the following persons;

- (a) The chairperson of the Board;
- (b) The treasurer of the corporation;
- (c) Any employee of the corporation; or
- (d) Any person with a material financial interest in any entity doing business with the corporation.

In the event that the Board appoints a Finance Committee, members of the Finance Committee must constitute less than one-half of the membership of the Audit Committee and the Chair of the Finance Committee shall not serve on the Audit Committee.

The Audit Committee shall make recommendations to the Board of Directors regarding the hiring and termination of an auditor, who shall be an independent certified public accountant, and may be authorized by the Board to negotiate the auditor's salary.

The Audit Committee shall confer with the auditor to satisfy its members that the corporation's financial affairs are in order, and shall review and determine whether to accept the audit.

In the event that the auditor's firm provides non-audit services to the corporation, the Audit Committee shall ensure that the auditor's firm adheres to the standards for auditor independence set forth in the latest revision of the Government Auditing Standards published by the Comptroller General of the United States, or any standards promulgated by the Attorney General of Indiana.

ARTICLE X: OFFICERS

Section 1. Officers. The officers of the corporation shall consist of a chairperson, vice chairperson, president (**Chief Executive Officer and Executive Director**), secretary and treasurer (**Chief Financial Officer**), and such other officers as the Board may designate by resolution. The same person may hold any number of offices, except that neither the secretary nor the treasurer may serve concurrently as the chairperson of the Board or the president. In addition to the duties specified in this Article X, officers shall perform all other duties customarily incident to their office and such other duties as may be required by law, by the Articles of Incorporation, or by these bylaws, subject to control of the Board of Directors, and shall perform such additional duties as the Board of Directors shall from time to time assign.

The officers shall be chosen by the Board at its annual meeting, and shall serve at the pleasure of the Board, subject to the rights, if any, of any officer under any contract of employment. Without prejudice to any rights of an officer under any contract of employment, any officer may be removed with or without cause by the Board. Any officer may resign at any time by giving written notice to the Board of Directors, the chairperson of the Board, the president, or the secretary of the corporation, without prejudice, however, to the rights, if any, of the corporation under any contract to which such officer is a party. Any resignation shall take effect on the date of the receipt of such notice or at any later time specified in the resignation; and, unless otherwise specified in the resignation, the acceptance of the resignation shall not be necessary to make it effective. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for regular appointments to that office. The compensation, if any, of the officers shall be fixed or determined by resolution of the Board of Directors.

Section 2. Chairperson of the Board. The chairperson of the Board shall, when present, preside at all meetings of the Board of Directors and Executive Committee. The chairperson is authorized to execute in the name of the corporation all contracts and other documents authorized either generally or specifically by the Board to be executed by the corporation, except when by law the signature of the president is required.

Section 3. Vice Chairperson of the Board. The vice chairperson shall, in the absence of the chairperson, or in the event of his or her inability or refusal to act, perform all the duties of the chairperson, and when so acting shall have all the powers of, and be subject to all the restrictions on, the chairperson.

Section 4. President (Chief Executive Officer and Executive Director). Subject to the control, advice and consent of the Board of Directors, the president shall, in general, supervise and conduct the activities and operations of the corporation, shall keep the Board of Directors fully informed and shall freely consult with them concerning the activities of the corporation, and shall see that all orders and resolutions of the Board are carried into effect. Where appropriate, the Board of Directors shall place the president under a contract of employment. The president shall be empowered to act, speak for, or otherwise represent the corporation between meetings of the Board. The president shall be responsible for the hiring and firing of all personnel, and shall be responsible for keeping the Board informed at all times of staff performance and for implementing any personnel policies adopted by the Board. The president is authorized to contract, receive, deposit, disburse, and account for funds of the corporation; to execute in the name of the corporation all contracts and other documents authorized either generally or specifically by the Board to be executed by the corporation; and to negotiate all material business transactions of the corporation.

Section 5. Secretary. The secretary, or his or her designee, shall be custodian of all records and documents of the corporation which are to be kept at the principal office of the corporation, shall act as secretary of all the meetings of the Board of Directors, and shall keep the minutes of all such meetings in books proposed for that purpose. He or she shall attend to the giving and serving of all notices of the corporation, and shall see that the seal of the corporation is affixed to all documents, the execution of which on behalf of the corporation under its seal is duly authorized in accordance with the provisions of these bylaws.

Section 6. Treasurer. The treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements.

The treasurer shall deposit or cause to be deposited all moneys and other valuables in the name and to the credit of the corporation with such depositories as may be designated by the Board of Directors. The treasurer shall disburse or cause to be disbursed the funds of the corporation as may be ordered by the Board of Directors, and shall render to the chairperson, president and directors, whenever they request it, an account of all of the treasurer's transactions as treasurer and of the financial condition of the corporation.

If required by the Board of Directors, the treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board for faithful performance of the duties of the treasurer's office and for restoration to the corporation of all its books, papers, vouchers, money and other property of every kind in the treasurer's possession or under the treasurer's control on the treasurer's death, resignation, retirement, or removal from office. The corporation shall pay the cost of such bond.

ARTICLE XI: EXECUTION OF CORPORATE INSTRUMENTS

Section 1. Execution of Corporate Instruments. The Board of Directors may, in its discretion, determine the method and designate the signatory officer or officers or other person or persons, to execute any corporate instrument or document, or to sign the corporate name without limitation, except when otherwise provided by law, and such execution or signature shall be binding upon the corporation.

Unless otherwise specifically determined by the Board of Directors or otherwise required by law, formal contracts of the corporation, promissory notes, deeds of trust, mortgages, and other evidences of indebtedness of the corporation, and other corporate instruments or documents, memberships in other corporations, and certificates of shares of stock owned by the corporation, shall be executed, signed, or endorsed by the chairperson of the Board, vice chairperson of the Board or the president and by the secretary or treasurer or any assistant secretary or assistant treasurer.

All checks and drafts drawn on banks or other depositories on funds to the credit of the corporation, or in special accounts of the corporation, shall be

signed by such person or persons as the Board of Directors shall authorize to do so.

Section 2. Loans and Contracts. No loans or advances shall be contracted on behalf of the corporation and no note or other evidence of indebtedness shall be issued in its name unless and except as the specific transaction is authorized by the Board of Directors. Without the express and specific authorization of the Board, no officer or other agent of the corporation may enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation.

ARTICLE XII: RECORDS AND REPORTS

Section 1. Maintenance and Inspection of Articles and Bylaws. The corporation shall keep at its principal office the original or a copy of its Articles of Incorporation and bylaws as amended to date, which shall be open to inspection by the directors at all reasonable times during office hours.

Section 2. Maintenance and Inspection of Federal Tax Exemption Application and Annual Information Returns. The corporation shall keep at its principal office a copy of its federal tax exemption application and its annual information returns for three years from their date of filing, which shall be open to public inspection and copying to the extent required by law.

Section 3. Maintenance and Inspection of Other Corporate Records. The corporation shall keep adequate and correct books and records of accounts, and written minutes of the proceedings of the Board and committees of the Board. All such records shall be kept at such place or places designated by the Board of Directors, or, in the absence of such designation, at the principal office of the corporation. The minutes shall be kept in written or typed form, and other books and records shall be kept either in written or typed form or in any other form capable of being converted into written, typed, or printed form. Upon leaving office, each officer, employee, or agent of the corporation shall turn over to his or her successor or the chairperson or president, in good order, such corporate monies, books, records, minutes, lists, documents, contracts or other property of the corporation as have been in the custody of such officer, employee, or agent during his or her term of office.

Every director shall have the absolute right at any reasonable time to inspect all books, records, and documents of every kind and the physical properties of the corporation and each of its subsidiary corporations. The inspection may be made in person or by an agent or attorney, and shall include the right to copy and make extracts of documents.

Section 4. Preparation of Annual Financial Statements. The corporation shall prepare annual financial statements using generally accepted accounting principles. Such statements shall be audited by an independent certified public accountant, in conformity with generally accepted accounting standards, under supervision of the Audit Committee established by these bylaws. The corporation shall make these financial statements available to the Indiana Attorney General and members of the public for inspection no later than nine (9) months after the close of the fiscal year to which the statements relate.

Section 5. Reports. The Board shall cause an annual report to be sent to all directors, within 120 days after the end of the corporation's fiscal year, containing the following information:

- (a) The assets and liabilities, including the trust funds, of this corporation at the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;
- (c) The revenues or receipts of this corporation, both unrestricted and restricted for particular purposes, for the fiscal year;
- (d) The expenses or disbursements of this corporation for both general and restricted purposes during the fiscal year; and
- (e) The information required by the Law concerning certain self dealing transactions involving more than \$50,000 or indemnifications involving more than \$10,000 which took place during the fiscal year.

The report shall be accompanied by any pertinent report of independent accountants, or, if there is no such report, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

ARTICLE XIII: FISCAL YEAR

The fiscal year for this corporation shall begin on January 1st and shall end on December 31st.

ARTICLE XIV: AMENDMENTS AND REVISIONS

These bylaws may be adopted, amended or repealed by the vote of a majority of the directors then in office. Such action is authorized only at a duly called and held meeting of the Board of Directors for which written notice of such meeting, setting forth the proposed bylaw revisions with explanations therefore, is given in accordance with these bylaws, unless such notice is waived in accordance with these bylaws. If any provision of these bylaws requires the vote of a larger proportion of the Board than is otherwise required by law, that provision may not be altered, amended, or repealed except by that greater vote.

ARTICLE XV: CORPORATE SEAL

The Board of Directors may adopt, use, and alter a corporate seal. The seal shall be kept at the principal office of the corporation. Failure to affix the seal to any corporate instrument, however, shall not affect the validity of that instrument.

ARTICLE XVI: NON-DISCRIMINATION

The corporation shall not, either in its operation or the delivery of services, discriminate on the basis of race with respect to those served by the corporation, and shall adhere to EEOC guidelines and best practices regarding non-discriminatory hiring and promotion practices.

ARTICLE XVI: CONSTRUCTION AND DEFINITIONS

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Indiana Nonprofit Corporation Act of 1991 as amended from time to time shall govern the construction of these bylaws. Without limiting the generality of the foregoing, the masculine gender includes the feminine and neuter, the singular number includes the plural and the plural number includes the singular, and the term "person" includes a corporation as well as a natural person. If any competent court of law shall deem any portion of these bylaws invalid or inoperative, then so far as is reasonable and possible (i) the remainder of these bylaws shall be considered valid and operative, and (ii) effect shall be given to the intent manifested by the portion deemed invalid or inoperative.

CERTIFICATE

I, the undersigned, certify that the above bylaws, consisting of 22 pages, are the bylaws of this corporation as duly adopted by the then existing Board of Directors on December 5, 2014, and that they have not been amended or modified since that date.

Executed on December 5, 2014, at Indianapolis, Indiana.



Gregory P. Gadson, Secretary

HIM BY HER FOUNDATION, INC.

HIM BY HER COLLEGIATE SCHOOL FOR THE ARTS

REVISED GENERAL CHARTER SCHOOL GOVERNANCE GUIDELINES

This document summarizes the general guidelines HIM By HER Foundation, Inc. (HBHF) will follow for the governance of the HIM By HER Collegiate School for the Arts (HBHCSA) charter school, contingent upon the receipt of a charter from a charter authorizer.

PREAMBLE

WHEREAS HIM By HER Foundation, Inc. (HBHF) is a not-for-profit corporation incorporated under the laws of the State of Indiana and also has tax-exempt status pursuant to 26 U.S.C. § 501(c)(3);

WHEREAS HBHF's mission and activities include improving the lives of underserved and at-risk youth and families through its programs and collaborations, including education programs;

WHEREAS HBHF endeavors to operate a charter school and seeks a charter from a charter authorizer in furtherance of its education goals;

WHEREAS HBHF desires to have proper oversight and accountability for the management, administration and operation of the proposed charter school in accordance with all applicable Indiana and Federal laws pertaining to charter schools; and

WHEREAS the members of the Board of Directors as well as key charter school personnel shall abide by the terms of this document;

WITNESSETH

NOW THEREFORE, HIM By HER Foundation, Inc. (HBHF) shall operate a charter school in the name of HIM By HER Collegiate School for the Arts (HBHCSA) and shall carry out the governing function and oversight of HBHCSA, which charter school, if approved, shall be located in Indianapolis, Indiana, and initially contain school grades Kindergarten through 5th Grade and expand within five years to Kindergarten through 8th Grade, and planned to open in the Fall of 2020. The Board shall meet all of its governing requirements under law in overseeing the Charter School.

1. Relevant Governing Board Duties and Obligations.

1.1. Governance. The Board of Directors (or "Governing Board" for public purposes) has the ultimate responsibility for establishing the school's budget and determining its curriculum pursuant to applicable Indiana State Law. The Governing Board shall be responsible for the oversight, but not the day-to-day management, of the HIM By HER Collegiate School for the Arts ("HBHCSA" or "the School"). The Governing Board's

oversight responsibilities shall include those charter school oversight responsibilities as is required by the Charter School laws. The Governing Board meetings shall be open to the public and shall be held regularly but shall not be held less than quarterly in frequency upon the beginning of the operation of the Charter School, and notice of said meetings shall be provided to the public consistent with the relevant public access laws. The Board shall comply with all of the provisions of applicable law including, but not limited to, those regulating access to equal educational opportunities, open meeting laws, the Board's own by-laws, and freedom of information laws. The Governing Board shall carry out its duties under this Agreement in such a manner as to minimize disruption to the orderly functioning and administration of the School.

1.2. Appointment. In its dealings with the public and third parties, the Governing Board shall represent that it is authorized by law on behalf of HIM By HER Foundation, Inc. (HBHF) to contract with private or public persons or entities for any product, service or matter in furtherance of the operation of the School, including but not limited to functions of the School and portions of educational management services as the Governing Board sees fit.

1.3. Maintenance of Charter. The Governing Board has the obligation to ensure compliance with the provisions of and maintenance of the charter ("Charter") granted by a charter authorizer, for establishment of an independent Public Charter School ("the School"), in accordance with all Indiana Charter School laws and regulations (hereinafter the "Charter School Law") and in accordance with all other applicable federal and state laws.

1.4. Communication with the HBHF Board. The Governing Board has the obligation to comply with the provisions of and maintain the Charter granted by a charter authorizer for establishment of the School. The Governing Board shall do and cause to be done all things necessary to ensure that all conditions imposed by the charter authorizer in connection with the grant of the Charter are fulfilled at all times. If the HBHF Board is notified by the State of Indiana, the charter authorizer or any other governmental authority, or by any other person or entity that it may be in violation of the Charter School Law or any other applicable law or regulation, the Governing Board shall take whatever action it deems necessary and appropriate to:

1.4.1. Determine if a claimed violation in fact exists; and

1.4.2. If a violation is determined to exist, the Governing Board must take whatever actions it deems necessary to correct the violation and return to full compliance; or if it is determined that no such violation exists, take whatever actions it deems necessary and appropriate to contest the claimed violation; and

1.4.3. Upon notice of purported violation as described above, the Governing Board shall take steps to rectify the purported violation by whatever reasonable means are necessary and appropriate.

1.4.4. The Governing Board shall prepare any response to the appropriate governmental authority or other person or entity alleging any violation of law in connection with the operation of the School.

1.5. Evaluation of the School. The Governing Board shall review the progress of School in educating the children in accordance with the School's Accountability Plan. The Governing Board shall if appropriate engage a third-party to perform evaluation of the School in reaching the School's goals and the reaching the Accountability Plan goals and any other criteria established by the Governing Board. Evaluations shall be conducted annually or at such other times more frequent as the Governing Board decides is necessary.

1.6. Student Enrollment. The Governing Board and the School shall work cooperatively in recruiting and admitting students to the School, subject to the Charter School Law, School Policies, and any and all other applicable federal and state laws and regulations. Students shall be admitted to the School as determined pursuant to policies established by the Governing Board in close consultation with School management. The School management shall be responsible for administering the School's recruitment, retention, admissions, lottery, and enrollment processes in accordance with the policies established by the Governing Board, the Charter School Law, and any and all other applicable federal and state laws and regulations.

1.7. Legal Status and Tax Status. The School is a public charter school established by a charter issued by a charter authorizer. The Governing Board has a fiduciary duty to the School to carry out the best interests of the School and is responsible to public for the proper governance of the School.

1.8. Physical Space. The HBHF Board shall be responsible for finding and acquiring occupancy rights in the physical spaces where the School will operate, and for ensuring the physical spaces will be ready for occupancy at least three weeks prior to the first day of school. The Governing Board shall be responsible for all construction, health and safety laws. All costs incurred in locating facilities, including but not limited to surveying, engineering, renovation, consultant costs, and initial lease payments, shall be paid from funds allocated in the Start-Up Budget, and additional lease payments (if any) shall be part of the Operating Budget. The Governing Board shall delegate to the School leadership the management of such real estate. The Governing Board must approve in writing all decisions related to the acquisition, remodeling and maintenance of the facilities. The School leadership is responsible for developing and implementing a policy, subject to Governing Board approval, for determining who has access to the building, including who has keys to the building, regardless of who signs the lease or owns the property.

1.9. Name of the School. The name of the School shall be "HIM By HER Collegiate School for the Arts."

1.10. Governing Board Training. Prior to the opening of the school, all Governing Board members shall participate in governing board training with a governing board trainer or program. The cost of such training shall be a Start-Up Budget item. All Governing Board

members shall participate in governing board training each year the School is open as well as a Governing Board self evaluation in relation to Charter School Governing Board best practices. The cost of such training shall be a budget item.

2. Duties and Obligations of the School Leadership.

“School Leadership” shall mean the School Principal and those acting as agents of the School Principal, and the Director and those acting as agents of the Director. Consistent with the obligations of a Governing Board under the Charter School Law, School Policies and any and all applicable federal and state laws and regulations, the School Leadership shall have the following duties and obligations in connection with the operation of the School and education of the children enrolled as students in the School.

2.1. Duties and Obligation to Manage School.

2.1.1. The Governing Board shall authorize the School Leadership to undertake the functions necessary to cause the School to operate in a manner consistent with the Charter and the Governing Board bylaws, it being understood that, at all times, the School and the School Leadership remain accountable and subject to the oversight of the Governing Board as provided by law. The Governing Board also authorizes the School Leadership to take such other actions which are necessary in the School Leadership’s good faith and reasonable judgment to properly and efficiently manage or operate the School, provided such actions are consistent with the Charter, policies of the Governing Board, applicable laws, and the annual School budget approved by the Governing Board. The School and the Governing Board shall ensure that the School and School Leadership have all power and authority necessary to carry out the duties of operating the School. These duties shall include:

- (a) Implementation of the education program and program of instruction, inclusive of all special education and English language learner program requirements;
- (b) Development and administration of the School’s curriculum and determination of the applicable grade levels and subjects;
- (c) Selection, hiring and performance review of all personnel, and payroll functions on behalf of the Governing Board. The Governing Board shall have the authority to hire the School Principal and the School Operations Manager, who shall report to the School Principal;
- (d) Professional development for directors, instructional personnel, and other administrative staff;
- (e) Maintenance and operation of the School facilities;
- (f) Management and administration of the School, its staff, facilities, and programs;

(g) Management and administration of all extra-curricular programming, including but not limited to before and after school care and programs, implemented in connection with the School;

(h) Management and oversight of all required reports to be presented to the Governing Board; and

(i) Administration and oversight of improvement to the facility necessary for the implementation of its program.

2.1.2. Any contracting or subcontracting with the School by third parties shall be with the approval of the Governing Board and shall be in accordance with State laws and regulations where appropriate. Such services subject to the approval of the Governing Board include, but are not limited to:

- Food and transportation;
- Custodial services, supplies and equipment;
- Special education services; and
- Any other services as consented to by the Governing Board that the School deems reasonable and necessary to achieve the goals of the Governing Board, including but not limited to nursing, after-school programs, security, drafting requests for proposals, and drafting grant applications.

2.2. Student Outcomes. The School Leadership shall provide to the Governing Board the reports set forth in 2.3. for the Governing Board's review and approval and shall set student standards for performance which shall meet or exceed the minimum standards established by the Accountability Plan, the Charter School Law, School Policies, and any and all other applicable federal and state laws and regulations. The School Principal shall lead the School in its efforts to meet annually agreed upon standards for performance which shall provide for:

- Full compliance with the Charter School Law, the methods and philosophy as set forth in the Charter, School Policies, and any other applicable law or regulation.
- Student testing in the first month of school using a nationally recognized norm-reference test to establish a benchmark. Students will be tested again in spring, using another form of the same test, to determine their improvement during the year and whether goals established by the Governing Board are being reached.
- Student proficiency in essential concepts per subject. Through established testing timelines, testing, as needed, as well as final exams at the end of each term, students will display proficient understanding of essential subject material as defined by the School curriculum.

2.3.Reporting by the School.

2.3.1. The School shall submit an annual report to the Governing Board, before the beginning of the new academic year, reporting its progress towards attaining student outcomes.

2.3.2. The School shall provide to the Governing Board on a quarterly basis a budget analysis showing budget versus actual comparisons in the same format as the budget. In consultation with the School Leadership, the Governing Board shall engage an independent audit firm to complete the annual audit, in accordance with Generally Accepted Accounting Principles (“GAAP”), and the School shall comply with all reasonable requests. The cost of the audit shall be a budget item. All financial reports provided or prepared by the School will follow GAAP and comply with the Governing Board’s prescribed format (if any).

2.3.3. The School shall provide full opportunity for the Governing Board to observe the School processes, review curriculum, review appropriate data, and meet and confer with designated School personnel.

2.3.4. The School Leadership shall make regular reports to the Governing Board at least as frequent as the Governing Board regular meetings, and at any other times established by the Governing Board.

2.4.Fees. Fees may only be charged to students in accordance with applicable provisions of the Charter School Law, School Policies, and any other applicable federal or state laws or regulations.

2.5. Insurance.

2.5.1. The Governing Board undertakes to maintain insurance necessary to protect the interest of the School and other interested parties and shall provide the necessary resources for such insurance.

2.6. Charter with Authorizer. Neither the Governing Board nor the School will act, or fail to act, in a manner that will cause HBHF to be in breach of its Charter with the charter authorizer.

3. Budget and Funding.

3.1. Budget. All revenues generated by or received by the School will serve to fund the operation of the School. At least two months prior to the new academic year, or such other date if required by law, the School Leadership shall prepare and present to the Governing Board for its approval, a detailed recommended operating budget and capital outlay budget for the next fiscal year (the “Proposed Budget”). The Proposed Budget shall show each area of expenditure as a separate line item, including funds allocated for use by

the Governing Board for legal fees, and incidental Governing Board administrative expenses (“Governing Board Expenses”), and fees allocated for Governing Board Expenses shall not exceed \$50 per student. The Governing Board shall review the Proposed Budget with the School Leadership and shall provide the School Leadership with the Governing Board’s comments, in writing, within a reasonable period of time. The Governing Board has the authority to approve the Budget and shall approve an acceptable budget in a timely manner.

3.1.1. Start-Up Costs. The School Leadership will submit to the Governing Board a budget for the anticipated pre-opening expenses, including a contingency amount in order to take into account any extraordinary additional expenses. The School Leadership will obtain the consent of the Governing Board in advance for unbudgeted expenses exceeding 5% of the total Start-Up Budget.

3.1.2. Gaps in State Funding. In the event that there is a gap between Per Pupil Tuition Funding from the State and expenses incurred by the School due to the Per Pupil Tuition Funding cycle set by the State (i.e. Tuition Funding is not received on the first day of each month or the first day of each quarter), the Governing Board through resources allocated to it is responsible for covering the gap either using the budget reserve, raising additional funds or with a line of credit. All loans to the School must be evidenced by supporting appropriate documentation.

3.2 Funding and Spending. All funds received in connection with the School, including per pupil funding, shall be deposited in the School’s bank account, which shall be separate from other HBHF accounts. The School bank account funds may not be comingled with any other HBHF funds. Expenditures from the School’s bank account shall be made only in accordance with the Budget (as it may be modified from time to time) and upon approval in writing by the School Principal or Operations Manager (or Director of Operations) or the Business Manager to whom the Director may delegate this responsibility. The Governing Board may require that two agents of the School sign all checks to be valid, and shall determine which two persons, either by generic position or specific name, shall have authority to sign checks written on the School’s bank account.

The Governing Board and the School shall collaborate to seek funding outside of per-pupil funding where appropriate. The Governing Board shall coordinate with the School before applying for outside funding to ensure that such funding is in line with the School’s mission and goals. The School Leadership may make recommendations to the Governing Board regarding the proposed use of outside funding consistent with mission of the School.

All funds expended must be in the best interest of the School and in accordance with all applicable local, state and federal law.

Per pupil tuition funding for the School shall go directly to the operation of the school and shall not be used to fund afterschool programs.

4. Employees.

4.1. Teachers and Staff. The Governing Board shall delegate all personnel functions to the School Leadership, including, save the positions of School Principal and Operations Manager (and eventually Director of Operations), selecting, hiring, training, managing, reviewing, and terminating all staff associated with the School, including without limitation its teachers and all administrative and support staff, establishing personnel policies and procedures, and determining teacher and staff compensation, with Governing Board approval. The Governing Board may for good cause overrule personnel decisions of the School Leadership. The School Leadership shall determine the number of teachers and the number of support staff required for the operation of the School pursuant to the Charter. The School Leadership shall select and hire such teachers, at their discretion, qualified in the grade levels and subjects required, and support staff as are needed to carry out the mission and curriculum of the School. Such teachers and support staff may, at the discretion of the School Leadership, work at the School on a full or part time basis. All teachers and staff shall have undergone a criminal background check and an unprofessional conduct check, if applicable, as required by Charter School Law and other applicable state and federal laws.

4.2. Training. All School personnel shall receive such training as is reasonable and necessary under the circumstances, or as required by Charter School Law. Expenses for training and seminars, including travel and lodging, related to the School shall be a budget item.

5. Property Ownership.

5.1. With respect to property acquisitions, the Governing Board has an obligation to act in the best interest of the School. All property purchased through the operating Budget with Per Pupil Tuition funds the Governing Board may receive pursuant to the Charter School Law shall remain the property of the Charter School to the extent consistent with the law.

5.2. All contracts, whether with public or private entities, shall be entered into whenever possible in the name of the HIM By HER Foundation or School, as appropriate. Contracts shall not ordinarily extend beyond the term of the charter.

5.3. All property owned personally and/or individually by the teachers, administrative and support staff shall remain the property of the individual teachers and staff.

6. Non-Discrimination.

The Governing Board and the School shall comply with all applicable federal and state statutes, rules, regulations and orders dealing with discrimination.

7. Student and Financial Records.

All financial records and educational records, including student records, are records of the Governing Board and shall be kept on-site or electronically accessible on-site at or by the School

and be available, subject to any and all applicable laws, for authorized inspection, pursuant to local, state and federal law, upon reasonable request. Such records are subject to the provisions of the Family Educational Rights and Privacy Act (“FERPA”) and the applicable state Freedom of Information and/or Open Records Act.

8. Additional Directives.

The Governing Board shall be responsible for allocating sufficient resources to the School to do and accomplish the following: 1) the development or purchase of a compliant school curriculum aligned with the School's mission, and for revisions as needed; 2) professional development of School personnel; 3) compensate School personnel; 4) the Information Technology (IT) resource needs of the School by approving IT vendors, IT vendor contracts and Requests for Proposals (RFPs); and 5) the routine facility security, upkeep and maintenance, and works with Management to develop facility security plans, and major facility improvements and repairs.

The Governing Board shall be responsible for approving: 1) School performance goals as part of the School Accountability Plan, and in response to receiving performance data from the School, issuing corrective action and commendation edicts to the School; 2) student grade promotion and retention criteria for promotion and retention as outlined in the Student and Family Handbook, also in response to monthly updates from the School Principal regarding projected student promotions and retentions; 3) the Student and Family Handbook; 4) the School budgets and fiscal policies, and oversees and ensures the ongoing financial viability of the School; 5) personnel policies and handbooks, and approves personnel organization and re-organization; 6) contracts for outside Human Resource (HR) service providers as recommended by Management; and 7) contracts either requiring Requests for Proposals (RFPs) or those required because of the dollar amount.

The Governing Board shall also be responsible for: 1) overseeing the construction of new school buildings and sites and improvements to existing school buildings and sites, for the Governing Board’s decision on such matters as part of the duty to provide appropriate premises to the Charter School; 2) receiving and reviewing monthly student assessment data, and reviewing action plans to address academic underperformance; 3) receiving monthly behavior issue documentation (including student suspensions) from the School Principal, including cumulative numbers; 4) overseeing and supporting the School Principal in revising and implementing a Student Recruitment Plan; 5) recruiting, evaluating and hiring the School’s staff, including the School Principal, and establishes compensation for all School executives and staff; 6) supporting the School Principal in community relation endeavors.; 7) with input from School Principal, identifying annual fund raising goals, and maintaining a Development Committee to collaborate with the School Principal to identify donors and grants; and 8) receiving grievances from students and families as well as members of the public that allows grievants to be adequately heard and according to fair procedures established by it for grievances, whether the grievances it receives are original or are appeals from decisions of the School; and 9) resolving or attempting to resolve grievances in a fair and consistent manner consistent with the Student and Families Handbook, as well as what is in the best interest of the School, the grievants, and the community at large.

August 17, 2019

CODE OF CONDUCT AND ETHICS

This Code of Conduct and Ethics that follows is being issued to the board of directors and other covered individuals of the HIM BY HER FOUNDATION, INC (“Foundation”) to confirm the Foundation’s commitment to conduct business in an ethical manner and in full compliance with applicable law. It is the Foundation’s expectation that all covered individuals will read and become familiar with the principles expressed in this statement.

Ethical Conduct

All covered individuals (Foundation directors, employees, officers, contractors, consultants or person that conducts business in the name of Foundation) have an obligation to perform their duties and responsibilities to the best of their abilities, while conducting themselves and managing the business within the framework of accountability, ethics, objectivity and integrity in both words and action.

- **Accountability**

The Foundation expects everyone to take responsibility for what they do and to provide solutions to challenges and honor his/her commitments and promises to the best of his/her abilities and to appropriately acknowledge contributions from other individuals and organizations who help facilitate the Foundation’s goals.

- **Ethics**

Legal and regulatory compliance is not enough. We must also conduct ourselves in an ethical manner in all dealings on the Foundation’s behalf.

- **Objectivity**

Covered individuals are expected to conduct his or herself without bias and base decisions on facts and equal opportunity.

- **Integrity**

We expect the highest standards of behavior and honest and transparent communication internally and externally.

- **Mission**

The Foundation expects all covered individuals to listen to our stakeholders and make all reasonable efforts to satisfy their needs and concerns within the scope of our mission, and to strive for and demonstrate professional respect and responsiveness to constituents, donors and others.

Compliance with Applicable Law

It is the Foundation’s policy to comply with all laws and regulations.

Confidentiality

It is important that the confidentiality of sensitive Foundation information is maintained.

Avoiding Conflicts of Interest

Covered individuals are expected to avoid involvement in outside activities that could (or potentially could) conflict or might adversely affect the covered individual's judgment and objectivity or time spent on the Foundation's mission; or might reasonably be construed by others as such.

Fair Dealing with Suppliers, Contractors and Vendors

It is the Foundation's policy to award orders, contracts and commitments to suppliers or others strictly on the basis of merit (including cost efficiency) without favoritism. All dealings with customers and potential customers must be legal, fair and open.

Covered individuals must not accept any form of "kickback" payment, services, compensation or benefit, either in cash or otherwise, from any supplier or potential supplier to the Foundation. Similarly, covered individuals must not offer or give "kickbacks", under-the-table payments or other similar improper favors to customers or their employees or representatives. All dealings with customers and potential customers must be legal, fair and open.

Gifts and Hospitality

Gifts, commissions, payments, loans, promises of future benefits or other items of value should not be accepted except on the basis that they are occasional, of very small intrinsic value and are unlikely to be perceived as having influenced decision making.

Reporting Violations and Asking Questions

Information coming to the attention of any person about the existence of any situation which may involve a violation of this policy should be promptly reported in writing to the Board of Directors. If you have questions about this policy, you should consult with the Chair of and Counsel to the Board of Directors. The Foundation's "open door" policy gives you the freedom to approach any member of the Board of Directors with ethical questions or concerns without fear of retaliation.

The undersigned, by his/her affixed signature, accept and agree to abide by the Code of Conduct and Ethics.

By 

Printed: Gregory P. Gadson, Esq

If on behalf of an entity and not an individual

Name of Entity: HIM By HER Foundation



ATTACHMENT 12

STATEMENT OF ASSURANCES

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

/Harry C. Dunn, III/

Date

August 21, 2019



ATTACHMENT 13

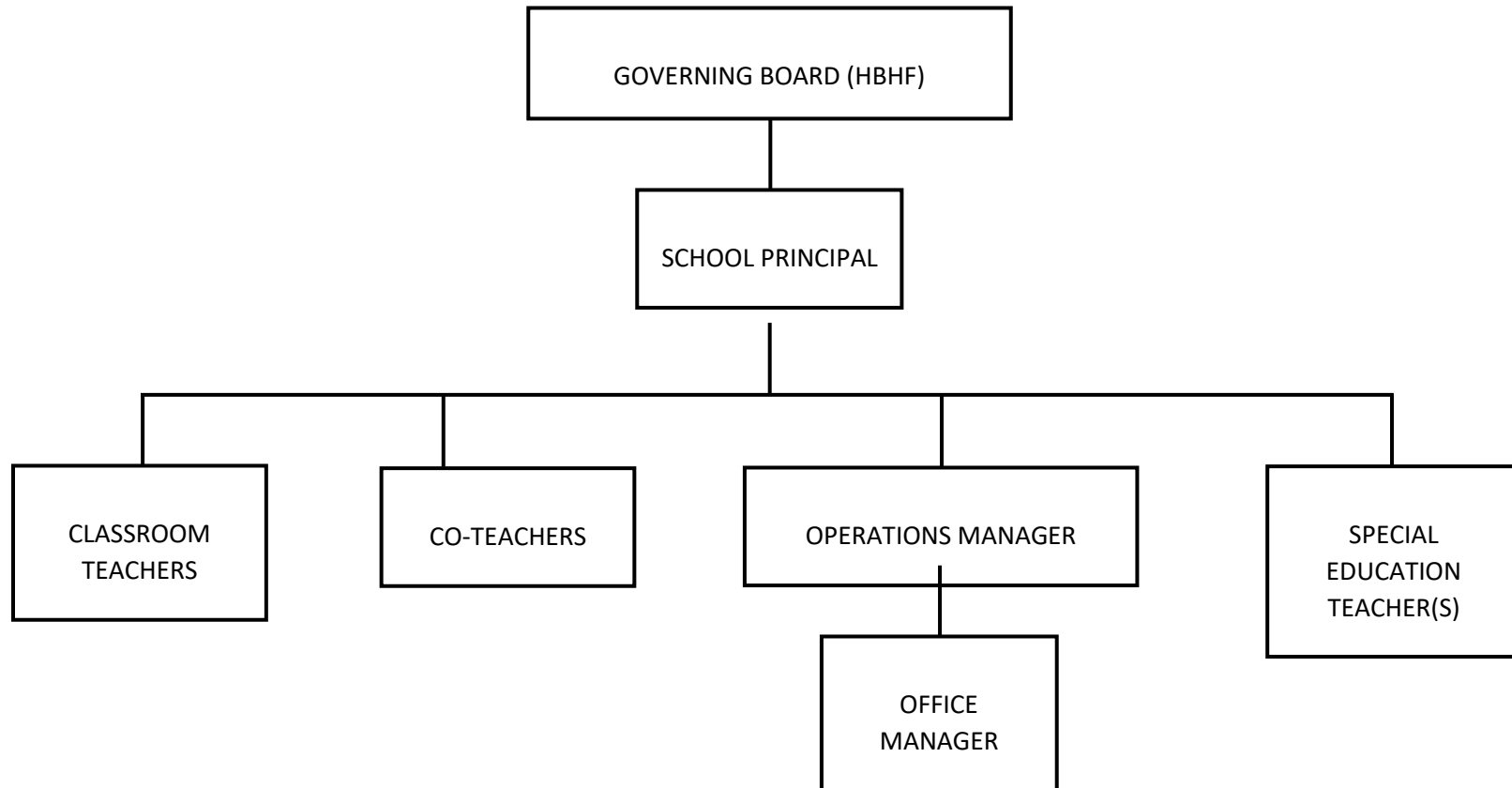
ORGANIZATION CHARTS

ATTACHMENT 13

ORGANIZATION CHARTS

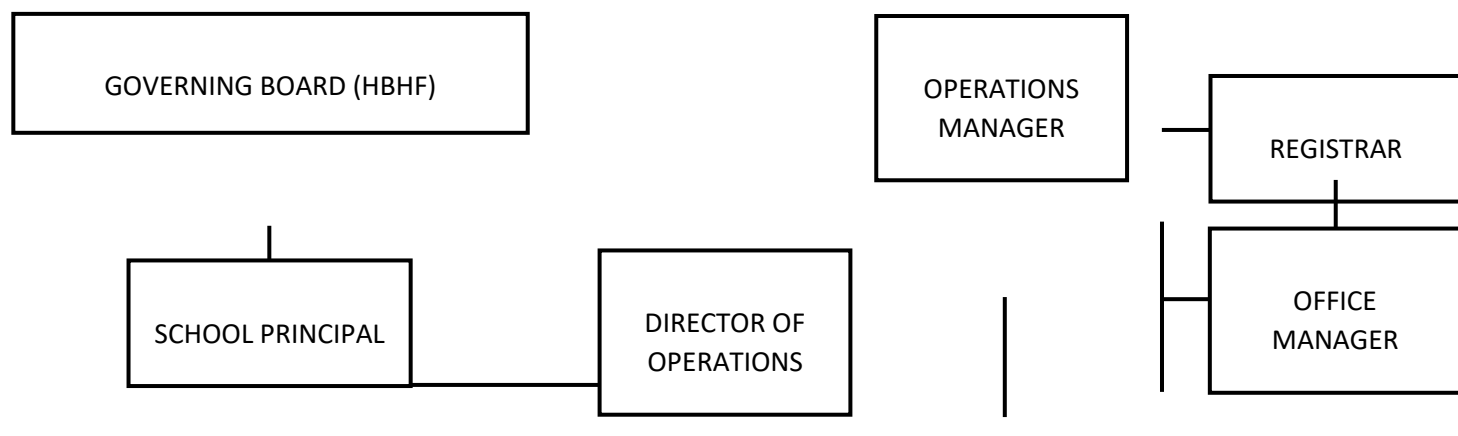
The following pages contain the organization charts for the proposed HIM By HER Collegiate School for the Arts (HBHCSA) during the first year of operation (with Kindergarten through 5th Grade) and during the fifth year of operation (with Kindergarten through 8th Grade), which is at the projected full capacity.

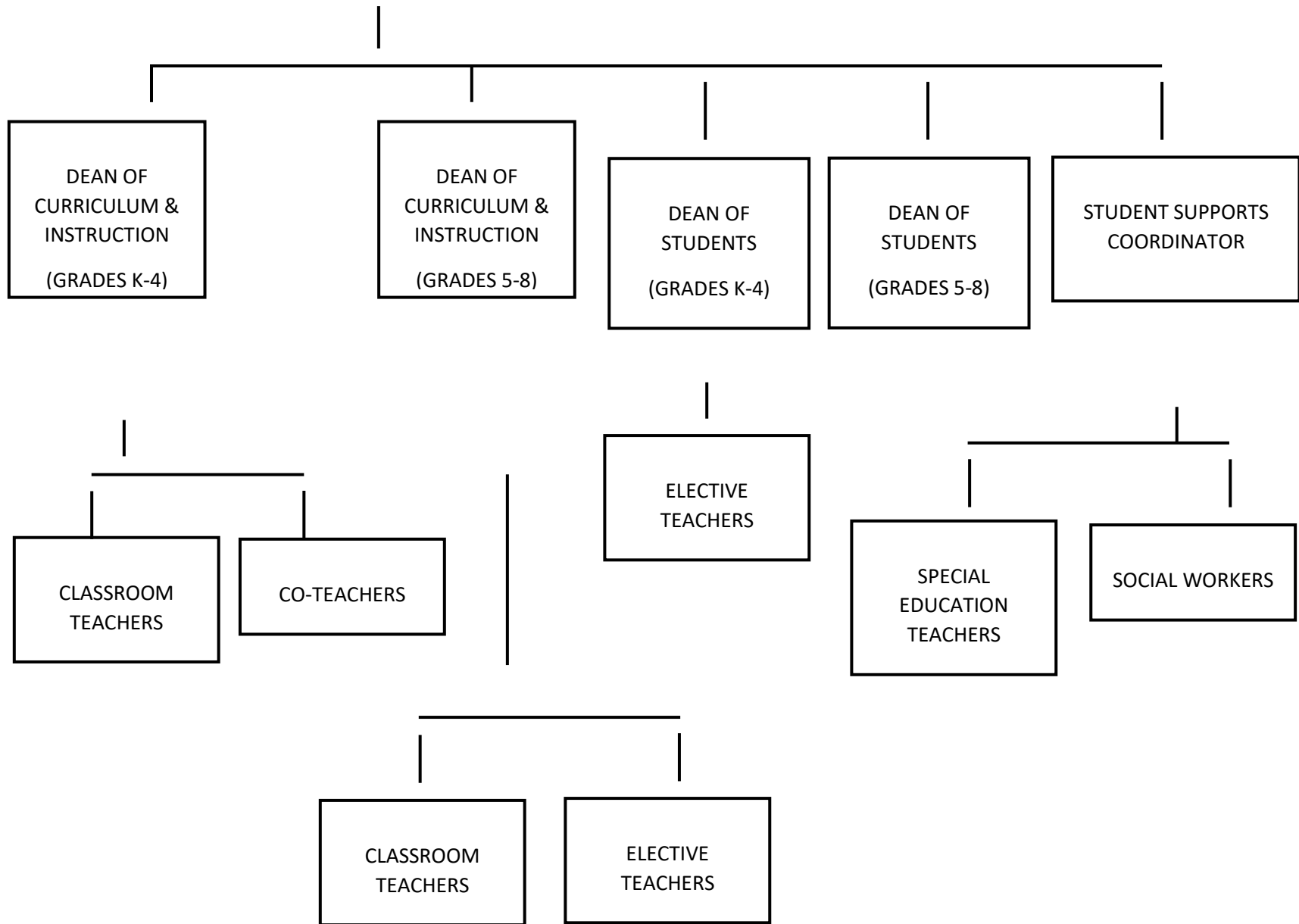
PROPOSED YEAR 1 ORGANIZATIONAL CHART FOR HBHCSA*



* HIM By HER Collegiate School for the Arts

PROPOSED YEAR 5 (FULL CAPACITY) ORGANIZATIONAL CHART FOR HBHCSA*





* HIM By HER Collegiate School for the Arts



ATTACHMENT 13

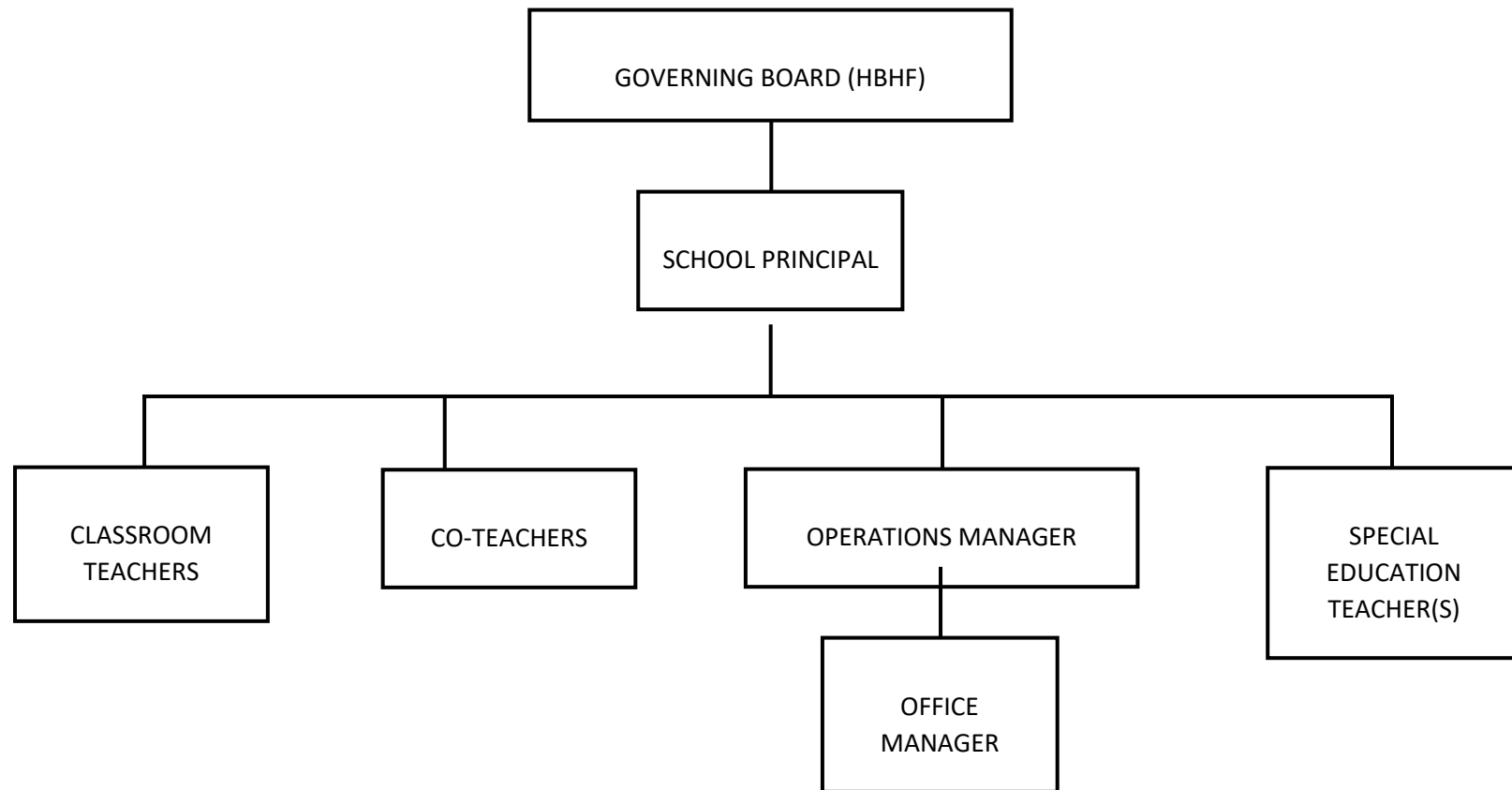
ORGANIZATION CHARTS

ATTACHMENT 13

ORGANIZATION CHARTS

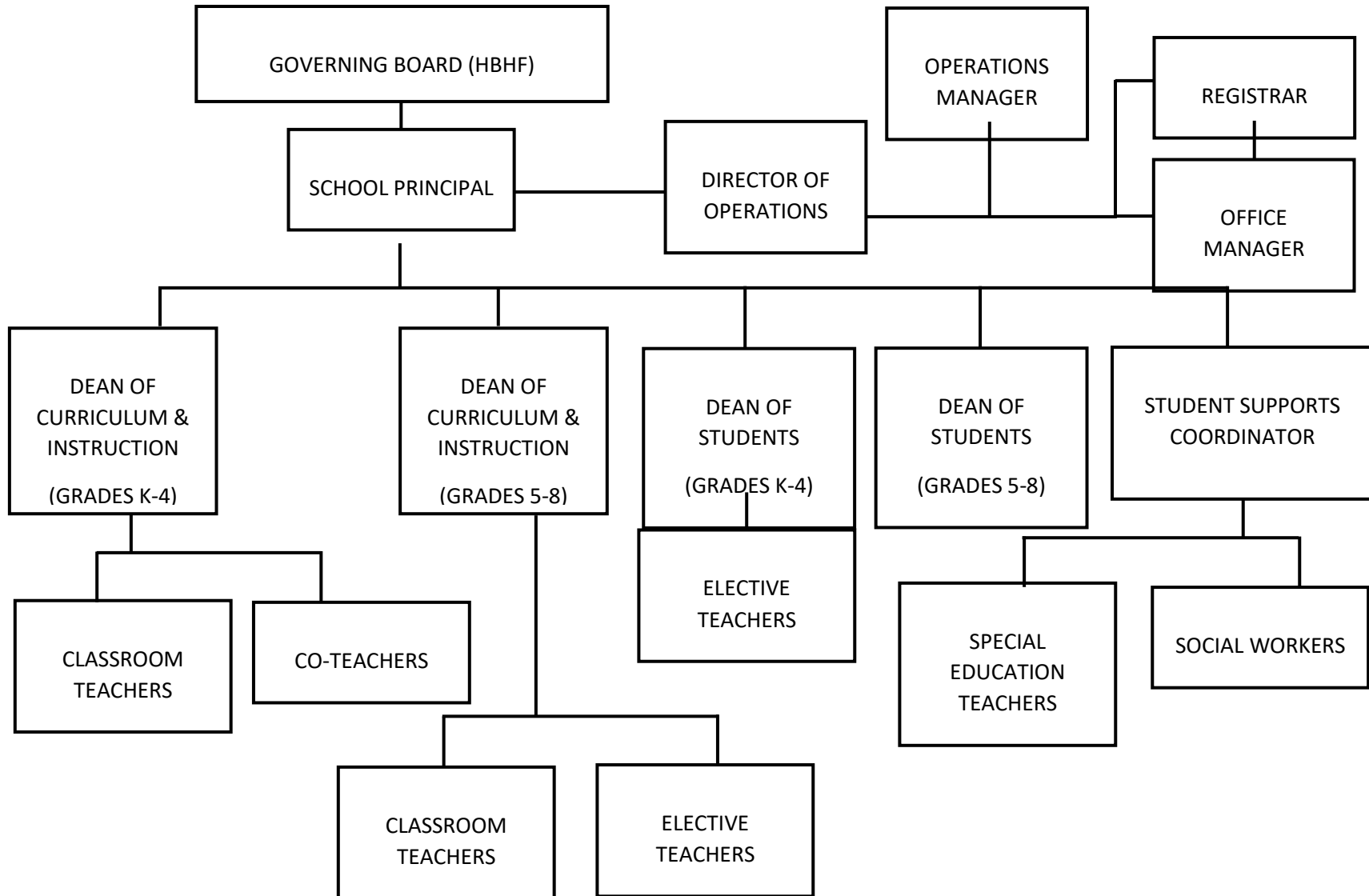
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PROPOSED YEAR 1 ORGANIZATIONAL CHART FOR HBHCSA*



* HIM By HER Collegiate School for the Arts

PROPOSED YEAR 5 (FULL CAPACITY) ORGANIZATIONAL CHART FOR HBHCSA*



* HIM By HER Collegiate School for the Arts



ATTACHMENT 14

CHARTER SCHOOL BOARD MEMBER INFORMATION FORMS

ATTACHMENT 14

CHARTER SCHOOL BOARD MEMBER INFORMATION FORMS

The following documents are the completed and executed “Charter School Board Member Information Forms” of the Board Members of Board of HIM By HER Foundation Inc., which governs the proposed HIM By HER Collegiate School for the Arts charter school.

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:

HIM By HER Collegiate School for the Arts

2. Full name: John Bartlett
Home Address: 5341 Cheviot place 46226
Business Name and Address:

Telephone No.: 317-545-1341
E-mail address:
3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application)
☒ Resume and professional biography are provided.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
☒ Does not apply to me. ☐ Yes
5. Why do you wish to serve on the board of the proposed charter school? **Yes.**
6. What is your understanding of the appropriate role of a public charter school board member? **To participate in school oversight, legal responsibility, approve appropriate budgets and school resources, hire and oversee key school personnel, and strategic planning, and periodically interacting with the public.**
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Leadership skills, served and Chaired the Board of Martin University for 4&6 years,
Serving as a public servant as a State Representative for 12 years

8. Describe the specific knowledge and experience that you would bring to the board. Concepts on how to educate marginalized families and much more...

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
To provide culturally relevant academics appropriately infused with community commitment and character development necessary for college entry and success, and for productive lives in society, and to counteract the "School-to-Prison Pipeline."
2. What is your understanding of the school's proposed educational program? **While meeting State standards and national expectations, it will be culturally relevant to the expected population of often underserved youth, will strategically partner with those to provide important wrap-around services, and will provide innovative afterschool opportunities on the school site.**
3. What do you believe to be the characteristics of a successful school? **Successful leadership, parental and community participation, cultural relevancy, a belief by school leadership, teachers and staff that the target students and population can and will be successful learners and are valuable human beings, high expectations, dealing with students as they are, providing or referring appropriate wrap-around services for students and their families, and others.**
4. How will you know that the school is succeeding (or not) in its mission? **From frequent feedback from key school personnel, parents and the community, achievement testing data, and tracking data of students after leave the school.**

Governance

1. Describe the role that the board will play in the school's operation. **Frequent, formally scheduled meetings for the oversight of the school, receiving frequent progress reports and feedback, providing necessary school resources, voting on such resources and key personnel, and ensuring that the operation is aligned with the school mission and strategic planning.**
2. How will you know if the school is successful at the end of the first year of operation? **By objective achievement data and progress reports, by meeting and sustaining enrollment goals and financial sustainability goals, and by feedback from parents, students and the community at large.**
3. How will you know at the end of four years if the school is successful? **See the response to Question 2, above. In addition, those attributes should follow a positive, upward trend, and the strategic goals set before the first year should be met or substantially met.**
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? **The Board must be actively engaged with the school leadership and the community through regularly-scheduled public meetings, and must be proactive in making sure start-up and long-term plans are being successfully implemented, and must be willing to make prudent changes when needed.**

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? **Such a situation must be brought to the attention of the Board, as Board members must take their ethical and fiduciary obligations seriously. Members will be reminded of the adopted Board policies, and removed if necessary.**

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
x ☐ I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
x ☐ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
x ☐ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
x ☐ I / we do not anticipate conducting any such business. ☐ Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
x ☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☐ I / we do not know any such persons. ☐ Yes
6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
x ☐ N/A ☐ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
x ☐ N/A ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
HIM By HER Collegiate School for the Arts
2. Full name: **Sheryl Lynn Alexander PhD**
Home Address: **3545 Shepperton Blvd., Indianapolis, IN 46228**
Business Name and Address:

Telephone No.: **317-496-8980**
E-mail address: **kappaka55@hotmail.com**
3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application)
x ☐ Resume and professional biography are provided.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
x ☐ Does not apply to me. ☐ Yes
5. Why do you wish to serve on the board of the proposed charter school? **As an educator, I have a wealth of information that I can share with the board in reaching their vision.**
6. What is your understanding of the appropriate role of a public charter school board member? **To participate in school oversight, legal responsibility, approve appropriate budgets in school resources, hire and oversee key school personnel, and strategic planning and periodically interacting with the public.**
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. **I**

have not had previous experience and serving on a school board. What I do have is the experience of being a school principal for 14 years at the elementary and secondary level.

8. Describe the specific knowledge and experience that you would bring to the board.
As an administrator for 14 years in the private and public-school systems I have gained a wealth of knowledge on leadership capabilities and understanding how curriculum needs to be instructed in order to have success with students.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
To provide culturally relevant academics appropriately infused with community commitment and character development necessary for college entry and success, and for productive live in society, and to counteract the "School-to-Prison Pike-line"
2. What is your understanding of the school's proposed educational program?
While meeting state standards and national expectations, it will be culturally relevant to the expected population of often underserved you, while strategically partner with goals to provide important wrap-around services, and will provide innovative afterschool opportunities school site.
3. What do you believe to be the characteristics of a successful school?
Will leadership, participation, cultural relevancy, a belief by school leadership, teachers and staff that the target students and population can and will be successful learners and are valuable human beings, high expectations, dealing with students as they are, providing or referring appropriate wraparound services for students and their families, and others.
4. How will you know that the school is succeeding (or not) in its mission?
From key school personnel, parents in the community, achievement testing data, and tracking data of students after leaving the school.

Governance

1. Describe the role that the board will play in the school's operation.
Frequent, formerly scheduled meetings for the oversight of the school, receiving frequent progress reports and feedback, providing necessary school resources, voting on such resources in key personnel, and ensuring that the operation is aligned with the school mission and the strategic planning.
2. How will you know if the school is successful at the end of the first year of operation?
By objective achievement data and progress reports, by meeting and sustaining enrollment goals and financial sustainability goals, and my parents, students and large.
3. How will you know at the end of four years if the school is successful?
See the response to Question 2, above. In addition, those attributes should follow a positive, upward trend and the strategic goals set before the first year should be met or substantially met.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The Board must be actively engaged with the school leadership in the community through regularly – schedule public meetings, and must be proactive in making sure start up and long-term plans are being successfully implemented, it must be willing to make prudent changes when the needed.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Such a situation must be brought to the attention of the Board, as Board members take their ethical and fiduciary obligations seriously. Members must be reminded of the adopted Award policies, and we move it necessary.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☐ I / we do not know any such persons. ☐ Yes
6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A ☐ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None ☐ Yes

Certification

I, Sheryl Alexander certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for Him By Her Charter School is true and correct in every respect.

Dr. Sheryl Alexander 8.22.2019
Signature Date

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
HIM By HER Collegiate School for the Arts
2. Full name:
Home Address:
Business Name and Address:

Telephone No.:
E-mail address:
3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application)
☒ Resume and professional biography are provided.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
☐ Does not apply to me. ☐ Yes
5. Why do you wish to serve on the board of the proposed charter school? **Yes.**
6. What is your understanding of the appropriate role of a public charter school board member? **To participate in school oversight, legal responsibility, approve appropriate budgets and school resources, hire and oversee key school personnel, and strategic planning, and periodically interacting with the public.**
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
8. Describe the specific knowledge and experience that you would bring to the board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? **To provide culturally relevant academics appropriately infused with community commitment and character development necessary for college entry and success, and for productive lives in society, and to counteract the "School-to-Prison Pipeline."**
2. What is your understanding of the school's proposed educational program? **While meeting State standards and national expectations, it will be culturally relevant to the expected population of often underserved youth, will strategically partner with those to provide important wrap-around services, and will provide innovative afterschool opportunities on the school site.**
3. What do you believe to be the characteristics of a successful school? **Successful leadership, parental and community participation, cultural relevancy, a belief by school leadership, teachers and staff that the target students and population can and will be successful learners and are valuable human beings, high expectations, dealing with students as they are, providing or referring appropriate wrap-around services for students and their families, and others.**
4. How will you know that the school is succeeding (or not) in its mission? **From frequent feedback from key school personnel, parents and the community, achievement testing data, and tracking data of students after leave the school.**

Governance

1. Describe the role that the board will play in the school's operation. **Frequent, formally scheduled meetings for the oversight of the school, receiving frequent progress reports and feedback, providing necessary school resources, voting on such resources and key personnel, and ensuring that the operation is aligned with the school mission and strategic planning.**
2. How will you know if the school is successful at the end of the first year of operation? **By objective achievement data and progress reports, by meeting and sustaining enrollment goals and financial sustainability goals, and by feedback from parents, students and the community at large.**
3. How will you know at the end of four years if the school is successful? **See the response to Question 2, above. In addition, those attributes should follow a positive, upward trend, and the strategic goals set before the first year should be met or substantially met.**
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? **The Board must be actively engaged with the school leadership and the community through regularly-scheduled public meetings, and must be proactive in making sure start-up and long-term plans are being successfully implemented, and must be willing to make prudent changes when needed.**
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? **Such a situation must be brought to the attention of the Board, as Board members must**

take their ethical and fiduciary obligations seriously. Members will be reminded of the adopted Board policies, and removed if necessary.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☒ I / we do not know any such persons. ☐ Yes
6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A ☒ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

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

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

Certification

I, Michelle Dunn, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for HIM By HER Collegiate School for the Arts Charter School is true and correct in every respect.

Michelle Dunn

Signature

8-22-19

Date

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

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

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

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

Background

1. **Name of charter school on whose Board of Directors you intend to serve:**
HIM By HER Collegiate School for the Arts
2. **Full Name:** Wayne R. Wellington
Home Address: 5472 N. Park Dr.
Business Name and Address: N/A

Telephone No.: (317) 259-4877
E-mail Address: wellingw@comcast.net
3. **Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application)**
☒ Resume and professional biography are provided.
4. **Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.**
☒ Does not apply to me. ☐ Yes
5. **Why do you wish to serve on the board of the proposed charter school?**
Yes. To serve the community in which I was born and raised.
6. **What is your understanding of the appropriate role of a public charter school board ?**
To participate in school oversight, legal responsibility, approve appropriate d school resources, hire and oversee key school personnel, and strategic planning, and periodically interacting with the public.

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

My experiences include teacher, assistant principal, director/principal, principal, regional director and assistant to the superintendent.

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

I have worked with students in the classroom, making lesson plans, conducting student/parent conferences, facilitated and conducted staff/teacher meetings and ensured utilization of relevant and effective curricula.

School Mission and Program

1. **What is your understanding of the school's mission and guiding beliefs?**

Our mission is to provide culturally relevant academics, appropriately infused active community participation, character development necessary for college-entry and success. We believe that this approach will counteract the "School-to-Prison Pipeline" and develop productive young adults.

2. **What is your understanding of the school's proposed educational program?**

While meeting State standards and national expectations, it will be culturally relevant to the student population of often underserved youth, we will strategically partner with appropriate service providers to ensure important wrap-around services, and provide innovative afterschool opportunities on the school site.

3. **What do you believe to be the characteristics of a successful school?**

We believe that a successful school has a strong leadership and instructional team, parental and community participation, and a culturally relevant curriculum. We will have high expectations for the targeted student population and believe that they will be successful learners. Students will be treated with human dignity, accepted where they are (academically and socially), and provided any necessary wrap-around services.

4. **How will you know that the school is succeeding (or not) in its mission?**

We will evaluate the school's success utilizing feedback from our stakeholders (school personnel, parents, community partners), and we will analyze testing data.

Governance

1. **Describe the role that the board will play in the school's operation.**

We will have frequent, scheduled meetings for the oversight of the school, receiving frequent progress reports and feedback, providing necessary school resources, voting on such resources and key personnel, and ensuring that the operation is aligned with the school mission and strategic planning.

2. **How will you know if the school is successful at the end of the first year of operation?**

By objective achievement data and progress reports, meeting and sustaining enrollment goals and financial sustainability goals, and feedback from parents, students and the community at large.

3. **How will you know at the end of four years if the school is successful?**
See the response to Question 2, above. In addition, those attributes should follow a positive, upward trend, and the strategic goals set before the first year should be met or substantially met.
4. **What specific steps do you think the charter school board will need to take to ensure that the school is successful?**
The Board will play an active role in the recruitment and retention of staff, students and their families, and service providers. Additionally, the Board will actively engage the above mentioned utilizing a variety of communication forms including formal/informal meetings, electronic messaging, and phone calls. This engagement will help the Board to assess the school's effectiveness, make necessary adjustments, and take corrective steps as needed.
5. **How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?**
Such a situation must be brought to the attention of the Board, as Board members must take their ethical and fiduciary obligations seriously. Members will be reminded of the adopted Board policies, and removed if necessary.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees.
☒ Yes - I am casually acquainted (through education and community service).
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contract with an education

service provider or school management organization.

☒ I / we do not know any such persons. ☐ Yes

6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A ☒ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None ☐ Yes

Certification

I, Wayne R. Wellington, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for **HIM By HER Collegiate School for the Arts** Charter School is true and correct in every respect.

Wayne R. Wellington

Signature

August 22, 2019

Date

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
2. Full name: **Ms. Daryl Williams-Dotson**
Home Address: **5774 Grandiose Drive, Indianapolis, IN 46228**
Business Name and Address: **WDi Architecture, Inc., 15 W 28th Street, Indianapolis, IN 46208**

Telephone No.: **317-251-6172** Office & **317-716-1433** Mobile
E-mail address: **daryl_wd@wdiarchitecture.com**
3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application)
☒ Resume and professional biography are provided.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
☒ Does not apply to me. ☐ Yes
5. Why do you wish to serve on the board of the proposed charter school? **I believe in the school's mission. I know first-hand the positive impact education has on the students and our community. I feel I can provide leadership and guidance to the school board as it relates to processes, resources, and community involvement. I work and am connected to the community the school serves. I'm involved in several youth mentoring type programs and feel this opportunity will help me to continue making a difference in our community.**
6. What is your understanding of the appropriate role of a public charter school board member? **To support the education of our youth.**

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I'm an engaged community business owner. I'm an advocate for youth and adult education and literacy. My leadership and collaboration skills gained as President of WDi Architecture's board, will serve me well as a member of His and Her School Board.
8. Describe the specific knowledge and experience that you would bring to the board.
I can bring strong leadership and collaborative skills, as well as an in-depth knowledge of the community the school serves. I want to connect the school with people and resources necessary for it to thrive.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? **To provide academic success along with build strong character and sense of community in students it serves and reduce chances of them living the street life and being incarceration.**
2. What is your understanding of the school's proposed educational program? **To provide a comprehensive approach to education which not only includes high academic standards but emotional, social, and intellectual growth in a positive stable environment so students can excel & strive.**
3. What do you believe to be the characteristics of a successful school?
 - Positive learning environment
 - Innovative & caring teaching team
 - Engaged families and community
 - Progressive curriculum
 - Agile staff and board members
4. How will you know that the school is succeeding (or not) in its mission?
If students earn high academic scores on school work and tests as well as positive satisfaction ratings from parents, community, students, and staff.

Governance

1. Describe the role that the board will play in the school's operation. **I believe the board is responsible for ensuring the school meets the academic and some social needs of the children and homes it serves.**
2. How will you know if the school is successful at the end of the first year of operation?
It achieves student academic scores, community engagement, and employee satisfaction goals.
3. How will you know at the end of four years if the school is successful? **In addition to the achieving and exceeding the above benchmarks, school financial sources are secured and long term plans are in place.**

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
-Review School's master plan prior to execution.
-Received written monthly reports from principal and/or Executive Director to ensure operations are aligned with master plan.
-Meet with executive staff, teachers, and supporting staff regularly to keep communication lines open and stay abreast on opportunities and challenges.
-Assist with fundraising activities and identifying financial sources
-Create subcommittees to address school needs such as: staffing, student recruitment, school accreditations, fundraising, community involvement, etc.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I'd discuss my concern directly with members whom I have concerns with first to gain a better understanding of the issue and make sure my concern is valid. If so, I would bring it up to the board so we can address and resolve it together.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ **Yes – Only through business acquaintances.**
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☒ I / we do not know any such persons. ☐ Yes

6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A ☐ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☐ None ☐ Yes

Certification

I, **Daryl Williams-Dotson**, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for **HBHCSA** Charter School is true and correct in every respect.

_____/s/Daryl Williams-Dotson_____
Signature

8/22/19
Date

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
HIM By HER Collegiate School for the Arts
2. Full name: **Terrance M. Bogan**
Home Address: **3740 Wishbone Blvd. Indianapolis, IN 46268**
Business Name and Address: **Charles Schwab & Co.**
8332 Woodfield Crossing Blvd, Indianapolis, IN 46240

Telephone No.: **317-362-5466**
E-mail address: **terrance_bogan@hotmail.com**
3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application)
☒ Resume and professional biography are provided.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
☒ Does not apply to me. ☐ Yes
5. Why do you wish to serve on the board of the proposed charter school? **To ensure that we are fostering the appropriate environment for children to achieve.**
6. What is your understanding of the appropriate role of a public charter school board member? **To participate in school oversight, legal responsibility, approve appropriate budgets and school resources, hire and oversee key school personnel, and strategic planning, and periodically interacting with the public.**

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. **I have experience serving on the board with Htm By Her Foundation for over three years. I also have experience serving on the board for a local church child care center. Although this does not equate to the experience needed for a school, I have exceptional experience as a leader in financial services. I also have prior experience leading programs in youth residential treatment.**
8. Describe the specific knowledge and experience that you would bring to the board. **I have over 10 years of leadership experience in various industries. The last 5 years I have lead in financial services. I have the ability to bring oversite from a leadership perspective as well as incorporate financial principals to ensure our school is fiscally responsible.**

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
To provide culturally relevant academics appropriately infused with community commitment and character development necessary for college entry and success, and for productive lives in society, and to counteract the "School-to-Prison Pipeline."
2. What is your understanding of the school's proposed educational program?
While meeting State standards and national expectations, it will be culturally relevant to the expected population of often underserved youth, will strategically partner with those to provide important wrap-around services, and will provide innovative afterschool opportunities on the school site.
3. What do you believe to be the characteristics of a successful school?
Successful leadership, parental and community participation, cultural relevancy, a belief by school leadership, teachers and staff that the target students and population can and will be successful learners and are valuable human beings, high expectations, dealing with students as they are, providing or referring appropriate wrap-around services for students and their families, and others.
4. How will you know that the school is succeeding (or not) in its mission?
From frequent feedback from key school personnel, parents and the community, achievement testing data, and tracking data of students after leave the school.

Governance

1. Describe the role that the board will play in the school's operation.
Frequent, formally scheduled meetings for the oversight of the school, receiving frequent progress reports and feedback, providing necessary school resources, voting on such resources and key personnel, and ensuring that the operation is aligned with the school mission and strategic planning.
2. How will you know if the school is successful at the end of the first year of operation?
By objective achievement data and progress reports, by meeting and sustaining enrollment goals and financial sustainability goals, and by feedback from parents, students and the community at large.

3. How will you know at the end of four years if the school is successful?
See the response to Question 2, above. In addition, those attributes should follow a positive, upward trend, and the strategic goals set before the first year should be met or substantially met.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The Board must be actively engaged with the school leadership and the community through regularly-scheduled public meetings, and must be proactive in making sure start-up and long-term plans are being successfully implemented, and must be willing to make prudent changes when needed.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Such a situation must be brought to the attention of the Board, as Board members must take their ethical and fiduciary obligations seriously. Members will be reminded of the adopted Board policies, and removed if necessary.

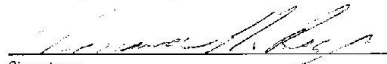
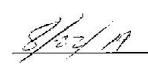
Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ Yes – **I know them from assisting with creating the school concept and implementing additional programs professionally as a member of Him By Her Foundation.**
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☐ I / we do not know any such persons. ☐ Yes
6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A ☐ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None ☐ Yes

Certification

I, Terrance M. Bogan, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for **HIM By HER Collegiate School for the Arts** Charter School is true and correct in every respect.



 Signature Date

TERRANCE M. BOGAN, MBA

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

LEADER BRAND

A genuine, passionate and loyal servant leader committed to building lasting relationships and a continuous coaching culture to achieve highly engaged, top performing teams. A known fixer, with a proven record of developing leaders. A challenger, who has been successful building an inclusive environment where we use the strengths of the individuals to strengthen the team.

EDUCATION

Master of Business Administration, Indiana Wesleyan University, Marion, IN
December, 2006

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

PROFESSIONAL LICENSES

Series 7/63, Series 9/10, Life/Health/Property/Casualty Insurance, Six Sigma Greenbelt

PROFESSIONAL PROFILE

CHARLES SCHWAB AND CO. INDIANAPOLIS, INDIANA
FINANCIAL SERVICE REPRESENTATIVE (2011-2014)
TEAM MANAGER- CLIENT SERVICE AND SUPPORT (BROKERAGE SERVICES) (2014-2015)
SR. TEAM MANAGER- CLIENT BANKING SERVICES (2015- 2018)
SR. TEAM MANAGER- ESERVICES (2018- Present)

Lead a team of financial professionals to deliver memorable experiences with world class service that promotes client loyalty, and fulfills our promise to champion every client's goals with passion and integrity. Responsible coaching, motivating, and developing employees to passionately strive for success in their current role and in their career. Also responsible for continually evaluating the operating environment and the business model to identify opportunities for innovation and improve business processes.

ROCHE DIAGNOSTICS INDIANAPOLIS, INDIANA
ACCU-CHEK CUSTOMER CARE SPECIALIST (2008-2010)

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

CINTAS CORPORATION FRANKFORT, INDIANA
Lost Business Manager/ SERVICE SUPERVISOR/PRODUCTION SUPERVISOR (2005-2007)

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

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

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

WERNLE CHILDREN'S HOME RICHMOND, INDIANA

RESIDENTIAL DIRECTOR (2002-2004)

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

PROFESSIONAL DEVELOPMENT AND AFFILIATIONS

Indianapolis Black Professionals at Charles Schwab (BPACS) Co-Chair
National Black MBA Association
Board Vice Chairman of HIM by HER Foundation

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

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

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

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

Background

9. Name of charter school on whose Board of Directors you intend to serve:

HIM By HER Collegiate School for the Arts

10. Full name: Harry Dunn
Home Address: 8304 Coral Bay Ct
Business Name and Address:

Telephone No.: 317-258-4079

E-mail address: himhim22000@yahoo.com

11. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application)
☒ Resume and professional biography are provided.
12. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
☒ Does not apply to me. ☐ Yes
13. Why do you wish to serve on the board of the proposed charter school? **Yes.**
14. What is your understanding of the appropriate role of a public charter school board member? **To participate in school oversight, legal responsibility, approve appropriate budgets and school resources, hire and oversee key school personnel, and strategic planning, and periodically interacting with the public.**
15. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Served on foundation board for 6 years serving the community of Indianapolis marginalized families.

16. Describe the specific knowledge and experience that you would bring to the board. Private sector managerial skills, public sector service provider for all ages, mentoring youth experience, legal skills, policy developing skills, life skills coach

School Mission and Program

5. What is your understanding of the school's mission and guiding beliefs?

To provide culturally relevant academics appropriately infused with community commitment and character development necessary for college entry and success, and for productive lives in society, and to counteract the "School-to-Prison Pipeline."

6. What is your understanding of the school's proposed educational program? **While meeting State standards and national expectations, it will be culturally relevant to the expected population of often underserved youth, will strategically partner with those to provide important wrap-around services, and will provide innovative afterschool opportunities on the school site.**
7. What do you believe to be the characteristics of a successful school? **Successful leadership, parental and community participation, cultural relevancy, a belief by school leadership, teachers and staff that the target students and population can and will be successful learners and are valuable human beings, high expectations, dealing with students as they are, providing or referring appropriate wrap-around services for students and their families, and others.**
8. How will you know that the school is succeeding (or not) in its mission? **From frequent feedback from key school personnel, parents and the community, achievement testing data, and tracking data of students after leave the school.**

Governance

6. Describe the role that the board will play in the school's operation. **Frequent, formally scheduled meetings for the oversight of the school, receiving frequent progress reports and feedback, providing necessary school resources, voting on such resources and key personnel, and ensuring that the operation is aligned with the school mission and strategic planning.**
7. How will you know if the school is successful at the end of the first year of operation? **By objective achievement data and progress reports, by meeting and sustaining enrollment goals and financial sustainability goals, and by feedback from parents, students and the community at large.**
8. How will you know at the end of four years if the school is successful? **See the response to Question 2, above. In addition, those attributes should follow a positive, upward trend, and the strategic goals set before the first year should be met or substantially met.**
9. What specific steps do you think the charter school board will need to take to ensure that the school is successful? **The Board must be actively engaged with the school leadership and the community through regularly-scheduled public meetings, and must be proactive in making sure start-up and long-term plans are being successfully implemented, and must be willing to make prudent changes when needed.**

10. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? **Such a situation must be brought to the attention of the Board, as Board members must take their ethical and fiduciary obligations seriously. Members will be reminded of the adopted Board policies, and removed if necessary.**

Disclosures

2. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
x ☐ I / we do not know any such trustees. ☐ Yes
6. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☐ I / we do not know any such employees. x ☐ **Yes family members and friends**
7. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
x ☐ I / we do not know any such persons. ☐ Yes
8. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
x ☐ I / we do not anticipate conducting any such business. ☐ Yes
9. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
x ☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☐ I / we do not know any such persons. ☐ Yes
9. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
x ☐ N/A ☐ I / we have no such interest. ☐ Yes
10. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
x ☐ N/A ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

11. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
x ☐ Does not apply to me, my spouse or family. ☐ Yes
10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. x ☐ None ☐ Yes

Certification

I, _____ Harry Dunn _____, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for **HIM By HER Collegiate School for the Arts** Charter School is true and correct in every respect.

Signature

Date

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

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

Certification

I, Harry Dunn, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for **HIM By HER Collegiate School for the Arts** Charter School is true and correct in every respect.

Harry A. Dunn 8-27-19
Signature Date

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

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

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

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

Background

17. Name of charter school on whose Board of Directors you intend to serve:
18. Full name: Clete Ladd
Home Address: 9181 Amberleigh Drive
Plainfield, Indiana 46168
Business Name and Address:

Telephone No.: 317-292-7042
E-mail address: clete.ladd@aol.com
19. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application)
XX ☐ Resume and Curriculum Vitae (professional biography) are provided.
20. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
☐ Does not apply to me. ☐ Yes:
 - Community Choice Federal Credit Union
 - Etheridge Knight Festival of the Arts
21. Why do you wish to serve on the board of the proposed charter school? *I believe all children can learn. E+I believe that education is a human right. To lend my expertise and experience so that each child we serve can benefit by achieving educational excellence and maximizing their full potential*
22. What is your understanding of the appropriate role of a public charter school board member? *First, create a fun, rigorous, safe and secure learning environment for all students and staff and stakeholders. Secondly, to provide support to the administration*

and staff so that each administrator, teacher and support staff can carry out their roles and responsibilities to help every child succeed. Finally, because the children are our future, to help each child make a smooth transition into adulthood responsibility and become an advocate for social justice for all,

23. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. *I have not served on a charter board; however, I have served on a charter Community Council. The Council's role was to engage the local businesses, youth serving agencies and faith-based institutions in partnership with the school.*

p

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

I have current Indiana licenses as an English/Language Arts teacher and School Building Administrator. I have more than 25 years of experience as an educator and assistant-principal and principal, working with students in alternative, gifted and talented, and adult educational institutions, and in traditional public, private Christian schools, and charter schools. As a building administrator, my schools have consistently made passing grades in the various accountability systems over the years. I am known as national expert in the area of rites of passage into adulthood, and locally with regard to training teachers in Cultural Relevancy methods. I have presented at more than 30 youth service and educational conferences across our nation. Currently, I work with University of Phoenix in the College of Education as a Faculty Supervisor, working with and conducting observations for student teachers.

School Mission and Program

9. What is your understanding of the school's mission and guiding beliefs? *That all children can learn and succeed academically as well as personally. Meet and exceed state and authorizer's national standards.*
10. What is your understanding of the school's proposed educational program? *Culturally Relevant Teaching is the key to success for marginalized, low income students of color.*
11. What do you believe to be the characteristics of a successful school? *A fun, safe and secure learning environment. Every student is valued, and teachers appreciate and incorporate each student's individual learning style.*
12. How will you know that the school is succeeding (or not) in its mission? *First, by tracking parent engagement and getting feedback for family members. Secondly, by disaggregating assessment data, and using the findings to work on continuous improvement.*

Governance

11. Describe the role that the board will play in the school's operation. *Have Frequent, formally scheduled meetings for the oversight of the charter school. Analyze progress reports and provide feedback to administrators and staff. Secure adequate financial resources and necessary community collaborations. Vote on using resources. Hire qualified*

- and quality personnel and ensure the seamless operation alignment with the school mission and strategic planning.*
12. How will you know if the school is successful at the end of the first year of operation? *Analyze the data of cumulative (and formative) assessments, financial stability, progress reports, sustaining or exceeding enrollment goals. Assessing feedback from parents, students and all stakeholders.*
 13. How will you know at the end of four years if the school is successful? *Review each year's previous aggregate data. Assess trends and determine whether the strategic goals set before the first year were met, sustained, or exceeded.*
 14. What specific steps do you think the charter school board will need to take to ensure that the school is successful? *Continuously assess the board's active engagement. he Monitor and support the school leadership. Assure that all stakeholders are informed of progress. Focus on engaging the community through regularly, scheduled public meetings, and remain proactive to ensure the start-up and long-term plans are being implemented with fidelity. Remain open to needed adjustments and adaptations where necessary.*
 15. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? *Adhere to the policy and procedures established by the board. Follow the protocol for addressing a board member's malfeasance.*

Disclosures

3. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. *X Yes: I have known for many years but have never worked with two board members over the course of my career as an educator.*
10. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
X No: I / we do not know any such employees.
11. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
X No: I / we do not know any such persons.
12. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
X No: I / we do not anticipate conducting any such business.

13. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. *X Yes: I have worked with two organizations that the school may possibly contract with: Big Picture Learning for the internship an Exhibition portions of their programming. The Leader in Me for incorporating their 7 Habits of highly Successful Students programming.*
12. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
X No: I / we have no such interest.
13. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
X No: I / we or my family do not anticipate conducting any such business.
14. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☐ *X Does not apply to me, my spouse or family.*
11. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☐ *X: None*

Certification

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

Signature

August 20, 2019
Date

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. *X Yes: I have worked with two organizations that the school may possibly contract with: Big Picture Learning for the internship an Exhibition portions of their programming. The Leader in Me for incorporating their 7 Habits of highly Successful Students programming.*
6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
X No: I / we have no such interest.
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
X No: I / we or my family do not anticipate conducting any such business.
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☐ *X Does not apply to me, my spouse or family.*
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☐ *X: None*

Certification

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

Clete Ladd

Signature

August 20, 2019
Date

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

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

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

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

Background

25. Name of charter school on whose Board of Directors you intend to serve:

HIM By HER Collegiate School for the Arts

26. Full name: **Gregory P. Gadson**

Home Address: **4923 Graceland Avenue, Indianapolis, IN 46208**

Business Name and Address: **Marion County Prosecutor's Office**

Telephone No.: **(317) 965-9609**

E-mail address: **gregory_gadson@yahoo.com**

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

☒ Resume and professional biography are provided.

28. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Does not apply to me. ☒ Yes

29. Why do you wish to serve on the board of the proposed charter school? **To enrich the lives of at-risk and underserved youth.**

30. What is your understanding of the appropriate role of a public charter school board member? **To participate in school oversight, legal responsibility, approve appropriate budgets and school resources, hire and oversee key school personnel, and strategic planning, and periodically interacting with the public.**

31. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. **I have served as a founding director of HIM By HER Foundation since 2014.**

32. Describe the specific knowledge and experience that you would bring to the board. **I am a long-time attorney with experience in corporate governing and risk management.**

School Mission and Program

13. What is your understanding of the school's mission and guiding beliefs? **To provide culturally relevant academics appropriately infused with community commitment and character development necessary for college entry and success, and for productive lives in society, and to counteract the "School-to-Prison Pipeline."**
14. What is your understanding of the school's proposed educational program? **While meeting State standards and national expectations, it will be culturally relevant to the expected population of often underserved youth, will strategically partner with those to provide important wrap-around services, and will provide innovative afterschool opportunities on the school site.**
15. What do you believe to be the characteristics of a successful school? **Successful leadership, parental and community participation, cultural relevancy, a belief by school leadership, teachers and staff that the target students and population can and will be successful learners and are valuable human beings, high expectations, dealing with students as they are, providing or referring appropriate wrap-around services for students and their families, and others.**
16. How will you know that the school is succeeding (or not) in its mission? **From frequent feedback from key school personnel, parents and the community, achievement testing data, and tracking data of students after leave the school.**

Governance

16. Describe the role that the board will play in the school's operation. **Frequent, formally scheduled meetings for the oversight of the school, receiving frequent progress reports and feedback, providing necessary school resources, voting on such resources and key personnel, and ensuring that the operation is aligned with the school mission and strategic planning.**
17. How will you know if the school is successful at the end of the first year of operation? **By objective achievement data and progress reports, by meeting and sustaining enrollment goals and financial sustainability goals, and by feedback from parents, students and the community at large.**
18. How will you know at the end of four years if the school is successful? **See the response to Question 2, above. In addition, those attributes should follow a positive, upward trend, and the strategic goals set before the first year should be met or substantially met.**
19. What specific steps do you think the charter school board will need to take to ensure that the school is successful? **The Board must be actively engaged with the school leadership and the community through regularly-scheduled public meetings, and must be proactive in making sure start-up and long-term plans are being successfully implemented, and must be willing to make prudent changes when needed.**

20. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? **Such a situation must be brought to the attention of the Board, as Board members must take their ethical and fiduciary obligations seriously. Members will be reminded of the adopted Board policies, and removed if necessary.**

Disclosures

4. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. **X**☐ Yes. **I have worked with many of the Board members since 2014.**
14. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
X☐ I / we do not know any such employees. ☐ Yes
15. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
X☐ I / we do not know any such persons. ☐ Yes
16. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
X☐ I / we do not anticipate conducting any such business. ☐ Yes
17. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
X☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☐ I / we do not know any such persons. ☐ Yes
15. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
X☐ N/A ☐ I / we have no such interest. ☐ Yes
16. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
X☐ N/A ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

17. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
X ☐ Does not apply to me, my spouse or family. ☐ Yes
12. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. **X** ☐ None ☐ Yes

Certification

I, **Gregory P. Gadson**, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for **HIM By HER Collegiate School for the Arts** Charter School is true and correct in every respect.

Signature Gregory P. Gadson _____ August 26, 2019 _____
Date

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
HIM By HER Collegiate School for the Arts
2. Full name: **Rev. Shonda Nicole Gladden**
Home Address: **2812 N. New Jersey St. Indianapolis, IN 46205**
Business Name and Address: **Good to the SOUL c/o BLCFI Center at Crossroads South, 3201 N. Capitol Ave. Indianapolis, IN 46208**

Telephone No.: **765-831-2129**
E-mail address: **ceo@goodtothesoul.com**
3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application)
☒ Resume and professional biography are provided.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
☐ Does not apply to me. ☒ Yes

I am a member of the Board of Directors of Derek Anthony Moore Charity, Inc. (DAMCI)

5. Why do you wish to serve on the board of the proposed charter school?

I wish to serve on the board of the HBHF Collegiate School for the Arts because I believe my presence adds value. The value I believe my presence adds includes my experience as a strategist, social entrepreneurial expertise, including leveraging social capital to infuse our school's brand and vision into the fabric of the Indianapolis landscape. Additionally, my international exposure and

experience also add value in providing an alternative lens to ensure our students are being equipped to be globally competitive and competent.

6. What is your understanding of the appropriate role of a public charter school board member?

To participate in school oversight, legal responsibility, approve appropriate budgets and school resources, hire and oversee key school personnel, and strategic planning, and periodically interacting with the public.

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

Although I have never served on a charter school board, I have assisted with the development of preschool programs and Christian schools as a clergywoman and educator. Accordingly, my experiences as a lifelong learner (currently enrolled in a PhD program) and business owner have equipped me to provide critical thinking and strategic implementation expertise to contribute to the success of our future school.

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

I am an educator and a scholar, having taught four years at the undergraduate level at Morgan State University and am currently enrolled in the PhD Program in American Studies at IUPUI.

I am an artist, having performed on renown stages such as Carnegie Hall, Lincoln Center, Kennedy Center and others.

I represent a global perspective, having led and participated in short term humanitarian projects throughout the continental United States, Canada, England, France, Germany, Switzerland, Czech Republic, South Africa, Kenya and South Korea.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Our guiding principles include commitment to cultural relevance, engaged community involvement and attentiveness to the whole child with an acute awareness of the importance of providing support for holistic familial development. Additionally, our school mission is to provide culturally relevant academics appropriately infused with community commitment and character development necessary for college entry and success, and for productive lives in society, and to counteract the "School-to-Prison Pipeline."

2. What is your understanding of the school's proposed educational program?

While meeting State standards and national expectations, it will be culturally

relevant to the expected population of often underserved youth, will strategically partner with those to provide important wrap-around services, and will provide innovative afterschool opportunities on the school site.

3. What do you believe to be the characteristics of a successful school?

Successful leadership, parental and community participation, cultural relevancy, a belief by school leadership, teachers and staff that the target students and population can and will be successful learners and are valuable human beings, high expectations, dealing with students as they are, providing or referring appropriate wrap-around services for students and their families, and others.

4. How will you know that the school is succeeding (or not) in its mission?

We will know that our school is succeeding (or not) in its mission by the qualitative matriculation (or non-matriculation) of our students. From frequent feedback from key school personnel, parents and the community, achievement testing data, and tracking data of students after leave the school.

Governance

1. Describe the role that the board will play in the school's operation.

Frequent, formally scheduled meetings for the oversight of the school, receiving frequent progress reports and feedback, providing necessary school resources, voting on such resources and key personnel, and ensuring that the operation is aligned with the school mission and strategic planning.

2. How will you know if the school is successful at the end of the first year of operation?

By objective achievement data and progress reports, by meeting and sustaining enrollment goals and financial sustainability goals, and by feedback from parents, students and the community at large.

3. How will you know at the end of four years if the school is successful?

See the response to Question 2, above. In addition, those attributes should follow a positive, upward trend, and the strategic goals set before the first year should be met or substantially met.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The Board must be actively engaged with the school leadership and the community through regularly-scheduled public meetings, and must be proactive in making sure start-up and long-term plans are being successfully implemented, and must be willing to make prudent changes when needed.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Such a situation must be brought to the attention of the Board, as Board members must take their ethical and fiduciary obligations seriously. Members will be reminded of the adopted Board policies, and removed if necessary.

Disclosures

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

I have been a member of the board of directors of HBHF for just over a year now and have become acquainted with board members accordingly. Prior to joining the board of directors I did not know any other board members.

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

As a clergywoman and business owner of a social enterprise, Good to the SOUL, I may from time to time provide wrap-around services for families as part of my commitment to the success of the school. Such services, coaching, care service provision, consulting, etc. will be provided pro bono and/or at a rate significantly less than that which would be commensurate with industry standards.

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☒ I / we do not know any such persons. ☐ Yes



ATTACHMENT 14

CHARTER SCHOOL BOARD MEMBER INFORMATION FORMS

ATTACHMENT 14

CHARTER SCHOOL BOARD MEMBER INFORMATION FORMS

The following documents are the completed and executed “Charter School Board Member Information Forms” of the Board Members of Board of HIM By HER Foundation Inc., which governs the proposed HIM By HER Collegiate School for the Arts charter school.

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

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

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

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

Background

33. Name of charter school on whose Board of Directors you intend to serve:

HIM By HER Collegiate School for the Arts

34. Full name: John Bartlett

Home Address: 5341 Cheviot place 46226

Business Name and Address:

Telephone No.: 317-545-1341

E-mail address:

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

☒ Resume and professional biography are provided.

36. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☒ Does not apply to me. ☐ Yes

37. Why do you wish to serve on the board of the proposed charter school? **Yes.**
38. What is your understanding of the appropriate role of a public charter school board member? **To participate in school oversight, legal responsibility, approve appropriate budgets and school resources, hire and oversee key school personnel, and strategic planning, and periodically interacting with the public.**
39. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. Leadership skills, served and Chaired the Board of Martin University for 4&6 years, Serving as a public servant as a State Representative for 12 years
40. Describe the specific knowledge and experience that you would bring to the board. Concepts on how to educate marginalized families and much more...

School Mission and Program

17. What is your understanding of the school's mission and guiding beliefs?
To provide culturally relevant academics appropriately infused with community commitment and character development necessary for college entry and success, and for productive lives in society, and to counteract the "School-to-Prison Pipeline."
18. What is your understanding of the school's proposed educational program? **While meeting State standards and national expectations, it will be culturally relevant to the expected population of often underserved youth, will strategically partner with those to provide important wrap-around services, and will provide innovative afterschool opportunities on the school site.**
19. What do you believe to be the characteristics of a successful school? **Successful leadership, parental and community participation, cultural relevancy, a belief by school leadership, teachers and staff that the target students and population can and will be successful learners and are valuable human beings, high expectations, dealing with students as they are, providing or referring appropriate wrap-around services for students and their families, and others.**
20. How will you know that the school is succeeding (or not) in its mission? **From frequent feedback from key school personnel, parents and the community, achievement testing data, and tracking data of students after leave the school.**

Governance

21. Describe the role that the board will play in the school's operation. **Frequent, formally scheduled meetings for the oversight of the school, receiving frequent progress reports and feedback, providing necessary school resources, voting on such resources and key personnel, and ensuring that the operation is aligned with the school mission and strategic planning.**
22. How will you know if the school is successful at the end of the first year of operation? **By objective achievement data and progress reports, by meeting and sustaining enrollment goals and financial sustainability goals, and by feedback from parents, students and the community at large.**
23. How will you know at the end of four years if the school is successful? **See the response to Question 2, above. In addition, those attributes should follow a positive, upward trend, and the strategic goals set before the first year should be met or substantially met.**
24. What specific steps do you think the charter school board will need to take to ensure that the school is successful? **The Board must be actively engaged with the school leadership and the community through regularly-scheduled public meetings, and must be proactive in making sure start-up and long-term plans are being successfully implemented, and must be willing to make prudent changes when needed.**
25. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? **Such a situation must be brought to the attention of the Board, as Board members must take their ethical and fiduciary obligations seriously. Members will be reminded of the adopted Board policies, and removed if necessary.**

Disclosures

5. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
x ☐ I / we do not know any such trustees. ☐ Yes
18. Indicate whether you or your spouse knows any person who is, or has been in the last two

years, a school employee. If so, indicate the precise nature of your relationship.

x ☐ I / we do not know any such employees. ☐ Yes

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

x ☐ I / we do not know any such persons. ☐ Yes

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

x ☐ I / we do not anticipate conducting any such business. ☐ Yes

21. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

x ☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.

☐ I / we do not know any such persons. ☐ Yes

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

x ☐ N/A ☐ I / we have no such interest. ☐ Yes

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

x ☐ N/A ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
HIM By HER Collegiate School for the Arts
2. Full name: **Sheryl Lynn Alexander PhD**
Home Address: **3545 Shepperton Blvd., Indianapolis, IN 46228**
Business Name and Address:

Telephone No.: **317-496-8980**
E-mail address: **kappaka55@hotmail.com**
3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application)
x ☐ Resume and professional biography are provided.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
x ☐ Does not apply to me. ☐ Yes
5. Why do you wish to serve on the board of the proposed charter school? **As an educator, I have a wealth of information that I can share with the board in reaching their vision.**
6. What is your understanding of the appropriate role of a public charter school board member? **To participate in school oversight, legal responsibility, approve appropriate budgets in school resources, hire and oversee key school personnel, and strategic planning and periodically interacting with the public.**
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience, please

have not had previous experience and serving on a school board. What I do have is the experience of being a school principal for 14 years at the elementary and secondary level.

8. Describe the specific knowledge and experience that you would bring to the board.
As an administrator for 14 years in the private and public-school systems I have gained a wealth of knowledge on leadership capabilities and understanding how curriculum needs to be instructed in order to have success with students.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
To provide culturally relevant academics appropriately infused with community commitment and character development necessary for college entry and success, and for productive live in society, and to counteract the "School-to-Prison Pike-line"
2. What is your understanding of the school's proposed educational program?
While meeting state standards and national expectations, it will be culturally relevant to the expected population of often underserved you, while strategically partner with goals to provide important wrap-around services, and will provide innovative afterschool opportunities school site.
3. What do you believe to be the characteristics of a successful school?
Will leadership, participation, cultural relevancy, a belief by school leadership, teachers and staff that the target students and population can and will be successful learners and are valuable human beings, high expectations, dealing with students as they are, providing or referring appropriate wraparound services for students and their families, and others.
4. How will you know that the school is succeeding (or not) in its mission?
From key school personnel, parents in the community, achievement testing data, and tracking data of students after leaving the school.

Governance

1. Describe the role that the board will play in the school's operation.
Frequent, formerly scheduled meetings for the oversight of the school, receiving frequent progress reports and feedback, providing necessary school resources, voting on such resources in key personnel, and ensuring that the operation is aligned with the school mission and the strategic planning.
2. How will you know if the school is successful at the end of the first year of operation?
By objective achievement data and progress reports, by meeting and sustaining enrollment goals and financial sustainability goals, and my parents, students and large.
3. How will you know at the end of four years if the school is successful?
See the response to Question 2, above. In addition, those attributes should follow a positive, upward trend and the strategic goals set before the first year should be met or substantially met.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The Board must be actively engaged with the school leadership in the community through regularly – schedule public meetings, and must be proactive in making sure start up and long-term plans are being successfully implemented, it must be willing to make prudent changes when the needed.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Such a situation must be brought to the attention of the Board, as Board members take their ethical and fiduciary obligations seriously. Members must be reminded of the adopted Award policies, and we move it necessary.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☐ I / we do not know any such persons. ☐ Yes
6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A ☐ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None ☐ Yes

Certification

I, Sheryl Alexander certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for Him By Her Charter School is true and correct in every respect.

Dr. Sheryl Alexander
Signature

8.22.2019
Date

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
HIM By HER Collegiate School for the Arts
2. Full name:
Home Address:
Business Name and Address:

Telephone No.:
E-mail address:
3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application)
☒ Resume and professional biography are provided.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
☐ Does not apply to me. ☐ Yes
5. Why do you wish to serve on the board of the proposed charter school? **Yes.**
6. What is your understanding of the appropriate role of a public charter school board member? **To participate in school oversight, legal responsibility, approve appropriate budgets and school resources, hire and oversee key school personnel, and strategic planning, and periodically interacting with the public.**
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To provide culturally relevant academics appropriately infused with community commitment and character development necessary for college entry and success, and for productive lives in society, and to counteract the "School-to-Prison Pipeline."

2. What is your understanding of the school's proposed educational program? **While meeting State standards and national expectations, it will be culturally relevant to the expected population of often underserved youth, will strategically partner with those to provide important wrap-around services, and will provide innovative afterschool opportunities on the school site.**
3. What do you believe to be the characteristics of a successful school? **Successful leadership, parental and community participation, cultural relevancy, a belief by school leadership, teachers and staff that the target students and population can and will be successful learners and are valuable human beings, high expectations, dealing with students as they are, providing or referring appropriate wrap-around services for students and their families, and others.**
4. How will you know that the school is succeeding (or not) in its mission? **From frequent feedback from key school personnel, parents and the community, achievement testing data, and tracking data of students after leave the school.**

Governance

1. Describe the role that the board will play in the school's operation. **Frequent, formally scheduled meetings for the oversight of the school, receiving frequent progress reports and feedback, providing necessary school resources, voting on such resources and key personnel, and ensuring that the operation is aligned with the school mission and strategic planning.**
2. How will you know if the school is successful at the end of the first year of operation? **By objective achievement data and progress reports, by meeting and sustaining enrollment goals and financial sustainability goals, and by feedback from parents, students and the community at large.**
3. How will you know at the end of four years if the school is successful? **See the response to Question 2, above. In addition, those attributes should follow a positive, upward trend, and the strategic goals set before the first year should be met or substantially met.**
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? **The Board must be actively engaged with the school leadership and the community through regularly-scheduled public meetings, and must be proactive in making sure start-up and long-term plans are being successfully implemented, and must be willing to make prudent changes when needed.**
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? **Such a**

take their ethical and fiduciary obligations seriously. Members will be reminded of the adopted Board policies, and removed if necessary.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☒ I / we do not know any such persons. ☐ Yes
6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A ☒ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided

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

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

Certification

I, Michelle Derrn, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for **HIM By HER Collegiate School for the Arts** Charter School is true and correct in every respect.

Michelle Derrn
Signature

8-22-19
Date

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

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

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

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

Background

1. **Name of charter school on whose Board of Directors you intend to serve:**
HIM By HER Collegiate School for the Arts
2. **Full Name:** Wayne R. Wellington
Home Address: 5472 N. Park Dr.
Business Name and Address: N/A

Telephone No.: (317) 259-4877
E-mail Address: wellingw@comcast.net
3. **Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application)**
☒ Resume and professional biography are provided.
4. **Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.**
☒ Does not apply to me. ☐ Yes
5. **Why do you wish to serve on the board of the proposed charter school?**
Yes. To serve the community in which I was born and raised.
6. **What is your understanding of the appropriate role of a public charter school board ?**
To participate in school oversight, legal responsibility, approve appropriate d school resources, hire and oversee key school personnel, and strategic planning, and periodically interacting with the public.

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

My experiences include teacher, assistant principal, director/principal, principal, regional director and assistant to the superintendent.

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

I have worked with students in the classroom, making lesson plans, conducting student/parent conferences, facilitated and conducted staff/teacher meetings and ensured utilization of relevant and effective curricula.

School Mission and Program

1. **What is your understanding of the school's mission and guiding beliefs?**
Our mission is to provide culturally relevant academics, appropriately infused active community participation, character development necessary for college-entry and success. We believe that this approach will counteract the "School-to-Prison Pipeline" and develop productive young adults.
2. **What is your understanding of the school's proposed educational program?**
While meeting State standards and national expectations, it will be culturally relevant to the student population of often underserved youth, we will strategically partner with appropriate service providers to ensure important wrap-around services, and provide innovative afterschool opportunities on the school site.
3. **What do you believe to be the characteristics of a successful school?**
We believe that a successful school has a strong leadership and instructional team, parental and community participation, and a culturally relevant curriculum. We will have high expectations for the targeted student population and believe that they will be successful learners. Students will be treated with human dignity, accepted where they are (academically and socially), and provided any necessary wrap-around services.
4. **How will you know that the school is succeeding (or not) in its mission?**
We will evaluate the school's success utilizing feedback from our stakeholders (school personnel, parents, community partners), and we will analyze testing data.

Governance

1. **Describe the role that the board will play in the school's operation.**
We will have frequent, scheduled meetings for the oversight of the school, receiving frequent progress reports and feedback, providing necessary school resources, voting on such resources and key personnel, and ensuring that the operation is aligned with the school mission and strategic planning.
2. **How will you know if the school is successful at the end of the first year of operation?**
By objective achievement data and progress reports, meeting and sustaining enrollment goals and financial sustainability goals, and feedback from parents, students and the community at large.

3. **How will you know at the end of four years if the school is successful?**
See the response to Question 2, above. In addition, those attributes should follow a positive, upward trend, and the strategic goals set before the first year should be met or substantially met.
4. **What specific steps do you think the charter school board will need to take to ensure that the school is successful?**
The Board will play an active role in the recruitment and retention of staff, students and their families, and service providers. Additionally, the Board will actively engage the above mentioned utilizing a variety of communication forms including formal/informal meetings, electronic messaging, and phone calls. This engagement will help the Board to assess the school's effectiveness, make necessary adjustments, and take corrective steps as needed.
5. **How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?**
Such a situation must be brought to the attention of the Board, as Board members must take their ethical and fiduciary obligations seriously. Members will be reminded of the adopted Board policies, and removed if necessary.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees.
☒ Yes - I am casually acquainted (through education and community service).
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contract with an education

service provider or school management organization.

☒ I / we do not know any such persons. ☐ Yes

6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A ☒ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None ☐ Yes

Certification

I, Wayne R. Wellington, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for **HIM By HER Collegiate School for the Arts** Charter School is true and correct in every respect.

Wayne R. Wellington
Signature

August 22, 2019
Date

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

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

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

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

Background

41. Name of charter school on whose Board of Directors you intend to serve:

42. Full name: **Ms. Daryl Williams-Dotson**

Home Address: **5774 Grandiose Drive, Indianapolis, IN 46228**

Business Name and Address: **WDi Architecture, Inc., 15 W 28th Street, Indianapolis, IN 46208**

Telephone No.: **317-251-6172** Office & **317-716-1433** Mobile

E-mail address: **daryl_wd@wdiarchitecture.com**

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

☒ Resume and professional biography are provided.

44. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☒ Does not apply to me. ☐ Yes

45. Why do you wish to serve on the board of the proposed charter school? **I believe in the school's mission. I know first-hand the positive impact education has on the students and our community. I feel I can provide leadership and guidance to the school board as it relates to processes, resources, and community involvement. I work and am connected to the community the school serves. I'm involved in several youth mentoring type programs and feel this opportunity will help me to continue making a difference in our community.**
46. What is your understanding of the appropriate role of a public charter school board member? **To support the education of our youth.**
47. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I'm an engaged community business owner. I'm an advocate for youth and adult education and literacy. My leadership and collaboration skills gained as President of WDi Architecture's board, will serve me well as a member of His and Her School Board.

48. Describe the specific knowledge and experience that you would bring to the board.
I can bring strong leadership and collaborative skills, as well as an in-depth knowledge of the community the school serves. I want to connect the school with people and resources necessary for it to thrive.

School Mission and Program

21. What is your understanding of the school's mission and guiding beliefs? **To provide academic success along with build strong character and sense of community in students it serves and reduce chances of them living the street life and being incarceration.**
22. What is your understanding of the school's proposed educational program? **To provide a comprehensive approach to education which not only includes high academic standards but emotional, social, and intellectual growth in a positive stable environment so students can excel & strive.**

23. What do you believe to be the characteristics of a successful school?
-Positive learning environment

- Innovative & caring teaching team
- Engaged families and community
- Progressive curriculum
- Agile staff and board members

24. How will you know that the school is succeeding (or not) in its mission?

If students earn high academic scores on school work and tests as well as positive satisfaction ratings from parents, community, students, and staff.

Governance

26. Describe the role that the board will play in the school's operation. **I believe the board is responsible for ensuring the school meets the academic and some social needs of the children and homes it serves.**

27. How will you know if the school is successful at the end of the first year of operation?

It achieves student academic scores, community engagement, and employee satisfaction goals.

28. How will you know at the end of four years if the school is successful? **In addition to the achieving and exceeding the above benchmarks, school financial sources are secured and long term plans are in place.**

29. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

- Review School's master plan prior to execution.
- Received written monthly reports from principal and/or Executive Director to ensure operations are aligned with master plan.
- Meet with executive staff, teachers, and supporting staff regularly to keep communication lines open and stay abreast on opportunities and challenges.
- Assist with fundraising activities and identifying financial sources
- Create subcommittees to address school needs such as: staffing, student recruitment, school accreditations, fundraising, community involvement, etc.

30. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I'd discuss my concern directly with members whom I have concerns with first to gain a better understanding of the issue and make sure my concern is valid. If so, I would bring it up to the board so we can address and resolve it together.

Disclosures

6. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ **Yes – Only through business acquaintances.**
22. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes
23. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons. ☐ Yes
24. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes
25. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☒ I / we do not know any such persons. ☐ Yes
21. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A ☐ I / we have no such interest. ☐ Yes

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

☒ N/A ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

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

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

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

Certification

I, **Daryl Williams-Dotson**, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for **HBHCSA** Charter School is true and correct in every respect.

/s/Daryl Williams-Dotson
Signature

8/22/19
Date

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
HIM By HER Collegiate School for the Arts
2. Full name: **Terrance M. Bogan**
Home Address: **3740 Wishbone Blvd. Indianapolis, IN 46268**
Business Name and Address: **Charles Schwab & Co.**
8332 Woodfield Crossing Blvd, Indianapolis, IN 46240

Telephone No.: **317-362-5466**
E-mail address: **terrance_bogan@hotmail.com**
3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application)
☒ Resume and professional biography are provided.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
☒ Does not apply to me. ☐ Yes
5. Why do you wish to serve on the board of the proposed charter school? **To ensure that we are fostering the appropriate environment for children to achieve.**
6. What is your understanding of the appropriate role of a public charter school board member? **To participate in school oversight, legal responsibility, approve appropriate budgets and school resources, hire and oversee key school personnel, and strategic planning, and periodically interacting with the public.**

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. **I have experience serving on the board with Hlm By Her Foundation for over three years. I also have experience serving on the board for a local church child care center. Although this does not equate to the experience needed for a school, I have exceptional experience as a leader in financial services. I also have prior experience leading programs in youth residential treatment.**
8. Describe the specific knowledge and experience that you would bring to the board. **I have over 10 years of leadership experience in various industries. The last 5 years I have lead in financial services. I have the ability to bring oversight from a leadership perspective as well as incorporate financial principals to ensure our school is fiscally responsible.**

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
To provide culturally relevant academics appropriately infused with community commitment and character development necessary for college entry and success, and for productive lives in society, and to counteract the "School-to-Prison Pipeline."
2. What is your understanding of the school's proposed educational program?
While meeting State standards and national expectations, it will be culturally relevant to the expected population of often underserved youth, will strategically partner with those to provide important wrap-around services, and will provide innovative afterschool opportunities on the school site.
3. What do you believe to be the characteristics of a successful school?
Successful leadership, parental and community participation, cultural relevancy, a belief by school leadership, teachers and staff that the target students and population can and will be successful learners and are valuable human beings, high expectations, dealing with students as they are, providing or referring appropriate wrap-around services for students and their families, and others.
4. How will you know that the school is succeeding (or not) in its mission?
From frequent feedback from key school personnel, parents and the community, achievement testing data, and tracking data of students after leave the school.

Governance

1. Describe the role that the board will play in the school's operation.
Frequent, formally scheduled meetings for the oversight of the school, receiving frequent progress reports and feedback, providing necessary school resources, voting on such resources and key personnel, and ensuring that the operation is aligned with the school mission and strategic planning.
2. How will you know if the school is successful at the end of the first year of operation?
By objective achievement data and progress reports, by meeting and sustaining enrollment goals and financial sustainability goals, and by feedback from parents, students and the community at large.

3. How will you know at the end of four years if the school is successful?
See the response to Question 2, above. In addition, those attributes should follow a positive, upward trend, and the strategic goals set before the first year should be met or substantially met.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The Board must be actively engaged with the school leadership and the community through regularly-scheduled public meetings, and must be proactive in making sure start-up and long-term plans are being successfully implemented, and must be willing to make prudent changes when needed.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Such a situation must be brought to the attention of the Board, as Board members must take their ethical and fiduciary obligations seriously. Members will be reminded of the adopted Board policies, and removed if necessary.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ Yes – **I know them from assisting with creating the school concept and implementing additional programs professionally as a member of Him By Her Foundation.**

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

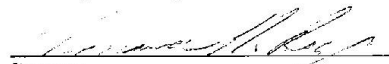
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business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

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

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☐ I / we do not know any such persons. ☐ Yes
6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A ☐ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None ☐ Yes

Certification

I, Terrance M. Bogan, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for **HIM By HER Collegiate School for the Arts** Charter School is true and correct in every respect.

 8/27/19
 Signature Date

TERRANCE M. BOGAN, MBA

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

LEADER BRAND

A genuine, passionate and loyal servant leader committed to building lasting relationships and a continuous coaching culture to achieve highly engaged, top performing teams. A known fixer, with a proven record of developing leaders. A challenger, who has been successful building an inclusive environment where we use the strengths of the individuals to strengthen the team.

EDUCATION

Master of Business Administration, Indiana Wesleyan University, Marion, IN
December, 2006

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

PROFESSIONAL LICENSES

Series 7/63, Series 9/10, Life/Health/Property/Casualty Insurance, Six Sigma Greenbelt

PROFESSIONAL PROFILE

CHARLES SCHWAB AND CO. INDIANAPOLIS, INDIANA

FINANCIAL SERVICE REPRESENTATIVE (2011-2014)

TEAM MANAGER- CLIENT SERVICE AND SUPPORT (BROKERAGE SERVICES) (2014-2015)

SR. TEAM MANAGER- CLIENT BANKING SERVICES (2015- 2018)

SR. TEAM MANAGER- E-SERVICES (2018- Present)

Lead a team of financial professionals to deliver memorable experiences with world class service that promotes client loyalty, and fulfills our promise to champion every client's goals with passion and integrity. Responsible coaching, motivating, and developing employees to passionately strive for success in their current role and in their career. Also responsible for continually evaluating the operating environment and the business model to identify opportunities for innovation and improve business processes.

ROCHE DIAGNOSTICS INDIANAPOLIS, INDIANA

ACCU-CHEK CUSTOMER CARE SPECIALIST (2008-2010)

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

CINTAS CORPORATION FRANKFORT, INDIANA

Lost Business Manager/ SERVICE SUPERVISOR/PRODUCTION SUPERVISOR (2005-2007)

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

LUTHERAN CHILD AND FAMILY SERVICES (LCFS) INDIANAPOLIS, INDIANA

RESIDENTIAL MANAGER (2004-2005)

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

WERNLE CHILDREN'S HOME RICHMOND, INDIANA

RESIDENTIAL DIRECTOR (2002-2004)

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

PROFESSIONAL DEVELOPMENT AND AFFILIATIONS

Indianapolis Black Professionals at Charles Schwab (BPACS) Co-Chair

National Black MBA Association

Board Vice Chairman of HIM by HER Foundation

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

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

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

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

Background

49. Name of charter school on whose Board of Directors you intend to serve:

HIM By HER Collegiate School for the Arts

50. Full name: Harry Dunn

Home Address: 8304 Coral Bay Ct

Business Name and Address:

Telephone No.: 317-258-4079

E-mail address: himhim22000@yahoo.com

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

☒ Resume and professional biography are provided.

52. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☒ Does not apply to me. ☐ Yes

53. Why do you wish to serve on the board of the proposed charter school? **Yes.**
54. What is your understanding of the appropriate role of a public charter school board member? **To participate in school oversight, legal responsibility, approve appropriate budgets and school resources, hire and oversee key school personnel, and strategic planning, and periodically interacting with the public.**
55. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. **Served on foundation board for 6 years serving the community of Indianapolis marginalized families.**
56. Describe the specific knowledge and experience that you would bring to the board. Private sector managerial skills, public sector service provider for all ages, mentoring youth experience, legal skills, policy developing skills, life skills coach

School Mission and Program

25. What is your understanding of the school's mission and guiding beliefs?
To provide culturally relevant academics appropriately infused with community commitment and character development necessary for college entry and success, and for productive lives in society, and to counteract the "School-to-Prison Pipeline."
26. What is your understanding of the school's proposed educational program? **While meeting State standards and national expectations, it will be culturally relevant to the expected population of often underserved youth, will strategically partner with those to provide important wrap-around services, and will provide innovative afterschool opportunities on the school site.**
27. What do you believe to be the characteristics of a successful school? **Successful leadership, parental and community participation, cultural relevancy, a belief by school leadership, teachers and staff that the target students and population can and will be successful learners and are valuable human beings, high expectations, dealing with students as they are, providing or referring appropriate wrap-around services for students and their families, and others.**

28. How will you know that the school is succeeding (or not) in its mission? **From frequent feedback from key school personnel, parents and the community, achievement testing data, and tracking data of students after leave the school.**

Governance

31. Describe the role that the board will play in the school's operation. **Frequent, formally scheduled meetings for the oversight of the school, receiving frequent progress reports and feedback, providing necessary school resources, voting on such resources and key personnel, and ensuring that the operation is aligned with the school mission and strategic planning.**
32. How will you know if the school is successful at the end of the first year of operation? **By objective achievement data and progress reports, by meeting and sustaining enrollment goals and financial sustainability goals, and by feedback from parents, students and the community at large.**
33. How will you know at the end of four years if the school is successful? **See the response to Question 2, above. In addition, those attributes should follow a positive, upward trend, and the strategic goals set before the first year should be met or substantially met.**
34. What specific steps do you think the charter school board will need to take to ensure that the school is successful? **The Board must be actively engaged with the school leadership and the community through regularly-scheduled public meetings, and must be proactive in making sure start-up and long-term plans are being successfully implemented, and must be willing to make prudent changes when needed.**
35. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? **Such a situation must be brought to the attention of the Board, as Board members must take their ethical and fiduciary obligations seriously. Members will be reminded of the adopted Board policies, and removed if necessary.**

Disclosures

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

26. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

☐ I / we do not know any such employees. x☒ **Yes family members and friends**

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

x☐ I / we do not know any such persons. ☐ Yes

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

x☐ I / we do not anticipate conducting any such business. ☐ Yes

29. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

x☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.

☐ I / we do not know any such persons. ☐ Yes

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

x☐ N/A ☐ I / we have no such interest. ☐ Yes

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

x☐ N/A ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

26. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
x ☐ Does not apply to me, my spouse or family. ☐ Yes
15. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. x ☐ None ☐ Yes

Certification

I, _____ Harry Dunn _____, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for **HIM By HER Collegiate School for the Arts** Charter School is true and correct in every respect.

Signature

Date

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

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

Certification

I, Harry Dunn, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for **HIM By HER Collegiate School for the Arts** Charter School is true and correct in every respect.

Harry A. Dunn
Signature

8-27-19
Date

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

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

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

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

Background

57. Name of charter school on whose Board of Directors you intend to serve:

58. Full name: Clete Ladd

Home Address: 9181 Amberleigh Drive
Plainfield, Indiana 46168

Business Name and Address:

Telephone No.: 317-292-7042

E-mail address: clete.ladd@aol.com

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

XX ☐ Resume and Curriculum Vitae (professional biography) are provided.

60. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Does not apply to me. ☐ Yes:

- Community Choice Federal Credit Union
- Etheridge Knight Festival of the Arts

61. Why do you wish to serve on the board of the proposed charter school? *I believe all children can learn. E+I believe that education is a human right. To lend my expertise and experience so that each child we serve can benefit by achieving educational excellence and maximizing their full potential*
62. What is your understanding of the appropriate role of a public charter school board member? *First, create a fun, rigorous, safe and secure learning environment for all students and staff and stakeholders. Secondly, to provide support to the administration and staff so that each administrator, teacher and support staff can carry out their roles and responsibilities to help every child succeed. Finally, because the children are our future, to help each child make a smooth transition into adulthood responsibility and become an advocate for social justice for all,*
63. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. *I have not served on a charter board; however, I have served on a charter Community Council. The Council's role was to engage the local businesses, youth serving agencies and faith-based institutions in partnership with the school.*

p

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

I have current Indiana licenses as an English/Language Arts teacher and School Building Administrator. I have more than 25 years of experience as an educator and assistant-principal and principal, working with students in alternative, gifted and talented, and adult educational institutions, and in traditional public, private Christian schools, and charter schools. As a building administrator, my schools have consistently made passing grades in the various accountability systems over the years. I am known as national expert in the area of rites of passage into adulthood, and locally with regard to training teachers in Cultural Relevancy methods. I have presented at more than 30 youth service and educational conferences across our nation. Currently, I work with University of Phoenix in the College of Education as a Faculty Supervisor, working with and conducting observations for student teachers.

School Mission and Program

29. What is your understanding of the school's mission and guiding beliefs? *That all children can learn and succeed academically as well as personally. Meet and exceed state and authorizer's national standards.*
30. What is your understanding of the school's proposed educational program? *Culturally Relevant Teaching is the key to success for marginalized, low income students of color.*
31. What do you believe to be the characteristics of a successful school? *A fun, safe and secure learning environment. Every student is valued, and teachers appreciate and incorporate each student's individual learning style.*
32. How will you know that the school is succeeding (or not) in its mission? *First, by tracking parent engagement and getting feedback for family members. Secondly, by disaggregating assessment data, and using the findings to work on continuous improvement.*

Governance

36. Describe the role that the board will play in the school's operation. *Have Frequent, formally scheduled meetings for the oversight of the charter school. Analyze progress reports and provide feedback to administrators and staff. Secure adequate financial resources and necessary community collaborations. Vote on using resources. Hire qualified and quality personnel and ensure the seamless operation alignment with the school mission and strategic planning.*
37. How will you know if the school is successful at the end of the first year of operation? *Analyze the data of cumulative (and formative) assessments, financial stability, progress reports, sustaining or exceeding enrollment goals. Assessing feedback from parents, students and all stakeholders.*
38. How will you know at the end of four years if the school is successful? *Review each year's previous aggregate data. Assess trends and determine whether the strategic goals set before the first year were met, sustained, or exceeded.*
39. What specific steps do you think the charter school board will need to take to ensure that the school is successful? *Continuously assess the board's active engagement. Monitor and support the school leadership. Assure that all stakeholders are informed of progress. Focus on engaging the community through regularly, scheduled public meetings, and remain proactive to ensure the start-up and long-term plans are being implemented with fidelity. Remain open to needed adjustments and adaptations where necessary.*

40. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? *Adhere to the policy and procedures established by the board. Follow the protocol for addressing a board member's malfeasance.*

Disclosures

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

☐ I / we do not know any such trustees. *X Yes: I have known for many years but have never worked with two board members over the course of my career as an educator.*

30. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
X No. I / we do not know any such employees.

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

X No: I / we do not know any such persons.

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

X No: I / we do not anticipate conducting any such business.

33. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. *X Yes: I have worked with two organizations that the school may possibly contract with: Big Picture Learning for the internship an Exhibition portions of their programming. The Leader in Me for incorporating their 7 Habits of highly Successful Students programming.*

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

X No: I / we have no such interest.

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

X No: I / we or my family do not anticipate conducting any such business.

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

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

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

Certification

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

Signature

August 20, 2019
Date

____ August 20, 2019 _____
Date

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

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

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

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

Background

65. Name of charter school on whose Board of Directors you intend to serve:

HIM By HER Collegiate School for the Arts

66. Full name: **Gregory P. Gadson**

Home Address: **4923 Graceland Avenue, Indianapolis, IN 46208**

Business Name and Address: **Marion County Prosecutor's Office**

Telephone No.: **(317) 965-9609**

E-mail address: **gregory_gadson@yahoo.com**

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

☒ Resume and professional biography are provided.

68. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Does not apply to me. ☒ Yes

69. Why do you wish to serve on the board of the proposed charter school? **To enrich the lives of at-risk and underserved youth.**
70. What is your understanding of the appropriate role of a public charter school board member? **To participate in school oversight, legal responsibility, approve appropriate budgets and school resources, hire and oversee key school personnel, and strategic planning, and periodically interacting with the public.**
71. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. **I have served as a founding director of HIM By HER Foundation since 2014.**
72. Describe the specific knowledge and experience that you would bring to the board. **I am a long-time attorney with experience in corporate governing and risk management.**

School Mission and Program

33. What is your understanding of the school's mission and guiding beliefs?
To provide culturally relevant academics appropriately infused with community commitment and character development necessary for college entry and success, and for productive lives in society, and to counteract the "School-to-Prison Pipeline."
34. What is your understanding of the school's proposed educational program? **While meeting State standards and national expectations, it will be culturally relevant to the expected population of often underserved youth, will strategically partner with those to provide important wrap-around services, and will provide innovative afterschool opportunities on the school site.**
35. What do you believe to be the characteristics of a successful school? **Successful leadership, parental and community participation, cultural relevancy, a belief by school leadership, teachers and staff that the target students and population can and will be successful learners and are valuable human beings, high expectations, dealing with students as they are, providing or referring appropriate wrap-around services for students and their families, and others.**
36. How will you know that the school is succeeding (or not) in its mission? **From frequent feedback from key school personnel, parents and the community, achievement testing data, and tracking data of students after leave the school.**

Governance

41. Describe the role that the board will play in the school's operation. **Frequent, formally scheduled meetings for the oversight of the school, receiving frequent progress reports and feedback, providing necessary school resources, voting on such resources and key personnel, and ensuring that the operation is aligned with the school mission and strategic planning.**
42. How will you know if the school is successful at the end of the first year of operation? **By objective achievement data and progress reports, by meeting and sustaining enrollment goals and financial sustainability goals, and by feedback from parents, students and the community at large.**
43. How will you know at the end of four years if the school is successful? **See the response to Question 2, above. In addition, those attributes should follow a positive, upward trend, and the strategic goals set before the first year should be met or substantially met.**
44. What specific steps do you think the charter school board will need to take to ensure that the school is successful? **The Board must be actively engaged with the school leadership and the community through regularly-scheduled public meetings, and must be proactive in making sure start-up and long-term plans are being successfully implemented, and must be willing to make prudent changes when needed.**
45. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? **Such a situation must be brought to the attention of the Board, as Board members must take their ethical and fiduciary obligations seriously. Members will be reminded of the adopted Board policies, and removed if necessary.**

Disclosures

9. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ Yes. **I have worked with many of the Board members since 2014.**
34. Indicate whether you or your spouse knows any person who is, or has been in the last two

years, a school employee. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☐ Yes

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

☒ I / we do not know any such persons. ☐ Yes

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

☒ I / we do not anticipate conducting any such business. ☐ Yes

37. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.

☐ I / we do not know any such persons. ☐ Yes

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

☒ N/A ☐ I / we have no such interest. ☐ Yes

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

☒ N/A ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

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

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

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

Certification

I, **Gregory P. Gadson**, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for **HIM By HER Collegiate School for the Arts** Charter School is true and correct in every respect.



Signature

August 26, 2019

Date

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
HIM By HER Collegiate School for the Arts
2. Full name: **Rev. Shonda Nicole Gladden**
Home Address: **2812 N. New Jersey St. Indianapolis, IN 46205**
Business Name and Address: **Good to the SOUL c/o BLCFI Center at Crossroads South, 3201 N. Capitol Ave. Indianapolis, IN 46208**

Telephone No.: **765-831-2129**
E-mail address: **ceo@goodtothesoul.com**
3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application)
☒ Resume and professional biography are provided.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
☐ Does not apply to me. ☒ Yes

I am a member of the Board of Directors of Derek Anthony Moore Charity, Inc. (DAMCI)
5. Why do you wish to serve on the board of the proposed charter school?

I wish to serve on the board of the HBHF Collegiate School for the Arts because I believe my presence adds value. The value I believe my presence adds includes my experience as a strategist, social entrepreneurial expertise, including leveraging social capital to infuse our school's brand and vision into the fabric of

experience also add value in providing an alternative lens to ensure our students are being equipped to be globally competitive and competent.

6. What is your understanding of the appropriate role of a public charter school board member?

To participate in school oversight, legal responsibility, approve appropriate budgets and school resources, hire and oversee key school personnel, and strategic planning, and periodically interacting with the public.

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

Although I have never served on a charter school board, I have assisted with the development of preschool programs and Christian schools as a clergywoman and educator. Accordingly, my experiences as a lifelong learner (currently enrolled in a PhD program) and business owner have equipped me to provide critical thinking and strategic implementation expertise to contribute to the success of our future school.

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

I am an educator and a scholar, having taught four years at the undergraduate level at Morgan State University and am currently enrolled in the PhD Program in American Studies at IUPUI.

I am an artist, having performed on renown stages such as Carnegie Hall, Lincoln Center, Kennedy Center and others.

I represent a global perspective, having led and participated in short term humanitarian projects throughout the continental United States, Canada, England, France, Germany, Switzerland, Czech Republic, South Africa, Kenya and South Korea.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Our guiding principles include commitment to cultural relevance, engaged community involvement and attentiveness to the whole child with an acute awareness of the importance of providing support for holistic familial development. Additionally, our school mission is to provide culturally relevant academics appropriately infused with community commitment and character development necessary for college entry and success, and for productive lives in society, and to counteract the "School-to-Prison Pipeline."

2. What is your understanding of the school's proposed educational program?

relevant to the expected population of often underserved youth, will strategically partner with those to provide important wrap-around services, and will provide innovative afterschool opportunities on the school site.

3. What do you believe to be the characteristics of a successful school?

Successful leadership, parental and community participation, cultural relevancy, a belief by school leadership, teachers and staff that the target students and population can and will be successful learners and are valuable human beings, high expectations, dealing with students as they are, providing or referring appropriate wrap-around services for students and their families, and others.

4. How will you know that the school is succeeding (or not) in its mission?

We will know that our school is succeeding (or not) in its mission by the qualitative matriculation (or non-matriculation) of our students. From frequent feedback from key school personnel, parents and the community, achievement testing data, and tracking data of students after leave the school.

Governance

1. Describe the role that the board will play in the school's operation.

Frequent, formally scheduled meetings for the oversight of the school, receiving frequent progress reports and feedback, providing necessary school resources, voting on such resources and key personnel, and ensuring that the operation is aligned with the school mission and strategic planning.

2. How will you know if the school is successful at the end of the first year of operation?

By objective achievement data and progress reports, by meeting and sustaining enrollment goals and financial sustainability goals, and by feedback from parents, students and the community at large.

3. How will you know at the end of four years if the school is successful?

See the response to Question 2, above. In addition, those attributes should follow a positive, upward trend, and the strategic goals set before the first year should be met or substantially met.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The Board must be actively engaged with the school leadership and the community through regularly-scheduled public meetings, and must be proactive in making long-term plans are being successfully implemented, and must be willing to make prudent changes when needed.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Such a situation must be brought to the attention of the Board, as Board members must take their ethical and fiduciary obligations seriously. Members will be reminded of the adopted Board policies, and removed if necessary.

Disclosures

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

I have been a member of the board of directors of HBHF for just over a year now and have become acquainted with board members accordingly. Prior to joining the board of directors I did not know any other board members.

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

As a clergywoman and business owner of a social enterprise, Good to the SOUL, I may from time to time provide wrap-around services for families as part of my commitment to the success of the school. Such services, coaching, care service provision, consulting, etc. will be provided pro bono and/or at a rate significantly less than that which would be commensurate with industry standards.

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☒ I / we do not know any such persons. ☐ Yes

6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A ☒ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None ☐ Yes

Certification

I, **Shonda Nicole Gladden**, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for **HIM By HER Foundation Collegiate School for the Arts** Charter School is true and correct in every respect.



Signature

8/22/19

Date

6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A ☒ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None ☐ Yes

Certification

I, **Shonda Nicole Gladden**, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for **HIM By HER Foundation Collegiate School for the Arts** Charter School is true and correct in every respect.



Signature

8/22/19

Date



ATTACHMENT 15

CHARTER SCHOOL ORGANIZER CONFLICT OF INTEREST FORM

Conflict of Interest Form Charter School Organizer

Name of Organizer: HIM By HER Foundation, Inc.

Name of Associated Charter School: HIM By HER Collegiate School for the Arts

Name of Contact Person: Harry C. Dunn, III

Contact Person Email Address: himbyherfoundation@ymail.com or himhim22000@yahoo.com

Contact Person Phone Number: (317) 258-4079

Roster of Organizer Board Members:

- | | |
|---------------------------------------|---|
| 1) <u>Hon. John L. Bartlett</u> | Role (e.g. President): <u>Chairman & Dir.</u> |
| 2) <u>Harry C. Dunn, III</u> | Role: <u>President & Dir.</u> |
| 3) <u>Michelle Christian Dunn</u> | Role: <u>Treasurer & Dir.</u> |
| 4) <u>Gregory P. Gadson</u> | Role: <u>Secretary & Dir.</u> |
| 5) <u>Diana M. Daniels</u> | Role: <u>Director</u> |
| 6) <u>Terrance M. Bogan</u> | Role: <u>Director</u> |
| 7) <u>Keith A. White</u> | Role: <u>Director</u> |
| 8) <u>Sheryl Alexander, Ph.D.</u> | Role: <u>Director</u> |
| 9) <u>James L. Leonard</u> | Role: <u>Director</u> |
| 10) <u>Wayne R. Wellington</u> | Role: <u>Director</u> |
| 11) <u>Daryl Williams-Dotson</u> | Role: <u>Director</u> |
| 12) <u>Rev. Shonda Nicole Gladden</u> | Role: <u>Director</u> |



ATTACHMENT 17

STAFFING CHART

High School Staffing Model and Rollout

Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Principal						
Assistant Principal(s)						
Dean(s)						
Add'l School Leadership Position 1 [specify]						
Add'l School Leadership Position 2 [specify]						
Add'l School Leadership Position 3 [specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Student Support Position 1 [specify: e.g., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
Total FTEs						



ATTACHMENT 22

START-UP PLAN

ATTACHMENT 22

START-UP PLAN

General

In the start-up phase of HIM By HER Collegiate School for the Arts (HBHCSA) the School Principal, Clete H. Ladd, along with the HBHCSA Governing Board and HIM By HER Foundation, Inc. (HBHF) in general, will continue build interest in prospective students for attendance beginning in the Fall of 2020. The opening year (2020-21) will serve grades Kindergarten through 5th. The proposed building location is in the 46218 Martindale-Brightwood area, and students and families in that area will be targeted heavily, although we expect city-wide interest. Along with such coordinated recruitment efforts, the HBHF will complete a facility search and facility acquisition for the upcoming School opening. Meanwhile, the HBHCSA Governing Board (which is the HBHF Board of Directors) and the School Leadership in place will begin the task of further curriculum planning, hiring sufficient staff, and other activities necessary for a timely and successful school opening. School Principal Clete Ladd will continue to receive support from HBHF, Big Picture Learning, The Leader in Me and the State of Indiana in the planning year and the first two years of school operation. Mr. Ladd will continue to develop resources from the best practice, researched-base high-performing schools.

Specific Start-Up Timetables

Below is a general and tentative timetable of activities to be performed during HBHCSA's starting phase. Please see the "Charter School Key" below for the responsible party codes.

PHASE 1: GETTING STARTED

<u>Activity:</u>	<u>Responsible Parties</u>	<u>Timeline</u>
<u>ADMINISTRATIVE:</u>		
Community outreach	GB, P	On-going 2019-20
Request a school charter	HBHF	Jul., 2019
Identify facility	GB	Jan-June 2019
Select School Principal	GB	Jan., 2019
Select an Operations Manager	HBHF	Oct., 2019
Develop recruitment, marketing and outreach plan for new students	GB, P	Nov., 2019
Identify community liaisons	M	Nov., 2019

Write and design initial information materials (brochures, general info sheet, Q&A Sheets, etc.	M	Nov., 2019
Print and distribute information/brochures	M	Dec., 2019
Design and print other marketing materials	M	Dec., 2019
Organize community presentations	P	Nov., 2019
Organize recruitment campaign, make phone calls	P	Nov., 2019 and ongoing
Answer parent phone calls, run open houses	P	Dec., 2019
Register students	OM	Jul., 2020

INSTRUCTION & ASSESSMENT

Plan for classroom/learning environment configuration	P & F	Dec., 2019
Complete plan for curriculum	P	Jan., 2020
Arrange for regular ECA testing	P	Jan., 2020

FINANCIAL PLANNING

Accommodate HBHF in existing accounting, purchasing, payroll and state reporting systems	A	Nov., 2019
Modify five-year planning budget and business plan based on any new information	GB, A	Jan., 2020

PHASE II: PREPARATION FOR OPENING

ORGANIZATIONAL

Revise and expand comprehensive school accountability plan, if necessary	P	Dec., 2019
Develop Emergency Plan	P, GB	Jan., 2020
Develop Weather Notification Plan	P	Jan., 2020

INSTRUCTION AND ASSESSMENT

Review and amend instructional program plan	P	Jan., 2020
Review and amend curriculum/projects/units	P	Jan., 2020
Review and amend assessment plan	P	Jan., 2020

PLANNING FOR SPECIAL EDUCATION NEEDS

Identify students indicating IEPs needed	P, SEI	Jul., 2020
Review and assess need for IEPs	P, SEI	Jul., 2020
Confer with parents/students regarding special education needs during registration period.	P, SEI	Jul., 2020
Devise plans for serving special education students	P, SEI	Jul., 2020
Coordinate schedule for special education students	P, SEI	Jul., 2020
Work with students/parents to develop or revise IEPs as needed.	P, SEI	Jul., 2020
Convey special education plans to special education teachers and other regular education teachers/advisors	P, SEI	Jul., 2020
Undertake complete ESL assessment	P	Jul., 2020
Establish framework for assignment for specific ESL programming	P	Jul., 2020

FACILITIES

Select facility	HBHF	Nov., 2019
Meet with landlord and architect to plan renovations	HBHF, F	Nov., 2019
Begin renovations Construction	HBH, F	Dec., 2019
Arrange classrooms/instructional & work environments	F	Feb., 2020
Secure all inspections for fire, safety and other codes	F	Feb., 2020

STAFFING

Plan recruitment strategy	P	Nov., 2019
Develop new staff selection process	P	Dec., 2019
Provide orientation for new faculty and staff	P	Jul., 2020
Advise staff on legal and regulatory compliance	P	Jul., 2020
Establish Year 1 staff development plan including paraprofessionals	P	Mar.-Jul., 2020
Conduct Yr. 1 Professional Development & On-Boarding	P	Jul., 2020

STUDENTS

Accept and review applications	OM	Apr.-Jul., 2020
--------------------------------	----	-----------------

Monitor diversity and outreach	P	Apr.-Jul., 2020
Conduct enrollment lottery if applications exceed P, OM		Jul., 2020
Conduct registration and assessment	P and staff	Jul., 2020
Publish public notice of special education services	P	Jul., 2020
Send updates to prospective students on a monthly basis	P	Apr.-Jul., 2020
Conduct Student Orientation	P and staff	Jul., 2020 (additional dates added, as needed)

FINANCE AND OPERATIONS

Review current budget development and oversight policies	GB, A	Nov., 2019
Full implementation of accounting system	A	Dec., 2019
Oversight and decision-making of accounting sys.	GB, A	Dec., 2019
Review internal controls & fiscal policies	GB, A, P	Dec., 2019
Research and recommend auditing options	A,	Dec., 2019
Establish and maintain fiscal linkages with state	GB	Jul., 2020
Develop long-term fiscal plans	GB, A	Dec., 2019

SCHOOL OPENING-

Staff	All staff	Aug., 2020-for PD workshop
Students	All staff	Aug., 2020

Charter School Key:

A= Accounting Department

GB = Governing Board (which is the HBHF Board of Directors)

HBHF = HIM By HER Foundation

F = Facilities Personnel

M=Marketing Specialist from Board

OM= Office administrator/Admin. Asst to Principal

P = School Principal

SEI = Special Education Instructor



ATTACHMENT 23

INSURANCE ESTIMATE



ATTACHMENT 23

INSURANCE ESTIMATE

73APG065666-02

RENEWAL NUMBER

CROSS REFERENCE NUMBER

73 APG 065666 - 03

**NATIONAL LIABILITY & FIRE INSURANCE
COMPANY**
STAMFORD, CONNECTICUT
BUSINESS AUTO COVERAGE DECLARATIONS

☐ The Declarations
include a second part
designated "Part 2".

ITEM ONE NAMED INSURED & ADDRESS

HIM BY HER FOUNDATION INC
8304 CORAL BAY CT
INDIANAPOLIS, IN 46236

FORM OF NAMED INSURED'S BUSINESS: **Non-profit Association**NAMED INSURED'S BUSINESS: **VOCATIONAL TRAINING**

POLICY PERIOD: Policy covers FROM **04/22/2017 12:01 AM** TO **04/22/2018** 12:01 A.M. Standard Time at the Named Insured's Address stated above.

ITEM TWO - SCHEDULE OF COVERAGES AND COVERED AUTOS

This policy provides only those coverages where a charge is shown in the premium column below. Each of these coverages will apply only to those "autos" shown as covered "autos". "Autos" are shown as covered "autos" for a particular coverage by the entry of one or more of the symbols from the COVERED AUTO Section of the Business Auto Coverage Form next to the name of the coverage.

COVERAGES	COVERED AUTOS (Entry of one or more of the symbols from the COVERED AUTOS Section of the Business Auto Coverage Form shows which autos are covered autos)	LIMIT OF INSURANCE THE MOST WE WILL PAY FOR ANY ONE ACCIDENT OR LOSS	PREMIUM
LIABILITY	7	\$ 300,000 C.S.L.	\$ 906
PERSONAL INJURY PROTECTION (P.I.P.) (or equivalent No-fault coverage)		SEPARATELY STATED IN EACH P.I.P. ENDORSEMENT MINUS \$ Deductible	\$
ADDED P.I.P. (or equivalent added No-fault cov.)		SEPARATELY STATED IN EACH ADDED P.I.P. ENDORSEMENT	\$
PROPERTY PROTECTION INSURANCE (P.P.I.) (Michigan only)		SEPARATELY STATED IN THE P.P.I. ENDORSEMENT MINUS \$ Deductible FOR EACH ACCIDENT	\$
AUTO MEDICAL PAYMENTS		\$	\$
UNINSURED MOTORISTS	10	\$ 300,000 C.S.L. (BI & PD)	\$ 30
UNDERINSURED MOTORISTS (When not included in Uninsured Motorists coverage)	10	\$ See CA 2146 (12/1993)	\$ 10
PHYSICAL DAMAGE INSURANCE			
COMPREHENSIVE COVERAGE	7	\$ See M 3912b (08/2001)	\$ INCL
SPECIFIED CAUSES OF LOSS		\$	\$
COLLISION COVERAGE	7	\$ See M 3912b (08/2001)	\$ 1,736
TOWING AND LABOR		\$ Deductible FOR EACH COVERED AUTO	\$
FORMS AND ENDORSEMENTS CONTAINED IN THIS POLICY AT ITS INCEPTION See M4572 (12/1994)			PREMIUM FOR ENDORSEMENTS: \$
			ESTIMATED TOTAL PREMIUM \$ 2,682
ENTER SYMBOL 10 DESCRIPTION HERE: Symbol 10 - Only those autos described in Item Three of the Declarations with Liability premium shown.			
POLICY SUBJECT TO A FULLY EARNED POLICYWRITING MINIMUM PREMIUM OF \$ 0			IF CANCELLED BY THE INSURED
ITEM THREE - SCHEDULE OF COVERED AUTOS AS ATTACHED			

Countersigned At **GEICO Insurance Agency, Inc.**
Fredericksburg, VA

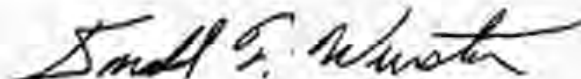
By

AUTHORIZED SIGNATURE

In Witness whereof, we have caused this policy to be executed and attested.



Secretary



President



ATTACHMENT 24

CHARTER APPLICATION BUDGET WORKSHEETS

Table 24– Budget Worksheet A

Preoperational Year		
SCHOOL NAME: Him by Her Collegiate School for the Arts	DATES COVERED: December 1, 2020 through June 30, 2021	
INCOME		
Cash In -- Funding Source	Budget Amount	Description: Specific Source
State Grants (Please Describe)	\$250,000	Federal Charter School Program Grant administered through the state; Anticipate \$250K in planning and additional \$650K in implementation over the first three years of operation
Other Grants (Please Describe)		
Other (Please Describe)	\$50,000	We will need cash because the CSP grant is reimbursement-based. We believe there are several options, but we are including \$50K here as cash in from a Line of Credit to show one option. We are including repayment of the Line of Credit in our Cash Out as well.
TOTAL CASH IN (INCOME)	\$300,000	
EXPENSES		
Expenditure	Budget Amount	Description: Assumptions
Legal	\$10,000	Pre-opening legal work
Accounting and Consulting	\$15,000	Pre-opening accounting set-up, payroll, and reporting
Other Professional Services	\$25,000	IT Services, Professional Development
Marketing: Including Printing and Postage	\$10,000	
Rent: Office Space and Utilities	\$5,000	
Supplies	\$20,000	Pre-opening supplies
Equipment	\$50,000	Administrative technology and office furniture
Labor	\$110,000	Pre-opening school leadership and admin support for six months
Other (Please Describe)	\$20,000	Line of Credit Repayment (partial payment/balance & interest paid in year 1)
TOTAL EXPENSES	\$265,000	

Table 24- Budget Worksheet B

Budget
Schedule B

Projected Enrollment_120 _____	School Name: Him by Her Collegiate School for the Arts	Dates Covered: 7/1/20 – 6/30/21										Minimum Revenue for Financial Viability:		
	Description (where requested in Column A)	July	August	September	October	November	December	January	February	March	April	May	June	Total
CARRY OVER		\$35,000	\$52,326	\$17,252	\$31,678	\$26,104	\$20,530	\$59,956	\$89,382	\$108,808	\$122,234	\$135,660	\$119,086	\$79,905
I. CASH IN (INCOME):														
Donations/Gifts (Please Describe)														
Food Service				4,800	4,800	4,800	4,800	4,800	4,800	4,800	4,800	4,800	4,800	48,000
Investment Earnings														
Loan From Common School Loan														
Other Grants (Please Describe)	CSP	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000			300,000
State Grants (Please Describe)	\$750 per student charter grant/State Special Ed begin in Jan/Textbook Reimb in Feb			45,000			45,000	35,000	11,000	5,000	5,000	5,000	5,000	156,000
State Tuition Support		67,637	67,637	67,637	67,637	67,637	67,637	67,637	67,637	67,637	67,637	67,637	67,637	811,644
Other (Please Describe)	Title I/Sped Part B								14,000	14,000	14,000	14,000	14,000	70,000
TOTAL CASH IN (INCOME):		97,637	97,637	147,437	102,437	102,437	147,437	137,437	127,437	121,437	121,437	91,437	91,437	\$1,385,644

Table 24– Budget Worksheet B

II. EXPENDITURES:														
<i>A. Employee Salaries</i>														
Director/Principal		7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	85,000
Assistant Principal		4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	48,000
Other Administration - Business Manager		1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	22,500
Social Workers		4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	48,000
	Description (where requested in Column A)	July	August	Septem ber	Octob er	Novem ber	Decem ber	Januar y	Februa ry	March	April	May	June	Total
Substitute Teachers														
Teachers		25,500	25,500	25,500	25,500	25,500	25,500	25,500	25,500	25,500	25,500	25,500	25,500	306,000
Technicians														
Temporary Salaries														
Other Human Resource Expense (Please Describe)														
Total Employee Salaries		42,458	42,458	42,458	42,458	42,458	42,458	42,458	42,458	42,458	42,458	42,458	42,462	509,500
<i>B. Employee Benefits</i>														
Group Dental Insurance		531	531	531	531	531	531	531	531	531	531	531	531	6,375
Group Health Insurance		4,781	4,781	4,781	4,781	4,781	4,781	4,781	4,781	4,781	4,781	4,781	4,781	57,375
Group Life Insurance														
Long-Term Disability Insurance														
Public Employee Retirement														
Social Security & Medicare		4,690	4,690	4,690	4,690	4,690	4,690	4,690	4,690	4,690	4,690	4,690	4,690	56,282
Teacher Retirement														

Table 24– Budget Worksheet B

Unemployment Compensation		849	849	849	849	849	849	849	849	849	849	849	849	10,190
Workers Compensation		500	500	500	500	500	500	500	500	500	500	500	500	6,000
Other Employee Benefits	403(b)	1,274	1,274	1,274	1,274	1,274	1,274	1,274	1,274	1,274	1,274	1,274	1,274	15,285
Total Employee Benefits		12,625	12,625	12,625	12,625	12,625	12,625	12,625	12,625	12,625	12,625	12,625	12,618	151,507
<i>C. Rental of Facilities & Utilities</i>														
Electricity	Incl. Gas	1,786	1,786	1,786	1,786	1,786	1,786	1,786	1,786	1,786	1,786	1,786	1,786	21,436
Gas, Oil, or Steam Heat														
Grass and Tree Services														
Internet Access		400	400	400	400	400	400	400	400	400	400	400	400	4,800
Mortgage														
Rent		8,038	8,038	8,038	8,038	8,038	8,038	8,038	8,038	8,038	8,038	8,038	8,038	96,462
Repair & Maintenance Services		417	417	417	417	417	417	417	417	417	417	417	417	5,000
Telephone Long Distance		100	100	100	100	100	100	100	100	100	100	100	100	1,200
Trash Removal		100	100	100	100	100	100	100	100	100	100	100	100	1,200
Utilities														
	Description (where requested in Column A)	July	August	September	October	November	December	January	February	March	April	May	June	Total
Water & Sewer		100	100	100	100	100	100	100	100	100	100	100	100	1,200
Other Facilities & Utilities Expense		2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000
Total Rent and Utilities		12,941	12,941	12,941	12,941	12,941	12,941	12,941	12,941	12,941	12,941	12,941	12,947	155,298
<i>D. Insurance</i>														
Board Errors and Omissions														
General Liability														

Table 24– Budget Worksheet B

Insurance														
Health Insurance														
Property & Casualty Insurance														
Property & Inland Marine														
Theft Insurance														
Treasurer Bonds														
Umbrella/excess Liability														
Vehicle Insurance														
Worker's Comp Insurance														
Other Insurance Expense (Please Describe)	All liability & prop/cas (health, worker's comp incl. in benefits section)	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,087	25,000
Total Insurance		2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,087	25,000
<i>E. Service Contracts</i>														
Accounting & Payroll Services		3,508	3,508	3,508	3,508	3,508	3,508	3,508	3,508	3,508	3,508	3,508	3,508	42,100
Consulting Services														
Data Processing Services		1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000
Equipment Rental & Lease														
Food Service Contract				4,800	4,800	4,800	4,800	4,800	4,800	4,800	4,800	4,800	4,800	48,000
Legal Services		417	417	417	417	417	417	417	417	417	417	417	417	5,000
Professional & Technical Services		1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000
Pupil Transportation Contract														
Security Services														
Staff Development		1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000

Table 24– Budget Worksheet B

Other Service Contracts														
Total Service Contracts		8,175	8,175	12,975	12,975	12,975	12,975	12,975	12,975	12,975	12,975	12,975	12,975	146,100
	Description (where requested in Column A)	July	August	September	October	November	December	January	February	March	April	May	June	Total
<i>F. Supplies & Materials</i>														
Advertising			500	500	500	500	500	500	500	500	500	500		5,000
Computer Software			500	500	500	500	500	500	500	500	500	500		5,000
Custodial Supplies			600	600	600	600	600	600	600	600	600	600		6,000
Instructional Supplies			1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200		12,000
Library Books			600	600	600	600	600	600	600	600	600	600		6,000
Office Supplies & Expense			600	600	600	600	600	600	600	600	600	600		6,000
Postage			300	300	300	300	300	300	300	300	300	300		3,000
Printing			2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400		24,000
Subscriptions			500	500	500	500	500	500	500	500	500	500		5,000
Testing & Evaluation Supplies			500	500	500	500	500	500	500	500	500	500		5,000
Textbooks			5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000		50,000
Other Supplies & Materials			1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200		12,000
Total Supplies & Materials			13,900	13,900	13,900	13,900	13,900	13,900	13,900	13,900	13,900	13,900		139,000
<i>G. Capital Outlay</i>														
Computer Hardware			7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500		75,000
Computer Software			1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000		10,000
Office Furniture & Equipment			5,000											5,000
Instructional			25,000	25,000										50,000

Table 24– Budget Worksheet B

Furniture & Equipment														0
Vehicles														
Land Purchases														
Improvements & Alterations														
Other Capital Outlay														
Total Capital Outlay			38,500	33,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500		140,000
<i>H. Other Expenditures</i>														
Audit Expense														
Dues & Fees														
Judgments														
Debt Services	Line of Credit payoff												45,000	45,000
Travel Expense/Mileage														
Reimbursement														
	Description (where requested in Column A)	July	August	September	October	November	December	January	February	March	April	May	June	Total
Field Trips				500	500	500	500	500	500	500	500	500	500	5,000
Payments to an EMO														
BSU Administrative Fee		2,029	2,029	2,029	2,029	2,029	2,029	2,029	2,029	2,029	2,029	2,029	2,029	24,350
Total Other Expenditures		2,029	2,029	2,529	2,529	2,529	2,529	2,529	2,529	2,529	2,529	2,529	47,529	74,348
TOTAL EXPENDITURES		80,311	132,711	133,011	108,011	108,011	108,011	108,011	108,011	108,011	108,011	108,011	130,618	1,340,753
REMAINING CASH BALANCE (DEFICIT)		\$52,326	\$17,252	\$31,678	\$26,104	\$20,530	\$59,956	\$89,382	\$108,808	\$122,234	\$135,660	\$119,086	\$79,905	\$79,905

Table 24– Budget Worksheet B

Table 24– Budget Worksheet B

Budget Worksheet Projected Five Year Cash Flow						
	School Name:					
	Pre-operational (From Schedule A)	First Fiscal Year (From Schedule B)	Second Fiscal Year	Third Fiscal Year:	Fourth Fiscal Year:	Fifth Fiscal Year:
Dates Covered	Approval - June 30, 2020__	July 1, 2020 – June 30, 2021	July 1, 2021 – June 30, 2022	July 1, 2022 – June 30, 2023	July 1, 2023 – June 30, 2024	July 1, 2024 – June 30, 2025
Projected Enrollment		120	180	240	300	360
Minimum enrollment for financial viability		90	120	150	180	210
CARRY OVER		\$35,000	\$79,905	\$125,570	\$35,823	\$77,552
I. CASH IN (INCOME):						
Donations/Gifts						
Food Service		48,000	72,000	96,000	120,000	144,000
Investment Earnings						
Loan From Common School Loan						
Other Grants	250,000	300,000	300,000	50,000		
State Grants		156,000				
State Tuition Support		811,644	1,217,470	1,623,293	2,029,177	2,434,940
Transportation						
Other (Please Describe)	50,000	70,000	104,500	140,000	175,000	210,000
TOTAL CASH IN (INCOME):	\$300,000	\$1,385,644	\$1,693,970	\$1,909,293	\$2,324,177	\$2,788,940

Table 24– Budget Worksheet B

	Pre-operational (From Schedule A)	First Fiscal Year (From Schedule B)	Second Fiscal Year	Third Fiscal Year:	Fourth Fiscal Year:	Fifth Fiscal Year:
II. EXPENDITURES:						
<i>A. Employee Salaries</i>						
Director/Principal	60,000	85,000	86,700	88,450	90,200	92,000
Assistant Principal	30,000	48,000	60,000	140,000	142,800	145,650
Other Administration - Business Manager	20,000	22,500	45,000	45,900	46,800	47,750
Classroom Assistants						
Clerical			30,000	30,500	31,500	32,500
Consultants						
Librarians						
Overtime Expense						
Social Workers		48,000	96,000	98,000	151,100	154,125
Substitute Teachers						
Teachers		306,000	361,080	525,405	661,125	844,850
Technicians						
Temporary Salaries						
Other Human Resource Expense						
Total Employee Salaries	\$110,000	\$509,500	\$678,780	\$928,255	\$1,123,525	\$1,316,875
<i>B. Employee Benefits</i>						
Group Dental Insurance		6,375	8,475	11,625	14,050	16,475
Group Health Insurance		57,375	74,675	101,775	123,588	144,850
Group Life Insurance						
Long-Term Disability Insurance						
Public Employee Retirement						
Social Security & Medicare		56,282	51,925	71,010	85,950	100,740
Teacher Retirement						
Unemployment Compensation		10,190	13,575	18,565	22,470	26,325
Workers Compensation		6,000	7,000	8,000	9,000	10,000
Other Employee Benefits		15,285	20,350	27,850	33,700	39,500
Total Employee Benefits		\$151,507	\$176,000	\$238,825	\$288,758	\$337,890

Table 24– Budget Worksheet B

	Pre-operational (From Schedule A)	First Fiscal Year (From Schedule B)	Second Fiscal Year	Third Fiscal Year:	Fourth Fiscal Year:	Fifth Fiscal Year:
<i>C. Rental of Facilities & Utilities</i>						
Electricity		21,436	51,200	51,200	51,200	51,200
Gas, Oil, or Steam Heat						
Grass and Tree Services						
Internet Access		4,800	4,800	4,800	4,800	4,800
Mortgage						
Rent	5,000	96,462	230,290	230,290	230,290	230,290
Repair & Maintenance Services		5,000	10,000	10,000	10,000	10,000
Telephone Long Distance		1,200	1,200	1,200	1,200	1,200
Trash Removal		1,200	2,400	2,400	2,400	2,400
Other Facilities & Utilities Expense		24,000	48,000	48,000	48,000	48,000
Water & Sewer		1,200	2,400	2,400	2,400	2,400
Total Rent and Utilities	\$5,000	\$155,298	\$350,290	\$350,290	\$350,290	\$350,290
<i>D. Insurance</i>						
Board Errors and Omissions						
General Liability Insurance						
Health Insurance						
Property & Casualty Insurance						
Property & Inland Marine						
Theft Insurance						
Treasurer Bonds						
Umbrella/excess Liability						
All Liability & Casualty Expense		25,000	30,000	30,000	30,000	30,000
Worker's Compensation Insurance						
Total Insurance		\$25,000	\$30,000	\$30,000	\$30,000	\$30,000
<i>E. Service Contracts</i>						
Accounting & Payroll Services	15,000	42,100	48,000	48,000	48,000	48,000
Consulting Services						
Data Processing Services		18,000	24,000	24,000	24,000	24,000

Table 24– Budget Worksheet B

Equipment Rental & Lease						
Food Service Contract		48,000	72,000	96,000	120,000	144,000
Legal Services	10,000	5,000	5,000	5,000	5,000	5,000
Professional & Technical Services	25,000	18,000	24,000	24,000	24,000	24,000
Pupil Transportation Contract						
Security Services						
Staff Development		15,000	15,000	15,000	15,000	15,000
Other Service Contracts						
Total Service Contracts	\$50,000	\$146,100	\$188,000	\$212,000	\$236,000	\$260,000

Table 24– Budget Worksheet B

	Pre-operational (From Schedule A)	First Fiscal Year (From Schedule B)	Second Fiscal Year	Third Fiscal Year:	Fourth Fiscal Year:	Fifth Fiscal
<i>F. Supplies & Materials</i>						
Advertising	10,000	5,000	5,000	5,000	5,000	5,000
Computer Software		5,000	5,000	5,000	5,000	5,000
Custodial Supplies		6,000	6,000	6,000	6,000	6,000
Instructional Supplies		12,000	12,000	12,000	12,000	12,000
Library Books		6,000	6,000	6,000	6,000	6,000
Office Supplies & Expense	20,000	6,000	6,000	6,000	6,000	6,000
Postage		3,000	3,000	3,000	3,000	3,000
Printing		24,000	24,000	24,000	24,000	24,000
Subscriptions		5,000	5,000	5,000	5,000	5,000
Testing & Evaluation Supplies		5,000	5,000	5,000	5,000	5,000
Textbooks		50,000	25,000	25,000	25,000	25,000
Other Supplies & Materials		12,000	12,000	12,000	12,000	12,000
Total Supplies & Materials	\$30,000	\$139,000	\$114,000	\$114,000	\$114,000	\$114,000
<i>G. Capital Outlay</i>						
Computer Hardware	25,000	75,000	25,000	25,000	25,000	25,000
Computer Software		10,000	10,000	10,000	10,000	10,000
Office Furniture & Equipment	25,000	5,000	5,000	5,000	5,000	5,000
Instructional Furniture & Equipment		50,000	25,000	25,000	25,000	25,000
Vehicles						
Land Purchases						
Improvements & Alterations						
Other Capital Outlay						
Total Capital Outlay	\$50,000	\$140,000	\$65,000	\$65,000	\$65,000	\$65,000
<i>H. Other Expenditures</i>						
Audit Expense						
Dues & Fees						
Judgments						
Debt Services	20,000	45,000				
Travel Expense/Mileage						
Reimbursement						
Field Trips		5,000	10,000	12,000	14,000	16,000
Payment to an EMO						

Table 24– Budget Worksheet B

BSU Administrative Fee		24,350	36,525	48,670	60,875	73,050
Total Other Expenditures	\$20,000	\$74,350	\$46,525	\$60,670	\$74,875	\$89,050
TOTAL EXPENDITURES	\$265,000	\$1,340,761	\$1,648,305	\$1,999,040	\$2,282,448	\$2,563,1
REMAINING CASH BALANCE (DEFICIT)	\$35,000	\$79,905	\$125,570	\$35,823	\$77,552	\$303,3

Table 24– Budget Worksheet B



ATTACHMENT 25

BUDGET NARRATIVE

ATTACHMENT 25

BUDGET NARRATIVE

The Budget Template for the HIM By HER Collegiate School for the Arts (HBHCSA) is attached. Upon inspection of the Budget Projections Workbook and the School's Plan, it will be shown that the five-year budget projection is in alignment.

HBHCSA has prepared a startup and 5-year budget to reflect the proposed educational plan and model. The multiyear budget was prepared using conservative revenue and expense assumptions whenever possible, consulting experts in the charter school budgeting and finance field for charter schools. There is no fundraising assumption or funding that is otherwise unsecured, except being contingent upon receipt a charter. Each fiscal year, the budget reflects a positive operating income and a growing fund balance to provide the school with an opportunity to absorb unforeseen financial circumstances. By the end of the first year, the fund balance is roughly equivalent to two months of operating cash, and by the fifth year of operations, the fund balance is about four months operating cash.

Revenue Planning. HBHCSA has estimated revenue rates to remain flat year over year, based on starting enrollment of 120 Kindergarten through 5th Graders and the goal of adding 105 new students and one new grade level each year to reach a final enrollment of 540 students for grades K through 8. The budget relies on the pledges of entities and individuals in the amount of \$325,000 for start-up funds that will be provided to HBHCSA contingent upon it receiving a charter from the Indiana Charter School Board (ICSB). It will also receive \$30,000 annual board fundraising commitment.

The recurring public revenue projections are based on the most recent funding assumptions available to charter applicants, and when otherwise unavailable, the assumptions being used for schools operating during FY 2017. HBHCSA also consulted with various individuals working with Indiana charter school funding, as well as prior applicant budgets and available online resources on public school funding in Indiana.

The main per pupil assumption for basic funding used was \$5,088 per student. In addition, HBHCSA also included an assumption for the Charter & Innovation Grant of \$500 per student for the first two years with the understanding that continued eligibility is predicated on receiving an A, B, or C grade in the state ranking system. The budget includes an assumption of Complexity Grant funding of \$3,539 per student, which was prorated by a factor of 0.65. All the available guidance suggested HBHCSA could budget for the full \$3,539 per student, but out of conservatism, it has incorporated a hedge of 0.65 to account for the complexity factor's impact.

HBHCSA included an assumption for state special education funding for various types of need levels. It assumed that special education students constituted 18% of the enrollment in a given year, with an estimated 5% of the special education students having a severe disability generating \$8,800 per qualifying student and 95% of special education students having a mild or moderate disability generating \$2,300 per qualifying student.

HBHCSA budgeted for Title I and Title II allocations of \$402 and \$40 per qualifying student, respectively, tied to an assumption of qualifying students being free and reduced lunch students estimated at approximately 85%. HBHCSA also expects to receive IDEA funding at \$519.40 per eligible special education student, as well as an E-Rate reimbursement of telecommunication services at 80%.

HBHCSA has planned also for NSLP revenues and greater than offsetting costs of implementing the National School Lunch Program, as well as the breakfast and snack programs. Revenues have been projected based on assumption around meals serve to eligible students and the FY 2019 federal reimbursement rates, using the anticipated student FRL profile, number of days and attendance rates, and likelihood of participating to project the impact.

As laid out previously, for all revenue assumptions, HBHCSA did not incorporate any standard rate increases year over year. Without more concrete budget information at the state and federal level, HBHCSA believes this to be the most prudent course of budget planning.

Expense Planning. Personnel costs, benefit costs, and employer liability costs, are around 52 % of the anticipated spending during the first 5 years for HBHCSA, or an average of \$4.5K in spending per student per year. The staffing plan ties to the proposed personnel plan and the phase-in of those positions over time. HBHCSA leveraged salary ranges from other charter school budgets. The largest staffing category, teachers, has an average salary of \$41.5K, noting that HBHCSA will likely have individuals below and above that average depending on experience. Other roles have also been budgeted, specifically around administrative functions, social workers, and electives. On average, 67% of the proposed personnel spending is going towards instructional roles.

When HBHCSA opens, it plans to have a staff of 9.75 in 2020-21 and grow to a final staff of 32 in 2024-25. This staffing plan represents a minimum level that will otherwise be evaluated and revisited should more resources be available. Salaries are budgeted to increase 2% year over year starting 2021-22.

HBHCSA budgeted a 3% assumption for employer contributions to retirement, as well as the assumption of HBHCSA contributing, on average, \$5,000 per employee toward medical, dental, and vision benefits, which is assumed to increase year over year by 5%. It also budgeted for Social Security, Medicare, and state unemployment insurance at currently established rates (6.2% of wages, 1.45% of wages, and 2.5% of the first \$9,500 per employee). Workers' compensation insurance was also budgeted at 1.25% of total wages. In addition to evaluating compensation levels, HBHCSA will review employer benefits to ensure it is competitive with other schools. Finally, it has budgeted a recurring line item of professional development of \$250 per FTE, increasing by 1.75% year over year, though it has capacity in its budget to spend more. Our understanding is that per IC 20-24-6-7, participation in the state retirement systems is not required if a private alternative is offered. We have initially planned to participate in a private retirement plan, but if there is a demonstrated interest and continued financial capacity, we may explore participating in TRF and PERF.

Instructional supplies and resources have been built around the academic and programmatic requirements of the proposed charter school, also growing by 1.75% year over year when it made sense. The driver for spending in a given year was either the number of students or the number of new students being added. In the first year, spending in this part of the budget averages around \$875/student, but then transitions to about a \$650 average per student each year.

HBHCSA has also budgeted for administrative costs including staff computers (\$850/staff member), as well as office materials, supplies, copier leases, and copy supplies.

Having a board that can effectively oversee the school is extremely critical. To that end, it has budgeted for board meeting materials (\$100/month) and board training (\$1K per year), and it should note it intends to also contract with BES to provide follow on support in Years 0, 1, and 2, which includes board governance and professional development support at \$10K each year.

Professional services and contracted services have been developed using other schools' budgets and vendor quotes. HBHCSA has ensured the budget has the requisite amounts set aside for insurance, back-office services, technology consulting, student information, food service and nursing. Over the five years, this part of the budget averages around \$1.9K per year, starting around \$2.4K in Year 1 and reaching \$1.7K in Year 5, suggesting increased economies- of-scale as the school reaches full size.

HBHCSA has identified a facility and is in the process of serious negotiations. For the purposes of the budget and without a set option, a \$9 per square foot assumption has been budgeted for a space that is otherwise move-in ready, increasing by 1.75% year over year. Janitorial services have also been budgeted at \$2/square foot and utilities have been budgeted at \$2/square foot, with a budget set aside to furnish classrooms and office spaces.

HBHCSA has also included in its budget each year a 3% administrative fee assessed on its basic funding and a contingency reserve, equal to 3% of all non-personnel spending. In Years 2 through 4, HBHCSA also funds a dissolution reserve of \$10,000 each year to reach \$30,000 by Year 4.

Annual Audit. Financial statements will be audited annually by an independent audit firm, identified by the Board via a recommendation from the Finance Committee. The audit firm will be hired by June 30th and perform audit before the start of the new fiscal year. The audit shall include: accuracy of school's financial statements, attendance accounting, revenue accuracy practices, and the school's internal controls.

Processing Controls. Processing Controls will include: source document matching; clerical accuracy of documents; and general ledger account code checking.

Reconciliation. Reconciliation will include: checking for errors after transactions have been posted and general ledger has been run.

Securing Financial Data. Accounting software will be accessible to School Principal, Operations Manager, and Back-Office Provider. Each will have separate log-in credentials, and hard copies of financial data will be in a locked and secured cabinet within the school.

Risk Management. Risk Management will include mitigating risk involving internal and/or external factors that might adversely affect the ability to properly record, process, and summarizing and reporting financial data.

a) **Variable Income.** With the goal of developing a conservative budget, HBHCSA has not incorporated any revenues that are otherwise variable or unsecured, pending approval of the charter. All state and federal revenues have a reasonable basis for inclusion in the budget because they are otherwise revenue streams accessible to HBHCSA whether by formula or standard allocation. HBHCSA did include the aggregate start-up fund contribution (\$325,000) contingent, of course, upon receiving the charter. It also included an assumption of \$30,000 in Board secured fundraising.

b) **Contingency Plan.** As mentioned earlier, HBHCSA has budgeted a 2.5% contingency reserve, as well as ample projected fund balances to absorb the impact of potential revenue shortfalls. If HBHCSA encounters some financial difficulties in the form of a

budget shortfall, such as higher facility costs, higher staffing expenses, or lower enrollment, it will use several strategies to make up the shortfall, including but not limited to:

- Staffing plan revisions: Outside of instructional staff, administrative and leadership staff may have to be deferred or eliminated entirely.
- Salary reduction: Salaries would need to be within the means of the organization, which might make the school less competitive in hiring.
- Benefits reduction: The school would have to revisit employer contributions to employee benefits
- Technology and furniture purchasing versus leasing: The school would have to evaluate if there were cost savings to potentially leasing equipment and furniture and potentially lowering the student-to-computer ratio.
- Scale back facility requirements: The school might have to reevaluate its intended square footage footprint to lower its lease and utility costs.
- Group purchasing: Identify opportunities to partner up with other local schools to share costs or participate in national charter school purchasing collaboratives.

In addition to reducing internal spending, HBHCSA will explore supplemental revenue opportunities like outside grants and fundraising.

c) **Plan to Cover Anticipated Expenses.** The startup budget calls for about \$173K in spending with the focus on getting the school's systems and processes up and running, as well as recruiting students and staff. The recurring budget does include spending for special education students, and HBHCSA acknowledges that it may need to earmark more funding for additional students' needs. With the current contingency line item each year, combined with an ample fund balance reserve, and an otherwise conservatively developed budget, HBHCSA is confident it will be able to re-designate funding and resources toward serving special education students adequately. The budget already includes an assumption for 3% towards a 403b plan. It is not currently planning to participate in the state retirement system. Finally, it has not included any transportation spending, as that is provided through Indianapolis Public Schools.



ATTACHMENT 26

EXISTING ORGANIZER FINANCIALS

ATTACHMENT 26

EXISTING ORGANIZER FINANCIALS

In furtherance of the charter school application for the proposed HIM By HER Collegiate School for the Arts, the Applicant, HIM By HER Foundation, Inc., an Indiana non-profit corporation with IRS Section 501(c)(3) tax-exempt status, submits the pages following regarding the entity's financial information.

Form **4562**Department of the Treasury
Internal Revenue Service (99)**Depreciation and Amortization**
(Including Information on Listed Property)

▶ Attach to your tax return.

▶ Information about Form 4562 and its separate instructions is at www.irs.gov/form4562.

OMB No. 1545-0172

2015Attachment
Sequence No. **179**

Name(s) shown on return

HIM By HER Foundation, Inc.

Business or activity to which this form relates

Identifying number
47-1388573

Form 990/990-PF

Part I Election To Expense Certain Property Under Section 179

Note: If you have any listed property, complete Part V before you complete Part I.

1	Maximum amount (see instructions).....	1
2	Total cost of section 179 property placed in service (see instructions).....	2
3	Threshold cost of section 179 property before reduction in limitation (see instructions).....	3
4	Reduction in limitation. Subtract line 3 from line 2. If zero or less, enter -0-.....	4
5	Dollar limitation for tax year. Subtract line 4 from line 1. If zero or less, enter -0-. If married filing separately, see instructions.....	5
6	(a) Description of property.....	(b) Cost (business use only).....
	(c) Elected cost.....	
7	Listed property. Enter the amount from line 29.....	7
8	Total elected cost of section 179 property. Add amounts in column (c), lines 6 and 7.....	8
9	Tentative deduction. Enter the smaller of line 5 or line 8.....	9
10	Carryover of disallowed deduction from line 13 of your 2014 Form 4562.....	10
11	Business income limitation. Enter the smaller of business income (not less than zero) or line 5 (see instrs).....	11
12	Section 179 expense deduction. Add lines 9 and 10, but do not enter more than line 11.....	12
13	Carryover of disallowed deduction to 2016. Add lines 9 and 10, less line 12.....	13

Note: Do not use Part II or Part III below for listed property. Instead, use Part V.

Part II Special Depreciation Allowance and Other Depreciation (Do not include listed property.) (See instructions.)

14	Special depreciation allowance for qualified property (other than listed property) placed in service during the tax year (see instructions).....	14
15	Property subject to section 168(f)(1) election.....	15
16	Other depreciation (including ACRS).....	16

Part III MACRS Depreciation (Do not include listed property.) (See instructions.)

17	MACRS deductions for assets placed in service in tax years beginning before 2015.....	17	1,128.
18	If you are electing to group any assets placed in service during the tax year into one or more general asset accounts, check here.....	☐	

Section B — Assets Placed in Service During 2015 Tax Year Using the General Depreciation System

(a) Classification of property	(b) Month and year placed in service	(c) Basis for depreciation (business/investment use only — see instructions)	(d) Recovery period	(e) Convention	(f) Method	(g) Depreciation deduction
19 a 3-year property.....						
b 5-year property.....		25,518.	5	HY	200DB	5,104.
c 7-year property.....						
d 10-year property.....						
e 15-year property.....						
f 20-year property.....						
g 25-year property.....			25 yrs		S/L	
h Residential rental property.....			27.5 yrs	MM	S/L	
i Nonresidential real property.....			39 yrs	MM	S/L	
				MM	S/L	

Section C — Assets Placed in Service During 2015 Tax Year Using the Alternative Depreciation System

20 a Class life.....				S/L	
b 12-year.....		12 yrs		S/L	
c 40-year.....		40 yrs	MM	S/L	

Part IV Summary (See instructions.)

Form **8879-EO****IRS e-file Signature Authorization
for an Exempt Organization**

OMB No. 1545-1878

For calendar year 2015, or fiscal year beginning _____, 2015, and ending _____, 20____

Do not send to the IRS. Keep for your records.

Information about Form 8879-EO and its instructions is at www.irs.gov/form8879eo.**2015**Department of the Treasury
Internal Revenue Service

Name of exempt organization

Employer identification number

HIM By HER Foundation, Inc.47-1388573

Name and title of officer

Harry C. Dunn IIIPresident & CEO**Part I Type of Return and Return Information (Whole Dollars Only)**

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line 1a, 2a, 3a, 4a, or 5a, below, and the amount on that line for the return being filed with this form was blank, then leave line 1b, 2b, 3b, 4b, or 5b, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. Do not complete more than 1 line in Part I.

1 a Form 990 check here.....	☐	b Total revenue, if any (Form 990, Part VIII, column (A), line 12).....	1 b	
2 a Form 990-EZ check here.....	☒	b Total revenue, if any (Form 990-EZ, line 9).....	2 b	<u>122,000.</u>
3 a Form 1120-POL check here.....	☐	b Total tax (Form 1120-POL, line 22).....	3 b	
4 a Form 990-PF check here.....	☐	b Tax based on investment income (Form 990-PF, Part VI, line 5)...	4 b	
5 a Form 8868 check here.....	☐	b Balance Due (Form 8868, Part I, line 3c or Part II, line 8c).....	5 b	

Part II Declaration and Signature Authorization of Officer

Under penalties of perjury, I declare that I am an officer of the above organization and that I have examined a copy of the organization's 2015 electronic return and accompanying schedules and statements and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the organization's electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the organization's return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the organization's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the organization's electronic return and, if applicable, the organization's consent to electronic funds withdrawal.

Officer's PIN: check one box only

☒ I authorize Teipen, Selanders, Poynter & Ayres, P.C. to enter my PIN 65085 as my signature

ERO firm name

Enter five numbers, but
do not enter all zeros

on the organization's tax year 2015 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

☐ As an officer of the organization, I will enter my PIN as my signature on the organization's tax year 2015 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Officer's signature

Date

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification

number (EFIN) followed by your five-digit self-selected PIN.....

35175113456

do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2015 electronically filed return for the organization indicated above. I confirm that I am submitting this return in accordance with the requirements of Pub. 4163, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature

Date

2015

Federal Exempt Organization Tax Summary (EZ)

Page 1

Client 65085

HIM By HER Foundation, Inc.

47-1388573

6/29/16

8:25 AM

	2015	2014	Diff
FORM 990-EZ REVENUE			
Contributions, gifts, and grants.....	122,000	117,419	4,581
Total revenue.....	122,000	117,419	4,581
EXPENSES			
Grants and similar amounts paid.....	0	8,890	-8,890
Salaries and employee benefits.....	33,196	0	33,196
Professional fees/pymt to contractors.....	1,480	1,600	-120
Occupancy/rent/utilities/maintenance.....	26,331	335	25,996
Printing, publications, and postage.....	1,795	258	1,537
Other expenses.....	83,940	37,897	46,043
Total expenses.....	146,742	48,980	97,762
NET ASSETS OR FUND BALANCES			
Excess or (deficit) for the year.....	-24,742	68,439	-93,181
Net assets/fund bal. at beg. of year.....	68,439	0	68,439
Net assets/fund bal. at end of year.....	43,697	68,439	-24,742

12/31/15

Client 65085

6/29/16

2015 Federal Book Depreciation Schedule

HIM By HER Foundation, Inc.

Page 1

47-1388573

08:25AM

No.	Description	Date Acquired	Date Sold	Cost/ Basis	Bus. Prt.	Cur 179 Bonus	Special Dep. Allow.	Prior 179/ Bonus/ Sp. Dep.	Prior Dep.	Salvage /Basis Reductn.	Dep. Basis	Prior Dep.	Method	Life	Rate	Current Dep.
Form 990/990-PF																
Auto / Transport Equipment																
4	Semi Truck	2/27/15		17,150							17,150		200DB HY	5	.20000	3,550
5	Semi Trailer	3/06/15		6,900							5,900		200DB HY	5	.20000	1,300
Total Auto / Transport Equipment				24,250		0	0	0	0	0	24,250	0				4,850
Furniture and Fixtures																
2	Office Furn/Fixtures	8/04/14		2,043							2,043	292	200DB HY	7	.24450	500
Total Furniture and Fixtures				2,043		0	0	0	0	0	2,043	292				500
Machinery and Equipment																
1	Computers	4/09/14		1,964							1,964	393	200DB HY	5	.32000	688
3	Computer-Surface	2/23/15		1,268							1,268		200DB HY	5	.20000	254
Total Machinery and Equipment				3,232		0	0	0	0	0	3,232	393				882
Total Depreciation				29,525		0	0	0	0	0	29,525	685				6,232
Grand Total Depreciation				29,525		0	0	0	0	0	29,525	685				6,232



“Helping Improve Mankind By Healing Every Race”

P.O. Box Address: P.O. Box 52 • McCordsville, IN 46055-0052

Phone: (317) 918-7799 • <http://www.himbyherfoundation.com>

September 13, 2019

VIA EMAIL

Robert A. Marra, Ph.D., Executive Director
Office of Charter Schools
Ball State University
Teachers College TC-912
Muncie, IN 47306-0625
Phone: 765-285-5251
Fax: 765-285-5455
Email: ramarra@bsu.edu

Subject: HIM By HER Collegiate School for the Arts Charter School
Supplemental Sustainability Information, Including Exhibits

Dear Dr. Marra,

It was indeed a pleasure speaking to you today. Further to the conversation, we are taking the opportunity to convey relevant information about the contingency plans for the proposed HIM By HER Collegiate School for the Arts (“HBHCSA”) should it fail to meet the projected student enrollment.

Given the tremendous community response and response directly from families who would send their children to the proposed HIM By HER Collegiate School for the Arts, we believe the enrollment projections are reasonable. However, it is certainly prudent to have a back-up plan to deal with budget shortfalls should the student enrollment not meet expectations. Fortunately, HBHF has given much thought to such a potential problem. While we give the obligatory answer that all charter schools give to such a scenario—namely that we would greatly intensify our fundraising efforts—we are uniquely positioned to do much more.

The largest costs associated with operating a charter school are facility costs and labor costs. The conventional facilities approach of most if not all charter schools is to secure a facility either by purchase or lease that will meet the needs of a full capacity school according to its projections. Whether in a long-term mortgage or a long-term lease, the facility costs (including utilities) for most schools are fixed (or nearly fixed). Therefore, a significant failure to meet enrollments can be financially disastrous for these schools. The typical short-term solution is to drastically reduce staff. While this indeed reduces labor costs, it does not affect often substantial

facility costs, such as rent or mortgage payments and heating and cooling costs. Further, reducing staff below a certain level is not always possible without destroying the school's vital functions.

As part of a contingency plan to address enrollment shortfalls, HBHCSA is in the unique position with the owner and landlord at the targeted premises (4101 East 30th Street, Indianapolis, Indiana 46218) to only lease as much of the premises as is required. We have attached with this letter the floor plan of the target premises **(Please See Exhibits A and B, below)**. While the total area of the premises is 47,000 square feet, which includes a 3-Floor main building and an Annex, we plan on initially operating just within the first floor (which has 10,713 square feet) and the Annex (which has 14,870 square feet). We have the option to increase the size of the occupied area on the premises as the enrollment increases to more than comfortably accommodate the projected full-capacity enrollment in the future. More importantly, we have through negotiations with the owner/landlord, the option to reduce the lease footprint to a smaller size should the enrollment be smaller than expected.

While our projected monthly rent is calculated on an agreed-upon \$9 per square foot per year cost, the landlord has indicated that he might accept a slightly lower cost per area (\$8). As an example, using the First Floor and Annex, the rent using the \$9 per square foot figure is $\$9 \times (10,713 + 14,870) \div 12 \approx \$19,187$ per month. In another example, suppose the enrollment is less than expected so that only the First Floor space is needed? The rent would then be $\$9 \times 10,713 \div 12 \approx \$8,035$ per month. In yet another example, if we assume that even less than all of the First Floor is needed initially—perhaps 4 fewer classrooms, where the average classroom is 900 square feet—the rent would then be $\$9 \times (10,713 - 3,600) \div 12 \approx \$5,335$ per month. As can be seen from the examples, the ability to pay for only space that is utilized allows for favorable and substantial rent adjustments in the case of enrollment shortfalls.

In the case of an unfortunate but nevertheless possible enrollment shortfall, HBHCSA would be in a considerably better position to sustain its operations without first sacrificing labor, than charter schools with conventional facilities contracts by first being able to reduce building costs.

Sincerely,

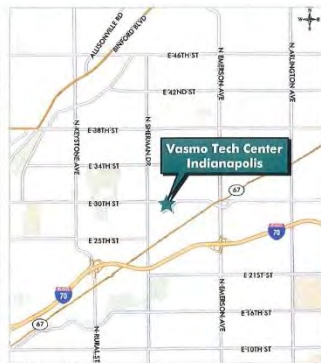
/Gregory P. Gadson/

Gregory P. Gadson, Corporate Secretary
HIM By HER Foundation, Inc.

VASMO TECH CENTER

4101 E. 30TH STREET | INDIANAPOLIS, IN

± 47,000 SF
BUILDING FOR
SALE



- 2 miles from I-70 and Emerson Avenue
- 5 minutes from downtown Indianapolis
- 19 minutes from Castleton

**SCHOOL
BUILDING
FOR SALE**

VASMO TECH CENTER

4101 E. 30TH STREET | INDIANAPOLIS, IN

± 47,000 SF
BUILDING FOR
SALE



- Newly renovated property
- Main building: 3-story, 32,140 sq. ft.
- Annex building: 1-story, 14,870 sq. ft.
- Building contains mix of office, class room, lab and meeting rooms (most rooms are 900 sq. ft. with 13 ft. ceilings)
- Auditorium: Capacity for 250+ people (5,250 sq. ft.)
Ceiling height: greater than 30 ft.
Wide design (audience closer to stage)
Remote control screen
Velvet stage curtain
- Gym facility
- Large fenced parking lot
- Zoned CID

EXHIBIT A

VASMO TECH CENTER
4101 E. 30TH STREET | INDIANAPOLIS, IN

**SCHOOL BUILDING
FOR SALE**



EXHIBIT B