

PROPOSAL OVERVIEW AND ENROLLMENT PROJECTIONS

Please provide information for the applicant group's **designated representative**. This individual will serve as the contact for all communications, interviews, and notices from the ICSB regarding the submitted application.

IMPORTANT NOTE: *The full application, including this form, will be posted on the ICSB website. Applicants are advised that local community members, including members of the media, may contact the designated representative for questions about the proposed school(s).*

Name of proposed charter school:

Your Dream Counts, (YDC), School of the Arts

Proposed charter school location:

* Please indicate the city/town and, if known, potential address or neighborhood of location. Virtual operators should indicate the relevant geographies the operator intends to serve.

7525 Taft St
Merrillville, Indiana 46410

School district(s) of proposed location:

Merrillville Community School Unified School District

Legal name of group applying for charter:

USA Music Education Foundation, Inc.

Names, roles, and current employment for all persons on applicant team:

Alicia Blondet, Wabash Valley Alliance, Therapist, YDC Founding Group Member

Pastor Victoria Raftery, YDC School of the Arts After School Program, Director, YDC Founding Group Member

Naomi Resto, Institute of Professional Development, Student Services Manager, YDC Founding Group Member

Demetri Retson, Genetos, Retson & Yoon, LLP, Partner, Attorney, YDC Founding Group Member

O. Orlando Rodriguez, Substance Music, Principal, YDC Founding Group Member

Elias Rosario, Philadelphia Housing Authority, Deputy Executive Director, CFO, YDC Founding Group Member

Designated applicant representative:

Wendy Howard

Address:

7525 Taft Road

Merrillville IN, 46410

Office and cell phone numbers:

219) 738-1991, office - (219) 306-9341

Email address:

admin@laurelcm.org

Planned opening year for the school:

Fall 2014

Model or focus of proposed school:
(e.g., arts, college prep, dual-language, etc.)

Music, Arts and Literacy

Proposed Grade Levels and Student Enrollment

Indicate the grade levels the school intends to serve. Specify both the planned and maximum number of enrolled students by grade level for each year.

Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1	4 - 8	125
Year 2	3 - 9	175
Year 3	2 - 10	225
Year 4	1- 11	275
Year 5	K - 12	325
At Capacity	K - 12	325

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

Yes No

If yes, identify the authorizer(s): N/A

Planned submission date(s): N/A

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

Authorizer(s): -0-

Submission date(s): -0-



2013 – 2014

Merrillville, Indiana

Submitted to, Executive Director
Claire Fiddian-Green
Indiana Charter School Board
August 9, 2013

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YOUR DREAM COUNTS SCHOOL OF THE ARTS CHARTER SCHOOL (YDC)

"Live Inspired"

Your Dream Counts (YDC) a program of USA Music Education Foundation, Inc.

VISION: To create an environment where all students can develop personal confidence through music, art, and literacy while excelling in academics to meet the challenges of their future.

MISSION: To offer innovative academic and extracurricular activities that sparks a personal passion for learning, music, and the arts which will help to develop the individual genius of each student.

YDC will provide bold and effective activities to their student and their families of the Merrillville community and its surrounding areas. The residents of this community will be instilled with a powerful belief in themselves through YDC focus on leadership development, intercultural understanding, and academic excellence. Students of YDC and their families will learn how to think critically, while YDC will be multi-culturally diverse, academically challenging and the environment will be nurturing.

YDC will serve a diverse population of residents who are interested in receiving many programs that are not yet offered in the Merrillville area and its surrounding areas while also provide many programs that will reflect the demographics of the community and its surrounding areas.

YDC will help to motivate the community of Merrillville and its surrounding areas make self-sustainability the focus, as well as stand strong in our demand for self, family and community. In order to accomplish this, YDC will teach others to re-learn how to love/respect and unite their own communities.

YDC, by partnering with residents of Merrillville, Indiana and its surrounding areas, will help the community to rebuild by gaining more of a consensus of themselves and what they need to do for themselves instead of looking outside, they will look inside. Everybody will work together and be a whole and be one.

YDC's programs will forge partnerships to engage in community development activities. Partnerships are especially important because we can work together within a shared context. YDC's anchor with the community will provide significant leadership and resources that can become a linchpin for community renewal.

YDC will reflect a safe, nurturing family environment where parents, guardians and staff have shared accountability for the education and life style choices of each student. A strong collaborative will be established with the Indiana Department of Education, community organizations and the parents and/or guardians of the students who together will provide the support students need to focus on improving positive social skills, academic growth and positive life style choices.

SCHOOL-WIDE GOALS of YDC

Students will;

1. Demonstrate proficiency in the application of the language of English and Spanish to communicate effectively for a variety of purposes.
2. Be linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad by demonstrating foreign language proficiency and appreciation of diverse culture
3. Demonstrate proficiency in the use of high-level critical thinking skills to solve problems in a variety of contexts through application of mathematical knowledge and reasoning techniques.
4. Demonstrate an understanding of the laws of nature and interconnectedness of the world through the application of scientific knowledge and procedures, including creating hypotheses, data analysis, and expressing logical conclusions.
5. Possess a keen appreciation for the connection between being a responsible school citizen and positive participation in local and global communities.

YDC has asked the youngest Merrillville Indiana, school students what they want to be when they grow up and we have never heard the words “high school drop-out”, “gang-member”, “in a job I hate.” In fact, we have heard quite the opposite as our youngest children in the education system share their dreams of being astronauts, doctors, lawyers, teachers, scientists, inventors and the like. But something happens along the way and many of our students lose their connection to school and adults and, in doing so, lose the link to their dreams.

YDC will work diligently with students to re-connect youth to the school and adults so that students begin to dream about their future in positive ways. YDC believes that schools are about taking that dream and showing all students how to make it a reality for their lives in the 21st century. YDC will accomplish this by creating “relevance, relationships and rigor” between students and their learning experiences. YDC believes that it is imperative to keep students connected to their future in positive ways and develop students who understand the individual contribution they can make to their families, local community and the world beyond. YDC believes student’s best learn when the following key educational beliefs are implemented:

- Each student must have a minimum of one school adult that they are connected with in a positive way.
- The school environment must be well structured and safe so that students feel secure to attend and take risks in their learning.
- High expectations of learning and behavior must be held for each student.
- The development of citizenship is created through the direct teaching of personal character, healthy lifestyles, good judgment and ethical behavior.
- Students must see the relevance between the learning in the classroom and its application and what is happening in the world.
- Each student should be able to seek and find the path to their highest life potential.
- Students are taught how to become self-motivated, competent and life-long learners.

Charter schools are tasked with providing both a model and a remedy to the current crisis in education by “breaking the mold”. YDC is committed to serving students from the low-income backgrounds of Merrillville, Indiana whose families may be the first to have a student to attend college. YDC will be the charter that breaks the mold in Merrillville by designing an educational and social program that

will allow all students access to a college pathway. YDC seeks to provide a high quality college preparatory educational option to the YDC community of Merrillville, Indiana.

The YDC will be supported by partnerships with local and national artists, musicians, organizations, businesses, governmental agencies and volunteers. The YDC dedicated to the idea that their program which is based on collaboration, advocacy and support, will help students learn better as they become inspired to acquire the skills and attributes needed to succeed in any of life's pathways.

Modeled on the Presidents and First Lady's, "Thinkers and Dreamers" education initiative, YDC will focus on supporting their students to think outside of the box, to use their imaginations and continue to reach their dreams of becoming what they desire to be. Another part of YDC programs will be to "Keep Families Together, "Responsible Fatherhood and Motherhood", "Let's Move" to keep mentally and physically fit and along with the National Endowment for the Arts, YDC will collaborate to seek funding for their music and arts programming with other arts agencies in the Northwest Indiana area. . The main aim of YDC is to foster competent, responsible, adaptive citizens who are artistic, creative and mentally fit and healthy as they become lifelong learners and problem solvers.

The board governing YDC has begun the process of community engagement through the following organizations: **A Hand UP, Inc., GAP, Girls about Progress, Many World Stories, a creative writing program and many others.** These relationships have agreed to either assist in many of YDC's initiatives or be a feeding source for the school.

NARRATIVE

THE SCHOOL

YDC will equip students with innovative online *academic* literacy skills in Language Arts, Mathematics, Sciences, and Humanities, and *functional* literacy skills for communication in everyday life. Academic literacy is often the missing link for success of second language learners and students who are struggling to read and write at grade level. Functional literacy involves the ability of students to transcend social barriers through communication, diplomacy, global awareness, and service to the greater community.

THEORY BASE FOR MISSION AND VISION

At YDC, learning will occur in an inquiring, cooperative and nurturing environment. Students at YDC will increase their knowledge through self and teacher initiated experiences. The student will always be considered as a whole. His or her physical, social, aesthetic, spiritual and cognitive needs and interests will be inseparable and equally important. The students will be taught to have a respectable and caring attitude for oneself, for others, the environment, and of all life.

YDC will engage each student in activities and studies that are of interest to them. The curriculum will be designed to be relevant, and responsive to each individual student's needs. Each student will have the opportunity to assist in the design of their own Individualized Success Plan (ISP) which will offer among their educational plan opportunities to gain confidence, self-esteem, and cooperative behaviors as well as life skills.

Our K-12 curriculum and instruction model is based on a constructivist theoretical framework that emphasizes the social formation of mind, that is, the importance of social interaction in the development of individual mental processes (Cole 1998; Lave & Wenger 1991; Rogoff 1994; Rogoff & Lave 1984). It emphasizes the importance of social practices, in particular the careful orchestration of talk and tasks, in academic learning. Tasks, in this context, will range from hands-on, scientific and mathematical explorations to experiential learning that extends out to the local community, the work force, and the greater global community.

YDC Constructivist Teaching Constructivist teaching is based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information. Learners are the makers of meaning and knowledge. Constructivist teaching fosters critical thinking, and creates motivated and independent learners. This theoretical framework holds that learning always builds upon knowledge that a student already knows; this prior knowledge is called a schema. Because all learning is filtered through pre-existing schemata, constructivists suggest that learning is more effective when a student is actively engaged in the learning process rather than attempting to receive knowledge passively. A wide variety of methods claim to be based on constructivist learning theory. Most of these methods rely on some form of guided discovery where the teacher avoids most direct instruction and attempts to lead the student through questions and activities to discover, discuss, appreciate, and verbalize the new knowledge

YDC METHOD OF CONSTRUCTIVIST TEACHING

- Encourage and accept student autonomy and initiative.
- Try to use raw data and primary sources, in addition to manipulative, interactive, and physical materials.
- When assigning tasks to the students, use cognitive terminology such as "classify," "analyze," "predict," and "create."
- Build off and use student responses when making "on-the-spot" decisions about teacher behaviors, instructional strategies, activities, and content to be taught.
- Search out students' understanding and prior experiences about a concept before teaching it to them.
- Encourage communication between the teacher and the students and also between the students.
- Encourage student critical thinking and inquiry by asking them thoughtful, open-ended questions, and encourage them to ask questions to each other.
- Ask follow up questions and seek elaboration after a student's initial response.
- Put students in situations that might challenge their previous conceptions and that will create contradictions that will encourage discussion.
- Make sure to wait long enough after posing a question so that the students have time to think about their answers and be able to respond thoughtfully.
- Provide enough time for students to construct their own meaning when learning something new.

The Governance structure of YDC will be a public benefit non-profit entity.

The YDC Board will consist of five (5) to seventeen (17) voting board members. The Board of Directors will be selected to represent the YDC community-at-large, the business community, representatives and educators. The initial board will include: Community Member/s, Business Representative, Artists and YDC Educator/s and Administrators of YDC.

Through their success as members of the community, the members have demonstrated the skills and expertise in legal, human capital, accounting, public office, and education that ensures the success of YDC. Board members are appointed for one to four year staggered terms to assure continuity. The Board will establish a number of Board subcommittees to advise on distinct aspects of the education and operations of YDC (i.e. finance education, parent, and development and board affairs). The Board Chair determines the training and development of existing and new members of the board.

YDC is giving the youth, their parents, the community and school teachers who wish to teach at YDC the opportunity to participate in an exciting and innovative program. YDC will provide a strong academic and arts program in a warm and nurturing environment where teachers will feel free to incorporate their unique teaching styles through the innovative use of technology.

Public Operating Principles

YDC will comply with all federal and state laws and regulations that pertain to charter schools. YDC will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, color, gender, marital status, national origin, ancestry, disability, actual or perceived sexual orientation, medical condition (e.g. cancer related), or age.

Legal

YDC will constitute itself as a non-profit 501(c) 3 (see attachment) Indiana Public Benefit Corporation pursuant to Indiana law. The schools will be governed pursuant to the amendment process specified in the bylaws.

Charter amendments will be developed by and voted upon by the Board of Directors and legal counsel before submitted to the District for approval.

SECTION I: EVIDENCE OF CAPACITY

Founding Group

FOUNDING GROUP MEMBERSHIP

Founding Group Membership. Identify the key members of the Founding Group for the proposed school. Identify only individuals who will play a substantial ongoing role in school development, governance and/or management, and will share responsibility for the school. These may include proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school's development r operations.

Every member of the founding Board of Directors will play a vital role in the school development and implementation. The board of YDC is broken up into subcommittees: education, finance/facilities, community engagement and legal.

- Wendy Howard is YDC's proposed school leader and will guide the education plan's implementation.
- Demetri Retson will be the attorney on the school's Board of Directors to guide governance of the charter.
- Naomi Resto will be the parent representative on the Board of Directors to guide student improvement, community involvement and school accountability to the community.
- As a founding member, Victoria Raferty will operate as Chairman of the Board. Victoria will guide organizational oversight and charter implementation through all subcommittees and employees.
- The other members of the founding board will help to implement the mission.

See **Attachment 1** - full resumes (including contact information) for the individuals named. Identify members of the Founding Group who are proposed as board members, school leaders, or other key staff members of the school.

Founding Members of the Leadership Team

See **Attachment 1** - full resumes (including contact information) for the individuals named. Identify members of the Founding Group who are proposed as board members, school leaders, or other key staff members of the school.

The Leadership Team brings a broad range of leadership, management, and consulting and education experience to YDC. Knowledgeable, experienced, and passionate, the group has come together with a single mission – to raise the academic achievement of Indiana's charter schools.

Board of Directors - The Board of Directors shall be the School's Governing Board and will include from five (5) to seventeen (17) voting board members. The Board of Directors will be selected to represent the community-at-large, the business community, and educators. All will be selected with skills and experience to match their Board responsibilities by a vote of the then current Board.

The Board of Directors shall exercise final authority on all matters concerning the School. The Board of Director's major roles and responsibilities will include approving all major educational and operational policies, approving all major contracts, approving the school's annual budget, overseeing

the school's fiscal affairs, approving the selection and evaluation of the Director, (School Leader) and to ensure that all provisions of Charter School legislation will be followed. The Director will have the authority and responsibility of managing the day-to-day operations of the YDC including the selection of administrative, certificated, and classified personnel and implementation of the educational program. A Merrillville Community School Unified School District representative may sit as a representative member of the Board of Directors. The Board of Directors may serve on a rotating term schedule allowing for continuity. Board members will exhaust their term after four (4) years unless approved by the Board for a longer term.

YDC will involve our parents in the planning of the school program through quarterly parent conferences, parent engagement groups such as the Parent Teacher Student Connection, and School Site Council and meetings with the Director of YDC will communicate with parents through school mailings and completion of an annual School Accountability Report Card (SARC). These instruments will report our progress academically (e.g., API scores, STAR testing results) and demographic information such as ethnic group breakdown, socio-economic levels, and English Language Learner percentages.

Community Engagement.

The YDC will be supported by partnerships with local and national artists, organizations, businesses, governmental agencies and volunteers. The YDC dedicated to the idea that their program which is based on collaboration, advocacy and support, will help students learn better as they become inspired to acquire the skills and attributes needed to succeed in any of life's pathways.

Modeled on the Presidents and First Lady's, "Thinkers and Dreamers" education initiative, YDC will focus on supporting their students to think outside of the box, to use their imaginations and continue to reach their dreams of becoming what they desire to be. Another part of YDC programs will be to "Keep Families Together, "Responsible Fatherhood and Motherhood", and "Let's Move" to keep mentally and physically fit. The main aim of YDC is to foster competent, responsible, adaptive citizens who are creative and artistic, mentally fit and healthy as they become lifelong learners and problem solvers.

The organization will continue to communicate with leaders in organizations regarding YDC coming into existence for the fall 2014 school year. These organizations are listed below and include educational, arts, and other community organizations. YDC will continue to seek relationships with organizations and businesses that align with the mission of YDC.

The school will form collaboration with other community service agencies that will help to implement a strong tutoring, after school, and parental support programs to promote success in school. These community engagement programs are:

Community Engagement Programs will include but are not limited to:

A Hand Up, Inc. --- Keeping Families Together Program --- A Hand Up, Inc., Keeping Families Together Program introduces a dramatic innovation to the field of family homelessness, bypassing traditional "transitional housing", to move homeless families directly into permanent rental housing in residential neighborhoods. This makes use of existing programs, services, and institutions that have, for the most part, operated dynamically but somewhat in isolation from each other and from providers "outside" of their fields.

Indiana Ballet Theatre, Northwest, Inc. --- Theatre and Dance Program --- will offer theatre and dance instruction which will consist of art instruction involving theatre and dance techniques for all students program which involves choreography and will be offered by choice. Instruction will portray the benefits of theatre and dance, broaden the mind, enhance self-esteem, guide students to be more career-minded, encompass embracing of the senses of touch and using the body and the mind, and assist in anger management, problem solving, and expression of emotions. Indiana Ballet Theater will offer professional development quarterly for teachers and prior to the opening of school instruction to reinforce lessons.

YDC's --- Responsible Fatherhood and Motherhood Program --- YDC's Fatherhood and Motherhood program will improve the quality and stability of couple and father-child relationships in the fragile families of Merrillville Indiana. The YDC Fatherhood and Motherhood program will help to tailor existing couple-relationship and father-involvement interventions, which are targeted on married couples, to the specific needs of unwed couples in fragile families. The goal is to provide a more supportive developmental context for mothers, fathers, and, especially, the children in fragile families.

YDC's --- Thinkers and Dreamers Program – Technology, Science and Math --- YDC's Thinkers and Dreamer of the YDC Program is to encourage, motivate, and inspire students to succeed in science, technology, engineering, mathematics (STEM) and develop the leadership and academic skills necessary to pursue a career in STEM fields.

Many World Stories --- Creative Writing Program, – Many World Stories® works with Non-Profit Government Agencies and schools in the United States of America and the developing world. MWS brings school year book writing project to students, ages 11 and up. This youth empowerment program is designed to give young people the opportunity to hone their writing skills, build confidence in themselves, and have their stories heard by the world. At the end of the program, the best stories are selected to be published in a book and each student whose story is selected receives their own personal copy the book. A new program of Many World Stories is “Flo Manifesto” a spoken word program that helps students speak about passion, competition, teamwork, and trust. It's about the joy of being young, and the pain of growing up. It's about speaking out, making noise, and finding your voice.

Reshape and Celebrate (based on the Let's Move Initiative) --- The Non-Profit 501c3 Reshape and Celebrate Programs for children and adults were designed to address the obesity issues in the United States. The Reshape and Celebrate program is a 12 week plan (year round) designed to help the local schools achieve their health and fitness goals while getting them to interact within the community and experience all that cities and counties have to offer. The Reshape and Celebrate program is designed to be fun, exciting, and encouraging for the participants.

Social Studies in Community Action

Community service will promote social, political, and moral understanding and respect. By connecting students to people beyond the school gates, students will understand that their connecting relationship to the community does mean more than being a mere consumer. Community service will help students learn about issues beyond their home and family through personal experience and involvement in their own neighborhood, understanding the personal impact that their own contributions can generate. The Social Studies in Community Action curriculum teaches respect for other regardless of race, gender, age, nationality, class, sexuality, appearance, and political or religious belief, physical or mental ability. Social Studies in Community Action will teach empathy (a willingness to understand the views of others from their standpoint) and appreciation of and respect for diversity. The Social Studies in Community Action curriculum will instill self-esteem, accepting the intrinsic value of oneself; it will

inspire commitment to social justice, equity and nonviolence. The Social Studies in Community Action curriculum will teach the students to show concern for the environment and understanding for their place in the eco-system. Student will learn commitment to equality. The Social Studies in Community Action curriculum will teach peace across the academic curriculum.

YDC Studio, Recording and Music Program

YDC Studio, Recording and Music program classes will provide you with real-world instruction in music production and the recording arts. The instructors will be producers and recording engineers who do this for a living-every day of the week. The audio engineering program will be located on site at the YDC school

From the first day of classes held in the YDC studio, the student will be actively participating in various studio-related tasking such as, mincing instruments, session set-up, gear repair, and more. The classes will be very small...Never more than 15 students. The students won't sit at a desk; rather, they will be sitting at the mixing boards from the earliest part of the school year. The classes will be highly interactive...they WILL participate...they WILL be involved... they WILL learn, and improve their audio engineering skills.

Students will be learning everything they need to know about:

- The different types of microphones.
- Signal routing, patching, how to use compression.
- EQ and digital effects.
- How to align an analog tape machine.
- How to synchronize a 24 track machine to Pro Tools HD.
- How to set up complex tracking sessions and much, much more.

GOVERNANCE PLAN

YDC plans to use a school-based management process involving the staff, administration, students, business leaders and mentors from various community based organizations including churches, businesses, police organizations, etc. Parents will be encouraged to participate if they are available and willing to do so.

The process of school-based management encourages consensus. The Governance of YDC will be conducted via Advisory Council and the Board of Directors of YDC. The Advisory Council's purpose will be to promote a cooperative and positive effort among teachers, students, school administrators, and community-based mentors and parents to ensure the achievement of the program goals and to develop the best possible education program for YDC.

The YDC Advisory Council will be known as, and will function as the Governing Council. The Governing Council will consist of members elected by and from the following groups: parent/mentor representatives; geographical zones described within the by-laws, faculty members and representative from the Board of Directors of YDC. Sub-Committees will be formed to develop policy, develop new programs and implement a strategic fund raising plan. The Governing Council will be assembled quickly in the school and charter development process and will meet monthly over the first year of its involvement and for the first six months after the school begins operation. Following that, the Council will meet three times a year: once during each semester of school operation and once over each

summer. All sessions of the Advisory Council will be made public and posted and in compliance with the Brown Act.

Specific duties of The Governing Council will be defined during the charter and school development phase and will be specified in the charter petition and in the By-Laws of the School. The Governing Council is charged with assessing educational needs and establishing priorities with the object of encouraging each student to realize his or her maximum potential.

The governing Board of Directors of YDC has multiple individuals with knowledge and experience for each specific charter/public school focus area: finance, education, community engagement and legal governance.

School Site Council – YDC will have a School Site Council consisting of the Director, parents, and employees. The Council will provide advice and input to the Director on general school issues, Title I funding issues and other School interests and activities.

Qualifications of School Personnel

YDC is committed to hiring, training and retaining staff that demonstrate a passion for children, education and community. We will recruit self-motivated people who clearly excel in their respective fields and academic subject; have proven experience in contributing to positive student outcomes, possess cross-cultural child development competency, commit to ongoing professional development; work well as team members to contribute to the mission of the school, and participate in community and professional associations. Consistent with the school's mission and demographic make-up, efforts will be made to create a bilingual, multicultural staff.

YDC will retain or employ teaching staff that holds appropriate Indiana Teaching Certificates, permits, or other documents issued by the Commission on Teacher Credentialing. These teachers will teach the core academic classes of mathematics, language arts, science, history and social studies. These teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies.

YDC may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity. Instructional staffs will not assign grades or approve student work assignments without the approval of a teacher except in non-core courses and activities.

YDC will seek administrative and operational staff that has demonstrated experience or expertise in the issues and work tasks required of them and will be provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational requirements.

Prior to the first day of work YDC will require that each employee and volunteer of the school submit to a criminal background check and furnish a criminal record summary. YDC will adhere to Indiana laws, including fingerprinting, drug testing, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. Each employee must furnish a Montoux T.B. test clearance and documents for U.S. employment authorization. If Food Services staff is hired, a medical clearance is required in order to obtain a Food Handler's Certificate.

School Leader

Selection of the School Leader will be based on proven experience in educational leadership; educational vision for and experience with low-income and/or minority children, demonstrated ability in program design and/or development; business management; fund raising experience; commitment to educational reform.

The School Leader will have the following attributes and credentials;

- Excellence and leadership in curriculum and instruction at both the classroom and school level.
- Strong organizational and interpersonal skills.
- Demonstrated management and leadership skills, including financial management skills, strong public and institutional relations skills, and the ability to lead and work with a Board of Directors.

Teachers

The YDC teaching staff of the core academic areas will hold appropriate Indiana Teaching Certificates, permits, or other documents issued by the Indiana Commission on Teacher Credentialing. These teachers will teach the core and have experience in language, science, geography, history, mathematics, art, music, physical education and community field-trip experiences. These teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the schools' operational policies. Such documentations will be monitored by the Director and will be kept on file at the school subject to periodic inspection by the State of Indiana Department of Education. YDC recognizes that credentials are requirements and additional hiring considerations will be based on whether the teacher possess an academic degree in the subject being taught, has mastered the subject, and is able to convey it to the students in an understandable manner.

The administrative staff will select the teachers on an application and interview basis. Selection of teachers will be based on teaching experience, credentials and subject matter expertise.

Core subject teach qualifications:

- Valid teaching certificate, permit, or other document issued by the Commission on Teaching Credentialing;
- Expertise in the core subject they want to teach;
- Evidence of successful classroom teaching experience;
- Ability to work in a team environment and a willingness to embrace the educational focus of the school and;
- Willingness to take responsibility and exercise leadership for the school as a whole.

Non-core subject teaching staff qualifications:

- Expertise and practical experience in field of instruction;
- Experience working with and/or teaching diverse groups of people;
- Ability to work in a team environment and a willingness to embrace the educational focus of the school.

Administrative Assistant

The Administrative Assistant to the Directors will: manage office operations, assist with accounts payable, invoice reconciliation, personnel and payroll issues, purchase office and classroom supplies, develop/implement administrative procedures for daily school operations, prepare correspondence,

reports, bulletins, files, forms, and memorandums, coordinate the publishing of school newsletters and updating website.

The Board will evaluate the administrative staff on:

- Overall student academic achievement.
- Maintaining a fiscally sound charter including a balanced budget
- Maintaining and anti-bias atmosphere that is inclusive, nurturing, cooperative and innovative.
- Completion of required job duties.
- Maintaining a safe, clean, aesthetically pleasing facility.
- Overall leadership ability and contribution to the school mission.
- High stakeholder involvement.
- Effective communication with all stakeholders.

Commitment to ongoing professional development including knowledge of academic best practices and cross-cultural child-development.

Administrators:

New administrators, excluding the position of School Director shall be recruited and interviewed by a committee of teachers and approved by a super-majority (60%) of all full time teaching staff.

Following

the teacher's vote, the simple majority approval of Board of Directors of YDC will be required to finalize the process.

Selection of Teachers:

New teacher candidates shall be interviewed and selected by the School Director, the Master Teachers (pedagogic leaders of core subjects), and the grade level Lead Teacher.

Qualifications

All employees must have potential or demonstrated effectiveness in working with students and parents from diverse backgrounds. They must be willing to take on responsibility and exercise leadership for the school. They must have an educational vision that is consistent with the school's mission and educational program.

All classified candidates will be required to read, sign, and comply with State of Indiana Department of Education's legal requirement, policies, and Rules for Classified Employees.

YDC may also employ or retain qualified non-certified instructional support staff to serve in an instructional support capacity. These employees will have an appropriate mix of subject matter expertise, professional experience, and a demonstrated capacity to work successfully in the role of instructional support. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher except in non-core courses and activities.

Assessment

The teachers and staff will take part in ongoing assessments. The School Director, lead teachers and master teachers will perform at least bi-yearly assessments will all of the teachers. Each teaching team will perform their own internal evaluations on a quarterly basis. More frequent assessments may be performed as needed. The lead teachers and master teachers will be responsible for monitoring teacher performance between the bi-yearly assessments.

At the end of the each school year, the School Director, lead, and master teachers will perform a year-end evaluation of all the teachers that will incorporate student performance and student evaluations. If

a teacher consistently under performs based on a series of negative assessments over the course of a year, the teacher will be put on probation for a period of one semester. If the teacher does not improve by the end of the semester, the teacher may be let go from the staff based on the recommendation of the School Director, lead and master teachers.

GOVERNANCE

Legal Status and Governing Documents

See **Attachment 4** - For the entity proposing to hold the charter, provide the following governance documents:

the applicant is a non-profit 501c3 classified organization;

Applicants should note the following requirement for Indiana charter holders as stipulated in IC § 20-24-

3-3: *“The organizer's constitution, charter, articles, or bylaws must contain a clause providing that upon dissolution: (1) all remaining assets, except funds specified in subdivision (2), shall be used for nonprofit educational purposes; and (2) remaining funds received from the [Indiana Department of Education] shall be returned to the department not more than thirty (30) days after dissolution.”*

See **Attachment 5** - a completed and signed Statement of Assurances.

1. Governance Structure and Composition. Describe the governance structure of the proposed school. Describe the current and desired size and composition of the governing board.

2.

See **Attachment 6** - a completed and signed Board Member Information Sheet for each proposed Board member for the governing entity/charter holder.

The YDC is incorporated as a not-for-profit organization with the State of Indiana.

The Board of Directors of YDC presently consists of six Board Members. The control and management of the business and affairs of YDC are vested in the Board of Directors. The Board and its individual members are charged with upholding and overseeing fulfillment of the mission and purpose of YDC .They will delegate the task of managing day-to-day school operations to the administrative staff. The Board will attempt to arrive at decisions through consensus, but majority vote of the board shall prevail in accordance with nonprofit corporate law. The Board is responsible for insuring that YDC operates in a manner consistent with its mission and goals.

2. Pre-Existing Nonprofit Organization. If this application is being submitted by an existing nonprofit organization or institution other than a charter school governing board, describe what steps the existing board will take to transform its board membership, mission and bylaws to support the charter school, and *to comply with Indiana’s Public Access Laws, including the Open Door Law.*

The USA Music Education Foundation has changed its bylaws to include the YDC Charter School and to comply with Indiana’s Public Access Laws, including the Open Door Law. Please see **Attachment 4, the Bylaws.**

3. Governing Entity’s Responsibilities. Explain how the proposed governance structure and composition will help ensure that there will be active and effective oversight of the charter school.

The Board of Directors will govern and have legal and fiduciary responsibility for the YDC Charter School. The Board and head administrators of YDC will establish and approve all major educational and operational policies, all major contracts over \$3,000 and the school's annual budget. They will oversee the school's fiscal affairs and select and evaluate the top administrative staff. The board will also help ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies such as health and safety, use and maintenance of facilities, and fundraising, and overseeing that school resources are managed effectively.

- 4. Procedures.** What will be the planned frequency and focus of meetings? Identify any standing subcommittees the board expects to have. Describe how the school and *governing board will comply with Indiana's Public Access Laws as described within IC § 5-14.*

Board meetings are held bi-monthly. Governing Board meetings will comply with the Open Meeting Law, are open to the public. Agendas are posted in advance of meetings on the website and within the school. The community is welcome to comment during the Call to the Public, available at every meeting. The subcommittees include marketing, finance, and curriculum.

YDC will have open enrollment policies, will not charge tuition, and cannot discriminate based on disability, race, color, gender, national origin, religion, or ancestry. We will comply with all Indiana laws, except those that expressly do not apply to charter schools. We will comply with laws pertaining to open enrollment, special education, financial audits by the state board of accounts, student health and safety, compulsory school attendance, standardized testing, and accountability.

The existing Board of Directors shall designate all directors/board members. All directors are to be selected at the corporations' annual meeting of the Board of Directors. Board members will be nominated and recruited to ensure that diverse community stakeholders are represented and we anticipate attracting board member with expertise including, but not limited to: legal, financial, educational, fundraising, technology, human resources, risk management, and public/community relations. There will be a minimum of 5 and a maximum of 17 members on the Board, which may include but is not limited to the following:

1. The Director (non-voting);
2. Asst. Director (non-voting);
3. One faculty member;
4. One student;
5. One parent of a student enrolled in the elementary school;
6. One parent of a student enrolled in the middle school;
7. One parent of a student enrolled in the high school;
8. One community representative;
9. One legal representative;
10. One curriculum specialist representative;
11. One human resource representative;
12. Remaining board members will represent a wide-cross section of the community at large each of whom will have particular skills and backgrounds necessary to bring to bear a full range of experience and talent.

- 5. Ethics and Conflicts of Interest.** Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest.

See **Attachment 7** - the board's Code of Ethics, Conflict of Interest policy and Student Code of Conduct

- 6. Advisory Bodies.** Describe any advisory bodies or councils to be formed, including the roles and duties of that body. Describe the planned composition of the advisory body and the reporting structure as it relates to the governing board and school leadership.

Advisory /Leadership Council

The purpose of the Leadership Council is to ensure that those who are directly involved in the school have a voice in the decision-making of the school. The Leadership Council, comprised of all stakeholders, will be responsible for developing the school plan, reviewing the implementation of the school program and assessing periodically the effectiveness of the school plan in meeting benchmarks. All members of the Leadership Council are to conduct themselves as members of the group they are elected to represent, and it is expected they will report back to their respective groups to insure that decision-making is reflective of the needs of the group represented. The Leadership Council will consist of the following representatives:

1. Director of Operations and Director of Academic Affairs;
2. One faculty representative for each department;
3. One parent of a student enrolled in the elementary school;
4. One parent of a student enrolled in the middle school;
5. One parent of a student enrolled in the high school;
6. One classified staff representative;
7. Representatives from each of the School Support Committees.

To ensure communications between all bodies within the governance structure, a representative nominated from the Leadership Council will be on the Board of Directors.

School Support Committee

School Support Committees are working committees. The School Support Committees will strategize on the best methodology to implement the recommendations of the Leadership Council. They will also send proposals to the Leadership Council via their representatives. Students, parents, and community members are welcome on all committees. The following are possibilities for committees:

1. Curriculum Support Services
2. Facilities Support Services
3. Student Support Services
4. Staff Support Services
5. Community/Parent Support Services
6. Technology Support Services

- 7. Grievance Process.** Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure or practice at the school. Describe the types of corporate or school documents that will be available to parents free of charge and how those will be made available.

Process for resolving Complaints and Grievances and Due Process

If a parent or student has a complaint or grievance, he or she may approach the School Leader directly with his/or her concern, or voice his or her concern to a committee representative on the Board of Directors, who will take the issue to the School Leader or Board of Directors as appropriate. If the

student or parent is not satisfied with the re resolution, the parent or student may escalate the matter directly to the Chairman of the Board of Directors and ask for a closed or open session hearing of the issue at the next board meeting. (Please see Attachment 7, Student Code of Conduct, VII, and Student Complaint Process).

Charter school/chartering authority dispute resolution

The intent of this dispute resolution process is to:

- Resolve disputes within The YDC pursuant to the schools policies.
- Minimize the oversight burden on the Indiana Department of Education.
- Ensure a fair and a timely resolution of disputes.
- Frame a charter renewal process and timeline so as to avoid disputes regarding renewal.

Disputes Arising within the YDC

Disputes arising from within The YDC, the Board of Directors and/or administrative staff will resolve including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school. The Indiana Department of Education will not intervene in any such internal disputes without the consent of the Board of Directors of The YDC, and will refer any complaints or reports regarding such disputes to the Board or administrative staff of YDC for resolution. The Indiana Department of Education agrees not to intervene or become involved in the dispute unless the dispute has given reasonable cause to believe that a violation of this charter of related laws or agreements has occurred. The Board of YDC may also request the Indiana Department of Education to intervene in the dispute.

D. Meetings: All meetings of the Board of Directors shall comply with the Ralph M. Brown Act (Chapter 9 commencing with Section 54950) of Division 2 of Title 5 of the Government Code), shall take place as often as necessary but no less than 6 times per year, and shall be held at a location within the YDC School. Notices, agendas, and minutes of meetings will be recorded and retained in the School files. These records will be accessible for public review upon request.

V. HUMAN RESOURCES

QUALIFICATIONS OF SCHOOL EMPLOYEES

YDC is committed to hiring the most qualified, dedicated, knowledgeable, passionate teachers and staff. We will attend hiring recruitment fairs when needed and post all vacancies on Ed Join (www.edjoin.org). YDC will seek out teachers from institutions that prepare teachers of diverse ethnic and socioeconomic backgrounds.

Within the provisions of the law, YDC reserves the right to recruit, interview, and hire the best-qualified person to fill any of its position vacancies. YDC will conduct background checks on employee candidates to provide for the health and safety of the school's staff, faculty, and students. Employees will meet specific qualifications for employment as outlined in their job descriptions. Teachers at the school will meet all requirements for employment set forth in applicable provisions of law, including credential requirements as outlined in the Charter Schools Act. The School's key staff members (Director, Executive Assistant to Director, and teachers) will meet the following qualifications:

School Director Qualification

Wendy Howard will be the initial Director of YDC.

The school's director will be the instructional leader at the school and will be responsible for helping the school and students achieve the outcomes outlined in this charter petition.

The director will have the following qualifications:

Required qualification, skills, and abilities

- Communication and community-building skills
- Knowledge of curriculum development and project design
- Proven track record of success in instructional leadership development
- Entrepreneurial passion
- Professional supervision and coaching experience
- Educational experience working with underserved populations

Minimum Required Educational Level:

- B.S. in education or administration.

Minimum Required Experience

- Three years administrative experience
- Experience in performance assessment
- Experience working with underserved populations in an educational capacity

Administrative Secretary Qualifications

The school's Administrative Secretary will be responsible for overall front office activities, will report to the director, and will work with students, parents, and outside parties.

The Executive Administrative Secretary will have the following qualifications:

Required qualification, skills, and abilities

- Strong organizational, time management, and multi-tasking skills
- Strong interpersonal and communication skills
- Experience in office management capacity
- Ability to work independently as well as part of a team
- Entrepreneurial passion
- Fluency in Spanish highly desirable

Minimum Required Educational Level:

- A.A. degree or equivalent experience

Minimum Required Experience

- Three plus years in fast-paced administrative support position
- Experience in educational office setting preferable
- Proficiency in Microsoft Office and other compatible software

Teacher Qualifications

Teachers will be responsible for teaching their content areas in a manner aligned with Indiana Standards and connected with real world parallels and evaluating student learning through a variety of assessments.

Required qualification, skills, and abilities (adapted from the five standards used for certification from the National Board for Professional Teaching Standards)

- Committed to students and learning
- Knowledge about their subject matter
- Skilled in management of learning
- Reflective in their practice
- Community-oriented

Minimum Required Educational Level:

- Bachelor's degree and valid teaching credential, unless otherwise specified.

Additional Requirements:

YDC is built on the principle that failure is NOT an option for any child. In order to make this belief a reality, YDC staff members need to demonstrate the six “Cs” of exemplary teachers.

YDC professionals will:

- Be **Committed** to the work
- Be **Connected** to our students
- Be **Coachable** in order to grow as a professional and keep a focus on instruction that improves achievement
- Be **Collaborative** in order to share best practices
- Demonstrate **Character** that is worthy of a role model
- Develop **Content** mastery.

YDC teachers will be deemed Highly Qualified under No Child Left Behind requirements and have CLAD, CTEL or BCLAD certification.

Principal and Vice Principal

The Principal will assist the Director with day-to-day operations and instructional program, complete duties in the absence of the Director, support teachers in classroom management, discipline, safety, and curriculum, provide direction to a variety of faculty, staff, and student programs and services, and participate in informal and formal classroom visitations and observations.

Minimum qualification

- Bachelor's degree in education or related field; Masters preferred.
- 3 years successful teaching experience preferred
- Successful school leadership experience

Qualifications, skills, and abilities

- Knowledge of curriculum development and project design
- Experience as a classroom teacher
- Proven track record of success in instructional leadership and teacher development
- Entrepreneurial passion
- Professional supervision and coaching experience

- Educational experience working with underserved populations

Counselor

The Counselor will promote student success, provide preventive services, and respond to identified student needs by implementing a comprehensive school-counseling program that addresses academic, collegiate, career, and personal/social development for all students.

Minimum qualification

- Possess a B.A. degree and appropriate credential.

Qualifications, skills, and abilities

- Work in collaboration with other counselors and administration on site and with collaborative partners to promote a positive college-going culture at YDC.
- Work with school counselors and leadership team to develop, plan, implement, promote, and evaluate a comprehensive developmental counseling and guidance program.
- Utilize and provide data to evaluate the needs of the school and of the individual students.
- Possess strong oral, written, interpersonal and computer skills required (Microsoft, Publisher and Excel).
- Act as a resource for counselors, site staff, parents, students and collaborative partners to create a college-going culture.

Para-educator, (Teachers Assistant)

Para-educators provide support to teachers with special needs students in their classrooms.

Required qualification, skills, and abilities

- Instruct, assist, and supervise assigned students
- Demonstrate competency with content, if required
- Possess 1-2 years relevant experience in education
- NCLB certified

Office Support Staff

Office Support Staff will perform a range of clerical duties in the Human Resource and Attendance Offices.

Required qualification, skills, and abilities

- Properly use accounting or bookkeeping principles and procedures.
- Interpret standard accounting and financial statements.
- Perform computational tasks with accuracy and speed.
- Operate standard office equipment including computers and related software applications.
- Type/keyboard at a net, corrected speed of 25 words per minute.
- Read, apply, and explain rules, regulations, policies, and procedures.
- Establish and maintain effective working relationships.

INSTRUCTIONAL DESIGN

In YDC classrooms, students will be expected both to master a body of authoritative knowledge (algorithms, formulae, symbolic tools, as well as abstract concepts and accepted theories) and to be able to talk and reason effectively with others. Sense-making and scaffold discussion, calling for and

elicited by particular forms of talk, are seen as primary mechanisms for promoting deep understanding of complex concepts and robust reasoning.

Shared reading as a group and word study components of the Balanced Literacy model will be utilized in all subject areas so that teachers' responsibility over the reading process is released and embraced by the students. Colloquially, this gradual release of responsibility is referred to as "to/with/by" because in the first segment of the process the teacher introduces a concept or skill *to* the students, during the next segment students practice then concept *with* the teacher's help, and finally they practice the concept independently, with the teacher's supervision. As student's progress toward greater independence in their work, the teacher's role diminishes concurrently (Mooney 1990; Fountas & Pinn. Teachers will be encouraged to communicate with their colleagues and share effective techniques used in the classroom.

Growing Two Grade Levels per Year

YDC staff understands how vital the first year is to a school. Expectation levels and school culture are established within the very first few months, and set the tempo for the rest of the school's life. YDC will begin its school year with grade levels 4 thru 8 to maximize its chances of establishing a strong, healthy culture. This greatly increases the school's likelihood of success in improving the abilities and habits of all students. Beginning only with 4th thru 8th grade, YDC will minimize the amount of variation attributed to new staff, new curriculum and new students.

Methods of Instruction

The curriculum at YDC will be one that is relevant, challenging and empowering for the student and family and technologically enhanced opportunity to solidify their own understanding of a particular subject matter by teaching it to others.

The YDC Constructivist Theory, Method of Teaching and their curriculum will adhere to Indiana's Department of Education Standards. Students must take core classes in Math, Social Studies, Technology, English, and Life Skills. The life skills curriculum will focus on a deliberate individualized student "Success Plan" which will focus on each student's individual skills that will help the student to successfully transition from elementary to middle school, to high school. A Life Skill program will include, Decision Making, Communication Skills, Goal Setting, accountability, gender issues, budgeting and financing. Students will also choose elective classes in the Arts, Sports, Creative Writing, and Social Studies in Community Action, Debate, and a housing program for the Families, Father and Mother issues, and Health programs. A after school programs will include multiple extracurricular activities. The school environment will support a personal approach to learning, with wrap-around support for students and adults that includes team-building activities, field trips, and access to quality mental and physical health care.

Students will attend and receive group counseling. Bi-weekly counseling sessions will provide a safe place for students to express themselves, establish personal goals, develop communication skills, and provide peer support. Parents or guardians will also be given the opportunity to take part in Fatherhood and Motherhood responsibility program that will include group counseling sessions to support each other through the joys and trials of parenting.

Class sizes range from 20-25 students with a 25:1 student/teacher ratio, allowing students to receive more individualized attention from teachers. In relation to this idea, teachers at YDC will be able to design their own curriculum, creating curriculum that is relevant and responsive to each individual student. The Curriculum Director, who focuses primarily on curriculum and on instructional strategies,

will support YDC teachers. The Curriculum Director will meet with individual instructors as often as 1-2 times every other week. All students will independently study and if in need of help, teachers who meet privately with each student will be provided to all students who need extra support.

Data on incoming students will be gathered by talking with students and parents, by looking at existing records and services provided by their previous schools, and when possible, by scheduling an entry conference between students' new advisors and teachers from the previous schools. The staff at YDC will use this data to ensure that the school has a place for students at the school's opening.

School Enrollment

First Year	2014 – 2015	4 th – 8 th	125
Second Year	2015 – 2016	3 rd – 9 th	175
Third Year	2016 – 2017	2 nd – 10 th	225
Fourth Year	2017 – 2018	1 st – 11 th	275
Fifth Year	2018 – 2019	K – 12 th	325
TOTAL CAPACITY			325

YDC will combine both independent, experience-based learning and site- or classroom-based studies to afford students the best opportunities to succeed. YDC intends to use a combination of the two, providing independent distance learning through collaborations with regional businesses, mentors, and other organizations, and providing site-based education through a full curriculum housed in iPads and on Kindles with support services implemented by professional, credentialed staff at the school's site.

SECTION II: SCHOOL DESIGN

Education Plan

Curriculum and Instructional Design

1. Provide a framework for the proposed instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed Indiana's Academic Standards as described in IC§ 20-31-3. Please also describe how the proposed instructional design will align with or exceed the Common Core Standards. More information about Indiana's adoption of the Common Core Standards and the implementation timeline can be found at <http://doe.in.gov/commoncore/>.

INSTRUCTIONAL MODELS OF CURRICULUM

English/Language Arts Instruction Model

The Language Arts curriculum is organized into units of study and is based on the National Council of Teachers of English standards (<http://www.ncte.org/about/over/standards/110846.htm>). The units are designed to expose students to a wide variety of texts from diverse sources and teach a range of strategies for approaching literature. Students will be expected to speak, read, and write fluently and with purpose in various genres.

Foreign Language Instruction Model

The Foreign Language standards are taken from the American Council on the Teaching of Foreign Language (www.actfl.org/i4a/pages/index.cfm?pageid=3392). Foreign language is best learned through immersion and theme-based instruction. Real and relevant experience is primary components of effective language instruction. The 5 "C's" for instruction of Communication, Cultures, Connections, Comparisons, and Communities will be implemented. Students will be expected to take a minimum of three years of a language other than English in grades 8-12.

Mathematics Instruction Model

The Mathematics standards are taken from the National Council of Teachers of Mathematics (<http://standards.nctm.org>). Mathematics courses will be designed for students to meet state standards. Teachers will design reality-based problems, rich in relevance and rigor, and employ strategies that promote both inductive reasoning and computation skills. It is our belief that with the appropriate supports, all students can successfully take Algebra I in 8th grade and Geometry in 9th grade, and that preparation for college includes four years of Honors or AP Mathematics. The supports needed to move students at this pace will vary, and instructional design will be responsive based on student need.

Science Instruction Model

The Science standards are taken from the National Science Education Standards (National Science Teachers' Association, 1996). Students of Science will engage in hands-on, inquiry-based lessons on a regular basis. Teachers will plan, using backward design, rigorous science experiences that promote curiosity, analysis, reasoning, interpretation, and application. Under the inquiry model, a central question will drive scientific explorations that elicit critical thinking as well as oral and written communication of ideas. Students will have three semesters of advanced coursework in Biology and Chemistry to prepare them for enrollment in AP courses.

History/Social Science Instruction Model

The Social Science standards are taken from the National Council for Social Sciences (<http://www.socialstudies.org/standards/strands>). YDC places a high value on citizenship and democratic ideals in both school and society. To truly function as a global citizen in the 21st century,

students need a strong background in history, social science, and government. YDC history and Social Studies classes are taught in a hands-on, project-based manner, incorporating primary source documents, role-playing, technology, debate, historical simulations, and era-specific literature. Once in high school YDC students will have three semesters of advanced coursework in World History and US History to prepare them for enrollment in AP courses.

Exercise and Nutritional Science (ENS) Instruction Model

The ENS curriculum is based on the American Alliance for Health, Physical Education, Recreation & Dance (www.aahperd.org). The emphasis is on developing individual students' fitness, rhythm, and sports skills while increasing students' desire to be active now and in the future. The program will provide students with opportunities to investigate and apply a healthy lifestyle and emphasize choice of non-traditional fitness, leisure, individual and team sports as well as opportunities to improve skills in more traditional fitness and team activities. These learning opportunities will culminate in students' researching, developing, implementing and monitoring their Individual Fitness Plan. ENS will also support the learning in literacy, science, and math by integrating cross-curricular concepts throughout the fitness plan process and using the approach of balanced literacy to support students' reading and writing needs.

TECHNOLOGY

Technology is the key component to YDC and creating an active learning environment. YDC's technology vision includes student Kindle Fire's for Reading and Literature to Kindergarten thru 3rd grade and Kindle Fire's and I pads complete with each grade levels curriculum for 4th thru 12th grade. In order to supplement the school budget to help sustain these devices the Fund Development Director seeks grants and donations for technology resources. Each student will have the ability to check out each of these devices after the parent/guardian signs a lease contract and leaves a deposit with the school. Kindle Fire's and I Pads will be integrated across all components of the students' academic experience. Each classroom will be equipped with a Smart board for whole group and small group instruction. Administrators, Teachers and Staff Members will be supplied with both devices. YDC envisions student participation and engagement through student handheld responders. Teachers will be able to quickly check for student understanding by posing a content or lesson relevant question and allowing time for students to respond, which will result in a graph of student responses that will appear on the screen. YDC has chosen interactive curriculum Math, English Literature, Reading and Science.

KINDLE FIRES AND IPADS IN THE CLASSROOM

YDC will maximize the use of handheld technology (iPods and Kindle Fires) in all grade levels of the YDC curriculum. The potential for enhancing teaching and learning through technology has been particularly interesting to YDC.

Allowing the students to work with the Kindle Fire and an iPods will shift learning from teacher-centered to child-centered. Children will work at their own pace without having to wait for instructions from the teacher. They will tackle problems themselves by re-listening to the apps for each lesson and reading additional written instructions..

For example, in literacy, the devices will be used in a variety of ways, most notably as a stimulus for writing, Kindergarten thru 3rd grade. . The students will use their iPads to write their own description for an app that they will designed using the App Store as stimulus for persuasive writing, grades 4th thru 12th. The students will use a category of app they are interested in and visit the App Store to

investigate the persuasive language used. The pupils will use the tools in Skitch to highlight and identify language features of advertisements, such as persuasive words, phrases and rhetorical questions. A template will be created in Pages, with an area for the app logo, a 5-star review and an area for the writing task to write a persuasive advertisement for an app. For this particular task, it has been proven that the standards of writing exceeded expected writing levels for the students involved.

YDC will be in the fortunate position of having the technology and the freedom to explore and experiment and to innovate and justify this use of technology. It has been proven that students become more independent, they are able to direct their own learning at their own pace and use the functions of handheld devices to manage themselves a lot more in determining what they will learn and how. The central issue, of course, is impact and progress. YDC will have technology-led projects that are ongoing in writing, reading, math and science where progress will be measurable and compared to rates in the same subjects year after year and to the students files when a more traditional approach was employed. In the first YDC school year, because everything is new and with very little published material relating to the use of the Kindle Fires and iPods devices we will continue to develop ideas, with the aims of increased productivity, independence and impact.

CURRICULUM

Pearson. Always Learning

Pearson believes the future of American education and the path to improved student outcomes comes through personalized learning models—for students, educators, schools, districts, and states. Pearson will work with YDC to create a personalized Digital learning system for YDC using Pearson assessment, instruction, services, and technology. Pearson will develop YDC's own digital learning curriculum to personalize, customize, deliver, and track progress so every YDC student can learn at his or her own pace.

With Pearson the YDC educators will not have to build curriculum from scratch with Pearson's complete, ready-to-use online curriculum programs that bring together:

- Assessment
- Instruction
- Student activities
- Remediation plans
- Lesson plans

Pearson will deliver via their digital learning program SuccessNet Plus – which comes with all the online tools teachers and administrators need to manage, deliver and track instruction with ease.

SuccessNet Plus is the first K-12 system to merge powerful learning management with Pearson's proven curriculum and automatically personalize instruction for all students. This new kind of learning management offers assessment, planning, instruction and tracking integrated with Pearson's proven curriculum to create comprehensive and customizable programs.

Complete programs are ready-to-use so educators don't have to build curriculum from scratch.

Customize Pearson assessments, activates and lesson plans.
Upload teacher-created materials
Distribute district resources to all classes.

Examples of the apps that will be used and will correlate with the attachment YDC Scope and Sequence customized by Pearson can be found at:

http://www.pearsonschool.com/index.cfm?locator=PS1g62&filter_481=37483&programFilterTypeList=481

The Use of Kindle Fire in the Classroom

The same passion we have for reading applies to student literacy. We believe that when students have access to books and read more as they do with Kindle, they can learn more. Schools across the country have used Kindle to motivate and engage students in reading.

Kindle at YDC School - Introducing Whispercast

The YDC Charter School will now centrally manage a Kindle reading program using Whispercast. With Whispercast, YDC will reduce the administrative cost and complexity of distributing books to students on their Kindles or any device with the free Kindle app, including iPod, Android phones and tablets, PCs, and Macs. YDC will also provide a safe browsing experience for students on Kindle.

Student Engagement with Books

Kindle excites students about reading. The same great features that help you lose yourself in a book on Kindle translate seamlessly to the classroom, helping students learn to read or study more effectively. With Kindle YDC students no longer need to be discouraged by the size of a book or self-conscious when carrying their books to class, motivating even reluctant and struggling readers.

Books for an Entire Class in Minutes

YDC teachers can now think of an eBook and have it distributed to an entire class wirelessly in minutes using Whispercast, a free self-service online tool. YDC will use Whispercast to leverage the Kindle Store's massive collection of over 1 million books, newspapers, and magazines, including millions of free, out-of-copyright titles like *Jane Eyre* and *Oliver Twist*.

Designed for Reading

Across all reading levels, YDC can help meet the individual needs of students with adjustable fonts, line spacing, text-to-speech, built-in reference and dictionary. Students can also add their own notes, highlights, and bookmarks that they can access from their Kindle or any device with the [free Kindle app](#), creating a truly personalized reading experience.

Vocabulary Development

Student motivation plays a large part in reading comprehension. Lotta C. Larson, Professor of Education at Kansas State University conducted a year-long study to determine whether the use of Kindle positively impacts literacy development in primary students and found that students who received Kindles improved their vocabulary development.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

YDC will utilize many research-based instructional strategies and interventions with struggling students in the critical academic areas, such as reading, writing and math. In addition, the focus on continuous monitoring of progress on interventions allows teachers and students to analyze the effectiveness of each intervention and make necessary changes or switch to a new intervention. With these procedures in place, the intervention model at YDC will help many students fill in the gaps in their understanding, knowledge level, and production of work in the key academic subjects.

The use of an intervention model will be implemented at YDC with students who are struggling academically. Due to a multitude of factors related to language status, previous educational opportunities, many of the students who enter YDC lack basic skills and are performing significantly below grade level. These students need specialized interventions to fill in their gaps in learning.

The intervention model that YDC will use is very similar to the Response to Intervention (RtI) model that is now part of a general education initiative (National Association of State Directors of Special Education). Its components are addressed in No Child Left Behind Act (NCLB), which focuses on accountability of educational results. This includes using research-based interventions with struggling students, continuous progress monitoring on interventions used, and using that data to determine the need for additional higher-level intensive interventions when there is an indication of lack of progress.

A. Identification of at-risk students

The mission of YDC is to accelerate academic achievement for ALL students. Understanding the importance of providing specialized supports that meet the learning needs of every student, YDC will use a variety of methods to identify student's strengths and weaknesses, including those of at-risk students. Students may be deemed "at risk" if they are displaying any of the following;

characteristics: 1) Grade Point Average falls below a 2.5 or student is receiving a "D" or an "F" in any core class; 2) STAR test results are below proficient; 3) initial diagnostic assessments indicate skills in math or English are below grade level; 4) student has poor attendance; 5) student is not responding to academic interventions; and 6) student is displaying behavioral issues.

B. Supports for at-risk students

Many Students who enter YDC are significantly below grade level in reading and math. YDC will maintain an environment fostered by high expectations and rigorous instruction for all students. In order to provide for the academic success of all students, YDC will include a variety of structural supports within the instructional program to meet the different needs of each student, which will be determined as the result of consultation with student's teachers, parents, and counselor. YDC support services include:

1. Indiana University tutors: In partnership with IU, university undergraduate students will be assigned to assist struggling students in class and after class as needed.
2. Targeted Small Group Instruction – Teachers will use whole group, small group, and individual instruction to provide students with the supports they need in order to acquire concepts and skills necessary to think critically while gaining academic proficiency. Further small group instruction will be facilitated by the use of support resource teachers and/or IU tutors. Differentiated instruction to meet the needs of a diverse population will be standard in YDC classrooms. Identifying and continuous monitoring of student progress will help act as a support for students who are struggling academically.

3. Support Class – Students who are in need of academic support receive additional time to develop their skills. Encore provides students, with additional time to complete assignments and homework in a quiet, college preparatory environment.
4. Students who are struggling may receive additional support through IU tutors both in person and via online videoconference. Encore also provides students with the opportunity to participate in a variety of clubs and athletic teams to help foster a well-rounded lifestyle.
5. After School Tutoring – Students who need additional academic supports may need more time to accomplish the demands of our rigorous curriculum. Providing specific after school tutoring will help support YDC students. For example, an Algebraic Tutoring Center will serve students in need of additional mathematical support. This teacher and student run tutoring center provides after school one-on-one help for students who need extra help or have been assigned weekly tutoring by their math teacher. Student leaders and IU tutors also provide tutoring in order to foster mathematical understanding.
6. Saturday Academy – This academy will enable YDC students to revisit previously covered material in English, Science, History, and Mathematics in small-group instruction. Teachers leading these lessons engage students in hands-on, thoughtful instruction to provide them with a different entry point into the curriculum. In addition to tutoring, standardized testing strategy will be offered to students in need of additional support to prepare for standardized tests. When financially feasible, Saturday Academy will be offered to students in need of this support.
7. Academic Counseling: Students identified as “at risk” will be immediately supported through the counseling and community exchange support programs. Students and parents will be assigned to an academic counselor who will help create support plans to ensure students are on track to graduate from YDC. Parents will be part of the process of creating an academic action plan in order to support the students at home. Students “at-risk” will be monitored for academic improvement and provided the necessary support from all stakeholders at YDC.
8. Responsible Fatherhood and Motherhood Support Center: YDC will maintain an on-site RFMS Services Center, which works to improve the lives of students and their families by providing counseling services, parent education classes, intervention programs, and other crucial supports.
9. Student Support Team: Any teacher, administrator, counselor, or other school official who feels the student will benefit from additional support may initiate the Student Support Team (SST). The SST panel will consist of at least one teacher of the student, a school counselor, a parent/guardian, and the referred student. The SST will meet to discuss the student’s academic and social progress, the reasons for referral, discusses possible solutions, and outline a plan for providing additional supports for the student. Members of the SST panel monitor progress and meet periodically to determine if the SST plan is successful or if changes or updates are needed.
10. 504 Plan: YDC will comply with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in YDC understands that no one with a disability can be excluded from participating in any funded programs or activities that are part of a school’s offerings. Under the Americans with

Disabilities Act, disability refers to a “physical or mental impairment that substantially limits one or more major life activities.” This could include physical impairments, serious illnesses, injuries, communicable diseases, chronic conditions and learning problems. A 504 Plan delineates the necessary modifications and/or accommodations that are needed for a student to participate in the general education curriculum and school activities. This could include a wheelchair ramp, monitoring of blood sugar, a peanut-free lunch, accommodations for an ADD/ADHD student, a tape recorder for taking notes, an extra set of textbooks to use at home, etc.

Should the student not qualify for special education services or should the SST decide against the formal evaluation, the SST or the parent may request that a 504 meeting be scheduled. At the meeting, if it is determined that the student has a physical or mental impairment that limits their learning or ability to participate in school activities, a 504 Plan will be developed. The 504 Plan will provide the student with the necessary accommodations to enable them to have full access to the academic programs and other student activities. The YDC teachers who have a student on a 504 plan will be responsible for implementing the plan. The school counselor at YDC will oversee and monitor 504 Plans. Each 504 Plan will be reviewed annually.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

Just as YDC will provide significant supports to boost the performances of low-achieving students, YDC will also meet the needs of gifted learners and academically high achievers. Using this model, the general education and classroom teacher work together to teach students with/without disabilities in a shared classroom in order to prepare them to compete in the global economy. Both teachers are responsible for instruction planning and delivery, student achievement, assessment, and classroom management. It stresses tiered assignments and products, differentiated learning strategies, modifications, and flexible grouping to better engage students and curricula.

Students with exceptionally high ability need challenging coursework. YDC coursework is advanced and Advanced Placement (AP) curriculum is geared toward meeting the needs of gifted students. YDC is passionate about meeting the needs of gifted students. Gifted students come from all ethnic groups. Students who are intellectually gifted demonstrate many characteristics, including: a precocious ability to think abstractly; an extreme need for constant mental stimulation; an ability to learn and process complex information very rapidly; and a need to explore subjects in depth. Students who demonstrate these characteristics have unique academic needs that YDC meets through coursework and differentiated instruction.

YDC believes that curriculum based on effort and ability is far more effective than curriculum based on age. Giftedness occurs along a continuum. YDC will conduct informal whole class assessments on a regular basis. Gifted students will be given parallel opportunities that are challenging based on specified criteria and diagnostic outcomes. Acceleration is effective for many reasons and social maturity is rarely an issue. If an YDC student is ready for college work, YDC counselors will work with gifted students to provide additional AP courses or to consider an early college entrance program.

All core courses at YDC will meet the rigorous standards for students who have proven to be high achieving. Each core class will include Honors, Advanced or Advanced Placement sections. All students will take Advanced classes and are required to take a minimum of one Advanced Placement course before graduation. YDC will provide a variety of programs that will allow students excelling academically to have additional opportunities to advance their education and knowledge including

college classes, summer independent reading courses, college fairs, college tours, and national honors society, debate clubs, and spelling and geography bee, student council.

PLAN FOR ENGLISH LEARNERS

YDC's registration package will include the Home Language Survey (HLS) for students who have not previously completed one. The School administers the CELDT at enrollment to initial students when the HLS indicates that a language other than English is spoken in the home.

Students who enter the school with CELDT scores in the beginning, early intermediate or low-end intermediate proficiency levels with a limited number of school enrollment years will be placed into Structured English Immersion classes (ESL) corresponding to their language development level. These students will have access to a multitude of additional intervention and support programs, with the purpose of accelerating this group of student's language proficiency in order to enter English Language Development classes as soon as they can be successful.

Examples include 2 teachers in their English classes, IU tutors, as well as Friday and Saturday Academies, for additional time and support in learning the English language. In order to maintain pace with content knowledge, summer, bridging and community college coursework as well as core content classes taught in primary language will be considered based on the needs of the language learners at the site.

Students who enter the school with CELDT scores in the high intermediate, early advanced or advanced levels of language proficiency will be placed in Mainstream English Clusters and receive English Language Development (ELD) through the use of Specially Designed Academic Instruction in English (SDAIE). Scaffolds as needed are implemented in these classrooms and include examples of strategies such as accessing prior knowledge, pre-teaching vocabulary, use of visuals, use of study guides, graphic organizers, and modifying the language of classroom presentations and reading materials.

Students will be grouped according to English Language proficiency level and placed in English Language Development classes along with native English speakers. In this way, teachers can be trained to understand the language objectives for their specific students in order to more effectively integrate language-learning objectives within standards based content English class.

As part of the School's monitoring program, the CELDT is also administered annually to students who are identified as English learners. The school monitors students' CELDT and CST scores along with teacher recommendations to track student progress towards reclassification. The School hopes to reclassify EL students as soon as feasible and, to this end, will establish a school-wide Literacy Enrichment program to support the use of academic vocabulary across content areas.

Reclassification can occur when a student successfully reaches the appropriate proficiency level on the CELDT, receives a score of basic on ELA testing, and obtains teacher recommendation in conjunction with parent/guardian communication. Parents input into the English Language program will take place through parent meetings, annual written notification of their child's CELDT score and course placement and membership on the site's English Language Advisory Council.

English Learners are provided access to every intervention program available to students at YDC with a heavy focus on ensuring they have access to supports through the use of 1) Academic language, the deliberate teaching of academic vocabulary throughout the curriculum to increase reading

comprehension and access to higher level texts; 2) Saturday Academy, an opportunity for students to take part in two hour enrichment classes in core subjects on Saturday mornings; and 3) Language cohort model, in which English learners in mainstream English classes are grouped by one language proficiency level, as identified by CELDT score, within a general education classroom. This allows the teacher to target language objectives tied to language development standards within the English content standards.

Native speakers of English acquire the ability to communicate effectively as part of the developmental process. Through a variety of course offerings with appropriate supports, additional time to learn the language in an extended day model, and teacher professional development in appropriate EL pedagogy, YDC seeks to discover and implement models of how to best accelerate the language development growth, provide access to mainstream English instruction and ensure EL students are moving toward high school graduation.

PLAN FOR SPECIAL EDUCATION

In grades 4-12, classes will be designed on a model that combines high expectations and access to advanced placement courses for all students while providing numerous supports for students who may be struggling academically. A full-inclusion model will be implemented that allows students with Individual Education Plans (IEPs) access to all classrooms in the same manner that general education students are afforded.

Serving Special Education Students:

Families seeking an inclusive college preparatory environment will be encouraged to consider YDC regardless of the nature or severity of the student's disabilities. Although the current projected Special Education population of YDC will only be 5%, YDC believes that continued implementation of the RtI model will eventually reflect the 10% national average of identified special education students in a school. We are committed to working appropriately to search, identify, and provide supports and services such that students with special education needs are included and thrive at YDC.

“Students with disabilities who attend public charter schools and their parents retain all rights” including the right to a free appropriate public education (FAPE) in the least restrictive environment (LRE) [CRF 300.209 (a)]. Additionally, these students can expect access to appropriate special education and related services. As a public charter school, YDC is responsible for ensuring that the requirements of Part B of IDEA 2004 are met [CRF 300.209 (i)]. These requirements will be met by collaboration with the Merrillville Indiana School District and their SELPA.

YDC will comply with all State and Federal laws for special education, including Child Search/Find efforts. These efforts will include:

1. The establishment of a Student Support Team process to exhaust all general education alternatives before a referral to Special Education is made;
2. The inclusion of testing procedures and the evaluation thereof, which allows for the pre-identification of children with disabilities including a responsiveness-to intervention model of proactive support and determination of specific learning disabilities;
3. Enrollment procedures that check for existing IEP's;
4. Annual professional development for faculty regarding the identification of children with disabilities.

Initial Identification:

Initial identification will follow the state guidelines for referral for testing beginning with a student support team recommendation for curricular or behavioral accommodations.

We acknowledge that if a student's needs warrant such a referral, that referral for special education may be made directly without proceeding through the SST. As stated earlier in this section, a response-to-intervention model will be crucial in preventing the need for special education referrals, and for collecting and analyzing data for the purposes of improving instruction, assessing progress, and measuring responsiveness to intervention.

Students who continue to struggle will be referred to the Merrillville Indiana School Districts SELPA personnel for testing and evaluation, and the information collected through RtI practices will be utilized. An IEP will be developed for students who qualify for special education supports and services, in compliance with all provisions in IDEA 2004 (Section 300, Part B). The student and family will meet at least annually with the assigned Case Manager (a credentialed special educator) to review the current IEP, discuss progress on current goals, classroom work and determine new goals. Special education rights and responsibilities, self-advocacy, and self-determination will also be discussed. The school will collaborate with the Merrillville School District SELPA to provide special education services detailed in each student's IEP. Specialized support services (e.g. speech pathology, occupational therapist, psychology, vision therapist) may be provided by the SELPA. YDC will work cooperatively with the SELPA to contract, as necessary, with fee-for-service vendors to meet additional specific student needs.

YDC shall comply with all programmatic and legal obligations for services for students with disabilities. This includes the following:

Initial Identification and Reevaluation

- Parents and public agency requests for initial evaluation [CRF 300.301(b)]
- Initial evaluations conducted within 60 days of signed parental consent for evaluation [CRF 300.301(c)]
- Reevaluations at least once every three years [CRF 300.303(a)]
- Evaluation before any change in eligibility [CRF 300.305(e)]

Individualized Education Plans (IEPs)

- Development of the IEP team, including general education teachers, parents, administrators and the student in accordance with person-centered planning [CRF 300.321(a)]
- Informing parents of the IEP team members [CRF 300.322(b)1]
- Post-secondary goals and transition services [CRF 300.320(b)]
- Ensure that the IEP is accessible to those responsible for implementation [CRF 300.323(d)]
- Annual review and tri-annual evaluations [CRF 300.30f(a)]
- Transfer of rights upon age of majority [CRF 300.320(c)]
- Notification of rights and procedural safeguards [CRF 300.504]

Student progress will be monitored using a Response to Intervention (RtI) model and special educators will focus on student needs. Additional professional development support and services will be provided by outside specialist contracted with YDC.

SELPA: YDC assures the Merrillville School District that it “will participate as a local education agency (LEA) in a special education plan approved by the State Board of Education.” Pursuant to the code, the petitioners also fully acknowledge they are responsible to provide “verifiable, written

assurances” to the Indiana State Board of Education of YDC’s acceptance as a member-LEA of a SELPA.

With the Reauthorization of IDEA 2004, access to and participation in the general education curriculum is required for students with disabilities. Therefore, special education services at YDC will be delivered through teams headed by credentialed and licensed special educators with expertise in inclusive practices. Each special educator will assume two essential roles: Case Manager and Co-Teacher. Each student with an IEP will be assigned a Case Manager with the program at the Swanson Center in Merrillville Indiana for his or her entire school experience.

An intake process led by the Case Manager will ensure that written plans are fully implemented. The Case Manager will implement diagnostic assessments and surveys. In addition, he/she will collaborate with the family and the student to complete a Student Profile documenting needed curricular, testing, and behavior accommodations. Annual IEP development will be led by the same Case Manager each year, whenever possible, in order to capitalize on the relationships established with student and family. IEP teams will be comprised according to IDEA guidelines. The Case Manager and SELPA personnel will conduct tri-annual testing. The second essential role special educators will assume is co-teacher. Each co-teacher will be assigned by content area to design curricular accommodations and monitor progress toward IEP goals and objectives for all students with IEPs enrolled in the department. They will actually engage in the planning and implementation of core classes. In this way, they can build expertise in rigorous 4-12 course content. Students and general educators will benefit from the experience of having a special educator readily available and knowledgeable in the content and the unique support strategies effective for students with disabilities. The Case Manager will ensure students have access to all academic, social, and support programs available to them at YDC.

In summary, the school will serve its special education students by:

- Implementing a co-teaching model;
- Innovative scheduling to allow for additional support classes;
- Optional extended time in courses;
- Individual case-managers with Special Education training;
- Accommodations provided in regular education classes;
- Professional development for teachers regarding the identification of students with disabilities and best practices of providing education in the general classroom;
- Implementation of Response to Intervention model;
- Emotional and Social Supports provided by the Family Support Center.

III. IMPLEMENTATION PLAN

MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA, MEASURABLE CHARTER OUTCOMES

YDC culture is enhanced by safe and adequate school facilities, rigorous academic curriculum, qualified teachers, intensive academic and social supports, and strong family-neighborhood-school connections. Our measures of student outcomes are expressed along these dimensions.

Maintain a Safe Learning Environment:

It is imperative that YDC educational officials always understand that maintaining a positive school culture and safe learning environment. YDC should not be taken for granted and is necessary for student's academic success. The academic program is built on this foundation.

1. YDC will demonstrate a decline in the number of suspensions and expulsions from year to year in the charter.

Measurement: Starting with the 2nd year the school will demonstrate a 10% annual decline in suspension and expulsion rates until less than 100 per year is achieved and maintained.

2. YDC will show an increase in the student attendance rate.

Measurement: Starting with the 2nd year the school will demonstrate an increase in student attendance until they achieve and maintain a 94-95% rate.

Teacher Quality: YDC concurs with the research showing that teacher quality is the most important within school factor influencing the achievement of students. Research indicates that one year spent with an ineffective teacher can decrease the learning of students by two grade levels. YDC will hire qualified teachers and seek to actively retain the most effective teachers.

3. YDC will engage High Quality teachers as evidenced by content appropriate credentials and increase of average years of teaching experience.

Measurement: YDC records will show an annual increase in the number of teachers employed who are fully or intern credentialed vs. emergency or holders of temporary teaching permits, with a goal of 95%. Also, an annual increase in the average number of years of teaching experience each year of the charter will be demonstrated, with a goal of at least 5 years' experience.

4. YDC will have a teacher retention level that exceeds the base-line teacher retention level in 2014-15.

5. Middle school students will have access to a-g high school classes including Algebra 1 and Foreign Language.

Measurement: Records will indicate that at least 90% of YDC 8th grade students will have access to Algebra 1.

6. The school will meet or exceed their annual overall and sub-group API targets and goals demonstrating an overall improvement in student academic achievement.

Measurement: Indiana Department of Education annual API scores.

Scaffolds and Supports: Not all students entering YDC are prepared adequately to engage in the rigorous curriculum that will be implemented. Therefore, to the degree necessary, YDC will provide a

wide range of academic and social support to students so that they can be successful in our high expectation learning environment.

8. Students who receive below a 2.0 YDC at the first reporting period or a “D” or “F” in a core content area will be referred to one or more intervention programs including Saturday Academy, a 2-3 hour intensive tutoring and reading comprehension program.

Freshman Academy, a 2-3 hour small group instruction program on Friday’s for 9th grade students and or Math Center, a 1 hour after school math tutoring program for all students in all levels of math.

Measurement: Students participating in interventions that are run as supplemental programs and sample sign-ins for those not run as supplemental programming. Sample letters home to parents for each program.

Parent Engagement: YDC believes that Parent involvement in their child’s education only helps them to achieve at even higher levels. In a college prep school, it is critical that parents begin to understand the college process. The best way to achieve this is to be involved at the school every year. Parents will be asked to volunteer in a wide variety of activities associated with the school, including sending their child to school properly prepared each day, activating telephone trees that announce important school events, onsite assistance with lunch time, hallway, before and after school supervision, and organizing and participating in parent nights.

9. Parent participation will increase over the life of the charter.

Measurement: Parent volunteer hours will be recorded via sign-in logs and indicate an average annual increase in the parent participation rate of 10% over the life of the charter, or at least 3,500 hours of parent participation per year.

MEASURABLE STUDENT OUTCOMES

YDC is grounded in the belief that all students who are provided access to rigorous course work with appropriate scaffolds in a personalized environment will result in a greater number of students eligible for admission and enrollment requirement for four-year higher education institutions.

YDC believes that teaching students how to learn and how they learn best is as critically important, if not more, to their future as learning current content requirements. In the same way, teaching students how to be positive citizens in a global society is as important, if not more, to their current success as school citizen

Analysis of data will be conducted in the area of reviewing grade distribution for each grade level, exams, in-class assessments, AP courses and test taking patterns (PSAT, SAT, ACT). This data will inform discussion at the school about changes that may need to be made in student’s individual support programs, inform course sequences and instructional methods.

Beginning in eighth grade, the academic school counselor will meet individually with each student to evaluate his/her transcript and ensure progress toward completion of his/her 4-year plan. In addition, each student will be assigned to a small group adult advisor who will monitor the development of his/her college resume and portfolio. The academic counselor will work in collaboration with the student’s grade level advisor.

Students will be expected to create a portfolio that contains their 4 year plan, grade level college resume development, practice college essay, report cards, teacher recommendations, standardized test results and other appropriate work samples from academic core classes.

METHODS OF ASSESSMENT

YDC measures the extent to which all pupils have attained the skills, knowledge, and attitudes that reflect the educational program goals of the school. Pupil attainment is evaluated by compiling comprehensive portfolios for each student which includes standardized test results (e.g., ISTEP and ISTEP+, PSAT, Advanced Placement Testing, SAT), written projects, and samples of classroom work, high school transcripts, teacher recommendations, and information on other pertinent school activities.

The school conducts pupil assessments as required and other statewide standards or pupil assessments required for pupils in non-charter public schools, as applicable.

The school uses the Mathematics Diagnostic Testing Project assessments in pre-Algebra, Algebra, Geometry and pre-Calculus to assist teachers in making appropriate placement of students in math courses and to determine which interventions will enable students to perform well academically.

Starting with the first graduating class, students will assemble portfolios of their academic progress known as “University Prep Portfolios.” Included in the portfolios will be report cards, standardized test results, teacher recommendations, and samples of student work such as essays, artwork, music, or theater productions. At least once during the year, students will share their work during a “Presentation of Learning.”

Starting with the first graduating class, the School will require students to present an exhibition of the work they have accomplished in their senior year, the “Senior Presentation of Learning.” The PSAT is administered to all students beginning in the 9th and 10th grade as a way to familiarize students with the SAT, which they will take in 10th, 11th, and 12th grades.

To identify and provide expanded learning opportunities to students identified as academically low-achieving, YDC will closely monitor their academic progress as measured by grades and standardized tests, teacher recommendations, samples of student work. While these students will continue to participate in the School's normal academic program, individual academic plans will be developed to assure that they receive the additional support needed to succeed at YDC.

Interventions include access to college tutors supplied by IUN, Algebraic Tutoring Center, Saturday Academy classes, and tutoring support provided in Encore. Counselors will engage in bi-annual transcript analysis to ensure that students complete the A-G requirements needed to enter college. In addition, counselors and staff will track student enrollment in advanced and AP classes to measure student participation and success in these courses. During transcript review, if a student is determined to be proficient, the counselor will ensure that the student is provided additional academic supports.

USE AND REPORTING OF DATA

YDC will use formal and informal assessment data to design instruction, devise student supports, and guide professional development. YDC educators analyze and interpret annual data reports from the state in order to develop school-wide instructional foci. In each content area diagnostic interim assessments will be conducted to measure the progress students are making toward standards-based proficiency in core content classes.

Through daily common collaborative planning time, instructors are analyzing student work to inform next steps in their instructional practice. Through the process of professional learning communities,

necessary interventions for individual students are determined (e.g. College Study Groups, Saturday Academy, and Math Center) throughout the year.

On an individual level, student progress is reported regularly through graded rubrics, progress reports, report cards, and parent-teacher conferences. Individual student data is used to assign students the appropriate academic supports.

COMPENSATION AND BENEFITS

YDC will use a regular step scale for teachers that increases based on education and experience, comparable to Merrillville Community School Unified School District. YDC will provide its employees with access to health, dental, and vision services. YDC reserves the right to change healthcare providers when necessary to reduce cost or increase the quality or type of services.

To the extent allowed by law, and subject to the majority decisions of the school and/or the Board of Trustees regarding retirement funds, the employees of the school shall be able to participate in any and all teacher and employee retirement programs they would be eligible for if they were teaching in a non-charter public school.

Certificated, classified, and other staff members of the school shall retain all previously vested rights in their respective retirement systems, including, but not limited to, STRS, PERS, and the Social Security System. YDC will contract a business management firm that will ensure that appropriate arrangements are made for coverage.

Eligible school faculty and staff will participate in the State Teachers Retirement System (STRS) or the Public Employees Retirement System (PERS), and make contribution to the STRS or PERS. Health benefits will be provided for full time staff members through our brokerage firm.

EMPLOYEE REPRESENTATION

YDC will select all school staff. Those selected for employment shall enter into a work year agreement to make their services available to YDC. YDC shall have the authority to terminate the position in accordance with the terms of that agreement. YDC shall retain the right to establish its own lawful procedures for discipline and dismissal.

NON-DISCRIMINATION (Racial and Ethnic Balance)

YDC target population has a demographic makeup of 21% Hispanic, 35% African American, 9% Asian, and 35% white. YDC will not discriminate in its enrollment practices. YDC will implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the Merrillville Community School Unified School District:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to the various racial and ethnic groups represented in the local community and district in which the charter school is located, which are primarily, African-American and Caucasian.
- The appropriate development of promotional and informational materials in Spanish and other languages as needed to appeal to limited English proficient populations.
- Outreach meetings in several areas of the district in which the charter school is located to reach prospective students and parents.

YDC will maintain accurate records of the ethnic and racial balance of students enrolled in the school and will furnish the district with annual documentation of ongoing recruitment and outreach efforts. Should the school oversubscribe, a lottery process will be implemented to ensure fairness to all applicants.

VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY BUDGET

Budget is outlined in detail as Attachment 17.

Budget Narrative is presented as Attachment 18.

FINANCIAL REPORTING

YDC shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, from the District, the Office of Education (“OE”), and/or from the Superintendent of Public Instruction and shall consult with the District, OE, and/or the Superintendent of Public Instruction regarding any inquiries.

INSURANCE

The YDC Charter School shall, at its sole cost and expense, during the entire term of this charter, procure, pay for, and keep in full force and affect the following insurance:

(a) **General Liability Insurance.** The Charter school shall maintain throughout the term of its charter, at its own expense, general liability insurance with limits of liability at \$5,000,000 per occurrence for bodily injury, personal injury, and property damage. If any form with a general aggregate limit is used, either the general aggregate limit shall apply separately to this location or the general aggregate limit shall be twice the required occurrence limit. This insurance shall include products and completed operations of the same limits as the policy limits.

The insurance shall be endorsed to include the following: (1) the Indiana Department of Education, its officers, employees, agents and volunteers as additional insured’s; (2) a waiver of any right to contributions from any other coverage purchased by, or on behalf of, the IDOE; and (3) a written notice to be mailed to the District 30 days prior to the effective date of a cancellation or non-renewal of such insurance.

(b) **Automobile Liability.** The Charter school shall maintain throughout the term of its charter, at its own expense, automobile liability insurance with limits of liability of \$2,000,000 per occurrence, for owned, non-owned or hired vehicles. If any form with a general aggregate limit is used, either the general aggregate limit shall apply separately to this location or the general aggregate limit shall be twice the required occurrence limit. Such insurance shall apply to any automobile, Symbol 1 of the ISO form. Such insurance shall be endorsed to include the following: (1) the District, its officers, employees, agents and volunteers as additional insured’s; (2) a waiver of any right to contributions from any other coverage purchased by, or on behalf of, the District; and (3) a written notice to be mailed to the District 30 days prior to the effective date of a cancellation or nonrenewal of such insurance.

(c) **Property Insurance.** YDC will continue to maintain its current levels of first party insurance on the structures on the Site. The YDC Charter School shall secure and maintain property insurance that addresses business interruption and casualty needs, including flood and fire, and other hazards with

replacements costs coverage for all assets listed in the Charter School's property inventory and consumables. The Charter School shall secure property coverage with a minimum policy limit of 80% of the fair market value of the school's contents.

(d) **Workers' Compensation Insurance** as required by the State of Indiana and Employer's Liability insurance (for lessees with employees). This insurance shall be endorsed to include the following: (1) the District, its officers, employees, agents and volunteers as additional insured's; (2) a waiver of any right to contributions from any other coverage purchased by, or on behalf of, IDOE; and (3) a written notice to be mailed to IDOE 30 days prior to the effective date of a cancellation or non-renewal of such insurance.

Any and all deductibles or self-insured retentions applicable to the above required insurance shall be specifically approved by the IDOE prior to its application, except the Property Insurance required above may include a deductible of not more than \$10,000 without prior approval. The insurances required above shall be provided by a company or insurance joint powers authority with the consent of the IDOE prior to commencement of such insurance.

The Charter School shall provide proof of such insurance prior to taking possession of the Site and Facilities, including copies of the endorsements specifically required above. The Charter School shall provide proof of renewal of any insurance required above, including any endorsements required, at least 15 days prior to the expiration of such insurance.

ADMINISTRATIVE SERVICES

Where possible, and at a mutually agreed upon cost per child, the school does anticipate purchasing services from the District. Such services may include particular testing services, IMC services, police services, food services or other services that shall be available to YDC. The specific terms and costs for these services, and any others that the District may wish to offer, shall be the subject of an annual Memorandum of Understanding.

Attendance Accounting

YDC will utilize an appropriate student information system for attendance tracking and reporting purposes. Required reports will be completed regarding daily attendance and submitted to the requesting agencies.

Auxiliary Services

School staff will conduct annual reviews to ensure all auxiliary services are safe (food services, transportation, custodial services, hazardous materials) by developing appropriate policies and awareness training.

Business and Operations Management

YDC will handle many operational functions internally and will adhere to generally accepted accounting principles. The accounting system identified by the school will possess adequate internal controls and follow generally accepted accounting principles. The business services will include budgeting, fiscal planning, vendor management, personnel and payroll, accounts payable, attendance tracking, and completion and submission of compliance reports.

FACILITIES

YDC will be located within the Merrillville Community Unified School District, utilizing the entire YDC campus at

TRANSPORTATION

YDC does not provide transportation to or from the YDC campus.

ANNUAL AUDITS

YDC's board of directors will form a finance/audit committee to oversee the selection of an independent auditor and the completion of an annual audit of the school's financial affairs. YDC will use an auditor that has experience working with charter schools. The audit will verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and reviews the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. The school's finance/audit committee will review any audit exceptions or deficiencies and report to the school's board of directors within thirty (30) days with recommendations on how to resolve them.

YDC will transmit a copy of its annual independent financial audit report for the preceding fiscal year to the State of Indiana Board of Education Office, and by December 15 of each year. The audit report will be presented to the Board of Education, who will vote to accept or reject the audit.

SCHOOL CLOSURE PROTOCOL

The following procedures shall apply in the event the School closes. The following procedures apply regardless of the reason for closure.

Closure of the School will be documented by official action of the YDC Board of Directors. The action will identify the reason for closure. The Charter School Board will promptly notify the Board of Education of the closure and of the effective date of the closure.

The Board will ensure notification to the parents and students of the School of the closure and to provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School.

As applicable, the School will provide parents, students and the DOE with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The School will ask the DOE to store original records of Charter School students. All records of the School shall be transferred to the DOE upon School closure. As soon as reasonably practical, the School will prepare final financial records. The School will also have an independent audit completed within six months. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the DOE promptly upon its completion.

On closure of the School, should the charter school cease operation, all assets secured from the appropriation of public funds, including private funds granted to or donated to the charter school, and all assets originally provided to the charter school by the DOE, shall be transferred to the DOE. All other assets will be distributed in accordance with laws and regulations that govern the dissolution of non-profit public benefit corporations.

On closure, the School shall remain solely responsible for all liabilities arising from the operation of the School. As the School is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the Indiana Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

VIII. IMPACT ON THE CHARTER AUTHORIZER

Facilities

YDC will be located on the entirety of the

Liability

The School shall be an Indiana nonprofit public benefit corporation. It is a stand-alone corporation and not a subsidiary of the Indiana Department of Education. As such, the School will make provisions for the liabilities, debts and financial obligations of the school and will indemnify, defend, and hold harmless the DOE for damages resulting from the acts of the School.

The DOE will not be liable for any actions taken by the School. The School will purchase and maintain, as necessary, general liability, automotive liability, errors and omissions, property, workers compensation and unemployment insurance policies.

The School will develop, implement, and ensure compliance with health, safety, and risk management guidelines in consultation with its insurance carriers and risk management experts. Administration shall maintain comprehensive range of insurance coverage, commensurate with that of other public Schools and/or nonprofit organizations of similar type and size, to protect both itself and the DOE.

The charter school will save, defend, indemnify, and hold harmless the DOE, its officers, agents and employees against any and all claims, demands, suits, costs, judgments or other forms of liability, actual or asserted, of whatsoever kind or character, including attorney's fees, arising or resulting from the conduct, acts or omissions of the charter school, its officers, agents, employees, pupils, volunteers, or any other persons under the supervision of the school.

ALICIA BLONDET
3378 PEPPERMILL DRIVE, #1A
WEST LAFAYETTE, IN 47906
219.616.8849
ABLONDET80@GMAIL.COM

EDUCATION

M. S., Education, *Clinical Mental Health Counseling*, 2012
Purdue University Calumet, Hammond, IN

B. A., Elementary Education, 2003
Purdue University Calumet, Hammond, IN

WORK HISTORY

Wabash Valley Alliance

Therapist

Lafayette, IN

June 2012 – Current

- Provide psychotherapy to adults, adolescents, and families.
- Conduct client in-take psychological assessments, determine initial diagnoses, and create treatment plans.
- Facilitator of the Pre-Teen Anger Group
- Provide crisis intervention for crisis walk-ins and calls.
- Attend staff meetings and case staffing group meetings

Alliant Insurance Services, Inc.

Administrative Assistant

Chicago, IL

March 2007- June 2011

- Managed call switchboard
- Maintained and ordered office supplies
- Coordinated and facilitated office and IT maintenance
- Created and maintained electronic and hard files
- Performed various secretarial duties

Laurel Preparatory Academy

Classroom Teacher (Grades 3, 4, and 5)

Merrillville, IN

Aug. 2003-June 2006

- Created daily schedules, lesson plans, and incorporated the Four Block method into the curriculum
- Effectively managed student behavior and needs
- Attended professional development workshops and meetings
- Consistently mentored, trained, and developed the students
- Assisted in the organization of the School Newspaper

REFERENCES

Available upon request

Pastor Victoria Raftery

7525 Taft Street ♦ Merrillville, IN 46410
victoriaraftery@me.com

(219) 718-9718

Highlights:

- ♦ Forty years of progressive experience and responsibility with documented success in the areas of pastoring, management, and ministry of music at various organizational levels.
- ♦ Self-starting, goal-oriented strategist whose confidence, perseverance and vision promote success.
- ♦ Assertive, self-motivated, organized and efficient.
- ♦ Articulate and creative, offering innovative and practical solutions.
- ♦ Demonstrates effective leadership skills.
- ♦ Demonstrates competence and poise in professional and social settings.
- ♦ Able to serve as an agent for others, and trusted to speak on their behalf to accomplish desired results.
- ♦ Can easily break a large project down into smaller pieces, prioritize goals, work under short deadlines without sacrificing creativity.

Experience:

YDC School of The Arts *Merrillville, IN*
President of YDC and Vocal Coach 08/2011 to Present

- ♦ Train and manage students and achieve significant improvements in their productivity.
- ♦ Instruct students in group vocal lessons.
- ♦ Provide group vocal lessons.
- ♦ Conduct group rehearsals.
- ♦ Instruct and coach members in their individual parts and in ensemble performance.
- ♦ Critique performance to identify errors and reinforce correct techniques.

Laurel Church *Merrillville, IN*
Pastor and Worship Leader 1991 to Present

- ♦ Train and manage employees and achieve significant improvements in their productivity.
- ♦ Provide spiritual guidance to church members.
- ♦ Interpret doctrine of religion and instructed people seeking conversion to faith.
- ♦ Plan and arrange educational, social and recreational programs for congregation.

- ◇ Visit sick and shut-ins, helped the poor and comforted the bereaved.
- ◇ Plants churches, develop ministries and gives birth to multiple outreaches, nationally and internationally.
- ◇ Wrote and collaborated on writing songs.

Midwest Christian Center

Worship Leader, Choir and Kids Production 1989 to 1991

- ◇ Trained and managed students and achieved significant improvements in their productivity.
- ◇ Sung as a soloist and the lead worship leader.
- ◇ Provided group vocal lessons.
- ◇ Critiqued performance to identify errors and reinforce correct techniques.
- ◇ Led choir groups in regular and special performances for church and outreaches.

Port of Faith

Music & Television Hostess 1984 to 1989

- ◇ Performed and hosted before live audiences on television.
- ◇ Sought out and learned new music that is suitable for live performance and recording.
- ◇ Sung as a soloist and worship leader.
- ◇ Wrote songs.
- ◇ Directed choirs.

Word of Faith World Outreach

Recording Artist, Minister of Music,
National TV Coverage 1982 to 1984

- ◇ Performed before live audiences on television.
- ◇ Sought out and learned new music that is suitable for live performance and recording.
- ◇ Sung as a soloist and worship leader.
- ◇ Wrote songs.

Hope Baptist

Minister of Music Recording Artist 1973 to 1982

- ◇ Performed before live audiences as a soloist and worship leader.
- ◇ Selected music in order of service.
- ◇ Directed choirs and rehearsals

Education:

Music Lessons

Dr. Roosevelt

1978

Dr. Lucreita Shaw

1980

Dr. Ron Combs

1990-2010

Dr. Dan Kane

2010-2013

References:

Available upon request

Naomi R. Resto

418 Ruta Drive #921* Hobart, IN * 219-613-0148* naomi_resto@hotmail.com

Professional Profile: Organized and responsible Administrator with more than 6 years of experience across diverse industries. Educated and energetic professional recognized as a quick learner with exceptional computer, organizational and communication skills with the unique ability to manage several tasks in a stressful environment. Excellent communicator seeking a challenging position, utilizing current skills and abilities, with the opportunity for professional growth.

Summary of Qualifications

- Experienced with many computer applications, including: Microsoft Windows XP; Microsoft Word, Microsoft Excel, Microsoft Power Point, Microsoft Access, Microsoft Office, Citrix utilizing Galaxy, IS3, and SharePoint, Adobe Photoshop, Oracle Financials, and QuickBooks
- Excellent organizational, time management, oral and written communication skills
- Experience in working with various databases
- Work effectively under deadline pressure and as a team member

Work Experience

Institute for Professional Development, Merrillville, IN

Student Services Manager

(January 1, 2013-Present)

- Contact students via phone and email within 24 hours upon withdrawing from their program or unsuccessfully passing their first course to help students realize their academic and career goals
- Collaborate with the Financial Aid office and the Accounting department to understand the students financial needs in order to expedite them returning to their program within 30 days upon withdrawing
- Assist students in completing the necessary paperwork, e.g., application for readmission, financing options, appeal letters and student academic progress appeal paperwork upon returning to their program
- Create and maintain a record of every re entry student returning to their program on a monthly basis for distribution in weekly meetings
- Track all retention issues students share upon deciding not to return to their program in a spreadsheet that is provided to the Leadership team at the end of each month
- Collaborate with the Student Services department to ensure students register for the remaining courses in their program within 7 business days
- Follow up with students in a timely fashion to make sure they have the necessary materials: textbooks and access to the Blackboard Learning Software System before starting the next course in their program

Enrollment Specialist

(May 2008-January 1, 2013)

- Developed and updated the competition analysis spreadsheet of local Universities and Colleges in the Northwest Indiana and St. Joseph Counties.
- Managed inquiries and made effective contact with prospective and re-entry students via phone or e-mail
- Conducted phone or face to face meetings with prospective or re-entry students.
- Conducted training sessions via teleconference to provide helpful tips and tools for day to day duties.
- Redesigned all paper documents into a Microsoft Office Word document for office use.
- Created a newsletter for distribution among students and companies highlighting student programs, services, discounts for the military, and upcoming classes.
- Created and updated a step-by-step manual detailing day-to-day office duties for distribution among new hires.
- Processed enrollment applications, application fees, transcripts and tuition payments.
- Presented a spreadsheet of students starting programs online and in the classroom during weekly team meetings.

Haywood and Fleming Associates

Commercial Account Associate

(June 2006- May 2008)

- Informed and educated clients on business and special event insurance coverage's, exclusions and exposures.
- Assisted insurance agent with providing clients, facilities and financial institutions with insurance binder's, certificates, policies and other related materials.
- Maintained company database.
- Responsible for invoicing clients, verifying and managing the accuracy of accounts payable and receivables and created a spreadsheet for distribution at weekly staff quarterly/annual strategic planning meetings.
- Organized all data on the local server into separate subfolders for easy assess.
- Reduced outstanding accounts payable and receivables through an improved collection process.
- Created a user-friendly telephone directory of all key clients and Insurance Company's for daily use.

Northwestern University

Research Coordinator

(April 2004- June 2006)

- Responsible for gaining consent and meeting with patients for a public health research study on colon cancer.
- Reviewed medical and screening history of patients to determine participation in research study.
- Recorded patient progress on a spreadsheet for distribution in monthly meetings among medical staff and research committee.
- Established the first University research office at the Jesse Brown VA Medical Center in Crown Point, IN.
- Increased patient consent for colorectal testing from 5% to 45% in an 18-month period.
- Self-trained to proficiency the use of the Computerized Patient Record System (CPRS) within 30 days of hire.

Education

Indiana Wesleyan University, Merrillville, IN

12/2009

Major: Master of Science in Management

Indiana University Northwest, Gary, IN

06/2004

Major: Bachelor of Science in Health Services Management

Minor: PC Applications

Training

02/2010

Certified Office Expert Certificate

Completed coursework in Microsoft Word, Excel, Power Point and Outlook.

08/2004

Administrative Professionals Certificate

Attended seminar to obtain extensive knowledge and to learn key components of this role.

10/2004

Grant Writing Workshop

Due to assisting with various grant-funded organizations I attended this seminar to better understand the process.

06/1997

Dental Assistant Certificate

Certified Nursing Assistant

I was given the opportunity during high school to better prepare for my career by attending the Career Resource Center to obtain both a dental and nursing assistant certificates.

Awards

11/2011 & 11/2012

Recipient of President's Circle Award-Institute of Professional Development

This award recognizes top performers throughout the company who utilized their knowledge and abilities to develop core competencies that can be transferred throughout the organization.

References

Available upon request.

Demetri J. (Terry) Retson
Genetos Retson & Yoon LLP
1000 East 80th Place, Suite 555 North
Merrillville, Indiana 46410
(219) 755-0400, ext. 306
retson@grymlaw.com

Residence: 2828 Lakewood Trail
Porter, Indiana 46304

Education:

Secondary: Wirt High School, Gary, Indiana
Graduated June 1970

College: Northwestern University, Evanston, Illinois
B.A., June 1974

Graduate: Northwestern University, Evanston, Illinois
M.A., Economics, June 1974

Legal: Harvard University, Cambridge, Massachusetts
J.D., June 1977

Employment:

Current: Partner, Genetos Retson & Yoon LLP
Legal practice specializing in business transactions
March 1999 - present

Prior: Prior legal practice specializing in business
transactions, retirement plans, taxation and estate
planning
September 1977 – March 1999

O. Orlando Rodriguez

P.O. Box 230202, Grand Rapids, MI 49523 (616) 334-4038

Job Objective

A challenging position that presents new learning opportunities and requires an ability to work well with others. This position will utilize analytical and problem solving skills, as well as marketing and networking skills. Looking to grow with an organization or within an organization.

Professional Skills

Communications: Strong written and oral communication ability, fluent in both Spanish and English, excellent presentation skills, good listener, persuasive salesmanship capabilities.

Leadership: Self-starter, positive attitude, can lead and follow, problem-solving skills, analytical skills, ability to make decisions under pressure, work well with deadlines, business development skills, creativity for brainstorming, ability to motivate others.

Organizational: Very well organized, detail oriented, disciplined time manager, punctual for appointments, work well with team goals, talent for organizing people, process development capabilities.

Computer-related: Proficient in Windows, Internet research, Microsoft Word, Excel, PowerPoint, and Microsoft Outlook.

Career Experience

2010 – Present

Principal

Substance Music, Grand Rapids, MI

Responsible for leading and growing the organization, overseeing complex music releases and promotions, business development and creative vision, developing protocols for social media and other related internet marketing campaigns, establishing collaborative partnerships with key organizations and companies within the music and media industry.

2008 – 2010

Licensed Sales Producer

Allstate Insurance, Grandville, MI

Responsible for sales of insurance products, cross selling current book of business, focusing on and maintaining current client retention strategy, maintaining ongoing client relationships, servicing all Spanish speaking clients, developing creative sales and marketing initiatives to expand existing client base.

2006 – 2008

Financial Representative

Northwestern Mutual Financial Network, Grand Rapids, MI

Responsible for sales of financial services products, developing and retaining client base, conducting confidential personal needs analysis for clients, administering consultative presentations while recommending solutions, maintaining ongoing client relationship.

2003 – 2005

Consultant

GOM Production Co., Joliet, IL

Responsible for creating sales and marketing initiatives to collaborate with music releases, business development plans, marketing plans, negotiating and closing deals for major distribution outlets in the U.S., overseeing internet marketing and distribution efforts.

Education and Licenses

Series 6 and 63, Life, accident and health licensed, P&C licensed

Graduate of Grand Rapids Community College, Computer Information Systems 2009 - 2011

Graduate of Jenison High School, Jenison, MI 1992-1995

ELIAS ROSARIO, CPA
85 Freedom Lake North Court
Valparaiso, IN 46385
Home: (219) 759-3379 – Cell: (219) 916-0430
Email: elias_rosario@yahoo.com

Executive Management, CPA, offering 25+ years of professional business management, leadership and consulting experience, including 10+ Years in Public Accounting and 15 Years in Housing & Real Estate Industry. Knowledgeable in Process Efficiency Modeling, Strategic Planning & Continuous Improvement Process, Excellent Communicator, Financial Analysis, Budgeting & Financial Statement reporting, Individual and Corporate Income Tax Preparation & Federal (HUD) Compliance Reporting
Bilingual – Fluent in Spanish

OBJECTIVE

Making the largest possible difference in the lives of others by utilizing my professional experience and skills.

STYLE

A visionary, effective leader, of good reputation, ethical, accountable, transparent and uncompromising in integrity.
Versatile, decisive, inclusive, entrepreneurial, compliant, detailed, and open-minded.
Leads with a spirited deep desire and rooted conviction to achieve over-the-top success.

ACHIEVEMENTS

Deputy Executive Director & CFO: At PHA, within a one year period, successfully implemented efficiency and performance improvements which represented \$35.5 million in annual savings within the agency \$400 million budget process. Reduced agency FTE's by approximately 100 provisionally workers and stabilized organizational structure for more than 1,400 employees with 13 represented unions.

- Designed performance driven budget and financial process which will drive operational efficiency across the agency.
- Restructured various internal processes which will result in \$35.5 million in annual savings for the agency including: banking restructure, sustainable energy savings program, fleet & Inventory/warehouse restructure, early retirement program, non-federal property acquisition strategy, Risk assessment process, provisional worker union negotiation, sale of scattered site inventory, \$180m capital bond refunding, maintained a AA- agency and issuers credit rating with Standard and Pools,

EVP & CFO: At CHA, successfully managed \$ 1.05 billion budget process, including 467 FTE's with 165 FTE directly managed, administrated \$ 210 million in ARRA (\$ 144 million formula and won \$ 66 million in 21 competitive) grant awards, oversaw all financial operations for 55,000+ residential unit portfolio with senior, family, scattered site & 37,000+ housing choice, mainstream, VASH and project based vouchers.

- Established Chicago Housing Consulting Services, Inc (CHCS) a non-profit affiliate to generate consulting and non-federal income in order to support resident service program activities.
- Implemented internal control procedures, which reduced audit findings by 50% within a two-year period.
- Developed property investment initiative (PII) designed to acquire foreclosed residential units throughout the city.
- Secured AA- agency and issuers credit rating with Standard and Pools, managed \$ 291million in Taxable Bonds, \$ 25 million Build America Bond offering, oversaw various 4% and 9% tax credit mixed finance transactions and implemented 3:1 financial leveraging strategies utilized to complete a 25,000 unit rehabilitation project known as Chicago's Plan for Transformation.

Real Estate Developer:

- Developed "Galleria in Downtown Dyer" which is a \$ 13 million, 97,000 square foot commercial & retail project. This development is comprised of two, 4-story buildings using a neo-traditional design and was marketed as professional condominiums. The project is fully complete with 50% of units sold to condo owners and remaining 50% leased/owned by development team.
 - Negotiated a 25% cost reduction in \$ 11 million contractor's construction bids, successfully project managed the building construction and coordinated another \$ 2 million of customized interior commercial and retail build-outs.
 - Negotiated \$ 8.0 million bank financing project at a below market borrowing rate and a 6-year and a 10-year real estate tax abatement within a town which rarely awards a tax incentive.
- Developed two residential communities by the names of "Liberty Lakes Estates" and "Sohl Avenue Villas". Both privately funded projects were designed, developed and managed exclusively worth an overall combined value of more than \$ 20+ million.
 - Liberty Lakes is a 75-acre, high-end and gated residential community with 38 lots within a scenic natural setting of beautiful trees, lakes, hills and nature.
 - Sohl Avenue Villas is a 26 unit urban low-income duplex development designed to preserve affordable housing within community.

EMPLOYMENT HISTORY

Deputy Executive Director & CFO
Philadelphia Housing Authority

November 2011 to Present
Philadelphia, Pennsylvania

Responsible for executive leadership for the nation's fourth largest Public Housing Authority serving a 35,000+ residential unit portfolio. Responsible for the management of a \$400 million annual budget in accordance with local, state & federal regulations, provided strategic direction to the Agency's 1400 employees, and directly lead the Finance and Risk Management divisions.

Executive VP of Finance/CFO
Chicago Housing Authority

September 2008 to November 2011
Chicago, Illinois

Responsible for strategic planning, project financing, financial accountability, managerial results, and leadership of all agency wide resources and financial management functions including: program analysis, annual formulation, preparation and execution, internal controls and systems for the nation's third largest Public Housing entity (55,000+ residential unit portfolio).

- Responsible for the management of \$1+ billion annual budget in accordance with local, state & federal regulations.
- Oversee 165 person staff and strategic direction of treasury; grant administration, financial reporting, accounting, procurement, budgeting, information technology, human resources and organizational learning.

Development Partner
Fusion Development Group, LLC

April 2005 to September 2008
Valparaiso, Indiana

Analyzed, forecasted and project managed many multi-million dollar real estate developments including, large commercial/retail buildings, single family residential subdivisions, duplex and townhome subdivisions, and community developments.

- Project managed the entire development, worked directly with the general contractor & subcontractors, prepared sworn construction statements, construction accounting, financial statements, budgeting & forecasting, project financing and coordinated unit sales and lease out phases.

VP - Director of Finance
Senior Lifestyle Corporation

February 2004 to April 2005
Chicago, Illinois

Managed all financial reporting for the sixth largest premier residential senior living community specialist in Chicago.

- Responsible for the coordination of bank financing, sworn construction statements and project management for the construction of various multi-million dollar communities.
- Prepared financial analysis for capital investment, Medicare and Medicaid cost report analysis and regulatory compliance managed various staff members and oversaw financial forecasting and budgeting.
- Coordinated annual audits for over 200 entities, prepared corporate consolidation tax returns and financial analysis & reporting for all investment portfolios and investor-partner relations.

Regional CFO
Gough Property Management, Inc.

July 2002 to April 2003
Valparaiso, Indiana

\$15 million multi-state residential property management company

- Restructure and implement a regional accounting and operational procedural rollout for a property management division operating 2300+ residential apartments throughout the Midwest and California.
- Responsible for managing a 65 person staff while reorganizing operating procedures, financial reporting, construction accounting and compliance reporting for HUD in-house Section 8 and Section 42 low income tax credit properties.
- Renegotiated rehabilitation project and bank financing, city and government contracts, property management and AIA construction contracts.
- Established company-wide financial analysis tools, internal control policies and procedures & a systematic audit inspection process. The implementation of this system will result in a 7.5% increase in overall regional rental income revenues and a 15% decrease in operating cost.

Business Consulting Partner
Financial Advantage Corporation

January 1996 to April 2002
Chicago, Illinois

Financial Services and Business Consulting Firm specializing in servicing the accounting and financial services needs of a diversified trading and financial industry clientele.

- Headed the Chicago office and managed staff across all divisions of the Firm including, accounting, audit consulting, tax, human resource, investment and insurance services.
- Developed the Firm's business consulting division, which specialized in financial analysis, profit recovery and forensic accounting services for corporate clients. As a result of this division, Firm revenues increase by 25% in the first year of operations with increased lead generation for other Firm profit centers.

Headed the tax preparation, accounting, auditing, and consulting departments for a full-service certified public accounting firm.

- Managed 20+ staff members Firm while maintaining a steady increase in annual billings and profitability.
- Responsible for the preparation and review of various client-centered management consulting engagements, complex corporate and individual tax returns, financial statements and certified reviews & audits.
- Performed management research, internal control suggestion, computer software installations and training, business plans, valuations and feasibility studies.

EDUCATION & PROFESSIONAL LICENSES

Bachelors of Business Administration
Temple University, Philadelphia, Pennsylvania - May 1987

Certified Public Accountant (CPA), Indiana & Illinois
GFOA Executive Leadership Program – June 2009
Certified Public Housing Manager – December 2008
Certified HCV Financial Manager – June 2009
Section 42, Low Income Housing Certified – July 2002
Series 6 & 63 Investments and Securities Licenses - November 1994
Series 65 Registered Investment Advisor Representative – July 1996
Health & Life Insurance Producers Licenses – Illinois & Indiana – December 1999

PROFESSIONAL AFFILIATIONS

Chairman of PHA Employee DB & DC Pension Plan
Board Chair for Chicago Housing Authority Pension Plan
Board of Directors - Chicago Municipal Employee Credit Union
Board of Directors - Positive Approach to Teen Health (P.A.T.H.)
Member of Government Finance Officers Association (G.F.O.A.)
Member of National Association of Housing and Redevelopment Officials (N.A.H.R.O.)
Member of Hispanic Organization Promoting Excellence (H.O.P.E)
American Institute of Certified Public Accountants (IL & IN)
Head Coach - Wheeler High School Cross Country & Track
Eldership for Laurel Church Ministries

COMPUTER SKILLS

Proficient in Excel, Word, Access, & PowerPoint
Designed Proprietary Software: CPO Accounting Program, Securities & Market Maker Trading Analysis
Installed the following accounting packages: Sun Systems, Great Plains,
PeopleSoft, Elite, ACCPAC Plus, One Site, Rent Roll, Yardl, Lawson, NewViews, Solomon, Peachtree, MYOB & QuickBooks

PUBLICATIONS & ADDRESSES

Conference Speaker, Standard & Poors Housing Conference, April, 2012
Conference Speaker, HUD Move-to-Work Conference, July 2010
"Finances", 4-week class - Laurel Church, Merrillville, IN, June 2010
Conference Speaker, Standard & Poors Housing conference, May 2010
Conference Speaker, Plan for Transformation Symposium, December 2009
Conference Speaker, Hammond 1st Assembly Business Summit, September 2006 & 2007
"Financial Seminar" - Eternal Word, Merrillville, IN, January 2007
"How to Start a Business for Kids", 7-week workshop – Indiana Public Schools, April 2003

REFERENCES AVAILABLE UPON REQUEST

The YDC School Leader

Selection of the School Leader, Wendy Howard has been based on proven experience in educational leadership; educational vision for and experience with low-income and/or minority children, demonstrated ability in program design and/or development; business management; fund raising experience; commitment to educational reform.

Wendy Howard has the following attributes and credentials;

- Excellence and leadership in curriculum and instruction at both the classroom and school level.
- Strong organizational and interpersonal skills.
- Demonstrated management and leadership skills, including financial management skills, strong public and institutional relations skills, and the ability to lead and work with a Board of Directors.

Please see her included resume.

Wendy Howard
7713 Hendricks Place
Merrillville, IN 46410
(219) 306-9341
wendyh27@gmail.com

Highlights:

- Assertive, self-motivated, goal-oriented, organized and efficient.
- Articulate and creative, offering innovative and practical solutions.
- A hands-on professional with a proven record of success.
- Able to direct and lead others to produce desired results.
- Able to communicate and interact effectively with individuals of all levels.
- Major strengths in planning, problem solving and communication.
- Highly imaginative with many innovative ideas.
- Skilled at organizing complex projects, defining project priorities, and delegating tasks.
- Demonstrated record of high performance standards, including attention to schedules, deadlines, budgets and quality work.
- Capable of handling multiple projects concurrently.
- Proficient in the use of various software packages including Microsoft Office.

Experience

08/2009
to Present

Laurel Church Ministries
Church Administrator

Merrillville, IN

- Train and manage 25 employees and achieve significant improvements in their productivity.
- Coordinate activities of workers engaged in clerical and administrative support activities.
- Examine procedures and recommend changes to save time, labor, and other costs and to improve quality control and operating efficiency.
- Analyze financial activities of establishment and department and assisted in planning budget.
- Design and implement efforts to publicize events/conferences and promoted sponsorships.
- Monitor event activities in order to ensure compliance with applicable regulations and laws, satisfaction of participants, and resolution of any problems that arise.
- Formulate policies and procedures related to Laurel Church.
- Develop and maintain Laurel Church identity, which includes the use of logos and signage.
- Establish goals for soliciting funds, develop policies for collection and safeguarding of contributions, and disbursement of funds.

02/2008
to 08/2009

Laurel Church Ministries
Day Care Director

Merrillville, IN

- Trained and managed 20 employees and achieved significant improvements in their productivity.
- Directed the activities of day care center in order to provide instruction and care for children.
- Prepared and submitted activities and payroll budgets to finance department for approval.
- Authorized purchase of instructional materials and teaching aids, such as books, toys and games designed to stimulate learning.
- Interviewed and recommended hiring of teaching and service staff.
- Conferred with parents regarding day care activities, policies and enrollment procedures.
- Conferred with teaching staff and parents regarding behavioral or learning problems.
- Recommended methods of modifying inappropriate behavior and encouraging learning experiences.
- Reviewed and evaluated day care activities in order to ensure conformance with state and local regulations.
- Arranged medical attention for ill or injured children in accordance with parental instructions.

11/2005
to 02/2008

Laurel Church Ministries
Lead Day Care Teacher

Merrillville, IN 46410

- Assimilated arriving children to the school environment by greeting them, helping them remove outerwear, and selecting activities of interest to them.
- Authorized purchase of instructional materials and teaching aids, such as books, toys and games designed to stimulate learning.
- Arranged medical attention for ill or injured children in accordance with parental instructions.
- Revised and evaluated day care activities in order to ensure conformance with state and local regulations.

Education

2005

Indiana University Northwest
B.A. in Psychology

Gary, IN

References: Available upon request

ADMINISTRATIVE MANAGEMENT TEAM

Qualifications of School Personnel

YDC will seek the best qualified Administrators and Management Team to undertake and manage the YDC Charter School, beginning a search for the Principal, Administrative Secretary, Vice Principal, Human Resource Manager, and other non-classified employees between the dates of January 15, 2014 and June 15, 2014.

YDC will market these positions in local and national newspapers, online and through social media. The interview process will begin with potential candidates beginning April 15, 2014.

YDC is committed to hiring, training and retaining staff that demonstrate a passion for children, education and community. We will recruit self-motivated people who clearly excel in their respective fields and academic subject; have proven experience in contributing to positive student outcomes, possess cross-cultural child development competency, commit to ongoing professional development; work well as team members to contribute to the mission of the school, and participate in community and professional associations. Consistent with the school's mission and demographic make-up, efforts will be made to create a bilingual, multicultural staff.

YDC will retain or employ teaching staff that holds appropriate Indiana Teaching Certificates, permits, or other documents issued by the Commission on Teacher Credentialing. These teachers will teach the core academic classes of mathematics, language arts, science, history and social studies. These teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies.

YDC may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity. Instructional staffs will not assign grades or approve student work assignments without the approval of a teacher except in non-core courses and activities.

YDC will seek administrative and operational staff that has demonstrated experience or expertise in the issues and work tasks required of them and will be provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational requirements.

Prior to the first day of work YDC will require that each employee and volunteer of the school submit to a criminal background check and furnish a criminal record summary. YDC will adhere to Indiana laws, including fingerprinting, drug testing, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. Each employee must furnish a Montoux T.B. test clearance and documents for U.S. employment authorization. If Food Services staff is hired, a medical clearance is required in order to obtain a Food Handler's Certificate.

School Leader

Selection of the School Leader will be based on proven experience in educational leadership; educational vision for and experience with low-income and/or minority children, demonstrated ability in program design and/or development; business management; fund raising experience; commitment to educational reform.

The School Leader will have the following attributes and credentials;

- Excellence and leadership in curriculum and instruction at both the classroom and school level.

- Strong organizational and interpersonal skills.
- Demonstrated management and leadership skills, including financial management skills, strong public and institutional relations skills, and the ability to lead and work with a Board of Directors.

Teachers

The YDC teaching staff of the core academic areas will hold appropriate Indiana Teaching Certificates, permits, or other documents issued by the Indiana Commission on Teacher Credentialing. These teachers will teach the core and have experience in language, science, geography, history, mathematics, art, music, physical education and community field-trip experiences. These teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the schools' operational policies. Such documentations will be monitored by the Director and will be kept on file at the school subject to periodic inspection by the State of Indiana Department of Education. YDC recognizes that credentials are requirements and additional hiring considerations will be based on whether the teacher possess an academic degree in the subject being taught, has mastered the subject, and is able to convey it to the students in an understandable manner.

The administrative staff will select the teachers on an application and interview basis. Selection of teachers will be based on teaching experience, credentials and subject matter expertise.

Core subject teach qualifications:

- valid teaching certificate, permit, or other document issued by the Commission on Teaching Credentialing;
- Expertise in the core subject they want to teach;
- Evidence of successful classroom teaching experience;
- Ability to work in a team environment and a willingness to embrace the educational focus of the school and;
- Willingness to take responsibility and exercise leadership for the school as a whole.

Non-core subject teaching staff qualifications:

- Expertise and practical experience in field of instruction;
- Experience working with and/or teaching diverse groups of people;
- Ability to work in a team environment and a willingness to embrace the educational focus of the school.

Administrative Assistant

The Administrative Assistant to the Directors will: manage office operations, assist with accounts payable, invoice reconciliation, personnel and payroll issues, purchase office and classroom supplies, develop/implement administrative procedures for daily school operations, prepare correspondence, reports, bulletins, files, forms, and memorandums, coordinate the publishing of school newsletters and updating website.

The Board will evaluate the administrative staff on:

- Overall student academic achievement.
- Maintaining a fiscally sound charter including a balanced budget
- Maintaining and anti-bias atmosphere that is inclusive, nurturing, cooperative and innovative.
- Completion of required job duties.
- maintaining a safe, clean, aesthetically pleasing facility.
- Overall leadership ability and contribution to the school mission.
- High stakeholder involvement.
- Effective communication with all stakeholders.

Commitment to ongoing professional development including knowledge of academic best practices and cross-cultural child-development.

Administrators:

New administrators, excluding the position of School Director shall be recruited and interviewed by a committee of teachers and approved by a super-majority (60%) of all full time teaching staff. Following the teacher's vote, the simple majority approval of Board of Directors of YDC will be required to finalize the process.

Selection of Teachers:

New teacher candidates shall be interviewed and selected by the School Director, the Master Teachers (Pedagogic leaders of core subjects), and the grade level Lead Teacher.

Qualifications

All employees must have potential or demonstrated effectiveness in working with students and parents from diverse backgrounds. They must be willing to take on responsibility and exercise leadership for the school. They must have an educational vision that is consistent with the school's mission and educational program.

All classified candidates will be required to read, sign, and comply with State of Indiana Department of Education's legal requirement, policies, and Rules for Classified Employees.

YDC may also employ or retain qualified non-certified instructional support staff to serve in an instructional support capacity. These employees will have an appropriate mix of subject matter expertise, professional experience, and a demonstrated capacity to work successfully in the role of instructional support. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher except in non-core courses and activities.

7/26/2013

BY-LAWS

of

USA MUSIC EDUCATION FOUNDATION, INC.

An Indiana Non-Profit Corporation

Article I

Purposes and Objectives

Section 1. Charitable Purposes. The Corporation is organized and will be operated at all times exclusively for charitable purposes.

Subject to the foregoing, the Corporation will provide education and instruction to children (and to adults, if the Board of Directors so determine) in Northwest Indiana and surrounding areas in music, performing arts, fine arts, athletics academics and such other subjects as the Board of Directors may determine from time to time.

The Corporation will promote these purposes through such activities as the Board of Directors of the Corporation may deem appropriate from time to time. Notwithstanding the foregoing, the Corporation will be operated at all times in accordance with the requirements of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, and Regulations thereunder, and will be operated so as to fully qualify thereunder at all times.

Section 2. Charter School. Not in limitation of the provisions of Section 1 of this Article, the Corporation may apply for approval and certification as a charter school as defined in I.C. 20-24-1-4, and upon obtaining such approval and certification operate under the issued charter in accordance with the laws of the State of Indiana. If such charter is approved and awarded, such charter will be issued to, and entered into by, the Board of Directors of the Corporation. The Board of Directors will be accountable to the Indiana Charter School Board, or other applicable governing body or sponsor, for and with respect to all applicable performance standards.

Article II

Board of Directors

Section 1. Powers. The business and affairs of the Corporation will be managed by a Board of Directors, which may exercise all of the powers of the Corporation except such as are by statute, the Articles of Incorporation, or these By-Laws conferred upon one or more officers of the Corporation. Continuing and exclusive authority to fix, supervise and control the professional, business and other affairs of the Corporation will be wholly vested in the Board of Directors.

Section 2. Number. The Board of Directors will consist of six (6) members (**A Board Members@**) at all times. If, however, there are vacancies on the Board of Directors, the remaining members of the Board of Directors may act as the Board of Directors for all purposes, as long as there are at least three (3) directors so acting, until the vacancy or vacancies are filled.

Section 3. Members. The members of the Board of Directors will be, as of the date of initial adoption of these By-Laws, and their terms in office will end, as follows:

<u>Name</u>	<u>Term Ends</u>
Alicia Blondet	July 1, 2014
Victoria Raftery	July 1, 2014
Naomi Resto	July 1, 2014
Terry Retson	July 1, 2015
Orlando Rodriguez	July 1, 2015
Elias Rosario	July 1, 2015

Section 4. Term of Service. Except as otherwise provided in this Article II, each Board Member will serve for a term of two (2) years from the date of termination of the term of the Board Member being replaced (or re-appointed). Upon the end of such term, unless re-appointed, the Board Member will cease to be a Board Member of the Board of Directors (unless re-appointed) without further action by any person.

Section 5. Replacement of Term Board Member. Upon or prior to the end of the term of any Board Member, the remaining Board Members will designate a successor Board Member to serve for a two-year term (beginning as of the date of termination of the term for the Board Member being replaced) or may re-appoint such Board Member for another two-year term. If one of the Board Members dies, resigns, is removed from office, or otherwise ceases to serve, the remaining Board Members will designate a successor Board Member to serve for the remainder of the term of the terminated Board Member.

Section 6. Removal of Board Member. A Board Member may be removed from office at any time, with or without cause, by the unanimous vote of all other then-serving members of the Board of Directors. As and when a Board Member is so removed, the vacancy so created will be filled as provided in subsection (c) above.

Section 7. Meetings. Unless otherwise determined by the Board of Directors, an annual meeting of the Board of Directors will be held at the main office of the Corporation at 6:00 p.m. on the first Monday in June of each year, or on such other date within thirty (30) days before or after June 1 and at such time and place as the President may designate in writing to each member of the Board of Directors at least ten (10) days prior to the date of such meeting. Other regular meetings of the Board of Directors may be held without notice at such places and times as determined from time to time by resolution of the Board of Directors. Special Meetings of the Board of Directors may be called by the President, by any Vice President, or by the Secretary, as any such person may elect or upon the written request of any Board Member, and will be held at such place or places as may be determined by the Board of Directors, or as may be stated in the call of the meeting.

At meetings of the Board of Directors, the President of the Corporation, if present, will preside.

Any meetings may be held in person or by conference telephone calls and/or real-time computer voice transmission. Members of the Board of Directors may attend any meeting by telephone or by real-time computer voice transmission, and Board Members so attending may vote on any matters presented, and will be taken into account in determining whether a quorum is present.

Section 8. Notice of Meetings. No notice of regular meetings of the Board of Directors need be given. Notice of the place, day and hour of every Special Meeting will be given to each Board Member at least five (5) days before the meeting, by delivering such notice personally, by sending such notice by facsimile transmission, by sending such notice by e-mail, or by leaving such notice at such Board Member=s residence or usual place of business, or, in the alternative, upon six (6) days' notice, by mailing it, postage prepaid, and addressed to such Board Member at the last known mailing address, as reflected in the records of the Corporation. It will not be requisite to the validity of any meeting of the Board of Directors that notice thereof is given to any Board Member who attends, except where a Board Member attends for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. No notice of adjourned meetings of the Board of Directors need be specified in the notice or waiver of notice of such meeting. All regular and special meetings of the Board of Directors will be open for the transaction of any business within the powers of the Corporation without special notice of such business, except in those cases in which special notice is required by law, the Articles of Incorporation or by these By-laws.

Section 9. Quorum. At all meetings of the Board of Directors, three (3) of the Board Members will constitute a quorum for the transaction of business. The act of the majority of the Board Members present at a meeting at which a quorum is present will be the act of the Board of Directors, unless the act of a greater number is required by law, the Articles of Incorporation or these By-Laws. In the absence of a quorum, a majority of those present may adjourn the meeting from time to time until a quorum is obtained, and no notice thereof need be given other than by announcement at the meeting which will be adjourned. Upon the reconvening of any such adjourned meeting, if a quorum is present, any business may be transacted which might have been transacted at the meeting when originally convened.

Section 10. Informal Action. Unless otherwise restricted by the Articles of Incorporation or these By-laws, any action required or permitted to be taken at any meeting of the Board of Directors or of the Executive Committee may be taken without a meeting, if: (a) a written consent to such action is executed by at least seventy-five percent (75%) of all members of the Board of Directors or of the Executive Committee, as the case may be, and (b) notice of any action so taken is given to all non-consenting Board Members or Executive Committee members promptly after such action is so approved, and (c) such written consent is filed with the minutes of proceedings of the Board of Directors or the Executive Committee.

Section 11. Open Door Law. Notwithstanding any other provisions of these By-Laws, at all times the Corporation is a charter school, as defined in I.C. 20-24-1-4, or otherwise is a school corporation as defined in I.C. 20-18-2-16, all meetings of the Board of Directors will be subject to, and will be in compliance with, the Indiana Open Door Law, I.C. 5-14-1.5-1, *et seq.*, as amended from time to time, and all regulations thereunder.

Section 12. Public Records. Notwithstanding any other provisions of these By-Laws, at all times the Corporation is a charter school, as defined in I.C. 20-24-1-4, or otherwise is a school corporation as defined in I.C. 20-18-2-16, all records of the proceedings of the Board of Directors will be subject to, and will be in compliance with, the Indiana Access to Public Records Act, I.C. 5-14-3-1, *et seq.*, as amended from time to time, and all regulations thereunder.

Section 13. Compensation. Members of the Board of Directors will not receive any salary for their services as Board Members or as members of any committees. Nothing herein contained will be construed to preclude any member of the Board of Directors from serving the Corporation in any other capacity and receiving compensation therefor.

Section 14. Indemnification.

(a) To the extent permitted by law, the Board of Directors of the Corporation may, by resolution, indemnify any party who was or is a party or is threatened to be made a party to any threatened, pending, or completed action, suit or proceeding, whether civil, criminal, administrative, or investigative (whether or not by or in the right of the Corporation) by reason of the fact that such person is or was a Board Member, Officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a Board Member, Officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, against expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and reasonably incurred in connection with such action, suit or proceeding if he acted in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the Corporation, and, with respect to any criminal action or proceeding, had not reasonable cause to believe such conduct was unlawful. The termination of any action, suit or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, will not of itself create a presumption that the person did not act in good faith and in a manner which he reasonably believed to be in or not opposed to the best interests of the Corporation, and, with respect to any criminal action or proceeding, had reasonable cause to believe that such conduct was unlawful.

(b) Any indemnification under Subsection (a) of this Section, (unless ordered by a court) will be made by the Board of Directors only upon a determination in the specific case that indemnification of the Board Member, Officer, employee or agent is proper in the circumstances because he has met the applicable standard of conduct set forth in said Subsection (a). Such determination will be made (1) by the Board of Directors by a majority vote of a quorum consisting of Board Members who were not parties to such action, suit or proceeding, or (2) if such a quorum is not obtainable, or, even if obtainable and a quorum of disinterested Board Members so directs, by independent legal counsel (compensated by the Corporation) in a written opinion, or (3) by the Executive Committee.

(c) The indemnification provided by this Section will not be deemed exclusive of any other rights to which those indemnified may be entitled under any agreement, vote of the Executive Committee, disinterested Board Members, or otherwise, both as to the action in an official capacity and as to action in another capacity while holding such office, and will continue as to a person who has ceased to be a Board Member, Officer, employee or agent and will inure to the benefit of the heirs, executors and administrators of such a person.

Section 13. Resignations. Any member of the Board of Directors, member of the Executive Committee, or officer may resign at any time. Such resignation will be made in writing, and will take effect at the time specified therein, and if no time be

specified, at the time of its actual receipt by the President or Secretary. The acceptance of a resignation will not be necessary to make it effective.

Article III

Executive Committee

Section 1. Executive Committee. The Board of Directors by resolution adopted by a majority of the whole Board of Directors may designate an Executive Committee. Except as otherwise decided by the Board of Directors, the Executive Committee will consist of the President and the Secretary of the Corporation and a Board Member designated by the Board of Directors. Except as otherwise provided by law, during the intervals between the meetings of the Board of Directors, the Executive Committee will have and may exercise all of the powers of the Board of Directors in the management of the Corporation. The Executive Committee will keep full accounts of its transactions. All actions by the Executive Committee will be reported to the Board of Directors at its meeting next succeeding such action.

Section 2. Meetings of Executive Committee. The Executive Committee will fix its own rules of procedure and will meet as provided by such rules and it will also meet at the call of any member of the Committee. At least fifty-one percent (51%) of all of the members of the Executive Committee will be necessary to constitute a quorum, and the concurrence of all members of the Executive Committee present at any meeting will be required in all matters to constitute the act of the Committee.

Section 3. Executive Committee Powers. For all purposes of these By-laws, the words "Board of Directors," "Board" or any equivalent term will be construed to include "Executive Committee," it being the intent that such Committee will, except as otherwise provided by law, have and exercise all of the powers conferred on the Board of Directors by law, the Articles of Incorporation and these By-laws.

Section 4. Open Door Law. Notwithstanding any other provisions of these By-Laws, at all times the Corporation is a charter school, as defined in I.C. 20-24-1-4, or otherwise is a school corporation as defined in I.C. 20-18-2-16, all meetings of the Executive Committee will be subject to, and will be in compliance with, the Indiana Open Door Law, I.C. 5-14-1.5-1, *et seq.*, as amended from time to time, and all regulations thereunder.

Section 5. Public Records. Notwithstanding any other provisions of these By-Laws, at all times the Corporation is a charter school, as defined in I.C. 20-24-1-4, or otherwise is a school corporation as defined in I.C. 20-18-2-16, all records of the proceedings of the Executive Committee will be subject to, and will be in compliance with,

the Indiana Access to Public Records Act, I.C. 5-14-3-1, *et seq.*, as amended from time to time, and all regulations thereunder.

Article IV

Other Committees

Section 1. Establishment. To the extent that such action is not inconsistent with the provisions of Article III, the Board of Directors may designate one or more committees in addition to the Executive Committee. Each such committee will consist of one (1) or more of the members of the Board of Directors of the Corporation, and to the extent provided by the Board of Directors in the management of the business and affairs of the Corporation and may have power to authorize the seal of the Corporation to be affixed to all papers which may require it. Such committee or committees will have such name or names as may be determined from time to time by the Board of Directors. The committees will keep regular minutes of their proceedings and report the same to the Board of Directors when required.

Section 2. Open Door Law. Notwithstanding any other provisions of these By-Laws, at all times the Corporation is a charter school, as defined in I.C. 20-24-1-4, or otherwise is a school corporation as defined in I.C. 20-18-2-16, all meetings of the each committee will be subject to, and will be in compliance with, the Indiana Open Door Law, I.C. 5-14-1.5-1, *et seq.*, as amended from time to time, and all regulations thereunder.

Section 3. Public Records. Notwithstanding any other provisions of these By-Laws, at all times the Corporation is a charter school, as defined in I.C. 20-24-1-4, or otherwise is a school corporation as defined in I.C. 20-18-2-16, all records of the proceedings of each committee will be subject to, and will be in compliance with, the Indiana Access to Public Records Act, I.C. 5-14-3-1, *et seq.*, as amended from time to time, and all regulations thereunder.

Article V

Officers

Section 1. Officers. The Officers of the Corporation will be a President and a Secretary. In addition, the Board of Directors may elect such Vice Presidents, Assistant Vice Presidents, Assistant Secretaries, Treasurers, and Assistant Treasurers as the Board of Directors deems appropriate. None of the Officers (other than the President) need be members of the Board of Directors. The Officers will be elected at the first meeting of the Board of Directors and annually thereafter as provided in Article II hereof. The individual serving as President of the Corporation will hold no other positions as an Officer of the Corporation while serving as President, although the individual serving as President may also serve as a member of the Board of Directors and/or the Executive

Committee and/or any other committee. Any individual, other than an individual then serving as President, may hold more than one (1) position as an Officer of the Corporation at any time.

Section 2. Other Officers and Agents. The Board of Directors may appoint such other officers and agents as it may deem advisable, who will hold their offices for such terms and will exercise such powers and perform such duties as may be determined from time to time by the Board of Directors.

Section 3. President. The President will be the chief executive officer of the Corporation and will have the general powers and duties of supervision and management usually vested in the office of the president of a corporation, and subject to the powers of the Board of Directors, will have general supervision, direction and control of the business of the Corporation. The President will preside at all meetings of the Board of Directors if present at such meeting. Except as the Board of Directors may authorize the execution thereof in some other manner, the President will execute contracts on behalf of the Corporation.

Section 4. Vice President. Each Vice President will have such powers and will perform such duties as may be assigned by the Board of Directors.

Section 5. Secretary. The Secretary will give or cause to be given, notice of all meetings of the Board of Directors, and all other notices required by law or by these By-Laws, and in case of the Secretary's absence or refusal or neglect so to do, any such notice may be given by any person directed by the President, or by the member of the Board of Directors upon whose request the meeting is called as provided in these By-Laws. The Secretary will record all the proceedings of the meetings of the Corporation and of the Board of Directors in a book to be kept for that purpose, and will perform such other duties as may be assigned by the Board of Directors or the President. The Secretary will have the custody of the seal of the Corporation and will affix the same to all instruments requiring it, when authorized by the Board of Directors or the President, and attest the same.

Section 6. Treasurer. A Treasurer will have the custody of the corporate funds and securities and will keep full and accurate account of receipts and disbursements in books belonging to the Corporation. The Treasurer will deposit all moneys and other valuables in the name and to the credit of the Corporation in such depositories as may be designated by the Board of Directors. The Treasurer will disburse the funds of the Corporation as may be ordered by the Board of Directors or the President, taking proper vouchers for such disbursement. The Treasurer will render to the President and the Board of Directors at the regular meetings of the Board of Directors, or whenever they may request it, an account of all transactions as Treasurer and of the financial condition of the Corporation. If required by the Board of Directors, the

Treasurer will give the Corporation a bond for the faithful discharge of duties in such amount and with such surety as the Board of Directors may prescribe.

Section 7. Assistant Vice Presidents, Assistant Treasurers and Assistant Secretaries. Assistant Vice Presidents, Assistant Treasurers, and Assistant Secretaries, if any, will be elected and will have such powers and will perform such duties as may be assigned them respectively, by the Board of Directors.

Section 8. Removal of Officers. Any Officer of the Corporation may be removed by the Board of Directors whenever in its judgment the best interests of the Corporation will be served thereby.

Article VI

Finances

Section 1. Funding. The Corporation may receive contributions or distributions from any source. Notwithstanding the foregoing, with respect to any distribution or contribution to the Corporation, the Board of Directors may decline to accept, and/or may return to the person making such contribution or distribution, all or any portion of such contribution or distribution, and/or may disburse or re-distribute any such contribution or distribution to any appropriate person, if the Board of Directors determines that the receipt and retention of such distribution or contribution is not in the best interests of the Corporation.

Section 2. Investments. In investing, reinvesting, exchanging, retaining, selling, and managing property for the Corporation, the Board of Directors will exercise the judgment and care required by the Indiana Uniform Prudent Investor Act, I.C. 30-4-3.5, as amended from time to time, and any successor statutes thereto. Within the limitations of the foregoing standard, the Board of Directors is authorized to acquire and retain every kind of property, real, personal, or mixed, and every kind of investment, including specifically, but without in any way limiting the generality of the foregoing, bonds, debentures, and other corporate obligations, stocks, preferred or common, and real estate mortgages, which persons of prudence, discretion, and intelligence acquire or retain for their own account, and within the limitations of the foregoing standard, the Board of Directors is authorized to retain property properly acquired, without limitation as to time and without regard to its suitability for original purchase. Within the limitations of the foregoing standard, the Board of Directors is authorized to sell covered security options and to purchase back previously sold covered security options.

Section 3. Operating Budget. The Board of Directors will adopt a budget for the upcoming fiscal year (being the one-year period ending on June 30) prior to June 30 of each year. The President of the Corporation and/or the Executive Committee are

authorized to make expenditures in accordance with the approved budget without further action by the Board of Directors, except as may otherwise be directed by the Board of Directors from time to time.

Section 4. Authorization of Expenditures. In addition to the authorizations provided in Section 3 of this Article, the Board of Directors may authorize the President of the Corporation and/or the Executive Committee to make expenditures in a total amount not to exceed \$10,000.00 during any calendar year for purposes of conducting the normal operations of the Corporation. All other expenditures may be made only with the approval of at least four (4) members of the Board of Directors.

Section 5. Audit. The books and financial records of the Corporation will be reviewed and/or audited by an independent certified public accountant within five (5) years after incorporation and not less frequently than once every three (3) years thereafter. The scope of such review or audit will be determined by the Board of Directors, and will be generally sufficient to determine whether or not it is reasonably likely that expenditures have been made or applied without proper authorization and to determine whether all assets of the Corporation are properly held and accounted for.

Article VII

Dissolution

Section 1. Determination of Dissolution. The Corporation will be dissolved and liquidated in accordance with Indiana law upon the vote of at least two (2) members of the Board of Directors.

Section 2. Disposition of Assets upon Dissolution. Subject to the provisions of the Articles of Incorporation of the Corporation, upon dissolution or final liquidation of the Corporation, if at the time of dissolution of the Corporation the Corporation is a charter school, as defined in I.C. 20-24-1-4, or otherwise is a school corporation as defined in I.C. 20-18-2-16, the remaining assets of the Corporation will be distributed first to satisfy outstanding payroll obligations for employees of the Corporation, then to creditors of the Corporation, then to any outstanding debt to the common school fund, with all remaining assets disposed as follows:

(a) All remaining assets, except as specified in subsection (b), will be disbursed to a nonprofit educational entity to be used solely for nonprofit educational purposes, and

(b) Any remaining funds or other assets received from the Indiana Department of Education will be returned to said Department not more than thirty (30) days after dissolution.

If the assets of the Corporation are insufficient to pay all parties to which the Corporation owes compensation, the priority of the distribution of assets may be determined by a court.

If at the time of dissolution of the Corporation the Corporation is not a charter school, as defined in I.C. 20-24-1-4, and is not otherwise a school corporation as defined in I.C. 20-18-2-16, the Corporation will convey its properties in the following order of priority:

(y) to a successor organization having similar purposes and powers as the Corporation (if any), as determined by the Board of Directors;

(z) if the Board of Directors makes no such determination, to one or more charitable organizations which qualify under Section 501(c)(3) of the Internal Revenue Code (or any successor provision thereto) and which dedicate substantial efforts to nonprofit educational purposes.

Article VIII

Miscellaneous

Section 1. Not For Profit Status. The Corporation is not organized, and will not be operated for the purpose of earning or receiving any profit on or with respect to its operations. In no event will any monetary distributions be made to any officer or director, except as reimbursement for expenses paid on behalf of the Corporation, for goods or services provided to the Corporation, as a salary for services provided pursuant to a written employment contract, or as otherwise provided in these By-Laws.

Section 2. Seal. The Corporation may, in the discretion of the Board of Directors, establish a corporate seal. If so adopted, the corporate seal will be circular in form and will contain the name of the Corporation and the words "CORPORATE SEAL INDIANA". Said seal may be used by causing it or a facsimile thereof to be impressed or affixed or reproduced or otherwise.

Section 3. Fiscal Year. The fiscal year of the Corporation will end on June 30, or otherwise as the Board of Directors may, from time to time, determine.

Section 4. Checks. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation in amounts over \$5,000.00 will be signed by at least two (2) persons who are officers of the Corporation and/or are members of the Board of Directors, in such manner as may be determined from time to time by resolution of the Board of Directors.

Section 5. Notice and Waiver of Notice. Whenever any notice is required to be given by these By-Laws, personal notice is not meant unless expressly so stated, and any notice so required will be deemed to be sufficient if given by first class mail, in a sealed post-paid wrapper, addressed to the person entitled thereto at such person's last known address. Such notice will be deemed to have been given on the day of such mailing.

Whenever any notice is required to be given under the provisions of any law, the Articles of Incorporation or these By-Laws, a waiver thereof in writing, signed by the person or persons entitled to said notice, whether before or after the time stated therein, will be deemed equivalent thereto.

Article IX

Amendments

These By-Laws may be altered, amended or repealed only upon the unanimous decision of the Board of Directors. These By-Laws may not otherwise be amended or modified in any way.

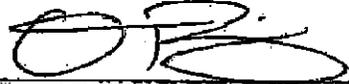
Directors:


Alicia Blondet


Victoria Raftery


Naomi Resto


Terry Retson


Orlando Rodriguez


Elias Rosario

Dated as of: July 26, 2013

**WRITTEN ACTION OF THE BOARD OF DIRECTORS OF
USA MUSIC EDUCATION FOUNDATION, INC.
AN INDIANA CORPORATION**

The following action is hereby taken by unanimous written action of the undersigned, Board of Directors of the USA Music Education Foundation, Inc. an Indiana Corporation under its assumed names "YDC," "YDC School of the Arts," or "YDC Your Dream Counts School of the Arts" as provided for in the By-Laws of the Corporation.

RESOLVED: That Roger Souders and Tiffany Souders are stepping down from the Board of Directors of the USA Music Education Foundation, Inc. an Indiana Corporation under its assumed names "YDC," "YDC School of the Arts," or "YDC Your Dream Counts School of the Arts" as provided for in the By-Laws of the Corporation.

RESOLVED: That Elias Rosario and Alicia Blondet have been elected as Directors of the USA Music Education Foundation, Inc. an Indiana Corporation under its assumed names "YDC," "YDC School of the Arts," or "YDC Your Dream Counts School of the Arts" as provided for in the By-Laws of the Corporation and do hereby consent to the adoption of the regularly called meetings of the board of directors of this corporation along with operating in accordance with State Law and the By-Laws of this corporation, by unanimous consent, of the board of directors.

RESOLVED: That the Board of Directors hereby agrees to pursue a Charter School application for YDC School of the Arts 2014-2015 School Year.

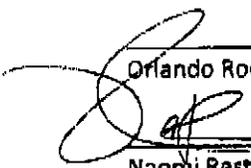
The undersigned Board of Directors of this Corporation, do hereby acknowledge the foregoing action of said Board of Directors, this 22 day of July 2013.

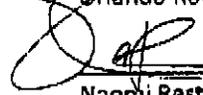
Vicki Raftery

Roger Souders

Tiffany Souders

Terry Retson



Orlando Rodriguez


Naomi Resto

Elias Rosario

Alicia Blondet

**WRITTEN ACTION OF THE BOARD OF DIRECTORS OF
USA MUSIC EDUCATION FOUNDATION, INC.
AN INDIANA CORPORATION**

The following action is hereby taken by unanimous written action of the undersigned, Board of Directors of the USA Music Education Foundation, Inc. an Indiana Corporation under its assumed names "YDC," "YDC School of the Arts," or "YDC Your Dream Counts School of the Arts" as provided for in the By-Laws of the Corporation.

RESOLVED: That Roger Souders and Tiffany Souders are stepping down from the Board of Directors of the USA Music Education Foundation, Inc. an Indiana Corporation under its assumed names "YDC," "YDC School of the Arts," or "YDC Your Dream Counts School of the Arts" as provided for in the By-Laws of the Corporation.

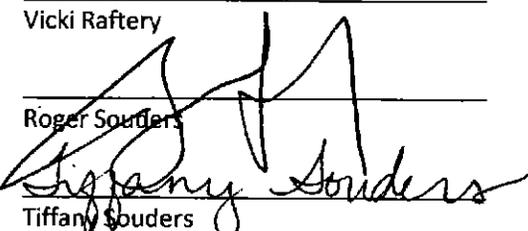
RESOLVED: That Elias Rosario and Alicia Blondet have been elected as Directors of the USA Music Education Foundation, Inc. an Indiana Corporation under its assumed names "YDC," "YDC School of the Arts," or "YDC Your Dream Counts School of the Arts" as provided for in the By-Laws of the Corporation and do hereby consent to the adoption of the regularly called meetings of the board of directors of this corporation along with operating in accordance with State Law and the By-Laws of this corporation, by unanimous consent, of the board of directors.

RESOLVED: That the Board of Directors hereby agrees to pursue a Charter School application for YDC School of the Arts 2014-2015 School Year.

The undersigned Board of Directors of this Corporation, do hereby acknowledge the foregoing action of said Board of Directors, this 22 day of July 2013.

Vicki Raftery

Roger Souders



Tiffany Souders

Terry Retson

Orlando Rodriguez

Naomi Resto

Elias Rosario

Alicia Blondet

**WRITTEN ACTION OF THE BOARD OF DIRECTORS OF
USA MUSIC EDUCATION FOUNDATION, INC.
AN INDIANA CORPORATION**

The following action is hereby taken by unanimous written action of the undersigned, Board of Directors of the USA Music Education Foundation, Inc. an Indiana Corporation under its assumed names "YDC," "YDC School of the Arts," or "YDC Your Dream Counts School of the Arts" as provided for in the By-Laws of the Corporation.

RESOLVED: That Roger Souders and Tiffany Souders are stepping down from the Board of Directors of the USA Music Education Foundation, Inc. an Indiana Corporation under its assumed names "YDC," "YDC School of the Arts," or "YDC Your Dream Counts School of the Arts" as provided for in the By-Laws of the Corporation.

RESOLVED: That Elias Rosario and Alicia Blondet have been elected as Directors of the USA Music Education Foundation, Inc. an Indiana Corporation under its assumed names "YDC," "YDC School of the Arts," or "YDC Your Dream Counts School of the Arts" as provided for in the By-Laws of the Corporation and do hereby consent to the adoption of the regularly called meetings of the board of directors of this corporation along with operating in accordance with State Law and the By-Laws of this corporation, by unanimous consent, of the board of directors.

RESOLVED: That the Board of Directors hereby agrees to pursue a Charter School application for YDC School of the Arts 2014-2015 School Year.

The undersigned Board of Directors of this Corporation, do hereby acknowledge the foregoing action of said Board of Directors, this 22 day of July 2013.

Vicki Rary

Roger Souders

Tiffany Souders

Terry Retson

Orlando Rodriguez

Naomi Resto


Elias Rosario

Alicia Blondet

WRITTEN ACTION OF THE BOARD OF DIRECTORS OF
USA MUSIC EDUCATION FOUNDATION, INC.
AN INDIANA CORPORATION

The following action is hereby taken by unanimous written action of the undersigned, Board of Directors of the USA Music Education Foundation, Inc. an Indiana Corporation under its assumed names "YDC," "YDC School of the Arts," or "YDC Your Dream Counts School of the Arts" as provided for in the By-Laws of the Corporation.

RESOLVED: That Roger Souders and Tiffany Souders are stepping down from the Board of Directors of the USA Music Education Foundation, Inc. an Indiana Corporation under its assumed names "YDC," "YDC School of the Arts," or "YDC Your Dream Counts School of the Arts" as provided for in the By-Laws of the Corporation.

RESOLVED: That Elias Rosario and Alicia Blondet have been elected as Directors of the USA Music Education Foundation, Inc. an Indiana Corporation under its assumed names "YDC," "YDC School of the Arts," or "YDC Your Dream Counts School of the Arts" as provided for in the By-Laws of the Corporation and do hereby consent to the adoption of the regularly called meetings of the board of directors of this corporation along with operating in accordance with State Law and the By-Laws of this corporation, by unanimous consent, of the board of directors.

RESOLVED: That the Board of Directors hereby agrees to pursue a Charter School application for YDC School of the Arts 2014-2015 School Year.

The undersigned Board of Directors of this Corporation, do hereby acknowledge the foregoing action of said Board of Directors, this 22 day of July 2013.

Vicki Raftery

Roger Souders

Tiffany Souders

Terry Ratsen

Orlando Rodriguez

Naomi Resto

Elias Rosario

Alicia Blondet

**WRITTEN ACTION OF THE BOARD OF DIRECTORS OF
USA MUSIC EDUCATION FOUNDATION, INC.
AN INDIANA CORPORATION**

The following action is hereby taken by UNANIMOUS WRITTEN ACTION of the undersigned, Board of Directors of the USA Music Education Foundation, Inc. an Indiana Corporation under its assumed names "YDC," "YDC School of the Arts," or "YDC Your Dream Counts School of the Arts" as provided for in the By-Laws of the Corporation.

RESOLVED: That Roger Souders and Tiffany Souders are stepping down from the Board of Directors of the USA Music Education Foundation, Inc. an Indiana Corporation under its assumed names "YDC," "YDC School of the Arts," or "YDC Your Dream Counts School of the Arts" as provided for in the By-Laws of the Corporation.

RESOLVED: That Elias Rosario and Alicia Blondet have been elected as Directors of the USA Music Education Foundation, Inc. an Indiana Corporation under its assumed names "YDC," "YDC School of the Arts," or "YDC Your Dream Counts School of the Arts" as provided for in the By-Laws of the Corporation and do hereby consent to the adoption of the regularly called meetings of the board of directors of this corporation along with operating in accordance with State Law and the By-Laws of this corporation, by unanimous consent, of the board of directors.

RESOLVED: That the Board of Directors hereby agrees to pursue a Charter School application for YDC School of the Arts 2014-2015 School Year.

The undersigned Board of Directors of this Corporation, do hereby acknowledge the foregoing action of said Board of Directors, this 22 day of July 2013.

Vicki Rafferty

Tiffany Souders

Tiffany Souders

Tiffany Souders

Orlando Rodriguez

Naomi Resto

Eli Rosario

Alicia Blondet

WRITTEN ACTION OF THE BOARD OF DIRECTORS OF
USA MUSIC EDUCATION FOUNDATION, INC.
AN INDIANA CORPORATION

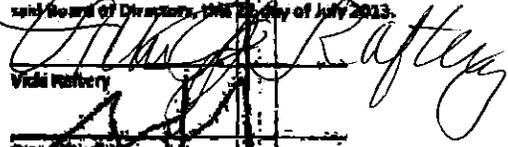
The following action is hereby taken by unanimous written action of the undersigned, Board of Directors of the USA Music Education Foundation, Inc. an Indiana Corporation under its assumed names "YDC," "YDC School of the Arts," or "YDC Your Dream Counts School of the Arts" as provided for in the By-Laws of the Corporation.

RESOLVED: That Roger Sanders and Tiffany Sanders are stepping down from the Board of Directors of the USA Music Education Foundation, Inc. an Indiana Corporation under its assumed names "YDC," "YDC School of the Arts," or "YDC Your Dream Counts School of the Arts" as provided for in the By-Laws of the Corporation.

RESOLVED: That Elias Rosario and Alida Blondet have been elected as Directors of the USA Music Education Foundation, Inc. an Indiana Corporation under its assumed names "YDC," "YDC School of the Arts," or "YDC Your Dream Counts School of the Arts" as provided for in the By-Laws of the Corporation and do hereby consent to the adoption of the regularly called meetings of the board of directors of this corporation along with operating in accordance with State Law and the By-Laws of this corporation, by unanimous consent of the Board of Directors.

RESOLVED: That the Board of Directors hereby agrees to pursue a Charter School application for YDC School of the Arts 2014-2015 School Year.

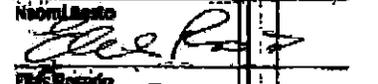
The undersigned Board of Directors of this Corporation, do hereby acknowledge the foregoing action of said Board of Directors, this 31st day of July 2013.

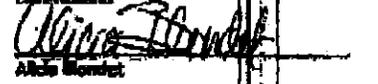

Alida Blondet


Roger Sanders


Tiffany Sanders


Orlando Rodriguez


Elias Rosario


Alida Blondet

**State of Indiana
Office of the Secretary of State**

CERTIFICATE OF INCORPORATION

of

USA MUSIC EDUCATION FOUNDATION, INC.

I, TODD ROKITA, 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.

NOW, THEREFORE, with this document I certify that said transaction will become effective Monday, December 12, 2005.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, December 12, 2005.

A handwritten signature in black ink that reads "Todd Rokita".

TODD ROKITA,
SECRETARY OF STATE



ARTICLES OF INCORPORATION FOR A NONPROFIT CORPORATION

State Form 4162 (R10 / 1-03) Corporate Form No. 364-1 (October 1984)
Approved by State Board of Accounts: 1995

TODD ROKITA
SECRETARY OF STATE
CORPORATIONS DIVISION

302 W. Washington St., Rm. E018
Indianapolis, IN 46204
Telephone: (317) 232-6576

Indiana Code 23-17-3-2
FILING FEE: \$30.00

05 NOV -8 PM 3:12
CORPORATIONS DIV.

- 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.

- INSTRUCTIONS:**
1. Use 8 1/2" x 11" white paper for attachments.
 2. Present original and one (1) copy to the address in the upper right corner of this form.
 3. Please type or print
 4. Please visit our office on the web at www.sos.in.gov

ARTICLES OF INCORPORATION

The undersigned incorporator or incorporators, 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.

APPROVED AND FILED
IND. SECRETARY OF STATE

NOV 12 11:41 AM '05

ARTICLE I - Name and Principal Office

Name of the Corporation: (the name must include the word "Corporation", "Incorporated", "Limited", "Company" or one of the abbreviations thereof):

USA MUSIC EDUCATION FOUNDATION, INC.

Principal Office: The address of the principal office of the Corporation is:

Post office address	City	Indiana	ZIP code
1825 COTTONWOOD COURT	CROWN POINT		46307

ARTICLE II - Purpose (optional)

The purposes for which the Corporation is formed are:

- a. The corporation is organized for exclusively religious, charitable, educational and scientific purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue Law, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under said Section 501(c)(3) of the Internal Revenue Code of 1986. Specifically, the organization will provide music education to children and youth.
- b. Notwithstanding any other provision of these Articles, this organization shall not carry on any activities not permitted to be carried on by an organization exempt from Federal Income Tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue Law or 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.
- c. No substantial part of the activities of the corporation shall be carrying on propaganda, or otherwise attempting to influence legislation, and the organization shall not participate in, or intervene in (including the publication or distribution of statements), any political campaign on behalf of any candidate for public office.
- d. 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 organization shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause hereof.

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

TIFFANY SOUDERS

Address of Registered Office (street or building)

1825 COTTONWOOD COURT

City	Indiana	ZIP code
CROWN POINT		46307

ARTICLE V - Membership

Indicate if Corporation will have members:

- Yes No

ARTICLE VI - Incorporator(s)

Name(s) and Address(es) of the incorporator(s) is/are as follows:				
Name	Number and Street or Building	City	State	ZIP code
ROGER SOUDERS	636 VIA DEL CAMPO	SAN MARCOS	CA	92078

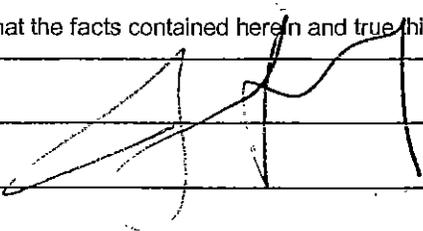
ARTICLE VII - Distribution of Assets on Dissolution or Final Liquidation

Refer to Indiana Code 23-17-22-5 for permitted activities following Dissolution.
 Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for payment of all the liabilities of the corporation, dispose of the residual assets of the corporation exclusively for exempt purposes of the corporation in such manner, or to one or more organizations which themselves are exempt as organizations described in Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 or corresponding Sections of any future Internal Revenue Code. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, for such purposes or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

* Please Note this section must be completed.

THIS DOCUMENT MUST BE SIGNED BY ALL INCORPORATORS.

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 and true this 5th day of November, 2005.

Signature 	Printed name ROGER SOUDERS
Signature	Printed name
Signature	Printed name

This instrument was prepared by: (name)
 TIFFANY SOUDERS

Address 1825 COTTONWOOD COURT	City CROWN POINT	State IN	ZIP code 46307
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State of Indiana
Office of the Secretary of State

CERTIFICATE OF ASSUMED BUSINESS NAME

of

USA MUSIC EDUCATION FOUNDATION, INC.

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

Following said transaction the entity named above will be doing business under the assumed business name(s) of:

YDC YOUR DREAM COUNTS SCHOOL OF THE ARTS

NOW, THEREFORE, with this document I certify that said transaction will become effective Tuesday, January 24, 2012.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, January 24, 2012

Charles P. White

CHARLES P. WHITE,
SECRETARY OF STATE

APPROVED AND FILED
CHARLES P. WHITE
INDIANA SECRETARY OF STATE
1/24/2012 12:54 PM

CERTIFICATE OF ASSUMED BUSINESS NAME

Pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991.

ENTITY NAME

USA MUSIC EDUCATION FOUNDATION, INC.

Creation Date: 12/12/2005

PRINCIPAL OFFICE ADDRESS

7525 TAFT STREET , MERRILLVILLE, IN 46410

ASSUMED BUSINESS NAME

YDC YOUR DREAM COUNTS SCHOOL OF THE ARTS

GENERAL INFORMATION

Effective Date: 1/24/2012

Electronic Signature: ROGER SOUDERS

Signator's Title: PRESIDENT

State of Indiana
Office of the Secretary of State

CERTIFICATE OF ASSUMED BUSINESS NAME
of
USA MUSIC EDUCATION FOUNDATION, INC.

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

Following said transaction the entity named above will be doing business under the assumed business name(s) of:

YDC

NOW, THEREFORE, with this document I certify that said transaction will become effective Tuesday, January 24, 2012.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, January 24, 2012

Charles P. White

CHARLES P. WHITE,
SECRETARY OF STATE

APPROVED AND FILED
CHARLES P. WHITE
INDIANA SECRETARY OF STATE
1/24/2012 1:10 PM

CERTIFICATE OF ASSUMED BUSINESS NAME

Pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991.

ENTITY NAME

USA MUSIC EDUCATION FOUNDATION, INC.

Creation Date: 12/12/2005

PRINCIPAL OFFICE ADDRESS

7525 TAFT STREET , MERRILLVILLE, IN 46410

ASSUMED BUSINESS NAME

YDC

GENERAL INFORMATION

Effective Date: 1/24/2012
Electronic Signature: ROGER SOUDERS
Signator's Title: PRESIDENT

**State of Indiana
Office of the Secretary of State**

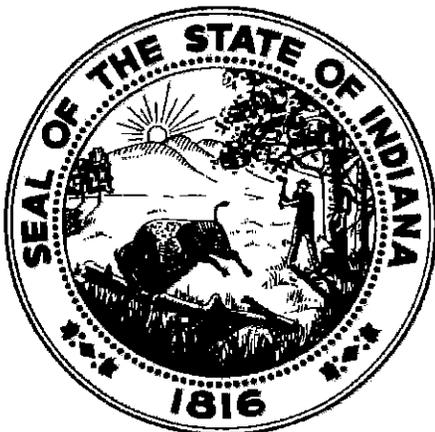
**CERTIFICATE OF ASSUMED BUSINESS NAME
of
USA MUSIC EDUCATION FOUNDATION, INC.**

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

Following said transaction the entity named above will be doing business under the assumed business name(s) of:

YDC SCHOOL OF THE ARTS

NOW, THEREFORE, with this document I certify that said transaction will become effective Saturday, February 04, 2012.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, February 06, 2012

Charles P. White

CHARLES P. WHITE,
SECRETARY OF STATE

APPROVED AND FILED
CHARLES P. WHITE
INDIANA SECRETARY OF STATE
2/4/2012 8:30 AM

CERTIFICATE OF ASSUMED BUSINESS NAME

Pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991.

ENTITY NAME

USA MUSIC EDUCATION FOUNDATION, INC.

Creation Date: 12/12/2005

PRINCIPAL OFFICE ADDRESS

7525 TAFT STREET , MERRILLVILLE, IN 46410

ASSUMED BUSINESS NAME

YDC SCHOOL OF THE ARTS

GENERAL INFORMATION

Effective Date: 2/4/2012
Electronic Signature: ROGER SOUDERS
Signator's Title: PRESIDENT

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

MAY 07 2007

Date:

USA MUSIC EDUCATION FOUNDATION
1825 COTTONWOOD CT
CROWN POINT, IN 46307

Employer Identification Number:
20-3691282
DLN:
17053009024007
Contact Person:
HILLARY HISER ID# 31645
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:
November 8, 2005
Contribution Deductibility:
Yes
Advance Ruling Ending Date:
December 31, 2009

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. During your advance ruling period, you will be treated as a public charity. Your advance ruling period begins with the effective date of your exemption and ends with advance ruling ending date shown in the heading of the letter.

Shortly before the end of your advance ruling period, we will send you Form 8734, Support Schedule for Advance Ruling Period. You will have 90 days after the end of your advance ruling period to return the completed form. We will then notify you, in writing, about your public charity status.

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

Letter 1045 (DO/CG)

INDIANA CHARTER SCHOOL BOARD: CHARTER SCHOOL APPLICANT
Statement of Assurances

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

- 1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
- 2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
- 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the Indiana Charter School Board (ICSB) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
- 4. Recipients 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*.
- 5. Recipients 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.
- 6. Recipients 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.
- 7. Recipients 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.
- 8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.
- 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.
- 10. Recipients will indemnify and hold harmless the ICSB, 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.

11. Recipients understand that the ICSB may revoke the charter if the ICSB deems that the recipient is not fulfilling the academic goals and/or fiscal management responsibilities outlined in the charter.

Signature from Authorized Representative of the Charter School Applicant

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

PRINT NAME & TITLE

Wendy Howard, YDC School of the Arts Executive Director

SIGN NAME

Wendy Howard

DATE

August 5, 2013

CHARTER SCHOOL BOARD MEMBER INFORMATION

(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 founding 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:
YDC School of the Arts
2. Your full name: Alicia Lourdes Blondet
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have a Bachelor of Arts degree in elementary education and a Masters of Science degree in education, with an emphasis in clinical mental health counseling. I believe my education along with my experiences have provided me with the capability to contribute effectively on the board for a charter school.

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 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 other board members through involvement at the same church (Laurel Church Ministries).
2. 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 an 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

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 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

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.

N/A. 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.

N/A. 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. 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, Alicia Lourdes Blondet, 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 YDC School of the Arts Charter School is true and correct in every respect.

Alicia A. Blondet
Signature

7/24/13
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(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 founding 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:
YDC School of the Arts
2. Your full name: Vicki Raftery
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I serve on the Board of Laurel Church Ministries, and I have spent the last 40 years developing outreaches and hosting projects to benefit the community.
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

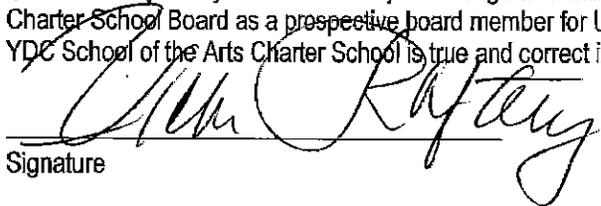
1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes
Professionally and through various ministry contacts.
2. Indicate whether you or your spouse 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 an 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

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 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
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.
 N/A. 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.
 N/A. 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. 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, Vicki Rafferty 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 USA Music Group Education Foundation, Inc. DBA as YDC School of the Arts Charter School is true and correct in every respect.

Signature



7.30.13
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION*(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 founding 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:
YDC School of the Arts
2. Your full name: Naomi Renee Resto-Smith
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
In the past 5 years I have served on two boards, the Indiana University Alumni Board and Edgewater Systems
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 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 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 an 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

- 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 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

- 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.
 N/A. 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.
 N/A. 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. 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, Naomi Renee Resto Smith, 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 YDC Charter School is true and correct in every respect.

Signature

Date

8/4/13

CHARTER SCHOOL BOARD MEMBER INFORMATION

(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 founding 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:
YDC School of the Arts
2. Your full name: Demetri J. Retson
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
In 35 years of practicing law, I have organized and participated in the operations of many entities, including several that develop, own and operate low-income housing and low-to-moderate income housing. The housing entities are generally required to provide social services for residents, and I have been involved in setting up and overseeing these social services. My work in housing is ongoing.
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 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 and have worked with Victoria Rafferty in the finances, operations and activities of Laurel Church Ministries.
2. 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 an 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

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 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

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.

N/A. 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.

N/A. 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. 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, Demetri J. Retson, 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 YDC School of the Arts Charter School is true and correct in every respect.


Demetri J. Retson

July 20, 2013

Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(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 founding 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:
YDC School of the Arts
2. Your full name: Omar Orlando Rodriguez
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have ten years experience in business development. I have helped to launch several successful business ventures in the areas of technology and entertainment.
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 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 Victoria Raftery as a friend and mentor in ministry.
2. 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 an 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

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 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
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.
 N/A. 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.
 N/A. 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. 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, Omar Orlando Rodriguez, 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 YDC School of Arts Charter School is true and correct in every respect.

Signature



Date

8/1/13

CHARTER SCHOOL BOARD MEMBER INFORMATION

(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 founding 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:
YDC School of the Arts
2. Your full name: Elias Rosario, C.P.A
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I am presently the CFO for Ounce of Prevention Fund, an NP organization which specializes in policy, advocacy and the operation of many from Birth to Five Early Education Pre-school curriculum. I have also served for six years on the Board of a Positive Approach for Teen Health, a Non-Profit dedicated to providing education on teen health with public school systems. I have experience as CFO for 2 of the largest Public Housing Authorities in the country, Chicago Housing Authority and Philadelphia Housing Authority and have started 5 successful businesses within the real estate and public accounting industries.

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 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

Several of the proposed board members are also member within Laurel Church Ministries.

- 2. 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 an 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 / 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.
X / we do not anticipate conducting any such business. Yes
- 4. 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.
X / 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.
X N/A. X / 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.
 N/A. X / 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.
X Does not apply to me, my spouse or family. Yes
- 8. 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, Elias Rosario, 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 USA Music Education Foundation, Inc, d/b/a as YDC School of the Arts, Charter School is true and correct in every respect.


Signature

7/31/13
Date

Your Dream Counts, Inc. (YDC) Code of Ethics

This section pertains to matters of ethics and behavior in business and personal relationships, which promotes goodwill among fellow educators, and enhances the educational mission of the Your Dream Counts, Inc. (YDC). The attitude and behavior should display to and promote good will among staff, students, parents and other educators and the public at large, at all times.

All Staff, Students and Parents of YDC will endeavor to maintain dignity of manner in both behavior, in the presentation of the school appearance and in all other forms of public contact.

The Staff, Students and Parents of YDC will observe the highest standard of honesty and integrity in all business transactions, avoiding the use of false, confusing, inaccurate and misleading terms, descriptions and claims.

YDC will at all times endeavor to provide educational services of the highest quality and durability, striving to provide the best possible student education so that the standards of the educational mission are maintained in the highest esteem.

The YDC Staff, Student and Parents will display a friendly spirit of cooperation to your fellow educational professionals and assist the professional educators whenever possible should they require your counsel.

The YDC Staff, Students and Parents will at all times avoid the use of unfair competitive practices as determined by and court of competent jurisdiction, including government agencies.

The Staff, Students and Parents of YDC recognize the positive spirit of the school in all matters relating to its' functions and interpretation of the code of ethics.

The Staff of YDC will constantly strive to elevate and maintain the professional standards of the educational industry and provide those related services in which the staff are duly qualified to perform therein not exceeding qualifications for such professional services.

Do you accept this code of ethics with the knowledge that failure to abide to the standards and violation thereof, may result in actions detrimental to your, school's educational mission?

Signed: _____ Date: _____

Your Dream Counts, Inc. (YDC)
Conflict of Interest Policy

For Directors and Officers and Members of a Committee with Board Delegated Powers

Article I – Purpose

1. The purpose of this Board of Directors Conflict of Interest Policy for Your Dream Counts, Inc. (YDC) shows the interests when it is contemplating entering into a transaction or arrangement that might benefit the private interests of an officer or director of YDC or might result in a possible excess benefit transaction.
2. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.
3. This policy is also intended to identify “independent” directors.

Article II – Definitions

1. Interested person – Any director, principal officer, or member of a committee with governing board delegated powers, who 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 YDC has a transaction or arrangement.
 - b. A compensation arrangement with YDC or with any entity or individual with which YDC has a transaction or arrangement, or
 - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which YDC 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 financial interest may have a conflict of interest only if the Board or Executive Committee decides that a conflict of interest exists in accordance with their policies.

3. Independent Director – A director shall be considered “independent” for the purposes of this policy if he or she is “independent” as defined in the instructions for the IRS 990 form or, until such definition is available, the director.
 - a. Is not, and has not been for a period of at least three years, an employee of YDC or any entity in which YDC has a financial interest;
 - b. Does not directly or indirectly have a significant business relationship with YDC which might affect independence in decision-making;
 - c. Is not employed as an executive of another corporation where any YDC executive officers or employees serve on that corporation’s compensation committee; and
 - d. Does not have an immediate family member who is an executive officer or employee of YDC or who holds a position that has a significant financial relationship with YDC.

Article III – 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 Board or Executive Committee.
2. Recusal of Self – Any director may excuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.

3. 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 he/she shall leave the Board or Executive Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or Executive Committee members shall decide if a conflict of interest exists.

4. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the Board or Executive Committee 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 conflicts of interest.

b. The chairperson of the Board or Executive Committee 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 or Executive Committee shall determine whether YDC can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonable possible under circumstances not producing a conflict of interest, the Board or Executive Committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in YDC's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

5. Violations of the Conflict of Interest Policy

a. If the Board or Executive Committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or Executive Committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV – Records of Proceedings

The minutes of the Board and all committees with board delegated powers 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 or Executive Committee'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.

Articles V – Compensation

a. A voting member of the Board who receives compensation, directly or indirectly, from YDC for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from YDC for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from YDC either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI – Annual Statements

1. 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 YDC 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.

2. Each voting member of the Board shall annually sign a statement which declares whether such person is an independent director.
3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form.
4. The Executive Committee shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statement and taking such other actions as are necessary for effective oversight.

Article VII – Periodic Reviews

To ensure YDC operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations, if any, conform to YDC's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement or impermissible private benefit or in an excess benefit transaction

Scope and Sequence

YDC

1st – 2nd – 3rd Grade

Kindergarten in YDC will be committed to maintaining students’ natural curiosity and confidence in themselves as learners while developing the student behaviors that will enable them to become active and focused learners in a classroom setting. The following summary of the Kindergarten program provides an overview of the Kindergarten year. Expectations are, of course, modified or expanded to meet a child’s needs and abilities. The Kindergarten program builds on skills and knowledge children learn at home or pre-school.

Grade 1- First grade instructional programs are committed to helping each child meet the academic and intellectual competencies expected at this grade level and become active, engaged learners in a classroom setting. The following summary of the instructional program provides an overview of the first grade year. The first grade program builds on skills and knowledge children have learned in Kindergarten and at home. It encourages critical thinking, creativity, and respect for self and others.

Grade 2 - Second grade instructional programs in YDC are committed to helping each child meet the academic and intellectual competencies expected at this grade level and become active, engaged learners in a classroom setting. The following summary of the instructional program provides an overview of the second grade year. The second grade program builds on the skills and knowledge children have learned in preceding years. It encourages critical thinking, creativity, and respect for self and others.

Grade 3 - Third grade instructional programs in YDC are committed to helping each child meet the academic and intellectual competencies expected at this grade level and become active, engaged learners in a classroom setting. The following summary of the instructional program provides an overview of the second grade year. The second grade program builds on the skills and knowledge children have learned in preceding years. It encourages critical thinking, creativity, and respect for self and others.

Kindergarten	Grade 1	Grade 2	Grade 3
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Language Arts

<p><u>Reading</u></p> <input type="checkbox"/> Read their own name <input type="checkbox"/> Follow a simple story line <input type="checkbox"/> Arrange events of a story in sequential order <input type="checkbox"/> Sort a picture story into: First - Middle - Last <input type="checkbox"/> Identify what is happening in a picture <input type="checkbox"/> Name the missing parts of a picture <input type="checkbox"/> Match pictures, letters, shapes <input type="checkbox"/> Complete simple puzzles <input type="checkbox"/> Supply a missing word as you tell a story <input type="checkbox"/> Distinguish between fiction and non-fiction <input type="checkbox"/> Memorize prayers, nursery rhymes, and simple songs <input type="checkbox"/> Phonics Discriminate phonetic sounds <input type="checkbox"/> Recognize and imitate many different animal and musical sounds <p><u>Grammar</u></p> <input type="checkbox"/> Know and dramatize the following prepositions:	<p><u>Reading</u></p> <input type="checkbox"/> Follow a story line involving several characters <input type="checkbox"/> Understand the feelings and emotions of characters <input type="checkbox"/> Identify the main idea of a story <input type="checkbox"/> Identify the cause of an event <input type="checkbox"/> Reading informally: names, labels, signs, etc. <p><u>Study Skills</u></p> <input type="checkbox"/> How to handle books <input type="checkbox"/> Using a table of contents <p><u>Phonics</u></p> <input type="checkbox"/> Read short, common words correctly <input type="checkbox"/> Figure out a word by using context clues <input type="checkbox"/> Simple phonetic analysis of words <p><u>Grammar</u></p> <input type="checkbox"/> Use correct forms of regular nouns, verbs and adjectives when speaking <input type="checkbox"/> Using Upper and Lower case letters correctly	<p><u>Reading</u></p> <input type="checkbox"/> Adjust environment to avoid distraction <input type="checkbox"/> Describe the time and setting of a story <input type="checkbox"/> Read silently <input type="checkbox"/> Identify the Beginning, Middle, and Ending of stories <input type="checkbox"/> Read aloud to a group using appropriate cadence and step <input type="checkbox"/> Use quotation marks in reading <input type="checkbox"/> Figure out the meaning using context clues <input type="checkbox"/> Vocabulary development <p><u>Study Skills</u></p> <input type="checkbox"/> Follow written directions <input type="checkbox"/> Increase skills in handling books: Table of Contents, Index <p><u>Phonics</u></p> <input type="checkbox"/> Read using initial blends <input type="checkbox"/> Read using digraphs and diphthongs	<p><u>Reading</u></p> <input type="checkbox"/> Silent reading <input type="checkbox"/> Distinguish between fact and opinion <input type="checkbox"/> Classify differences and likenesses of objects and events <input type="checkbox"/> Read stories and poems expressively <input type="checkbox"/> Read orally with fluency, expression and nonverbal communication <input type="checkbox"/> Know basic sight vocabulary <input type="checkbox"/> Understand the meanings of words in context <input type="checkbox"/> Recall important facts in a story that support the main idea <input type="checkbox"/> Summarize a story <input type="checkbox"/> Understand multiple causes of an event <input type="checkbox"/> Follow the plot of a story that is not chronological Predict probable future outcomes in a story <input type="checkbox"/> Draw conclusions
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<p>On</p> <p>Top</p> <p>Over</p> <p>In front of</p> <p>Between</p> <p>Behind</p> <p>Outside</p> <p>Inside</p> <p>Next to</p> <p>Under</p> <p>Bottom</p> <p><u>Handwriting</u></p> <p><input type="checkbox"/> Beginning manuscript handwriting</p> <p><u>Listening</u></p> <p><input type="checkbox"/> Focus attention on a speaker without interrupting</p> <p><input type="checkbox"/> Respond to a story by drawing or painting what they hear</p> <p><input type="checkbox"/> Follow oral directions with three or four steps</p> <p><u>Speaking</u></p> <p><input type="checkbox"/> Tell what a story is about</p> <p><input type="checkbox"/> Relate an experience in complete sentences</p> <p><input type="checkbox"/> Give directions</p> <p><input type="checkbox"/> Recall basic information:</p> <p>Full name</p> <p>Parent's names</p> <p>Address</p> <p>Telephone number</p> <p>Age</p> <p>Birthday</p> <p>Days of the week</p> <p>Months of the year</p>	<p><input type="checkbox"/> Identify a sentence</p> <p><input type="checkbox"/> Capitalize the first word in a sentence</p> <p><input type="checkbox"/> Put a period at the end of a sentence</p> <p><input type="checkbox"/> Basic punctuation</p> <p><input type="checkbox"/> Add "s" to make plurals</p> <p><u>Handwriting</u></p> <p><input type="checkbox"/> Write legible manuscript letters</p> <p><u>Spelling</u></p> <p><input type="checkbox"/> Alphabetize using the initial letter</p> <p><input type="checkbox"/> Learn basic phonetic spelling</p> <p><u>Composition</u></p> <p><input type="checkbox"/> Sentences and Paragraphs</p> <p><input type="checkbox"/> Dictate a fictional story</p> <p><input type="checkbox"/> Dictate a true story</p> <p><input type="checkbox"/> Select topics that would interest other people</p> <p><input type="checkbox"/> Compose book reports and critiques</p> <p><u>Speaking</u></p> <p><input type="checkbox"/> Speak clearly and at an appropriate rate</p> <p><input type="checkbox"/> Contribute ideas in a group discussion</p> <p><input type="checkbox"/> Sequence events correctly when telling a true story</p> <p><input type="checkbox"/> Present a poem within a group</p> <p><input type="checkbox"/> Give a short sequence of directions for others to follow</p>	<p><u>Grammar</u></p> <p><input type="checkbox"/> Nouns and Verbs</p> <p><input type="checkbox"/> Homonyms, Antonyms and Synonyms</p> <p><input type="checkbox"/> Write correct forms of adjectives and verbs</p> <p><input type="checkbox"/> Prefixes and Suffixes</p> <p><input type="checkbox"/> Abbreviations</p> <p><input type="checkbox"/> Punctuate sentences with period, question mark, or exclamation point</p> <p><input type="checkbox"/> Locate errors in own writing</p> <p>-failure to capitalize the first word in a sentence</p> <p>-failure to put a period at the end of a sentence</p> <p>-words left out</p> <p>-wrong spelling</p> <p><u>Handwriting</u></p> <p><input type="checkbox"/> Cursive writing</p> <p><u>Spelling</u></p> <p><input type="checkbox"/> Alphabetize using the first two letters of a word</p> <p><input type="checkbox"/> Using dictionary guide words</p> <p><u>Composition</u></p> <p><input type="checkbox"/> Write complete sentences without coaching</p> <p><input type="checkbox"/> Write one and two-sentence answers to comprehension questions</p> <p><input type="checkbox"/> Narrate events in chronological order</p> <p><input type="checkbox"/> Write a simple letter</p> <p><input type="checkbox"/> Write simple poetry</p> <p><input type="checkbox"/> Rewrite rough drafts</p> <p><u>Listening</u></p> <p><input type="checkbox"/> Identify main idea in a speaker's message</p> <p><input type="checkbox"/> Recall facts from a story or event shared previously</p> <p><input type="checkbox"/> Tell the cause and effect within a story</p> <p><u>Speaking</u></p> <p><input type="checkbox"/> Speak clearly to a group</p> <p><input type="checkbox"/> Stay on the topic when speaking</p> <p><input type="checkbox"/> Relate events orally using description of characters, places, and events</p> <p><input type="checkbox"/> Ask thoughtful questions of a person who has just spoken on a topic</p>	<p><u>Study Skills</u></p> <p><input type="checkbox"/> Use parts of a book: index and glossary</p> <p><input type="checkbox"/> Use an encyclopedia to find information</p> <p><input type="checkbox"/> Use a telephone book</p> <p><input type="checkbox"/> Use graphic sources for information (maps, globes, graphs)</p> <p><input type="checkbox"/> Expand topics by collecting information from a variety of resources</p> <p><input type="checkbox"/> Increasing indexing skills</p> <p><u>Phonics</u></p> <p><input type="checkbox"/> Breaking words into syllables to better spell and read</p> <p><u>Grammar</u></p> <p><input type="checkbox"/> Add "d" and "ed" endings</p> <p><input type="checkbox"/> Recognize synonyms, homonyms, and antonyms</p> <p><input type="checkbox"/> Know what a noun is and give examples</p> <p><input type="checkbox"/> Know the difference between a common and a proper noun</p> <p><input type="checkbox"/> Know what a verb is and give examples</p> <p><input type="checkbox"/> Use of the helping verb</p> <p><input type="checkbox"/> Using adjectives and pronouns</p> <p><input type="checkbox"/> Proper use of conjunctions</p> <p><input type="checkbox"/> Differentiate between figurative and literal language; simile and metaphor</p> <p><input type="checkbox"/> Use correct subject-verb agreement</p> <p><input type="checkbox"/> The four different kinds of sentences</p> <p><input type="checkbox"/> Use period, comma, question mark, apostrophe</p> <p><input type="checkbox"/> Use of quotation marks</p> <p><input type="checkbox"/> The articles: A, An, and The</p> <p><u>Handwriting</u></p> <p><input type="checkbox"/> Write legible cursive letters</p> <p><u>Spelling</u></p> <p><input type="checkbox"/> Use a dictionary to find meanings and pronunciations</p> <p><input type="checkbox"/> Alphabetizing through the third letter</p> <p><input type="checkbox"/> Basic spelling and vocabulary</p> <p><u>Composition</u></p> <p><input type="checkbox"/> Join related sentences into paragraphs</p> <p><input type="checkbox"/> Indent the first word in a paragraph</p>
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			<input type="checkbox"/> Write a simple book review <input type="checkbox"/> Write story telling who, what, when, where, why, and how <input type="checkbox"/> Post-writing skills: editing and proofreading <u>Listening</u> <input type="checkbox"/> Adjust physical conditions to promote listening <input type="checkbox"/> Recognize the purpose of a presentation <input type="checkbox"/> Follow two and three step oral directions <u>Speaking</u> <input type="checkbox"/> Respond to a speaker by asking questions and providing pertinent information
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Literature-Based Texts

Mathematics

<input type="checkbox"/> Count through 20 <input type="checkbox"/> Arrange numbers 1-10 in sequence <input type="checkbox"/> Match same numbers of objects <input type="checkbox"/> Meaning of addition and subtraction by example <input type="checkbox"/> Introduction to the number line <input type="checkbox"/> Estimation <input type="checkbox"/> Classify objects by: Color Size Shape <input type="checkbox"/> Contrast objects by their function or usage <input type="checkbox"/> Compare and classify objects by the following: Higher or lower Bigger or smaller Fatter or thinner Darker or lighter <input type="checkbox"/> Concept of more, less than, same <input type="checkbox"/> Sequence of events <input type="checkbox"/> Ordinal and cardinal relationships <input type="checkbox"/> Number and numeral relationships <input type="checkbox"/> Elementary geometry - Recognition of shapes <input type="checkbox"/> Introduction to Calendars <input type="checkbox"/> Introduction to Clocks <input type="checkbox"/> Introduction to Denominations of money <input type="checkbox"/> Basic problem solving strategies <input type="checkbox"/> Basic chart and graph concepts	<input type="checkbox"/> Count through 20 <input type="checkbox"/> Arrange numbers 1-10 in sequence <input type="checkbox"/> Match same numbers of objects <input type="checkbox"/> Meaning of addition and subtraction by example <input type="checkbox"/> Introduction to the number line <input type="checkbox"/> Estimation <input type="checkbox"/> Classify objects by: Color Size Shape <input type="checkbox"/> Contrast objects by their function or usage <input type="checkbox"/> Compare and classify objects by the following: Higher or lower Bigger or smaller Fatter or thinner Darker or lighter <input type="checkbox"/> Concept of more, less than, same <input type="checkbox"/> Sequence of events <input type="checkbox"/> Ordinal and cardinal relationships <input type="checkbox"/> Number and numeral relationships <input type="checkbox"/> Elementary geometry - Recognition of shapes <input type="checkbox"/> Introduction to Calendars <input type="checkbox"/> Introduction to Clocks <input type="checkbox"/> Introduction to Denominations of money <input type="checkbox"/> Basic problem solving strategies <input type="checkbox"/> Basic chart and graph concepts	<input type="checkbox"/> Skip counting, <input type="checkbox"/> counting by 2's, 3's, 4's, 5's, and 10's <input type="checkbox"/> Even and Odd numbers <input type="checkbox"/> Know that Odd numbers cannot be divided in half <input type="checkbox"/> Properties of 0 and 1 <input type="checkbox"/> Between numbers <input type="checkbox"/> Number words from eleven to one hundred <input type="checkbox"/> Equations <input type="checkbox"/> Ordinal numbers to 10 <input type="checkbox"/> Number line <input type="checkbox"/> Dozen and half dozen <input type="checkbox"/> Fact families-Sets <input type="checkbox"/> Greater Than and Less Than <input type="checkbox"/> Writing two-digit numbers in different ways <input type="checkbox"/> Counting, reading, and writing numbers to 1,000 <input type="checkbox"/> Place values through 100's <input type="checkbox"/> Zero as a place holder <input type="checkbox"/> Writing and comparing Three-digit numbers <input type="checkbox"/> Estimation in Word problems <input type="checkbox"/> General problem solving techniques <input type="checkbox"/> Using simple graphs and charts <u>Addition</u> <input type="checkbox"/> Addition facts to 20 <input type="checkbox"/> Addends	<input type="checkbox"/> Read and Write number to 100,000 <input type="checkbox"/> Expanded form <input type="checkbox"/> Skip counting with thousands <input type="checkbox"/> Rounding numbers <input type="checkbox"/> Comparing and ordering thousands <input type="checkbox"/> Equations and inequalities <input type="checkbox"/> Ordinal numbers through One Hundredth <input type="checkbox"/> Know place values (1; 10; 100; 1,000; 10,000; 100,000) <input type="checkbox"/> Beginning Roman numerals <input type="checkbox"/> Positive and negative numbers in daily life <input type="checkbox"/> Properties of one <input type="checkbox"/> Numeration systems <input type="checkbox"/> Charts <u>Addition</u> <input type="checkbox"/> Column addition <input type="checkbox"/> Mental addition methods <input type="checkbox"/> Estimating sums <input type="checkbox"/> Four-digit addition <input type="checkbox"/> Adding with thousands <input type="checkbox"/> Adding money <u>Subtraction</u> <input type="checkbox"/> Estimating differences <input type="checkbox"/> Mental subtraction methods <input type="checkbox"/> Subtracting: Regrouping (borrowing) more than once
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- Addition tables
- Adding in any order
- Adding three numbers
- Doubling numbers
- Checking addition
- Missing addends
- Two-digit addition
- Regrouping-carrying
- Checking addition by changing the order of addends
- Adding three Two-digit numbers
- Adding Horizontally and Vertically
- Sums in Three-digit numbers
- Add a variety of sequences and know they are the same
- Adding money

Subtraction

- Subtraction facts to 20
- Dividing numbers in half
- Checking subtraction
- Two-digit subtraction
- Regrouping-borrowing
- Checking Two-digit subtraction
- Subtracting Horizontally and Vertically
- Differences in Three-digit numbers

Time and Calendars

- Telling Time to 5 minutes
- Telling how much time has passed
- A.M. and P.M.
- The Calendar and Ordinal Numbers
- Locate a date on the calendar
- Arabic and Roman Numerals

Measurement

- Length and Weight
- Measure with inches and centimeters
- Measure with quarts, cups, pints, and liters

Multiplication and Division

- Multiplication words and tables
- Basic Multiplication and Division facts

- Subtracting from zeros
 - Four-digit subtraction
 - Subtracting money
- Multiplication
- Multiplication words
 - Multiplying vertically
 - Multiplication tables
 - Parentheses, multiplying three numbers
 - Picturing multiplication facts
 - Multiplying tens, hundreds, and thousands
 - Checking multiplication

Division

- Operations
- Division words and facts
- Divisions rules for 1 and 0
- Division word problems
- Picturing division facts
- Division and fractions
- Remainders
- Dividing tens, hundreds, and thousands
- Two-digit quotients
- Checking division
- Dividing Three-digit numbers

Time, Money and Graphs

- Time to the minute
- Elapsed time in minutes
- Working with a calendar
- Money
- Reading graphs

Measurement

- U.S. Customary and Metric Systems
- Measurement word problems

Geometry

- Polygons
- Angles
- Congruent and Symmetric Figures
- Perimeter Area
- Solids

Fractions

		<input type="checkbox"/> Multiplication and Division facts as inverse operations <input type="checkbox"/> Multiplication Rules <u>Geometry</u> <input type="checkbox"/> Plane shapes <input type="checkbox"/> Figure <input type="checkbox"/> Same size - same shape <input type="checkbox"/> Points and Lines <input type="checkbox"/> Line Segments <input type="checkbox"/> Lines in symmetry <input type="checkbox"/> Interior and Exterior <input type="checkbox"/> Solid shapes Sphere Cube Cone Cylinder <u>Money</u> <input type="checkbox"/> Know the values of: penny, nickel, dime, quarter, half-dollar, dollar <input type="checkbox"/> Writing amounts of money <input type="checkbox"/> Counting money <u>Fractions</u> <input type="checkbox"/> Fractions found in daily life <input type="checkbox"/> Read 1/2, 1/3, 1/4 <input type="checkbox"/> Groups and fractions <input type="checkbox"/> Basic concept of ratio	<input type="checkbox"/> Numerator and Denominator <input type="checkbox"/> Equivalent fractions <input type="checkbox"/> Comparing fractions <input type="checkbox"/> Mixed numbers and whole numbers <u>Word Problems</u> <input type="checkbox"/> Two-step problems <input type="checkbox"/> Estimating word problems
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Social Studies/History

<input type="checkbox"/> Meanings of holidays and traditions <input type="checkbox"/> Individual's role in home, family, and community <input type="checkbox"/> Characteristics of home and family <input type="checkbox"/> Location and diagram of home and school <input type="checkbox"/> Relationship between home and school <input type="checkbox"/> Relationship of individual to a group <input type="checkbox"/> Children in other lands and cultures <input type="checkbox"/> Why and how things change <input type="checkbox"/> Where things come from <input type="checkbox"/> What people do - jobs <input type="checkbox"/> Safety rules and symbols	<u>Social Studies</u> <input type="checkbox"/> Holidays, traditions, and customs <input type="checkbox"/> Different cultures at different times <input type="checkbox"/> Family, school, neighborhood, and community <input type="checkbox"/> Farm and Zoo <input type="checkbox"/> Neighborhood helpers <input type="checkbox"/> Jobs and careers <input type="checkbox"/> Social skills and responsibilities <input type="checkbox"/> Making and reading a simple neighborhood map <input type="checkbox"/> American Patriotism <u>Geography</u> <input type="checkbox"/> Reading maps	<u>Social Studies</u> <input type="checkbox"/> Holidays and festivals <input type="checkbox"/> Patriotic Celebrations <input type="checkbox"/> The American Flag <input type="checkbox"/> Family and family history <input type="checkbox"/> Families around the world <input type="checkbox"/> Cities and Neighborhoods <input type="checkbox"/> Community services and helpers <input type="checkbox"/> Shelter, stores, and food <input type="checkbox"/> Citizenship and social responsibility <input type="checkbox"/> Interdependence of people <u>America History</u>	<u>Social Studies</u> <input type="checkbox"/> Holidays and festivals <input type="checkbox"/> Patriotic Celebrations <input type="checkbox"/> Communities in other lands: past and present <input type="checkbox"/> Family and family history <input type="checkbox"/> Families around the world <input type="checkbox"/> Neighborhoods <input type="checkbox"/> History and development of local community <input type="checkbox"/> History and development of transportation <input type="checkbox"/> History and development of communication <input type="checkbox"/> Community services and helpers <input type="checkbox"/> Consumers and producers
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- Basic human needs
- Self-awareness and awareness of others

- Using a globe to prove the Earth is round
- Ocean and land
- The Equator
- The Continents-especially North and Central America

- Building America
- Pilgrims
- American Indians
- Colonists
- Pioneers
- Cowboys
- World History
- Ancient Egypt
- Geography
- Map skills
- Oceans
- The Mediterranean and Aegean Seas
- Asia Minor
- Continents
- United States Geography - The first states
- States and Capitals
- Mexico
- Central America
- South America

- Shelter, stores, and food
- Citizenship and social responsibility
- Interdependence of people
- Biographies of:
- Columbus
- Miles Standish
- Squanto
- Ben Franklin
- George Washington
- Thomas Jefferson
- Lord Baltimore
- Daniel Boone
- Noah Webster
- John Greenleaf Whittier
- Robert E. Lee
- Abraham Lincoln
- Clara Barton
- Ulysses S. Grant
- Louisa May Alcott
- Booker T. Washington
- George Washington Carver
- Laura Ingalls Wilder
- American History
- The movement from Asia to Alaska
- Native American Ancestors
- The Mayas
- The Incas
- Native American Cultures & Lifestyles
- Confrontations between Indian Nations and the U.S. Government
- The Algonquins and the first settlers
- Pocahontas and John Smith
- James Oglethorpe and Georgia
- Plantations and Slavery
- Patrick Henry and the Stamp Act
- The "Boston Massacre" - The story of Crispus Attucks
- King George III and the Redcoats
- "The Shot Heard 'Round the World" - April 1775

			<ul style="list-style-type: none"> - Concord <input type="checkbox"/> The Declaration of Independence - July 4, 1776 <input type="checkbox"/> Betsy Ross and the New Flag <input type="checkbox"/> The U.S. Constitution <input type="checkbox"/> California Gold Rush <input type="checkbox"/> Civil War <input type="checkbox"/> Lee surrenders at Appomattox <input type="checkbox"/> World War I <input type="checkbox"/> Stock Market Crash-the Great Depression <input type="checkbox"/> Japan attacks Pearl Harbor/U.S. enters World War II <input type="checkbox"/> Atomic bomb dropped on Hiroshima/End of World War II <input type="checkbox"/> Korean War <input type="checkbox"/> Sputnik <input type="checkbox"/> Vietnam War <input type="checkbox"/> Neil Armstrong-first man on the moon <p><u>World History</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> B.C. - Before Christ / A.D. - Anno Domini <input type="checkbox"/> Ancient peoples of the Mediterranean <input type="checkbox"/> Babylon, Greece, Alexander the Great <input type="checkbox"/> Islam-Mohammed, Mecca, and Allah <p><u>Geography</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Map skills <input type="checkbox"/> Local topography: drawing map of neighborhood <input type="checkbox"/> Basic geography: oceans, continents <input type="checkbox"/> World Geography <input type="checkbox"/> The Mediterranean & The Roman Empire <input type="checkbox"/> United States Geography
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Science

Health / Safety

<ul style="list-style-type: none"> <input type="checkbox"/> The body's need for rest and sleep <input type="checkbox"/> Major body parts <input type="checkbox"/> Hearing and vision care <input type="checkbox"/> Dental care <input type="checkbox"/> Personal hygiene <input type="checkbox"/> Good clothing habits <input type="checkbox"/> Basic food groups <input type="checkbox"/> Good eating habits 	<p><u>Health / Safety</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Personal hygiene <input type="checkbox"/> Good eating habits <input type="checkbox"/> Dental health <input type="checkbox"/> Exercise and rest <input type="checkbox"/> Dressing for weather and activity <input type="checkbox"/> Safety rules outside of the home <p><u>P.E.</u></p>	<p><u>Health / Safety</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The Human Body <input type="checkbox"/> Cells <input type="checkbox"/> Tissues and organs <input type="checkbox"/> Systems: Parts that work together <input type="checkbox"/> The Digestive system <input type="checkbox"/> Personal cleanliness <input type="checkbox"/> Dental hygiene 	<p><u>Health / Safety</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The Human Body Nervous system Reflexes Sight Hearing <input type="checkbox"/> Proper balance of activities <input type="checkbox"/> Healthful leisure activities
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<input type="checkbox"/> Emotions <input type="checkbox"/> Friends <input type="checkbox"/> Safety outside of home <u>P.E.</u> <input type="checkbox"/> Skipping <input type="checkbox"/> Galloping <input type="checkbox"/> Small apparatus <input type="checkbox"/> Ball throwing and kicking <input type="checkbox"/> Jumping rope	<input type="checkbox"/> Skipping <input type="checkbox"/> Galloping <input type="checkbox"/> Small apparatus <input type="checkbox"/> Ball throwing and kicking <input type="checkbox"/> Jumping rope <input type="checkbox"/> General physical fitness	<input type="checkbox"/> Basic food groups <input type="checkbox"/> A balanced diet <input type="checkbox"/> Vitamins and Minerals <input type="checkbox"/> Neighborhood safety <u>P.E.</u> <input type="checkbox"/> General physical fitness <input type="checkbox"/> Continuation of development of large motor skills	<input type="checkbox"/> Prevention and control of diseases <input type="checkbox"/> Personal cleanliness <input type="checkbox"/> Dental hygiene <input type="checkbox"/> Nutrition <input type="checkbox"/> Basic food groups <input type="checkbox"/> Communicable diseases <input type="checkbox"/> Preventive measures against disease <input type="checkbox"/> Neighborhood and community safety <input type="checkbox"/> Community health services <u>P.E.</u> <input type="checkbox"/> General physical fitness <input type="checkbox"/> Continuation development of large motor skills <input type="checkbox"/> 20 minutes of recorded activity per day
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Art/Drama

<input type="checkbox"/> Dramatize a story <input type="checkbox"/> Role playing	<u>Art</u> <input type="checkbox"/> Sensory awareness <input type="checkbox"/> Symmetry and Patterns <input type="checkbox"/> Portraits <input type="checkbox"/> Architecture and Sculpture <u>Drama</u> <input type="checkbox"/> Simple pantomimes and dramatic play	<u>Visual Art</u> <input type="checkbox"/> Points and Lines in Paintings <input type="checkbox"/> Mass and Line in Sculpture <input type="checkbox"/> Mass and Line in Architecture <input type="checkbox"/> Different kinds of buildings <input type="checkbox"/> Moving in and out of pictures <input type="checkbox"/> Depth <input type="checkbox"/> The importance of light <input type="checkbox"/> Light and lines help us pay attention in pictures <u>Drama</u> <input type="checkbox"/> What is Drama? <input type="checkbox"/> Drama in Early times <input type="checkbox"/> Comedy and Tragedy <input type="checkbox"/> Performing your own dramas	<u>Visual Art</u> <input type="checkbox"/> Elements of Art <input type="checkbox"/> Lines make shapes <input type="checkbox"/> Shapes with curved and straight lines <input type="checkbox"/> Lines that show emotion <input type="checkbox"/> Paintings about ideas <input type="checkbox"/> Shapes in architecture <input type="checkbox"/> Shapes and rhythm <input type="checkbox"/> Horses in art <input type="checkbox"/> Pictures like puzzles <input type="checkbox"/> Slow and fast rhythms in art <input type="checkbox"/> Murals and frescoes <u>Drama</u> <input type="checkbox"/> Sensory awareness <input type="checkbox"/> Create dramatic portrayals of people
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Music

<input type="checkbox"/> Listening to music <input type="checkbox"/> Body movement to music <input type="checkbox"/> Playing percussion instruments <input type="checkbox"/> Marching in time to music Singing Church Hymns	<u>Listening to vocal and instrumental music</u> <input type="checkbox"/> Folk Music <input type="checkbox"/> Classical Music <input type="checkbox"/> Mozart <input type="checkbox"/> Jazz Melody, Rhythm, Harmony <input type="checkbox"/> Body movement to music <input type="checkbox"/> Playing percussion instruments	<u>Musical Instruments</u> <input type="checkbox"/> Percussion <input type="checkbox"/> Stringed <input type="checkbox"/> Wind <input type="checkbox"/> Keyboard <input type="checkbox"/> Electronic <u>Making Music</u> <input type="checkbox"/> Melody is a series of notes that go Up and	<input type="checkbox"/> Listening to different types of music African and Latin Rhythms <input type="checkbox"/> Body movement to music <input type="checkbox"/> Instruments that keep rhythm: percussion instruments <input type="checkbox"/> Rhythm: 2 beats: mag-ic 3 beats: won-der-ful
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	<input type="checkbox"/> Marching in time with music <input type="checkbox"/> Introduction to: Folk Dancing, Ballet, Tap Dancing	Down <input type="checkbox"/> Musical scales <input type="checkbox"/> The Scale and octaves <input type="checkbox"/> Length of notes <input type="checkbox"/> Dynamics <u>Patriotic Music</u> <input type="checkbox"/> The Star-Spangled Banner <input type="checkbox"/> America <u>Popular Music</u> <input type="checkbox"/> Take Me Out to the Ball Game	4 beats: Mis-sis-sip-pi <input type="checkbox"/> Meter <input type="checkbox"/> Common meter - 4/4 time <input type="checkbox"/> Eighth, Quarter, Half, Whole notes and rests <input type="checkbox"/> Staff The Grand Staff Treble of G clef Bass of F clef Lines and spaces on the staff
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Scope and Sequence

YDC

4th – 5th – 6th Grade

Grade 4 – 5 and 6 - Fourth, fifth and sixth grade programs in YDC are committed to helping each child meet the academic and intellectual competencies expected at this grade level and become active, engaged learners in a classroom setting. The following summary of the instructional program provides an overview of the fourth grade year. The fourth grade program builds on the skills and knowledge children have learned in preceding years. It encourages critical thinking, creativity and respect for self and others. The manner of instruction – motivation, grouping, pacing, reinforcing and re-teaching – is determined by each teacher as he or she works to meet individual student needs. Expectations are, of course, modified or expanded to meet a child’s needs and abilities.

Grade 4	Grade 5	Grade 6
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<u>Language Arts</u>		
<u>Reading</u> <input type="checkbox"/> Short stories, chapter books, poetry, and plays <input type="checkbox"/> Novels and plots <input type="checkbox"/> Silent reading <input type="checkbox"/> Read orally with ease <input type="checkbox"/> Choral reading <input type="checkbox"/> Presenting stories, plays, puns, riddles, and jokes for entertainment <u>Study Skills</u> <input type="checkbox"/> Use a library card catalogue and encyclopedia to locate information <input type="checkbox"/> Using a Bibliography <input type="checkbox"/> Parts of the newspaper <input type="checkbox"/> Telephone directory skills <u>Grammar</u> <input type="checkbox"/> Understand word meanings by knowing a root word and adding a variety of prefixes and suffixes	<u>Reading</u> <input type="checkbox"/> Distinguish between formal and informal (colloquial) language and their proper uses <input type="checkbox"/> Literal and figurative language Imagery and symbolism Sounds in poetry Onomatopoeia and Alliteration <input type="checkbox"/> Pen Names <input type="checkbox"/> Explain the feelings of characters <input type="checkbox"/> Make wise judgments about what is heard and read <input type="checkbox"/> Detect the use of propaganda or exploitation <input type="checkbox"/> Silent reading <input type="checkbox"/> Adjust the method and rate of reading according to purpose <input type="checkbox"/> Read different types of literature - Tragedy and Comedy <u>Study Skills</u>	<u>Reading</u> <input type="checkbox"/> Reading silently and skimming <input type="checkbox"/> Recognize and use personification in stories <input type="checkbox"/> Analysis of poetry Structure Stanza Rhyme Scheme Meter Free verse <u>Study Skills</u> <input type="checkbox"/> Use periodicals and reference works to locate information <input type="checkbox"/> Use an atlas: locate places by longitude and latitude <input type="checkbox"/> Organization of a book <input type="checkbox"/> Using reference books and indexes

- Use nominative, objective, and possessive forms correctly
- Correctly identify and use:
 - Adjectives
 - Interjections
 - Adverbs
 - Prepositions
 - Regular and Irregular Verbs
 - Colons
 - Italics
- Handwriting
 - Increased legibility and speed in cursive
- Spelling
 - Correctly spell words most commonly used
 - Increased Dictionary skills
- Composition
 - Simple outlining
 - Use a wide variety of words to express feelings and ideas
 - Delete superfluous information from own writing
 - Write several connected and well-constructed paragraphs
 - Correct margins
 - Indented words
 - All one topic
 - Edit and revise own work
 - Write personal letters with correct form
 - Choose a title for a story
 - Written and oral book reports
- Listening
 - Actively listen in a variety of situations
 - Listening to literature and poetry
 - Select from an oral presentation information needed
 - Following multi-step oral directions
- Speaking
 - Explain how to do something
 - Adapt the content and presentation of a speech to fit the audience

- Use parts of a book: Preface, copyright page
- Use a thesaurus
- Use a variety of graphic sources for information
 - Maps and globes
 - Timelines
 - Scale drawings
 - Charts and graphs
 - Pictures and diagrams
 - Transportation schedules
- Parts of a newspaper
- Use of study materials:
 - Keys
 - Tables
 - Legends
 - Library file cards
 - Table of Contents
 - Index
 - Reference Materials
- Grammar
 - Synonyms, antonyms and homonyms
 - Plurals and possessives
 - Agreement in gender and number
 - Personal pronouns
 - Similes and metaphors
 - Use correct subject-verb agreement
 - Linking verbs
 - Use correct forms of regular and common irregular verbs
 - Use adverbs in writing sentences
 - Know the restrictions against using double negatives
 - Direct and indirect objects
 - Nominative and Objective cases
 - Possessive cases
 - Kinds of sentences and parts of sentences
- Handwriting
 - Cursive handwriting
- Spelling
 - Spell increasingly complex words
 - Dictionary use for word meaning, analysis, and spelling
- Composition

- Simple note taking
- Bibliography building
- Write and use footnotes and appendices
- Write a simple bibliography
- Grammar
 - Concept of noun, pronoun, verb, adjective, and adverb
 - Use quotations with certain titles
 - Dependent and independent clauses
 - Four types of sentences
 - Use semicolons and colons properly
 - Use "well" and "good" appropriately
 - Identify direct objects of verbs
 - Sentence diagramming
 - Homonyms, Synonyms, and Antonyms
- Handwriting
 - Cursive handwriting
- Spelling
 - Using roots, prefixes, and suffixes
 - Vocabulary building
 - Use dictionary to determine word origins and histories
 - More complex spelling
- Composition
 - Sentence structure
 - Include a wide variety of sentences in paragraphs
 - Writing narration, description, exposition, and persuasion
 - Writing outlines, letter, factual matter: reports, newspaper articles
 - Writing verse (limericks, ballads)
 - Writing creative prose (diaries, stories)
 - Write business letters using correct form
- Listening
 - Increase listening skills
 - Determine a speaker's motive, bias, point of view
- Speaking
 - Use a wide and appropriate variety of rate, volume, and physical movement in oral presentation

- Outlining
- Paragraph writing
- Write personal letters and envelopes with correct form
- Write a play, stories, reports, and poetry
- Proofreading skills

Literature-Based Texts

Mathematics

Read, count, and write numbers from 1 to 1,000,000

Place Value

Digits

Standard and Expanded Forms

Commas and Place Value

Rounding

Comparing Numbers

Problem solving methods

Word problems

Probability

Working with U.S. Customary and Metric System units of measurement

Find simple averages

Prime numbers less than 100

Prime factoring

Numeration systems

Subsets

Charts and graphs

Know Roman numerals from I to C

Know money value of all denominations

Addition

Large Sums

Add any whole numbers

Mental addition

Subtraction

Large Differences

Subtract any whole numbers

Mental subtraction

Multiplication

Review of multiplication

Properties of multiplication

Multiples

Multiplying by tens

Reading and writing numbers to 10 places

Estimate results, Rounding

Compute averages

Set of integers

Numeration systems

Word problems in daily life

Charts and graphs

Picture, bar, line, and circle graphs

Concept of sampling

Variables

Opposite operations, equations

Functions and inverse operations

Graphing functions

Writing and solving equations for word problems

Rates of speed

Addition

Add whole numbers

Adding fractions

Adding mixed numbers

Adding with different measurement units

Subtraction

Subtract whole numbers

Subtracting fractions

Subtracting with different measurement units

Multiplication

Multiplication and Division as opposite operations

Multiply whole numbers and fractions

Multiplying decimals by 10, 100, 1000

Multiplying decimals by decimals

Multiply using multiple digits

Multiply money

Multiplying time

Read, count, order, and write numbers to the trillions

Round any number to its nearest place

Factor prime numbers

Use decimals to the thousandth's place

Estimation

Properties

Expanded notation

Calculators and the Order of Operations

Greater Than or Equal To

Less Than or Equal To

Exponents

Expressions

Operations of powers

Scale drawings

Customary and metric measurement

Problem analysis

Probability

Mean, Median, Range, and Mode

Histogram

Making a circle graph

Possible outcomes using a tree diagram

Interpreting graphs

Setting up a proportion and proportional sets of numbers

Concepts of averages and sampling

Set of integers

Positive and negative integers

Opposite integers

Rules for integers

Rules for adding integers

Rule for adding opposite integers

Rule for subtracting integers

The coordinate plane

- Multiplying Two-digit numbers
- Checking multiplication
- Multiplying money
- Multiplying hundreds
- Multiplying Three-digit numbers
- Multiplying with Zeros
- Mental multiplication with zeros
- Multiplying three numbers

Division

- Writing division answers
- Understanding remainders
- Zeros in quotients
- Dividing larger numbers
- Mental Division
- Factors & Common Factors
- Common multiples
- Dividing by tens
- Dividing Two-digit numbers
- Adjusting the quotient
- Dividing by thousands
- Estimating quotients

Geometry

- Planes and rays
- Types of angles
- Perpendicular lines
- Parallel lines
- Radius and diameter
- Recognize spheres, cylinders, cubes
- Polygons
- Circles
- Triangles
- Quadrilaterals
- Diagonals
- Parallelograms
- Rectangles
- Squares
- Points on a grid
- Formula for the area of a triangle
- Perimeter and Area

Division

- Rules for Divisibility
- Divide whole numbers
- Dividing by 10, 100, 1000
- Divide using multiple digits
- Short division
- Long division
- Dividing decimals by whole numbers
- Rounding decimal quotients
- Writing zeros in the dividend
- Dividing whole numbers without remainders
- Checking divisions which are not exact
- Dividing time

Fractions and Decimals

- Mixed numbers
- Common and decimal fractions
- Decimal place value
- Decimals on the number line
- Decimals to thousandths
- Estimating decimal sums and differences
- Estimating decimal products
- Checking decimal products
- Add fractions
- Subtract fractions
- Greatest common factor
- Equivalent fractions
- Lowest terms
- Least Common Multiple
- Comparing fractions
- Fractions on the number line
- Decimals, mixed numbers, and fractions
- Exponents

Ratios and percent

- Scale
- Percent with fractions and decimals
- Finding a percent of a number
- Read and use percentages

Geometry

- Measuring angles

- Graphing a function
- Fundamental operations of compound denominate numbers

Addition and Subtraction

- Add and subtract decimals
- Find percentages

Multiplication and Division

- Multiply and divide fractions and mixed numbers
- Division notation
- Dividing by decimals
- Dividing by a decimal in fraction form
- Multiplying and dividing numbers close to 1
- Multiplying the Dividend and Divisor by other numbers

Fractions

- Relationship between common and decimal fractions
- Writing mixed and whole numbers as fractions
- Multiplying whole numbers and fractions
- Multiplying mixed numbers
- Reciprocals
- Dividing mixed numbers
- Word problems with fractions
- Estimating fraction and mixed number products & quotients
- Different forms of the same number

Percents

- Writing fractions as percents
- Percents greater than 100%
- Increasing and decreasing an amount by a certain percent
- Finding what percent one number is of another
- Finding an unknown number when a percent is known

Geometry

- Rules of parallel and perpendicular lines
- Properties of Parallelograms
- Rhombuses and Rectangles
- Construction of a:
- Perpendicular Line
- Triangles
- Angle
- Bisecting an angle
- Constructing and angle congruent to a given angle
- Angles of a triangle

<input type="checkbox"/> Solids <input type="checkbox"/> Volume <input type="checkbox"/> Similar figures <u>Fractions</u> <input type="checkbox"/> Compare fractions with the same denominator <input type="checkbox"/> Fractions in the lowest terms <input type="checkbox"/> Meaning of mixed numbers <input type="checkbox"/> Improper fractions and mixed numbers <input type="checkbox"/> Writing remainders as fractions <input type="checkbox"/> Adding and subtracting fractions <u>Decimals</u> <input type="checkbox"/> Tenths, Hundredths, and Thousandths <input type="checkbox"/> Reading and writing decimals <input type="checkbox"/> Decimals as fractions <input type="checkbox"/> Writing decimals with zeros <input type="checkbox"/> Reading decimals on a number line <input type="checkbox"/> Comparing decimals <input type="checkbox"/> Rounding decimals <input type="checkbox"/> Adding and subtracting decimals <input type="checkbox"/> Money and decimals <u>Time</u> <input type="checkbox"/> Tell time to the nearest second <input type="checkbox"/> Changing units of time <input type="checkbox"/> Adding and subtracting time Working with time through noon or midnight	<input type="checkbox"/> Different kinds of triangles <input type="checkbox"/> Area review and metric units of area <input type="checkbox"/> Finding the area of a triangle <input type="checkbox"/> Finding the area of a parallelogram <input type="checkbox"/> Volume and surface area <input type="checkbox"/> Volume and capacity <input type="checkbox"/> Rhombus <input type="checkbox"/> Diagonals <input type="checkbox"/> Arc <input type="checkbox"/> Semicircle <input type="checkbox"/> Pyramid <input type="checkbox"/> Centers <input type="checkbox"/> Polygons <input type="checkbox"/> Constructing a Cube <input type="checkbox"/> Constructing a Rectangular Prism <input type="checkbox"/> Finding the Volume of a rectangular prism <input type="checkbox"/> Perimeter <input type="checkbox"/> Circumference <input type="checkbox"/> Cone <input type="checkbox"/> Congruent figures <input type="checkbox"/> Incongruent figures <u>Measurement</u> <input type="checkbox"/> Measuring temperature using Celsius and Fahrenheit <input type="checkbox"/> Changing units in the metric system <input type="checkbox"/> Changing U.S. Customary and Metric units of Volume Pints, quarts, gallons, milliliters, liters <input type="checkbox"/> Make change <input type="checkbox"/> Time measurements from seconds to years <input type="checkbox"/> Measure and calculate elapsed time	<input type="checkbox"/> Special triangles Equilateral Isosceles Scalene Right Obtuse Acute <input type="checkbox"/> Constructing special angles <input type="checkbox"/> Different signs in geometry <input type="checkbox"/> Concepts of similarity, congruence, and symmetry <input type="checkbox"/> Identify and measure angles and arcs <input type="checkbox"/> Identify types of triangles <input type="checkbox"/> Reflection <input type="checkbox"/> Calculate areas of triangles and rectangles <input type="checkbox"/> Rigid motions <input type="checkbox"/> Area and Volume <input type="checkbox"/> Formula for area <input type="checkbox"/> Changing units of area <input type="checkbox"/> Circumference of a circle <input type="checkbox"/> Area of a circle <input type="checkbox"/> Polyhedrons <input type="checkbox"/> Constructing cubes and rectangular prisms <input type="checkbox"/> Volume of a prism <input type="checkbox"/> Changing units of volume
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Social Studies/History

Science

<u>Life Science</u> <input type="checkbox"/> The history of the Earth and its life forms Fossil records Fossil formation Types of fossils Reading rocks Telling how old the Earth is <input type="checkbox"/> Dividing the Earth's story into chapters	<u>Life Science</u> <input type="checkbox"/> Animal and plant classification <input type="checkbox"/> Fish <input type="checkbox"/> Reptiles <input type="checkbox"/> Protists Bacteria <input type="checkbox"/> Molds <input type="checkbox"/> Monerans	<u>Life Science</u> <input type="checkbox"/> Classification of living things <input type="checkbox"/> Ecosystems <input type="checkbox"/> Ecology and the environment <input type="checkbox"/> Conservation <input type="checkbox"/> Microbes <input type="checkbox"/> Algae and fungi <input type="checkbox"/> Food for growth and energy
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<p>Precambrian</p> <p>Paleozoic</p> <p>Mesozoic</p> <p>Cenozoic</p> <p><input type="checkbox"/> Plant life and structure</p> <p>Seeds</p> <p><input type="checkbox"/> Fungi</p> <p><input type="checkbox"/> Ecosystems</p> <p>Balance of nature</p> <p>Environment of local state</p> <p><input type="checkbox"/> Biological organization and classification systems</p> <p>The insect world</p> <p>The reptile world</p> <p><input type="checkbox"/> Plants and animals of the past</p> <p><u>Physical Science</u></p> <p><input type="checkbox"/> Earth and its history</p> <p><input type="checkbox"/> Earthquakes and the Earth's plates</p> <p><input type="checkbox"/> Faults</p> <p><input type="checkbox"/> Volcanoes</p> <p><input type="checkbox"/> Predicting and measuring earthquakes and volcanoes</p> <p><input type="checkbox"/> Continental drift</p> <p><input type="checkbox"/> How mountains are made</p> <p><input type="checkbox"/> Rock formation</p> <p><input type="checkbox"/> Rock and mineral classification</p> <p><input type="checkbox"/> Weathering and weather's influence</p> <p><input type="checkbox"/> Erosion</p> <p><input type="checkbox"/> Types of weathering</p> <p><input type="checkbox"/> How the Great Lakes were formed</p> <p><input type="checkbox"/> The Dust Bowl Era</p> <p><input type="checkbox"/> Climate and Weather</p> <p><input type="checkbox"/> Seasons and their causes</p> <p><input type="checkbox"/> Temperature</p> <p><input type="checkbox"/> Oceans and the hydrosphere</p> <p><input type="checkbox"/> Our atmosphere</p> <p><input type="checkbox"/> Hot and cold air</p> <p><input type="checkbox"/> How air masses affect weather and climate</p> <p><input type="checkbox"/> Clouds and water vapor</p> <p><input type="checkbox"/> Precipitation</p> <p><input type="checkbox"/> Fronts</p>	<p>Trees</p> <p><input type="checkbox"/> Plants and their food</p> <p>Photosynthesis</p> <p>Sexual Reproduction in mosses and ferns</p> <p><input type="checkbox"/> Conifer seeds</p> <p><input type="checkbox"/> Flowers and flower fertilization</p> <p><input type="checkbox"/> Seed development</p> <p><input type="checkbox"/> Cells</p> <p>Parts of a cell</p> <p><input type="checkbox"/> Human body</p> <p><input type="checkbox"/> Animal reproduction and growth</p> <p>Development of the embryo</p> <p>Care and growth of young</p> <p>Growth stages</p> <p>Human growth stages</p> <p>Adolescence and puberty</p> <p>The human reproductive system</p> <p><input type="checkbox"/> Asexual reproduction in larger plants and animals</p> <p><input type="checkbox"/> Biological adaptations</p> <p><input type="checkbox"/> Biological communities</p> <p><input type="checkbox"/> Pet care</p> <p><u>Physical Science</u></p> <p><input type="checkbox"/> Mechanical Concepts</p> <p>Matter and Mass</p> <p>Length and Time</p> <p>Speed</p> <p>Force and work</p> <p>Pressure</p> <p>Energy and power</p> <p>Heat and matter</p> <p>Expansion and Contraction</p> <p>Heat and temperature</p> <p><input type="checkbox"/> Transferring heat energy</p> <p>Conduction</p> <p>Convection</p> <p>Radiation</p> <p><input type="checkbox"/> Electricity</p> <p>The electric circuit</p> <p>The light bulb</p>	<p><input type="checkbox"/> Sexual and Asexual Reproduction</p> <p>Diploid and Haploid cells</p> <p>Cellular Mitosis and Meiosis</p> <p><input type="checkbox"/> Heredity and Chromosomes</p> <p>DNA</p> <p>Gregor Mendel</p> <p>Mutations</p> <p><input type="checkbox"/> Symbiosis</p> <p><input type="checkbox"/> Extinction</p> <p><input type="checkbox"/> Behavior</p> <p><input type="checkbox"/> Instinct and learning</p> <p><input type="checkbox"/> Physical Science</p> <p><input type="checkbox"/> Climate and weather</p> <p><input type="checkbox"/> Recycling and resources</p> <p><input type="checkbox"/> Chemistry</p> <p>John Dalton and atoms</p> <p>The Periodic Table</p> <p>Molecules</p> <p>Acids, Bases, and Chemical Reactions</p> <p><input type="checkbox"/> Elements and compounds</p> <p><input type="checkbox"/> Elementary geology</p> <p><input type="checkbox"/> Oceans</p> <p><input type="checkbox"/> Water - Why ice doesn't sink</p> <p><input type="checkbox"/> Universe</p> <p><input type="checkbox"/> Simple astronomy</p> <p><input type="checkbox"/> Space and space travel</p> <p><input type="checkbox"/> Scientific theory</p> <p><input type="checkbox"/> Inventions and discoveries</p> <p><input type="checkbox"/> Magnets and electricity</p> <p><input type="checkbox"/> Electricity and its uses</p> <p><input type="checkbox"/> Atomic Energy</p> <p><input type="checkbox"/> Nuclear energy and radioactivity</p> <p><input type="checkbox"/> Solar and geothermal energy</p> <p><input type="checkbox"/> Compass</p> <p><input type="checkbox"/> Heat</p> <p><input type="checkbox"/> Sound</p> <p>Vibrations</p> <p>Speed, wavelength, and frequency</p> <p>Loudness</p>
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<input type="checkbox"/> Rainbows <input type="checkbox"/> Measuring the weather <input type="checkbox"/> Air and water pollution <input type="checkbox"/> Solar system and the universe <input type="checkbox"/> Living in space <input type="checkbox"/> Geologic features <input type="checkbox"/> Energy sources <input type="checkbox"/> Electricity <input type="checkbox"/> Fossil fuels and the environment <input type="checkbox"/> Hydroelectricity <input type="checkbox"/> Nuclear energy from fission <input type="checkbox"/> Wind and solar energy <input type="checkbox"/> Geothermal energy <input type="checkbox"/> Nuclear fusion <input type="checkbox"/> Magnets and electricity <u>Scientists</u> <input type="checkbox"/> Marie Curie <input type="checkbox"/> Alexander Fleming <input type="checkbox"/> Elizabeth Blackwell <input type="checkbox"/> Daniel Hale Williams	Insulation Electrons Alternating current Volts, Amps, and Ohms Electric power Electrified communications Motion, Engines, and Motors From steam to gasoline The internal combustion engine Jet engines and rocket engines Electromagnets <u>Scientists</u> <input type="checkbox"/> Isaac Newton <input type="checkbox"/> Anton van Leeuwenhoek <input type="checkbox"/> Ernest Just	Resonance Traveling faster than sound <input type="checkbox"/> Light Nature and speed Rays of light White light and the light spectrum Visible Electromagnetic Frequency and wavelength When light hits an object <input type="checkbox"/> Reflectors Curved reflectors How a flashlight works <input type="checkbox"/> Refraction and lenses Concave and Convex <input type="checkbox"/> Cameras, telescopes, and microscopes <u>Scientists</u> <input type="checkbox"/> Albert Einstein <input type="checkbox"/> Percy Lavon Julian <input type="checkbox"/> Barbara McClintock <input type="checkbox"/> Severo Ochoa <input type="checkbox"/> James Watson and Francis Crick <input type="checkbox"/> Wilber and Orville Wright
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Health/Safety/P.E.

<u>Health / Safety</u> <input type="checkbox"/> Nutrition <input type="checkbox"/> Growth and heredity <input type="checkbox"/> Safety <input type="checkbox"/> Personal and mental hygiene <input type="checkbox"/> Dental health <input type="checkbox"/> The body and its functions The Respiratory system The circulatory system Blood Blood vessels The Heart Following the circuit Stopping up the system Skeletal and muscular systems	<u>Health / Safety</u> <input type="checkbox"/> Skeletal and muscular systems <input type="checkbox"/> Genetic traits <input type="checkbox"/> Elementary first aid <input type="checkbox"/> Dental hygiene <input type="checkbox"/> Our water supply <input type="checkbox"/> Sewage disposal <input type="checkbox"/> Care of the Eyes <input type="checkbox"/> Nutrition and Diet <input type="checkbox"/> Diseases <input type="checkbox"/> Germ-bearing insects and pests <input type="checkbox"/> Community health resources <input type="checkbox"/> Bicycle and water safety <u>P.E.</u> <input type="checkbox"/> Aerobics	<u>Health / Safety</u> <input type="checkbox"/> Nutrition <input type="checkbox"/> Our food supply <input type="checkbox"/> A healthy diet and the food pyramid <input type="checkbox"/> Personal appearance <input type="checkbox"/> Dental health <input type="checkbox"/> Human anatomy The Heart Human reproduction and growth Bones and muscles The immune system and disease White blood cells Antibodies <input type="checkbox"/> Infectious diseases AIDS
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<p>Care and proper use of the body</p> <input type="checkbox"/> Principles of digestion <input type="checkbox"/> Basic food groups <input type="checkbox"/> Diseases <u>P.E.</u> <input type="checkbox"/> Organized sports and games <input type="checkbox"/> Creative dance	<input type="checkbox"/> Gymnastics <input type="checkbox"/> Basketball <input type="checkbox"/> Square Dance	<p>Noncommunicable diseases</p> <input type="checkbox"/> Treatment and prevention of disease <input type="checkbox"/> Drugs: Helpful and Harmful <input type="checkbox"/> Accident prevention <input type="checkbox"/> Safety and first aid <u>P.E.</u> <input type="checkbox"/> Sports <input type="checkbox"/> Physical activities <input type="checkbox"/> Exercise and fitness
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<p><u>Art/Drama</u></p>		
<p><u>Visual Art</u></p> <input type="checkbox"/> Design in art <input type="checkbox"/> Domed churches <input type="checkbox"/> The Architecture of Abbot Sugar <input type="checkbox"/> Gothic Cathedrals <input type="checkbox"/> Rose Windows <input type="checkbox"/> Free-standing statues <input type="checkbox"/> African arts <input type="checkbox"/> Gothic styles in modern times <u>Drama</u> <input type="checkbox"/> Improvisation	<p><u>Visual Art</u></p> <input type="checkbox"/> Gothic to Renaissance <input type="checkbox"/> Human form <input type="checkbox"/> Florence and its Architecture <input type="checkbox"/> Brunelleschi's Revolutionary design <input type="checkbox"/> Michelangelo - The statue of David <input type="checkbox"/> Raphael <input type="checkbox"/> Vanishing point perspective <input type="checkbox"/> Leonardo da Vinci - The Last Supper Fresco <input type="checkbox"/> The Sistine Chapel <input type="checkbox"/> Jan Van Eyck <input type="checkbox"/> Rembrandt van Rijn <input type="checkbox"/> Jacques-Louis David <input type="checkbox"/> Moorish Architecture in Europe <input type="checkbox"/> The Taj Majal <input type="checkbox"/> The Stone Gardens of Japan <u>Drama</u> <input type="checkbox"/> Improvisation <input type="checkbox"/> Dramatic presentations	<p><u>Visual Art</u></p> <input type="checkbox"/> Greek and Roman Art <input type="checkbox"/> Realists Henry O. Tanner Winslow Homer <input type="checkbox"/> Impressionism Claude Monet Vincent Van Gogh <input type="checkbox"/> Sculpture Auguste Rodin <input type="checkbox"/> Abstractionism Pablo Picasso Navajo sand paintings Yoruba Sculpture Edvard Munch <input type="checkbox"/> Non-representational Art Nighthawks-Edward Hopper <u>Drama</u> <input type="checkbox"/> Improvisation <input type="checkbox"/> Dramatic presentations <input type="checkbox"/> Play writing

Scope and Sequence

YDC

7th and 8th Grade

Grades 7 – 8 – YDC middle schools are committed to providing affective and intellectual experiences to our students. YDC 7th and 8th grade offer several choice and alternative programs to engage students at all learning levels. YDC's 7th and 8th is organized around guidelines approved by the Board of Directors and aim to provide:

- Increasing academic challenges as student's progress from grade 7 to grade 8
- Supportive, safe, and secure environments that encourage experimentation and risk taking
- Clear academic and behavioral expectations with support from staff and parents
- Organizational practices that connect students and adults closely
- Ongoing communication channels among students, parents, and staff that demonstrate mutual respect and caring

Reading

Study Skills

<p><u>Study Skills (7)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Extending reference skills: <input type="checkbox"/> Atlases, directories, encyclopedias, magazines <input type="checkbox"/> Library organization 	<p><u>Study Skills (8)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Use all <u>parts</u> of a book <input type="checkbox"/> Visual aids <input type="checkbox"/> Chapter headings and sub-headings <input type="checkbox"/> Italics <input type="checkbox"/> Color coding <input type="checkbox"/> Marginal and footnotes
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Grammar

<p><u>Grammar (7)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Use punctuation and capitalization appropriately <input type="checkbox"/> Commas around appositives <input type="checkbox"/> Commas to set off name of person <input type="checkbox"/> Commas to separate quotations of direct address <input type="checkbox"/> Commas to set off dependent clauses <input type="checkbox"/> Commas to set off independent clauses with direct objects <input type="checkbox"/> Parentheses <input type="checkbox"/> Omit run-on sentences, sentence fragments, non agreement between subject and verb, faulty tense changes <input type="checkbox"/> Person, number and gender of nouns and pronouns <input type="checkbox"/> Clauses and phrases <input type="checkbox"/> Compound sentences <input type="checkbox"/> Know formal parts of speech; i.e. diagram sentences Subject/predicate Simple and perfect verb tenses Transitive and intransitive verbs Regular and irregular verbs <input type="checkbox"/> Classification of adjectives: Descriptive, Possessive, Proper <input type="checkbox"/> Articles as adjectives <input type="checkbox"/> Predicate adjectives 	<p><u>Grammar (8)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Know Greek and Latin prefixes and roots <input type="checkbox"/> Kinds of sentences and their parts <input type="checkbox"/> Functions of sentence elements <input type="checkbox"/> Identify and <u>correctly</u> use verb tenses Past Present Past perfect Future perfect <input type="checkbox"/> Identify and correctly use Infinitive Participle Gerund Dictate nominative Predicate adjective Direct object Indirect object
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Handwriting

<p><u>Handwriting (7)</u></p>	<p><u>Handwriting (8)</u></p>
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<input type="checkbox"/> Cursive handwriting	<input type="checkbox"/> Increasingly legible cursive handwriting
Spelling	
Spelling (7) <input type="checkbox"/> Refining dictionary skills <input type="checkbox"/> Complex spelling	Spelling (8) <input type="checkbox"/> Complex spelling <input type="checkbox"/> Advanced dictionary skills
Speaking	
Speaking (7) <input type="checkbox"/> Use formal and informal language appropriately	Speaking (8) <input type="checkbox"/> Participate in group discussions <input type="checkbox"/> Figures of speech
Composition	
Composition (7) <input type="checkbox"/> Writing descriptions, journals, and letters <input type="checkbox"/> Write for a variety of purposes and audiences <input type="checkbox"/> Take notes from written text and oral presentation <input type="checkbox"/> Outlines <input type="checkbox"/> Produce well-formed sentences with variety <input type="checkbox"/> Substitute specific words for general words <input type="checkbox"/> Proofread for spelling, punctuation, and syntax	Composition (8) <input type="checkbox"/> Avoid cliches and trite expressions <input type="checkbox"/> Proofread with clarity of language, appropriate word choice, and effective sentences <input type="checkbox"/> Use appropriate technical vocabulary for a specific topic <input type="checkbox"/> Write a short novel <input type="checkbox"/> Write simple business letters <input type="checkbox"/> Report writing skills
<i>Literature-Based Texts</i>	
Mathematics	
Mathematics (7) <input type="checkbox"/> Multiplying using decimals <input type="checkbox"/> Divide using decimals <input type="checkbox"/> Understand and use exponents of positive numbers <input type="checkbox"/> Determine the greatest common factor <input type="checkbox"/> Determine the least common multiple <input type="checkbox"/> Calculate square roots <input type="checkbox"/> Basic geometry concepts and terms <input type="checkbox"/> Know the names of specific types of angles <input type="checkbox"/> Find perimeters, circumference, and areas of Rectangle Triangle Parallelograms Circle <input type="checkbox"/> Bisect angles <input type="checkbox"/> Prime and composite numbers <input type="checkbox"/> Order of operations	Mathematics (8) <input type="checkbox"/> Use and convert fractions, decimals, percentages <input type="checkbox"/> Order numbers with exponents <input type="checkbox"/> Write mathematical sentences with multiple operations <input type="checkbox"/> Work with negative numbers <input type="checkbox"/> Know the rules of associative and distributive property (algebra) <input type="checkbox"/> Draw to scale <input type="checkbox"/> Calculate the volume of solid shapes Cubes Cylinders Cones Pyramids <input type="checkbox"/> Use the Pythagorean theorem for finding lengths of sides of triangles <input type="checkbox"/> Find the surface area of solids <input type="checkbox"/> Do simple statistics Range Mean

- Absolute value
- Inequalities
- Numeration
- Properties of non-negative integers
- Rational numbers and fractions
- Ratio, proportion, and percentages
- Finite, infinite, and empty sets
- Development and use of formulas
- Metric and customary measurement
- Reading and constructing graphs
- Measures of central tendency:
Mean, mode, median, range
- Elementary business mathematics

- Mode
- Median
- Maintaining skills in fundamental operations
- Factoring and products
- Sets
- Numeration systems
- Ratio, proportion, percent
- Equalities and inequalities
- Simple formulas and equations
- Graphing an equation
- Powers and roots of rational numbers
- Polynomials
- Metric and non-metric geometry
- Right-triangle trigonometry
- Mathematics of insurance, banking, and taxes

Social Studies/History

Social Studies (7)

- The changing world
- Lands and peoples of the Eastern Hemisphere
- Prehistoric peoples
- World trade and resources
- Contemporary problems and issues
- Environment
- Parliamentary procedure
- Current events

Social Studies (8)

- The changing world
- Lands and peoples of the Eastern Hemisphere
- Prehistoric peoples
- World trade and resources
- Contemporary problems and issues
- Environment
- Parliamentary procedure
- Current events

Medieval History (8)

- Germanic Tribes
- The Dark Ages
- The Middle Ages
- The Byzantine Empire - Constantine, Justinian, The Empress Theodora
- Charles the Great
- Charlemagne
- The Holy Roman Empire
- Feudalism
- Chivalry
- William the Conqueror
- The Battle of Hastings
- Henry II

	<input type="checkbox"/> Thomas Becket <input type="checkbox"/> Eleanor of Aquitaine <input type="checkbox"/> The Magna Carta
<p><u>World History (7)</u></p> <input type="checkbox"/> Greek History The Geography of Greece Ancient Greece as the Mediterranean Crossroads The Greek City-States Greek Government Monarchy, Aristocracy, Democracy Greeks, Persians, and the Battle at Marathon Leonidas and the Courage of Sparta Themistocles and the Athenian Navy The Battle of Plataea Greek Colonization Philip of Macedon Alexander the Great Greek gods and goddesses The structure on the Acropolis - The Parthenon Greek "capitals" Doric Ionic Corinthian Homer's Iliad and Odyssey Herodotus Hippocrates Euclid Socrates and Aristotle Greek Theater The Olympic Games The Home Life of the Greeks <input type="checkbox"/> Roman History Patricians and Plebeians The Roman Republic The Roman Senate The Laws of the Twelve Tables Carthage The Punic Wars Hannibal and the Crossing of the Alps	<input type="checkbox"/> <u>World History - Timeline (8)</u> <input type="checkbox"/> 529-St. Benedict establishes monastery at Monte Cassino, Italy <input type="checkbox"/> 529-Emperor Justinian issues Codex Justinianus <input type="checkbox"/> 550-King Arthur reigns in England <input type="checkbox"/> 598-Pope Gregory I(the Great) sends Augustine to England <input type="checkbox"/> 622-Mohammed makes "hejira" to Medina <input type="checkbox"/> 732-Charles the Hammer stops the Moslem advance at Tours <input type="checkbox"/> 800-Charlemagne crowned Holy Roman Emperor by Pope Leo III <input type="checkbox"/> 886-Alfred the Great drives the Danes from Wessex <input type="checkbox"/> 1066-Duke William of Normandy conquers Saxon England <input type="checkbox"/> 1099-First Crusade takes Jerusalem <input type="checkbox"/> 1146-Louis VII & Conrad III "take the cross" - Second Crusade <input type="checkbox"/> 1187-Saladin recaptures Jerusalem <input type="checkbox"/> 1192-Richard the Lion-Heart and Saladin make truce to end the Third Crusade <input type="checkbox"/> 1204-Fourth Crusade sacks Constantinople <input type="checkbox"/> 1206-Temujin takes his title of Genghis Kahn - "Lord of the Earth" <input type="checkbox"/> 1208-St. Francis founds the Franciscan friars <input type="checkbox"/> 1215-Magna Carta signed by King John <input type="checkbox"/> 1270-St. Louis (King Louis IX) dies on crusade <input type="checkbox"/> 1272-St. Thomas Aquinas completes Summa Theologiae <input type="checkbox"/> 1295-Marco Polo returns to Venice from China and the court of Kublai Kahn <input type="checkbox"/> 1321-Dante write the Divine Comedy <input type="checkbox"/> 1346-Battle of Crecy-Edward III and his longbows victory <input type="checkbox"/> 1348-The Black Death devastates Europe <input type="checkbox"/> 1415-Henry V of England wins battle of Agincourt in Normandy <input type="checkbox"/> 1429-Joan of Arc relieves Orleans <input type="checkbox"/> 1453-Fall of Constantinople <input type="checkbox"/> 1453-End of Hundred Years war between England & France <input type="checkbox"/> 1492-Columbus discovers the New World

<p>The Battle of Cannae The Third Punic War at Zama The Gracchi Brothers Julius Caesar The Gallic Wars Pompey Octavian and Marc Antony Roman gods and goddesses The Roman Home Life Cicero Education and Greek Slaves The Roman Circus Gladiators</p>	
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	<p><u>American History (8)</u> <input type="checkbox"/> Growth and development of the U.S. Colonial life Revolution and independence U.S. Constitution and Bill of Rights Westward movement Civil War Reconstruction <input type="checkbox"/> U.S. as a world power <input type="checkbox"/> Meaning of Democracy <input type="checkbox"/> U.S. political system <input type="checkbox"/> U.S. economic system <input type="checkbox"/> U.S. government</p>
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<p><u>World geography (7)</u> <input type="checkbox"/> Advanced map and globe skills</p>	<p><u>Geography (8)</u> <input type="checkbox"/> Mapping Ancient Europe <input type="checkbox"/> U.S. Geography <input type="checkbox"/> Advanced map and globe skills</p>
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Science

<p><u>National Standards</u> (Grades 5-8) <input type="checkbox"/> Systems, order, and organization <input type="checkbox"/> Evidence, models, and explanation <input type="checkbox"/> Constancy, change, and measurement <input type="checkbox"/> Evolution and equilibrium <input type="checkbox"/> Form and function <input type="checkbox"/> Abilities necessary to do scientific inquiry</p>

- Identify questions that can be answered through scientific investigations
- Design and conduct a scientific investigation
- Use appropriate tools and techniques to gather, analyze, and interpret data
- Develop descriptions, explanations, predictions, and models using evidence
- Think critically and logically to make the relationships between evidence and explanations
- Recognize and analyze alternative explanations and predictions
- Communicate scientific procedures and explanations
- Use mathematics in all aspects of scientific inquiry
- Understanding about scientific inquiry
- Understandings about scientific inquiry

Physical Science

- Properties and changes of properties in matter
- Motions and forces
- Transfer of energy

Life Science

- Structure and function in living systems
- Reproduction and heredity
- Regulation and behavior
- Populations and ecosystems
- Diversity and adaptation of organisms
- Earth and Space Science
- Structure of the earth system
- Earth's history
- Earth in the solar system
- Science and Technology
- Implement a proposed design
- Evaluate completed technological designs or products
- Communicate the process of technological design
- Understandings about science and technology
- Science in Personal and Social Perspectives

Personal health

- Population, resources, and environments
- Natural hazards
- Risks and benefits

Science and technology in society

- History and Nature of Science
- Science as a human endeavor
- Nature of science
- History of science

Life Science

Life Science (7)

- Heredity and genetics
- Creation vs. Evolution
- Scientific classification
- Plant growth and metabolism
- Protozoa, bacteria, virus
- Animal reproduction and development
- The cell
- Ecology and the Environment

Life Science (8)

- Heredity and Genetics
- Creation vs. Evolution
- Plant growth and metabolism
- Protozoa, bacteria, virus
- Animal reproduction
- Scientific method
- Scientific nomenclature
- Scientific measurement

Physical Science

Physical Science (7)

- Energy
- Heat and temperature
- Seasons
- Effects of weather and climate
- Atmosphere
- Air pressure
- Conservation
- Geology-rocks, soils, minerals
- Oceanography
- Properties and uses of water
- Atom and molecules
- Chemical compounds
- Radioactivity
- Fusion and fission
- Complex machines
- Work, power, energy
- Electric currents
- Sound
- Laws of motion - beginning physics
- Scientific method
- Laboratory techniques and safety

Physical Science (8)

- Composition of the Earth
- Air and atmosphere
- Weather
- Water and its uses
- Recycling of resources
- Weathering and erosion
- Magnetism and electricity
- Heat and light
- Forces in liquids and gases
- Wave, mechanical, electrical, and nuclear energy
- The Earth's movement
- Newton's three laws of motion
- Machines
- The atom
- Periodic table of elements
- Compounds and mixtures
- Chemical changes
- Astronomy
- The Universe and the Milky Way
- Space and space travel

Health/Safety/P.E.

Health/Safety

Health / Safety (7)

- Heart, lung, circulatory disorders
- Reproductive process

Health / Safety (8)

- Human life cycle
- Sexually transmitted diseases

- Dental health
- Healthy habits and life styles
- Effects of stimulants and narcotics
- Functions of the body
- Germ theory
- Sexually transmitted diseases
- Toxins and antitoxins
- Antibiotics
- Immunization
- Chemotherapy
- Genetic disorders

- Functions of the body
- Types and functions of foods
- Home safety
- Accident prevention, safety, and first aid
- Mental hygiene
- Grooming
- Environmental hazards
- Community health and sanitation
- Health care services

P.E.

P.E. (7)

- Rhythm and dance
- Ethnic dancing
- Physical conditioning
- Sports and gymnastics

P.E. (8)

- Rhythm and dance
- Physical conditioning
- Sports and gymnastics
- Aerobic exercise

Art/Drama

Art

Visual Art (7)

- Using a variety of media

Visual Art (8)

- Using a variety of media

Drama

Drama (7)

- Play writing
- Improvisation
- Dramatic presentations

Drama (8)

- Improvisation
- Dramatic presentations
- Creative dramatics

Music

Music (7)

- Continued development of music theory
- Beginning music history
- Singing in three-parts
- Playing musical instruments

Music (8)

- Music theory
- Beginning counterpoint
- Ethnic music
- Singing in four parts
- Playing musical instruments

Scope and Sequence

High School

Grades 9 -12

Language Arts

Mathematics

Social Studies and History

Science

P.E.

Art/Drama

Music

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Language Arts			
<p><u>Reading</u> Evaluating material for accuracy Reading the newspaper Analyzing propaganda Advertising Analyzing poetry Dramatic poetry Using poetry anthologies Structure of a play Parable and allegory Interpretation of literature Vocabulary development Foreign words used in English Extended reference skills Special indexes <u>Study Skills</u> Use periodicals and reference works to locate information Using reference books and indexes Note taking Bibliography building Write and use footnotes and appendices Write a simple bibliography Typing Skills <u>Grammar</u> Knowledge of all basic grammar skills</p>	<p><u>Reading</u> American literary heritage Cross-cultural literature Literary interpretation and critique Understanding poetry: Lyric poetry and the sonnet Distinguishing between fact and opinion Persuasion and argumentation Vocabulary Geographical dialects <u>Grammar</u> Etymology Increased grammar skills Spelling Extended dictionary skills History of the alphabet <u>Composition</u> History of writing Writing techniques Journal writing Writing short stories, poetry, and plays Writing term papers Constructing footnotes <u>Listening</u> Developing listening skills</p>	<p><u>Reading</u> Analysis of plays Vocabulary of poetry Critical and evaluative reading Propaganda techniques Mass communications Advertising Vocabulary development Use of Reader's Guide and other reference works <u>Grammar</u> Increased grammatical skills <u>Spelling</u> Scientific spelling words <u>Composition</u> Story writing Editorial writing Journalistic writing Writing term papers <u>Proofreading</u> symbols <u>Listening</u> Further development of listening skills <u>Speaking</u> Public speaking Speech</p>	<p><u>Reading</u> Nature of tragedy and comedy Critical and evaluative reading Current periodical literature Mass communication Comparative study of mass media Bibliography development <u>Grammar</u> Identifying verbals <u>Spelling</u> Scientific spelling <u>Composition</u> Report writing Writing social and business letters Writing book reviews, precis, essays Writing term papers <u>Listening</u> Perfecting listening skills <u>Speaking</u> Parliamentary procedures</p>

<p><u>Spelling</u> Using the unabridged dictionary</p> <p><u>Composition</u> Knowledge of the fundamentals of composition Report writing</p> <p><u>Listening</u> Development of more advanced listening skills</p> <p><u>Speaking</u> Effective discussion techniques and questioning skills Preparing a speech Public speaking and debate</p> <p><u>Foreign Language</u> Continuation from previous year</p>	<p><u>Speaking</u> Public speaking and debate</p> <p><u>Foreign Language</u> Continuation of previous year</p>		
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Literature-Based Texts

<p><u>Literature-Based Texts</u> Novels and short stories Folklore and myths Drama and film (<i>samples</i>) Blackmore-Lorna Doone Bronte-Jane Eyre Bronte-Wuthering Heights Cather-Death Comes for the Archbishop Crane-Red Badge of Courage Cooper-The Deerslayer Dickens-A Tale of Two Cities Dickens-David Copperfield Dickens-Oliver Twist Dumas-The Count of Monte Cristo Eliot-Silas Marner Hawthorne-The Scarlet Letter Hawthorne-The House of the Seven Gables Hugo-Les Miserables Nordhoff and Hall-Mutiny on the Bounty Stevenson-Kidnapped Stevenson-Treasure Island Twain-Huckleberry Finn Twain-Tom Sawyer Wister-The Virginian</p>	<p><u>Literature-Based Texts</u> Folklore and ballads Novel, short story, and essay</p>	<p><u>Literature-Based Texts</u> American Literature Cross culture literature</p>	<p><u>Literature-Based Texts</u> English Literature Shakespeare Literary, social, and political heritage of England Literature of the 1900's World literature Cross-cultural literature Radio and television</p>
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<p>Short Stories</p> <p>Benet-The Devil and Daniel Webster</p> <p>Connell-The Most Dangerous Game</p> <p>Henry-The Gift of the Magi</p> <p>Henry-The Retrieved Reformation</p> <p>Irving-Rip Van Winkle</p> <p>Irving-The Legend of Sleepy Hollow</p> <p>Stevenson-Dr. Jekyll and Mr. Hyde</p> <p>Thurber-The Secret Life of Walter Mitty</p> <p><u>Poetry</u></p> <p>The Daffodils-Wordsworth</p> <p>The Second Inaugural Address-Lincoln</p> <p>The Flute-Gibson</p> <p>Lepanto-Chesterton</p> <p>A Thing of Beauty-Keats</p>			
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Mathematics

<p><u>General Mathematics</u></p> <p>Ratio and proportion</p> <p>Calculators</p> <p>Basic concepts of statistics</p> <p>Mathematical vocabulary</p> <p>Direct and indirect measurement</p> <p>Banks and banking</p> <p>Investment</p> <p>Budgeting</p> <p>Insurance</p> <p>Taxation</p> <p>Graphs and tables</p> <p>Informal geometry</p> <p>Customary and metric measurement</p> <p><u>Algebra</u></p> <p>Absolute value</p> <p>Sets and their relationships</p> <p>Properties of polynomial forms</p> <p>Equations</p> <p>Signed numbers</p> <p>Fundamental operations</p> <p>Equations of the first degree</p> <p>Ratio, proportion, variation</p>	<p><u>Geometry</u></p> <p>Origins and uses of geometry</p> <p>Terms, postulates, and theorems</p> <p>Sets</p> <p>Nature of proof</p> <p>Inductive and deductive reasoning</p> <p>Ratio and proportion</p> <p>Algebra in geometry</p> <p>Parallel and perpendicular lines</p> <p>Congruent triangles</p> <p>Right triangles</p> <p>Pythagorean Theorem</p> <p>Circles</p> <p>Polygons</p> <p>Relationships between circles and polygons</p> <p>Mensuration theory</p> <p>Measurement of geometric figures</p> <p>Simple constructions</p> <p>Loci</p> <p>Transformational geometry</p> <p>Introduction to symbolic language</p> <p>Coordinate geometry</p> <p>Trigonometric functions of angles greater than</p>	<p><u>Algebra II</u></p> <p>Relations and functions</p> <p>Square roots, surds, radicals</p> <p>Rational roots</p> <p>Linear equations and analytic geometry</p> <p>Quadratic equations</p> <p>Binomial theorem</p> <p>Imaginary numbers</p> <p>Exponents and radicals</p> <p>Logarithms</p> <p>Progressions</p> <p>Higher-degree equations</p> <p>Vectors</p> <p>Determinants</p> <p>Permutations, combinations, and simple probability</p> <p>Estimation and approximation</p> <p><u>Trigonometry</u></p> <p>Solutions of right triangles</p> <p>Use the tables and interpolation</p> <p>Measurement of angles</p> <p>Properties of trigonometric functions</p> <p>Complex numbers and vectors</p>	<p><u>Calculus</u></p> <p>Derivative of a function</p> <p>Logarithmic and trigonometric functions</p> <p>Indeterminate terms</p> <p>Computation of derivatives</p> <p>Rate of change of a quantity</p> <p>Maxima and minima</p> <p>Integrals</p> <p>Length of curves</p> <p>Volume and surface areas</p> <p>Computer analysis of graphs</p> <p>Advanced Algebra</p> <p>Set of numbers</p> <p>Binomial theorem</p> <p>Progressions</p> <p>Complex numbers</p> <p>Theory of equations</p> <p>Permutations</p> <p>Functions and their graphs</p> <p>Combinations</p> <p>Probability</p> <p>Determinants</p> <p>Inequalities</p>
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Relations and functions Special products and factoring Square roots Radicals Quadratic equations Elements of probability Computer Programming	90 degrees Special angle relationships Problem solving with geometry	Concept of a limit Graphs of functions Solutions of oblique triangles Logarithms Identities and equations General triangle solutions	Matrix algebra Mathematical inductions The derivative Probability and statistics Tabular data Graphs Measures of central tendency Quartiles and percentiles Measures of dispersion Simple correlation Statistical inference
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Social Studies/History

<u>History of Democracy</u> Basic human communities Community, state, and national government Political parties and elections Comparative cultures and religions Ethnic studies Urban studies Women in our history Conservation, including human conservation Resource management Elementary economics Labor and management Taxation Foundations of American democracy United Nations Parliamentary Procedure <u>U.S. Constitution</u> Congress: The Legislative Branch and Legislative Process Powers of Congress President: The Executive Branch Federal Courts: The Judicial Branch Provisions and Amendments to the Constitution State and Local Government Voting Process Maintaining Law and Order Providing for the Common Defense	<u>Western Civilization</u> Prehistoric peoples Earliest civilizations The early Greeks & Romans The Middle ages The Renaissance The rise and fall of monarchies Birth of modern democracy History of the English Reformation The French Revolution The Industrial Revolution Nationalism Imperialism Science and industry World War I Between world wars World War II The Korean War The Cold War The Vietnam War The search for peace Democratic ideals and values World interdependence World problems and issues Role of women in today's society Regional customs, traditions, folkways, and language	Specialized History of one or more of the following: Spain, Russia, France, Italy, England, OR general medieval; American Government and Economics, if not done in Ninth Grade <u>U.S. History</u> Age of exploration and discovery Colonization of America A new nation is born Constitution of the U.S. Development of a new nation Period of nationalism Sectionalism Civil War and Reconstruction U.S. as a world power Struggle for women's rights World War I The Great Depression World War II The Cold War The atomic era Civil Rights Delinquency and crime Problems of mental health Urbanization	<u>Economics and Sociology</u> Principles of U.S. Government The democratic ideal Basic documents of the U.S. Agriculture in the U.S. Urbanization Conservation Business and industry in the U.S. American party systems Propaganda and public opinion Comparative governments Democracy vs. Communism Free enterprise system Consumer education Crime and punishment Labor-management relations Economic concepts and theories Taxation and finance Distribution and exchange International relations American foreign policy International organizations Women's role in today's society Family economics and managements
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Immigration and Citizenship American Free Enterprise System Communism in Today's World Liberalism and Conservative Thought Rights and responsibilities of good citizenship	World Cultures Asia and Africa -Fertile Crescent and Other Asian Cultures -Egypt and Other African Cultures Europe -Greece and Rome -Post-Reformation Europe Revolution, Revival, and Reform -Enlightenment and French Revolution -Age of Industry -England's Age of Progress Our World at War -World War I -The Rise of Communism -Twentieth-Century Liberalism: Retreat from Authority and Responsibility -World War II -Conflicts with Communism	Public education Role of women in today's society Current events Patriotic Project	
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Science

<u>Earth science</u> Earth's history Ecology and environment Weather and climate Air and water pressure Air masses and fronts Water and its uses Erosion Air and water pollution Heat and fuels Electricity and electronics Solar and nuclear energy Nature and uses of light Simple and complex machines Atomic structure Chemistry of matter Molecular theory Nature and use of chemicals Metals and plastics Space and astronomy	<u>Biology</u> Characteristics of life Classification History of plants and animals Microscopic life Simple organisms -Algae -Bacteria -Fungi Vertebrate life Mammals and birds Plant life Photosynthesis Genetics and heredity DNA-RNA Genetic engineering Reproduction and growth Conservation of human resources Environmental issues Energy in ecosystems	<u>Chemistry</u> Matter and its behavior Carbon and its compounds Formulas and chemical equations Acids, bases, and salts Atomic theory Periodic law Water and solutions Chemical bonding Molecular theory Equilibrium and kinetics Spontaneous reactions Titration Ionization and ionic solutions Colloids, suspensions, and emulsions Oxidation-reduction Nonmetals Metals and alloys Electrochemistry Energy: forms, chemical changes, and	<u>Physics</u> Electricity and magnetism Photoelectric effect Heat Light and optics Sound and acoustics Wave motion Quantum theory Relativity Force Mechanics Space, time, and motion Work, energy, and power Electronics Nuclear energy Nuclear physics Solid-state physics Introduction to Quantum physics
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Space travel	Scientific method Biology and space travel	measurement Nuclear reactions and radioactivity	
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Art - Drama

<u>Art</u> Basic Drawing Art appreciation	<u>Art</u> Basic Drawing Fundamentals of painting Art appreciation	<u>Art</u> Basic Drawing Fundamentals of painting Art appreciation Architecture and sculpture	<u>Visual Art</u> Basic Drawing Fundamentals of painting Art appreciation <u>Drama</u> The Theater Techniques in acting Film as an art form
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Music

Playing musical instruments Music history Choral singing	Music appreciation Playing musical instruments Choral singing Keyboard Music History	Music appreciation Playing musical instruments Choral singing Keyboard Music History	Music appreciation Playing musical instruments Choral singing Keyboard Music History
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Your Dream Counts, Inc.

Academic and Exit Standards

YDC Elementary Academic and Exit Standards

Grades K-2

Students will be proficient in all Grade 2 Indiana Core Standards for English Language Arts and Mathematics,

Students will be proficient in curriculum grade level standards as determined by classwork, homework, and assessments

They will show literacy mastery based on all of the five elements of Reading (phonological awareness, phonics, vocabulary, fluency, and comprehension) as confirmed through DIBELS assessments,

Be proficient with basic mathematical numeracy and computation,

Be able to write age-appropriate fiction and nonfiction stories,

Students will choose, plan, and present an age-appropriate science experiment that demonstrates familiarity with basic scientific methods,

They will deliver an effective classroom speech about him or herself,

They will demonstrate basic understanding of the visual arts, elementary music and simple drama,

Students will age appropriately use the internet,

They will maintain 85% or higher attendance,

They will follow classroom and school rules appropriately,

Makes age appropriate decisions,

Students will form age appropriate relationships.

Grades 3 - 5

To be proficient in all Grade 5 Indiana Core Standards for English Language Arts and Mathematics

Able to pass the 5th grade ISTEP (PARCC) in English Language Arts, Mathematics, Science & Social Studies

Be proficient in YDC grade level standards as determined by classwork, homework, and assessments

Able to orally read fluency rate of 124 words per minute as documented by DIBELS

To write well-developed fictional stories and nonfiction pieces,

To plan, and present a science experiment that demonstrates knowledge of the scientific methods,

To effectively deliver speeches and presentations

Students are able to work in groups sharing mutual learning outcomes, goals, and presentations,

Students will participate in the fine arts curriculum developing and demonstrating an understanding of the visual arts, elementary music and simple drama,

Have the ability to articulate and identify their arts interests that may require more significant investment of effort and focus.

Students will be technological proficient in internet research, keyboarding, developing simple power point presentations and desktop publishing of brochures.

Students will maintains 90% or higher attendance,

Students will follow classroom procedures and school rules appropriately,

Grades 6 - 8

Middle School students will be proficient in all Grade 8 Indiana Core Standards for English Language Arts and Mathematics

Students will pass the 8th Grade ISTEP (PARCC) in English Language Arts , Mathematics, Science & Social Studies

YDC Middle school students will meet curriculum grade level standards as determined by classwork, homework, and assessments

They will fully participate in the fine arts curriculum having fundamental knowledge of visual arts, music and drama,

Have the ability to articulate and identify their arts interests that may require more significant investment of effort and focus.

Students will create an original culminating “*graduation project*” in visual arts, music or drama.

Students will be technological proficient in research, keyboarding, developing s power point presentations, desktop publishing, spreadsheets and their applications and publishing elementary web pages

YDC Middle School students will have a written career path designed including identification of three colleges that would support the student’s career interests

They will maintains 90% or higher attendance, and they will

Work well with others while, demonstrating critical thinking strategies and abilities and to think and solve problems together.

YDC High School Academic and Exit Standard Requirements

Grades 9 - 12

The Graduation Requirement for YDC Students;

They must successfully complete four years or 40 credits of mathematics.

Students will be encouraged to take four full years of mathematics for college admission to

major University's and many other public and private colleges. Any course below Math 10 in YDC's math course pathway does not receive high school credit.

YDC students must successfully complete three years of laboratory science, including Biology and Chemistry. The third year must be selected from Physics, Anatomy & Physiology, or Environmental Science. A fourth year of science is required by many engineering schools and is strongly recommended for students contemplating a college major in science, math, or the social sciences.

YDC students must also successfully complete a minimum of 5 credits in Technology

YDC students must successfully complete four years of English.

YDC students must successfully complete three years of social studies, which must include a full year of human geography, a full year of US government and politics, and a full year of US history.

Elective courses will include offerings in the performing arts, visual art, technology, physical education and health.

Students at YDC must pass the Graduation Qualifying Examination (GQE) in order to receive a high school diploma. YDC students must also pass the Algebra I and English 10 end-of-course assessments (ECAs). The purpose of the exam is to:

- Determine prospective high school graduates' knowledge and skill levels relative to those needed for entry-level employment
- Determine prospective high school graduates' mastery of the state curriculum in reading, writing, and mathematics

2014-2015 YDC School Calendar

July 4	Friday	Holiday* - Independence Day
August 4-7	Monday - Thursday	Professional duty days for new teachers
August 11	Monday	First day of school for students
September 1	Monday	Holiday* - Labor Day– Schools and Offices Closed
September 24	Wednesday	Holiday* - Rosh Hashanah– All Schools Closed – All Offices are Open
September 25 -26	Friday	Professional Development - Schools Closed for students
October 10	Friday	First Quarter Progress Reports Released
October 24	Friday	End of First Quarter (46 days)
October 27	Monday	Professional Development and Grading/Teacher Planning - Schools Closed for Students
November 10	Monday	First Quarter Report Cards Released
November 11	Tuesday	Parent Teacher Conference – Schools Closed for Students
November 26	Wednesday	Thanksgiving Break - Schools Closed for Students and Teachers – All Offices are Open
November 27-28	Thursday - Friday	Holiday* - Thanksgiving– Schools and Offices Closed
December 8	Monday	Second Quarter Progress Reports Released
December 24-25	Wednesday, Thursday	Holiday* - Christmas– Schools and Offices Closed
December 26-29, 30	Friday, Monday & Tuesday	Winter Break* - Schools and Offices Closed
Dec. 31 – January 1	Wednesday, Thursday	Holiday* - New Years– Schools and Offices Closed
January 15	Thursday	End of Second Quarter (46 days)
January 16	Friday	Professional Development and Grading/Teacher Planning - Schools closed for students

January 19	Monday	Holiday* – Martin L. King, Jr. Day
February 12	Thursday	Second Quarter Report Cards Released
February 13	Friday	Parent Teacher Conference – Schools Closed for Students
February 16	Monday	Holiday* – Presidents’ Day – All Schools Closed – All Offices are Open
March 12	Thursday	Third Quarter Progress Reports Released
March 26	Thursday	End of Third Quarter (46 days)
March 27	Friday	Professional Development and Grading/Teacher Planning - Schools closed for students
April 3		Third Quarter Report Cards Released
April 6-10	Monday – Thursday	Spring Break - Schools closed for students and teachers
May 7	Thursday	Fourth Quarter Progress Reports Released – Seniors
May 8	Friday	Fourth Quarter Progress Reports Released
May 25	Monday	Holiday* – Memorial Day
June 10	Wednesday	Last Day for Students (1/2 day)*** – End of Fourth Quarter
June 12	Friday	Last Day for Teachers
June 15-19		Inclement weather make-up days
June 19		Fourth Quarter Report Cards Released

*All schools and offices closed

**Holiday begins at sunset of the proceeding day.

***Subject to change due to inclement weather

Elementary School Class Schedule Grades K – 6

Monday – Thursday

A typical schedule:

- 8:30-9:15 Spelling and phonics
- 9:15-10:00 Specials Classes: Physical Education, Music, Library or Art
- 10:00-11:00 Language Arts (Writing essays, revision, or planning our next writing project)
- 11:00-11:15 Recess, Snack
- 11:15-12:00 Math (review yesterday's lesson, learn today's lesson, practice with seatwork)
- 12:00-12:45 Lunch and lunch recess
- 12:45-1:35 Reading groups (Teacher meets with small groups. The rest of the class reads quietly, does seatwork, or works at literacy centers.)
- 1:35-2:00 Reading, Story Telling or Share
- 2:00-2:40 Flexible time (Reading vocabulary, grammar and math lessons. Some teachers might read aloud to the class or let students do teambuilding or character building activities.)
- 2:00-2:50 Social Studies or Science
- 2:50-3:10 Recess and Snack
- 3:10-4:00 Music, Art
- 4:00-4:30 End of Day, pack up, clean up, dismissal

Friday

- 8:00 Announcements, lunch count, attendance, write the day's homework in planners
- 8:10-8:30 Independent reading. (If the library is available)
- 8:30-10:00 Class of Teacher's Choice
- 10:00-10:30 Recess, Snack
- 10:30-12:00 School Assembly, Class of Teacher's Choice
- 12:00- 12:45 Lunch and lunch Recess
- 12:45-1:00 End of Day, pack-up, clean up, dismissal

YDC Middle School Day Schedule

7th and 8th Grade

8:00	Homeroom
8:15-8:40	Advisory
8:40-9:30	English
9:30-10:20	History
10:20-11:00	Spanish
11:00-11:50	Lunch
11:50-12:30	Math
12:30-1:10	Science
1:10-2:00	P.E.
2:00-2:30	Break
2:30-3:30	Art
3:30-4:15	Music
4:15-4:30	End of Day, pack-up, clean up, dismissal

Friday

8:00	Homeroom
8:15-8:30	Advisory
8:30-10:00	Middle School Assembly, Class of Teacher's Choice
10:00-11:15	Study Hall
11:15-12:00	Lunch and Lunch Recess
12:00-12:45	Class of Teachers Choice
12:45-1:00	End of Day, pack-up, clean up, dismissal

YDCI HIGH SCHOOL SCHEDULE

9TH – 12TH GRADE

<u>Freshman</u>	<u>Sophomore</u>	<u>Junior</u>	<u>Senior</u>
English 1	English 2	American Literature	World Literature
Life Skills/ Multi-Cultural Studies	World Studies	US History	Economics/ American Political Systems
Math	Math	Elective	Elective
Biology	Chemistry	Elective	Elective
PE	PE	Elective	Elective
Foreign Language or Performing Arts	Elective	Elective	Elective

Friday

8:00 Homeroom
 8:15-8:30 Advisory
 8:30-10:00 Class of Teacher's Choice
 10:00-11:30 Study Hall
 11:30-12:15 Lunch and Lunch Recess
 12:15-12:45 Class of Teachers Choice
 12:45-1:00 End of Day, pack-up, clean up, dismissal

Genius Preparatory Academy, Inc. (GPA)

Admission

GPA will not discriminate against any student based on race, color, sex and origin, sexual orientation, or disability. GPA shall admit all students who wish to attend, up to GPA's enrollment limit. GPA will be non-secretarian and non-discriminatory in all areas of operation and will not charge tuition.

GPA will recruit a diverse population of students who reside within the community of the Michigan City area, those that are enrolled in private schools, students and families that are not currently happy with their public school options and families who understand and value GPA's mission and are committed to GPA's instructional and operational philosophy. GPA's recruitment strategy will target students directly, announcing the program through after school programs by placing advertisement in the local papers and will receive recommendations from teachers and counselors of students who would benefit from GPA's model.

As part of the application process, students and parents or guardians will be expected to attend an orientation session to learn more about the philosophy, goals, and objectives of GPA's educational program. The application process will involve parents and students who are interested in enrolling in GPA and will meet with GPA's personnel to discuss their reasons for seeking admission. The orientation is not designed to disqualify an applicant, but the requirement helps to ensure that families and their children are seriously interested in attending GPA.

Parents and students admitted to GPA are expected to attend an orientation session to review the policies and expectations of GPA. GPA will work to assure that all families understand these policies and expectations and they are aware of ways to be involved in GPA's operations a decision making process.

School Enrollment Policy and Procedures

Applications for Enrollment

GPA will advertise the **open application period** for school year 2013 – 2014 beginning April through May (specific dates to be published annually) of the year preceding enrollment. All applications received after the deadline, but postmarked by the deadline, will be considered received by the deadline. If oversubscribed at the end of the open application period, **GPA** will publicize and hold a lottery in public, applying preferences as stated in the school's charter and in accordance with state law. Applications received after the open application period will be placed at the end of the waiting list after the lottery has been concluded. If not oversubscribed, the **GPA** will conditionally admit all students who apply within the open application period, and will add additional students as applications are received in the order in which they are received.

All applications received during the open application period shall be accepted for the lottery. Following the closing date for applications, a lottery will be conducted only if there are more applications received than 'seats available' for the affected grade levels.

Three groups of students will be afforded preference for admissions to GPA. As previously noted, 'seats available' or 'open positions' for enrollment will be determined by grade level openings and the approved maximum enrollment established in the school's charter.

When there are more applicants for grade level enrollment than ‘seats available,’ admissions preferences shall be applied in the following sequence:

1. Children with siblings who wish to enroll at **GPA**
2. Children of the school’s founders
3. Children of staff members employed by **GPA**
4. Children residing within a 5-Mile radius

- **Children with Siblings who wish to Enrolled**

Siblings of students who wish to enroll shall have preferential enrollment placement for ‘open positions.’

The **GPA** shall recognize these relationships as valid under the sibling preference:

1. Any individual having the same parent or parents, either natural or adoptive.
2. Any individual who is a step-sibling and shares a common custody or legal residency arrangement, and who has a natural or adoptive parent at the same residence.

- **Children of the School’s Founders**

Children, adopted children, and stepchildren shall receive preferential enrollment placement for ‘open positions.’ .

- **Children of Staff Members**

Children, adopted children, and stepchildren of employees of **GPA** shall receive preferential enrollment placement for ‘open positions.’

- **5-Mile Radius**

Children residing within a 5-mile radius of the school location shall receive preferential enrollment placement for ‘open positions.’

Plan for Selecting Students

Prior to the first week in April 2013 and each year thereafter, the principal shall establish an estimated number of openings. These estimates shall be determined based upon ‘seats available’ by grade level, according to capacity and staffing resources. Following the enrollment capacity determination, the following shall occur:

- The open enrollment period will be announced to take place in the months of April and May. Exact dates and times of the application period will be defined and published annually.
- Interested applicants shall submit completed applications via U.S. mail, fax, scanned and emailed, or hand-delivery.
- If a grade level is not oversubscribed, all applicants will be accepted for admission and will be sent a letter of acceptance inviting them to register.
- Applications received after the open enrollment period will be handled on a first- come, first-served basis.

Lottery

GPA will advertise the open application period for all grades in April of the year preceding enrollment. All completed applications with signed letters of intent received prior to the deadline will be included in the lottery process, if one is needed. Applications received after the deadline, but postmarked by the deadline, will also be considered as received by the deadline. Grade levels oversubscribed at the end of the open application period will be subject to a lottery for enrollment selection. **GPA** will publicize and hold such lotteries in public, applying preferences as stated in the school’s charter, and allowed within state law.

Applications received after the open application period will be placed at the end of the waiting list after the lottery has concluded. If not oversubscribed, **GPA** will conditionally admit all students who apply within the open application period, and will add additional students as applications are received in the order they are received.

The following categories of students may be exempt from the lottery in accordance with the above referenced preference criteria:

1. Children with siblings who wish to enroll at **GPA**
2. Children of the School's Founders
3. Children of staff members employed by **GPA**
4. Children residing within a 5-mile radius of the school location

When a lottery is needed, it shall be public; the date and location will be advertised in advance. At that time, an objective community member having no ties to the **GPA**, or a representative from the Indiana Department of Education, along with members of the school's Board, shall be in attendance.

The lottery will be conducted for oversubscribed grade levels. Each application will be placed in a separate sealed envelope, by grade level, to be drawn from a box one at a time. As each envelope is drawn, each one shall be assigned a number, in rank order, which shall become the applicant's sequence ranking for enrollment. Further, these numbers shall be used to constitute the waiting list for oversubscribed grades. All activity of the lottery shall be recorded and witnessed. After the seats for a given grade level are filled via the lottery, the school will continue to draw names to establish a wait list of up to 25 names. If seats become available, after the lottery is completed, the wait list will be used to govern who is admitted to the school.

Parents of participating applicants will be sent letters of acceptance or non-acceptance following the conclusion of the lottery. Successful applicants will receive directions and deadlines relative to registration all of which shall be completed by the last business day in June 2013 for the opening school year, and in each year thereafter.

Enrollment and Registration

Following acceptance to **GPA** for admission, enrollment and registration will be necessary. For registration, it will be necessary to provide the following information:

REQUIRED DOCUMENTS

1. **Birth Certificate** (Official State Document; not Hospital Birth Record),
Original preferred; good copy accepted
 - State Certificate of Live Birth
 - Missing Birth Certificate (Vital Statistics 302-739-4721)
2. **Medical Records**
 - Immunizations and dates in a Letter, form, or other documentation from physician.
(Immunization Hotline 1-800-282-8672)
 - Mantoux TB TestTest results provided by doctor, nurse, or medical facility
 - Hepatitis BProof of completed 3 dose series prior to school entry
 - Physical Examination Form – signed by healthcare provider
3. **Custody or Guardianship** (if applicable)
 - Original Family Court documents **only**
 - Social Service Placement Letter (original)
 - Relative Caregiver Authorization

4. Proof of Residence

Recent Electric Bill (within 60 days and must have parent/guardian name and address on the bill) **OR**

- Signed Lease or Sales Agreement
- State of Indiana "Verification of Residence" Form

Re-Enrollment

A re-enrollment commitment will be required each year for students to remain enrolled in the school for the following year. Re-enrollment commitment forms not received by the deadline established by the school will result in the student's name being withdrawn from the rolls of the school. A new admissions application will need to be completed should the student wish to return to the school; such application will become part of the general pool of applicants.

Transfers/Withdrawal

Students are required to notify the school if they are moving; or if they otherwise intend to withdrawal from school following their 1-year commitment to remain enrolled. Four weeks' notice is requested to provide staff with adequate time to prepare student records, withdrawal/transfer paperwork, and the return of instructional and other materials to the school.

APPLICATION FOR ENROLLMENT 2014 – 2015 SCHOOL YEAR

Please print clearly. Please complete all information.

Student's Name:

Last *First* *Middle*

Date of Birth: ____ / ____ / ____ Age: _____ Gender: M ____ F ____

Social Security #: ____ - ____ - ____ Ethnicity/Race (optional): _____

Current Grade: (circle one) K 1 2 3 4 5 6 7 8

Current Grade: (circle one) 9 10 11 12

Grade for which you are applying: (circle one) K 1 2 3 4 5 6 7 8

Present School and Location:

School District In Which Student Lives: _____

Student's Home Address:

City *State* *Zip* *Home* *Phone*

Home E-mail address:

Applicant lives with: Mother ____ Father ____ Both Parents ____ Legal Guardian ____ Other ____

If other, please explain.

Mother's/Guardian's

Name _____

Last *First* *MI*

Mother's Home Address (if different than student's listed address)

Mother's/Guardian's Position and Employer:

Work Phone: _____ Cell Phone: _____

Work E-mail address:

Father's/Guardian's Name:

Last

First

MI

Father's Home Address (if different than student's listed address)

Father's/Guardian's Position and Employer: _____

Work Phone: _____ Cell Phone: _____

Work E-mail address: _____

Please list any siblings who wish to enroll at GPA for 2013 – 2014 school years:

Sibling's Name: _____ Current Grade: _____

Sibling's Name: _____ Current Grade: _____

Please list any siblings also applying for the GPA for the 2013 – 2014 school years:

Sibling's Name: _____ Current Grade: _____

Sibling's Name: _____ Current Grade: _____

Is your child currently receiving special education services? Yes ___ No ___

Does your child currently have a 504 Accommodation Plan for a diagnosed medical condition? Yes ___ No ___

How did you hear about GPA? Friend _____ Mailing _____ Website _____

Other _____ If other, please explain: _____

Is a language other than English spoken by the student? _____ Yes _____ No

Is a language other than English spoken at home? _____ Yes _____ No

By whom _____ What language is it? _____

I confirm I/we have reviewed the Student Code of Conduct located on the school's website or hard copy provided by the school: Yes No

Signature of Parent/Guardian: _____

Print Name of Parent/Guardian: _____

Date: _____

Please the completed application by _____ and return to the address(es) listed on the cover letter.

Please complete and sign the required 'Intent To Enroll' certification and submit with the enrollment application.

All applications must contain a live signature (not a copy or fax). If application was submitted by fax, original must also be mailed. Siblings of students must submit an application to the school during the open enrollment period to also be considered for admission. Any incomplete or inaccurate applications may be rejected for enrollment consideration. Only one application may be submitted for each student applying.

GPA does not discriminate in employment, educational programs, services or activities based on race, color, national origin, sex, age, or disability in accordance with state and federal laws.

Certification of Intent to Enroll

I, _____, parent or guardian of _____,
(name of student to be enrolled)

will enroll my child at **GPA** for the 2013 - 2014 school years. I understand that my child is required to remain enrolled in this charter school, in the absence of any condition constituting good cause, for at least one school year. I also understand that if I remove my child from **GPA** and attempt to re-enroll at another school, that school is not required to accept my application.

Signature of Parent or Guardian: _____

Printed Name of Parent or Guardian: _____

Date: _____

YDC Charter Disciplinary Policy

The approach of Your Dream Counts (YDC) is to lead the child toward self-discipline. YDC tries to avoid spending unnecessary time responding or reacting to behavior problem. The YDC method addresses the need to effect change towards positive behavior through lesson planning or teaching.

In YDC the child's opinion is respected and asked they are asked to share his or her views. Children what to follow rules if the adult clearly defines the rules and then invites the child to assume responsibility for his or her behavior. Assuming responsibility for behavior is to understand and accept the consequences for violating rules.

All students and their families will receive a student handbook, which will include school rules and the student's right to appeal. A written remediation plan will clearly describe progressive discipline measures, grounds for suspension and expulsion, minimum/maximum number of consecutive days of suspension and provision for student's education while suspended. Students who present an immediate threat to the health and safety of others may be suspended or expelled.

A student may be suspended or expelled for any of the acts enumerated in this section and related to school activity or school attendance that occur at any time, including, but not limited to, during, or while going to or coming from, a school – sponsored activity.

Parents are liable for all the damages caused by the willful misconduct of their minor children which results in death or injury to other students, school personnel, or school property. Parents are also liable for any school property loaned to the student and willfully not returned. Parents are also liable for any school property loaned to the student and willfully not returned. Parents' or guardians' liability may be as much as \$10,000 in damages and another maximum of \$10,000 for payment or reward, if any.

The school may withhold grades, diplomas, or transcripts of the students responsible until such damages are paid or the property returned or until completion of volunteer program in lieu of payment.

If the child commits an obscene act or engages in habitual profanity or vulgarity, disrupts school activities or otherwise willfully defies the authority of school personnel, or is suspended for such misconduct, you may be required to attend a portion of the school day with your child.

Sexual Harassment: students in grades 4 through 12 may be suspended or expelled for sexual harassment. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature which interfere with an individual's performance at school and/or creates an intimidation, hostile, or offensive educational environment. Students who believe they have been harassed or have witnessed sexual harassment are encouraged to report it immediately to a Resource Teacher or the office staff. A copy of the district's policy on sexual harassment is included at the front of the handbook.

Search: The school principal or designee may search the person of a student (including backpacks, purse, etc.) if there is a reasonable suspicion to believe the student may have a concealed weapon, narcotics, stolen property, or contraband.

Suspensions and Expulsions: Students may be suspended from school activities by the principal for up to 10 days of activity for infractions of the discipline code and Grounds for Suspension. For more serious offenses as defined by the Indiana State Education Code. For more serious offenses as defined by the Indiana State Education Code the administration will ask the Governing Board to expel a student from YDC.

Consequence of Misconduct

Teachers and other authorities at YDC will make appropriate interventions when a student's behavior is disruptive or dangerous. The purpose of interventions is to help the student learn appropriate behavior. For minor violations, a student will receive an initial warning. Additional violations will result in the issuance of Discipline Notices.

- For minor disagreements and disputes, students have the option of using Peer Mediation or speaking with a teacher.
- For dress code violations, students have the option of calling home for a change of clothing or may wear other clothing available at school.
- Change in location - A student may be required to go to the office or to another class for a specified period of time for various misconducts.

Following the issuance of a Level 1 Discipline Notice, the following procedures will be followed:

- Parent Notification – Parents(s) will be notified of student misconduct beyond minor disagreements and disputes.
- Detention – The student may be assigned detention. The student's parent(s)/guardian will receive at least one days' notice, and must sign and return the notice to school acknowledging receipt.
- Community Service on School Grounds --- The student may receive community service on school grounds during lunch or recess.
- Student will be restricted from all field trips for 3 weeks following the issuance of a Level 1 Disciplinary Notices.

Following the issuance of a Suspension, the following procedures will be followed:

- Parent Notification – Parent(s) will be notified of student misconduct beyond minor disagreements and disputes.
- Parent/Teacher/Student Conference – At the discretion of YDC a conference with the student, parent(s), teacher and//or director will be scheduled to discuss the student's progress, problem behaviors, or other issues that have been resolved at school. The following may result from the conference:
- Behavior Contract – Student, parent(s) and teacher will create a behavior contract in which the student, with parental consent, agrees to specified behavior.
- Restitution – When possible, the student will be allowed to compensate anyone who has been affected by the student's misconduct. Restitution may take the form of replacement of private property or personal service.
- Community service on School Grounds – The student may receive community service on school grounds, during lunch, after school hours, or on Saturday.
- Field Trip Restrictions – A student will be restricted from all fieldtrips for 3 weeks following suspension.

Any student who has received a Level 1 Disciplinary Notice or has been suspended, within three weeks prior to a fieldtrip, will not be able to attend that fieldtrip. There is no guarantee that reimbursement for the fieldtrip will be given.

Serious Violations

“Zero Tolerance” Policy

YDC has a “Zero Tolerance” policy for weapons and drugs/alcohol. It requires the help of all students, staff and parents to maintain a safe and orderly campus/learning environment. YDC expects all parents to encourage their son or daughter to report weapons or drug violations to a staff member. All information will be dealt with in strict confidence. By working together as a school community, we can support a positive learning environment.

Suspension

Repeated serious violations of the Indiana Education Code will result in the student being suspended from school. These violations include:

- Fighting; including participation, threatening, encouraging, intimidating, and harassing.
- Possession of dangerous objects or anything that looks like a dangerous object.
- Using, possessing, or selling drugs or any drug paraphernalia.
- Stealing or destroying property or possessions, including graffiti and/or vandalism.
- Consistently interrupting school or classroom activities.
- Sexually harassing other students or name-calling.
- Continuously displaying profanity or using vulgar language.
- Robbery or extortion, receiving stolen property.
- Truancy or excessive tardiness.
- Displaying or participation in hate violence.

When all attempts at correcting a student’s behavior have proven unsuccessful , and/or after repeated offenses resulting in student suspensions, or in cases of extreme, unsafe behavior as addressed in the Indiana Education Code, a student may be recommended for expulsion from YDC.

Expulsion

A decision to expel shall be based on a finding of one or both of the following:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

The administrators of YDC are required by laws to suspend from school, and shall recommend expulsion from the school for the following offenses;

- Causing serious physical injury to another person, except in self-defense.
- Possession of any knife, weapon, explosive, or other dangerous object of no reasonable use to the pupil.
- Unlawful possession of any controlled substance
- Robbery or extortion
- Assault or battery, as defined in sections 240 and 242 Penal Code, upon any school employee
- Possessing, selling, or otherwise furnishing a firearm

- Brandishing a knife at another person. As used in this section “knife” means any dirk, dagger or other weapon with a fixed sharpened blade fitted primarily for stabbing, a weapon with a knife with a blade that locks into place, or a razor with an unguarded blade
- Unlawfully selling a controlled substance
- Committing or attempting to commit a sexual assault

Process for suspension and/or Expulsion

The following steps will be taken in the event of a suspension or an expulsion;

- Informal conference. Suspension will be preceded by an informal conference conducted by the administrative staff, with the student and the student’s parent. The conference may be omitted if the administrative staff determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without conference, the parent will be notified of the suspension and a conference will be requested as soon as possible.
- Notices to Parents. At the time of suspension, a school employee will make a reasonable effort to contact the parent by telephone or in person to be followed up with a written notification. This notice will state the specific offense committed by the student. In addition, the notice may also state the date and time the student may return to YDC. If
- YDC official wishes to ask the parent to confer regarding matters pertinent to the suspension, the notice may note that the parents are required to respond to this request with delay and those violations of YDC rules can result in expulsion for YDC.
- Length of Suspension. The length of suspension for students may not exceed a period of ten (10) continuous days unless an administrative recommendation has been made and agreed to by the student’s parent. If a student is recommended for a period of suspension exceeding then (10) continuous days, a second conference will be selected with the parent to discuss the progress of the suspension upon the completion of the tenth day of suspension. All arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

YDC will follow the guidelines of the Indiana Education Code and may immediately suspend and recommend for expulsion any students who possess, sell or furnishes a firearm, brandishes a firearm, brandishes a knife at another person, unlawfully sells a controlled substance or commits or attempts to commit a sexual assault or sexual battery. Expulsion may be recommended for causing serious injury to another person, except in self-defense, possession of any knife, explosive, or other dangerous object, robbery or extortion, assault or battery upon any school employee. When other means of correction have failed to bring about proper conduct or there exists a continuing danger to the physical safety of the pupil or others, expulsion will be recommended for repeated threats of violence, damage to school or private property, stealing or acts of harassment.

YDC will send written notification of the student expulsion to the parent/guardian of any student who is expelled. This notice will contain the following:

The specific offense committed by the student for any of the acts listed in “Grounds for Suspension/Expulsion”.

Notice of the parent/guardian’s obligation to inform any new district in which the student seeks future enrollment.

Expulsion Hearing. Students recommended for expulsion are entitled to a hearing to determine whether the student shall be expelled. The hearing will be held within thirty (30) days after the YDC administrator determines that an act subject to expulsion has occurred. The hearing may be presided over the YDC Charter School Board or an administrative hearing panel appointed by the Board. Written notice of the

hearing will be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. This notice will include:

Date and place of hearing;

Statement of the specific facts, charges and offense upon which the proposed expulsion is based;

Copy of the disciplinary rules, which relate to the alleged violation;

Indication of the opportunity for the student's parent/guardian to appear in person at the hearing.

Appeal of Suspension/Expulsion

The suspension or expulsion of a student will be at the direction of the Director. A parent/guardian may appeal a student's expulsion within five (5) working days to the Board of Directors. The student will be considered suspended until the appeal hearing and a decision is rendered. A meeting will be convened by the Board of Directors to hear the appeal within ten (10) days of the suspension/expulsion. A parent/guardian must attend to present their appeal. The Board of Directors of YDC will hear the appeal. An appeal hearing includes the Director, the parent of the student, the student's teachers and any other pertinent person, including counsel for the parent/child. The decision of the panel of representatives of the Boards of Directors will be final.

In the event of a decision to expel a student from YDC, YDC will work cooperatively with the district of residence, county, and/or serious behavior will be communicated to the district/school to which the student matriculates.

Discipline of Students with Disabilities

Students with disabilities will not be disciplined in a manner inconsistent with IDEA and state special education, YDC will obey all the IDEA requirements for special education.

Dress Code

Students will wear clothing that is appropriate and in good taste. The school staff is the sole determine of what is or is not appropriate. If a student arrives for an activity inappropriately dressed, the staff has the option of;

Sending the student home to change or requesting the parent to bring a change of clothing.

Offering clothing that is appropriate.

Giving the student the opportunity to modify his/her appearance

If there are economic problems which make it difficult to comply with the required dress code, discuss the need for assistance with the teacher.

Elementary: Dress should always be modest and in good taste. That eliminates:

Clothing with pictures or words that are vulgar, culturally insensitive, related to drugs, sexual in content.

Clothing that is revealing. This includes see-through materials, bare midriffs, low-tops, low pant bottoms, sagged pants. No part of any underwear should ever be showing. No skin should show between tops and bottoms.

Clothing related to gang activity.

Clothing that is dangerous. No spikes, chains, studs, etc.

Piercings (other than ear piercing)

Tattoos

All students participating in school activities should be appropriately dressed. Clothing appropriate to the activity may include closed shoes for sports, appropriate jacket or hat for outdoor activities, or an outfit that can be easily washed if the activity (i.e. art) may soil the garment.

***High School:**

Students will wear clothing that is conservative and in good taste while on school grounds and/or involved in school activities.

Girls:

Solid – color long slacks (no cargo pants or jeans) or LONG skirts (jean skirts are allowed).

Long skirts are defined as mid-knee or below.

A solid-color, plaid, or striped polo or oxford style collared shirt.

Boys:

Solid-color long slacks (no cargo pants or jeans).

A solid-colored plaid, or striped polo or oxford style collared shirt.

In cooler weather, the students may wear solid-color sweaters or jackets. Sweatshirts and hooded sweatshirts are not allowed.

Electronic Use

Computers and other technology equipment will be available for all students use in the office and in the classrooms. Safety firewalls will have been installed on the computers to screen objectionable material. However, there will always be the potential for misuse or unintentional inappropriate material to be displayed. In order to use the equipment, a student will need to read the YDC Code of Conduct and agree to the conditions. K-12 students will have rules posted by the computers; high school students will sign a contract in order to use the equipment. Computer will be used for educational purposes – research, programmed learning, learning games.

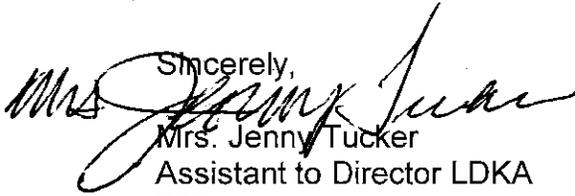
August 8, 2013

To Whom It May Concern:

I am writing this letter in support of the YDC School of the Arts Charter School. I favor and support the mission and the vision of this school. My youngest son, Jonathan Tucker, has benefitted from his involvement in this program. He was the Circus Play production this past May as the ring master. He has participated and volunteered for the guitar lessons. I have seen many children and youth enjoy these programs and grow from their experience in them. Please accept the proposal for this charter school, as it should be a great addition to our community.

I do believe this charter school would be something that would benefit Lake County, Indiana, and/or my immediate family.

Sincerely,

A handwritten signature in cursive script that reads "Mrs. Jenny Tucker". The signature is written in black ink and is positioned to the left of the typed name.

Mrs. Jenny Tucker
Assistant to Director LDKA
7601 Morton St.
Merrillville, In 46410
219-616-5400

August 8, 2013

To Whom it May Concern,

My name is Sirenia Deantes and I am a certified teacher in Indiana. I wanted to take this opportunity to recommend the YDC School of the Arts Charter. I have seen first-hand how they offer their services, support and knowledge to the community in Merrillville, Indiana through their current YDC after school arts program.

YDC currently provides free after-school educational opportunities during the academic calendar year in art, music, and tutoring. It would be so very beneficial to the community if they could provide these same quality programs not only after school but DURING the school year as a Licensed Charter School.

I truly believe that they would be an asset to our community.

Sincerely yours,

Sirenia Deantes
219-397-1835
East Chicago Washington Elementary Teacher
3618 Ivy St.
East Chicago, IN 46312

August 5, 2013

Indiana Charter School Board,

I am a parent of three (3) school age children in Lake County, Indiana. I am a stay-at-home mother of four (4) children and believe that a charter school in Merrillville would be a great benefit not only to my family, but to many families in Northwest Indiana. This would be a great option for me, as I spend nearly \$10,000 per year on private school. Thank you!

Sincerely,

Kelly Arndt

219-322-6439

132 Phillips Rd.

Griffith, IN 46319



7653 Harvest Drive
Schererville, IN 46375
219.292.3235

August 8, 2013

Indiana Charter School Board;

I am a creative director with 14 years of experience in the graphic design industry and I have owned my own business for six years.

Graphic design is an integral part of every industry today. Therefore, virtually every business, church, and non-profit that needs to promote, brand, or market itself will at some point need a graphic designer. However, the reality is, most art schools are extremely expensive, leaving design education out of reach for many kids.

More and more schools are also cutting the arts out of their curriculums due to a lack of financing during a time when artists are needed in the workforce at an ever-increasing rate. It would definitely be an asset to Northwest Indiana, and specifically Merrillville, to have a school where children can be exposed to various mediums of art at a young age. The arts provide children with unique modes of expression and also encourage the development of critical creative thinking skills that they can use in other areas of their lives as well.

I welcome *YDC School of the Arts* to our community and appreciate their attempt to bring it another wonderful option in education.

Please give them your every consideration in granting their charter so our community can take yet another step forward in presenting families with more quality educational opportunities.

Sincerely,

A handwritten signature in black ink that reads "Michael A.C. Rebey". The signature is stylized and cursive.

Michael A.C. Rebey
Creative Director/Partner

To Whom It May Concern:

I wanted to inform you that as a parent of 3 children, I would definitely support YDC School of the Arts Charter School. I am aware the focus will include Arts, Music Technology and Literacy. If you have any questions please feel free to contact me, Cheri Cuozzo at chericuozzo@yahoo.com or call 219(413-1894).

Sincerely,
Cheri Cuozzo
7514 Hendricks St.
Merrillville, In. 46410

August 8, 2013

Dear :

It is my pleasure to write a letter in support of the proposal being submitted for the YDC Charter School.

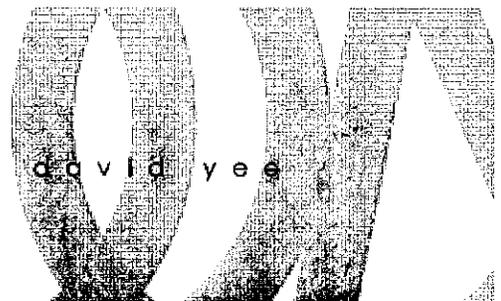
My company and I have personally been involved with YDC since the very beginning. I have taught photography to both children and adults for three semesters. They have a strong desire to learn and I enjoy being a part of giving each individual an opportunity to develop their unique giftings. What we offer these students is free to them and would normally be very expensive. YDC gives them an invaluable opportunity to reach their dreams and cultivate their talents.

In conclusion, I fully support YDC as they seek to expand into a charter school. Any program that can help our kids and adults find a positive path in focusing their energy and promoting there gifts is a great work.

Sincerely,



David Yee
Creative Director- Owner of
Didomi Design+Photography LLC



August 8, 2013

Indiana Charter School Board;

As a proud resident of Merrillville, Indiana and a mother of three children (ages 9, 13, and 15) who has had some dissatisfaction with the Merrillville Community School Corporation, I have had my hopes elevated multiple times at the prospect of Charter Schools opening in town, only to be disappointed.

I have observed bullying, profanity, and poor academic standards during the eight years that my children have attended Merrillville Schools, but as someone who has worked in management and education for many years, I know it's really easy for "those on the outside" to point out all the cracks and shortcomings of the system. That is why I was thrilled to be asked to consider taking a position with YDC School of the Arts Charter School. I believe that the Board of YDC School of the Arts has an amazing concept for a school that will inspire children to look at learning in an entirely new light. I am very excited to be a part of a school that can offer new and exciting opportunities for children, while hopefully setting a new standard for academic excellence in the community.

The YDC Board is all about giving back to the community. They began by taking a dream that they had in 2005 to open a free after-school arts program for children in the community and just took a risk and opened with no money and only volunteers. In 2011, with the help of professionals in the community, they began offering free classes for children in voice, guitar, piano, drums, acting, dance, sound & lighting technology, and also tutoring. They have hosted 3 large productions where children were able to perform and show off their talents.

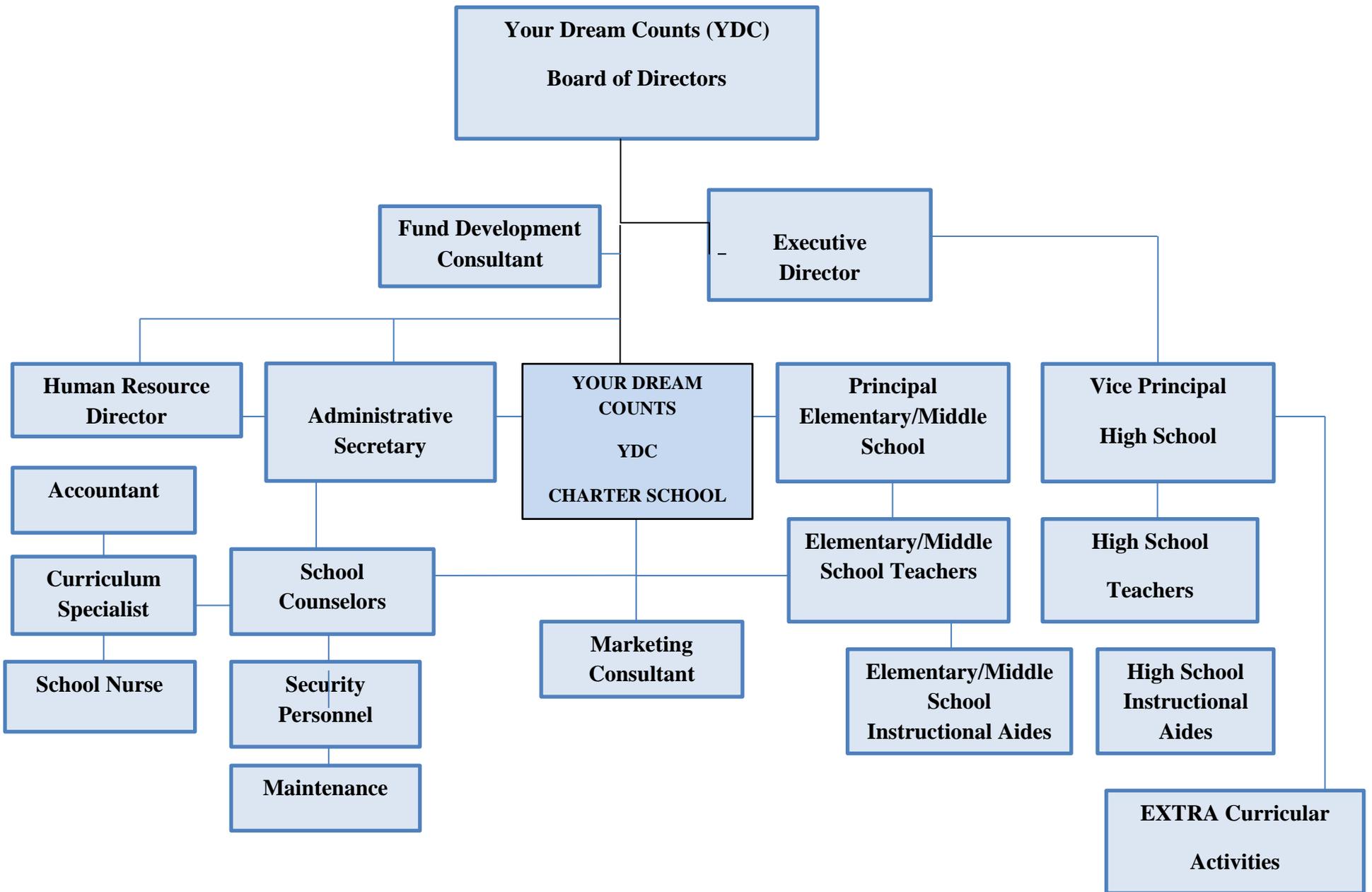
I think because their motive is simply to inspire children to follow their dreams that YDC will continue to be a benefit to the community of Merrillville. Thank you for considering their Charter School application.

Sincerely,


Wendy Howard

219.306.9341
wendyh27@gmail.com

7713 Hendricks Place
Merrillville, IN 46410



ATTACHMENT 15
Your Dream Counts Charter School Start-Up & Operations
 Start-Up Monthly Plan

Key Milestones:

- First Day of School Operations: June 2, 2014
- YDC First Day of Student Attendance August 11, 2014

MONTH	KEY STEP	TASKS	TIMELINE	RESPONSIBLE
March, April, May 2014	Secure Site	<ul style="list-style-type: none"> • Negotiate and sign lease/contract. 	2 months	Governing Board
March, April, May 2014	Family and Student Interest, Town Hall Meetings, Civic Groups, etc.	<ul style="list-style-type: none"> • Access current interest families & communicate opening • Market surrounding areas of opening of YDC and offerings. Marketing involving all forms of media • Publicize upcoming opening of school. 	3 months	Executive and Governing Board
March, April, May 2014	Planning Funding & Grants Special Event Fundraiser	<ul style="list-style-type: none"> • Enter /apply for prepared grant applications for school • Start prepared fundraising for opening of school • Contact list of interested potential donors. 	3 months	Fund Development Consultant
JUNE 1, 2014	Lease Term Begins, Occupy Facility	<ul style="list-style-type: none"> • Insure all areas are safely and properly arranged • Inspections conducted. 	1-3 weeks	Executive Director and Staff
June 2, 2014		Operations		•First Day of Operations for Executive Director
JUNE 2014	Governance and Operations Procurement	<ul style="list-style-type: none"> • Secure furniture, fixtures and Equipment. • Order curriculum materials • Establish contracts with Vendors, Hire Principal's and Human Resource Director. 	2-3 weeks	Executive Director, Principal
July 2014	Teacher, Family & Student Orientation	<ul style="list-style-type: none"> • Plan Hire Teachers and Staff 	2 weeks	Executive Director, Fund Development
July 28, 2014	Lottery	If enrollment beyond capacity, lottery to be held	1 day	Governing Board Representative(s) & Principal
August, 1 2014	Community Awareness	<ul style="list-style-type: none"> •Community meetings and advertisements 	10 days	Governing Board, Executive Director, Principal

August 4, 2014	Teacher Orientation and all other staff	• Implement	5 days	Principal
August 11, 2014	Students and Parent Orientation	• “Back to school night”	1 evening	Governing Board Representative(s) & All Employees
August 12, 2014	School Starts	•First Day of School	1 day	All Employees



Insuring America's churches and related ministries

Insurance Proposal

MinistryFirst® | CHURCH AND RELATED MINISTRY INSURANCE COVERAGE

USA Music Education Foudation, Inc.

7525 Taft St

Merrillville, IN 46410

PREPARED BY:

Marv Miller, CIC M.Div.

American Church Group of Indiana, LLC

PO Box 2227

Fort Wayne, IN 46801-2227

Office: (800) 572-6197

Cell: (574) 551-6278

mmiller@americanchurchgroup.com

www.americanchurchgroup.com/indiana

Premium Summary

POLICY	PREMIUM*
Property & Liability (Package Policy)	\$1,825
Vehicle Policy	
Workers' Compensation Policy	\$3,925
Excess Liability	
Total Annual Premium	\$5,750

Payment Options and Information

Payment Periods: For most coverages, you can choose from the following payment options:

- Monthly**
- Quarterly**
- Semi-Annual**
- Annual

Except for the annual payment plan, a processing charge of up to \$6 applies to each installment.

Automatic Withdrawal with DirectPay: To reduce or eliminate installment charges, you may choose to enroll in our *DirectPay* program. Through *DirectPay*, your premium payments are automatically withdrawn from your bank account, with no installment charges for quarterly, semi-annual, or annual payment plans.

NOTES

* Depending on the specific combination of optional coverages that a customer selects, the final policy premium may vary slightly from the premium shown on this proposal. Some coverages vary in price when combined with other optional coverages.

**Depending on annual premium amounts.

Pre-Opening Period

Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	TOTAL FIRST HALF 2014
150,000.00	-	-	-	-	-	150,000.00
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	500.00	500.00	500.00	500.00	500.00	2,500.00
-	-	-	-	-	-	-
-	5,000.00	-	5,000.00	-	5,000.00	15,000.00
-	-	-	-	-	-	-
-	-	-	-	-	-	-
150,000.00	5,500.00	500.00	5,500.00	500.00	5,500.00	167,500.00
7,576.00	7,576.00	7,576.00	7,576.00	7,576.00	7,576.00	45,456.00
-	-	-	-	10,000.00	-	10,000.00
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
7,576.00	7,576.00	7,576.00	7,576.00	17,576.00	7,576.00	55,456.00
-	-	-	28,175.00	-	-	28,175.00
-	-	-	-	-	5,000.00	5,000.00
-	-	-	-	13,750.00	-	13,750.00
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	5,500.00	-	-	5,500.00
-	-	-	-	-	-	-

Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	TOTAL FIRST HALF 2014
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
\$ 24,076	\$ 8,576	\$ 9,576	\$ 45,251	\$ 32,826	\$ 13,576	\$ 133,881
\$ 125,924	\$ (3,076)	\$ (9,076)	\$ (39,751)	\$ (32,326)	\$ (8,076)	\$ 33,619
-	-	-	-	-	-	-
-	-	-	-	-	-	-

BUDGET NARRATIVE FOR YOUR DREAM COUNTS SCHOOL OF THE ARTS

YDC' s budget includes:

- ADM – AVERAGE DAILY MEMBERSHIP

- food service program,
- public charter school program (PCSP) planning grant,
- PCSP year 1 implementation grant,
- federal title I and title II grant programs,

- Full Day Kindergarten
- Special Event Fundraisers
- Personal Donations to School
- Grants solicited from Private Foundation and Corporations

Detail on significant revenue calculation assumptions are included in the notes section of each year's budget template. YDC will contract with a grant writer for pursuing grants and donations. On the governing board, finance and fundraising committees are established for seeking funds as well.

All the above anticipated funding is based on historical experience and data within other Indiana Charter Schools.

Per Pupil Revenue are based on a blend of South Bend and surrounding community rates. The actual rate will most likely be higher than the rate of \$5,230/ per student YDC incorporated in the budget. Gary', IN's students bring in excess of \$7000 per student. Per Pupil revenues are calculated using calendar year funding cycle based on previous September ADM enrollments.

Common School Loan is calculated based on 50% ADM enrollment in year one using the formula on the Common School Loan application.

- a. *What is the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than the estimated budget?*

If any of the above revenues are not received or lower than anticipated, the local management will monitor and adjust expenditures as needed to maintain a balance budget and financial stability of the school. In addition, YDC feels the above revenue estimates are projected conservatively low.

The budget has been prepared based on comparison with other similar approved school budgets and expertise of current board members. The budget is designed to generate carryover funds to accumulate and cover any unanticipated or unexpected expenses that may arise. Excess funds will be evaluated and may be used to extinguish debt at an accelerated rate.

- b. Explain how the school will ensure it has sufficient funds to cover all anticipated expenses, including

(a) any special education costs incurred, (b) any transportation costs necessary to ensure the school will be accessible for all enrolled students, and (c) required retirement plan contributions.

- Instructional aides are included in the budget and supplies for such programs included in other educational supplies per student calculation.
- Transportation costs are not included in the budget as the school will not be providing transportation.
- Retirement plan contributions for both Indiana PERF and ISTRF programs are included in the benefits calculation for employees as indicated in the benefit description on the salary worksheets.
- A 403b plan may also be offered by the local management for employee contribution only, there is no employer matching offered with the 403b plan. In addition
- YDC will seek CRA Funds, Community Reinvestment ACT from banks within the community. These monies are not currently reflected in the budget.
- YDC will also contract with a Fund Development Consultant to seek grants and conduct Fundraising venues.

Financial Service:

The YDC Board of Directors sets policy, and the School Director and staff will carry out day to day operations. Business consultation and support to the School Director will be provided by an outsourced school business services company. The accounting system will adhere to Generally Accepted Accounting Principles, and there will be adequate internal controls within the system.

The School Director will oversee the work of the business services company, which will handle the timely and appropriate reporting regarding student outcomes, budget, etc.

Reporting will be implemented in accordance with specific agreements between the school and the Indiana Department of Education. Evaluation and hiring criteria, decisions, and procedures are set forth in this petition.

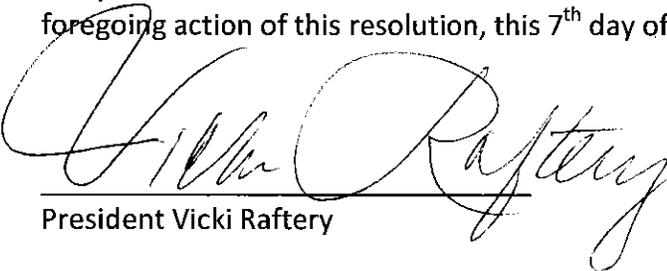
All funds generated by the School will be expended to support the purposes and operations of the Charter, and shall, in every case, be invoiced and/or receipted according to Generally Accepted Accounting Principles (GAAP).

**WRITTEN ACTION OF THE BOARD OF DIRECTORS OF
USA MUSIC EDUCATION FOUNDATION, INC.
AN INDIANA CORPORATION**

The following action is hereby taken by written action of the President of the Board of Directors of the USA Music Education Foundation, Inc. an Indiana Corporation under its assumed names "YDC" or "YDC, Your Dream Counts School of the Arts" as provided for in the By-Laws of the Corporation.

RESOLVED: That Vicki Raftery has confirmed that USA Music Education Foundation, Inc. an Indiana Corporation under its assumed names "YDC" or "YDC, Your Dream Counts School of the Arts" had no operations prior to 2012.

The president of the Board of Directors of this Corporation, do hereby acknowledge the foregoing action of this resolution, this 7th day of August, 2013



President Vicki Raftery

USA MUSIC EDUCATION FOUNDATION, INC BUDGET

	Month	Semester (6m)	Annual (12m)
ADVERTISING / PROMOTION	\$62	\$372	\$744
BOOK KEEPING FEES	\$82	\$492	\$984
BUILDING RENTAL	\$600	\$3,600	\$7,200
CLEANING / BUILDING & GROUNDS MAINTENANCE	\$80	\$480	\$960
INSURANCE	\$62	\$372	\$744
OFFICE / EQUIPMENT	\$87	\$522	\$1,044
PHONES / INTERNET	\$45	\$270	\$540
SECURITY	\$10	\$60	\$120
UTILITIES	\$342	\$2,052	\$4,104
TOTAL:	\$1,370	\$8,220	\$16,440
CLASSROOM PROJECTS	Month	Semester (4m)	Annual (8m)
Art Supplies	\$200	\$800	\$1,600
Culinary Supplies	\$200	\$800	\$1,600
Dance Supplies	\$200	\$800	\$1,600
Drama Supplies	\$200	\$800	\$1,600
Drum Supplies	\$200	\$800	\$1,600
Healthy Living	\$200	\$800	\$1,600
Guitar Supplies	\$200	\$800	\$1,600
Photography Supplies	\$200	\$800	\$1,600
Piano Supplies	\$200	\$800	\$1,600
Vocal Supplies	\$200	\$800	\$1,600
Tutoring Supplies	\$200	\$800	\$1,600
Sound & Lighting Supplies	\$200	\$800	\$1,600
TOTAL:	\$2,400	\$9,600	\$19,200
EMPLOYEE PAYROLL	Month	Semester (4m)	Annual (8m)
\$30/hour/3hours/week			
Art	\$390	\$1,560	\$3,120
Culinary	\$390	\$1,560	\$3,120
Dance	\$390	\$1,560	\$3,120
Drama	\$390	\$1,560	\$3,120
Drum	\$390	\$1,560	\$3,120
Guitar	\$390	\$1,560	\$3,120
Healthy Living	\$390	\$1,560	\$3,120
Photography	\$390	\$1,560	\$3,120
Piano	\$390	\$1,560	\$3,120
Sound & Light	\$390	\$1,560	\$3,120
Tutoring	\$390	\$1,560	\$3,120
Vocal	\$390	\$1,560	\$3,120
TOTAL:	\$4,680	\$18,720	\$37,440
FINAL TOTAL EXPENSES:	\$8,450	\$36,540	\$73,080
ANNUAL PRODUCTION & FUNDRAISING EVENTS			Per Event
(2) Production Events Per Year			\$2600 - \$3600
(2) Fundraising Events Per Year			\$500-\$1000

2012 USA MUSIC EDUCATION FOUNDATION, INC

Annual (12m)

REVENUE & EXPENSE REPORT**OPERATIONAL EXPENSE**

ADVERTISING / PROMOTION	\$744
BUILDING MORTGAGE	\$3,000
CLEANING / BUILDING & GROUNDS MAINTENANCE	\$960
INSURANCE	\$744
OFFICE / EQUIPMENT	\$1,044
PAYROLL (Administrative Hours)	\$4,160
PHONES / INTERNET	\$540
SECURITY	\$120
UTILITIES	\$4,104
TOTAL:	\$15,416

2012 Misc. Expenses

04/23/2012	YDC Business Cards	\$23.66
04/25/2012	CD Players (YDC)	\$79.15
04/27/2012	Batteries	\$17.84
05/03/2012	YDC Photo Enlargements	\$144.11
09/06/2012	YDC Signs	\$94.88
09/10/2012	YDC Art Class	\$24.60
09/13/2012	YDC Art Class	\$70.00
09/13/2012	YDC Drum Class	\$40.63
10/15/2012	YDC Art Class	\$18.71
10/23/2012	YDC Art Class	\$23.02
12/06/2012	YDC Art Class	\$43.96
12/17/2012	YDC Art Class Supplies	\$17.76
12/18/2012	YDC (Art Class)	\$7.80
12/13/2012	YDC Christmas Party	\$14.11
12/13/2012	YDC Christmas Party	\$75.54
12/18/2012	YDC Christmas Event	\$124.48
12/20/2012	YDC Grant Writer	\$150.00
12/24/2012	(3) YDC Xmas Sound Tracks	\$150.00
TOTAL:		\$1,120

2012 USA MUSIC EDUCATION FOUNDATION, INC

Annual (12m)

Employees

Art	Volunteer
Culinary	Volunteer
Dance	\$360
Drama	Volunteer
Drum	Volunteer
Guitar	Volunteer
Healthy Living	Volunteer
Photography	Volunteer
Piano	Volunteer
Sound & Light	Volunteer
Tutoring	Volunteer
Vocal	Volunteer
TOTAL:	\$360

REVENUES / DONATIONS**2012 Laurel Church Donations**

January	\$0
February	\$100
March	\$150
April	\$955
May	\$714
June	\$0
July	\$210
August	\$10
September	\$0
October	\$0
November	\$0
December	\$893
TOTAL:	\$3,032

2012 YDC Registration Fees

September	\$275
October	\$400
November	\$210
December	\$170
TOTAL:	\$1,055

2012 USA MUSIC EDUCATION FOUNDATION, INC

Annual (12m)

2012 FUNDRAISING & AWARENESS EVENTS

FUNDRAISER CAFÉ	Expense	Revenue	Profit
February	\$80	\$224	\$144
March	donations	\$108	\$108
April	donations	\$131	\$131
May	\$46	\$109	\$64
TOTAL:	\$126	\$573	\$447

SUBSTANCE YDC PROMOTION CONCERT	Expense	Revenue	Deficit
Artist (Substance)	\$1,000		\$1,000
Ticket Sales		\$460	-\$460
Event Sponsors		\$450	-\$450
TOTAL:	\$1,123	\$910	-\$90

YDC KID'S GOT TALENT EVENT	Expense	Revenue	Deficit
Advertisement Materials	\$50		-\$50
Decorations Props	\$464		-\$464
Food (Reception)	\$111		-\$111
Teacher Gifts	\$367		-\$367
Volunteer Meals	\$128		-\$128
Costumes	\$717	\$754	\$37
YDC T-Shirts	\$699	\$388	-\$311
Ticket Sales		\$154	\$154
Kid's Got Talent Donations		\$880	\$880
TOTAL:	\$2,536	\$2,176	-\$360

TOTAL 2012 EXPENSES \$17,346**TOTAL 2012 REVENUES** \$4,534**DEFICIT*** -\$12,812

*This cost was covered by Laurel Church Ministries

YDC FACILITIES

YDC will be located within the Merrillville Community Unified School District, utilizing the entire YDC campus located at:

7525 Taft Street
Merrillville, Lake County, IN 46410

The Campus will be housed in a 47,150 Square Foot Building on a 9,638 + Acre Site. It is Zoned C-2 Community Commercial.

The building is divided into;

- 16 classrooms
- 1 gymnasium/auditorium lined basketball court
- 2 additional auditoriums
- 3 distinct office areas (including private offices and general office space)
- 1 kitchen
- 1 roughed in kitchen in day care area
- 1 large indoor play-land/activity center
- 2 lunch areas
- 1 large lower level storage area under stage in gymnasium/auditorium
- mechanical rooms throughout building
- 3 main entranceways (2 in front of building and 1 in the back)
- 21 washrooms located throughout offices, classrooms and hallways