



HIAT PROPOSAL

Indiana Charter School Board

**Submitted by:
Heritage Institute of Arts and Technology, Inc.**

Proposal to Indiana Charter School Board

Heritage Institute of Arts and Technology

MARCH 16, 2015

2015

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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: Heritage Institute of Arts and Technology

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.
Merrillville, IN

School district(s) of proposed location: Merrillville School Corporation

Legal name of group applying for charter: Heritage Institute of Arts and Technology

Names, roles, and current employment for all persons on applicant team, including each board member:
Dr. D. Henderson: Founding Group, Facility Plan/Therapist
Dr. M. Jones: Ex. Summary, Ed. Plan/Curriculum Coach
Dr. J. Karn: Operations/CEO
R. Wyatt J.D.: Governance/Attorney
S. Williams, M.Ed: Parent & Community, Start-Up/Team Leader
T. Rowland: Budget & Finance/ CPA
L. Romo, M.Ed: Administration/Consultant

Designated applicant representative: Dr. Darlene Henderson

Address: P.O. Box 11113, Merrillville, IN 46411

Office and cell phone numbers: 219-381-5908 / 219-227-9152

Email address: Drdh@outlook.com

Planned opening year for the school:
(Fall 2016 or later)

2016

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

Arts and Technology

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 | 5 | 350 |
| Year 2 | 6 | 425 |
| Year 3 | 7 | 475 |
| Year 4 | 8 | 525 |
| Year 5 | 9 | 575 |
| At Capacity | | 575 |

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):

Planned submission date(s):

Please list the number of previous submissions (including withdrawn submissions) for request to authorize any charter school(s) over the past five years, as required under IC § 20-24-3-4.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

Authorizer(s):

One Submission - Indiana Charter School Board

Submission date(s):

August 20, 2012

Narrative of Heritage Institute of Arts and Technology

Executive Summary

Vision

The Heritage Institute of Arts & Technology (HIAT) develops 21st century scholars into innovative college and career ready world problem solvers.

Mission

HIAT is a K-8 Arts-Integrated charter school dedicated to turning 21st century scholars into innovative college and career ready world problem solvers able to exude strong character, communicate globally, collaborate effectively, think critically, and creatively.

HIAT uses a comprehensive school wide Arts-Integrated approach to teaching in which students construct and demonstrate understanding through an art form (music, dance, theatre, technology or visual arts). Students engage in a creative process, which connects an art form and another subject area (math, English/language arts, science or social studies) and meets learning objectives in both, ensuring that all students, not just gifted or talented students have the opportunity to express themselves creatively.

Motto

A.R.T. (art, real world solutions and technology) is at the heart of all we do.

Targeted community

HIAT's targeted community is the town of Merrillville, Indiana and surrounding cities in Lake County within a 10-mile radius. Our target student population includes families with students (grades K-8) who are interested in a comprehensive Arts-Integrated approach to teaching with a focus on experiential learning and technology. Although the school will be open to any student, HIAT will recruit students who have an educational need to grow academically in an atmosphere that encompasses multiple intelligences, and learning under alternative methods.

Educational Need and Target Population

According to Indiana department of education data in the 2013-2014 school year, Merrillville student enrollment reached 6,756 (K-12) students: 57.9% Black, 19.0% Hispanic, 15.8% White, 6.0% Multiracial, 1.0% Asian and 0.0% Pacific Islander and other. 50.8% of the student body received free meals, 10.0% received reduced priced meals and 39.2% paid full price for meals. The trend over the last 5 years shows a 14% increase in minority enrollment, an 11.8% increase in free and reduced lunches. 11.9% of the population received Special Education services and 2.9% received English Language Learner (ELL) services. As the population of the Merrillville, School Corporation diversifies so does, the need for a school that provides differentiated and individual learning services. There were 137 survey questionnaires distributed in and conducted at various locations in Lake County to parents and the community. An outstanding percentage of participants expressed support for schools like HIAT that provide choice for parents and cater to the diverse learning needs of students.

When asked if they feel that schools currently teach children enough about the arts and technology 74% of the survey respondents said no. When asked if they feel that it is important for children to have experiential learning opportunities related to the arts and technology 82% of the survey respondents said yes. When asked if they were satisfied with the Lake County Public Schools 67% of the survey respondents said no. Moreover, when asked if parents should have more choice about where to send their children to school 96% said yes. HIAT will fulfill this great and growing demand for better schooling options for Merrillville, Indiana students by providing a unique choice and exciting opportunity for students to immerse themselves in the arts and the technological advances

of the Information Age. Students will participate in a comprehensive Arts-Integrated, technologically rich, experiential learning curriculum designed to develop the whole child.

In the early 1980's, renowned Harvard psychologist and professor of neurosciences, Howard Gardner, developed a theory of multiple intelligences bringing a newfound awareness to parents and educators alike, acknowledging and recognizing seven different cognitive modalities of learning (Visual-Spatial, Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal, Linguistic, and Logical-Mathematical). His theory smashed the long-held belief that IQ scores (typically developed through language and math tests) is the single determinate of a child's academic success. The ultimate goal of the HIAT educational program is to employ arts and technology to provide an environment that addresses the learning styles of all students. Our goal is to meet the needs of the whole child by introducing him/her to the arts with an appreciation and awakening of inner talent.

Merrillville schools (like most elementary and secondary schools in Indiana) have the arts in their curricula due to education policies that recognize the value of studying the arts. The problem is these art programs are not often substantive enough. In some cases instruction in the arts has evolved to one dominated by performance and production. As a result, the number of students studying the arts decreases as students progress upward in grades, so that only the gifted or talented are served in the upper grades. HIAT will change the emphasis from one of production and performance only to include exposure and perspective, thereby relating art to other significant subject matters across all grade levels K-8.

In Indiana, sixteen schools offer some form of performing arts program to students. In Lake County Indiana HIAT will be the only comprehensive school wide visual and performing arts charter in Merrillville using an Arts-Integrated model to provide services to students grades K-8 who study the arts from four perspectives: production, history, aesthetics and criticism across all subject areas and grade levels. According to research from the President's Committee on the Arts and the Humanities (PCAH) (2011) a school wide Arts-Integrated education program produces higher standardized test scores, generates enthusiasm for learning, increases attendance rates, decreases behavior problems, increases higher order thinking skills, and revitalizes student and teacher motivation, excitement and commitment.

Community Engagement

The Merrillville community understands and supports HIAT's mission and educational program. We have had community meetings bringing together students, parents and educators in order to define HIAT's goals and establish a commitment to HIAT. We introduced a PowerPoint presentation that highlighted HIAT's vision, mission, and purpose with an overwhelmingly positive response. We created and distributed brochures, flyers, promotional posters and items to promote school interest and serve as advertisement. We also have established connections with professional groups, the technology, visual and performing arts community. We invited these partners to participate in expanding the Arts & Technology Advisory Board, which will meet quarterly. HIAT developed and distributed a spreadsheet inclusive of an E-Newsletter emailing to nearly 300 businesses with reference to the community meetings to addresses acquired from the Chamber of Commerce.

Our Face book fan page, "Heritage Institute of Arts & Technology", has over three hundred fans and continues to grow. Visitors have expressed both support and interest in HIAT's passion for arts and technology. Parents and the community viewed a HIAT Video Promo created to introduce the mission and vision of HIAT at <http://www.youtube.com/watch?v=AQUAhZ72i7c>. The email address for HIAT is heritage.institute@yahoo.com and the website is www.the-hiat.org. In addition, HIAT gathered over 500 signatures on a petition in support of Heritage Institute, where the partners, prospective parents and students expressed passion and enthusiasm for enrolling when HIAT receives its charter. A database will be compiled of future students and tentative student enrollment. HIAT continues to provide information on charter school development to interested parents and community members through its website and social media as well as community activities such as parent rallies. HIAT had a community event where children who attended from Northwest Indiana received free food, gifts, school supplies, and current information and brochures introducing HIAT where parents signed petitions of support.

Several organizations have expressed interest in collaborating with HIAT and the board continues to seek collaborations to support implementation of HIAT's curriculum and programs. Organizations that have expressed collaborative interest include the Indiana Ballet Theatre Northwest, Rubino's Music Center, Theatre at the Center, Sharla Sings, Beachfront Dance Academy, Jungle Dove Productions, and Quilan & Fabish which could offer opportunities to enhance the creative arts programs and integrated curriculum. The Health Education could offer quarterly programs to promote good health through educational training, bodily exercises, and culminating activities for the community. An InBox IT service offers professional development in technology for all staff after installation of technological equipment inclusive of the computer lab and usage of classroom technological tools. Gospel

Sunrise Productions offers students an opportunity to learn broadcasting. Additionally, a total of over twenty thousand dollars of in-kind gifts and library equipment have been donated to show community support from organizations including AWSG Inc., Meijers, Inc., Barnes & Noble's, C & D Decisions, "Spill the Beans" Quality Ingredients, Lake County Library, and The Nonprofit Department of Indiana University Northwest. HIAT's Executive Director, Principal, Staff, and Board of Directors will continually seek community partnerships that will enhance the instructional program and support the vision. External partnerships and resources will be explored and, when appropriate, will work in collaboration with HIAT's Encore programs. See Attachment 13 Evidence of Support from Community Partners for more information.

Education Plan/ School Design

HIAT uses a comprehensive school wide Arts-Integrated framework, which incorporates experiential learning, technology, visual and performing arts into the school curriculum ensuring that all students, not just gifted or talented students have the opportunity to express themselves creatively through theatre, dance, music, technology and visual art as a built in part of their general education. HIAT incorporates four essential components of an Arts-Integrated education model into its school design. The four essential components are activities that 21st Century scholars do with works of art and the respective disciplines through which such aspects of the art experience may be studied and explored:

1. Art Production – HIAT scholars will make artworks by creating images intended to have expressive or aesthetic character. Art demonstrates the power of imagery to convey cultural and social meanings. The creation of art involves the active manipulation of selected materials using various techniques (theatre, music, dance, technology and visual art). College and career ready world problem solvers who do such work become artists and innovators because they are interested in production and creative thinking.
2. Art History - HIAT scholars will understand and value the contributions of art in society and culture by exploring art in a variety of historical contexts. This enables art objects to be understood both for aesthetics and for significant messages and values across time and space. College and career ready world problem solvers who study the multiple historical and cultural dimensions of art become historians.
3. Art Criticism - HIAT scholars will look at artworks and experience the impact of visual properties and qualities in the works. College and career ready world problem solvers who learn to look at art, analyze the forms, offer multiple interpretations of the meaning, make judgments, talk and write about what they see, think and feel are doing art criticism and thinking critically.
4. Aesthetics - HIAT scholars will reflect upon the experience of art with others, its impact and meaning. Such judgments depend upon an understanding of art's meaning and value, the nature of art objects and the elements that make the experience of art unique. College and career ready world problem solvers, who practice the discipline of aesthetics, are curious about and who raise questions about art become philosophers and social scientists able to communicate globally and collaborate effectively.

It is through the integration of these four disciplines using experiential learning and technology that the students of HIAT will acquire the required content that makes art education substantive and consequential. According to the Kennedy Center, Arts-Integration is an approach to teaching and the vehicle for learning. Students meet dual learning objectives when they engage in the creative process to explore connections between art forms and other subject areas to gain greater understanding.

HIAT students will flourish in an active hands-on technology rich learning environment where they are required to solve real world problems and challenge one another's thinking using a Socratic method of inquiry and questioning called experiential learning. This will equip students with an educational foundation that fosters academic success, encourages the pursuit of excellence in advanced education, creates contributing members of the society and ultimately produces innovative world problem solvers.

HIAT provides a learning environment with positive behavioral interventions and supports (PBIS) that create a culturally responsive school climate and classroom community where students can strengthen cultural awareness by practicing the pillars of Character Education: trustworthiness, respect, responsibility, fairness, caring and citizenship.

HIAT students will learn to influence the world with creativity, producing art innovations to help transform the community in which they reside. HIAT will bring diverse generations of learners, parents and business owners together to create services for the community. We will seek out community partnerships and become a partnership, providing classes for adults in parenting, problem solving, technology, innovation, visual and performing arts.

Vision for Growth

HIAT will offer a K-8 education to the students and families of Merrillville, Indiana. Each grade level will be contained in a pod consisting of 2 classrooms in grades 5-8 and 3 classrooms grades K-4. Each classroom will contain a maximum of 25 students. The school will open in Year 1 as a K-4 school. In Year 1, HIAT will begin with 350 students. Each year, as the first cohorts move up through grade levels, a new class of 75 will enter kindergarten. The five-year enrollment of students is projected in the graph below.

The Projected Growth graph demonstrates our maximum capacity within the five (5) year plan;

| Classroom Projections and Total Growth Projections | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|-------|
| School Year | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total |
| 2016~2017 | 3 | 3 | 3 | 3 | 2 | 0 | 0 | 0 | 0 | 350 |
| 2017~2018 | 3 | 3 | 3 | 3 | 3 | 2 | 0 | 0 | 0 | 425 |
| 2018~2019 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 0 | 0 | 475 |
| 2019~2020 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 0 | 525 |
| 2020~2021 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 575 |

Our rationale for opening K-4 is to gain a foothold in the community and build a strong base of students that will thrive in our spiraling curriculum over time. We want to sustain controlled growth over the next five years to avoid problems that may occur associated with rapid growth. HIAT plans to add one grade level each year to accommodate students moving up grade levels. We intend to add 75 student seats each year until we reach full capacity through eighth grade in the fall of 2020. This strategy will build on HIAT’s experience and knowledge. As HIAT implements the projected growth plan, the school’s management team and Governing Board of Directors will monitor the milestones and metrics on a quarterly basis to determine the school’s progress, to continue to align business processes to support compliance with key authority streams, and to address the strategy as appropriate. HIAT will conduct an annual review to measure the progress against its metrics and to evaluate risk, opportunities, school’s impact, internal initiatives, and the external environment.

Governance and Leadership

Indiana Charter (IC) an educational service provider will oversee that HIAT complies with the rules and regulations of a successful charter school, guiding and supporting HIAT’s education program. HIAT’s board, along with IC collectively has over 100 years’ experience in K-12 administration and classroom teaching experience. Throughout the process of opening the school and operating it in the first year, HIAT’s leadership will be given training and guidance by IC. This will include not only Board training, but also the synthesis of the school leadership with the Board. Those lines of responsibility and communication are critical for the success of any school, and IC is prepared to keep HIAT’s leadership on task and in “training.” Emphasis will include governance versus management, with the Board focused on the priorities laid out in Dr. Brian Carpenter’s book, “The Seven Outs.” Training sessions for all parties, assistance with recruitment, development of policies and procedures, attendance at Board meetings (both in-person and remotely), and the review of all agendas and minutes will allow IC to move this process forward in a positive manner.

An independent non-profit Board of Directors governs Heritage Institute of Arts & Technology. The Governing Board is comprised of a revered group of education advocates who represent a diverse portfolio of educational institutions, districts, boards, and non-profits. The board consists of community leaders, K-12 leaders, university leaders, professional leaders, and parents. The Governing Board’s extensive professional experience in education, management, leadership, business, and finance, are vital components of the success in the operations of the school. The HIAT Board of Directors play an imperative and active role in the operations, whereas will meet, at minimal, 12 times annually to oversee strategic planning, consistent management, academic accountability, fiduciary responsibilities, succession planning, cohesive policies and processes development, organizational leadership, finances, and charter renewal.

The Executive Director and school Principal will provide monthly updates and financial reports to the board regarding the day-to-day operations of the school. The Executive Director will oversee the business management non-academic operations (e.g. facilities, payroll, etc.) while the school Principal will oversee the academic and faculty operation (e.g. curriculum, instruction, evaluation). The HIAT board and top-level leaders will work closely to ensure clear, constant, and consistent communication with regard to all aspects of school performance including student performance and fiscal solvency.

Section I Founding Group

Evidence of Capacity

Founding Group Membership

The founding board members are a revered group of education advocates who represent a diverse portfolio of educational institutions, districts, boards, and non-profits. The board and school leadership consists of community leaders, K-12 leaders, university leaders, professional leaders, and parents. The founding board's extensive professional and collective qualifications are within the area of; education, management, leadership, business, and finance, are vital components of the success in the operations of the school.

The Key Members of the Founding Group for the Proposed School

The HIAT governing board consists of volunteers recruited and appointed to represent the communities of Lake County. The following individuals will play a substantial role in the school's development Dr. Darlene Henderson, President, Sharla Williams, M.Ed, Dr. Jill Karn J.D, Carol King, Rebecca Wyatt, J.D., Linda Romo, Thomas Rowland, and Gloria Tuohy.

Dr. Darlene Henderson, M.Ed, of Schererville, IN, former resident of Merrillville, IN for eighteen years received her "Doctorate of Theology" from GMORE Theological Seminary, "Master in Education" from Cambridge College, and "Bachelor of Science from Calumet College. Presently, she works as a consultant, therapist for Heritage Child Inc. Former employment consist of Administrator/Director of Baber Child Facility; Co-Founder/Manager of Heritage Child Facility, and Teacher & Computer Manager of Gary School Corp.; Computer Operator of Sargent & Lundy Engineers. She is the Founder of Dearly Beloved Ministries and Founder of Heritage Child Inc. Dr. Henderson will continue to enhance children's lives through education by developing and being President of the HIAT Board. Dr. Henderson has over 15 years of K-12 experience, counseling for at-risk children & families, professional development & training, educational leadership & management experience, and technology & performing arts.

Sharla Williams, M.Ed of Merrillville, Indiana completed a Bachelor of Arts in Psychology at Purdue University Calumet and completed her Master of Education at American Intercontinental University. In 2011 she participated in Leadership Northwest Indiana and holds Certificate in Substance Abuse Counseling. Sharla began her career teaching Special Education for the Gary Community Schools. She was also the County Director for Curtis and Associates, Inc. delivering Job Search Training and Placement services for four years. Sharla provided leadership to TradeWinds Services and the Urban Community Action Network employed in various positions. She sits on the Board of Heritage Institute for Arts and Technology. For the past 4 years Sharla has been a manager in the WorkOne System in Indiana. She is currently the Workshop Team Lead and State Training Representative at the Center of Workforce Innovations in Valparaiso, IN. As a child, Sharla attended Logan Park Assembly of Christ Church and has been singing in church since the age of 6. In 1992, Sharla married Roland Williams and joined Family Christian Center, attending 14 years. In 2003 she released her Solo CD Project, No More My Own. She is currently a member of Emmanuel Church of Christ Holiness and Elder Eric Cummings is her Pastor. Sharla is the Mother of a wonderful 20 year old son, Roland F. Williams, IV, who attends Ivy Tech State College from Indiana Wesleyan University.

Dr. Jill Karn, J.D. is the Chief Operating Officer for Pierce Colleges. In her position, she is over several colleges across the United States. Previously, she was the President at Northern California University. Dr. Karn is responsible of the overall oversight of operations and management of the institution; including Admissions, Finance, Financial Aid, Student Services, Academic Affairs, Information Technology, Compliance, Grant & Funding, and Marketing. She provides operational leadership and management of the strategic planning, development, implementation, and quality assurance of the university. Dr. Karn oversees the development and implementation of policies, processes, resources and student/faculty services to support the university's academic programs. She holds a Bachelor of Science in Business Administration, Bachelor of Science in Law, Masters in Business Administration and Doctorate of Law – Jurisprudence. Previously, Dr. Karn served as the Vice President of a Global Information Technology, PMO, and Vice President of Human Capital for a Chicago Global Information Technology Outsourcing Consulting Firm and also served internationally as Director of International Communications and Education Director. Dr. Karn is a member of a Higher Education Executive Management Team, which consists of acquisitions in the

proprietary education sector; career, higher education and recently a charter school. Leadership Development, Start-up Development, Compliance Resolutions, Strategic Development, and Prior Teach-Out Resolutions.

Carol King of Gary, Indiana is a graduate of Kentucky State University with a Bachelor of Science in Business. Her professional background is in the area of social services. She possesses 18 years of experience working with children and adults from all social, economic and educational backgrounds. She was a supervisor for the Department of Child Services and the Family Social Service Administration. Carol served as coordinator (Supervisor) of the Child Care vouchers for Lake County, IN and its transition to the Head Start Program (Geminus) and worked in the business sector of banking as an executive secretary, as well as, teaching business classes for nine years at the college level of Ivy Technical College. Heritage Institute of Arts and Technology offers educational diversity for those children who excel academically, as well as, for those children whose strongest strengths are mirrored through the performing arts. As a product of the performing arts and the professional knowledge of working with children from diverse backgrounds, her experience will greatly support the vision of Heritage Institute of Arts & Technology.

Gloria Tuohy's career has spanned over fifty years of professional dance, teaching and Artistic Direction experience in England, Europe and the United States. She was trained in the prestigious French Cecchetti classical ballet syllabus. Ms. Tuohy is proficient in ballet, classical jazz and tap. She is proficient in Cecchetti and Imperial Society of Teachers of Dance (ISTD), world renowned teacher-training programs. Ms. Tuohy is the only sponsor of this prestigious program in Northwest Indiana. In America, she is a Master Dance Educator through Chicago National Association of Dance Masters. She is the founder of the Indiana Ballet theatre NW, Inc., (IBT) a non-profit ballet and contemporary dance company. Ms. Tuohy has choreographed nine full length original ballets that have been staged 40 times during the 31 years the company has existed. Ms. Tuohy's productions awarded Indiana Ballet Theatre the distinction by NW Indiana Times and Business Quarterly, of being one of the top live theatre presenters in NW Indiana. Her experience will be an life changing experience to the school.

Linda Romo of Merrillville, IN, is an experienced teacher and educator for grades Pre K – 7th. She has over 20 years' experience working for the Diocese of Gary, Laurel Preparatory Academy, and Gary Intermediate School. Linda successfully taught students from various backgrounds and learning abilities. She tutored at risk students in math and reading with positive outcomes. Linda also helped students gain Lexile points working with Reading Title 1. She served as school leader of Laurel Preparatory Academy for 4 years. During this time, Linda's role as the Principal, she led the academy emphasizing a school culture of respect, attaining positive outcomes academically. As school leader she selected, supervised, and performed staff evaluations. She was vital in planning, developing, and implementing the school program that met success goals and standards. Linda was hands-on in analyzing data and regulatory assessments, such as standardized tests, whereas coordinated, assessed, and official submittal of reports. Linda serves on the advisory board of CHOA (Caring Hearts, Open Arms) daycare located in Hobart, IN. Linda earned a Master of Science in Education from Purdue University Calumet with certifications in school counseling and elementary education. With the experience and education she has, she will be able to have a positive impact on HIAT with K-6 management and leadership expectations, improvement goals and foundational issues.

Rebecca Wyatt, J.D. is an attorney who lives and works in the Miller section of Gary, where she has been a principal in the law firm of Meyer & Wyatt, P.C., since 2000. A 1992 cum laude graduate of Valparaiso University Law School, she began her legal career in the City of Gary Law Department and served four years as City Attorney. Rebecca serves on the Board of the Miller Community Fund and is a member of the Miller Citizens Corporation and past president of the Miller Business Association. Passionate about the future of the City, Rebecca and her husband, Charles "Spike" Peller, are active members of Marquette Park United Methodist Church in Gary, Indiana. Rebecca will oversee the legal affairs of HIAT.

Thomas Rowland, CPA is a Certified Public Accountant in Gary, Indiana. Tom's career spans 30 years in leadership roles in accounting, finance and business management. His early employment as an external auditor for a big 6 accounting firm and later as an internal auditor with a large steel company formed his foundation for the importance of strong internal controls and regulatory compliance. Tom has also assisted in forensic accounting engagements. Tom is published and has been a presenter on various accounting and auditing topics. Over the next 15 years he managed the financial operations of various corporations. Tom formed Treehouse Financial as a business and tax consulting agency in 2007 and enjoys assisting his small business clients in their financial challenges. We institute a proactive approach to develop clear financial goals and then monitor current financial information to adjust and react in a real time manner. Tom and his wife Debra reside in Valparaiso with their 2 children. Tom is active in BSA and a leader and champion of the Northwest Indiana Region.

Purposeful Blend of Skills & Experiences of the Governing Board & School Leadership

A purposeful blend of skills and experiences of the Governing Board and school leadership was carefully selected to provide strategic direction, maintain good financial health, oversight, and carry out all fiduciary obligations of Heritage Institute of Art's And Technology to fulfill the mission and goals. The governing board was established upon and maintains the following

values: shared commitment and passion to the organization’s mission and goals, diversity of membership for community representation, loyalty to the process of development and implementation of the HIAT vision, and a variety of expertise to meet the needs of the school. HIAT has built a diverse and capable governance body that is essential for long-term success. Members of the governing board come from both the for-profit and not-for-profit sectors including education, business, law, and social services possess experiences and expertise including:

Specifically, the expertise spectrum includes:

School Operational Leadership & Management

Facility & Safety Management

Technology & Arts

K-12 Teaching & Special Education

Finance Management

Marketing & Media

Policy & Process Development

Start-Up Non-Profit Organizations

K-12 School Administration

K-12 Curriculum Development

K-12 Instruction & Assessment

PR, Parent, Community Relations

Metrics & Reporting

Social Services & Counseling

Strategic Planning & Development

Performance Management & Human Resources

K-12 Leadership Experience

Performing Arts

BOD experience

Non-Profit Organization development

Health & Wellness

Collective Qualifications

Indiana Charter (IC) an educational service provider will oversee that HIAT complies with the rules and regulations of a successful charter school, guiding and supporting HIAT’s education program. HIAT’s board, along with IC collectively has over 100 years’ experience in K -12 administration and classroom teaching experience. The leadership and operational skills needed for our Board members and school leadership comprises of essential traits, skills and for the board and school roles necessary for building a strong and effective charter school. Key qualities identified in the evaluation of the board’s skill-set helps ensure HIAT’s standards not only meet the requirements, but are consistent with the best interest of HIAT and with the governance best practices;

HIAT is partnering with Indiana Charter (IC), a charter educational consulting service, who has expert charter consulting services to train, mentor, and support. IC has proven experts who will provide ongoing support to our leadership team and school, beginning with the pre-opening period of the school. Their service encompasses a Shared-Knowledge Model, where IC will bring years of relevant charter experience and expertise to the leadership team of HIAT. IC will guide, train, and consult HIAT’s leaders in support services related specifically to best practices of a charter school. IC will also assist HIAT with utilization of the A-F School Accountability Model, which gives parents, students, educators, and communities a comprehensive assessment of how successful schools perform. The A-F Model is a measuring tool utilized to report school performance each year as required by state law. IC expert consultants will directly work with the leadership team to navigate the charter school landscape while training and advising on solutions that remain true to the mission and vision of HIAT.

Dr. Darlene Henderson initiated the establishment of HIAT to address the need to motivate children to recapture a passion to excel academically through a program that integrates the arts and technology. Being a student of the arts and possessing a love for technology birthed her desire to open a charter school that will enable a diverse student population to have this opportunity learn in a style that is not offered in traditional schools. Dr. Henderson has recruited individuals including decorated former and current educators, respected business people, and community servants to govern and oversee the operations of the school. The Founding Group of HIAT has a diverse background and a shared commitment and passion for providing educational opportunities in Lake County, Indiana. Dr. Henderson will guide the board and school leaders to create and uphold high expectations for the school while recognizing that there are many means in getting there.

School Leader and Leadership Team

HIAT’s governing board has not identified a Principal/Head of School candidate. A timeline, criteria, and process for recruiting and hiring a school leader are located in the Start-Up Plan and Attachment 2 the Head of School/Candidate Resume.

Executive Director and School Principal will work on a full time basis immediately after approval to lead development and start-up of the school and will be compensated through the school budget. Volunteer board of director members will also assist.

GOVERNANCE

Legal Status and Governing Documents

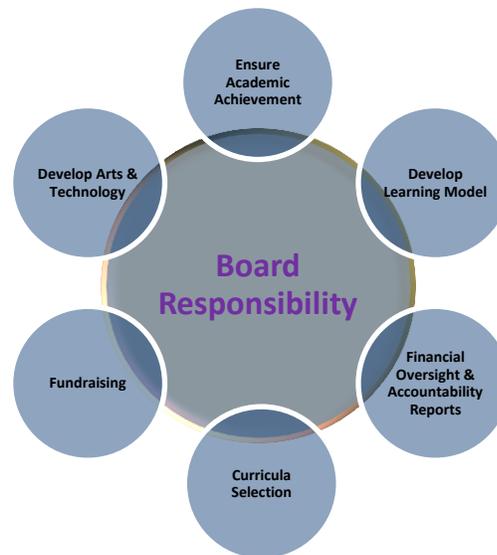
The HIAT leadership team will initially consist of the Executive Director and School Principal, as previously indicated. As enrollment increases the leadership team will expand to include a Director of Operations that reports directly to and works with the Executive Director and a Dean of Students and Dean of Curriculum, Instruction, & Assessment that reports directly to and works with the School Principal.

The composition and number of the HIAT Board of Directors facilitate effective fulfillment of the responsibilities and task laid out for the Board to successfully fulfill its mission. HIAT's composition of the Board of Directors takes into account the development phases of the school, the special requirements with its plan, fiduciary obligations, sound oversight of the school, and the needs of the school's operation. Members of the Board must possess a passion for the mission, the competence required to accomplish the mission, and the dedication to allocate sufficient time to achieve the success of the mission. HIAT has achieved the diversity in the composition of the board with individual's array of talents, skills, interest, that collectively will result in success of the school's mission. According to the Heritage Institute of Arts And Technology By-Laws, a minimum of five and a maximum of fifteen members shall be appointed to the Board of Directors. The number of Advisory Board members is not limited. At present, the HIAT Board has eight regular members.

Governing Entity's Responsibility

As the main entity of accountability for HIAT's governance in fiscal oversight, and strategic planning, among many other responsibilities, is the board's active and effective oversight. Effective oversight and active board members goes hand-in-hand, which has a direct impact on the ultimate success of the school.

HIAT's Governing Board recognizes its ongoing responsibility to ensuring the terms of its charter; provide a high-quality educational program, and the responsibility that lies within the Governing Board. HIAT fully recognize the Board's role as the steward and has carefully and intentionally assembled an enriched diverse board that consists of dedicated contributors in all the key components necessary to carry out its mission and vision for the school into the community. The board composition is fully representational and inclusive expertise, experience, diversity, and talent with management and oversight delegated to members based on experience and expertise to support decision-making processes that ensures effectiveness. A primary responsibility of board directors is the commitment to be actively involved and be active on an ongoing basis, which directly bears responsibility for the success of the school. Board members must be actively involved in the decision making process, serve as an active member of one of the committees, participate in the management of the school including attending board meetings, participate in the development of policies & processes, actively involved in the decision-making process, and committed to the overall direction and implementation of the mission. Simply, the attendance and active member requirement is a measure of board member's commitment.



Advanced planning will allow for effective legal, fiscal, and operational oversight in areas such as; educational accountability plan, promoting the mission to the public, organizational planning, budgeting and maintain a firm financial footing, reviewing detailed financial; annual auditing; best practices; curriculum development, and advanced planning ensures proper oversight and control of payroll, procurement, accounting, audit, cash management, and fundraising procedures, among many other. Setting clear goals and establishing objective measures of outcomes ensures effectiveness needed. The board will ensure effective oversight by using qualitative and quantitative data as well as other data to assess the progress of the school. By the board implementing advanced

planning initiatives as a portion of ensuring effective oversight, the board will have the information needed to prepare in advance, provide on-going support toward continuous improvement, and make sound management and oversight decisions.

HIAT will regularly evaluate the board's effectiveness by conducting assessments regarding the board's participation, support, policy development, financial management, and dedication to the mission and vision of the school.

Procedures

The board president of HIAT sets the agenda and distributes the appropriate information and materials for board packets to Board guest and Board members, in advance of the meeting. In general, a minimal of once a month a scheduled meeting with the Board meeting will take place to discuss up-and-coming issues and obtain reports from committees and school. Regular meetings consist of an examination of unfinished business from previous meetings and new business. The board will have focused working meetings that will consist on a single topic such as; budget development, strategic planning, policy development, or facility expansion. Professional development workshops & training will be conducted outside of regular board meetings.

HIAT is subject to the requirements of IC 5-14-1.5, Public Meetings (Open door) Law. IC 20-24-4-1(a)(15) Indiana Open Door Law. All Board meetings are open to the public except for executive sessions. At a minimum, open public regular meetings of the governing board will be held monthly. The governing board will provide notification to the public of board meetings and invite attendance by the public. Notice will be provided a minimal of 48 hours before the date of the meeting and will comply with the Indiana Open Door Law. Meeting agendas will include an open form item providing the opportunity, time permitting, for public input as well as the opportunity to record, in compliance with the requirements of Open Door Law. Written documentation of board policies will be available online and a printed copy available at HIAT and the public library. Board voting will be public and not by secret ballot. To ensure compliance with regulations, each board member will be provided with a handbook that includes information on Open Door Law and the board attorney will conduct an annual board workshop for review and update with regard to regulations.

To ensure complete oversight, HIAT current has three standing governing board committees: Executive Committee, which shall have and exercise all of the authority of the board in the management of affairs during intervals between meetings of the board; Finance Committee, which has the oversight and responsibility regarding the financial affairs of the school; Education Committee, which has oversight and responsibilities regarding educational and academic affairs of the school; and Grant and Fundraising Committee The Grant & Fundraising Committee, which has oversight and coordination of grants and fundraising.

Ethics and Conflicts of Interest

HIAT's code of ethics expresses the personal ideals that the HIAT Governing Board believes should guide each Board member. The members of the board recognize that they hold authority as members of the governing board, not as individuals. To make clear, the public statement of the HIAT Governing Board's philosophy of service, the board adopted a set of Code of Ethics and Conflict of Interest Policy. It is the policy of the Governing Board that members carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. Members of the board shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities. HIAT requires members of the board to comply with all applicable federal, state and local laws, rules and regulations pertaining to HIAT's activities, to conduct the board with honesty and integrity, abide by the HIAT code of ethics, and avoid any conflict of interest. The Conflict of Interest Disclosure Statement sets forth general principles with respect to conflicts of interest and applies to all HIAT Board Members.

Advisory Bodies

The advisory board is elected by the HIAT governing board and reports and works directly with the board. The role of advisory board members is to provide guidance, expertise, and recommendations to support the governing board in effective oversight of the school. They have no regulatory control and no legal responsibility.

Grievance Process

The HIAT governing board seeks to develop a learning community that values the input of all stakeholders and recognizes that concerns may be expressed by parents and community members. To ensure awareness, a copy of grievance procedures will be

distributed to students and parents/guardians each school year within the Student/Parent Handbook. The grievance procedures may begin with the informal or formal procedure.

Informal Grievance

An informal conference and appeal for grievance against an employee (other than the principal) or with regard to a policy or governing board decision, can take place when a student, parent, or guardian wishes to invoke a grievance. The grievance procedure must be invoked within seven days following the event that is the origin for the grievance, request a meeting with the employee with whom the event/disagreement is with and present the issue orally. Within seven days following the request for a meeting, the employee shall meet with the student, parent, or guardian and give a good faith attempt to solve the matter with an oral response. If there isn't resolution, the student, parent, or guardian may take the grievance to the principal, within seven days from the time of the oral meeting and initiate a conference. The principal shall give an oral response within seven days of the initiation to meet and resolve the issue orally with the principal. If the student, parent, or guardian, is still not satisfied, a formal grievance must be made within seven days of the receipt of the principal's response.

Should the grievance be with the principal, the student, parent, or guardian may within seven days of the event, request an appointment with principal to present the issue orally. Within seven days of the request, the principal attempt to solve the issue with an oral response. If the student, parent, or guardian is not satisfied, a formal grievance must be made within fourteen days from the time of the oral meeting with the principal.

An informal conference and appeal for grievance against a policy or governing board decision, can take place when a student, parent, or guardian wishes to invoke a grievance. Grievance of school policy or governing board decisions request should be made to meet with the principal where the grievance can be presented orally. If the student, parent, or guardian is not satisfied, an informal conference with the school's board level designee where the grievance can be presented orally.

Formal Grievances

All formal grievances are made in writing and are filed with the principal, and if the grievance is with the principal, the grievance is filed with the governing board. The written grievance must include a statement describing the issue. The written grievance must be submitted within thirty days after the event. The school board shall conduct an impartial and thorough investigation of the issue within seven days of the written grievance. Unless additional time is needed, the student, parent, or guardian will be notified of the results in writing within fourteen days of the written grievance. The written results shall include proposed correction to the issue, if appropriate. If the student, parent, or guardian is not satisfied with the written results, the next in command or school's board level designee shall schedule a hearing conference at the school level to consider the issue, within thirty days of date of written results. Only the parent or guardian may attend and all parties will have the opportunity to present witnesses or any other evidence that pertains to the grievance. The next in command or school's board level designee will issue a final decision in writing within fourteen days from the hearing conference.

Section II School Design

Curriculum and Instructional Design

Education Plan

Learning Environment

Heritage Institute of Arts and Technology (HIAT) will serve students grades K-8 in Merrillville, Indiana and surrounding areas in a 10 mile radius within Lake County that are interested in a whole school Arts- Integrated approach which incorporates experiential learning and technology. The students will receive instruction in self-contained classroom environments where the Arts-Integrated curriculum is aligned with the 2014 Indiana College and Career Ready Standards for all subjects (ELA, Science, Social Studies and Math) grades K-8 and the 2010 Indiana Academic Standards for Fine Arts (Music, Dance, Visual Arts and Theatre). The arts are taught as a subject integrated within all courses across all grade levels K-8. Classroom teachers use experiential-based thematic units created in weekly collaboration with encore teachers containing content drawn from at least one of four art disciplines: production, criticism, history or aesthetics.

In addition, all students will attend weekly encore classes, which include but are not limited to theatre, music, dance, technology, and visual arts instruction. In encore classes, students develop knowledge and skills in a particular art form. The 2010 Indiana Academic Standards for Fine Arts drive the instruction in the encore classes. National Educational Technology Standards (NETS) drive the development of lessons for the technology classes. Special education and English Language Learner services will be provided in the least restrictive classroom environment. Pull out or push in interventions, enrichment and gifted education programs will take place during the school day without interrupting core classroom instruction. Students will also have opportunities to develop and nurture skills and talents in after school, Saturday school and summer school programs.

Class Size and Structure

HIAT anticipates an average class size of 20-25 students. While small class sizes of 20 or fewer students are ideal, there will be an instructional aide assigned to classrooms with 25 or more students. Classroom aides will help keep student to teacher ratios low when small class sizes are not possible. This will also allow for maximum use of experiential learning and technology enhanced instruction based on the 21st Century Learning Skills of communication, collaboration, creative and critical thinking. Teachers will use a combination of whole class, small group and individual instruction within the classroom to meet the diverse needs of each learner. Various pull out and push in programs will be utilized to provide instruction in the least restrictive environment for all students.

Curriculum Overview

HIAT uses a theoretical approach to teach Indiana College and Career Ready Standards called Arts- Integrated education, which accommodates teachers, resources, and local instructional goals. Arts- Integration is a comprehensive whole school approach to teaching and learning about the arts in grades K-8 that draws upon content in four disciplines that constitute a basis for creating, understanding, and appreciating works of art. Art is taught as a subject within general education courses through experiential thematic units consisting of lessons containing content drawn from four foundational art disciplines. HIAT students will have broad rich experiences with the arts in four ways: by making art (production); by responding to and making judgments about the properties and qualities that exist in art forms (criticism); by acquiring knowledge about the contributions artists and art makes to culture and society (history); and, by understanding how people justify judgments about art objects (aesthetics).

Technology

Weekly encores technology classes will give students a greater understanding of how to use educational software and hardware to enrich skills and concepts across the curriculum. As students attain knowledge and experience using computers, the skills learned will be integrated into daily classroom instruction to help students to present information by creating word documents for brochures, posters and other multimedia presentations. Computers will help provide individual and differentiated instruction during the school day. Computer software programs will also be used during intervention and enrichment periods as a supplement to regular classroom instruction.

Highly Effective Teachers

Recognizing the impact of teacher quality on student success, HIAT will only employ the services of certified, highly qualified teachers and will endeavor to engage in recruitment strategies that encourage a diverse teacher workforce. While benefiting from a saturated elementary employment market in Northwest Indiana, HIAT will conduct extensive teacher recruiting by posting teaching positions in all available media and attending job fairs throughout Indiana as well as maintaining an active file of all viable candidates to support future needs. HIAT will seek teachers with experience and expertise in the curriculum and instructional strategies that are the focus of the school (K-8, SES, ELL, Art, Music, Dance, Theatre, Gifted, Arts-Integration etc.). Because many arts specialists and classroom teachers may not have had much professional preparation in Arts-Integration instruction, HIAT will help build competence through in-services and staff development. To maintain and monitor teacher effectiveness, HIAT will use Indiana's RISE Rubric as its primary tool to evaluate its teaching staff and will provide on-going professional development and support through both school leadership and lead teachers based on the needs of the teachers.

Evidence-Based Support

Research offers a variety of views why art is important to every student's general education. The National Endowment for the Arts has described four basic goals that support HIAT's mission of turning 21st century scholars into innovative college and career ready world problem solvers able to exude strong character, communicate globally, collaborate effectively, think critically, and creatively:

- 1) Civilization - Art provides access to significant achievements in civilization that spread across history and geography. Works of art provide the basis for multicultural literacy. Students gain a better understanding of themselves and their own heritage while studying a wide variety of ideas and art forms of the diverse people they share the world with.
- 2) Creativity - Art fosters creativity. Creativity is not only the manipulation of art materials but the purposeful exercise of using skills, technologies, and materials with which the student has become competent of mind, heart and hand in the translation of an artist's private visions into public realities.
- 3) Communication - Art teaches effective communication and opens the door for students to an entire world of nonverbal forms of communication that carry powerful messages in our culture and others. With television and social media saturating American life and being the primary vehicle of popular culture, the study of the arts increases student understanding of the modern world and their ability to function effectively within it.
- 4) Choice - Art teaches students to make choices based on critical assessments. Art education nourishes the idea that life's important problems have multiple answers and that a variety of solutions may be created in response to any given problem.

Extensive research over the last decade has demonstrated that integrating both Art & Technology into an educational model produces significant increases in student achievement. An Arts-Integrated model has an impact on student engagement and persistence in learning. Student outcomes consistently demonstrate a higher than average score in core subject areas. School-wide achievement gains are demonstrated when Art & Technology integration has been implemented as part of the school improvement strategy. The following are studies that describe the student outcomes of Art & Technology integration initiatives:

| SOURCE | SUMMARY |
|--|---|
| Arts- Stevenson, L.M. & Deasy, R.J. (2005). Third space: When learning matters. Washington, DC: Arts Education Partnership | Findings from case studies of schools that serve at-risk students and use arts-integrated instruction describe how schools motivate improvements in reading, writing, and speaking and describe the positive inclusive environment created in the school by arts integration. |

| | |
|--|---|
| <p>Technology -Fies (2007) Technology use increases motivation and engagement.</p> | <p>Findings demonstrated an increase in students’ motivation and engagement, improved mathematical reasoning, and access to a variety of activities with interactivity, and use of multiple representations.</p> |
| <p>Technology - Sivin-Kachala. (1997). Increase in achievement in core subjects. Sivin-Kachala and Bialo, (2000). Special-Needs students benefit equally.</p> | <p>The meta-analysis indicated that students in technology-rich environments experienced increases in achievement in all subject areas with evidence of these positive findings being the strongest in math, science and language arts (Sivin-Kachala, 1997). The review reported that students felt more successful in school and had increased self-confidence and self-esteem when computers were integrated with teaching and learning. Additionally, these students’ attitudes towards learning consistently improved when computers were used in instruction. The findings were true for both regular and special-needs students (Sivin-Kachala and Bialo, 2000).</p> |
| <p>Arts - Deasy, R.J. (Ed.). (2002). Critical links: Learning in the arts and student achievement and social development. Washington, DC: The Arts Education Partnership</p> | <p>A compendium of 62 studies representative of the best current examples. The collection focuses on the cognitive capacities that are developed by learning in the arts such as thinking skills and problem solving as well as transfer of arts skills to reading and mathematics. Studies also tracked changes in motivation to attend school and growth in student self-confidence. Taken together the studies demonstrate 65 core relationships between arts and other outcomes of interest to educators.</p> |
| <p>Arts - Fiske, E. (Ed.). (1999). Champions of change: the impact of the arts on learning. Washington, DC: The Arts Education Partnership and the President’s Committee on Arts and Humanities</p> | <p>A compilation of seven studies that show correlations between high levels of arts participation and higher grades and test scores in math and reading. Studies also show engagement of students who are not otherwise interested in school and how the arts forge connections among students through project-based learning and collaborations.</p> |
| <p>Arts - McCarthy, K.F. et al. (2004). Gifts of the muse: Reframing the debate about the benefits of the arts. Santa Monica, CA: RAND</p> | <p>This RAND report examines the evidence for the full range of arts’ private and public benefits and concludes that the national discussion of these benefits should place far more emphasis on the “intrinsic” pleasures of the arts that benefit not only individuals, but the public good as well. benefits of interest to educators include focused attention, capacity for empathy, cognitive growth, social bonds, and expression of communal meaning</p> |
| <p>Technology - Polly. (2008). Higher-level thinking activities with use of technology in the classroom.</p> | <p>Found that students whose teachers used technologies along with higher-level thinking activities significantly outperformed their peers who had not participated in technology-rich, higher-level thinking activities.</p> |
| <p>Arts - Ingram and Reidel, (2003); DeMoss and Morris, (2006)</p> | <p>Studies demonstrated particular benefits from integration for economically disadvantaged students and English learners in the form of reading achievement gains—not surprising given the similarities between effective language instruction techniques and visual arts and theater skills.</p> |
| <p>Arts - Asbury, C. & Rich, b. (Eds.) (2008). Learning, arts and the brain: The Dana Consortium report on arts and cognition. New York: Dana Press</p> | <p>The Dana Foundation supported neuroscientists from seven universities to conduct studies to unpack the connections between arts training and learning. The cognitive neuroscientists who participated in the study found a “tight correlation” between exposure to the arts and improved skills in several areas of cognition and attention for learning.</p> |

Instructional Strategies

Motto: A.R.T. (art, real world solutions and technology) is at the heart of all we do. HIAT will employ three instructional strategies to support learning and differentiation in the classroom arts-integrated thematic units, experiential learning and technology.

Art - In the early 1980's, renowned Harvard psychologist and professor of neurosciences, Howard Gardner, developed a theory of multiple intelligences bringing a newfound awareness to parents and educators alike, acknowledging and recognizing seven different cognitive modalities of learning. His theory smashed the long-held belief that IQ scores (typically developed through language and math tests) is the single determinate of a child's academic success. The ultimate goal of the HIAT educational program is to employ arts and technology to provide an environment that addresses the different learning styles of all students, providing an engaging learning environment in which all students can experience success. Our goal is to meet the needs of the whole child by introducing him/her to the arts with an appreciation and awakening of inner talent. HIAT students will be immersed in an arts-integrated curriculum. Students will have the opportunity to pursue their interests as well as discover their gifts and talents with performances and project-based experiences. Encore classes such as theatre, dance, music, technology and visual arts will allow students to gain experience and express their multiple intelligences.

Real World Solutions - HIAT uses a research-based learning approach called Experiential Learning (EL) to challenge and motivate students to practice the 21st Century learning skills: communication, collaboration, critical and creative thinking. EL is an inclusive approach to education, which involves a participatory community of learners in the process of solving academic and real world problems. It is based on a number of research-based assumptions:

- ❖ Human beings are driven to solve problems.
- ❖ We are challenged and motivated when confronted with problems that need solutions.
- ❖ The current generation of students is technologically sophisticated.
- ❖ The work world in which students will participate is increasingly characterized by critical thinking, analysis of evidence and data, and a team approach to getting work done.

Students are presented with a problem that they must research and attempt to solve. They work in groups or teams, with the teacher acting as a coach giving students guidance as to how to ultimately solve the problem. Students must do research, weigh evidence and think critically and analytically about the problems, they are examining. This experiential approach to learning will take different forms (problem-based learning, project-based learning and design-based learning) as we differentiate instruction based upon the age and grade level of the students. The problems solved and the inquiry that the students will engage will increase in complexity and be of a longer duration spanning numerous academic threads and multiple weeks. Generally, in the primary grades (K-2) students will use problem-based learning that starts with an ill-structured problem or case study for students to research. As students move towards the intermediate grades (3-5) they will use project-based learning where students create a project or presentation as a demonstration of their understanding of a problem. In the middle grades (6-8) the students participate in design based learning where they create a working design of a solution to a complex problem. Students will participate in grade level and community presentations showing their learning as a culminating activity.

Technology – Technological skills are necessary to prepare students to engage in 21st century learning and working environments. Without sufficient technological skills, students could be denied access to future global markets and additional educational opportunities. National Educational Technology Standards (NETS) will be utilized in the development of Arts-Integrated thematic units and lessons as well as assessments for benchmarking achievement with regard to technology skills. Integration of technology into learning has the following benefits:

- ❖ Brings the world to the classroom, students are introduced to people, places, and ideas that they might otherwise not be exposed to;
- ❖ Engaging in projects that require collaboration, where students work with others and conduct their own research and analysis, can transform students into committed and exhilarated learners;
- ❖ Enabling educators to accommodate the varied learning styles and paces of learning within the classroom through individualized instruction techniques proven to increase student achievement;
- ❖ Encouraging students to become lifelong learners, who can access, analyze, and synthesize information from a variety of sources;
- ❖ Developing proficient students who possess highly desirable technology skills creating future opportunities in academics and global employment.

Weekly encore technology classes will give students a greater understanding of how to use educational software and hardware to enrich skills and concepts across the curriculum. As students attain knowledge and experience using computers, the skills learned will

be integrated into daily classroom instruction to help students to present information by creating word documents for brochures, posters and other multimedia presentations. Computers will help provide individual and differentiated instruction during the school day. Computer software programs will also be used during intervention and enrichment periods as a supplement to regular classroom instruction. Technology will be maximized throughout each subject area with differentiating learning to meet the diverse needs of our students. Using technology, this time period is when students work independently on skills, at their personal academic level, to increase their knowledge base. The students may also use this time to work on individual projects.

Curriculum - HIAT will use a blended approach to curriculum development to meet the diverse needs of the student population. Classroom teachers and Encore teachers will modify published instructional resources and programs to create a customized curriculum that integrates the arts, experiential learning and technology. A building level instructional team will write the learning objectives, and individualized lesson plans locally. A team of grade level, classroom teachers and encore teachers will collaborate daily to review state curriculum maps and local mandates to develop lesson plans consistent with state requirements and the Indiana Fine Arts and Indiana College and Career Ready Standards. Commercial products will be used for the scope and sequence, reproductions of some artworks, and other instructional materials. The advantage of using a blended approach to curriculum development is it provides a ready-made program that can be differentiated to meet the needs of a number of classrooms and for individual students.

Lake County Indiana, the town of Merrillville and its surrounding areas need to be increasingly sensitive to the rapidly changing demographics of the classroom. The trend over the last 5 years shows a 14% increase in minority enrollment, an 11.8% increase in free and reduced lunches. 11.9% of the population received special education services and 2.9% received English Language Learner (ELL) services. The increasing numbers of minorities and immigrants into the country have brought students with new academic needs into the classroom. These students come from cultural heritages different from those traditionally reflected in the educational system. Until recent times, there has been an overwhelming emphasis on Western European art. There is an increasing recognition that other cultures have been neglected as sources of rich imagery and ideas to help students create, understand and appreciate works of art and the world around them. A locally adapted program facilitates differentiation by selecting examples of works of arts that may be locally available and cultural choices reflecting the local student demographics.

HIAT adopted Pearson Scott Foresman as its main commercial resource. Its curriculum consists of many subjects integrated with the arts and technology designed to achieve grade level standards. School leaders and teachers will ensure that the curriculum is aligned with Indiana's College and Career Ready Standards and Indiana Academic Standards for Fine Arts when developing curriculum maps, lesson plans and assessments. Pearson's materials and resources are scientifically research based and are in compliance with Indiana's adoption approved textbook series list.

The HIAT curriculum will be developed locally by adapting Pearson Scott Foresman materials. During professional development, planning sessions HIAT school leaders and teachers will fully utilize the Indiana Department of Education web resources to both plan the scope and sequence of learning and continuously align curriculum to the Indiana College and Career Standards and Indiana Academic Standards for Fine Arts. Curriculum mapping documents will be saved on a shared electronic document server (local area network or internet) where they can be viewed, updated and modified by instructional team members (teachers, curriculum coordinators, consultants and school administration). These maps will be shaped weekly and daily lesson planning for teachers will serve as a vertical alignment tool to school administration. Teachers will divide the instructional calendar (scope and sequence) into 12 three-week segments or "instructional windows". Using these source documents as a guiding frame; curriculum maps may be modified to meet students' learning needs. The curriculum maps will be seen as "living and breathing" documents that will be developed and updated by instructional team members throughout the school year.

Academics

English & Language Arts

Arts-Integrated ELA instruction will take place in extended uninterrupted literacy blocks of a minimum of 150 minutes, using Pearson Scott Foresman (Reading Streets) materials as the core reading program. Instruction is delivered using a Balanced Literacy Workshop approach where students spend equal amounts of time reading, writing, spelling, speaking and listening. Whole group literacy instruction will set the pace for the day with the teacher stating the daily goals. Reading differentiation will occur for all students

within the 150-minute literacy block using a small group rotation schedule of individual learning with technology, individual/paired work, and small group learning with the teacher (Guided Reading) on a daily basis. *Paired Work* time allows students to work independently or with classmates on skills or a project. *Small Group Learning* time with the teacher will introduce new concepts and reinforce skills learned. This is also the time the teacher can make an assessment of student needs, evaluate, and prepare for the next day's individual learning. Closure to the daily literacy block will include a review of skills taught. Supplemental reading enrichment and intervention will occur for all students in addition to the 150-minute literacy block. Student placement in all reading instruction is data driven based on formative data.

Math

HIAT will use an Arts-Integrated Guided Math Workshop approach to instruction provided in an extended uninterrupted math block of a minimum of 90 minutes, using Pearson Scott Foresman (Envision) math materials as the core instructional program. Just as with the balanced literacy workshop framework, the math workshop framework begins with whole-group instruction before the small-group rotation schedule begins. Students spend equal amounts of time learning, geometry, number sense, algebra, computation and probability. Children will have opportunity to practice and maintain math skills by interacting with math manipulatives and interactive computer games. Math differentiation will occur for all students within the 90-minute math block using a small group rotation schedule of individual learning with technology, individual/paired work, and small group learning with the teacher (Guided Math) on a daily basis. There will also be closure to the daily math block after the 90-minute period where students share their different strategies for answering certain types of math problems.

Science & Social Studies

Pearson Scott Foresman's Interactive Science (K-8), My World Social Studies (K-5), Geography, World History and American History (6-8) textbooks will be adapted to develop Arts-Integrated thematic experiential learning units to teach science and social studies. Depending upon the grade level students will work together in teams to practice problem based learning, project-based learning and design based learning. The problems solved and the inquiry that the students will engage, will increase in complexity and be of a longer duration spanning numerous academic threads and multiple weeks. Generally, in the primary grades (K-2) students will use problem-based learning that starts with an ill-structured science or social studies problem for students to research. As students move towards the intermediate grades (3-5) they will use project-based learning where students create a science or social studies project or presentation as a demonstration of their understanding of a problem. In the middle grades (6-8) the students participate in design based learning where they create a working design of a solution to a complex science or social issue.

Encore Classes:

Music

The music program at HIAT is designed to help develop intellectual and emotional communication skills, encourage cultural awareness and enrich society. The program will provide students the opportunity to develop their own musical gifts and interests, while developing an appreciation for music. Students involved in our in school/after school music program will have specific goals and objectives for each grade level that will support and enhance the vocal and instrumental musical ability and talents of students. It will also provide performance opportunities and exposure to different styles of music and instruments. Music Appreciation will be introduced by way of studying various musicians and genres.

Theatre

The drama program at HIAT will allow students to increase critical thinking, memorization, awareness of self and others, and become comfortable with public speaking while writing, acting, directing, and performing other off stage tasks. Intermediate students will better develop their critical thinking skills, while analyzing stage performances. Performances will be scheduled throughout the year to allow students to showcase their skills.

Visual Arts

Throughout HIAT, art is taught as a form of self-expression while teachers emphasize the process of art rather than the finished product. Students will be challenged to interpret and portray the world, whether real or imaginary, in ways that seem both satisfying

and exciting. Students will learn to use tools safely and correctly while exploring and experimenting with varied media to create imaginative projects. Art appreciation will be introduced as a way of studying artists and art movements.

Dance

With a dance education component in HIAT's curriculum, students will be given the opportunity to improve auditory, visual, and kinesthetic skills while providing experiences to gain personal confidence, group work, and cooperation. Various forms of dance such as ballet, hip hop, modern, folk dance, cultural dance, and tap will provide students with a well-rounded balance of experience and dance techniques.

Physical Education

Physical education will be offered weekly to all students. The program will include participation in activities to develop and build motor skills, movement patterns, and concepts. Students will participate in regular physical activity, health enhancing physical fitness, while learning responsible personal and social behavior, while appreciating the value of physical activity. Students will learn to achieve and maintain a health enhancing level of physical fitness while also learning to become responsible for personal and social behavior. Students will learn the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction, and learn the benefit of cooperating with others.

Technology

Technology class will give students a greater understanding on how to use educational software to enrich skills and concepts across the curriculum. As students attain knowledge and experience in computers, the skills learned will be used to present information by creating word documents for brochures, posters, and other multimedia presentations. National Educational Technology Standards (NETS) will be utilized in the development of Arts-Integrated thematic units and lessons as well as assessments for benchmarking achievement with regard to technology skills.

Attachment 8, provide a core curriculum scope and sequence by subject, for each grade level proposed, that demonstrates clear alignment with the Indiana Academic Standards.

Integrated Education Outcomes

The benefits and student outcomes for art integration is clearly spoken of in the President's Committee on the Arts and the Humanities (PCAH) (2011). Studies have shown positive results and reports that an Arts- Integration approach produces better attendance and fewer discipline problems, increases graduation rates, and improve test scores; motivating students who were difficult to reach otherwise; and providing challenges to more academically successful students." HIAT has reason to believe that it will be successful with the student population in Merrillville because schools with similar populations and programs across the country are having success for example:

Chicago Public Schools: The 19 Chicago elementary schools operating the CAPE arts integration model showed consistently higher average scores on the district's reading and mathematics assessments over a six year period when compared to all district elementary schools (Catterall and Waldorf, 1999). Moreover, in the CAPE schools there were associated positive changes in school climate, e.g., leadership, focus on instruction, teacher collegiality, and participation in decision making. CAPE researchers also began tackling questions about how arts integration supports student engagement in learning (DeMoss and Morris, (2002). Compared to traditional instructional experiences, arts-integrated units consistently engaged students in complex analytical cognitive activity, including those students who struggle with academic tasks. Students who were learning through arts-integrated units expressed no feelings of boredom or discouragement with the learning methods and showed interest in independent learning. After working through the non-arts units, students often self-described as discouraged, after arts-integrated units students demonstrated increased interest in the subject matter.

North Carolina Network of A+ Schools: Probably the most extensive and systematic study of the benefits of arts integration is associated with North Carolina's network of A+ Schools (which now have been established also in Oklahoma and Arkansas). A+ Schools are a comprehensive education reform model that is based on using arts-integrated instruction, incorporating Gardner's theory of multiple intelligences, recent brain research findings, and dance, drama, music, visual art, and creative writing. More than twelve years of research about the A+ Schools in North Carolina tracked consistent gains in student achievement, the

schools' engagement of parents and community, and other measures of learning and success. Most notably, the A+ Schools with higher proportions of disadvantaged and minority students performed as well on statewide assessments.

Oklahoma A+ Schools: An evaluation of Oklahoma's A+ Schools underscores the school-wide value of arts integration. The study found significant differences in students' attitudes (more likely to find school challenging, interesting, and enjoyable) in schools where the A+ model was embedded in school policy and daily instructional practice—in contrast to schools where arts integration was treated as an add-on. The Oklahoma state report card's Academic Performance Index data show statistically significant advantages for A+ students compared to state and district averages; this is true even though, as in North Carolina, the Oklahoma A+ schools typically serve higher percentages of minority and economically disadvantaged students (Barry, 2010).

Montgomery County, Maryland AIMS Schools: Last year, a Montgomery County, Maryland study with a rigorous evaluation design provided a more fine-grained look at the results of arts integration; the study compared three arts integration-focused schools (AIMS) to three control schools over a three year period. During that time AIMS schools substantially reduced the achievement gap between high-poverty minority students and other students. The AIMS school with the highest percentage of minority and low-income students reduced the reading gap by 14 percentage points and the math gap by 26 percentage points over a three year period. In the comparison schools, the number of proficient students actually decreased by 4.5% over the same time period (Real Visions, 2007). The AIMS schools with the lowest number of proficient students in reading and mathematics at the outset of the study experienced a 23% increase in the number scoring proficient over a three year period. The Montgomery County evaluation also closely tracked the experiences of classroom teachers as they learned how to integrate the arts. Almost all teachers (79%) agreed that they had "totally changed their teaching" and (94%) that they had gained "additional ways of teaching critical thinking skills."

Pupil Performance Standards

The Indiana College and Career Ready Standards and Indiana Academic Standards for the fine arts are used as HIAT's model to guide the development of pupil performance and exit standards to ensure that our students are held to the requirements that are recognized by the State of Indiana Department of Education. Art & Technology classes are also included in the exit standards/learning outcomes for each particular division.

Attachment 9, the school's exit standards for graduating students for each division of the school as applicable (elementary, middle and/or high school).

Promotion and Graduation Criteria

HIAT will ultimately have three divisions: Primary (K-2), Intermediate (3-5), and Middle School (6-8). Exit standards/learning outcomes for each division contain diagnostic testing including; formative assessments, summative assessments, and standardized assessments to determine students' academic strengths and needs when addressing promotion. Providing a strong academic foundation is central to the HIAT mission; therefore, instructional strategies will be aligned and support services provided to ensure that every child achieves success. It is important to recognize that, at times, children's academic and social progress may fall below the performance requirements necessary for success in the next grade. HIAT will not promote students based on age alone; rather, student performance must demonstrate a readiness for the rigor of the next grade. Retention decisions will be carefully evaluated by the school leader and teacher in consultation with parents. Students not meeting standards, confirmed by standardized tests (IREAD, ISTEP, DIBELS), progress on less formal teacher-created assessments, and/or overall classroom performance will be notified in writing at the end of the second and third quarter that the student is being considered for retention. Interventions will be developed to support improvement. The school leader, with whom the final decision rests, will consider all pertinent factors including developmental issues, RTI status, summer school remediation, and previous retention experience prior to implementing retention.

HIAT's goal is to keep parents informed. Communicating with a parent regarding their child's progress will be multi-faceted. The use of PowerSchool will allow parents daily access to student progress. The PowerSchool system will provide ongoing communication of each grade's end-of-year requirements. That same system will generate quarterly, standards based report cards. Printed report cards from PowerSchool will be produced for all grading periods. In the first grading period, report cards will be sent home. After the second grading period, there will be a formal parent/teacher conference where teachers will inform parents of their child's academic strengths and weaknesses. If intervention is needed for students at risk, the RTI committee will meet and discuss its plan of action. At the end of the year, final report cards will be distributed with grade level and divisional assignment.

School Calendar and Schedule

Attachment 10, the school’s proposed calendar for the first year of operation, as well as the weekly schedule of classes.

School Culture

Imagine walking into Heritage Institute of Arts and Technology, hearing and seeing students actively engaged in the learning process with hands on activities, a researched based curriculum and Socratic discussion among classmates and teachers, searching together or in small groups to find the solution to something that has been presented. In addition to the strong academic component of the school day, the arts and technology component will add rich programs to develop mind, body and character and help round out a student’s way of thinking toward problem solving and involvement as global citizens. Infusion of the arts and technology allows students to see things from another perspective, learning about other cultures, and to keep current with what is happening locally as well as globally. Technology helps to create and support what students have learned throughout the day that will enable them to become better global citizens today and in the future. The more we understand, the better we can become.

HIAT will provide a safe learning environment that promotes academic excellence for all students. The core values of HIAT will be reinforced weekly through the Character Education Value of the Week, which will be introduced every Monday and integrated into curriculum themes. All school stakeholders will receive handbooks that document expectations for both behavior and performance at HIAT. Both academic and social interventions will be available to students to support their success. Parents will always be welcome at HIAT as partners in the learning experience. A Parent Advisory will be established to ensure that parents are involved and have a voice at HIAT. Selection of effective and caring teachers and a focus on culturally responsive teaching, supported by on-going professional development, will ensure classroom environments conducive to teaching and learning.

With our Arts & Technology integrated educational model, no day would really be typical as each day would include current events and connections from the day before. At HIAT the role of the teacher is a facilitator of learning. Acting as a facilitator and coach, a teacher is there to guide and ultimately help all students solve problems with interesting hands on, collaborative lessons where students will not only learn content but skills. To support this role, teachers will work collaboratively in grade level teams, supported by school leadership, encore teachers and lead teachers. Teacher involvement in the creation of thematic art-based units, and the development and modification of curriculum will ensure teacher buy-in and student success.

Typical Day Teacher

At HIAT the role of the teacher is facilitator of learning. Acting as a facilitator and coach, a teacher is there to guide and ultimately help all students solve problems with interesting hands-on, collaborative lessons where students not only learn content but also skills. To support this role, teachers will work collaboratively in grade-level teams, supported by school leadership, encore teachers and lead teachers. Teacher involvement in the development and modification of curriculum will ensure teacher buy-in and student success. A day for a first-grade teacher at Heritage Institute of Arts and Technology could involve the following:

A Day at HIAT for a Teacher

| | |
|----------------|--|
| 7:15 AM | <i>I arrive at school and get ready for the day. I check my emails and messages, noting there is a RTI conference for Ramon at 3:15PM on Thursday.</i> |
| 7:40 AM | <i>I need to go to the washroom before greeting my students.</i> |
| 7:50 AM | <i>I go to the door to greet my students.</i> |
| 8:00 AM | <i>School begins. This is the time I take attendance, lunch count, and collect homework.</i> |
| 8:15 AM | <i>The students and I stand for the Pledge of Allegiance, followed by the daily announcements, and today’s Character Education trait. I tell my students how I performed an act of kindness the day before at the grocery store by allowing someone with fewer groceries than I to go first.</i> |
| 8:30 AM | <i>As today’s literacy lesson begins, I introduce a special guest the theatre teacher. Together we model for the students how to identify the plot, setting, and characters in a play. I give each student a copy of a <u>Reader’s Theatre</u> script and the students perform a play bringing the main character Abraham Lincoln to life.</i> |
| 9:00 AM | <i>Our rotation schedule begins. I use color cards to identify each group. Today I am starting with the red group and we are going to go in depth about identifying plot, setting, and characters. The blue group is working at the computers reading interactive e-texts; the white group is working in a small group creating posters that display plot, setting, and characters in a story. I worked with that small group yesterday identifying plot, setting, and characters in the <u>Reader’s</u></i> |

| | |
|-----------------|---|
| | <i>Theatre script.</i> |
| 9:35 AM | <i>The groups change. I work with another group.</i> |
| 10:10 AM | <i>The groups change again with students working at the computer, in small groups, and with me.</i> |
| 10:45 AM | <i>I bring closure to today's literacy block by reviewing how to identify plot, setting, and characters with my students. The students give examples and we create a chart of the responses on the Smart Table.</i> |
| 11:00 AM | <i>After escorting my students to the cafeteria, I rush to the washroom and eat my lunch. When I return to the class, I turn on the computers and launch Funbrain Math. The kids love it.</i> |
| 11:40 AM | <i>Lunch and recess are over. We start the afternoon with Math. During our whole group instruction time, we review subtraction strategies. I then divide the students into experiential learning groups of four and each group devises a plan for solving a subtraction word problem. I am so proud; my students are picking this up so quickly.</i> |
| 12:00 PM | <i>Our Math rotation begins. Just like in Reading I use color cards to identify each group. Today I am starting with the orange group and we are going to go in depth about other strategies for subtraction. The purple group is working at the computers on Funbrain Math and the green group is working as a cooperative group to solve word problems.</i> |
| 12:20 PM | <i>The groups change. I work with another group.</i> |
| 12:40PM | <i>The groups change again with students working at the computer, in small groups, and with me.</i> |
| 1:00 PM | <i>We close out today's Math block by reviewing the subtraction strategies each group devised in their word problem solving plans.</i> |
| 1:10 PM | <i>It is time for Social Studies. I begin by teaching the students a song about Ancient Civilization to build their background knowledge. We use a KWL chart to brainstorm the things we know and want to learn about ancient civilization. The chart will serve as a list of questions to drive our experiential thematic social studies units for the next few weeks.</i> |
| 2:00 PM | <i>Today's encore class is Dance. I escort my students to the dance theatre. I am excited that the students love dance so much. This gives me time to meet with my grade level team and encore teachers to plan the arts-integrated lesson for next week. I will take the KWL chart with the list of things my students wish to learn to help us differentiate the lessons.</i> |
| 2:50 PM | <i>Students return. It is time for them to pack up their backpacks. I remind the students to take their Funbrain Math access codes and passwords home to practice subtraction word problems on their electronic devices because there will be a test this week.</i> |
| 3:00 PM | <i>Time to take the students to the door to leave! I need to prepare for tomorrow, as well as prepare for Ramon's RTI conference on Thursday.</i> |
| 4:00 PM | <i>Time to go home! I will take papers to grade.</i> |

Typical Day Students

Day at HIAT for a First Grade Student

| | |
|-----------------|---|
| 7:50 AM | <i>I arrived at school. My teacher greeted me at the door. I saw some of my friends. I hung up my coat and backpack and prepared for my day. The classroom has a Smart TABLE in which I can choose a Hi-tech activity to play with a friend.</i> |
| 8:00 AM | <i>Today I get to write in my IPAD about how I was kind to my sister. I drew an animated picture that plays with music!</i> |
| 8:15 AM | <i>I stood up to say the Pledge of Allegiance. I listened as the principal read the announcements on the Flat Screen. He is talking about all of the afterschool programs of Arts. Sounds fun!! Someone from grade 4 read their story about kindness and drew beautiful pictures on the Smart Board. Every time she said an action word we were suppose to act each word out. It was almost like Simon Says!! My teacher led the class in a song about kindness and we used instruments. I love learning new songs!</i> |
| 8:30 AM | <i>Today the teacher told us how we can identify the plot, setting, and main characters in a story using the assistance of the theatre teacher. I actually pretended to be one of the main characters. Can you believe I was Abraham Lincoln? It was so much fun!</i> |
| 9:00AM | <i>I love this time. This time of day I work alone on the desktop, with my classmates, or with the teacher. I go to the washroom during this time.</i> |
| 10:45 AM | <i>I am back with my whole class. We talked about the work we just did. We gave an example of the plot, setting, and characters in the story we read. I got to read from a play. Do you know that Abraham Lincoln was the 16th President?</i> |
| 11:00 AM | <i>A very exciting time of the day for me is lunch and recess! I brought my lunch today because my mom told me they were having tacos. I hate tacos!</i> |
| 11:40 AM | <i>It is time for Math. My teacher was talking about subtraction. This is another favorite time because we work on Math on the computer with a touch screen! Funbrain Math it is my favorite! I cannot wait to play math computer games!</i> |

| | |
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| 1:00 PM | <i>Back as the whole group again. Math is over. We have subtraction homework. It's ok, I like subtraction. I raised my hand; I have to go to the washroom.</i> |
| 1:10 PM | <i>Sometimes we have Social Studies instead during this time. Today we learned a new song about Ancient Civilization, but it sounded like Three Blind Mice! Three Roman R's, Three Roman R'sI love singing!!</i> |
| 2:00 PM | <i>Time for dance! I love dance and the teacher makes it interesting. Learning about the different styles of dance is great. My big sister and I talk about what I learned and I showed her a new step called Plié from Ballet.</i> |
| 2:50 PM | <i>Back in the room. Time to get ready to go home. I pack up my backpack; listen to the teacher's directions and closing announcements. The school principal reminds us about the Scholastic Book Fair which starts later this week. Grandpa gave me money for a book! The next fair is for Art, my teacher said.I can't wait!!</i> |
| 3:00 PM | <i>Bell rings and out the door we go. School is great! I am glad I am here! I attend the afterschool program and can take private ballet lessons!</i> |

Supplemental Programming

HIAT will provide the summer academic core curricular programs in mathematics, reading, and language arts for elementary and middle school levels. Summer School courses will be funded through the State of **Indiana funding and the Indiana reimbursement program.**

HIAT will provide Summer School for three (3) hours per day for four (4) weeks. Students who have not met criteria to move on to the next grade level and/or have not achieved proficiency based on standardized test performance will be required to attend summer school.

Extra- Curricular Activities

Depending on student interest, additional encore classes in areas such as choir, theatre, dance, music lessons, and technological activities will be offered 1 - 3 times per week for 1 hour sessions. Partnerships and collaborations will be used to provide additional encore classes at a cost as low as possible as parents/guardians will be required to pay fees for these classes.

Social Development and Health

HIAT will cater to the needs of the whole child. The school will implement a school wide Character Education Program that teaches character traits and values, will address many issues students are challenged with on a daily basis, and support a safe learning environment. The Character Education Program includes class discussions, teacher lessons, and school programs that emphasize and reinforce the learning. Discipline will take place in an atmosphere that abides by the guidelines of a Positive Behavioral Intervention System (PBIS). Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm. Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding.

HIAT will employ additional staff members who are trained in regard to social services (social worker, counselor) who will provide support for students and their families. A focus on healthy school lunches will support the nutritional needs of students and ensure students are ready for learning. Recognition and celebrations of students' accomplishments will provide an environment that encourages and supports student achievement. At HIAT all aspects of teaching and learning will be focused on the total development of students. Students will learn when expectations are raised and met; a stimulating academic environment is developed. However, it is well documented through child development research that young people develop at differing rates. HIAT will implement a rigorous program, which will also include students who have enrichment and intervention needs. These enrichment and intervention programs will take place outside of the uninterrupted core literacy and math blocks. During our literacy and math blocks, three rotating groups (5-7 students per group) will meet daily. Individual learning, small group learning with the teacher as well as individual/paired work will allow students to use skills taught.

As a school focused on the arts, technology and experiential learning, additional student-focused activities at HIAT will include field trips to cultural events, guest presenters and visiting artists, and when appropriate attendance by the community at presentations of students learning projects. Student programs such as music, theatre arts, and an art fair will provide the opportunity for parents, as well as the community to attend evening programs to showcase student talent.

Studies in Special Population and At-Risk Students

Summary

The based on the Merrillville enrollment data trend over the past five years HIAT can predict 11.9% of the population to receive some level of Special Education services and 2.9% to received English Language Learner (ELL) services. As the population of the Merrillville, School Corporation diversifies so does, the need for a school that provides differentiated and individual learning services.

We are committed to provide equality of opportunity for all children whatever their age, ability, gender, race or background. Our curriculum policy ensures equal access to all courses by all students; we promote respect for the whole individual; we want all our students to achieve their full potential and prepare them for life in a diverse and multi-cultural society; committed to ensure that specific learning needs are met; and all students have the opportunity to reach their full potential.

HIAT believes in the ability of all students to succeed; therefore, special education programs and related services will parallel the general education program. The integrated educational model focuses takes a proactive and preventive approach to meet the special populations and at-risk students. The model focuses on identifying the needs, as early as possible, with those of exceptional needs. HIAT will provide services, equal access, shared knowledge, and use a positive direct model where by all students will benefit, including the talented and gifted students.

HIAT believes that the integration arts and technology are essential to our school curriculum, both in and of themselves and as a direct avenue to engage students more fully in their education. HIAT will continue to provide the integration curriculum, both during the school day and in after-school and out-of-school time, as a means to connect with at-risk students, to create a diverse culture of excellence, and to encourage creativity and innovative thinking in students' young minds.

Specially designed instructional programs and the necessary related services will be made available to any student with such needs based on the data from assessments and previous school data. Upon enrollment into the school each student will be assessed and an individualized service plan will be established, parents will also have input into their child's ISP. The placement of a student in any special education program is closely governed by rules and regulations, and the school will strictly adhere to these in order to protect the rights of students and parents. HIAT will adhere to IDEA (Individuals with disabilities education act) and EVERY child is entitled to a FAPE (free and appropriate public education. Due diligence will be given to placement with regard to at risk populations.

HIAT will employ highly qualified staff that includes certified special education teachers; each teacher will have teacher assistants to provide the Least Restrictive Environment (LRI) for each student. HIAT staff will utilize the Indiana IEP system to ensure compliance and coordinate services. HIAT believes performance and the decision-making body regarding services to be provided in developing the IEP.

HIAT is committed to providing a quality educational experience to all students it serves. Therefore, each student will participate in universal screening using beginning of the year assessment (DIBELS, NWEA, ACUITY and SRI). Based on the data from the assessments, those students requiring special services will receive the services from qualified and licensed individuals and organizations. HIAT expects to attract students of all learning abilities. Based on populations typically in charter schools, we expect that there will be students who are below grade level academically and high ability students. We do not anticipate many ELL students or students with mild, moderate and severe disabilities based on 2013-2014 Merrillville School enrollment data. However, every child who applies will have equal opportunity to enroll and those requiring special needs will be accommodated.

How HIAT will identify students with special education needs.

Universal screening data and data from previous schools will provide information in helping to identify students with special education needs. However, the Case Study Evaluation (CSE) is the initial step in determining whether a child is eligible for special education. It may be requested when it is suspected that a child is having difficulty learning because of a disability. The child's vision and hearing would be tested within 6 months before any other CSE. Within 60 school days from the day the CSE was requested, the CSE would be completed and a multidisciplinary conference (MDC) would occur. Written notice will be given to the parent or guardian at least 10 days before the day of the meeting. If they cannot attend the mutually agreed upon location and the agreed upon time, the parent must notify the school immediately to reschedule.

Evidence-based instructional programs, practices, and strategies the school will employ to provide a continuum of services.

After the MDC, the IEP will be developed on the basis of the child's special needs. These will be reviewed annually. The IEP will be written within 30 school days of the MDC, but no more than 60 school days after the request for the CSE. We will make certain that a parent with a disability has a meaningful opportunity to understand the outreach information given about the charter school as effectively as other parents. Appropriate auxiliary aids and services will be made available. Braille, large print, audio cassette and qualified interpreters will be provided, if requested.

How the school will regularly evaluate and monitor the progress and success of special education students.

Students with disabilities must be provided with choices in programs and activities that are comparable to that offered students without disabilities. The student will be educated with nondisabled students (inclusion) to the maximum extent appropriate for the disabled student. Per Section 504, any placement decision will be made by a group of persons with knowledge about the child, meaning of the evaluation data and placement options. These persons will include the Special Education Teacher, the student's general education teachers, parent/guardian and the Principal.

HIAT will provide qualified staffing for students with special education needs.

The special education staff will include licensed special education teachers and classified classroom aides. We will also work with the certified school counselor and an outside counseling agency to provide referrals as needed.

HIAT will meet the needs of English Language Learner ("ELL") students, including:

In many parts of the country, the ELL population is growing at exponentially high rates. This is also true of Lake County. Consequently, HIAT is committed to providing outstanding ELL service that will meet the multifaceted needs of culturally, linguistically diverse students.

How the school will identify ELL students.

Identification of ELL students will begin with the Home language Survey. The Home Language Survey is used to assess the child's first language or the students' native language (L1), the language most frequently used at home, the language used by parent or guardian to communicate with the child and the language adult speaker's use at home. If the language is any other than English then an English language proficiency test will be used to determine the type of language services needed. Language proficiency testing for placement covers the four language domains. They are: listening, speaking, reading and writing. HIAT will use WIDA an English proficiency test that meets the requirements of the four domains as well as the new federal requirement for English proficiency assessments that focuses on academic proficiency.

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

Teachers will be trained in using the Sheltered Instruction Observation Protocol (SIOP) model, which is Pearson's foremost empirically validated model for sheltered instruction. Sheltered instruction or SIOP is an academic approach for ensuring academic content area material is comprehensible for English language learners. HIAT teachers with sheltered instruction training will have classrooms that demonstrate systematic, consistent, and focused teaching on both academic and content language to English learners.

How the school will assess and monitor the progress and success of ELL students, including exiting students from ELL services.

The tools used to assess progress are those widely used in the ELL learning community. These assessment tools will include checklist, rubrics and observations which provide evidence for continued dialogue with ELL teachers, staff, and parents. The cumulative data will reside in a student portfolio which will house the following types of assessment tools.

- The Home Language Survey
- Parent Observational Survey
- Teacher Observational Charts
- World-class Instructional Design and Assessment (WIDA) is used to measure reading, writing, listening and speaking.
- Level of Acculturation (LOA) this observation chart tool is used to measure the student's interactions with peers
- Student Oral Language Observation Matrix: (SOLOM) A rubric that measures comprehension, fluency, vocabulary, pronunciation and grammar

- The Basic Interpersonal Communications Skills (BICS) this assessment is given both L1 and L2. BICS assessment looks at the students casual language use.

How the school will provide qualified staffing for ELL students.

HIAT will seek to hire a teacher who has teacher certification in ELL, ESL or certified in TESOL and can speak (at least at an intermediate stage) the majority ELL language. We assume that the majority language will be Spanish based on the population of ELL students in Merrillville 2013-2014. In addition, HIAT will add certified personnel based on the increase of the ELL population in the school each year.

Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress.

Identification and placement of students into intervention settings within HIAT will occur in two ways: (1) at regularly scheduled intervals initiated by the school; and (2) at the request of a parent, guardian, or teacher. In the first instance, the school will conduct regular screenings with evidence-based and supported evaluation instruments, such as the SRI, NWEA, ACUITY, DIBELS or other tools appropriate for screening large numbers of students. If a student scores below the acceptable ranges on the screening tests, the RTI Committee will meet to consider additional documentation needed for deciding if a student would benefit from an intervention program. When an evaluation is requested by a parent, guardian, or teacher, a meeting will be convened within 30 days to consider such request. Members of that meeting will include the leadership team, parent or guardian, teacher(s) with knowledge of that student, and at least one person with a strong background and/or teaching license in special education. If members of that meeting decide to pursue further documentation, a full evaluation will be completed within 30 days of that meeting.

Explain how the school will identify and meet the needs of intellectually gifted students.

Identification and placement of students into intellectually gifted settings within HIAT will occur in two ways: (1) at regularly scheduled intervals initiated by the school; and (2) at the request of a parent, guardian, or teacher. In the first instance, the school will conduct regular screenings with evidence-based and supported evaluation instruments, such as COGAT (Cognitive Abilities Test) or other tools appropriate for screening large numbers of students. If a student scores within acceptable ranges on the screening tests, the RTI Committee will meet to consider additional documentation needed for deciding if a student would benefit from a gifted curricular program. When an evaluation is requested by a parent, guardian, or teacher, a meeting will be convened within 30 days to consider such request. Members of that meeting will include the leadership team, parent or guardian, teacher(s) with knowledge of that student, and at least one person with a strong background and/or teaching license in gifted education. If members of that meeting decide to pursue further documentation, a full evaluation will be completed within 30 days of that meeting including a current COGAT screening.

The specific evidence-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.

Once a student has been identified as having the potential to be highly able or intellectually gifted, the school's leadership team will meet with the parent or guardian to explain placement options best suited for that child. HAIT will offer the following opportunities for those students: (1) classroom cluster groupings that follow a tiered curriculum; (2) cross-grade or between-class groupings that offer advanced placement (3) an individualized custom curriculum, and/or a mentorship partner for an individualized curriculum based on that students' significantly advanced abilities. Program placement is not static but will be considered a continuum along with a gifted student may move depending on the academic benefits and learning needs. All curricula along that continuum require specialized assessment and instructional strategies tied to individual student learning targets that are strongly supported by educational research evidence as being beneficial for the unique learning styles of intellectually gifted students.

How the school will provide qualified staffing for intellectually gifted students.

Staffing for intellectually gifted will be provided primarily by teachers who have licenses indicating their proficiency in teaching these exceptional learners. In addition, HIAT will seek out teachers with the specific high ability certification. Classroom aides will have had targeted training in how to support experiential learning practices and instructional techniques. Outside consultants with reputable backgrounds in gifted education may also provide support for HIAT's staff.

How the school will assess and monitor the progress and success of intellectually gifted students.

Once a student has been identified and placed into an appropriate service spot on the intellectually gifted continuum, the RTI committee making the initial placement will assign an Advisor of Record (AR) for each student. That AR will be the primary liaison among the student, family, and school personnel, making one person responsible for tracking each gifted student at HIAT. The AR, who may be a lead teacher, a teacher, an administrator, a counselor, or some other relevant staff member, will convene team meetings no less than once per school year at which time targeted learning goals for the student will be determined, written, assessed, and monitored. These meetings will also review and if necessary, revise the placement option(s) for that student. RTI committee members may change over time but will always include the AR, the student's parent or guardian, and teachers with knowledge about the student. In addition to these formal meetings, the learning targets written for each intellectually gifted student will be evaluated at normal grading times and progress reports that occur for their general education peers.

Student Recruitment and Enrollment

Recruitment and Marketing

HIAT will offer a K-8 education to the students and families of Merrillville, Indiana. Each grade level will be contained in a pod consisting of 2 classrooms in grades 5-8 and 3 classrooms grades K-4. Each classroom will contain a maximum of 25 students. The school will open in Year 1 as a K-4 school. In Year 1, HIAT will begin with 350 students. HIAT plans to add one grade level each year to accommodate students moving up grade levels. We intend to add 75 student seats each year until we reach full capacity 575 students K - eighth grade in the fall of 2020.

HIAT began its marketing with many community meetings, the distribution of an E-Newsletter, and a flyer that was blitzed throughout the Lake County, Indiana area to provide the community with information about the school, and has received an overwhelmingly positive response. HIAT continues to market through its website and social media. Continued marketing procedures for HIAT will include:

- ❖ An informational brochure mailed to households targeted to those with children in the age group our school will serve.
- ❖ Radio spots informing the community about the school with information for enrollment.
- ❖ TV spots aired on targeted cable stations with school promotion and information.
- ❖ Scheduled community informational meetings in various parts of the county.
- ❖ Annual Kindergarten round up and pre-registration in April-May.

All recruitment and marketing information will be distributed to Lake County, IN and its surrounding geographical areas to ensure public access to information about HIAT as a public school open to all students.

Student Discipline

HIAT recognizes the needs for a safe and positive learning environment to support student success. The Principal, as the instructional leader for the school, will work with all stakeholders to establish a safe and positive school culture. The Positive Behavioral Interventions Supports model (PBIS) will be utilized as the behavior philosophy for all HIAT students. Positive Behavioral Interventions and Supports has been established by the Office of Special Education Programs, USDOE to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices. There is the expectation of parent involvement via the Parent Advisory Council. There will be clear expectations regarding student behavior, as outlined in the student handbook, which are monitored and supported by the Dean of Students. Staff, such as the counselors and social workers, will work with students, parents, and staff to address issues and concerns and support the PBIS system.

It is the expectation that all students conduct themselves in a responsible manner, as outlined in the Student Handbook, in order to maintain a safe and orderly school environment and provide the opportunity for learning for all students. The expectations outlined are consistent with the social and emotional development of all students. Teachers receive support from the leadership team with regard to classroom management and interventions to ensure that they are both aware of the needs/development of students and able to effectively implement strategies in their classrooms. All adults either working or who have children enrolled in the school are expected to act as role models at all times. In addition to the expectations outlined in the student handbook, which will be provided to students and families at the start of the school year, the PBIS and Character Education Program will be used to teach and monitor appropriate behaviors. The discipline plan will be culturally relevant and expose students, in a spiraling and developmentally

appropriate manner, to issues of cultural relevance and respect. The Character Education Program will emphasize the values and responsibilities of good citizenship inherent in the school behavior code and ensure a safe, orderly, and positive learning environment.

The school's *Discipline Code* will apply to the actions of students during school hours, before and after school, while on school property, at all school sponsored events, and when the actions affect the mission of the school. Students may also be subject to discipline for serious acts of misconduct, which occur either off-campus or during non-school hours, when the misconduct impacts the mission of the school.

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

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

Attachment 12 is the school's discipline policy, which includes a summary of the following:

Parents & Community

The interest, support, and demand to fill an important community need; providing a school option that presently does not exist for students who are not achieving success in a traditional school, is exceptionally strong in the Merrillville community.

HIAT board members have actively met and spoken with community leaders, parents, and students and have been greeted with a high degree of eagerness and enthusiasm about the concept for the school and the need for serving the Lake County, Indiana population. Community members have expressed support for both the proposed school model that incorporates a different learning style by integrating the Arts & Technology. Members of the community continue to express there is a large need for an HIAT's innovative approach to serving local youth.

On a survey conducted by the HIAT organizing board, 74% of respondents indicated the Lake County Public Schools did not provide sufficient exposure and opportunity with regard to the arts and technology. Statistics from COCA Urban Arts & Technology Program stated that "students actively engaged in the arts and technology not only show improvement in behavior and self-esteem, but also attend school more regularly and achieve measurable improvements in academic performance". Currently, the community does not have an alternative school option that specializes in arts and technology to fill the need of those children that have alternative learning styles that HIAT will offer. The demand for HIAT is based on parents expressing a desire for options and non-traditional learning environments, as well as their realizing this as particularly important for children in the development of healthy attitudes about school and learning. HIAT will offer choice and diverse schooling options in public education with a commitment to high quality schooling, equity, and public accountability.

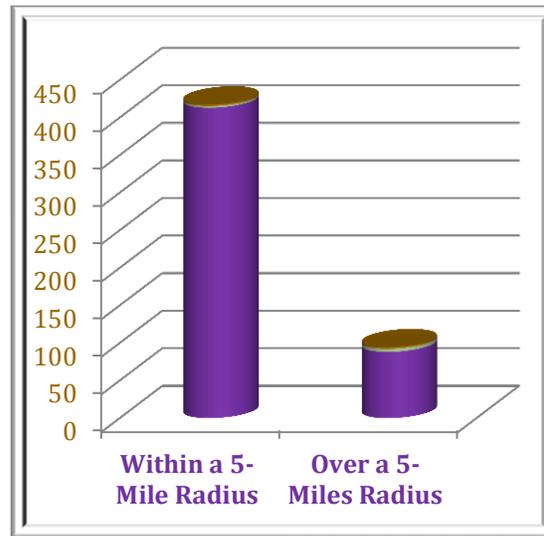
HIAT will continue to reach out to all the stakeholders in the community to ensure that these students have a viable school option that can help them engage in a positive school community. HIAT board and administration will stay active in engaging the support of local elected officials, Community Boards as well as parents, families and educators to ensure that HIAT continues to meet the needs of its students and continual growth.

What will be unique or compelling about the proposed school? How have you determined that the proposed school will have sufficient demand from student and families to meet enrollment projections?

HIAT received over 500 signatures of supporters in the community. Multiple families had an average of two children per family that are in the K-8 grades.

HIAT recognizes that parents are students' first teachers and a critical stakeholder in student academic success. As such, HIAT seeks to actively involve and communicate with parents. As previously indicated, HIAT organizing board began the chartering process with two community meetings and the dissemination of information throughout the Lake County, Indiana to provide the community with information about the school.

Once approved, HIAT will continue this intentional effort to communicate with the Lake County Community and engage parents and community members in the success of the school.



Describe how you will engage parents in the life of the school, starting from the time that the school is approved.

HIAT will develop a Parent Advisory Committee that will meet regularly with the principal to support the school mission and vision and make recommendations to the board. The governing board will work with the school principal, Parent Advisory Committee, and community partners to ensure HIAT engages in program such as family nights that support its development as a community school that meets the needs of students and their families.

Describe any partnerships the school will have with community organizations, businesses, or other educational institutions.

As previously indicated, several organizations have expressed interest in partnering with HIAT. The “Indiana Ballet Theatre Northwest” through a program of education and outreach is one such organization. They provide the opportunity to work in partnership or collaboration with other dance companies, professional entities in the related arts, and those in the broadcast or journalism media in order to broaden the base of understanding of the arts and to provide opportunity for experiences where no opportunity previously existed. This will be an opportunity to enhance the creative arts department at HIAT.

There is also an opportunity with Lakeshore Public Television’s Lakeshore Kids program, which in 2002 implemented an educational outreach program with help from a U.S. Department of Education *Ready To Learn* grant. Their educational services unit is committed to providing parents, educators, and caregivers with tools to ensure every child is ready for the challenges of school at their specific grade level. The program is currently funded in part by a *Ready to Lead in Literacy* grant from the Corporation of Public Broadcasting.

One of Multiple Examples: The Boys and Girls Clubs of Northwest Indiana is a non-profit organization that inspires and empowers all young people, especially those from disadvantaged circumstances, could also provide after school programs and activities and may partner with HIAT for afterschool tutoring. Each of these tentative partnerships provides opportunities to support learning and success for HIAT students. (Also listed in partnerships)

Additionally, a total of over twenty thousand dollars in in-kind gifts and library equipment have been donated to show community support from organizations including AWSG Inc., Meijers, Inc., Barnes & Noble’s, C & D Decisions, “Spill the Beans” Quality Ingredients, Lake County Library, and The Nonprofit Department of Indiana University Northwest.

Attachment 13 is evidence of demand from the community, evidence of community engagement, and evidence of support from community partners.

Performance Management

Apart from these indicators and measures, what other goals will students at the school be expected to achieve by the end of the first 5-year charter term? **NOTE: Goals must be specific and measurable, and must include a timeline by which the school will determine whether or not students have successfully achieved these goals.**

A-F ACCOUNTABILITY: Public Law 221 (P.L. 221) is the state law by which Indiana's accountability model is authorized. Beginning 2011-12 school year, Indiana replaced the existing P.L. 221 metrics with the new A-F accountability model in order to determine a school or school corporation's P.L. 221 status.

In 2011-2012, the Indiana State Board of Education adopted an A-F School Grading System. The new A-F model will provide HIAT with a clear school performance score that will enable HIAT to translate and communicate to parents and the community. The model will give HIAT a tool to encourage more community and parental involvement to provide incentives to schools for challenging all students to reach high levels of college and career readiness. The new A-F report cards will make school performance clear in a transparent manner easily, communicated to the public. HIAT holds to the highest degree of all students meeting, at minimal, grade-level performance standards and academic growth. It is important for HIAT to have continuous focus on the schools Improvement Plan to identify ways to strengthen and improve on whole school performance, student growth, and to lead students to achieve positive outcomes.

HIAT is aware and realize the ways a charter school is held accountable for student performance; Assessing students based on state standardized assessment scores, assessment on yearly improvement, and school sponsors. In 2002, the federal No Child Left Behind Act of 2001 (NCLB) requires all public schools to make Adequate Yearly Progress (AYP) for both the school's overall student population and any demographic group. AYP will be determined by student performance and participation rates on the ISTEP+. HIAT is astute to the NCLB's goal for all students to achieve proficiency in English/language arts and math by 2014. It is HIAT's goal to show significant gains on ISTEP+ and to meet and exceed in every subgroup of the AYP accountability requirements.

Primary interim assessments the school will use to assess student learning needs and progress throughout the year (e.g., DIBELS, Acuity, TABE).

HIAT will use standardized formative Northwest Evaluation Association (NWEA) and DIBELS as the primary interim assessments grades K-2 and ACUITY Readiness assessments grades 3-8 to assess student learning needs and progress throughout the year. DIBELS will measure reading readiness. The NWEA will monitor primary reading, math and English/Language Arts skills. The students grades 3-8 will benefit from the English/Language Arts, Math, Science and Social Studies readiness assessments to monitor progress prior to ISTEP+ testing. These assessments are aligned to Indiana College and Career Ready Standards. HIAT will also acquire data on reading with the Scholastic Reading Inventory (SRI) which will monitor reading Lexiles throughout the year. HIAT teachers will also progress monitor student using the following non-standardized assessments that will help drive day-to-day instructional decisions: writing samples, Reading Running Records, Spelling Inventories, textbook unit assessments and teacher created exit slips.

Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community.

The principal and lead teachers will be responsible for making certain that pre-matriculation data is collected, analyzed and distributed to each student's parent/guardian, individual mentor and team of teachers. The live data will be accessible via Power Schools the Student Information System for designated team leaders and the principal.

At HIAT, student performance data will be collected and maintained at both the classroom and school levels. A major focus at the lower level is to ensure all students enter grade 3 reading ready. Lower division teachers will maintain DIBELS and NWEA performance data and monitor student growth by individual student performance, class and grade level. Data analysis will be used to determine instructional and academic interventions, identify curricular gaps, and conduct cross grade level planning and placements.

Intermediate and upper division teachers will use both ACUITY and ISTEP+ data to monitor student growth in a variety of demographic areas including individual student performance, class, grade level, content area, gender and ethnicity. Data analysis will

be used to determine instructional and academic interventions, identify curricular gaps, and conduct cross grade level planning and placements.

Grade level leadership teams consisting of the principal, lead teachers, classroom and encore teachers will support the collection and analysis of data. Consultants may be utilized to ensure the alignment of curriculum and instruction with results and student needs. The teams will meet daily to address each student's needs and make adjustments. Instruction will be adjusted to meet the individual student's needs.

Performing arts data in the form of portfolios will be used to ascertain where the student is based on their interests in performing arts. This data will help encore faculty place the students within the school enrichment programs so that they are in the appropriate level for maximum growth.

Assessment and growth information for all areas will be shared with parents and students electronically and face-to-face during parent conferences. HIAT will share the conglomerate data with the state Department of Education as required. In addition, an annual report will be distributed to the community via the HIAT website and local media. HIAT will also communicate the location of the School Performance Report Card located in the ICSB's annual Accountability Report posted on the website.

Describe the information system the school will use to manage student performance data.

Data from the indicated assessments (DIBELS, NWEA, ACUITY, ISTEP+) will be maintained at the school level by the school leadership team and communicated to teachers for collaboration as a part of grade level, cross grade level and all staff planning and development. HIAT will secure Power School as the primary student information system, which will provide access not only to school staff but also to parents, to support parent involvement with regard to monitoring of student progress.

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

Through its recruiting efforts, the goal of HIAT is to employ a leadership team with experience in the analysis and interpretation of performance data as well as the development and implementation of plans to address improvement. However, in the absence of this experience with regard to any member of the leadership team, HIAT will secure consulting services to provide training in identified need areas.

Before the school begins, teachers and administrators will receive data management training from various organizations and individuals. First, Acuity will provide training to the administration and staff regarding its assessment product. Part of the training will include interpreting and using the data to improve student learning. The principal and lead teachers will provide on-going professional development on using data to improve student learning. HIAT will also seek opportunities to collaborate with local colleges and universities to support this development.

Describe the corrective actions the organization will take if the school falls short of student academic achievement expectations or goals as established by the ICSB and the Indiana Department of Education.

HIAT has high expectations for student performance. However, should the expectations of the board regarding student performance not be met the principal will be required to create a corrective action plan. The corrective action plan must address curriculum, instruction, and professional development and provide a clear strategy and timeline for improvement. The corrective action plan must be submitted to the board for input and approval and the board may elect to secure external services (e.g. consultant, external school evaluation) to support and monitor implementation of the plan.

It is the responsibility of the Principal to ensure that student academic achievement occurs. In the event the school falls short of ICSB established expectations, the Executive Director and HIAT Board will meet with the Principal to determine appropriate actions for correction. This meeting will take place shortly after the close of the specific school. During the meeting, a plan of action will be developed that will ensure student achievement for the following year. Dependent upon the circumstances and the data, the plan of action may include (but not limited to) the following:

- A written Corrective Action Plan (CAP)
- A probationary period
- Dismissal from the position

HIAT believes that the individual teachers are a part meeting academic achievement expectations. Teacher evaluation and professional

development will occur throughout the year. Those not performing per expectations based on student growth and data from observations will also experience (but not limited to) the steps listed above. For plans to address students falling short of academic expectations, please refer to Section II under Special Populations and At Risk Students.

Human Capital

Implementation Plan

School Leadership & Staff Hiring, Management, and Evaluation

The goal of HIAT is to sustain strong staff, which is vital to providing an effective learning environment. HIAT will only employ certified teachers and will vigorously and continuously recruit, paying careful attention to the education background and experience of all candidates. The Executive Director and principal and other representatives as designated will attend teacher and career fairs organized by Indiana universities, colleges and organizations. Additionally, listings of available positions will be posted on the HIAT website and social media, the Indiana Department of Education website, and the websites and job boards maintained by Indiana universities and colleges and other commercial entities, such as newspapers.

HIAT recognizes the impact the quality of instruction has on student learning and is committed to the presence of highly skilled teachers in all HIAT classrooms. HIAT strongly believes effective development of teachers and ensures every student has access to excellent teaching. Good teaching is a key element in creating a positive school culture and fostering student academic growth; therefore, in addition to ensuring the professional profiles of teachers meet the standards of highly qualified HIAT will provide quality on-going professional development to ensure excellence in every classroom.

HIAT's approach to ensuring high quality instruction is composed of a number of key elements:

- ❖ The Executive Director and principal will develop, implement, monitor and evaluate a professional development plan that includes growth goals at the individual, classroom and building levels.
- ❖ Professional development will be conducted on an on-going basis beginning prior to the start of each school year and conducted regularly throughout the school year.
- ❖ Professional development will be differentiated to meet the needs of teachers individually and collectively (i.e. by grade level, content area)
- ❖ Faculty Leads work constantly with new teachers assisting with material selection, teaching strategies, planning, and classroom management, providing on-going mentoring to support professional growth.
- ❖ Teachers are given on-going feedback from administrators and Faculty Leads on teaching effectiveness and will receive supports including lesson planning, co-teaching, modeling and classroom management.
- ❖ Teachers are required to attend seminars, conferences, and workshops to enhance their professional expertise. HIAT will cover the entire expense of these meetings.

The philosophy of HIAT is to respect teachers as professionals and support their professional growth. Providing high quality professional development will facilitate sound teaching and provide students with a rich learning environment.

School Leader and Teacher Performance

HIAT will utilize Indiana's State Model on Teacher Evaluation, the Rise Evaluation and Development System www.riseindiana.org. Teachers will be evaluated for planning, instruction, leadership, and core professionalism as outlined in the plan. The Principal will conduct teacher and staff evaluations. Instruction will be monitored through regular classroom walkthroughs and formal evaluations will be conducted a twice annually. The Executive Director will evaluate the Principal and other members of the Administrative team. Informal evaluations will be conducted quarterly and formal evaluations twice annually.

The Executive Director and Governing Board will address issues concerning unsatisfactory leadership. Teacher performance issues will be addressed by the Principal and/or another Administrative team member. Any employee not meeting the performance standards identified by HIAT will be provided with input regarding performance and required to develop a plan for improvement, which will be monitored by the appropriate supervisor. If the plan does not result in improvement in performance the employee will be put on probation and provided with a timeline and level of improvement needed to continue employment. If sufficient improvement is not achieved the individual may not be offered continued employment with HIAT, subject to review of the Governing Board.

Compensation System

HIAT's teacher evaluation system is based on a formal performance and informal performance framework. Part of the process for formal evaluations is measured by a pre and post observation conference, review of student work samples, and professional rating. Teacher effectiveness may be evaluated from informal observations, lesson plans, professional development plans, participation in the learning communities, communication and interaction with student and families, student achievement outcomes, and professional development activities. Teachers are observed formally at a minimal of 2 times a year (mid-year and annual evaluations). Evaluations are part of the basis for compensation. In addition, the results of teacher evaluations are used to assess assignment of roles and responsibilities, to recommend advancement or continued employment, and /or professional development.

Employee Salaries and Benefits

HIAT shall pay for the salaries, fringe benefits (health insurance, liability insurance, worker's compensation, and unemployment insurance), employment taxes and other employment related costs and expenses for all employees with Operating Funds deposited in the School Operating Account.

Professional Development

Heritage Institute of Arts & Technology will enter the 2015 year with a structured and focused professional development plan that will support the goals of the school, and will be incorporated with the school's Improvement Plan. HIAT believes that "we are all learners", therefore will implement; ongoing professional development throughout the school that applies true performance based management. Each individual Professional Development Plan will be based on prior performance and will have development goals with clear action steps to meet those targets. Each goal will be specific and measurable, with clear benchmarks for success.

HIAT will provide extensive innovative professional development programs that addresses collaboratively design strategies, advancement initiatives, and implements a wide variety of activities to support our goal in promoting and improving; quality of the teaching, integration of technology, content knowledge, classroom practices of teachers and principal, narrowing achievement gaps, needs of students with different learning styles, integration of various arts into the curriculum, improvement of student learning outcomes, teachers within the academic subject area of which they teach, improvement of student behavior, technology literacy, involvement of parents, pervasive use of data and assessments.

The entire staff will participate in various school based training to support all categories of students, which will involve study groups, collaborative groups, curriculum groups, peer coaching, and workshops. All students will be recipients of the integration of higher order thinking skills and mixed-ability grouping. Instead of students practicing discrete, isolated skills, we will stress composition, comprehension, and applications of skills. At-risk students will be addressed by varied teaching strategies, and meaningful learning in collaborative settings. We will create a learning community to transform every classroom into a "powerful learning" environment. Our professional development sessions will support this structure in addressing all regular education, special education, at-risk, gifted and talented students. Additional learning opportunities prior to opening and for new teachers will include introductory activities to familiarize with the HIAT's best practices, procedures, vision, and culture.

Board Development

HIAT along with IC Consultants will provide a training program for their board members which will include the following topics: the role of the board; recruiting board members; hiring and supervising an executive director; financial responsibility; strategic planning and budgeting; financial oversight; fundraising; policy development and other pertinent topics relevant to the responsibilities of a board of directors.

An important part of effective professional development is the ability to self-reflect on performance. HIAT’s professional development plan will be used as a tool for teachers and staff to assess their own performance and set development goals. Each goal will be specific and measurable, with clear benchmarks for success. These goals are then monitored and revised as necessary.

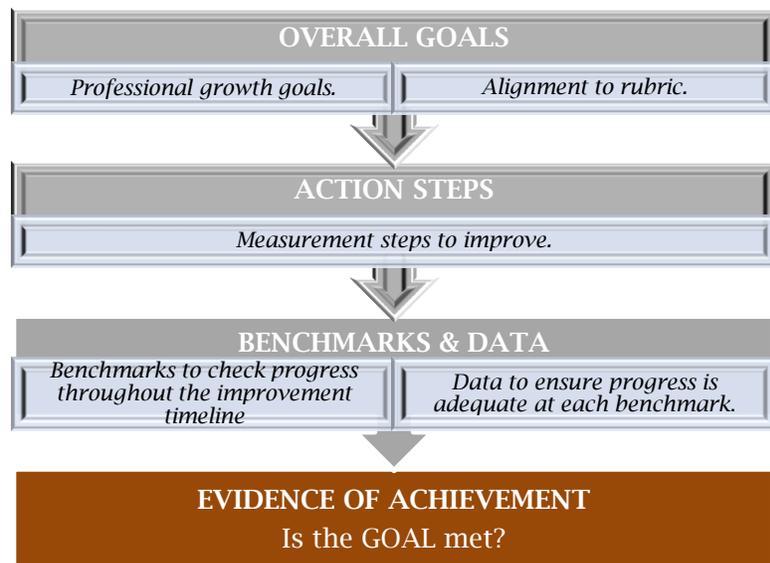
The Professional Development Plan supports teachers in improving performance, setting goals, being helpful with new teachers, improving expertise in subject knowledge to which they are teaching, uses in technology, teaching to high standards and aligning Indiana Academic Standards and the Common Core Standards within the curriculum. Teacher’s professional development goals are directly linked in areas of improvement within the rubric of teacher effectiveness.

Just as development of good teaching is essential for effective classrooms, HIAT believes the development of the school leader is essential for the development of an effective learning environment. The principal will be responsible of the development of a growth plan and provide updates to the Executive Director and Governing Board as a part of the evolutionary process. Professional development will be provided for the school principal to increase knowledge and skills necessary to lead the schools’ efforts in increasing student academic achievement. The principal will oversee and manage the delivery of each professional development plan for teachers and ensure that the plan is clear, content aligns with the goals, available resources, evaluations carried out and that the school community understands the plan. The Heritage Institute of Arts and Technology Governing Board, in addition to the Executive Director, will support the school leader throughout the year by providing access and scheduled programs, workshop, and conferences that are committed to strengthen leadership skills and meet the goals of the professional growth plan. HIAT will encourage the principal to collaborate with other school leaders and may seek a mentor leader to support leadership growth, particularly with regard to the initial opening of the school.

The Professional Development Plan provides measurement activities that include evaluation quantitative and qualitative data that gauges the impact of the programs, ensures that the new knowledge or skill is filtered into the classroom instruction, and serve as a guide to school achievements and reaching school goals.

The key components to our professional development program are a comprehensive, long-term strategy, creation of a collaborative learning community, reflection, and a program that is customized to meet our specific school’s needs. HIAT’s school founders are cognizant of the needs of the community that we plan to serve. HIAT will ensure that the teaching staff fully understands and supports the schools curricular and instructional approaches, assessment strategies, student performance standards, and the importance of investing the time for professional training. Below are components in the development of our teachers

- ❖ Training for Specific Communities: Critical training and preparation for at-risk students that is centered on issues within child development, such as; poverty and multiculturalism specific issues.
- ❖ Mentorship: Through research, HIAT has found that intensive mentoring relationship benefits the professional development of both the apprentice teacher and expert teacher. The apprentice teachers are matched with an expert teacher for the first half of the school year, then the latter half to another expert teacher.
- ❖ Observation/Modeling: Observations of classrooms will benefit teachers greatly by bettering understanding of teaching and learning within specific content. Collaborative observations of classrooms where the apprentice teacher-in-training actively participates in self-evaluation and collaboratively participating to the design of the evaluation.
- ❖ Student Centered Teaching: Professional development training that focuses on teaching methods to shift focus of activity from the teacher to the learner.



- ❖ **Differentiated Instruction:** Students have different learning styles and require multiple options to learn. Professional development in differentiating the classroom teaching. Teachers will also receive professional development in
- ❖ **Comprehensive professional development management examples:**
 - ❖ *Off-Site Training:* This will be offered during school year or during summer.
 - ❖ *Instructional Consultants:* Consultants on a contract basis directly working with teachers and groups of teachers that will focus on specific enhancement in instructional strategies.
 - ❖ *Collaborative Leadership:* Expert teachers/seasoned teachers work collaboratively with HIAT’s leadership team.
 - ❖ *Collaborative Teaching:* Classroom accepts a few teachers or visiting teachers to observe classroom for one week.
 - ❖ *Peer Networks and Inter-Visitation:* Teachers have opportunity to visit other classrooms as well as to travel to another location to observe.
 - ❖ *Education Day/Week:* Includes workshops, teacher-to-teacher collaboration, peer coaching, and study groups
 - ❖ *Peer Critique Method:* Colleagues critique teaching practices on a monthly basis, to promote motivation, engagement with colleagues, increase job satisfaction, and continual learning.

Professional development time will, in part, be built in through half days, every other Friday, summer, week during fall or spring, and will provide flexibility to be able to make professional development an integral part of the school.

Professional Development

- ❖ **Pearson/Scott Foresman** offers Professional Development in technology. It will engage students and improve learning with Technology Integration. Pearson’s technology integration professional development helps educators leverage technology as a bridge to learning and plug into 21st century instructional approaches. Pearson Professional Development is designed to help teachers use technology as a bridge to student learning. It demonstrates how to create and manage technology-rich lessons, use interactive whiteboards to enhance instruction across grade levels and content areas, and to implement the digital tools and activities embedded in the Pearson curriculum to engage students and improve learning.
- ❖ **INBOX IT Services** offers Professional Development in technology for all staff after installation of technological equipment inclusive of the computer lab and usage of classroom technological tools. (See Appendix D)
- ❖ **Webinars and other online experiences** focusing on specific topics, e.g.:
 - ❖ Developing exemplary arts integrated teaching practices.
 - ❖ Building collaborations with and among teachers/community workers, students and teaching artists.
 - ❖ Developing a “professional community” of teaching artists for mutual support.
 - ❖ Building demand for arts education, with an emphasis on the critical workplace skills as well as academic achievement fostered through high quality encounters with the arts.
- ❖ **Guided residency opportunity in selected partner settings.**
 - ❖ Developing planning skills to apply in teaching.
 - ❖ Developing effective implementation strategies.
 - ❖ Reflecting (What works? Why?) to improve teaching practices.

Assessment

- ❖ Setting appropriate goals and strategies for measuring achievement, both artistic and other.
- ❖ Developing and implementing useful strategies for measuring success.
- ❖ Utilizing results to build public awareness of the meaning and value of arts education

The HIAT teachers are educated in the areas of: **Human Growth and Development:**

- ❖ Observational skills to match student’s developmental needs with materials and activities. This allows the teacher to guide students in creating their individual learning plans.
- ❖ An open ended array of suggested learning materials and activities that empower teachers to design their own developmentally responsive, culturally relevant learning environment.
- ❖ Teaching strategies that support and facilitate the unique and total growth of each individual.

- ❖ Classroom leadership skills that foster a nurturing environment that is physically and psychologically supportive of learning.

Teachers will meet frequently to plan lessons, assess student progress, evaluate instructional strategies, develop strategic approaches that meet the needs of all students, especially those with special needs and English Language Learners. The school Director will provide adequate resources for high quality instruction, including professional development, instructional materials and various forms of integrated technology for all HIAT classrooms, the HIAT library and the HIAT laboratories.

Professional development plans will be linked to the HIAT school plan and all of HIAT’s school goals. Professional development will occur regularly---based on the central goal of building a learning community. Professional development will become teacher-driven. Professional development activities and time will be issued to facilitate teacher’s reflection on proactive and assessment of their own teaching. Professional development will involve the teachers at HIAT in examining school wide achievement. The HIAT community will meet to discuss performance and plan accordingly.

Staff will attend a two weeklong professional development plan in-service training in which activities will be directly linked to improving student performance. All of HIAT’s professional development programs will enable the entire staff to coordinate curriculum within and across grade levels to provide coherent and developmentally integrated sound programs. Each teacher will have their own individual professional development plan derived from HIAT’s own development plan.

HIAT will always provide adequate resources for professional development activities and HIAT will use university and education partnerships to provide high quality professional development workshops

Pearson Professional Development Strands

- ❖ Common Core: Pearson's close association with key authors and architects of the Common Core State Standards ensures that the spirit and pedagogical approach of the initiative is embodied in our professional development.
- ❖ Literacy: Pearson's literacy professional development programs help your educators more effectively teach reading, writing, speaking, and reasoning skills while also connecting and advancing your priority initiatives such as differentiated instruction and the effective use of data.
- ❖ Mathematics: Pearson's mathematics professional development team helps teachers become sustained learners, honing their content and pedagogical knowledge through a cycle of continuous improvement that’s focused on their individual needs.
- ❖ Educational Effectiveness: Pearson's Teacher Compass Suite connects research-based principles, processes, and technology tools that work with your observation rubrics and performance indicators.
- ❖ Enhance Response to Intervention Support for Teachers and Leaders: Pearson’s RtI professional development programs are developed with leading experts on intervention and differentiated instruction for struggling readers, English learners, and in content area classrooms. Pearson Professional Development can help your district get from RtI launch to long-term success.
 - ❖ Improve teachers’ assessment literacy and use of data to inform instruction and interventions.
 - ❖ Understand specific RtI considerations for English learners and diverse student populations.
 - ❖ Evaluate and improve the fidelity of your RtI implementation.

Formal Orientation Schedule

A five-day Summer Intensive Training Session will be provided prior to the first day of school. The following schedule provides an example of the types of activities and topics that could be covered in formal orientation sessions;

| | Morning | Afternoon |
|--------------------------|---|---|
| Day 1 "Built to Last" | **Welcome Breakfast **Opening Remarks from Executive Director & Principal **Introductions of New Teachers (including names, background) | **What makes great organizations: **Student Handbook **Teacher Handbook |

| | | |
|---|--|---|
| | <p>information, teaching assignment)</p> <p>**Overview of the Week</p> <p>**Who we are: HIAT's personal background, values and assumptions about education.</p> <p>**What this is all about: our school mission and values.</p> <p>**What excellence means to us.</p> <p>**Educational Philosophy</p> <p>**Meet the Board & Leadership Team</p> | <p>**Reflection & Feedback</p> |
| <p>Day 2</p> <p>"Culture building"</p> | <p>**Uniforms, Advisory system</p> <p>**Student discipline: rewards and consequences</p> <p>**Diversity Training</p> <p>**Student Code of Conduct</p> <p>**Student Outreach</p> | <p>**Data-Driven Instruction workshop</p> <p>**Reflection & Feedback</p> |
| <p>Day 3</p> <p>"Planning and Development "</p> | <p>**Pearson Scott: curriculum planning and development</p> <p>**Instructional Methods</p> <p>**Grading Policies and Procedures</p> <p>**Professional Goal Setting</p> <p>**Teaching and Learning</p> <p>**Common Classroom Structures (lesson plan/behavioral expectations)</p> <p>**Ongoing Professional Development and expectations</p> <p>**Professional Development Opportunities</p> <p>**Evaluation Program</p> | <p>**Incorporation of the Arts & Technology</p> <p>**Individual planning, Scope & Sequence</p> <p>**Classroom Time</p> <p>**Reflection & Feedback</p> |
| <p>Day 4</p> <p>"Nuts & Bolts"</p> | <p>**Student Assessments and Evaluations</p> <p>**Special Education</p> <p>**Special Education Programs & Services</p> <p>**Get-Acquainted and Networking Activity</p> <p>**Indiana Academic Standards</p> <p>**Common Core Standards</p> <p>**Ethical Standards</p> | <p>**Policies & Procedures (payroll schedules, sick days, fire drills, insurance, laptops, cell phones, supplies, emergency procedures, insurance, first aid/CPR, teacher's certification)</p> <p>**Reflection & Feedback</p> |
| <p>Day 5</p> <p>"Get Ready"</p> | <p>**Individual Planning & Classroom Time</p> <p>**Lesson Plan Requirements</p> <p>**Special Instructional Programs</p> <p>**Community & Family Involvement and Education</p> <p>**Instructional Resources</p> <p>**Time Management</p> <p>**Team Building</p> <p>**Helpful Hints and Support for Surviving and Succeeding the First Year of Teaching</p> | <p>**Group Strategy</p> <p>**Plan & Walk through Schedule</p> <p>**Reflection & Feedback</p> <p>**Individual Meetings with Mentors</p> <p>**Dinner</p> |

Heritage Institute of Arts and Technology has written into their school calendar, 6 half days and 4 full days for Professional Development averaging at least one day per grading period. In addition to the scheduled days, teachers will have grade level meetings as a part of the regular schedule. The combination of grade level meetings and professional development days allows teachers to individually and collaboratively analyze student performance data and develop instruction and interventions to meet students' needs.

As previously indicated, the Executive Director and principal will monitor the professional development plan. The foundation of the plan will be student performance and professional growth. Both interim and state assessments will be used to monitor student performance. With regard to professional growth, teachers will have the opportunity to give feedback after each Professional Development session as well as with regard to the effectiveness of grade level and faculty meetings. The principal will be responsible for evaluating the impact professional development has on classroom practice. This information gathered from teachers and administration will be used to modify the professional development plan to ensure that professional growth goals are met.

Start-Up & Operations

The HIAT Board recognizes the right of students, staff, and the community to a safe, secure, and orderly school and work environment. The HIAT governing board is fully committed to maximizing school safety and creating a peaceful, caring, and safe learning environment that is free from physical and psychological harm. The HIAT Board has emphasized, within its Security and Safety Plan, high expectations for student conduct, characterized by accountable and responsible behavior, violence and bullying prevention and respect for others. The Safety and Security Plan was established to provide for the care and protection of students and staff in order to maximize opportunities for teaching and learning. The school’s comprehensive Safety and Security Plan provides, but is not limited to; emergency procedures, security plans, visitor policies, other safety concerns, for the care and protection of students and staff of HIAT. Safety and Security Plan provides for application of safety and security policies and enhanced through continuous review, on-going practice and evaluation and assessment of effectiveness.

HIAT shall continuously align the Safety and Security Plan within the school priorities, the school goals, the school’s structure, staff accountabilities, and all improvement plans. The Executive Director, Principal, or designees shall oversee the implementation and development of the Safety and Security Plan. The plan identifies goals and priorities for a safe and secure school. The plan’s focused areas include but not limited to:

| | | | | | |
|--------------------------------|--|-----------------------------|--|---|----------------------------|
| Security Officer | Crisis and Emergencies | Emergency Evacuation | Emergency and Safety Procedures | Annual Assessments of Safe & Secure School and Healthful Workplace | Violence Prevention |
| Drug-Free School | Drills for Emergency Responses | Safety Training | Health | Student Code of Conduct | Discipline Plans |
| Accountability Measures | Traffic Patterns - Safe Entry and Exiting of Students | Compliance | Annual Review by BOD | Other safety concerns. | |

The School’s environment is a crucial factor in effective teaching and learning. HIAT’s careful planning, implementation, and focus on a creating a warm and caring environment and achieving a high degree of access control will ensure a safe learning environment. Annually, the Governing Board will use an assessment-based approach in determining appropriate technology for access control for the school. A careful annual expert evaluation of how the school is utilized, school activities, educational programs, after-hour staff and student activities, and/or external threat levels will be used to determine appropriate access control. With the assessment and risk profile data, HIAT may employ visitor management technology, intrusion alarms, surveillance cameras, electronic access control, or other. Proper use, training, and appropriate procedures will be employed.

HIAT believes that pursuit of academic excellence will only thrive in a safe environment; therefore, HIAT has allocated fiscal resources to employ security. A security officer /guard may be employed to reduce risk and increase a safety within the school environment. The security officer will be involved in the formulation of security policies, security procedures, and implementation and will be responsible for the assessment of potential risk, security training, disruptive behavior and reporting, and dangerous conditions. HIAT’s action plan seeks to be proactive when addressing all emergency conditions of the school.

Facility Plan

The selection of an appropriate site is a priority in the charter application process. Numerous options have been discussed and visited with the help of HIAT's Realtor; Heritage Real Estate Inc. is in the process of seeking a facility for HIAT. The location of the school will be in Merrillville, IN. While no specific site has been identified, there are several potential buildings that we have identified that could house the school. Our research indicates the need to accommodate growth and appropriate facilities for a school environment.

HIAT has contacted Indiana State Dept. of Health, and Dennis Ehlers concerning one of the sites. HIAT has also attended Merrillville Town Council review and is astute to the procedures. The Realtor, Heritage Real Estate, has the capacity and experience in managing these strategies including managing build-out and / or renovations.

Several sites are being investigated in the city of Merrillville, Indiana; however, since we are unable to enter into a formal agreement until the charter is approved, the site location and facility design are subject to change. Considerations in mind are broad and safe access to the school site, price and terms of lease, surrounding properties and plans for those properties. HIAT realizes the importance of making the facility arrangements promptly. The process of choosing an appropriate site is already in progress, but cannot be finalized until the approval of the charter is received. As we actively work with the realtor, HIAT will ensure full and proper compliance with all state and federal building codes relative to educational facilities. Following the approval of the charter, HIAT will continue discussions to secure a facility as soon as possible and begin any design and or construction process that is needed. A final site has not been identified. The estimated total square footage of the facility is approximately 31,000, at maximum student population within five year growth projections. We have provided an example of a portion of the facility plan due diligence below. An estimate of 30 square feet per student of classroom space is demonstrated.

Due to the nature of time-gaps of approval of the charter, the final site has not been identified. However, continual due diligence in locating multiple viable site options is active. Two suitable potential sites have been located by HIAT's facility expert, which are located in Merrillville, Indiana. HIAT's facility expert and board members have had onsite tours of both facilities, whereas both locations have the option of obtaining approximately 10,000 square feet and/up to nearly 30,000 square feet, depending on the need. The two facilities will fulfill our projected five year student growth. Both properties are available for lease and fit within our projected 5-year financial budget, both sites will renovate to suit as part of the overall lease, and both remain vacant as of date. The origins of both sites were past schools and have designated classroom setting, one being a university while the other one a barber school. Below are the potential sites;

Kaplan University Building
3803 East Lincoln Highway
Merrillville, IN 46410

Success Schools LLC
8101 Polo Club Drive
Merrillville, IN 46410

| HIAT Facility Worksheet for Estimate of Maximum Facility Square Feet Needed | | | | | | | | | | | |
|--|--------|------|---------------|------|---------------|------|---------------|------|---------------|------|---------------|
| Space | Sq. Ft | Year | Total |
| | Sq. Ft | 1 | | 2 | | 3 | | 4 | | 5 | |
| Classroom | 700 | 15 | 10500 | 17 | 11,900 | 20 | 14,000 | 22 | 15,400 | 22 | 15,400 |
| Principal Office | 200 | 1 | 200 | 1 | 200 | 1 | 200 | 1 | 200 | 1 | 200 |
| Admin Office | 300 | 1 | 300 | 1 | 300 | 1 | 300 | 1 | 300 | 1 | 300 |
| Other Offices | 150 | 5 | 750 | 5 | 750 | 6 | 900 | 6 | 900 | 7 | 1050 |
| Library/Media | 1200 | 1 | 1200 | 1 | 1200 | 1 | 1200 | 1 | 1200 | 1 | 1200 |
| Kitchen | 750 | 1 | 750 | 1 | 750 | 1 | 750 | 1 | 750 | 1 | 750 |
| Gym/Dance | 3000 | 1 | 3000 | 1 | 3000 | 1 | 3000 | 1 | 3000 | 1 | 3000 |
| Mechanical/Storage | 1000 | 1 | 1000 | 1 | 1000 | 1 | 1000 | 1 | 1000 | 1 | 1000 |
| Restrooms | 250 | 4 | 1000 | 4 | 1000 | 4 | 1000 | 4 | 1000 | 4 | 1000 |
| Sub-Total | | | 18,700 | | 20,100 | | 22,350 | | 23,750 | | 23,900 |
| Circulation (@30%) | | | 5,610 | | 6030 | | 6705 | | 7125 | | 7,170 |
| Total | | | 24,310 | | 26,130 | | 29,055 | | 30,875 | | 31,070 |

Budget & Finance

The systems and processes by which HIAT will manage accounting, purchasing, payroll, and the required annual audit will be through the following; HIAT's finance system will be maintained to Generally Accepted Government Accounting Principles using proprietary software for managing its finances. A chart of all accounts and reporting will be maintained and accrual basis finance will be used. A Finance and Audit Committee will act as the liaison between the board and the school's management. All financial controls and financial records will be kept up-to-date and will be reconciled monthly. A quality control review will be performed by an external auditor. Established outsourced resources will be utilized for compliance with managing accounting, purchasing, payroll, fiscal /oversight policies and procedures

HIAT will hire and employ an office manager for daily bookkeeping responsibilities. An outside accounting practice will be responsible for budgetary, audit requirements, and board reporting responsibilities. The board will also contract with a consultant to give expert guidance on compliance and support on these areas. The school would be audited on an accrual basis on ICSB requirements and be subject to the bi-annual State Board of Accounts (SBOA) cash basis audit. For accrual based audits, the management will solicit audit proposals from local audit firms. The board will select the firm. Local management will prepare all documents required for the audits. The independent audit will begin prior to the end of the school year for compliance, internal control review and risk assessment activities. The financial portion of the audit typically begins in September following the close of the fiscal year. The SBOA audit occurs when the school is notified by SBOA of an audit schedule assignment. The financial records are kept on both an accrual based accounting software for monthly board reporting and independent accrual-based audits, as well as an Indiana approved cash based accounting software to facilitate the unique accounting needs and requirements of the SBOA audit. Both systems are balanced to each other to ensure data accuracy and integrity. In addition if the school meets such requirements a Federal Single Audit will be completed with the annual audit as required by Federal expenditure requirements. HIAT's financial/internal controls will incorporate practices of segregation of duties, multiple check signers with limit guideline, bid procedures for significant purchases, and budget to actual comparisons with explanations for variances. The board treasurer has extensive experience in internal controls and will be instrumental in the development and details around the control environment.

Budget Narrative

HIAT's assumptions and revenue estimates will include: food service program, full day kindergarten grant, textbook reimbursement, public charter school program (PCSP) planning grant, PCSP year 1 implementation grant, PCSP year 2 implementation grant, federal title I and title II grant programs, student activity fees, and IIF loans for furniture and equipment. Detail on significant revenue calculation assumptions are included in the notes section of each year's budget template. HIAT has grant writers on the board 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 Gary's current rate of \$7,800. Per Pupil revenues are calculated using calendar year funding cycle based on previous September ADM enrollments. The Start-up grant for year 1 is calculated on first year enrollment numbers consistent with the prior year grant program. For Subsequent years the increased enrollment is applied to the adjusted ADM (2% annual increase) rate for the calendar year (January through December).

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. The primary area of reduction will be in staffing. We have matched our expenditures to the applicable grant funding. For example, if the ADM rate were reduced we would reduce pay rates or staffing levels. The board is also attempting to secure a relationship with a local lending institution to provide "contingency" funds or long term funding options to be prepared for short term financing needs.

The local management has prepared the budget 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.

Special Education teachers and instructional aides are included in the budget and supplies for such programs included in other educational supplies per student calculation. 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 HIAT is seeking CRA Funds, Community Reinvestment ACT from banks within the community. These monies are not currently reflected in the budget.

A portion of the carryover funds generated as budgeted and by actual operations will be retained for capital and insurance reserve fund. Also, a portion has been designated "contingency fund" which if unused will be available to apply to improvement in the arts and technology program. In addition, the budgets do include expenditures for capital in all years designed to cover repair and replacement of capital expenses based on experience

ATTACHMENTS

ATTACHMENT 1

Founding Group Resumes

Founding Group (Board Members) & Advisory Board

| <i>NAME</i> | <i>ADDRESS</i> | <i>EMAIL & TELEPHONE</i> | <i>Role</i> | <i>COMMITTEE</i> | <i>BOARD SEAT</i> |
|--|--|--|---------------------------------------|------------------|-------------------------------|
| <i>Dr. Darlene Henderson President</i> | <i>1149 Thiel Drive Scherverville, IN 46375</i> | darlene8031@yahoo.com 219-381-5908 | FOUNDER & Board Member | <i>Education</i> | <i>President</i> |
| <i>Sharla Williams Vice President</i> | <i>6894 Fillmore St. Merrillville, IN 46410</i> | Sharlasings@hotmail.com 219-487-7738 | FOUNDER & Board Member | <i>Finance</i> | <i>Vice President</i> |
| <i>Dr. Jill Karn Operations, Technology</i> | <i>1442 Inverness Lane Scherverville, IN 46375</i> | drjkarn@ncalu.us 312-342-1040 | FOUNDER & Board Member | <i>Education</i> | <i>Chair of Education</i> |
| <i>Carol King Secretary</i> | <i>2045 Conn. Street Gary, IN 46407</i> | Cking7974@yahoo.com 219-313-4248 | FOUNDER & Board Member | <i>Education</i> | <i>Secretary</i> |
| <i>Linda Romo Administration, Counseling</i> | <i>1236 W. 85th Avenue Merrillville, IN 46410</i> | romolinda@hotmail.com 219-381-1216 | FOUNDER & Board Member | <i>Education</i> | <i>Director</i> |
| <i>Thomas Rowland, CPA Treasurer, Finance,</i> | <i>570 Glenwood Dr. Valparaiso, IN 46385</i> | trowland@treehousefin.com 219-916-0641 219-736-7777 | FOUNDER & Board Member | <i>Finance</i> | <i>Treasurer</i> |
| <i>Gloria Tuohy Creative Arts</i> | <i>8888 Louisiana St. Merrillville, IN 46410</i> | ibtmw@hotmail.com 219-263-8041 | FOUNDER & Board Member | <i>Education</i> | <i>Director</i> |

| | | | | | |
|---|---|--|-----------------------------------|---------------------------------|---------------------------------------|
| Rebecca L. Wyatt, J.D. Law | 7701 Lake Shore Dr. Gary, IN | mw@meyerwyattpc.com 219-688-8004 | FOUNDER & Board Member | Grants & Fundraising | Chair Grants & Fundraising |
| Cheryl Zobel | 117 N. California St. Hobart, IN 46342 | CZobel0222@aol.com 219-614-2206 | Advisory Board Member | | |
| Maurice Preston Public Relations- Marketing | 1957 Chase Street Gary, IN 46407 | Mpress22@comcast.net 219-944-7520 | Advisory Board Member | | |
| Connie Horton Grants | 2045 Conn. Gary, IN 46407 | chorton1115@sbcglobal.net 219-256-0028 | Advisory Board Member | | |
| Denise Walton Parent Coordinator | 7448 Whitcomb St. Merrillville, IN 46410 | denisemdub@yahoo.com 219-3114-3666 | Advisory Board Member | | |
| Debra & Claude Williams Promotions | 1610 E. 86 th Ct. Merrillville, IN 46410 | decisions50@yahoo.com 219-789-3058 | Advisory Board Member | | |
| Valerie Mack- Grants | 7961 Harrison Place Merrillville, IN 46410 | motivatingwomen@comcast.net 708-351-2611 | Advisory Board Member | | |
| Mary Collins- Media | 3757 Madison St. Gary, IN 46408 | Jungledoveproductions@live.com 219-292-0242 | Advisory Board Member | | |
| Leona Gray Grants | 2754 E. 21 st Pl. Gary, IN 46407 | dozofgi@aol.com 219-902-1904 | Advisory Board Member | | |
| Hilda A. Emelogu Social Worker | 15900 Avalon South Holland, IL | hill11@yahoo.com 219-801-4118 | Advisory Board Member | | |

Organizing Committees:

1. **Finance Committee:** Chair, Thomas Rowland, Sharla Williams
2. **Education (Technology & Arts):** Chair, Gloria Tuohy, Dr. Jill Karn, Carol King, Linda Romo
3. **Grant & Fundraising Committee :** Chair, Rebecca Wyatt, Dr. Darlene Henderson

Dr. Darlene Adamson Henderson

| Greater Chicago Area | 219.381-5908-C | Drdh@outlook.com |

SUMMARY

- Therapeutic Counselor Consultant for At-Risk Children and Families of N.W. Indiana
- Educator of students with exceptional needs
- Liaison for students, parents, teachers, and administration in implementation of Individual Educational Program (IEP)
- Managed a Local Area Network (LAN) for Administrators, Teachers, and Students
- Incorporated and managed Heritage Child Inc. Educational Facility
- Administrator/Director of Baber Child Center
- Managed and trained employees in Group Dynamics of Aloe International
- Computer Operator and Scheduler
- Licensed in Theology
- Licensed in Mild disabilities
- Liaison for the Textbook Adoption Committee
- Computer Operations & Language, Accelerated Learning
- Research & Statistics, Management Research Project
- Testing & Measurement in the Classroom
- Performing Arts

EXPERIENCE

- Consultant** **2006 – Present** **Heritage Child Inc.**
Administers therapeutic counseling to clients of Northwest IN.
- Administrator** **2003 – 2005** **Baber Child Facility**
Administrator and Director of Education for pre-school to elementary students in the instructive programs of integrated learning.
- Founder/
Administrator** **1998- Present** **Heritage Child Inc.**
Founder of Heritage Child Inc. 501 C 3 Educational Organization designed to educate and meet the holistic needs of children and families.
- Educator** **1992 – 1999** **Gary Community School Corporation**
Administered and coordinated curriculum and instruction for students with exceptional needs. Liaison for students, parents, teachers, and administration in implementation of Individual Educational Programs. Organized counseled seminars for students and provided group and “one on one” sessions. Incorporated Heritage Child Inc, a non-profit organization ensuring that every child is given the exceptional educational privileges to be successful.

| | | |
|--------------------------|--------------------|---|
| Manager | 1985 – 1992 | Gary Community School Corporation Managed a Local Area Network (LAN) IBM Compatible Program, and scheduled the system to accommodate approximately 900 users per year. Trained and taught skills to students, and administration. Created weekly, monthly, and yearly reports for administrative staff utilizing data analysis. |
| Manager | 1989 – 1999 | Aloe International Royal Family Managed and trained employees in Group Dynamics. |
| Computer Operator | 1976 – 1985 | Sargent & Lundy Engineers Schedule and operated the computer UNIVAC & Xerox Systems |

EDUCATION

GMORE Theological Seminary, *Doctorate of Theology*, 2006
 Cambridge College, *Masters in Education*, 1996
 Calumet College of St. Joseph, *Bachelor's of Science*, 1992
 Control Data Institute, *Associate Degree*, 1979

PROFESSIONAL MEMBERSHIPS

President/EXECUTIVE DIRECTOR of Heritage Institute of Arts and Technology
 Leadership Member of NWI31
 Chamber of Commerce, Merrillville, Crown Point, IN
 Board Member of Images of Hope
 Cambridge Who's Who
 National Association of Professional Women
 Alliance of Professional Black Women
 President of Gary Educators
 National Association for Female Executives
 Alpha PI CHI Sorority
 Founder of Heritage Child Inc.
 Founder of Dearly Beloved Ministries
 President of FAME. Inc.

AWARDS

Published in the National Library of Poetry, 1996 Edition
 Chosen as Leader of Northwest Indiana (NWI31)

Numerous employee merit awards.

Carol J. King

Gary, IN 46407 219-881-4642 (Work)

Cking7974@yahoo.com

EDUCATION

Indiana University Northwest/Pursuing MBA

Kentucky State University/Bachelor of Science/Business/May 1979

EMPLOYMENT

State of Indiana/Department of Child Services

(Supervisor 7/02 to Present)

Supervised staff of Family Case Managers who assess the risk of children who are alleged to be victims of child abuse and neglect. Coordinate with Law Enforcement Agencies in the removal of children who are in imminent danger. Review investigations of child abuse and neglect completed by staff. Assess level of risk to children for additional maltreatment to determine level of interventions necessary. Attend court hearings and give testimonies pertinent to investigations completed by staff. Maintain working relationships with families, service providers, hospital, school, and Law Enforcement Agencies in order to secure and maintain healthy environments for children. Complete performance evaluations of staff, schedule staff development trainings, and manage office staff of approximately 25-45 Child Protection Service workers in the absence of upper management; major component of job includes management of staff, analytical ability, computer usage; time management, communication and organizational skills, accountability and flexibility.

(Family Case Manager 1/99)

Supervised families of abused and neglected children; composed and submitted court reports; presented court testimonies; provided service referrals for families; major component of job included computer usage; time management, communication, organizational skills, accountability, and flexibility.

(Supervisor 6/97)

Supervised and processed Child Care Voucher funds for Lake County, IN for day care providers contracted through Lake County, Indiana; supervised and coordinated the transition of the child care voucher funds/provider files from Lake County to the Step

Ahead Program; management of state funds for Temporary Assistance for Needy Families (TANF), Medicaid and Food Stamps in accordance with policies and procedures. Supervised staff of seven (7); Evaluated staff on performance;

(Caseworker 11/90)

Scheduled and interviewed clients who applied for assistance for state benefits; authorized assistance for eligible families in need of state benefits; attended ongoing trainings in regards to new policies and procedures; daily computer usage.

Gainer Bank

(Secretary 5/79)

Office management of branch office; assisted with regional banking operations; clerical responsibilities; processing personal and commercial loans, data entry of financial data for reports.

Ivy Technical College

(Business Operations Instructor f/n/a Secretarial Instructor 8/82)

Taught typing, office management, office calculation machines, record management, speed building, dictation and transcription; evaluation of student achievements.

D. JILL KARN

▪ Greater Chicago Area ▪ 312.342.1040 ▪ drjkarn@live.com

EXECUTIVE MANAGEMENT

Expertise in: Operational Leadership ~ Compliance ~ Strategic Planning ~ Technology

Accomplished senior-level executive with a track record of successful strategic and tactical leadership. Visionary and creative with a positive attitude and steadfast commitment to excellence. Expertise in managing organizational change to achieve maximum results. Entrepreneurial leadership style with highly effective planning, organizational, and communication skills as well as a solutions-oriented approach to problem-solving. Demonstrated ability to instill a common vision and develop a dynamic team based on trust and mutual respect.

CORE COMPETENCIES

Business Planning & Development ~ Leadership Development ~ Organizational Development ~ Change Management ~ Budget Planning ~ P&L Management ~ Technology ~ Learning & Development ~ Policy Development ~ Strategic Planning & Vision ~ Human Resources

PROFESSIONAL EXPERIENCE

NORTHERN CALIFORNIA UNIVERSITY

2006

- Present

President of Operations (COO), Distance Learning /Online

Senior Consultant of Operational & Organizational Change Management

Oversees and drives greater operational efficiency for university, through expert leadership of day-to-day operations including IT, distance learning, admissions, finance, financial aid, student services, academic affairs, graduate placement, compliance, and marketing. Chartered to turn institution around and build operations to achieve revenue growth through Operational Change Management processes. Ensures optimal fiscal performance through full P&L oversight, budget development, and cost containment initiatives. Hires, mentors, role mapping, and trains staff on the strategies and best practices in delivering all Governing Board-approved degrees and certificates. Sets short and long-term strategies to optimize institutional effectiveness and strategic growth, while ensuring ongoing compliance with all state, university, and accreditation policies.

- Responsible for annual operating plan and day-to-day operations. Develop academic policies and procedures, rules and regulations, policies and programs for nationwide and international delivery of distance learning courses and compliance. **Establish direction, priorities and goals for development and implementation of University Strategic Plan.** Develop budget forecasts and various budget scenario models, which serve to inform both BOD and the university-wide divisions. **Direct and establish forecasting plans, retention and student and online class outcomes.**
- Created a vision which became a viable strategy, defined processes and procedures, and developed international marketing plan that resulted in student growth from 250-3100 (delivered 1200% growth in 5 years). Key Contributors: Annual Operating Plan; Institution Strategic Plan (5-year); IT Project Management Strategy Plan; Stakeholder Engagement Plan; Organizational Development Plan.
- Full P&L responsibilities of 36M. Efforts in role grew institution from 500-36M (by over 700%). Key Contributors: Developed framework of ultimate institution's long-term goals within each division; Developed and management of innovative marketing and admission programs, which was key to the scope of the specific university's architecture effort; Ambitious international marketing strategies and cost reduction initiatives; Executing institutional plans by architecting departmental operational change management deliverables and change readiness, which led into International Marketing Plan, Strategic Long-Term Plan, Strategic Enrollment Plan, Forecasting Plans, Retention & Student Outcome Plan, Project Structure, Best Practices, Documentation Plan.
- Manage all operational aspects of IT projects and scope. Enabled system/process change which improved student retention rates by an average of 8%-10% over the last three years by the implementation of one single system environment, educational planning initiatives, communication strategy to support distance learning. Including: administration and successful launch and adoption of PeopleSoft solutions, Student Information System (SIS), Learning Management System (LMS), and Content Management System (CMS).
- Expanded the organization's global reach by initiating admission programs that targeted international enrollment, resulting in a 30% increase in international students the first year. Key Contributors: Developed framework of ultimate institution's long-term goals within each division, in practice, was key to the scope of the specific university's architecture effort, resulting in consistently exceeded all established divisional KPIs, substantially increasing student population through the development and management of innovative marketing and admission programs;

Defined scope and laid the foundation for institution's operational change management activities within the IT infrastructure; effectively supporting and enabling the success of strategic growth initiatives and increased revenue.

- Direct and participate in planning and departmental organization. Design and met enrollment and graduation of target populations. Architect learning and technical solutions to support distance learning courses for multiple innovative online projects and administer the Learning Management System (LMS). Oversee faculty and staff to promote and support efforts related to delivering all governing board-approved degrees and certificates to students through e-Learning technologies. Establish scope of duties, including academic planning, development and strategy, institutional effectiveness, academic assessments and scope management plan of all academic areas, programs, projects and personnel. Direct and manage curriculum planning and development for performance assessment and training needs analysis for the learning constituent. Responsible for Student Information System (SIS) IT team.

J&J TECHNOLOGIES

2000- 2006

Vice President of IT Project Management Office (PMO)

Vice President of Human Resources

Quickly promoted through positions of increasing scope and profile, from the VP of HR to the VP of IT, Project Management Office, for an Information Technology Global Outsourcing Consulting Firm. Oversaw and assessed future business needs, developed, and executed plans that allowed global IT technical and functional groups to meet future needs and respond to market changes. Managed and monitor the success of operations, partnerships satisfaction, and the design and needs for emerging customer requirements. Mentored and led project delivery managers across all technology applications to ensure enterprise-wide commitment to standards and methodologies; directed the efficient delivery of client engagements to ensure successful achievement of all project objectives. Accountable for leadership development, competency profiling, planning staffing needs, communication strategy, recruiting/training talent, optimizing employee performance, organizational change and design, and culture transformation.

- Exceeded KPI's, project numbers increased by approximately 20% within first year. Grew PMO revenues by 300% (from 16M to 68M) in last three years, by developing a "Land and Expand" initiative which focused on developing new and expanding partnerships whereas, provided a solutions portfolio across global strategy. Key contributors: Developed and implemented; Land & Expand Plan, IT Project Management Strategy Plan, Project Structure, Best Practices, Stakeholder Engagement Plan; Communication Plan
- Unprecedented 89% project success rate yields in last three years. (In industry where average failure rate is 45%). Key contributors: Developed Capacity Plan; leveraged top-tier project talent that reduced cost & guaranteed quality to clients; maximization of delivery and minimization of overhead; Developed (skill-based) PM Manager Certification process(L&D); Communication and Training Plan.
- 2005 & 2006 received award, which distinguished "Leadership" for its success in developing and maturing an organizational structure that supports the effective management of projects, and recognition for the PM performance & Elite PM Team. Key contributors: Developed and implemented; Organizational Development Plan, Performance and Professional Development Plan.
- Established project management policies, procedures, and value-added processes that resulted in a lean and agile organization. Ensured compliance with all labor laws and EO policies by training managers on succession planning and talent selection strategies. Facilitated adherence to federal labor laws by implementing diversity initiatives that also aligned with the company's business objectives. Developed: Diversity Management Plan; Talent Management Plan; Succession Planning Strategy
- Accountable for the effectiveness of complex learning and development needs; promotion of change culture of L&D by designing and deploying strategies which enhanced employee advancement, processes, and company-wide performance which enabled the achievement of business priorities and maintained a competitive advantage.
- Developed company-wide Succession Plan with sharp focus and vision that aligned multi-cultured Leadership Development globally. Launched & architected online training and learning programs, which focused on the current state, the individual's career path and the future state of the firm's goals. Led department in diverse learning and the development of stages over employee's career span, whereas offering learning program solutions that accelerated high-potential talent and ensure a consistent leadership pipeline. Consulting on development issues, marketing and communicating a competency-based core curriculum and holistic view of interventions.
- Utilized operational change management across PMO director level learning and development infrastructure which created a disciplined and strategic approach to how organization developed its greatest asset. Talent management and organizational development outcome and effectiveness of efforts assessed current and future evolving needs, seamless learning and development solutions, while aligned with and support of business priorities, competencies, diversity and culture.

PREVIOUS EXPERIENCE

ILLINOIS DEPARTMENT OF CHILDREN AND FAMILY SERVICES

2000

1995 -

Family Specialist

- Managed case load of approximately 25 families across three counties. Developed family support and behavior management plans as well as educated family members of special education rights and privileges.
- Collaborated and engaged consultants and advisors for legal, educational, and behavior guidance. Facilitated training sessions, group meetings and maintained records and reports for State of Illinois.

TONETSU KOSAN CO., LTD. DOWA MINING JAPAN, Tokyo, Japan
1995

1989 -

Director of International Communications/Education Director

- Promoted to Director of International Relations for international relations issues, contracts, negotiations and managed change in a multi/cross-cultural/global environment for organization's joint ventures. Managed all international affairs concerning, of manufacturer of semiconductors of Dowa Mining.
- Managed daily operation of Education Department and supervised a staff of 35-80 trainers who delivered training solutions for over 1800 Japanese executives. Facilitated strategic planning and joint application design. Managed annual training budget including fiscal year planning. Developed and defined learning strategies and instructional design, for each sister company including; semi-conductor manufacturer, metals and mining company, Tokyo Four-Season Hotel, Railways, Heat Treating Co.(Tonetsu Kosan Co.,LTD), and others.

THE UNIVERSITY OF TOKYO, Tokyo Japan (東京大学 *Tōkyō daigaku* **Error! Hyperlink reference not valid.**)
1993 - 1995

Instructor

- Designed and conducted learning activities for college students at a major university specializing in courses for English majors. Courses included English Literature, English Grammar, Writing and Reading.

EDUCATION AND PROFESSIONAL DEVELOPMENT

Executive Doctorate of Law – Jurisprudence (non-licensed), BA University School of Law, California

Masters in Business Administration (MBA), BA University School of Law and Business

Bachelor of Science in Law (BSL), BA University of School of Law

Bachelor of Arts in Business Administration (BABA), BA University School of Law and Business

Online and/or Teaching Experience/Instruction : Blackboard, Joomla, Desire2Learn, WebCT, Moodle; digital content acquisition and development, use and instructional design for asynchronous learning. Teach at graduate and undergraduate levels for Law and Business courses.

Memberships: NCalU-Accreditation Committee, President | American Society of Law, Medicine & Ethics (ASLME) | Los Angeles Diversity Council – Co-Chair- Women in Leadership Symposium –Education Committee | Technology Management Education Association (TMEDA) | Association of International Educators (NAFSA) | Council on Law in Higher Education (CLHE) | Intercollegiate Studies Institute (ISI) | Bay Area Diversity Council Chapter – Women in Leadership Symposium | International Society for Business Education (SIEC – ISBE)

Projects: Harvard Family Research Project - FINE | California Distance Learning Project

TECHNICAL SKILLS

UCC; Project Pro, PM ; XP; Content Management System (CMS); Learning Management System (LMS); PeopleSoft; Campus Solutions; SkillsSoft /SkillsPort; Adobe Pro; Adobe Image; Multiple Interactive Learning Systems; Educational Technology; Webinar; Webcasting; Learning Content Management Systems (LCMS); Sharable Content Object Reference Model (SCORM); Student Information System (SIS); Human Capital Management (HCM); Organizational Change Management (OCM); Financial Management Solutions (FMS); Enterprise Customer Relationship Management (CRM); Operational Change Management (OCM); Leadership Development (LD); Organizational Development (OD);

Indiana Ballet Theatre
8888 Louisiana St.
Merrillville, IN 46410
219-755-4444
ibtnw@hotmail.com
ibtnw.org

GLORIA R. TUOHY, MDE
Founding Artistic Director and EXECUTIVE DIRECTOR of Indiana Ballet
Theatre NW Inc. (IBT)

SUMMARY OF QUALIFICATIONS

Ms. Tuohy's career has spanned over fifty years of professional dance, teaching and Artistic Direction experience in England, Europe and the United States. She was trained in the prestigious French Cecchetti classical ballet syllabus. Ms. Tuohy is proficient in ballet, classical jazz and tap. She is proficient in Cecchetti and Imperial Society of Teachers of Dance (ISTD), world renowned teacher-training programs. Ms. Tuohy is the only sponsor of this prestigious program in Northwest Indiana. In America, she is a Master Dance Educator through Chicago National Association of Dance Masters. She is the founder of the Indiana Ballet theatre NW, Inc., (IBT) a non-profit ballet and contemporary dance company. Ms. Tuohy has choreographed nine full length original ballets that have been staged 40 times during the 31 years the company has existed. Ms. Tuohy's productions, awarded Indiana Ballet Theatre the distinction by NW Indiana Times and Business Quarterly, of being one of the top live theatre presenters in NW Indiana.

PROFESSIONAL EXPERIENCE

??Member, Volska Ballet Company – London, England.

??Selected Roles: *Snow White* (Snow White) and *Coppelia* (various roles), with the Volska Ballet Company, Baker Street, London; *Finian's Rainbow* (Suzanne), *Gentlemen prefer Blonds*, and *Oklahoma* with the Surry Light Operatic Society, England.

??Established and choreographed a six-member dance ensemble in London.

??Choreography and Costume Design: Surry Light Operatic Society.

??Founder, owner and operator of the Imperial Dance Studios (Crown Point, Valparaiso and Hobart, Indiana), 1979 until present (name changed in 1991 to Indiana Ballet Theatre NW, Inc. (Non-profit status obtained in 1998)

??Director, Choreographer and Costume Designer: *Cinderella*, *Sleeping Beauty*, *Firebird*, *Gaite Parisienne*, *Peter Pan*, *The Nutcracker*, *Swan Lake*, *Thumbelina*, *Coppelia*, *USO* and High Teas and Outreach Community Shows – Indiana Ballet Theatre NW, (IBT)

??Children's Director for Moscow Ballet's Great Russian Nutcracker – Arie Crown Theatre.

??Some accomplishments of Students: Acceptance at workshops and summer intensives with the Joffrey Ballet, American Ballet Theatre, Ballet Chicago, Milwaukee Ballet, Indianapolis Ballet, Nashville School of Ballet. Acceptance at Butler University, Ball State University, The Academy in Chicago, Pennsylvania Youth Ballet, Columbia College; scholarships for Ball State, Pennsylvania Youth Ballet, Florida Youth Ballet, Butler University, Chicago National Association of Dance Masters and Florida National Work Shops; awards of trophies at Statewide competitions; Broadway professional performers, Hubbard Street Dance professional; Missouri Contemporary Ballet.

??Arranged and Directed original dance tours to Bahamas, Disney Florida, Festival de Cozumel in Mexico, toured Hampshire, London and Paris, toured France, Germany and England.

??Judged numerous dance competitions.

??Piloted a graded ballet program with Imperial Society of Teachers of Dance – six students traveled with Ms. Tuohy to the London headquarters and passed ballet exams that are internationally recognized, receiving Highly Commended and Honors Certifications as dancers and teachers.

??Books twenty local performances annually, including hiring guest performers and orchestras, scheduling rehearsals, renting scenery, and negotiating facility and talent contracts.

??Created "Ballet Outreach" programming to travel to areas that help Safe Harbor, Boys and Girls Clubs, children of ethnic and all K-12 students enjoy learning dance and performing in the productions.

??Organizes Yearly Intensives and Work-shops bringing in renowned artists for the direct benefit of the students at Indiana Ballet Theatre, also inviting other regional children through adults to participate.

??Lobbied successfully for the Lake County, Indiana Commissioners to dedicate the Historical Nurses Home Building for use by Indiana Ballet Theatre NW In, to be an incubator for all other arts organizations and services, as a non-profit Centre for the arts.

EDUCATION

??Rochelle School of Ballet, England. Began dancer training at an early age with Madam Rochelle of Paris Opera Ballet.

??Studied under French Cecchetti syllabus, and took graded examinations at the Volska Ballet Company and the Cecchetti headquarters in London.

??Attended work shops at the Royal Academy of Dance, England.

??Studied with Ruth Valiquette, Greg Begley, Marcus Alford, Terryl Polk, Gelsey Kirkland, and Larry Long in America.

??Merit Certifications with Highly Commended and Honors scores, Cecchetti – London.

??Chicago National Association of Dance Masters, certified dance instructor with Master of Dance Certification.

??Federation for the Promotion of Dance Educators, workshops.

??Butler University work shops for teachers.

ACCREDITATION'S & AFFILIATIONS

??National Dance, Silver and Gold medals.

??*Chicago National Association of Dance Masters, Master of Dance member, 24 years.*

??*Regional Arts Council, 15 years.*

??*Chamber of Commerce, Crown Point, Merrillville, Hobart, 13 years.*

??*South Shore Arts, 15 years.*

??*Lake Shore Television and Radio – Advisory Board, 8 years*

??*American Alliance for Health, Physical Education Recreation and Dance, 18 years.*

??*Leadership Northwest Indiana, 3 years.*

??*Partnership with South Shore Visitors and Convention Authority, 2 years.*

??*Partnership with Westville, Southlake Mal, 5 years.*

Resume of
REBECCA L. WYATT, J.D.
PROFESSIONAL EXPERIENCE

ATTORNEY, MEYER & WYATT, P.C., GARY, INDIANA

April 2000 – present

Practice includes private and public clients with emphasis on real estate and business transactions for small businesses and entrepreneurs; property tax issues, contract actions and appellate litigation. Since 2006 expanded into Family Law including juvenile delinquency and CHINS cases, Wills, Trusts and Guardianships.

April 2000-April 2006

Representation of the City of Gary in its union negotiations and labor issues.

Provision of legal advice to Mayor Scott L. King on various matters.

Legal Defense of the City of Gary in employment discrimination cases and other disputes.

Representation of the City of Gary in unsafe buildings proceedings up to and including demolition and in actions for recovery of demolition expenses and foreclosure on property when necessary.

Led negotiations for City management teams with five different unions representing City employees.

Attorney for Gary Park Department Board of Commissioners, March 2005 to June 2006, providing legal advice to Board for construction projects on Park property, drafting and reviewing contracts for contractors and vendors, drafting Requests for Proposals for concessions on Park property, and operation and lease of certain Park property.

Attorney for the Genesis Center Board of Managers, 1998 to 2002, providing representation and consultation regarding all legal issues including the Open Door Law, public entity purchasing statutes, and the public works contracting statute.

CITY ATTORNEY, GARY, INDIANA

January 1996 - April 2000

Litigation Responsibilities

Responsible for a majority of the City's state and federal jury trials and appeals, including:

All of the City's federal appellate court cases (personally briefed and argued four cases before the Seventh Circuit Court of Appeals);

Significant civil rights actions against the City;

All personal injury cases in which the City had a high risk for potential loss;

All FLSA actions against the City challenging its overtime compensation of Fire and EMS personnel;

Numerous complex public-works contract cases; and

All complaints filed on behalf of the City to enforce the City's ordinances.

Management and Advisory Responsibilities

Managed day-to-day operations of the Law Department for the City of Gary, population 116,000; supervised Law Department staff; coordinated with outside counsel.

Provided legal advice to the Mayor, Deputy Mayor, and City Departments, boards and agencies.

Advised and negotiated on behalf of the City during contract talks with the various unions and bargaining units for City employees.

Drafted ordinances and resolutions for submission to the Common Council.

FIRST ASSISTANT CITY ATTORNEY, GARY, INDIANA

November 1993 - December 1995

Handled a diverse case load, including: defense of civil rights claims; defense of personal injury actions; representation of the Police or Fire Chief's case in disciplinary hearings before Police and Fire Commissions; and working with administrative agencies at the federal, state and local levels (State Board of Accounts, DOL, OSHA, EEOC, and the local Human Rights Commission).

ASSOCIATE, RUMAN, CLEMENTS & HOLUB, P.C., HAMMOND, INDIANA

December 1992 - June 1993

Worked with senior attorneys on a variety of cases, gaining litigation experience such as research and writing, interviewing clients, filing actions, and hiring expert witnesses.

EDUCATION

Valparaiso University School of Law, Valparaiso, Indiana

J.D., *Cum Laude* 1992

GPA 3.1/4.0 Class Rank 18/128

During my first semester of law school I earned the honor paper in each of my three classes. In January 1988, I was critically injured in an automobile accident and had to stay out of school for extensive physical rehabilitation. I returned to school the next fall and continued to do well, although my studies were necessarily part-time. By fall 1991, I returned to full-time status, earned semester honors for my work, and was graduated *cum laude* the following year.

Western Illinois University, Macomb, Illinois

B.A. with Honors, 1979

GPA 3.3/4.0

BAR CERTIFICATIONS

Indiana State Bar; Illinois State Bar; U.S. Court of Appeals, Seventh Circuit; U.S. District Court of Indiana, Northern District; U.S. District Court of Indiana, Southern District.

PROFESSIONAL AFFILIATIONS

Indiana Bar Association; Lake County Bar Association; Women Lawyers Association; Calumet Inns of Court; Indiana State Bar Association Ethics Committee, Board of Directors Miller Citizens Corporation, Miller Area Business Association, (President 2007-2009).

CONTACT INFORMATION

Business:

Meyer and Wyatt, P.C., 363 South
Lake Street, Gary, IN 46403
(219) 938-0800,
rwiyatt@meyerwyattpc.com

Residence:

7701 Lake Shore Drive, Gary, IN
46403

Thomas Rowland

OBJECTIVE

I am a businessman with vast experience in both the Public and Private sector. I now utilize these skills to help my clients achieve financial success and gain a better level of personal satisfaction.

PROFESSIONAL EXPERIENCE

2007 - Current Tree House Financial Inc. Merrillville Indiana
Owner – Business and Tax Consulting

Struck out on my own to use my experience to help small to medium size business with all aspects of financial projection and management. We provide bookkeeping services to tax preparation. But we feel that our experience distinguishes us from other CPA practices. We counsel business start ups, and focus on business plans and monitoring financial progress. We act as a CFO for our clients.

For more on the business visit www.treehousefin.com

2001 - 2007 Buckco Construction Co. Inc. Gary Indiana
Controller – Reporting direct to Owner

Responsible for all financial aspects of the company. Including: financial reporting, analysis, cash management and financing, staff direction of daily responsibilities, audit direction, tax reporting and implications, cost analysis, and capital asset analysis.

I was hired to affect the conversion of this company from a “Mom & Pop” type operation to a fully functional office. We were successful in converting from a DOS based system to state of the art integrated Maxwell system. We also, instituted internal controls and a responsibility based office team. Developed various financial models to improve the effectiveness of the management team. I am the key contact for financial institutions, audit, and taxing agencies.

1987 - 2001 The LTV Corporation Cleveland/Indiana Harbor
Auditor, Financial Reporting, and Financial Analyst

Internal Audit – Started with LTV as an Auditor, advanced to the supervisor level. Developed internal control skills and a healthy skepticism. Performed reviews of all major accounting systems.

Financial Reporting – Promoted from the Audit department to the Corporate Financial Reporting department where I was responsible for external reporting (annual report, and SEC filings), investor communications and various financial analysis for executive management.

Transferred to the Indiana Harbor Operation from Cleveland, Ohio to be developed for the controllership role. Supervisor of Financial Analysis for Steel Producing and Finishing operations. Worked closely with operations to report, analyze, budget and control costs. Developed operations budgets and feasibility plans for significant projects.

1986 – 1987 Ingredient Technology Corp Elyria Ohio

Controller

Responsible for financial reporting of five plants. Streamlined accounting systems including monthly closing procedures, commissions reporting, inventory procedures and daily workload of subordinates.

1983 – 1986 Ernst and Young Cleveland Ohio

Senior Auditor

Responsible for Financial Audits of various corporations. Focused on large “SEC” corporation:

EDUCATION AND OTHER

Ohio University BBA Accounting, CPA since 1987

Active in BSA, Youth Coaching, Church and Family

Active member of the Valparaiso Chamber. Member of Business Educating Business Committee. Guest speaker / presenter on various topics. Member of Crossroads Chamber and Leadership Northwest Indiana and Quality of Life Council.

Linda Romo M.Ed

Merrillville, IN / 219-736-8012 / romolinda@hotmail.com

- Education 1988 - 1993 Purdue University Calumet
Bachelor of Arts, Elementary Education
Indiana State certified in grades 1 - 6 (7 & 8 non dept.)
GPA: 5.55/6.0 1994 - 2005
Purdue University Calumet
Masters in Education, School Counselor
Indiana State certified
GPA: 4.0/4.0
- Experience 2010 - 2011 (February - October) Merrillville Intermediate School
- Prime Time Istep Instructional Aide
 - Title 1 Reading Aide
- 2005 - 2009 Laurel Preparatory Academy, Principal / Teacher
- Managed a small, private school of Pre-Kindergarten - 8th grade
 - Supervised a staff of 10 teachers & aides
 - Developed a school library
 - Taught 2nd grade half day while managing the academy
- 1998 - 2005 Laurel Preparatory Academy
- Classroom teacher for Preschool, Grade 1, Grade 3,
Grades 2 & 3 combined, Grades 3 & 4 combined
- Established and coordinated lesson plans
 - Maintained a positive classroom environment
 - Modeled concepts through a hands-on approach
 - Encouraged accountable behavior in students
- 1993 - 1998 Diocese of Gary (Holy Trinity & Sister Thea Bowman)
- Classroom teacher for Grades 3, 5, & 7
- Responsibilities as a classroom teacher are the same as noted above

Sharla Williams

6896 Fillmore Drive, Merrillville, IN 46410 sharlasings@hotmail.com 219-487-7738

Summary of Skills:

- Demonstrated ability to reach organizational goals utilizing tools for continuous improvement and advancement
- Trained and evaluated competent highly skilled employees
- Proven success in the development of comprehensive educational training tools
- Excellent communication skills both verbal and written
- 25 years of management experience

Professional Experience:

WorkOne, Region 1, Northwest, IN

8/12-Present Region 1 Workshop Team Lead/Regional Training Representative

- ◆ Oversee delivery of Workshops to Region 1 customers
- ◆ Hire, train and supervise and evaluate Workshop Team Presenters
- ◆ Develop curriculum and new workshop offerings
- ◆ Participate in State of Indiana and Regional planning and strategy meetings

WorkOne, Gary, IN

8/11-7/12 Center Manager

- ◆ Implemented delivery of Workforce Investment Act Services to local customers
- ◆ Hired, trained, supervised and evaluated state and provider staff
- ◆ Participated in regional planning and strategy meetings
- ◆ Completed monthly reports

Heritage Institute of Arts & Technology, Schererville, IN

6/09-Present, Public Relations, Community Development & Assistant Project Manager

- ◆ Conducted Community Awareness and Public Relations
- ◆ Completed Grant Applications

- ◆ Trained Volunteers
- ◆ Represented the organization at Ball State Charter meetings

Merrillville Community Schools, Merrillville, IN

9/08-8/11, Substitute Teacher

- ◆ Monitored students and implemented Lesson Plans

TradeWinds Independent Living Services, Gary, IN

11/99 -11/09, Positions Held: General Manager, Independent Living, QMRP, Coordinator of the Semi-Independent Living Program

- ◆ Managed three government funded programs for people with disabilities
- ◆ Managed the Medicaid Waiver Program providing residential services to adults
- ◆ Operated four Intermediate Care Facilities for the Mentally Retarded (ICFMR)
- ◆ Facilitated the opening of a Foster Care Home funded by the Lake County DFC
- ◆ Monitored budgets and provided monthly and quarterly reports
- ◆ Worked with the Bureau of Developmental Disabilities Field Services & United Way
- ◆ Attended community events to spread our mission and obtain new service contracts
- ◆ Recruited, hired and trained staff
- ◆ Trained our consumers in the areas of health and prevention of STD's

Skills Acquisition Center, Gary, IN

8/98 - 11/99, Director of Computer Training Facility

- ◆ Secured contracts and wrote proposals for funding
- ◆ Sub-contracted training services with the Lake County DFC
- ◆ Sold private services to community organizations and individuals
- ◆ Hired and trained staff
- ◆ Attended provider meetings with the State of Indiana
- ◆ Developed curriculum for Parenting Skills, Microsoft Office and GED Classes

Curtis & Associates, Inc., Gary, IN

07/95 - 8/98, County Director

- ◆ Lead teams in Northwest Indiana overseeing five offices in Lake County
- ◆ Provided Job Search Training and placement

- ◆ Negotiated contracts with the county
- ◆ Hired and trained staff
- ◆ Became a Master Certified Trainer in 1996

Gary Community School Corporation, Gary, IN

08/89 - 06/92, Special Education & Kindergarten Teacher

- ◆ Taught mildly mentally handicapped students
- ◆ Created & implemented a cognitive age appropriate curriculum
- ◆ Developed Individual Education Plans (IEP's)
- ◆ Sponsored the Just Say No To Drugs Club

Community Experience:

Urban Community Action Network, Gary, IN

10/06-4/08, Board of Directors & Assistant Program Director

- ◆ Joined BOD to help in the decision making process
- ◆ Assumed Assistant Director Position
- ◆ Hired trained staff
- ◆ Met with local school district to introduce Abstinence Education Program
- ◆ Organized events
- ◆ Made community presentations
- ◆ Counseling and mentoring

Faith Temple of Christ Church, Merrillville, IN

2004 School Year, Administrator for Tiny Temples Academy

- ◆ Managed and operated Christian School Ages 6 weeks through 3rd grade
- ◆ Taught Christian values, abstinence, purity
- ◆ Trained staff and parents
- ◆ Taught American Red Cross CPR and First Aid Courses

Sharla Sings Ministries, Merrillville, IN

Since August 2003, Christian Recording Artist, Inspirational Speaker, Seminar Leader

- ◆ Released CD-“No More My Own”
- ◆ Traveled the throughout the nation and abroad singing for community events
- ◆ Conducted music seminars and choir trainings
- ◆ Worked with youth groups and local organizations promoting positive lifestyles

Logan Park Assembly of Christ Church, Gary, IN

- ◆ 1980 - 1992, Drama Guild President, Youth Assistant & Minister of Music
- ◆ Lead the Music Department, trained the voices and musicians
- ◆ Selected music for services, drama presentations and special services
- ◆ Wrote plays and presented drama presentations around the country

Education:

National Association of Children of Alcoholics

- ◆ NACOA Certified

Spiritual Caregiving to Help Addicted Persons and Families

November 2009

American Intercontinental University, Atlanta, GA

- ◆ Master of Education

Curriculum and Instruction

December 2006

Purdue University Calumet, Hammond, IN

- ◆ Bachelor of Arts

Developmental Psychology

August 1989

- ◆ Associate of Arts

Early Childhood

May 1988

Affiliations:

- ◆ Alpha Pi Chi National Sorority
- ◆ National Association Qualified Mental Retardation Professionals
- ◆ Thriving Neighborhoods Program, Quality of Life Council

INDIANA CHARTERS CONTRACT

CONTRACT AGREEMENT HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY (HIAT)

DATE: February 2, 2016

PARTIES:

INDIANA CHARTERS (IC):

INDIANA CHARTERS Educational Services
Indianapolis, IN 46225

CHARTER SCHOOL:

Heritage Institute of Arts and Technology

Non-Profit 501 (c)(3) Tax Status

Merr. IN 46410

PURPOSE OF AGREEMENT:

On _____, the Heritage Institute of Arts & Technology (HIAT), Charter School in Merrillville is to receive a Charter Agreement from Indiana Charter School Board”) to organize and operate a charter school pursuant to the provisions of Indiana Code, §20-5.5 et. seq. (“Charter School Law”). HIAT shall operate this charter school in Merrillville, Indiana, pursuant to the provisions of the Charter Agreement and in accordance with its exempt status under Code Sections 501(a) and 501(c)(3) and the requirements of all relevant state, federal and local laws, rules and regulations, including the Charter School Law;

(“IC”) has experience in the management, operation and administration, specializing in charter schools;

The HIAT Charter School has performed due diligence regarding IC’s financial resources, educational services, and managerial experience;

The HIAT Charter School believes that IC will be in the best interests of the School to enter into this Agreement; and

The HIAT Charter School desires to engage IC to provide consulting services in management, operational and administrative areas for the HIAT, and IC desires to provide such services for the HIAT I, all in accordance with the terms and conditions set forth in this Agreement.

NOW, THEREFORE, in consideration of the foregoing premises and the mutual agreements and covenants contained herein, and for other good and valuable consideration the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

ARTICLE I.

ENGAGEMENT

Prior Approval of School Authorizer. Both IC and the HIAT Charter School acknowledge and agree that this Agreement is subject to the participation of the School Authorizer, ICSB, and will thereafter be governed by and subject to the terms and conditions of the Charter Agreement, which is incorporated by reference herein as Exhibit A.

Engagement. Subject to the terms and conditions set forth in this Agreement, the School hereby engages IC for the purpose of providing consulting services in management, operational and administrative areas, as more particularly described in Article II of this Agreement (collectively, the "Services"), and grants to IC the right, power and authority to carry out the Services. IC hereby accepts such engagement, and agrees to provide the Services, subject to the terms and conditions set forth in this Agreement, the Services.

Limitations. No provision of this Agreement shall interfere with the School’s ability to perform its obligations under the Charter Agreement. The School shall at all times remain legally responsible to ICSB for the operations and management of the School and for ensuring that the terms and conditions of the Charter Agreement are satisfied.

Consulting FEE

The Consulting Fee shall be paid on a monthly basis and within 15 (fifteen) business days from time of month end invoice. Client will pay consultant based on the estimated fees presented below in Article II, with amounts not to exceed those presented without an addendum or extension to the contract. Fees are based on an average of \$85.00 per hour, or \$325 per half day, or \$650 per full day. Should the Client fail to pay the Provider the full amount specified in any invoice within 30 calendar days of the invoice's date, a late fee equal to 5% of the invoice shall be added to the amount due and interest of percent per annum shall accrue from the calendar day following the invoice's date. Within 10 business days following the close of each fiscal year (or contract end date), the parties shall conduct a reconciliation of the Consulting Fee. If, upon such reconciliation the School owes IC additional funds, the School shall pay IC such difference within twenty (20) business days following the reconciliation. If, upon such reconciliation, IC owes the School funds, such amount shall be credited against the next payment of the Consulting Fee due IC, or, if this Agreement expires or is terminated, such excess shall be returned to the School by IC within twenty (20) business days.”

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|---|
| MARKETING, STUDENT RECRUITMENT AND RETENTION |
|---|

IC will work closely and HIAT's school leaders to provide student recruitment and retention efforts to identify the best strategies to reach the targeted population within the school's marketing budget. IC will research the best radio, billboard, online, direct mail, television and print advertising in the community and surrounding areas of Merrillville, Indiana, to determine which avenues of student recruitment will be most effective. IC will assist HIAT in partnering with graphic-arts or marketing agencies to create collateral materials to enhance the marketing effort if needed.

IC will work closely with HIAT in retention of students with focus on parent satisfaction, student achievement, and student connectedness to HIAT and their classrooms. IC will work with HIAT's school leaders to evaluate the enrollment and attrition trends as well as achievement data and parent-satisfaction surveys. IC will assist in the development of strategies related to student retention.

IC will assist in the improvement, design, development and implementation of school materials, staff and student handbooks, forms, policy development, best practices, lottery design and implementation, waiting list, surveys, mission awareness, understanding, and expectations of HIAT.

Enrollment: IC shall assist in developing and implementing a recruitment and enrollment program for the School that complies in all respects with the requirements of the Charter Agreement, the Charter School Law, the Code, and all other applicable laws, rules and regulations.

Parent and Community Relations: IC shall assist the School in establishing a parent organization to advise and support the School and shall work with the School to develop a parental education program for the School.

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| PRE-OPENING (January 2016-June 2016): est. \$5,000 |
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|--|
| FIRST YEAR (July 2016-June 2016): est. \$2,500 |
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ACADEMICS, DATA & HUMAN RESOURCES

ACADEMICS

IC will advise HIAT's principal in her duties, including curriculum alignment and mapping, integration of the Arts and Technology, Best Practice development, teacher evaluations, and data-driven instruction. IC will provide training and support to ensure that the curriculum is implemented in an effective way according to Best Practices to promote HIAT's mission of high student achievement.

SCHOOL DATA MANAGEMENT

IC will train and advise the school on data management reporting, planning, and implementing of all required reported data. IC will guide and train in the consistency and rigorous use of data within curriculum and instruction plan to maximize student achievement. IC will assist, train, and provide research-based plans for required reporting assessments, improvement assessments, and school data management. IC will provide support and assistance in areas of assessment selection and administration, measureable goal setting, School Improvement Plan Development, data analysis, and staff training.

DATA AND ASSESSMENT: IC shall help the School develop an effective academic assessment program for the School that will incorporate all assessment activity mandated by the Charter Agreement or through relevant laws, rules or regulations, as well as other assessments deemed to be useful to and reasonably requested by the School

HUMAN RESOURCES, PERFORMANCE & PROFESSIONAL DEVELOPMENT

IC will review and advise HIAT on its Annual Performance Objectives. Teacher evaluation: Conduct monthly evaluations of teachers 1st semester; every other month 2nd semester; includes follow-up and reports of individual teachers. IC works with HIAT to continue development of curriculum that relates with professional growth and improvement. IC will conduct professional-development sessions with staff.

Human Resources: IC shall be assist & consult in selecting, hiring, orientation, and developing School employees, including administrative, instructional, and support staff. IC shall assist training staff in managing the School's employment-related duties including record-keeping of benefits, staffing schedules, wage structures, and HR personnel policies and procedures, hiring process, HR handbook, evaluation of staff against performance objectives and other human resource issues as applicable. (HIAT shall oversee payroll, taxes, withholding, reporting.) Hiring and orientation: Help develop hiring process, including interview approach; help review resumes;

administer screening; participate in interview process

- PRE-OPENING (January 2016-June 2016): est. \$10,000
- FIRST YEAR (July 2016-June 2016): est. \$10,000

COMPLIANCE

- Budgeting: Work with BOD to update budget; review financial reports for accuracy and relevance.
- Financial reporting: IC will help negotiate an agreement with an outside, experienced bookkeeping company to execute all necessary reporting for IDOE and authorizer; produce reports for Board; cut checks; track bank accounts, etc. This financial system would be compliant with Indiana State Board of Accounts requirements for budgeting, purchasing, and contracting.
- Governance, including board development: Offer one training session for BOD; follow up during attendance at monthly Board meetings
- Train & consult in regards of reports to IDOE and authorizer are executed in an accurate and timely manner during the first semester, while training HIAT staff to assume reporting functions, with review and advice second semester.
- Data and Assessment: IC shall consult and assist in the development an effective academic assessment program for the School that will incorporate all assessment activity mandated by the Charter Agreement or through relevant laws, rules or regulations, as well as other assessments deemed to be useful to and reasonably requested by the School.
- Administrative Forms: IC shall consult in the areas of revising, developing, or providing all administrative forms and publications necessary and reasonably requested by the School for the fulfillment of the School's requirements for daily operation. Such forms shall include, but not be limited to: requisitions, discipline referrals, health referrals, accident reports, National Student Lunch Act applications, enrollment forms, special-education forms that are compliant with Indiana standards, individualized learning plans, progress reports, permanent records, newsletter formats, staff handbooks, student/parent handbooks, staff absence requests, and daily schedules and plans.
- Student Management and Accountability. IC assist in the development and improvement of the accountability plan that will enable the School to gather data and provide accountability reports required by the Charter Agreement, and provide other reports reasonably requested by the School.

SPECIAL EDUCATION

Special-education design and compliance: Assist HIAT in implementing a robust and compliant special-education program, including the training of classroom teachers. Review IEPs and offer advice to HIAT's special-education staff. IC will work closely with HIAT in ensuring compliance with state and federal special education requirements. IC will assist HIAT in broadening knowledge to enhance educational opportunities for special education. The School is responsible for providing staffing for special-education, including teachers of record and special-education coordinator.

- PRE-OPENING (January 2016-June 2016): est. \$7,500
- FIRST YEAR (July 2016-June 2016): est. \$60,000 (includes BKK+ fees)

GRANT & FUNDRAISING DEVELOPMENT

IC will consult HIAT with an array of grant development services , including assisting and training with and in government grants and loans (including, but not limited to PCSP applications), organization and submittal of government grants and loans, required reporting, public and private grant opportunities, grant writing, technical assistance and coaching for BOD and staff. The goal of this effort is to develop and train an ongoing resource development team within HIAT, which would have responsibility for documentation and record keeping and onaligning charter grant and fundraising efforts with school improvement goals and activities. IC's expert grant-writing consultant will support HIAT in developing a grant and fundraising strategy to advance school-improvement efforts.

- PRE-OPENING (January 2016-June 2016): est. \$5,000

➤ FIRST YEAR (July 2016-June 2016): est. \$10,000

FACILITIES

IC shall negotiate on behalf of the School all architectural, design, construction and renovation contracts to ensure that the facility of the School is capable of being occupied prior to the commencement of the regular curriculum of the School. IC shall assist in managing or negotiating the contract for the management of, the facilities of the School and ensure compliance with all relevant safety, building and fire codes.

- Building design and construction management

| |
|---|
| OUTCOME: Dependent on facilities decisions made by HIAT |
|---|

| |
|---|
| PRE-OPENING (January 2016-June 2016): TBD |
|---|

| |
|---------------------------------------|
| FIRST YEAR (July 2016-June 2016): TBD |
|---------------------------------------|

RELATIONSHIP OF THE PARTIES

IC as Independent Consulting Contractor. IC shall perform the Services as an independent consulting contractor, and shall perform the Services using reasonable efforts. The School's Board of Directors is structurally independent of IC. Nothing in this Agreement shall be construed as making IC and the School joint ventures, partners or employees of each other and neither party shall have any authority to bind the other except to the extent provided in this Agreement.

Non-Assumption of Liabilities. IC shall not, by entering into and performing under this Agreement, become liable for any of the existing or future obligations, liabilities or debts of the School that have not been approved by IC.

Ownership of Assets Purchased for Use at the School. Assets furnished or purchased exclusively for use at the School shall be furnished for and purchased by and in the name of the School and owned exclusively by the School.

Indemnification.

IC shall indemnify, defend and hold harmless the School and the School's managers, officers, employees, and agents from and against any and all claims, liabilities, costs, expenses (including but not limited to reasonable attorneys' fees) or damages which arise out of (i) IC's willful misconduct or reckless performance of the Services, or (ii) any material breach of the terms of this Agreement by IC.

The School shall indemnify, defend and hold harmless IC and IC's directors, officers, employees, and agents from and against any and all claims, liabilities, costs, expenses (including but not limited to reasonable attorneys' fees) or damages which arise out of (i) the operation of the School, except for any such matter which is the result of IC's willful misconduct, reckless performance of the Services, or material breach of this Agreement, or (ii) any material breach of the terms of this Agreement by the School.

IC shall indemnify, defend and hold harmless the Sponsor and the Sponsor's Board of Trustees, directors, officers, employees, agents and representatives from all claims, demands, or liability, including without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any losses of any kind whatsoever and not caused by the sole negligence of the Sponsor, which arise out of or are in any manner connected with acts or omissions of the IC in connection with the operations of the School or which are incurred as a result of the reliance by the Sponsor and its Board of Trustees, directors, officers, employees, agents or representatives upon information supplied directly or indirectly by the IC.

Notwithstanding any other provision of this Article, there shall be no indemnification with respect to matters as to which indemnification would result in inurement of net earnings of the School or IC "to the benefit of any private

shareholder or individual," or an "excess benefit transaction" within the meaning of Code Sections 501(c)(3) or 4958, or similar provisions of any subsequent Federal tax laws.

The obligations of the parties under this Section 4.4 shall survive the expiration of this Agreement or earlier termination of IC's engagement.

Criminal Background Checks. All IC employees (including School staff), contractors of IC, or employees of contractors of IC who have direct, ongoing contact with children at the School within the scope of their employment or performance of services, shall be subject to criminal background check requirements.

Public Funds. The School shall be the recipient of all public funds that are disbursed to fund the operations of the School and all other funds to which the School or the School is entitled, subject to the Consulting Fee provisions in Article II.

Term. This Agreement shall have an initial term of one (1) year that commences only after official charter signing with ICSB. HIAT may use all or partial services in such categories in Article III, dependent on consulting need of service. Contracted Consulting Services will be categorized to start either within Pre-Opening period, First School Year, or both for such services. The terms of this Agreement shall renew for additional successive one (1) year terms if deemed beneficial and upon Governing Board approval. Term shall end two weeks after last day of school.

Termination.

“The parties agree that either of them may terminate this agreement for any reason or no reason upon 45 days' written notice, notwithstanding any previous, contemporaneous, or future representations made between them as to project scope, definition, or scheduling. Upon such termination, the consultant will be paid for all services rendered prior to termination, and prior to the termination date the consultant will reasonably cooperate in the transition of any of the work envisioned under this agreement to a third party of customer's choosing.”

MISCELLANEOUS

Compliance with Laws. IC shall comply with all applicable law and all applicable terms and conditions of the Charter Agreement.

Modification. This Agreement may be amended only by mutual written agreement of the parties hereto and may not be modified in any other manner.

Assignment. This Agreement and/or any rights or obligations hereunder shall be binding on the parties hereto and their respective successors and permitted assigns. This Agreement shall not be assigned by any party without the prior written consent of the other parties. The School recognizes that IC may assign various rights and delegate various duties within this Agreement to an affiliated third party for the benefit of the School, provided that the School consents to such assignment and/or delegation, and such assignment and/or delegation does not create a right of termination for either party under Section 5.2 of this Agreement. Any delegation of such rights and duties shall be agreed to in writing by both parties, and must be attached to this document as an addendum to be fully incorporated therein.

Section 6.3 (a): Notice. All notices, requests, demands, and communications under this Agreement shall be in writing to both of the other parties. Delivery of such writings shall be considered effective upon receipt. Only personal service with a signed confirmation or service by certified mail to the addresses on this Agreement will be considered effective. Service by facsimile will NOT be considered effective.

Any party may change its address for purposes of this Section 6.4 by giving the other parties written notice of the new address in the manner set forth above.

Severability; Change of Law. Any item or provision found to be in violation of the law shall be severed from this Agreement and shall be deemed to be null and void and shall not affect the validity of any other term or provision of this Agreement, to the extent that the remainder of the Agreement may be construed to give effect to the intention of the parties and the purpose of the Agreement, and to that end, the provisions hereof are declared severable. In the event of the enactment of a statute, or adoption of a rule, regulation or position by a governmental body or court of competent jurisdiction which would invalidate or have an adverse effect upon the whole of this Agreement or the ability of one or more persons now engaged in the business or ownership of the School to remain so engaged, the parties agree to attempt to modify the Agreement to allow the intent of the parties to continue.

Waiver. No consent or waiver, express or implied, by either party to any breach or default by the other party in the performance of the obligations created hereunder shall be deemed or construed to be a consent or waiver to any other breach or default in the performance of the other obligations of such other party. Failure on the part of either party to declare the other party in default, irrespective of how long such failure continues, shall not constitute consent or waiver of the rights of such party.

Governing Law. This Agreement shall be subject to and governed by the laws of the State of Indiana.

Entire Agreement. This Agreement constitutes the entire agreement between the parties with respect to the specific subject matter set forth herein, and all other agreements and understandings related thereto, whether written or oral, are hereby superseded.

Attorneys' Fees. In the event of an action or proceeding by any party to enforce the terms and conditions of this Agreement or seeking damages for the breach of this Agreement, each party agrees that the prevailing party shall be paid, in addition to any damages caused by a breach of the Agreement, all costs and expenses, including, but not limited to, reasonable attorneys' fees, incurred by the prevailing party, in connection with any action or proceeding.

Addendums to this agreement may be executed at any time provided such addendums are in writing and signed by all three parties. Where the terms of the addendum can be construed to contradict this original Agreement, the document shall be construed to give effect to the terms of the addendum. Such addendums shall not affect the remaining terms of this original Agreement, and upon proper execution, shall be considered part of the original Agreement as one and the same instrument.

[Signatures on the Following Page]

IN WITNESS WHEREOF, the parties have executed this Agreement by their duly authorized representatives on the day and year first above set forth.

"Consultant"

IC, Inc. Educational Services

By: _____

Printed: _____

Title: _____

"SCHOOL"

Heritage Institute of Arts and Technology

By: _____

Printed: _____

Title: _____

ATTACHMENT 2

***Head of
School/Principal
Candidate Resume***

PRINCIPAL HIRING TIMELINE

□ **HIAT BOD, INDIANA CHARTER (IC), & COMMUNITY INPUT**

- Community Meeting in February 2016 to offer your thoughts on what makes your HIAT unique and on what (tributes we feel are important to have in our Principal.
- Post on IDOE, local newspapers, and HIAT's website, Facebook, and local colleges and universities.
- Surveys – If anyone would like to offer their ideas individually, they can fill out a survey (Survey Monkey and copies of the survey will be put on the Human Resources website and hardcopies will be put in the school office).
- Or you can E-mail your input to Dr. Darlene Henderson, President/CEO at drdarlenehenderson@gmail.com.

▪ **REVIEW INPUT FOR POSSIBLE PRINCIPAL PLACEMENT**

- After getting confirmation from the HIAT Hiring Team about accurately listing their input, the HIAT Hiring Team (including IC Consultants will decide if they have a Principal who would be the best candidate for the school. (By early March)
- If they do, that person would be recommended to the HIAT BOD as the Principal with the knowledge that this Principal has already proven their skills in another School with a background in Arts and Technology. (Skip to step 4),
- If they do not, go to step 3.

▪ **COMMUNITY INTERVIEWS (if needed based on decisions in # 2)**

- An interview committee would be selected based on charter schools' principals and community members
- Committee members would attend a training session one evening (about 45 minutes) in the week prior to interviews.
- Candidates for interviewing would have been screened by HIAT Hiring Team during January and February, and would have completed rigorous assessments of their skills (February and March).
- Interviews of candidates during a selected day during (March and April – interviews lasting 4 to 6 hours).
- Interview Committee members immediately provide feedback, which would be considered by the HIAT Hiring Team, who will discuss their recommendation to Dr. Darlene Henderson, Exec. Director.

▪ **HIAT HIRING TEAM DECISION**

- The HIAT Hiring Team has the final decision at any time during the process, and would announce the selection. (Goal is by May 1, 2016).

ATTACHMENT 3

School Administrators' Resume

Summary of Qualifications

- Over five years in developing annual operating budgets for strategic business units by utilizing financial systems and regression analysis.
- More than ten years performing complex financial research and analyses for short-term strategic planning and decision-making issues, this increased profit earnings.
- Particular strengths in bridging cultural gaps among people through education and interpersonal relations.

Education and Credentials

Ed. D. Educational Leadership, 2009, Argosy University, Chicago, IL

M. S. Organizational Management in Human Relations, 2000, Cumberland University, Lebanon, TN

B. A. Marketing, 1996, Tennessee State University, Nashville, TN

TEACHING EXPERIENCE

Benedictine University, Naperville, IL

Adjunct Professor – Speech Communications, 2010 – present

- Enhance students' confidence to communicate publicly by developing strategies in preparation for various speeches.
- Introduce pertinent techniques that will analyze the audience efficiently and allow the student systematic respond to audience cues during a speech.
- Illustrate how to organize and outline a speech by utilizing high tech visual aids.

DimeChild Foundation, Chicago, IL

Educational Consultant, 2010 – present (part-time)

- Prepares and teaches a 12 week curriculum on education, health, self –sufficiency, employment, money management, social relationships, and career planning.
- Collaborates with school districts staff to set schedules and establish positive relationships to foster the educational environment.
- Facilitates a variety of activity-oriented techniques that are designed to encourage student-generated responses to problem solving situations.

Cleophus Downing, Page 2

Prairie State College, Chicago, IL

Adjunct Business Instructor, 2005 - 2006

- Provided an overview of business and the environment in which it operates.
- Facilitated classroom presentations to students, demonstrating the importance of organization of business, management, managing employees, marketing, financial management, and business strategy.
- Guided students to produce an effective business plan that supports the foundations and theories of business.
- Integrated classroom curriculum for each student level, incorporating cooperative learning, technology, and manipulatives into the lessons.

Moraine Valley Community College, Palos Hills, IL

Adjunct Instructor, 2005 – 2007

- Initiated self-development and exploration within the learner by helping students identify their strengths via self-assessment of personal responsibility, application of self-management, and development of higher learning skills.
- Clarified purpose of college enrollment, generate understanding that learning is lifelong, identify and access college and community resources, set goals, and make decisions.
- Assessed study skills, enhance group communication skills such as working in teams, examine interpersonal communication skills, and use conflict strategies.

- Stimulated critical thinking skills through problem-solving and differentiating between studying and understanding.

PROFESSIONAL EXPERIENCE

Illinois State Treasurer - College Savings Program, Chicago, IL

Regional Manager, 2007 – present

- Cultivate and nurture collaborative relationships within the private, educational, non-profit, and governmental sectors about college savings opportunities.
- Conduct marketing program activities such as advertising, public relations, and collateral components to effectively promote Bright Start.
- Educate Illinois citizens about college savings via presentations and/or individual sessions.

Chicagoland Regional College Program, Chicago, IL

Recruitment Manager, 2002 – 2007

- Coordinated and supervised the marketing, recruitment, and communication activities for current and potential students.
- Lectured on “Quality of Education” to groups ranging from 25–500 adults and adolescents.
- Promoted the urgency of higher education to high school and government officials using PowerPoint presentations.

Cleophus Downing, Page 3

Mellon Financial Services, Chicago, IL

Senior Financial Analyst, 1999 – 2002

- Systemized complex financial research and analyses for short-term strategic planning and decision-making issues that educated top management.
- Forecasted annual operating budgets for strategic business units by utilizing financial systems and regression analysis used by the comptroller.
- Calculated and presented actual versus budget deviation analysis and end of year projections.

Presentations

“How to Prioritize” Professional Women Luncheon. October 2007. Commerce Bank— Grand Prairie. Peoria, IL. 50 participants.

Smart Women Smart Money. September 2007. Bloomington, IL. 100 participants.

Youth Empowerment Summit/CPS. February 2007. Cook County Area, Chicago, IL.
300 participants.

Timeliness: Instructing students on time management. August 2006. Northwestern University, Chicago, IL. 200 participants.

Why College: Symposium on Inner City Schools. July 2006. Tennessee State University, Nashville, TN. 350 participants.

Moving to Higher Ground: Transitioning Students into College. June 2006. Belmont University, Louisville, KY. 300 participants.

Educational Talent Search. May 2006. 3rd Annual Educator’s Conference, Hilton Hotel, Chicago, IL. 500 participants.

Higher Education in Japan. June 2004. 10th Annual International Teacher’s Conference, Hotel Hiroshima, Japan Osaka, Hiroshima. 2,000 participants.

Workshops Attended

The Life of Abraham Lincoln. Congressman Jesse Jackson, Jr., February 11, 2007.

Chicago History Museum, Chicago, IL.

Educate Our Youth. Mayor Richard Daley, January 8, 2007. Westin Hotel, Chicago, IL.

The Power of Community/Customer Service. J. Henderson, April 10, 2007.

Workforce Learning Community Brown Bag, Chicago, IL.

Cleophus Downing, Page 4

Inter-generations Leadership Conference. Mary Owens, March 12, 2007. University of Kentucky, Lexington, KY.

Admission/Recruitment Workshop. Addie Epps., August 29, 2006. Chicago State University, Chicago, IL.

Me to the Seventh Power Production. Professor Artesia Green, October 13, 2006.

Chicago State University, Chicago, IL.

Professional Associations

Illinois Children's Savings Account Task Force, Member, 2010 – present

National Association of Student Personnel Administrators (NAPSA), Member, 2009- present

National Black Graduate Association, Member, 2007- present

State Attorney African American Advisory Council, Member, 2006 – present

League of Black Professional Women, Member, 2005 - present

Affinity Community Services, Treasurer, 2008 - 2009

National Association of College and University, Member, 2005 – 2008

National Association of Community Colleges, Member, 2004 – 2008

National Black MBA Association, Member, 2001 – 2008

Linda Romo M.Ed

Merrillville, IN / 219-736-8012 / romolinda@hotmail.com

Education 1988 - 1993 Purdue University Calumet
Bachelor of Arts, Elementary Education
Indiana State certified in grades 1 - 6 (7 & 8 non dept.)
GPA: 5.55/6.0 1994 - 2005
Purdue University Calumet
Masters in Education, School Counselor
Indiana State certified
GPA: 4.0/4.0

Experience 2010 - 2011 (February - October) Merrillville Intermediate School

- Prime Time Istep Instructional Aide
- Title 1 Reading Aide

2005 - 2009 Laurel Preparatory Academy, Principal / Teacher

- Managed a small, private school of Pre-Kindergarten - 8th grade
- Supervised a staff of 10 teachers & aides
- Developed a school library
- Taught 2nd grade half day while managing the academy

1998 - 2005 Laurel Preparatory Academy

Classroom teacher for Preschool, Grade 1, Grade 3,
Grades 2 & 3 combined, Grades 3 & 4 combined

- Established and coordinated lesson plans
- Maintained a positive classroom environment
- Modeled concepts through a hands-on approach
- Encouraged accountable behavior in students

1993 - 1998 Diocese of Gary (Holy Trinity & Sister Thea Bowman)

Classroom teacher for Grades 3, 5, & 7

- Responsibilities as a classroom teacher are the same as noted above

ATTACHMENT 4

***Governance
Documents***

Letter of Determination 501(c)(3)

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

DEPARTMENT OF THE TREASURY

Date: **AUG 14 2014**

HERITAGE INSTITUTE OF ARTS AND
TECHNOLOGY
C/O DR DARLENE HENDERSON
PO BOX 11113
MERRILLVILLE, IN 46411-1113

Employer Identification Number:
27-1619759
DLN:
17053101342013
Contact Person:
CUSTOMER SERVICE ID# 31954
Contact Telephone Number:
(877) 829-5500

Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
November 15, 2012
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,



Director, Exempt Organizations

Letter 947

HERITAGE INSTITUTE OF ARTS AND

ADDENDUM

Based on the information submitted with your application, we approved your request for reinstatement under Revenue Procedure 2014-11. Your effective date of exemption, as shown in the heading of this letter, is retroactive to the date of revocation.

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2, C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled, or not renewed, you will be required to comply with Revenue Procedure 75-50.

Letter 947

CERTIFICATE OF INCORPORATION

State of Indiana
Office of the Secretary of State

CERTIFICATE OF INCORPORATION

of

HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY, 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 confirms to law as prescribed by the provisions

Articles of Incorporation

RECEIVED 11/06/2009 05:11 PM

APPROVED AND FILED
TODD ROKITA
INDIANA SECRETARY OF STATE
11/6/2009 5:11 PM

ARTICLES OF INCORPORATION

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

ARTICLE I – NAME AND PRINCIPAL OFFICE

HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY, INC.
1149 Thiel Drive, Schererville, IN 46375

ARTICLE II – REGISTERED OFFICE AND AGENT

Dr. Darlene Henderson
1149 Thiel Drive, Schererville, IN 46375

ARTICLE III – INCORPORATORS

Dr. Darlene Henderson
1149 Thiel Drive, Schererville, IN 46375
Signature: Dr. Darlene Henderson

ARTICLE IV – GENERAL INFORMATION

Effective Date: 11/6/2009
Type of Corporation: Public Benefit Corporation
Does the corporation have members?: No

The purposes/nature of business

The Corporation is a public benefit corporation organized and operated exclusively for the following purposes as may qualify it for exemption from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future United States internal revenue law (the "Code"), and the Treasury Regulations promulgated there under (the "Regulations"), and as may qualify contributions to it for deductions under Section 170(c)(2), Section 2055(a)(2) and Section 2522 of the Code and the Regulations promulgated thereunder:

(a) The primary purposes of the Corporation shall include:

- (i) To enter into one or more charters for the establishment of a "charter school" or charter schools in accordance with the provisions of Indiana Code 20-5.5- 1-1, et seq., as amended from time to time;
- (ii) To serve the unique needs of students and their families for both support and attainment of a high quality education, through the Arts the use of Technology.
- (iii) To serve the different learning styles and

needs of public school students;

(iv) To offer public school students appropriate and innovative choices;
(v) To empower committed volunteers and donors to share compassion and resources for the educational and related benefits to be provided by the Corporation; and

(vi) To engage in any and all activities necessary or appropriate to raise funds for the purposes of the Corporation, including, but not limited to, the solicitation of direct or indirect contributions from public and private sources wherever located.

(b) The Corporation shall be organized and operated exclusively for educational purposes, and uses incidental thereto, which purposes then qualify it for exemption from Federal income tax under the provisions of Section 501(c)(3) of the Code and as then qualify contributions to it for deductions under Section 170(c)(2), Section 2055(a)(2) and Section 2522 of the Code.

(c) In furtherance of the foregoing purposes, the Corporation shall be authorized and empowered to exercise all power and authority granted to it under the Act; provided, however, that the Corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the primary purposes of this Corporation.

Distribution of assets on dissolution or final liquidation

Section 1. Termination of Charter. In the event that the charter underwhich the Corporation is operating is terminated for any reason;

(a) If a University revokes the Corporation's charter before the end of the term for which it is granted, or does not renew the charter, or the charter is otherwise terminated before the end of the term for which it is granted, the provisions of Indiana Code 20-24-7-9 concerning the distribution of local or state funds that remain to be distributed to the charter school shall apply.

(b) If the Corporation is dissolved, then consistent with Indiana Code 20-24-3-3, all remaining funds and assets shall be distributed as follows:

- (1) all remaining funds received from the Department of Education shall be returned to the Department of Education not more than thirty (30) days after dissolution; and
- (2) all other remaining assets of the Corporation shall be used for non-profit educational purposes as set forth below in Section 2 of this Article VI.

Section 2. Dissolution. Subject to all provisions and requirements of Section 1 of this Article VI, upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation and returning grants, if any, owing to the State of Indiana, distribute all the remaining assets of the Corporation exclusively for nonprofit educational purposes in such a manner, or to such organization(s) organized and operated exclusively for public, charitable, religious, scientific, testing for public safety, literary or educational purposes, which purposes then qualify such organization or organizations for exemption from Federal income tax under the provisions of Section 501(c)(3) of the Code, as the Board of Directors shall determine. Moreover, in the event of dissolution of the Corporation, any remaining funds received from the Indiana Department of Education (the "Department") shall be returned to the Department not more than thirty (30) days after dissolution, and any funds after the Department's funds have been returned shall be used exclusively for nonprofit educational purposes.

HERITAGE INSTITUTE OF ARTS AND

ADDENDUM

Based on the information submitted with your application, we approved your request for reinstatement under Revenue Procedure 2014-11. Your effective date of exemption, as shown in the heading of this letter, is retroactive to the date of revocation.

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2, C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled, or not renewed, you will be required to comply with Revenue Procedure 75-50.

Letter 947

ARTICLE V

Board of Directors

Section 1 Authority of Board. Management of the property, affairs, business and activities of the Corporation shall be supervised and directed by the Board of Directors. The Board of Directors shall possess and may exercise all the powers and authority granted to the Corporation by the Act, by these Articles of Incorporation or by the By-Laws of the Corporation, as now or hereafter in effect.

Section 2 Authority of Board. Except for the initial members of the board (the "Initial Directors"), the exact number of members of the Board of Directors shall be prescribed from time to time according to the By-Laws of the Corporation; provided, however, that under no circumstances shall the minimum number of members of the Board of Directors be less than five (5) or no more than eleven (11).

Section 3 Initial Directors. The names, addresses, and initial terms of office of the Initial

Directors are as follows:

Heritage Institute Governing Board

1. Binika Henderson 2075 W. 86th Lane Merrillville, IN 46410
2. Calvin White 1355 W. 74th Place Merrillville, IN 46410
3. Carol King 2045 Connecticut Street Gary, IN 46407
4. Connie Horton 2045 Connecticut Street Gary, IN 46407
5. Darnieshia Morris 8031 Massachuset Street Merrillville, IN 46410
6. Dr. Darlene Henderson 1149 Thiel Drive Schererville, IN 46375
7. Jennie Alsobrooks 6420 Cleveland St Merrillville, IN 46410
8. Lori Lane 5019 Crane Court Schererville, IN 46375
9. Maurice Preston 1957 Chase Street Gary, IN 46407
10. Raymond Dix 3960 W. 79th Court #21, Merrillville, IN 46410
11. Ruby Stover 3848 Riverdale Ave Lake Station, IN 46405

Section 4 Compensation of Directors. The directors of the Corporation shall serve on a volunteer basis and not be compensated for their service to the Corporation.

Provisions for Regulation and Conduct of the Affairs of Corporations

In addition to the By-Laws and consistent with the Act, the following provisions for the regulation and conduct of the affairs of the Corporation, and for the creation, definition, limitation or regulation of the powers of the Corporation and its directors, shall apply:

Section I Amendment of Article Incorporation The Corporation reserves the right to amend, alter, change or repeal any provisions contained in these Articles of Incorporation or any amendment hereto, in any manner now or hereafter prescribed or permitted by the Act or any amendment thereto, provided, however, that such power of amendment shall not authorize any amendment which would have the effect of disqualifying the Corporation as a tax-exempt organization under the provisions of Section 501(c)(3) of the Code or would have the effect of disqualifying contributions to the Corporation for deduction under Section 170(c)(2), Section 2055(a)(2) or Section 2522 of the

Code.

Section 2. Adoption and Amendment of By-Laws The Corporation reserves the right to make, amend, alter, change or repeal any provisions contained in the By-Laws of the Corporation or in any amendment thereto, by a majority vote of the members of the Board of Directors; provided, however, that no corporate action purporting to amend the Corporation's By-Laws shall authorize any amendment, alteration, change or repeal which would have the effect of disqualifying the Corporation as a tax-exempt organization under Section 501(c)(3) of the Code or would have the effect of disqualifying contributions to the Corporation for deduction under Section 170(c)(2), Section 2055(a)(2) or Section 2522 of the Code.

CODE OF BY-LAWS OF Heritage Institute of Arts and Technology, Inc.

ARTICLE I Name

Section 1

Name. The name of this Corporation is Heritage Institute of Arts and Technology, Inc., Foundation (*referred to in these By-Laws as the "Corporation"*).

ARTICLE II Board of Directors

Section 1.

Directors. The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (*the "Articles"*) and these Bylaws. The Board of Directors shall have the number of members, not less than five as designated by resolution of the Board of Directors from time to time. At all times all members of the Board of Directors shall be residents of the State of Indiana, and at least one-half of the members of the Board of Directors shall be residents of the Indiana counties where current students at the charter school reside.

At the regular meeting of the Board of Directors immediately preceding the expiration of the term of any director, or at a special meeting, the Board of Directors may elect a new director to replace a director whose term will expire, or has expired, and each such new director shall serve for a term of three years, or such other period as prescribed by the directors at the time of such election, and until his or her successor is elected and qualified. Following the expiration of a director's term, a director may serve two consecutive terms, thereafter at least one year must elapse before he or she again may be elected to the Board of Directors.

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

Section 2.

Quorum and Approval of Actions. A majority of the directors in office immediately before a meeting begins shall constitute a quorum for the transaction of any business properly to come before the Board of Directors. Unless otherwise provided in the Articles or these Bylaws, the approval of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors. A Board Member who is not present in person at a meeting shall not be entitled to vote and will not be counted towards quorum (even if such board member attends via phone conference or other electronic means).

Section 3.

Regular Meetings. The Board of Directors may hold regular meetings, as fixed by these Bylaws or by resolution of the Board of Directors, for the purpose of transacting such business as properly may come before the Board of Directors. At a minimum, regular meetings of the Board of Directors will be held once a month during the school year and once over the summer break. All regular Board meetings will be held in the school building, unless good cause is shown to hold the meeting at another location.

Section 4.

Special Meetings. Notwithstanding the preceding Section 3 of this Article II, the Board of Directors may hold special meetings for any lawful purpose upon not less than two (2) business days' notice, as described in Section 6 of this Article II, upon call by the President or by two (2) or more members of the Board of Directors. A special meeting shall be held at such date, time, and place inside the State of Indiana or elsewhere as specified in the call of the meeting, subject to the requirements of Article II, Section 5 below.

Section 5.

Compliance and Accountability. Notwithstanding any other provision of these Bylaws, the Corporation, including any committee or such body to which the Governing Board has assigned and/delegated authority regarding the Corporation shall comply in all respects with the Indiana's Public Access Laws, including Indiana Open Door Law (*currently codified at Indiana Code ("IC") section 5-14-1.5-1, et seq.*), and any corresponding provision of subsequent Indiana law, in connection with all regular or special

meetings of the Board of Directors. The Board of Directors shall adhere to and are accountable for meeting high standards, including, but not limited to, those that are set forth in the ICSB Accountability System.

Notice of Special Meetings. Written notice of the date, time, and place of each special meeting of the Board of Directors shall be posted and communicated, delivered, or mailed by the Secretary of the Corporation, or by the person or persons calling the meeting, to each member of the Board of Directors so that such notice is effective at a minimal of 48 hours before the date of the meeting and complies with the Indiana Open Door Law. Oral notice shall be effective when communicated. Written, electronic, or faxed notice, where applicable, shall be effective at the earliest of the following: (See Attachment 4)

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

Section 7.

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

Section 8.

Action by Written Consent Not Valid. Any action required or permitted to be taken at any meeting of the Board of Directors, or any committee thereof, may not be taken without a meeting which complies with the Indiana Open Door Law.

Section 9.

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

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

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

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

Section 10.

Educational Management Organizations. Should the Board of Directors elect to engage an educational management organization (“*EMO*”) to manage the operations of the charter school for which the Corporation is responsible (*the “School”*), no member of the Corporation’s Board of Directors may have any pecuniary interest in such EMO.

ARTICLE III Officers

Section 1.

In General. The officers of the Corporation shall consist of a President, Vice President, Chair/s, a Secretary, a Treasurer, and such other officers as the Board of Directors may otherwise elect. Each officer shall be elected by the Board of Directors and shall serve for three (3) years, or such other period as prescribed by the directors, and until the officer’s successor is elected and qualified.

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

Section 2.

President. The President shall be the chief executive officer, responsible, along with his/her fellow Board of Directors, for the oversight of its business and affairs. He/she shall preside at all meetings of the Board. The President may enter into and execute in the name of the Corporation contracts or other instruments that are authorized by the Board of Directors. The President may delegate, as needed, to any other officer any or all of the duties of the President. He/she will have such powers and duties as may be prescribed by the Board of Directors or by these By-laws.

Section 3.

Vice President. The Vice President shall have such duties and responsibilities as may be delegated to him/her by the President. In the absence of the President, the Vice President shall perform all the duties of the President and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the President, including presiding at meetings of the Board of Directors. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these By-laws.

Section 4.

Chair. The Chair shall preside at all meetings of the Board of Directors of the Corporation and shall be responsible for implementing policies established by the Board of Directors. The Chair shall perform such other duties as the Board of Directors may prescribe. A Chairperson may lead a board committee and ensures the committee follows appropriate parliamentary procedures. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these By-laws.

Section 5.

Secretary. The Secretary shall be the custodian of all papers, books, and records of the Corporation other than books of account and financial records. The Secretary shall prepare and enter in the minute book the minutes of all meetings of the Board of Directors. The Secretary shall authenticate records of the Corporation as necessary. The Secretary shall perform the duties usual to such position and such other duties as the Board of Directors or the President may prescribe. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these By-laws.

Section 6.

Treasurer. The Treasurer shall prepare and maintain correct and complete records of account showing accurately the financial condition of the Corporation. All notes, securities, and other assets coming into the possession of the Corporation shall be received, accounted for, and placed in safekeeping as the Treasurer may from time to time prescribe. The Treasurer shall furnish, whenever requested by the Board of Directors or the President, a statement of the financial condition of the Corporation and shall perform the duties usual to such position and such other duties as the Board of Directors or the President may prescribe. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these By-laws.

Section 7.

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

ARTICLE IV Committees

Section 1.

Executive Committee. The Board of Directors may, by resolution adopted by a majority of the directors then in office, designate three (3) or more directors of the Corporation to constitute an Executive Committee which, to the extent provided in such resolution and consistent with applicable law, shall have and exercise all of the authority of the Board of Directors in the management of the Corporation's affairs during intervals between the meetings of the Board of Directors. The Executive Committee shall be subject to the authority and supervision of the Board of Directors.

Section 2.

Other Committees. The Board of Directors may establish other committees, in addition to the Executive Committee, to accomplish the goals and execute the programs of the Corporation. Such committees shall have such responsibilities and powers as the Board of Directors shall specify. Members of such committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors with or without cause.

ARTICLE V Conflicts of Interest

Section 1.

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

- (a) Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.
- (b) Directors, officers, and employees of the Corporation shall not seek or accept for themselves or any of their relatives (including spouses, ancestors, and descendants, whether by whole or half-blood), from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.
- (c) If a director or a director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.
- (d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or a business entity in which the officer, employee, or his or her relative owns a significant financial interest or by which such officer, employee, or relative is employed, except where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of the Corporation.
- (e) The Board of Directors may require the Corporation's directors, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in these Bylaws. The disclosure statement shall be in such form as may be prescribed by the Board and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board of Directors shall be responsible for oversight of all disclosures or failures to disclose and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

Section 2.

Effect of Conflict Provisions. The failure of the Corporation, its Board of Directors, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any

contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under applicable law.

ARTICLE VI Indemnification

Section 1.

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

Section 2.

Definitions.

(a) As used in this Article VI, the phrase “claim, action, suit, or proceeding” shall include any threatened, pending, or completed claim; civil, criminal, administrative, or investigative action, suit, or proceeding and all appeals thereof (*whether brought by or on behalf of the Corporation, any other corporation, or otherwise*), whether formal or informal, in which a person (*or his or her heirs or personal representatives*) may become involved, as a party or otherwise:

- (i) By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any corporation where he or she served as such at the request of the Corporation, or
- (ii) By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation, or
- (iii) By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.

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

(c) As used in this Article VI, the term “wholly successful” shall mean (i) termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her, (ii) approval by a court, with knowledge of the indemnity provided in this Article VI, of a settlement of any action, suit, or proceeding, or (iii) the expiration of a reasonable period of time after the making of any claim or threat of any action, suit, or proceeding without the institution of the same, without any payment or promise made to induce a settlement.

Section 3.

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

Section 4.

Relationship to Other Rights. The right of indemnification provided in this Article VI shall be in addition to any rights to which any person may otherwise be entitled.

Section 5.

Extent of Indemnification. Irrespective of the provisions of this Article VI, the Board of Directors may, at any time and from time to time, approve indemnification of directors, officers, employees, agents, or other persons to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law, whether on account of past or future transactions.

Section 6.

Advancement of Expenses. Expenses incurred with respect to any claim, action, suit, or proceeding may be advanced by the Corporation (*by action of the Board of Directors, whether or not a disinterested quorum exists*) prior to the final disposition thereof upon receipt of an undertaking by or on behalf of the recipient to repay such amount unless he or she is entitled to indemnification.

Section 7.

Purchase of Insurance. The Board of Directors is authorized and empowered to purchase insurance covering the Corporation's liabilities and obligations under this Article VI and insurance protecting the Corporation's directors, officers, employees, agents, or other persons. The Board of Directors shall obtain the insurance requirements as mandated and in accordance with authorizer of Charter.

ARTICLE VII Contracts, Checks, Loans, Deposits and Gifts

Section 1.

Contracts. The Board of Directors may authorize one (1) or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

Section 2.

Checks. All checks, drafts, or other orders for payment of money by the Corporation shall be signed by such person or persons as the Board of Directors may from time to time designate by resolution. Such designation may be general or confined to specific instances.

Section 3.

Loans. Unless authorized by the Board of Directors, no loan shall be made by or contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances.

Section 4.

Deposits. All funds of the Corporation shall be deposited to its credit in such bank, banks, or depositories as the Board of Directors may designate. Such designation may be general or confined to specific instances.

Section 5.

Gifts. The Board of Directors may accept on behalf of the Corporation any gift, grant, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine.

ARTICLE VIII Amendments

The power to make, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the Corporation; provided, however, that any proposed substantive alteration, amendment, or repeal of these Bylaws must be approved in writing by the sponsor of the School (*as the term "sponsor" is defined in IC 20-24-1-9*) prior to the Board of Directors of the Corporation taking any action thereon.

Article X Miscellaneous

Section 10.1

Other Staff and Programs. The Board of Directors or any officer or committee with Board-delegated authority may design, establish and carry out various programs consistent with the Corporation's charitable and educational purposes. Toward those ends, and to the extent the Corporation's officers and regular staff employees are insufficient in number, skill, or experience, the Board of Directors may authorize the Corporation to contract with third parties, as either employees or independent contractors, to help carry out the Corporation's programs.

Article XII Amendments to By-Laws

Section 11.1.

Amendments. These By-Laws may be amended by the affirmative vote of a majority of all of the members of the Board of Directors, provided that the text of the proposed amendments has been sent to all Directors with the notice of the meeting at least ten (10) days in advance of such meeting. Additional By-Laws not inconsistent with any of the foregoing By-Laws (*as amended*) may be enacted from time to time by resolution approved by a majority of the Board of Directors, as permitted by Indiana law.

Section 11.2

Amendments. All voting board members are required to be present when voting. A vote cannot be emailed, faxed, or phoned.

Dr. Darlene Henderson

Dr. Darlene Henderson, President of the
Board of Directors for Heritage Institute of Arts and
Technology, Inc

Carol King

Secretary of the Board of
Directors for Heritage Institute of Arts and Technology, Inc

ATTACHMENT 5

Statement of Assurances

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.

| | |
|---|----------------------------------|
| <input checked="" type="checkbox"/> 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. | |
| <u>PRINT NAME & TITLE</u> Dr. Darlene Henderson | <u>DATE</u> February 26, 2015 |
| <u>SIGN NAME</u> <i>Dr. Darlene Henderson</i> | |

ATTACHMENT 6
Board Member
Documents

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:

Heritage Institute of Arts and Technology

2. Your full name: **Dr. Darlene Adamson Henderson**

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 served as BOD on several boards and initiated previous boards. I am the founder of Heritage Institute of Arts and Technology and opened two learning facilities.

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 **Professional, Religious Affiliation**

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, Dr. Darlene Adamson Henderson, 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 _____ Charter School is true and correct in every respect.

Dr. Darlene Adamson Henderson
Signature

Feb. 2, 2015
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:
Heritage Institute of Arts and Technology
2. Your full name: Dr. Jill Kam, JD
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.
Have served on regional accreditation committee, education committee of diversity, oversee entire university of over 3,000 students, operations, bring a vast amount of board related experience.
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, Dr. Jill Karn, JD, 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 _____ Charter School is true and correct in every respect.

Dr. Jill Karn, JD

 Signature

Feb. 26, 2015

 Date

r.

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:
Heritage Institute of Arts and Technology
2. Your full name:
Thomas R. Rowland
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.
30 years as a business man, CPA, Internal Auditor, External Auditor, Controller and now Business Consultant with many, start-up businesses, most important successful organizations.
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 met Dr. Henderson via our Involvement in Leadership Northwest Indiana (LNI) in Sept. 2011. I don't know any of the other board members.
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, Thomas R. Rowland, 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 _____ Charter School is true and correct in every respect.

Thomas R. Rowland
Signature

3/7/2015
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:
2. Your full name: **Rebecca L. Wyatt**
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.
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, _____, 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 _____ Charter School is true and correct in every respect.

Rebecca L Wyatt
 Signature

2-3-15
 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:

Heritage Institute of Arts and Technology

2. Your full name:

Gloria Rose Tuohy

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.

Lake Shore TV and Radio, Indiana Ballet Theatre, Regional Arts Council

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 Acquaintances

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
Not at this time
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, _____, 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 _____ Charter School is true and correct in every respect.

Gloria R Tuohy
 Signature

March 5, 2015
 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:

Heritage Institute of Arts and Technology

2. Your full name:

Carol Jean King

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.

Initially worked with the Charter of HIAT under Ball State and served as secretary. Extensive work experience in management. Minimum teaching experience at Ivy Tech College.

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 **Acquaintance**

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, _____, 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 _____ Charter School is true and correct in every respect.

Carol J. King

Signature

March 7, 2015

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:

Heritage Institute of Arts & Technology

2. Your full name:

Linda Romo

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.

*Advisory Board Member
Caring Hearts Open Arms Paycare. Hobart, IN*

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 *Dr. Henderson - church*

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, Linda Romo, 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 _____ Charter School is true and correct in every respect.

Linda Romo
Signature

2/5/15
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:
Heritage Institute Of Arts And Technology
2. Your full name: Sharla C. Williams
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.
Educator in the Gary Community School Corporation for 3 years
Board of Directors of Abstinence for Singles 4 years
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 **Sharla Sings Ministries is supporting HIAT.**

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, **Sharla C. Williams**, 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 *Heritage, Inc.* Charter School is true and correct in every respect.

Sharla C. Williams

Signature

2/17/15

Date

ATTACHMENT 7
Code of Ethics
&
Conflict of Interest

HIAT Governing Board Code of Ethics

This code of ethics expresses the personal ideals which the HIAT Governing Board believes should guide each Board member. The members of the board recognize that they hold authority as members of the governing board, not as individuals. To make a clear, the public statement of the HIAT Governing Board's philosophy of service, the board adopts the following Code of Ethics.

In all actions, the member's first commitment is the primary responsibility of the well-being of our students.

As a member of the Governing board, representing all the constituents of HIAT, I recognize that:

1. I will serve and commit to the well-being of the children, personnel, and parents of HIAT in accordance with the Charter, Principles, Bylaws, Contract, Policy Governance, and any other governing documents approved by the board in an effort to have all decisions made for the best interest of the children.
2. I will carry out my respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest.
3. I will report any personal ownership, interest, or other relationship that might affect my ability to exercise impartial, ethical, and business-based judgments in fulfilling my responsibilities to the Corporation.
4. I shall conduct my duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.
5. I shall not seek or accept for myself or any of their relatives (including spouses, ancestors, and descendants, whether by whole or half blood), from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.
6. If I, or my relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, I shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.
7. I shall not conduct business on behalf of the Corporation with a relative or a business entity in which I, or my relative owns a significant financial interest or by which is employed, except where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of the Corporation.
8. I will consider my position on the Board as a public trust and not use it for private advantage or personal gain.
9. I will not discuss the confidential business of the board outside of board meetings.
10. I will dedicate sufficient time, thought, and research to proposed actions by the board, in order to base decisions upon all obtainable facts and vote with honest convictions.
11. I will regularly attend board meetings. I will not miss without prior board approval and will understand the measure of maximum absents.
12. I will not attempt to exercise the board authority over the school or speak for the board except to repeat explicitly stated and decided on board decisions or when authorized by the board.
13. I will not discuss the Principal's or staff performance outside of a board or executive session meeting.
14. I will respect the opinion of others, and will be professional, in or out of board meetings, in regards to other members of the board and members of our community.
15. I will be aware of the implications of the board role and how it affects the relationships with other school community members.
16. I will abide by and support majority decisions of the board.
17. I will enforce and uphold all laws, state rules and regulations in accordance to the school.
18. I will confine my governing board action to framing and developing best practices, policy making, planning, and evaluation, and will implement with only board approval and evaluation of those that will benefit and be affected.
19. I will focus decisions in terms of the educational welfare of the students and will seek for academic excellence and to maintain the school in order to meet the needs of all the children, regardless of their ability, race, creed, gender, or social standing.
20. I will work together with all the Board members in a spirit that demonstrates harmony.

I, the undersigned, hereby agree to the terms and conditions of the HIAT Governing Board Code of Conduct. I further acknowledge that any failure on my part to strictly adhere to the HIAT Governing Board Code of Conduct may result in my removal from the Board.

President, HIAT Governing Board

Date

HIAT Governing Board Member

Date

Conflict of Interest and Anti-Nepotism Policy

1. **Purpose.** HIAT requires Governing Board members and HIAT employees to recognize that they are Public Servants under Indiana law and to comply with all applicable federal, state and local laws, rules and regulations, and the charter pertaining to HIAT's activities; To conduct business with honesty, integrity, abide by the HIAT Code of Ethics, and its Conflict of Interest and Anti-Nepotism Policy.

This Policy Statement sets forth general principles with respect to conflicts of interest and anti-nepotism policy as they apply to all Governing Board members and HIAT employees.

2. **Definitions:** The following definitions apply throughout this section:

- (1) "Dependent" means any of the following:
 - (A) The spouse of a public servant.
 - (B) A child, stepchild, or adoptee (as defined in IC 31-9-2-2) of a public servant who is:
 - (i) unemancipated; and
 - (ii) less than eighteen (18) years of age.
 - (C) An individual more than one-half ($\frac{1}{2}$) of whose support is provided during a year by the public servant.
- (2) "Governmental entity served by the public servant" means the immediate governmental entity being served by a public servant.
- (3) "Pecuniary interest" means an interest in a contract or purchase if the contract or purchase will result or is intended to result in an ascertainable increase in the income or net worth of:
 - (A) the public servant; or
 - (B) a dependent of the public servant who:
 - (i) is under the direct or indirect administrative control of the public servant; or
 - (ii) receives a contract or purchase order that is reviewed, approved, or directly or indirectly administered by the public servant.

Ind. Code Ann. § 35-44.1-1-4 (West)

3. Conflicts of Interest.

A conflict of interest may arise where a Board member, or Dependent, has a legal or beneficial interest as a member, owner, director, officer, broker or investor in a corporation or has a special, personal, business or family relationship with a corporation:

- a) from which HIAT purchases or leases services, equipment, supplies or real estate (or an interest therein); or
- b) which renders investment, managerial, consulting or other services to HIAT;
- c) which has a pecuniary or business relationship with HIAT.
- d) Is a board member of an organization (other than a HIAT-affiliated organization) which receives funds from HIAT.

4. Disclosure Procedures.

(a) Each Board Member shall be required to sign an Annual Conflict of Interest Disclosure Statement (described in #6 below) disclosing any actual or potential conflicts of Interest and any Dependent relationship. ot more than 90 days from the start of the fiscal year. Failure to sign such a statement will result in a suspension from the Board until the statement is signed.

(b) Those Board members who believe under the following circumstances they may have a conflict of interest must immediately contact the appointed financial officer of HIAT.

1. Upon finding that such Board Member or a member of his or Dependent has an interest or possible interest in HIAT or transaction that creates, or might create, a possible conflict of interest;
2. Upon entering into any relationship that might involve a conflict of interest with HIAT;
3. Upon entering in any relationship that may cause embarrassment to HIAT;
4. Upon learning that another member of the board or a member of his/her Dependent has a possible interest or an actual interest in HIAT;
5. Upon learning that another member of the board or his/her Dependent has made a transaction that may create a possible conflict of interest:

5. Action of Governing Board

Any Board member who has, might have, or has disclosed, a potential conflict of interest to HIAT's appointed financial officer, where appropriate, the financial officer shall disclose such conflict of interest to the Governing Board and shall immediately, at the direction

of the Board, submit a Uniform Conflict of Interest Disclosure Form described in #6 below and take no part consideration or determination of the matter and/or the continuation on the Board of the affected Board member.

6. IRS Disclosures on Form 990.

The annual IRS Form 990 requires HIAT to disclose a wide array of relationships, arrangements, and transactions that involve conflicts of interest. The disclosure to the IRS, then overviews the independent decision-making and discretion that the HIAT Governing Board takes in regards to Conflict of Interest. As the IRS has said in *Governance and Related Topics – 501(c)(3) Organizations*, the agency "reviews the board composition of charities to determine whether the board represents a broad public interest, and to identify the potential for insider transactions that could result in misuse of charitable assets." Therefore it is essential that members of the board disclose all possible conflict of interest.

HIAT Board members are to notify the appointed Board financial officer of any relationship or transaction described above.

7. Indiana Uniform Conflict of Interest Disclosure Statement.

Is included as part of the HIAT Conflict of Interest and Anti-Nepotism Policy and is included in this submission as Attachment #__

8. Anti-Nepotism.

All Governing board members and HIAT employees shall not directly or, indirectly supervise a Dependent of his or hers.

I, the undersigned, hereby agree to the terms and conditions of the HIAT Governing Board Conflict of Interest Disclosure Statement. I further acknowledge that any failure on my part to strictly adhere to the HIAT Governing Board Conflict of Interest and Anti-Nepotism Policy may result in my removal from the Board.

HIAT Governing Board Member Date

President, HIAT Governing Board Date

UNIFORM CONFLICT OF INTEREST DISCLOSURE STATEMENT

Indiana Code 35-44.1-1-3

A public servant who knowingly or intentionally has a pecuniary interest in or derives a profit from a contract or purchase connected with an action by the governmental entity served by the public servant commits conflict of interest, a Class D Felony. A public servant has a pecuniary interest in a contract or purchase if the contract or purchase will result or is intended to result in an ascertainable increase in the income or net worth of the public servant or a dependent of the public servant who is under the direct or indirect administrative control of the public servant; or receives a contract or purchase order that is reviewed, approved, or directly or indirectly administered by the public servant. "Dependent" means any of the following: the spouse of a public servant; a child, stepchild, or adoptee (as defined in I.C. 31-3-4-1) of a public servant who is unemancipated and less than eighteen (18) years of age; and any individual more than one-half (1/2) of whose support is provided during a year by the public servant.

The foregoing consists only of excerpts from I.C. 35-44.1-1-3 Care should be taken to review I.C. 35-44.1-1-3 in its entirety.

1. **Name and Address of Public Servant Submitting Statement:** _____

2. **Title or Position With Governmental Entity:** _____

3. a. **Governmental Entity:** _____

b. **County:** _____

4. **This statement is submitted (check one):**

a. _____ as a "single transaction" disclosure statement, as to my financial interest in a specific contract or purchase connected with the governmental entity which I serve, proposed to be made by the governmental entity with or from a particular contractor or vendor; or

b. _____ as an "annual" disclosure statement, as to my financial interest connected with any contracts or purchases of the governmental entity which I serve, which are made on an ongoing basis with or from particular contractors or vendors.

5. **Name(s) of Contractor(s) or Vendor(s):** _____

6. **Description(s) of Contract(s) or Purchase(s)** (Describe the kind of contract involved, and the effective date and term of the contract or purchase if reasonably determinable. Dates required if 4(a) is selected above. If "dependent" is involved, provide dependent's name and relationship):

7. **Description of My Financial Interest** (Describe in what manner the public servant or "dependent" expects to derive a profit or financial benefit from, or otherwise has a pecuniary interest in, the above contract(s) or purchase(s); if reasonably determinable, state the approximate dollar value of such profit or benefit.):

(Attach extra pages if additional space is needed)

8. **Approval of Appointing Officer or Body** (To be completed if the public servant was appointed by an elected public servant or the board of trustees of a state-supported college or university):

I (We) being the _____ of
(Title of Officer or Name of Governing Body)

_____ and having the power to appoint
(Name of Governmental Entity)

the above named public servant to the public position to which he or she holds, hereby approve the participation to the appointed disclosing public servant in the above described contract(s) or purchase(s) in which said public servant has a conflict of interest as defined in Indiana Code 35-44.1-1-3 ; however, this approval does not waive any objection to any conflict prohibited by statute, rule, or regulation and is not to be construed as a consent to any illegal act.

Elected Official

Office

9. **Effective Dates** (Conflict of interest statements must be submitted to the governmental entity prior to final action on the contract or purchase.):

Date Submitted

Date of Action on Contract or Purchase

10. **Affirmation of Public Servant:** This disclosure was submitted to the governmental entity and accepted by the governmental entity in a public meeting to the governmental entity prior to final action on the contract or purchase. I affirm, under penalty of perjury, the truth and completeness of the statements made above, and that I am the above named public servant.

Signed: _____
(Signature of Public Servant)

Date: _____

Within 15 days after final action on the contract or purchase, copies of this statement must be filed with the State Board of Accounts, Indiana Government Center South, 302 West Washington Street, Room E418, Indianapolis, Indiana, 46204-2765 and the Clerk of the Circuit Court of the county in which the governmental entity executed the contract or purchase. A copy of this disclosure will be forwarded to the Indiana State Ethics Commission.

ATTACHMENT 8

Scope & Sequence

Charts

Reading

Scott Foresman Reading Street 2011

Heritage Institute of Arts & Technology

• =Grade level expectations

T =Tested in standardized test format

Concepts of Print and Print Awareness

| K | 1 | 2 | 3 | 4 | 5 | 6 |
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|---|---|---|---|---|---|---|

IAS= EL.K.1.1-1.6, 1.17-1.18, 1.21, EL.K.2.1/EL.1.1-1.2,1.19/EL.1.2.2

CCSS= RI.K.5-6, RF.K.1/RI.1.1,

- Hold book right side up, turn pages correctly, move from front to back of book
- Identify parts of a book and their functions (front cover, title page/title, back cover, page numbers)
- Identify information that different parts of a book provides (title, author, Know uppercase and lowercase letter names and match them
- Know the order of the alphabet
- Demonstrate one-to-one correspondence between oral words and printed words
- Identify and distinguish between letters, words, and sentences
- Recognize distinguishing features of a paragraph
- Recognize environmental print
- Track print (front to back of book, top to bottom of page, left to right on line,
- Recognize first name in print

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Phonological and Phonemic Awareness

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IAS= EL.K.1.7, 1.11, 1.13/EL.1.1.8-1.9/EL.2.1.1/EL.3.1.1/EL.4.1.1

CCSS= RF.K.2/RF.1.2/RF2.1

Phonological Awareness

- Identify and produce rhyming words in response to an oral prompt
- Distinguish rhyming pairs of words from non-rhyming pairs
- Track and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, or changed
- Count each syllable in spoken words
- Segment and blend onset and rime in one-syllable words
- Recognize and produce words beginning with the same sound

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Phonemic Awareness

- Identify and isolate initial, final, and medial sounds in spoken words
- Blend sounds orally to make words or syllables
- Segment a word or syllable into sounds
- Count sounds in spoken words or syllables and syllable in words
- Manipulate sounds in words (add, delete, and/or substitute phonemes)
- Distinguish long- and short-vowel sounds in orally stated single-syllable words

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Phonics, Decoding, and Word Recognition

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IAS= EL.K.19, 1.16, 1.19/ EL.1.1.1, 1.1.5-1.1.6, 1.1.10-1.1.12, EL.1.2.5/EL.2.1.2-2.2.6, 2.1.10/EL.3.1.1-3.1.3/EL.4.1.3-

4.1.4/EL.5.1.1, 5.1.5-5.1.6/EL.6.1

CCSS= RF.K.3-4/RF.1.1-4, RI.10/RL.2.1-3, RL.2.10, RF.2.3-4/RI.3.10, RF.3.3-

4/RL.4.10, RI.4.10/RL.5.10, RI.5.10, RF.5.3-4/RL.6.10, RI.6.10

- Read simple one-syllable and high-frequency (sight) words

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Phonics

- Understand and apply the alphabetic principle that spoken words are composed of sounds that are represented by letters; as letters change, so do sounds
- Know sound-letter relationships and match sounds to letters
- Generate sounds from letters and blend those sounds to decode Consonants, consonant blends, and consonant digraphs Short and long vowels
- r-controlled vowels; vowel digraphs; diphthongs; common vowel patterns
- Phonograms/word families

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Word Structure

- Decode words with common word parts Base, or root, words and inflected endings
- Contractions and compound words Suffixes and prefixes
- Greek and Latin roots
- Apply knowledge of syllabication rules to decode words
- Recognize common abbreviations

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Establish familiarity with a topic

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Cultural Awareness

- Comprehend basic plots of classic tales from around the world
- Compare and contrast tales from different cultures
- Develop attitudes and abilities to interact with diverse groups and cultures
- Connect experiences and ideas with those from a variety of languages, cultures, customs, perspectives
- Understand how attitudes and values in a culture or during a period in time affect the writing from that culture or time period
- Compare language and oral traditions (family stories) that reflect customs, regions, and cultures
- Recognize themes that cross cultures and bind them together in their common humanness

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Language Arts

Writing

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IAS: EL.K.4.1-4.3,4.5, EL.K.5.1-5.2/EL.1.4.1-1.4.5,EL.2.5/EL.3.4.1-3.4.9, EL.3.5.1-3.5.7/EL.4.4.1-4.4.4,4.4.10-4.4.12,EL.4.4.5.1-4.5.2, 4.5.4-4.5.6/EL.5.4.1-5.4.3, 5.4.8-5.4.11, EL.5.5.1-5.5.7/EL.6.4.1-6.4.9, EL.6.5.1-6.6.5.8
CCSS: W.1.1-3, 6-8/W.2.1-3,W.2.5-8/W.3.3,10/W.4.1-10/W.5.1-10/W.6.1-4,7,9,10

Concepts of Print for Writing

- Write Uppercase and Lowercase letters
- Print own name and other important words
- Write using pictures, some letters, and transitional spelling to convey meaning
- Write vowel-consonant-vowel words
- Dictate messages or stories for others to write
- Create own written texts for others to read; write left to right on a line and top to bottom on a page
- Participate in shared and interactive writing

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Traits of Writing

Focus/Ideas

- State a clear purpose and maintain focus; sharpen ideas
- Use sensory details and concrete examples; elaborate
- Delete extraneous information
- Rearrange words and sentences to improve meaning and focus
- Use strategies, such as tone, style, and consistent point of view to achieve a sense of completeness

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Organization/Paragraphs

- Use graphic organizers to group ideas
- Write coherent paragraphs that develop a central idea and have topic sentences and facts and details
- Establish coherence within and among paragraphs through parallel structures and similar writing techniques
- Use transitions to connect sentences and paragraphs and establish coherence
- Select an organizational structure, such as comparison and contrast, categories, spatial order, and climactic order based on purpose, audience, and length
- Organize ideas in a logical progression, such as chronological order or by order of importance
- Write introductory, supporting, and concluding paragraphs
- Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts
- Write a multi-paragraph paper

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Voice

- Develop personal, identifiable voice and an individual tone/style

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| Maintain consistent voice and point of view | | | | | • | • | • |
| Use voice appropriate to audience, message, and purpose | | | | | • | • | • |
| Word Choice | • | • | • | •T | •T | •T | •T |
| Use clear, precise, and appropriate language | • | • | • | • | • | • | • |
| Use figurative language and vivid words | | | • | • | • | • | • |
| Use sensory details, imagery, and characterization | | • | • | • | • | • | |
| Select effective vocabulary using word walls, dictionary, or thesaurus | | • | • | • | • | • | • |
| Sentences | • | • | • | •T | •T | •T | •T |
| Combine, elaborate, and vary sentence | • | • | • | •T | •T | •T | •T |
| Conventions | • | • | • | •T | •T | •T | •T |
| Use correct spelling and grammar; capitalize and punctuate correctly | • | • | • | • | • | • | • |
| Correct sentence fragments and run-ons | | | • | • | • | • | • |
| Use correct paragraph indentation | | | • | • | • | • | • |

The Writing Process

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| Prewrite using various strategies | • | • | • | • | • | • | • |
| Develop first drafts of single- and multiple- paragraph compositions | • | • | • | • | • | • | • |
| Revise drafts for varied purposes, including to clarify and to achieve purpose, sense of audience, improve focus and coherence, precise word choice, vivid images, and elaborations | • | • | • | • | • | • | • |
| Edit and proofread for correct spelling, grammar, usage, and mechanics | • | • | • | • | • | • | • |
| Publish own work | • | • | • | • | • | • | • |

Writing Genres/Types of Writing

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| Narrative writing (such as personal narratives, stories, biographies, autobiographies) | • | •T | •T | •T | •T | •T | •T |
| Expository writing (such as comparison and contrast, problem and solution, Descriptive writing (such as labels, captions, lists, plays, poems, response logs, posters) | • | •T | •T | •T | •T | •T | •T |
| Notes and Letters (such as personal, formal, and friendly letters, thank you notes, and invitations) | | • | • | • | • | • | • |
| Responses to literature | | • | • | • | • | • | • |

Writing Habits and Practices

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| Write on a daily basis | • | • | • | • | • | • | • |
| Use writing as a tool for learning and self-discovery | • | • | • | • | • | • | • |
| Write independently for extended periods of time | | • | • | • | • | • | • |
| Penmanship | K | 1 | 2 | 3 | 4 | 5 | 6 |

IAS: EL.K.6.1/EL.1.6.1/EL.2.6.1/EL.3.6.1/EL.4.6.1 CCSS: L.1.1/L.2.1

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| Gain increasing control of penmanship, including pencil grip, paper position, posture, and stroke | • | • | • | | | | |
| Write legibly, with control over letter size and form; letter slant; and letter, word, and sentence spacing | | • | • | • | • | • | • |
| Write lowercase and uppercase letters | • | • | • | • | • | • | • |
| Manuscript | • | • | • | • | • | • | • |
| Cursive | | | • | • | • | • | • |
| Write numerals | • | • | • | | | | |
| Written and Oral English Language Conventions | K | 1 | 2 | 3 | 4 | 5 | 6 |

IAS: EL.1.1.3/EL.2.6.2-2.6.7/EL.3.6.2-3.6.7/EL.4.6.2-4.6.7/EL.5.6.1-5.6.8/EL.6.6.1-6.6.4 CCSS: L.K.1-2/ L.1.1-2/L.2.1-3/L.3.1-3/L.4.1-3/L.5.1-3/L.6.1-3

Grammar and Usage in Speaking and Writing Sentences

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| Correct word order in written sentences | | • | • | • | | | |
| Types (declarative, interrogative, exclamatory, imperative) | • | • | •T | •T | •T | •T | •T |
| Structure (complete, incomplete, simple, compound, complex, compound-complex) | • | • | • | • | •T | •T | •T |
| Parts (subjects/predicates; complete, simple, compound; phrases; clauses) | | | •T | • | •T | •T | •T |

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| Fragments and run-on sentences | • | • | • | • | • | • | • |
| Combine sentences, elaborate; use appositives, participle phrases, adjectives, adverbs, and prepositional phrases | | • | • | • | • | • | • |
| clauses | | • | • | • | • | • | • |
| Varied sentence types and sentence openings to present effective style | | | | • | • | • | • |
| Parts of speech: nouns (singular and plural), verbs and verb tenses, adjectives, adverbs, pronouns and antecedents, conjunctions, prepositions, interjections, articles | • | •T | •T | •T | •T | •T | •T |
| Contractions | | • | •T | •T | •T | •T | •T |

Usage

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|-----------------------------------|---|---|----|----|----|----|----|
| Subject-verb agreement | • | • | •T | •T | •T | •T | •T |
| Pronoun agreement/referents | | • | • | •T | •T | •T | •T |
| Misplaced modifiers Misused words | | | | | | • | • |
| Negatives; avoid double negatives | | | | • | • | • | • |

Mechanics in Writing

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| Capitalization (first word in sentence, proper nouns and adjectives, pronoun I, titles, months, days of the week, holidays, etc.) | • | •T | •T | •T | •T | •T | •T |
| Punctuation (period, question mark, exclamation mark, apostrophe, comma, quotation marks, parentheses, colon, hyphens, dashes, brackets, semicolons) | • | •T | •T | •T | •T | •T | •T |

Spelling

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IAS: EL.K.6.2/EL.1.6.8/EL.2.6.8-2.6.9/EL.3.6.8-3.6.9/EL.4.6.8/EL.5.6.7/EL.6.6.5-6.6.6 CCSS:

L.1.2/L.2.2/L.3.2/L.4.2/L.5.2/L.6.2

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| Spell independently by using pre-phonetic knowledge, knowledge of letter names, and sounds of the alphabet | • | •T | • | • | • | • | • |
| Consonants; single, double, blends, digraphs, silent letters, and unusual consonant spellings | • | •T | •T | •T | •T | •T | •T |
| Vowels: short, long, r -controlled, digraphs, diphthongs, less common vowel patterns, schwa | • | •T | •T | •T | •T | •T | •T |
| Use knowledge of word structure to spell | | • | • | • | • | • | • |
| Base words and affixes (inflections, prefixes, suffixes), possessives, contractions, and compound words | | • | •T | •T | •T | •T | •T |
| Greek and Latin roots, syllable patterns, multisyllabic words | | • | • | • | • | • | • |
| Spell high-frequency, irregular words | • | •T | •T | • | • | • | • |
| Spell frequently misspelled words correctly, including homophones or homonyms | | • | • | • | • | • | • |
| Use meaning relationships to spell | | | | • | • | • | • |

Listening and Speaking

| | | | | | | | |
|--|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 |
|--|---|---|---|---|---|---|---|

IAS: EL.K.7.1-7.5/EL.1.7.4-1.7.7/EL.2.7.1,2.7.4-2.7.7,2.7.9-2.7.10/EL.3.7.2-4, 3.7.5-3.7.9, 3.7.12-3.7.15/EL.4.7.2-4.7.9,

4.7.11-4.7.15, 4.7.17/EL.5.7.1-5.7.2,5.7.4, 5.7.7-5.7.9, 5.7.11-5.7.12, 5.7.15/EL.6.7.1, 6.7.3-6.7.4, 6.7.10-6.7.16

CCSS: SL.K.1-SL.6/SL.1-6/SL.2.1-6/SL.3.1-6/SL.4.1-6/SL.5.1-6/SL.6.1-6

Listening Skills and Strategies

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Listen to a variety of presentations attentively and politely | • | • | • | • | • | • | • |
| Self-monitor comprehension while listening, using a variety of skills and strategies, e.g., ask questions | • | • | • | • | • | • | • |

Listen for a purpose

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| For enjoyment and appreciations | • | • | • | • | • | • | • |
| To expand vocabulary and concepts To obtain information and ideas | • | • | • | • | • | • | • |
| To follow oral directions | • | • | • | • | • | • | • |
| To answer questions and solve problems | • | • | • | • | • | • | • |

| | | | | | | | |
|--|---|---|---|---|---|---|---|
| To participate in group discussions | . | . | . | . | . | . | . |
| To identify and analyze the musical elements of literary language | . | . | . | . | . | . | . |
| To gain knowledge of one's own culture, the culture of others, and the common elements of cultures | . | . | . | . | . | . | . |
| To respond to persuasive messages with questions or affirmations | | | | . | . | . | . |
| Determine purpose of listening | | . | . | . | . | | . |
| Recognize formal and informal language | | . | . | . | . | . | . |
| Connect prior experiences to those of a speaker | . | . | . | . | . | . | . |
| Listen critically to distinguish fact from opinion and to analyze and evaluate ideas, information, experiences | . | . | . | . | . | . | . |
| Paraphrase, retell or summarize information that has been shared orally | | . | . | . | . | . | . |
| Evaluate a speaker's delivery; identify tone, mood, and emotion | | | . | . | . | . | . |
| Interpret a speaker's purpose, perspective, persuasive technique, verbal and nonverbal messages, and use of rhetorical devices; draw conclusions | | | | . | . | . | . |

Skills and Strategies

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Speak clearly, accurately, and fluently, using appropriate delivery for a variety of audiences and purposes | . | . | . | . | . | . | . |
| Use proper intonation, volume, pitch, modulation, and phrasing | . | . | . | . | . | . | . |
| Speak with a command of standard English conventions | . | . | . | . | . | . | . |
| Use appropriate language for formal and informal settings; use descriptive words | . | . | . | . | . | . | . |
| Use props to clarify oral presentations | . | . | . | . | . | . | . |
| Organize ideas and convey information in a logical sequence or structure with a beginning, middle, and end and an effective introduction and conclusion | | . | . | . | . | . | . |
| Support opinions with detailed evidence and with visual or media displays | | | | . | . | . | . |
| Emphasize key points to assist listener | | | | | . | . | . |

Speak for a purpose

| | | | | | | | |
|--|---|---|---|---|---|---|---|
| To ask and answer questions | . | . | . | . | . | . | . |
| To give directions and instructions | . | . | . | . | . | . | . |
| To retell, paraphrase, or explain information | . | . | . | . | . | . | . |
| To communicate needs and share ideas and experiences | . | . | . | . | . | . | . |
| To describe people, places, things, locations, events, and actions | . | . | . | . | . | . | . |
| To participate in conversations and discussions | . | . | . | . | . | . | . |
| To express an opinion | . | . | . | . | . | . | . |
| To recite poems or songs or deliver dramatic recitations, interpretations, or performances | . | . | . | . | . | . | . |
| To deliver oral responses to literature | . | . | . | . | . | . | . |
| To deliver presentations or oral reports (narrative, descriptive, persuasive, problems and solutions, and informational based on research) | . | . | . | . | . | . | . |
| Stay on topic; maintain a clear focus | . | . | . | . | . | . | . |
| Support spoken ideas with details and examples | | . | . | . | . | . | . |
| Use appropriate verbal and nonverbal elements (such as facial expression, gestures, eye contact, posture) | . | . | . | . | . | . | . |

Viewing/Media

| | | | | | | |
|----------|----------|----------|----------|----------|----------|----------|
| K | 1 | 2 | 3 | 4 | 5 | 6 |
|----------|----------|----------|----------|----------|----------|----------|

IAS: EL.K.2.4/EL.1.19/EL.2.2.2/EL.3.2.1/EL.4.2.1, 4.2.5/EL.5.2.1, EL.5.3.3, 5.3.7/EL.6.2.1-6.7.2

CCSS: RI.K.7/RI.1.5, 6/RI.2.5,7/RI.3.5,7/RI.4.7/RI.5.6,7/RI.6.3, 7, 9

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Interact with and respond to a variety of print and non-print media for a range of purposes | . | . | . | . | . | . | . |
| Compare and contrast print, visual, and electronic media | | | . | . | . | . | . |
| Analyze and evaluate media | | . | . | . | . | . | . |
| Recognize purpose, bias, propaganda, and persuasive techniques in media messages | | | | . | . | . | . |

Research and Study Skills

Understand and Use Graphic Sources

| | | | | | | |
|----------|----------|----------|----------|----------|----------|----------|
| K | 1 | 2 | 3 | 4 | 5 | 6 |
|----------|----------|----------|----------|----------|----------|----------|

| | | | | | | | | |
|---|--|--|---|---|---|---|---|---|
| Identify questions | | | . | . | . | . | . | . |
| Locate, select, and collect information | | | . | . | . | . | . | . |
| Analyze information | | | . | . | . | . | . | . |
| Evaluate electronic information sources for accuracy, relevance, bias | | | . | . | . | . | . | . |
| Understand bias/subjectivity of electronic content (about this site, author search, date created) | | | | . | . | . | . | . |
| Sythesize information | | | | . | . | . | . | . |
| Communicate findings | | | . | . | . | . | . | . |
| Use fix-up strategies (such as clicking <i>Back</i> , <i>Forward</i> , or <i>Undo</i> ; redoing a search; trimming the URL) | | | | . | . | . | . | . |

Communication

| | | | | | | | | |
|--|--|--|---|---|---|---|---|---|
| Collaborate, publish, present, and interact with others | | | . | . | . | . | . | . |
| Use online resources (e-mail, bulletin boards, newsgroups) | | | . | . | . | . | . | . |
| Determine when technology is useful | | | . | . | . | . | . | . |

Problem Solving

| | | | | | | | | |
|---|--|--|---|---|---|---|---|---|
| Select the appropriate software for the task | | | . | . | . | . | . | . |
| Use technology resources for solving problems and making informed decisions | | | | . | . | . | . | . |
| Determine when technology is useful | | | . | . | . | . | . | . |

The Research Process

| | K | 1 | 2 | 3 | 4 | 5 | 6 |
|--|---|---|---|---|---|---|---|
| Identify topics; ask and evaluate questions; develop ideas leading to inquiry, investigation, and research | . | . | . | . | . | . | . |
| Choose and narrow the topic; frame and revise questions for inquiry | . | . | . | . | . | . | . |
| Choose and evaluate appropriate reference sources | . | . | . | . | . | . | . |
| Locate and collect information including using organizational features of electronic text | . | . | . | . | . | . | . |
| Take notes/record findings | . | . | . | . | . | . | . |
| Combine and compare information | | . | . | . | . | . | . |
| Evaluate, interpret, and draw conclusions about key information | . | . | . | . | . | . | . |
| Summarize information | . | . | . | . | . | . | . |
| Make an outline | | | . | . | . | . | . |
| Organize content systematically | . | . | . | . | . | . | . |
| Communicate information | . | . | . | . | . | . | . |
| Write and present a report | | . | . | . | . | . | . |
| Include citations | | | | . | . | . | . |
| Respect intellectual property/plagiarism | | | | . | . | . | . |
| Select and organize visual aids | . | . | . | . | . | . | . |

enVision Math*Common Core

Pearson

Heritage Institute of Arts & Technology

Number and Operations in Base Ten; NF = Number and Operations/Fractions; NS = The Number System; OA = Operations

Numbers and Operations

Math Concepts and Skills

Digital

Number Meanings and Relationships

| K | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
|---|---|---|---|---|---|---|

IAS: MA.K.1.6/MA.1.1.1, 1.1.5-1.1.6/MA.2.1.1, 2.1.5/MA.3.1.1, 3.1.5/MA.4.1.1, 4.1.4, 4.1.9/MA.5.1.1-5.1.2/MA.6.1.3

CCSS: K.CC.1-4, 4a,4b,4c,5-7/1.NBT.1,3/2.NBT.2-4/3.NBT.1/4.NBT.2-3/5.NBT.3,3a,3b,4/3.NF.3d/4.NF.6-

.NF.5a/6.NS.4,6c,

| | | | | | | | |
|---------------------------|--|--|--|--|--|--|--|
| Count objects | | | | | | | |
| Count in sequence | | | | | | | |
| Name and write numbers | | | | | | | |
| Compare and order numbers | | | | | | | |
| Round numbers | | | | | | | |

IAS: MA.K.1.3, K.1.7/MA.1.1.2/MA.2.1.5/MA.3.1.2/MA.4.1.2, 4.1.5, 4.1.7-4.1.8/MA.5.1.5 CCSS=K.NBT.1/1.NBT.2,2.a,2.b,2.c/2.NBT.1,1.a,1.b,5,6,7,9/3.NBT.2,3/4.NBT.1,5/5.NBT.1,7/1.G.3/2.G.3/3.G.2/3.NF.1/3.NF.2,2.a,2.b,2.b5.NBT.1,7/1.G.3/2.G.3/3.G.2/3.NF.1/3.NF.2,2.a,2.b/4.NF.1,3.c/5.NF.5.a/6.NS.5,6,6.a,6.b,7.c,7.d/1.OA.3,7/3.OA.5,7,9/6.EE.3.4

| | | | | | | | |
|------------------------------------|--|--|--|--|--|--|--|
| Place value in the base-ten system | | | | | | | |
| Fractions | | | | | | | |
| System of rational numbers | | | | | | | |
| Properties of operations | | | | | | | |

Addition and Subtraction

IAS = MA.K.2.1-2.2.2/MA.1.2.1-1.2.4/MA.3.2.1/MA.4.2.9-4.2.11/MA.5.2.7, 5.5.7/MA.6.2.3-6.2.4, 6.2.10

CCSS=2.G.2/3.OA.6,7/..NBT.3/4.NBT.5-4.MD.2/5.MD.5.a,5.b/6.NS.1,2,3/4.NF.4,4.a,4.b,5.b,6,7,7.a,7.b,7.c

| | | | | | | | |
|---------------|--|--|--|--|--|--|--|
| Whole numbers | | | | | | | |
| Fractions | | | | | | | |
| Decimals | | | | | | | |

Multiplication and Division

IAS = MA.3.3.1-3.3.3, 3.2.5/MA.4.2.4/MA.5.2.1-5.2.3, 5.2.5 CCSS=2.G.2/3.OA.6,7/3.NBT.3/4.NBT.5,6/5.NBT.5,6,7

/3.MD.7,7.a,7.b,7.c/4.MD.2/5.MD.5.a,5.b/6.NS.1,2,3/4.NF.4,4.a,4.b,4.c/5.NF.3,4,4.a,5.b,6,7,7.a,7.b

| | | | | | | | |
|---------------|--|--|--|--|--|--|--|
| Whole numbers | | | | | | | |
| Fractions | | | | | | | |
| Decimals | | | | | | | |

Multiplicative Reasoning

IAS = MA.3.1.8/MA.4.3.3/MA.5.2.4

CCSS=3.NF.3,3.a,3.b,3.c,3.d/4.NF.1,2/5.NF.5,5.a/6.RP.1,2,3,3.a,3.b,3.c,3.d

| | | | | | | | |
|---------------------------------------|--|--|--|--|--|--|--|
| Determine fraction equivalence | | | | | | | |
| Understand ratio concepts | | | | | | | |
| Use ratio reasoning to solve problems | | | | | | | |

| | | | | | | | |
|---------------------------|--------------------------|---|---|---|---|---------|---|
| Algebraic Thinking | Math Concepts and Skills | | | | | Digital | |
| Patterns | K | 1 | 2 | 3 | 4 | 5 | 6 |

IAS = MA.K.3.1-3.2/MA.1.1.2/MA.2.1.1-2.1.11-2.1.12/MA.3.3.1/MA.4.3.5/MA.5.3.2

CCSS=K.OA.1,3,4,5/2.OA.1,3/3.OA.9/4.OA.4,5/5.OA.3/5.NBT.2/6.SP.5,6

| | | | | | | | |
|---------------------------------------|--|--|--|--|--|--|--|
| Identify and explain numeric patterns | | | | | | | |
| Generate and analyze patterns | | | | | | | |

Represent Problems/Operations

IAS = MA.K.2.3/MA.1.2.7, MA.1.3.1-1.3.2/ MA.2.3.1-2.3.2/MA.3.2.4, 3.2.8, 3.3.4-3.3.6, MA.3.6.6/MA.4.2.1-4.2.3, 4.2.5-

4.2.7, 4.3.3, 4.3.6 CCSS=K.OA.1,3,4/1.OA.1,3,4,5,7,8/2.OA.1/3.OA.1,2,3,5,6,7,8,9/4.OA.1,2,3/4.NF.3C

/5.NF.2,3,6/6.NS.1/6.EE.2c,3,4,9/2.NBT.5,6,7,9/3.NBT.2,3/4.NBT.5/5.NBT.7/5.MD.5a/6.NS.4

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| Addition | | | | | | | |
| Subtraction | | | | | | | |
| Multiplication | | | | | | | |
| Division | | | | | | | |
| Quantitative relationships between variables | | | | | | | |

Solve Equations

IAS = MA.1.3.1-1.3.1/MA.2.3.4/MA.3.3.2

CCSS= 1.OA.1,2/2.OA.1/3.OA.3,4,8/4.OA.2,3/4.NF.4.C/4.MD.4,7/5.MD.5/5.NF.2,3,6/6.RP.3/6.EE.5,7

Numeric equations

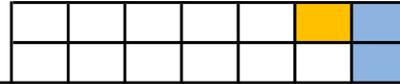
Algebraic equations

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
| | | | | | | | |

Write and Evaluate Expressions

IAS = MA.5.3.4-5.3.5 CCSS= 5.OA.1,2/7NS.1,1.C/6.EE.1,2,2.a,2.b,2.c,6,9

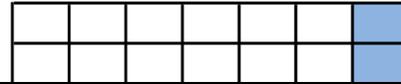
Numerical expressions



Algebraic expressions

Inequality

Understand inequality Write and solve inequalities



Functions

CCSS= 6.EE.9

Define, evaluate, and compare functions

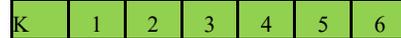


Measurement and Geometry

Math Concepts and Skills

Digital

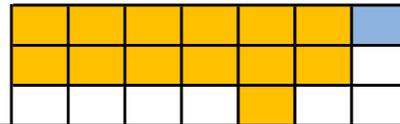
Explore and Manipulate Shapes and Their Attributes



IAS = MA.K.4.1-K.4.7/MA.2.4.2-2.4.5/MA.3.4.1, 3.4.3, 3.4.5, 3.4.8, 3.4.10/MA.4.4.3-4.4.6/MA.5.4.2, 5.4.8-5.4.9

CCSS= K.MD.1/K.G.1,2,3,4,5,6/1.G.1,2/2.G.1/3.G.1/4.G.1,2,3/5.G.3,4/6.G.4

Identify and describe shapes and their attributes; compose shapes



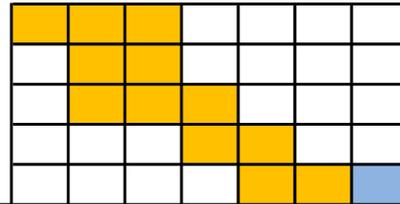
Analyze shapes; classify by attribute or property

Measurements

IAS = MA.K.5.1/MA.1.5.2, 1.5.4, MA.1.5.6-1.5.7/MA.2.5.1-2.5.3, 2.5.6, 2.5.9-2.5.12/MA.3.5.2, 3.5.9-3.5.12/MA.4.5.1-4.5.3, 4.5.9-4.5.10/MA.5.3.6, 5.4.1/MA.6.4.1-6.4.2, 6.4.4, 6.4.7, 6.5.1

CCSS= K.MD.2/1.MD.1,2,3/2.MD.1,2,3,4,7,8,9/3.MD.1/4.MD.1,5,5a,5b,6,7/6.RP.3d/5.G.3/6.G.3

Measure and estimate lengths in standard units



Work with time and money

Solve problems involving measurements

Measurement units

Geometric Measurement

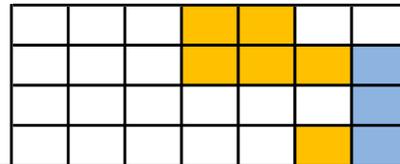
IAS = MA.4.5.4-4.5.5, 4.5.7-4.5.8/MA.6.5.8

CCSS= 3.MD.5,5.a,5.b,6,7,7.a,7.b,7.c,7.d/4.MD.3/5.NF.4.b,6.G.1/6.G.4

Perimeter

Area Surface

area Volume



Connecting Algebra and Geometry

CCSS= 5.OA.3,5.G.1,2/6.NS.8/6.G.

Use the coordinate plane

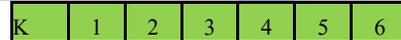


Statistics and Probability

Math Concepts and Skills

Digital

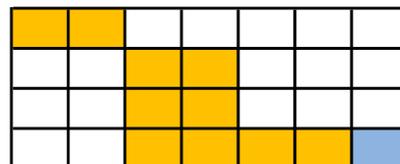
Represent and Interpret Data



IAS = MA.K.4.1/MA.1.1.10/MA.2.2.12, 2.3.3/MA.4.3.8, 4.6.1,4.7.1, 4.7.4/MA.5.3.7

CCSS= K.MD.3/1.MD.4/2.MD.9,10/3.MD.3,4/4.MD.4/5.MD.2/6.SP.4

Organize objects in categories; count objects in categories



Bar graphs

Picture graphs

Statistical Variability

Understanding of statistical variability

Measures of center and variability

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
| | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| The Design Process (Solve Problems)= As citizens of the constructed world, students will participate in the design process. Students will learn to use materials and tools safely and employ the basic principles of the engineering design process in order to find solutions to problems. | K | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|

Process Standards

| | | | | | | | |
|---|--|--|--|--|--|--|--|
| Identify a need or problem to be solved. | | | | | | | |
| Brainstorm potential solutions. | | | | | | | |
| Document the design throughout the entire design process. | | | | | | | |
| Select a solution to the need or problem. | | | | | | | |
| Select the materials to develop a solution. | | | | | | | |
| Create the solution. | | | | | | | |
| Evaluate and test how well the solution meets the goal. | | | | | | | |
| Communicate the solution with drawings or prototypes. | | | | | | | |
| Communicate how to improve the solution. | | | | | | | |
| Create the solution through a prototype. | | | | | | | |
| Evaluate and test the design using measurement. | | | | | | | |
| Present evidence using mathematical representations (graphs, data tables). | | | | | | | |
| Communicate the solution including evidence using mathematical representations (graphs, data tables), drawings or prototypes. | | | | | | | |
| Document the design throughout the entire design process so that it can be replicated in a portfolio/notebook with drawings including labels. | | | | | | | |
| Redesign to improve the solution based on how well the solution meets the need. | | | | | | | |

Physical Science

| | | | | | | | |
|--|---|---|---|---|---|---|---|
| IAS: K.1.1-K.1.2/1.1.1-1.1.3/2.1.1-2.1.6/3.1.1-3.1.6/4.1.1-1.1.5/ 5.1.1-5.1.4/6.1.1-6.1.7 | K | 1 | 2 | 3 | 4 | 5 | 6 |
| Observe, manipulate, sort and generate questions about objects and their physical properties. | | | | | | | |
| Describe objects in terms of the materials that compose them and their physical properties. | | | | | | | |
| Observe and describe the motion of an object and how it changes when a force is applied to it. | | | | | | | |
| Observe and describe how sound is produced by vibrations. | | | | | | | |
| Observe and describe how light travels from point to point. | | | | | | | |
| Provide evidence that heat and electricity are forms of energy. | | | | | | | |
| Design and assemble electric circuits that provide a means of transferring energy from one form or place to another. | | | | | | | |
| Describe weight and volume and measure weight and volume of various objects. | | | | | | | |
| Demonstrate that mass is conserved even when a substance has undergone changes in state. | | | | | | | |
| Explain that all objects and substances in the natural world are composed of matter in different states with different properties. | | | | | | | |
| Understand that there are different forms of energy with unique characteristics. | | | | | | | |

Earth and Space Science

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| IAS=K.2.1-K.2.3/1.2.1-1.2.4/2.2.1-2.2.9/3.2.1-3.2.6/4.2.1-4.2.6/5.2.1-5.2.4/6.2.1-6.2.5 | K | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|

Observe, record, and recognize patterns and generate questions about night/day and seasons.

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
| | | | | | | |

Observe, describe, and ask questions about soil components and properties.

Understand human influence shaping communities,states, and nations



Time zones

Understand and use geographic tools to collect, analyze, and interpret information

Maps and globes

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
| | | | | | | |
| | | | | | | |

Read, interpret, and construct charts, maps, and diagrams

Economics

| | | | | | | |
|----------|----------|----------|----------|----------|----------|----------|
| | | | | | | |
| K | 1 | 2 | 3 | 4 | 5 | 6 |

IAS: SS.K.4.1-4.4/SS.1.4.1-1.4.6/SS.2.4.1-2.4.9/SS.3.4.1-3.4.9/SS.4.4.1-4.1.10/SS.4.5.1-5.4.9/ SS.6.4.1-6.4.10

Understand how scarcity of resources leads to economic choice

- Basic human needs and wants
- Goods and services
- Production, distribution, and consumption
- Work and income
- Saving and spending
- Opportunity cost

Understand markets and price

- Exchange of goods and services
- Impact of mass production and specialization
- Supply and demand
- Competition
- Economic interdependence
- Imports, exports, and trade

Understand economic patterns and systems

- Effects of transportation and communication
- Free enterprise
- Entrepreneurship

Government

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|----------|----------|----------|----------|----------|----------|----------|
| K | 1 | 2 | 3 | 4 | 5 | 6 |
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IAS: SS.K.2.1-2.5/SS.1.2.1-1.2.6/SS.2.2.1-2.2.7/SS.3.2.1-3.2.7/SS.4.2.1-4.2.7/SS.5.2.1-5.2.10/SS.6.2.1-6.2.7

Understand the purposes of government

- Promotion of the common good
- Order and security
- Distribution of services
- Protection of individual rights and freedoms

Understand the structure of government

- Purpose of rules and laws
- Roles and responsibilities of authority figures and public officials
- Levels of government (local, state, and national)
- Government services
- Branches of government
- Government documents
- Political parties

Understand the functions of government

- Making, amending, and removing laws
- Enforcing laws
- Financing of services

Understand types of governments

Citizenship

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| K | 1 | 2 | 3 | 4 | 5 | 6 |
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- Understand good citizenship
- Historic figures and ordinary people

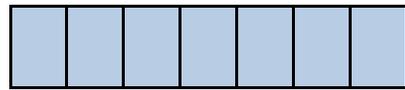
Citizenship traits (caring, respect, responsibility, fairness, honesty, courage)

Working for the common good

Believing in truth and justice

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Understand the significance of the inventions or creations of people in technology



Understand the changes brought about by scientific discoveries and technological inventions

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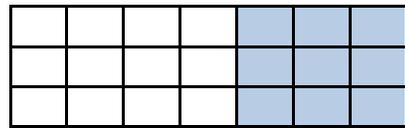
Predict how future discoveries and innovations could affect life in the United States

Essential Skills used in Social Studies

IAS: SS.K.1.2, SS.K.1.4-1.5, SS.K.3.1-3.4/SS.1.1.6-1.1.10, SS.1.3.1-1.3.2/SS.3.1.5-3.1.8, SS.3.3.1-3.3.3-3.3.4, 3.3.8-3.3.10, SS.3.4.8-3.4.9/ SS.4.1.3, 4.1.5, 4.1.8, 4.1.15-4.1.18, SS.4.2.7, SS.4.3.1-4.3.4,SS.5.5.1.17-5.1.21, SS.5.3.1-5.3.3, 5.3.10, SS.5.4.8/SS.6.1.18-6.1.24, SS.6.3.1-6.3.2, 6.3.13-6.3.14, SS.6.4.7, 6.4.9-6.4.10

| Map and Globe Skills | K | 1 | 2 | 3 | 4 | 5 | 6 |
|---|----------|----------|----------|----------|----------|----------|----------|
| Understand directions | | | | | | | |
| Cardinal directions | | | | | | | |
| Intermediate directions | | | | | | | |
| Understand globes | | | | | | | |
| Purpose of globe | | | | | | | |
| Equator | | | | | | | |
| HemispheresPoles | | | | | | | |
| Prime meridian/International Date Line | | | | | | | |
| Arctic and Antarctic Circles | | | | | | | |
| Latitudes and longitude | | | | | | | |
| Understand, use, and create maps | | | | | | | |
| Location of cities, states, countries, continents, oceans | | | | | | | |
| Comparison of map with photograph | | | | | | | |
| Comparison of map with globe | | | | | | | |
| Locator map | | | | | | | |
| Routes and mental mapping | | | | | | | |
| Grids | | | | | | | |
| Inset maps Map projections | | | | | | | |
| Understand and use map symbols | | | | | | | |
| Landforms and bodies of water | | | | | | | |
| Symbol | | | | | | | |
| Key and legend | | | | | | | |
| Direction symbols and compass rose | | | | | | | |
| Borders | | | | | | | |
| Scale and distance | | | | | | | |
| Lines of latitude and longitude | | | | | | | |
| Elevation tints | | | | | | | |
| Understand and use special purpose maps | | | | | | | |
| Historical map | | | | | | | |
| Political map | | | | | | | |
| Physical map | | | | | | | |
| Climate map | | | | | | | |
| Product and resource map | | | | | | | |
| Transportation map | | | | | | | |

Distribution map
Precipitation map
Elevation map



Pie (circle) graphs

Line graphs

Flowcharts

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Summary

News report and feature story

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| Editorials and opinion articles | | | | | | | |
| Biography and autobiography | | | | | | | |
| Speech | | | | | | | |
| Bibliography | | | | | | | |
| Historical fiction | | | | | | | |
| Legend | | | | | | | |
| Music Heritage Institute of Arts & Technology (IAS) | K | 1 | 2 | 3 | 4 | 5 | 6 |
| PERFORMING MUSIC: Singing alone and with others | MU. |
| Students sing melodic patterns and songs with an appropriate tone quality, matching pitch and maintaining a steady tempo. | K.1.1 4 | 1.1.1 4 | 2.1.1 5 | 3.1.1 5 | 4.1.1 5 | 5.1.1 5 | 6.1.1 6 |
| PERFORMING MUSIC: Playing an instrument alone and with others | MU. |
| Students play rhythms using body percussion and classroom instruments. They maintain a steady tempo when playing with a group. | K.2.1 2 | 1.2.1 3 | 2.2.1 6 | 3.2.1 7 | 4.2.1 5 | 5.2.1 5 | 6.2.1 6 |
| CREATING MUSIC: Improvising melodies, variations, and accompaniments | MU. |
| Students improvise simple responses to teacher cues by singing and by using body percussion and instrumental sounds. | K.3.1 3 | 1.3.1 3 | 2.3.1 4 | 3.3.1 6 | 4.3.1 6 | 5.3.1 6 | 6.3.1 5 |
| CREATING MUSIC: Composing and arranging music within specified guidelines | MU. |
| Students create short rhythmic and melodic patterns. | K.4.1 2 | 1.4.1 2 | 2.4.1 3 | 3.4.1 5 | 4.4.1 4 | 5.4.1 4 | 6.4.1 5 |
| RESPONDING TO MUSIC: Reading, notating, and interpreting music | MU. |
| Students read iconic notation and interpret pitch and rhythm relationships kinesthetically. | K.5.1 3 | 1.5.1 4 | 2.5.1 5 | 3.5.1 8 | 4.5.1 5 | 5.5.1 6 | 6.5.1 5 |
| RESPONDING TO MUSIC: Listening to, analyzing, and describing music | MU. |
| Students distinguish high and low pitches, fast and slow tempos, and loud and soft sounds. They differentiate various vocal, instrumental, and environmental sounds. They identify and demonstrate appropriate listening behavior. | K.6.1 4 | 1.6.1 4 | 2.6.1 6 | 3.6.1 6 | 4.6.1 7 | 5.6.1 5 | 6.6.1 5 |
| RESPONDING TO MUSIC: Evaluating music and music performances | MU. |
| Students talk about listening to music and establish criteria to evaluate classroom music activities. | K.7.1 2 | 1.7.1 2 | 2.7.1 3 | 3.7.1 4 | 4.7.1 4 | 5.7.1 4 | 6.7.1 3 |
| RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts | MU. |
| Students express musical concepts in non-musical ways. They describe the use of music in various school activities. | K.8.1 2 | 1.8.1 2 | 2.8.1 3 | 3.8.1 4 | 4.8.1 4 | 5.8.1 4 | 6.8.1 4 |
| RESPONDING TO MUSIC: Understanding music in relation to history and culture | MU. |
| Students discuss music experiences in daily life and the concept of a musician. They experience music from various eras and cultures. | K.9.1 3 | 1.9.1 3 | 2.9.1 4 | 3.9.1 4 | 4.9.1 5 | 5.9.1 5 | 6.9.1 5 |
| Visual Arts Heritage Institute of Arts & Technology (IAS) | K | 1 | 2 | 3 | 4 | 5 | 6 |
| RESPONDING TO ART: History and Culture: Understand art in relation to history and past and contemporary culture | VA.K | VA.1 | VA.2 | VA.3 | VA.4 | VA.5 | VA.6 |
| Students identify images and subjects in artwork and discuss the function of works, including their role as a visual record of humankind. They discover the role of artists and art in their community. | .1.1- 6 | .1.1- 6 | .1.1- 6 | .1.1- 6 | .1.1- 6 | .1.1- 8 | .1.1- 8 |

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| RESPONDING TO ART: History and Culture: Recognize significant works of art and the chronological development of art movements and historical periods. Students identify representational and nonobjective works of art and discover that specific artists' works have particular stylistic characteristics. | VA.K | VA.1 | VA.2 | VA.3 | VA.4 | VA.5 | VA.6 |
| | .2.1-2 | .2.1-3 | .2.1-3 | .2.1-3 | .2.1-3 | .2.1-3 | .2.1-3 |
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| VISUAL LITERACY: Criticism and Aesthetics: Describe, analyze, and interpret works of art and artifacts Students use appropriate vocabulary to identify and describe properties in artwork, and they construct possible meanings. | VA.K .3.1- 2 | VA.1 .3.1- 2 | VA.2 .3.1- 2 | VA.3 .3.1- 2 | VA.4 .3.1- 2 | VA.5 .3.1- 2 | VA.6 .3.1- 2 |
| VISUAL LITERACY: Criticism and Aesthetics: Theorize about art and make informed judgments Students distinguish between representational and nonobjective works of art and express personal preferences in works. | VA.K .4.1- 2 | VA.1 .4.1- 2 | VA.2 .4.1- 2 | VA.3 .4.1- 2 | VA.4 .4.1- 3 | VA.5 .4.1- 3 | VA.6 .4.1- 34. |
| VISUAL LITERACY: Criticism and Aesthetics: Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art. Students demonstrate curiosity and insight concerning works of art and distinguish between human-made art objects and those from nature. | VA.K .5.1- 2 | VA.1 .5.1- 2 | VA.2 .5.1+ 2 | VA.3 .5.1- 2 | VA.4 .5.1- 2 | VA.5 .5.1- 3 | VA.6 .5.1- 3 |
| CREATING ART: Studio Production: Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision. Students create artwork using subject matter from the real world and personal symbols to express ideas. They demonstrate thoughtfulness, care, and respect in their art, sharing work with others. | VA.K .6.1- 6 | VA.1 .6.1- 6 | VA.2 .6.1- 6 | VA.3 .6.1- 6 | VA.4 .6.1- 6 | VA.5 .6.1- 6 | VA.6 .6.1- 6 |
| CREATING ART: Studio Production: Understand and apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes Students begin to recognize and apply the elements and principles and discriminate various lines, shapes, textures, and colors. They identify two and three-dimensional works of art and utilize appropriate media and processes in both types of artwork, demonstrating safe and proper use of materials. | VA.K .7.1- 5 | VA.1 .7.1- 6 | VA.2 .7.1- 4 | VA.3 .7.1- 5 | VA.4 .7.1- 5 | VA.5 .7.1- 5 | VA.6 .7.1- 5 |
| INTEGRATED STUDIES: Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas Students recognize products and processes of visual art and other disciplines, and they create artwork using content and sign systems from other subject areas. | VA.K .8.1- 2 | VA.1 .8.1- 4 | VA.2 .8.1- 4 | VA.3 .8.1- 4 | VA.4 .8.1- 4 | VA.5 .8.1- 3 | VA.6 .8.1- 3 |
| Theatre Arts | K | 1 | 2 | 3 | 4 | 5 | 6 |
| <i>Heritage Institute of Arts & Technology (IAS)</i> | | | | | | | |
| HISTORY AND CULTURE: Students understand the significance of theatre and its relationship to history and cultures. | TH.K .1.1- 3 | TH.1 .1.1- 3 | TH.2 .1.1- 3 | TH.3 .1.1- 3 | TH.4 .1.1- 3 | TH.5 .1.1- 3 | TH.6 .1.1- 2 |
| HISTORY AND CULTURE: Students recognize significant works of the theatre and comprehend various performance styles. | TH.K .2.1 | TH.1 .2.1 | TH.2 .2.1 | TH.3 .2.1- 2 | TH.4 .2.1- 3 | TH.5 .2.1- 2 | TH.6 .2.1 |
| ANALYSIS AND RESPONSE: Students understand and analyze the dramatic structure of plays and performances. | TH.K .3.1- 2 | TH.1 .3.1- 2 | TH.2 .3.1- 4 | TH.3 .3.1- 2 | TH.4 .3.1- 2 | TH.5 .3.1 | TH.6 .3.1 |
| ANALYSIS AND RESPONSE: Students identify, develop, and apply criteria to make informed judgments about theatre. | TH.K .4.1- 2 | TH.1 .4.1- 2 | TH.2 .4.1- 2 | TH.3 .4.1- 2 | TH.4 .4.1- 3 | TH.5 .4.1- 3 | TH.6 .4.1- 2 |
| ANALYSIS AND RESPONSE: Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance. | TH.K .5.1 | TH.1 .5.1 | TH.2 .5.1 | TH.3 .5.1 | TH.4 .5.1 | TH.5 .5.1 | TH.6 .5.1- 2 |
| CREATIVE PROCESS: Students create scripts and theatre pieces through collaboration, inquiry, and improvisation. | TH.K .6.1- 3 | TH.1 .6.1- 3 | TH.2 .6.1- 2 | TH.3 .6.1- 4 | TH.4 .6.1- 5 | TH.5 .6.1- 4 | TH.6 .6.1- 3 |

CREATIVE PROCESS: Students utilize imagination and research to design, and implement the elements of a visual environment.

| TH.K | TH.1 | TH.2 | TH.3 | TH.4 | TH.5 | TH.6 |
|-------|-------|-------|-------|-------|------|------|
| .7.1- | .7.1- | .7.1- | .7.1- | .7.1- | .7.1 | .7.1 |
| 2 | 2 | 2 | 2 | 2 | | |

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|---|----------------------|----------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| CREATIVE PROCESS: Students develop acting skills through observation, improvisation, and script analysis. | TH.K .8.1- 3 | TH.1 .8.1- 3 | TH.2 .8.1- 3 | TH.3 .8.1- 3 | TH.4 .8.1- 3 | TH.5 .8.1- 3 | TH.6 .8.1- 2 |
| CAREERS AND COMMUNITY: Students recognize a variety of theatrical careers. | TH.K .9.1 | TH.1 .9.1 | TH.2 .9.1 | TH.3 .9.1 | TH.4 .9.1 | TH.5 .9.1- 2 | TH.6 .9.1- 2 |
| CAREERS AND COMMUNITY: Students develop a lifelong commitment to theatre arts and value their importance in the life of the community. | TH.K .10.1 | TH.1 .10.1 2 | TH.2 .10.1 2 | TH.3 .10.1 2 | TH.4 .10.1 2 | TH.5 .10.1 | TH.6 .10.1 |
| INTEGRATED STUDIES: Students identify and make connections between theatre and other disciplines, such as language arts, social studies, humanities, science, and technology. | TH.K .11.1 | TH.1 .11.1 | TH.2 .11.1 | TH.3 .11.1 | TH.4 .11.1 2 | TH.5 .11.1 2 | TH.6 .11.1 2 |
| INTEGRATED STUDIES: Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts. | TH.K .12.1 | TH.1 .12.1 | TH.2 .12.1 | TH.3 .12.1 | TH.4 .12.1 | TH.5 .12.1 | TH.6 .12.1 |
| Dance <i>Heritage Institute of Arts & Technology (IAS)</i> | K | 1 | 2 | 3 | 4 | 5 | 6 |
| LEARNING DANCE SKILLS AND THE CREATIVE PROCESS Students demonstrate knowledge and skills of dance elements. | DA.K .1.1- 1.4 | DA.1 .1.1- 1.4 | DA.2 .1.1- 4 | DA.3 .1.1- 4 | DA.4 .1.1- 4 | DA.5 .1.1- 4 | DA.6 .1.1- 5 |
| LEARNING DANCE SKILLS AND THE CREATIVE PROCESS Students understand and demonstrate choreographic principles, processes, and structures. | DA.K .2.1- 2.3 | DA.1 .2.1- 3 | DA.2 .2.1- 3 | DA.3 .2.1- 3 | DA.4 .2.1- 3 | DA.5 .2.1- 3 | DA.6 .2.1- 3 |
| LEARNING DANCE SKILLS AND THE CREATIVE PROCESS Students understand and demonstrate dance as a way to create and communicate. | DA.K .3.1- 3.3 | DA.1 .3.1- 3 | DA.2 .3.1- 3 | DA.3 .3.1- 3 | DA.4 .3.1- 3 | DA.5 .3.1- 3 | DA.6 .3.1- 3 |
| ANALYSIS, CULTURE, AND HISTORY Students reflect upon, evaluate, and analyze dance experiences. | DA.K .4.1- 4.3 | DA.1 .4.1- 3 | DA.2 .4.1- 3 | DA.3 .4.1- 4 | DA.4 .4.1- 5 | DA.5 .4.1- 5 | DA.6 .4.1- 4 |
| ANALYSIS, CULTURE, AND HISTORY Students understand and demonstrate dance from diverse cultures and historical periods. | DA.K .5.1- 5.2 | DA.1 .5.1- 2 | DA.2 .5.1- 3 | DA.3 .5.1- 3 | DA.4 .5.1- 3 | DA.5 .5.1- 3 | DA.6 .5.1- 3 |
| HEALTHY PRACTICES Students demonstrate connections between dance and healthy living. | DA.K .6.1- 6.2 | DA.1 .6.1- 2 | DA.2 .6.1- 2 | DA.3 .6.1- 2 | DA.4 .6.1- 2 | DA.5 .6.1- 2 | DA.6 .6.1- 2 |
| INTEGRATION Students integrate dance with the other arts and disciplines outside the arts. | DA.K .7.1- 7.2 | DA.1 .7.1- 2 | DA.2 .7.1- 2 | DA.3 .7.1- 2 | DA.4 .7.1- 2 | DA.5 .7.1- 2 | DA.6 .7.1- 2 |
| COMMUNITY AND CAREERS Students value the role of dance in the life of the community and identify its associated careers. | DA.K .8.1- 8.2 | DA.1 .8.1- 2 | DA.2 .8.1- 2 | DA.3 .8.1- 2 | DA.4 .8.1- 2 | DA.5 .5.1- 2 | DA.6 .8.1- 2 |
| Physical Education <i>Heritage Institute of Arts & Technology (IAS)</i> | K | 1 | 2 | 3 | 4 | 5 | 6 |

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Students observe, learn, practice, and develop basic (fundamental) locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (object handling) movements. In kindergarten a foundation is established to facilitate continued motor skill acquisition which gives students the capacity for successful levels of performance as they develop.

| PE.K. | PE.1. | PE.2. | PE.3. | PE.4. | PE.5. | PE.6. |
|-------|-------|-------|-------|-------|-------|-------|
| 1.1-4 | 1.1-4 | 1.1-5 | 1.1-4 | 1.1-4 | 1.1-3 | 1.1-2 |

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|---|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| <p>Movement Concepts: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p>Students learn to utilize cognitive information to understand motor skill acquisition. Knowledge of basic movement concepts (body, spatial, directional, and temporal awareness) enhance independent learning and effective participation in physical activity.</p> | PE.K. 2.1- 3 | PE.1. 2.1- 4 | PE.2. 2.1- 5 | PE.3. 2.1- 3 | PE.4. 2.1- 4 | PE.5. 2.1- 3 | PE.6. 2.1- 3 |
| <p>Physical Activity: Students participate regularly in physical activity. Regular participation in physical activity enhances physical and psychological health, provides for social opportunities, and contributes to quality of life. Students have more opportunities to enjoy physical activity and discover that hard work is required to learn new skills. They engage in developmentally appropriate activities that help them develop movement competence.</p> | PE.K. 3.1- 2 | PE.1. 3.1- 3 | PE.2. 3.1- 2 | PE.3. 3.1- 2 | PE.4. 3.1- 3 | PE.5. 3.1- 2 | PE.6. 3.1- 3 |
| <p>Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness. Young children engage in a variety of physical activities that serve to promote an active lifestyle. The development of students' health knowledge and movement skills begin in kindergarten. Improvement of students' physical fitness abilities will continue to develop.</p> | PE.K. 4.1- 4 | PE.1. 4.1- 6 | PE.2. 4.1- 4 | PE.3. 4.1- 6 | PE.4. 4.1- 4 | PE.5. 4.1- 5 | PE.6. 4.1- 3 |
| <p>Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings. Students develop respect for individual similarities and differences (i.e., motor performance, mental and physical abilities, physical characteristics, race, and socioeconomic status) through positive interaction among participants in physical activity. Students understand that cooperation promotes success in activity settings.</p> | PE.K. 5.1- 4 | PE.1. 5.1- 4 | PE.2. 5.1- 4 | PE.3. 5.1+ 4 | PE.4. 5.1- 4 | PE.5. 5.1- 5 | PE.6. 5.1- 4 |
| <p>Value of Physical Activity: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. Enjoyable and challenging physical activity will develop self-confidence and promote a positive self-image. The intrinsic benefit of participation is for students to enjoy being physically active.</p> | PE.K. 6.1- 3 | PE.1. 6.1- 4 | PE.2. 6.1- 3 | PE.3. 6.1- 3 | PE.4. 6.1- 3 | PE.5. 6.1- 4 | PE.6. 6.1- 3 |

The National Educational Technology Standards (NETS) are the standards for learning, teaching, and leading in the digital age and are widely recognized and adopted worldwide. These guidelines were developed to aid teachers to implement HIAT’s curriculum plan along with ISTE’s National Technology Standards.



- 1. Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- 2. Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- 3. Research and Information Fluency:** Students apply digital tools to gather, evaluate, and use information.
- 4. Critical Thinking, Problem Solving, and Decision Making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- 5. Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- 6. Technology Operations and Concepts:** Students demonstrate a sound understanding of technology concepts, systems, and operations.

KEY

Introduce Skill Develop Skill of Skill



| Basic Computer/Technology Use | K | 1 | 2 | 3 | 4 | 5 | 6 | Graphics and Publishing | K | 1 | 2 | 3 | 4 | 5 | 6 |
|--|--------|--------|--------|--------|--------|-------|-------|---|--------|--------|--------|--------|--------|-------|-------|
| Starts and shuts down computer including storing and recharging laptops | Orange | Orange | Blue | Green | Green | Green | Green | Creates pictures with paint program uses draw tools to create objects, inserts graphics within an application | Orange | Orange | Blue | Blue | Green | Green | Green |
| Opens and quits applications, works with windows, icons, and menus | Orange | Orange | Blue | Blue | Blue | Blue | Blue | Imports and modifies images | | | Orange | Blue | Blue | Blue | Blue |
| Communicates about technology using developmentally appropriate and accurate terminology | Orange | Orange | Blue | Blue | Blue | Blue | Blue | Captures images from the Internet and follows copyright laws for use of images | | | | Orange | Blue | Blue | Blue |
| Uses keyboard, mouse and other common input and output devices | | Orange | Blue | Blue | Blue | Blue | Blue | Uses digital camera | | | | | Orange | Blue | Blue |
| Discusses advantages and disadvantages of using technology in daily life | Orange | Orange | Orange | Blue | Blue | Blue | Green | Knows difference between draw and paint | | | | | Orange | Blue | Blue |
| Applies strategies for identifying and solving routine hardware and software problems | | | | Orange | Blue | Blue | Blue | Rotates, duplicates, groups, aligns, and resizes objects, saves images in different formats | | | | | Orange | Blue | Blue |
| Makes informed decisions in choosing the most appropriate technology systems, resources | | | | | Orange | Blue | Blue | Uses text objects in draw mode | | | | | Orange | Blue | Blue |
| | | | | | | | | Applies good design principles | | | | | Orange | Blue | Blue |

| File and Resource Management | K | 1 | 2 | 3 | 4 | 5 | 6 | Word Processing | K | 1 | 2 | 3 | 4 | 5 | 6 |
|--|----------|----------|----------|----------|----------|----------|----------|--|----------|----------|----------|----------|----------|----------|----------|
| Logs into network , saves and finds files and folders | Orange | Orange | Blue | Blue | Blue | Green | Green | Inserts, edits and formats text | | | Orange | Blue | Blue | Blue | Blue |
| Keeps documents separate from applications | | | Orange | Blue | Blue | Blue | Blue | Formats a basic document (e.g. title, paragraphs, alignment) | | | | Orange | Blue | Blue | Green |
| Creates folders to store work and saves work in correct folder | | | | Orange | Blue | Blue | Blue | Creates bullet and number lists. Uses spell checker and thesaurus, wraps text around graphic | | | | | Orange | Blue | Blue |
| Describes hardware and software problems | | | | Orange | Blue | Blue | Blue | Uses word processor from first to final draft | | | | | Orange | Blue | Blue |
| Organizes folders for work in progress and final drafts in an organized system | | | | | Orange | Blue | Blue | Uses ruler, margins, and tabs, uses outlining features | | | | | | Orange | Blue |
| Shares files over network and email | | | | | | Orange | Blue | Inserts headers and footers | | | | | | | Orange |
| Saves work in various formats and adds correct extensions to file names | | | | | | Orange | Blue | Creates and formats tables | | | | | | | Orange |
| Social and Ethical Use | | | | | | | | Inserts sections, columns, and page breaks, transfers and merges files into documents | | | | | | | Orange |
| Follows rules and procedures for technology use | Orange | Orange | Blue | Blue | Green | Green | Green | Keyboarding | | | | | | | |
| Works cooperatively and collaboratively with others when using technology | Orange | Orange | Blue | Blue | Green | Green | Green | Uses proper posture and ergonomics | Orange | Orange | Blue | Green | Green | Green | Green |
| Demonstrates positive social and ethical behaviors when using technology systems and software | Orange | Orange | Blue | Blue | Green | Green | Green | Locates and uses letter and number keys with correct left and right hand | Orange | Orange | Blue | Green | Green | Green | Green |
| Demonstrates knowledge of current changes in information technologies and the effect those changes have on the workplace and society | | | | Orange | Blue | Blue | Blue | placement (i.e. use left hand on left side of keyboard, right hand on right side) | | | Orange | Blue | Green | Green | Green |
| Exhibits legal and ethical behaviors when using information and technology, and discusses consequences of misuse | | | | Orange | Blue | Blue | Blue | Uses the correct finger of the correct hand for space bar, return or enter key and shiftkeys | | | | | Orange | Blue | Green |
| Follows proper use of copyrighted material and cites resources properly | | | | Orange | Blue | Blue | Blue | Key the entire alphabetic keyboard by touch using the correct finger of the | | | | | Orange | Blue | Green |
| Demonstrates and advocates for legal and ethical behaviors among peers, family and community regarding the use of technology and information | | | | | | Orange | Blue | | | | | | | | |

| Spreadsheets | K | 1 | 2 | 3 | 4 | 5 | 6 | Presentation Tools | K | 1 | 2 | 3 | 4 | 5 | 6 |
|--|----------|----------|----------|----------|----------|----------|----------|--|----------|----------|----------|----------|----------|----------|----------|
| Uses the appropriate chart for activity and data and is able to explain what data represents | | | | | Orange | Blue | Blue | Determines target audience, goal, and purpose of presentation | | | | Orange | Blue | Blue | Blue |
| Collects data and creates new spreadsheet | | | | | | Orange | Blue | Uses outlines, storyboards, and mind-mapping software to plan presentation | | | | Orange | Blue | Blue | Blue |
| Use simple formulas | | | | | | Orange | Blue | Adds transitions and sounds to presentation | | | | | Orange | Blue | Blue |
| Collects, inputs, analyzes, organizes and displays data graphically | | | | | | Orange | Blue | Imports animations and video | | | | | | Orange | Blue |
| Uses the appropriate chart for activity and data and is able to explain what data represents | | | | | | Orange | Blue | Applies good design principles | | | | | | Orange | Blue |
| Formats and changes axis scale, chart area, data series or appearance of charts | | | | | | Orange | Blue | Includes graphs and charts in presentation | | | | | | Orange | Blue |
| Databases | | | | | | | | Internet | | | | | | | |
| Knows of educational uses of databases | | | Orange | Blue | Blue | Blue | Blue | Uses teacher-selected web sites | Orange | Orange | Blue | Blue | Green | Green | Green |
| Uses existing databases (e.g. card catalog) | | | Orange | Blue | Blue | Blue | Green | Launches a browser and uses the tool bar | Orange | Orange | Blue | Blue | Green | Green | Green |
| Knows terms such as records and fields | | | | Orange | Blue | Blue | Green | Navigates by clicking on links on web pages | | Orange | Blue | Blue | Green | Green | Green |
| Finds and sorts information in a database | | | | Orange | Blue | Blue | Blue | Returns to site using back button or bookmark/favorite | | Orange | Blue | Blue | Green | Green | Green |
| Email | | | | | | | | Adds bookmarks/favorites | | | Orange | Blue | Green | Green | Green |
| Explains the parts of an email address | | | | | Orange | Blue | Green | Knows the parts of a URL | | | | Orange | Blue | Blue | Green |
| Creates username and password | | | | | Orange | Blue | Green | Uses keyword and natural language searches | | | | Orange | Blue | Blue | Blue |
| Receives and replies to messages | | | | | Orange | Blue | Green | Evaluates site and information for validity and accuracy | | | | Orange | Blue | Blue | Blue |
| Composes, edits, and sends messages | | | | | Orange | Blue | Green | Copies and pastes text or images and cites source correctly | | | | Orange | Blue | Blue | Blue |
| Follows proper email etiquette | | | | | Orange | Blue | Blue | Knows difference between search engines and subject directories. | | | | | | Orange | Blue |
| Uses cc / bcc and subject fields appropriately | | | | | | Orange | Blue | | | | | | | | |
| Forwards mail with leading message | | | | | | Orange | Blue | | | | | | | | |
| Creates/edits address book | | | | | | Orange | Blue | | | | | | | | |
| Attaches, receives, and opens attachments using appropriate format and extension | | | | | | Orange | Blue | | | | | | | | |

ATTACHMENT 9
Academic and Exit
Standards

Exit Standards for Learning Outcomes: Grades K-6

Primary Division Learning Outcomes

Grades K-2

- Be proficient in all Grade 2 Indiana State/ Common Core Standards for English/ Language Arts, Mathematics, Science, and Social Studies
- Meet **HIAT** curriculum grade level standards as determined by class work, homework, and assessments

Additionally, students will be able to:

- Show literacy mastery based on all of the five elements of Reading (phonological awareness, phonics, vocabulary, fluency, and comprehension) as confirmed through DIBELS assessment (as aligned with the state standards)
- Demonstrate a masterly level in writing which includes Processes and Features, Applications, English Language Conventions, skills, strategies, and applications for listening and speaking (as aligned with the state standards)
- Write age-appropriate fiction and nonfiction stories

- Deliver an effective classroom speech about self
- Have a mastery level in the basic Math core areas which include number sense, computation, Algebra and Functions, Geometry, measurement and problem solving (as aligned with state standards)
- Write and illustrate an original story using one of the core areas in math
- Demonstrate a mastery level in the basic Science core areas which include Physical Science, Earth and Space Science, Life Science, and Science Engineering and Technology (as aligned with the standards)
- Choose, plan, and present an age-appropriate science experiment that demonstrates familiarity with basic scientific methods
- Demonstrate a mastery level in the basic Social Studies core areas which include History, Civics and Government, Geography, and Economics (as aligned with the state standards)
- Create a timeline that demonstrates familiarity with basic skill acquired
- Demonstrate a mastery level while identifying and making connections between knowledge and skill in visual arts, theatre arts, music, and dance, and all other subject areas such as humanities, sciences, and technology (as aligned with the state standards)
- Demonstrate the ability to create a work of art utilizing concepts and subject matter of visual art and other disciplines
- Identify basic musical terms and symbols and interpret through singing, playing, or movement

- Use age-appropriate theatre vocabulary to critique what they see, hear, and understand
- Demonstrate self-control in creative dance activities and identify increased knowledge of fitness benefits of participation
- Demonstrate a mastery level of responsible personal and social that will show respect towards self and others and physical activity settings (as aligned with the state standards)
- Develop respect for individual similarities and differences through positive interaction and participation among participates and physical activities
- Develop a working knowledge of computer use and be able to use tools to create objects and insert graphics into an application
- Use the draw tools to create covers for books
- Maintains 90% or higher attendance
- Follow classroom and school rules appropriately
- Makes age appropriate decisions
- Form age appropriate relationships

Intermediate Division Learning Outcomes

Grades 3 - 5

- Be proficient in all Grade 5 Indiana Core Standards for English Language Arts and Mathematics
- Passes the 5th grade ISTEP (PARCC) in English Language Arts , Mathematics, Science & Social Studies
- Meet **HIAT** curriculum grade level standards as determined by classwork, homework, and assessments

Additionally, students will be able to:

- Show literacy mastery based on all of the five elements of Reading which are word recognition, fluency, vocabulary development, reading and analysis nonfiction, informational and literary text (aligned with the state standards)
- Demonstrate a mastery level in writing which includes writing processes and features, writing applications that include different types of writing and their characteristics, English Language Conventions, skills, strategies, and applications for listening and speaking (aligned with the state standards)
- Identify facts and opinions in a newspaper editorial or editorial page writer's column

- Write well-developed fictional stories and nonfiction pieces
- Effectively deliver speeches and presentations
- Have a mastery level in the basic Math core areas which include number sense, computation, Algebra and Functions, Geometry, Measurement, Data Analysis and Probability, and Problem Solving (as aligned with state standards)
- Add and subtract with money in decimal notation
- Demonstrate a mastery level in the basic Science core areas which include Physical Science, Earth and Space Science, Life Science, and Science Engineering and Technology (as aligned with state standards)
- Choose, plan, and present a science experiment that demonstrates knowledge of the scientific method
- Demonstrate a mastery level in the basic Social Studies core areas which include History, Civics and Government, Geography, and Economics (as aligned with the state standards)
- Using research tools students will formulate historical questions from encounters with primary sources and then identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nations cultural landscape
- Demonstrate a mastery level while identifying and making connections between knowledge and skill in visual arts, theatre arts, music, and dance, and all other subject areas such as humanities, sciences, and technology (as aligned with the state standards)

- Identify themes and symbols used in works of art and artifacts throughout history that portray shared human experiences
- Recognize various roles of musicians in American society
- Collaborate on a script depicting contrasting attitudes of a historical event
- List and identify associated careers such as dance therapy, dance journalism, and dance instruction in a variety of settings such as schools, fitness centers, community centers, retirement communities that service special populations
- Develop age appropriate motor skills, movement patterns and concepts, and health enhanced physical fitness as well as the value of physical activity for personal and group activities (as aligned with the state standards)
- Create a journal that incorporate physical activities with friends and family during leisure time
- Able to work in groups sharing mutual learning outcomes, goals, and presentations
- Demonstrate technological proficiency in internet research, keyboarding, developing simple power point presentations and desktop publishing of brochures
- Create a brochure about a historical event
- Makes age appropriate decisions
- Form age appropriate relationships
- Maintain 90% or higher attendance

- Follow classroom procedures and school rules appropriately

Upper Division Learning Outcomes

Grade 6

- Be proficient in all Grade 6 Indiana Core Standards for English Language Arts and Mathematics
- Passes the 6th Grade ISTEP (PARCC) in English Language Arts , Mathematics, Science & Social Studies
- Meet **HIAT** curriculum grade level standards as determined by classwork, homework, and assessments

Additionally, students will be able to:

- Show literacy mastery based on all of the five elements of Reading which are word recognition, fluency, vocabulary development, reading and analysis nonfiction, informational and literary text (aligned with the state standards)
- Demonstrate a mastery level in writing which includes writing processes and features, writing applications that include different types of writing and their characteristics, English Language Conventions, skills, strategies, and applications for listening and speaking (aligned with the state standards)

- Describe common characteristics of different types of fiction such as folklore, mystery, science fiction, adventure, biography and provide examples of each type of books read by students in the class
- Write a review of a favorite book or film for a classroom writer's workshop
- Have a mastery level in the basic Math core areas which include number sense, computation, Algebra and Functions, Geometry, Measurement, Data Analysis and Probability, and Problem Solving (aligned with the state standards)
- Use research data to estimate the probability of future events
- Demonstrate a mastery level in the basic Science core areas which include Physical Science, Earth and Space Science, Life Science, and Science Engineering and Technology (aligned with the state standards)
- Construct a simple device that uses potential or kinetic energy to perform work
- Demonstrate a mastery level in the basic Social Studies core areas which include History, Civics and Government, Geography, and Economic (aligned with the state standards)
- Collect data and create maps, graphs, or spreadsheets, showing the impact of immigration patterns
- Demonstrate a mastery level while identifying and making connections between knowledge and skill in visual arts, theatre arts, music, and dance, and all other subject areas such as humanities, sciences, and technology (aligned with the state standards)
- Create an original culminating "*graduation project*" in visual arts, music or drama
- Continue to develop age appropriate motor skills, movement patterns and concepts, and health enhanced physical fitness as well as the value of physical activity for personal and group activities (aligned with the state standards)

- Write a two page paper, create a power point, or video tape testimonial about how it feels to successfully master a new physical skill: identify the skills learned from participating in a new physical activity; and /or describe games or sports that can provide opportunities for individual of all skill levels to participate
- Demonstrate technological proficiency in research, keyboarding, developing a power point presentation, desktop publishing, spreadsheets and their applications and publishing elementary web pages
- Collect, input, analyze, organize, and display data graphically in a 4 page paper
- Have a written career path designed including identification of three colleges that would support the student's career interests
- Makes age appropriate decisions
- Forms age appropriate relationships
- Maintains 90% or higher attendance
- Follow classroom procedures and school rules appropriately

.....and has Acquired 21st century skills which show that a HIAT graduate can:

***Collaborate** with others effectively while,
Demonstrating **critical thinking** strategies and abilities to
Think and solve problems that can be effectively
Communicate through speaking and making publications.*

Attachment 10

School Calendar and Schedule

Daily Schedule
Kindergarten and First Grade

In grades K-1, the morning routine will focus on the literacy block with attention to small group instruction, individual learning, using technology, and individual/paired work. This will provide the opportunity for learners to not only learn to work independently, but in small groups as well.

It is important to note that the schedule below has been developed for Kindergarten and First Grade. The same format will be used for Grade 2 – Grade 3 with changes that will reflect times.

Daily Schedule K-1

| Time | Activity | | | | | | | | | | | | |
|---|---|---|---------|---------|---|-------------------------|-----------------------------------|-----------------------------------|---|-------------------------|-------------------------|-----------------------------------|---|
| 8:00-8:15 | Independent Daily Tasks (Journal work, etc.) HIAT Scholar Time (Pledge, Announcements, Character Education) | | | | | | | | | | | | |
| 8:15-10:00 | Arts-Integrated Reading/Language Arts/Social Studies Whole Group Literacy Instruction - Scott Foresman | | | | | | | | | | | | |
| Rotation Schedule | | | | | | | | | | | | | |
| 10:00-11:00 | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Group A</th> <th>Group B</th> <th>Group C</th> </tr> </thead> <tbody> <tr> <td>Individualized Learning with Technology</td> <td>Individual/ Paired Work</td> <td>Small Group Learning with Teacher</td> </tr> <tr> <td>Small Group Learning with Teacher</td> <td>Individualized Learning with Technology</td> <td>Individual /Paired Work</td> </tr> <tr> <td>Individual/ Paired Work</td> <td>Small Group Learning with Teacher</td> <td>Individualized Learning with Technology</td> </tr> </tbody> </table> | Group A | Group B | Group C | Individualized Learning with Technology | Individual/ Paired Work | Small Group Learning with Teacher | Small Group Learning with Teacher | Individualized Learning with Technology | Individual /Paired Work | Individual/ Paired Work | Small Group Learning with Teacher | Individualized Learning with Technology |
| Group A | Group B | Group C | | | | | | | | | | | |
| Individualized Learning with Technology | Individual/ Paired Work | Small Group Learning with Teacher | | | | | | | | | | | |
| Small Group Learning with Teacher | Individualized Learning with Technology | Individual /Paired Work | | | | | | | | | | | |
| Individual/ Paired Work | Small Group Learning with Teacher | Individualized Learning with Technology | | | | | | | | | | | |

| | | | | | | | | | | | | | |
|-------------------------------------|--|-------------------------------------|---------|---------|-------------------------------------|-------------------------|-------------------------------|-------------------------------|-------------------------------------|-------------------------|-------------------------|-------------------------------|-------------------------------------|
| 11:00-11:15 | Closure to Daily Literacy Block | | | | | | | | | | | | |
| 11:15-12:00 | Lunch and Recess | | | | | | | | | | | | |
| 12:00-12:45 | Arts Integrated Math/ Science | | | | | | | | | | | | |
| | Whole Group Math Instruction –Scott Foresman | | | | | | | | | | | | |
| | Rotation Schedule | | | | | | | | | | | | |
| | <table border="0" style="width: 100%;"> <tr> <td style="width: 33%; text-align: center;">Group A</td> <td style="width: 33%; text-align: center;">Group B</td> <td style="width: 33%; text-align: center;">Group C</td> </tr> <tr> <td>Individual Learning with Technology</td> <td>Individual /Paired Work</td> <td>Small Group Work with Teacher</td> </tr> <tr> <td>Small Group Work with Teacher</td> <td>Individual Learning with Technology</td> <td>Individual /Paired Work</td> </tr> <tr> <td>Individual /Paired Work</td> <td>Small Group Work with Teacher</td> <td>Individual Learning with Technology</td> </tr> </table> | Group A | Group B | Group C | Individual Learning with Technology | Individual /Paired Work | Small Group Work with Teacher | Small Group Work with Teacher | Individual Learning with Technology | Individual /Paired Work | Individual /Paired Work | Small Group Work with Teacher | Individual Learning with Technology |
| Group A | Group B | Group C | | | | | | | | | | | |
| Individual Learning with Technology | Individual /Paired Work | Small Group Work with Teacher | | | | | | | | | | | |
| Small Group Work with Teacher | Individual Learning with Technology | Individual /Paired Work | | | | | | | | | | | |
| Individual /Paired Work | Small Group Work with Teacher | Individual Learning with Technology | | | | | | | | | | | |
| 12:45-1:30 | Plan-Collaboration/Encore Classes (Art, Music, Theatre Arts, Dance, P. E., & Computer) | | | | | | | | | | | | |
| 1:30-2:15 | Intervention/Enrichment | | | | | | | | | | | | |
| 2:15-2:55 | Arts-Integrated Math/Science | | | | | | | | | | | | |
| | Rotation Schedule Continued | | | | | | | | | | | | |
| | <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%; text-align: center;">Group B</td> <td style="width: 33%; text-align: center;">Group C</td> </tr> </table> | | Group B | Group C | | | | | | | | | |
| | Group B | Group C | | | | | | | | | | | |

2:55-3:00 Closure to Daily Math Block

3:00-6:00 After School Program

Daily Instructional Minutes K-3

Home Room – 15 minutes

English/Language Arts/Social Studies - 180 minutes

Math/Science – 90 minutes

Encore – 45 minutes

Intervention/Enrichment – 45 minutes

Lunch/Recess – 45 minutes

Total – 420 minutes

School begins: 8:00 am

School dismissal: 3:00 pm

Total instructional days: 181

Daily Schedule
Fourth Grade

It is important to note that the schedule below has been developed for Fourth Grade. The same format will be used for Grade 5 – Grade 8 with changes that will reflect times.

Daily Schedule 4-8

| Time | Activity |
|-------------|---|
| 8:00-8:15 | Independent Daily Tasks (Journal work, etc.) HIAT Scholar Time (Pledge, Announcements, Character Education) |
| 8:15-9:45 | Arts-Integrated Reading/Language Arts Instruction - Scott Foresman |
| 9:45-11:15 | Arts-Integrated Math Instruction –Scott Foresman |
| 11:15-12:00 | Intervention/Enrichment |
| 12:00-12:45 | Recess/Lunch |
| 12:45- 2:15 | Arts-Integrated Science/Social Studies |

2:15-3:00 Plan-Collaboration/Encore Classes (Art, Music, Theatre Arts, Dance, P. E., & Computer) Daily Instructional Minutes 4-8

Home Room – 15 minutes

3:00-6:00 After School Program English/Language Arts - 90 minutes
Math – 90 minutes

Encore – 45 minutes

Intervention/Enrichment – 45 minutes

Lunch/Recess – 45 minutes

Science/Social Studies - 90 minutes

Total – 420 minutes

School begins: 8:00 am

School dismissal: 3:00 am

Total instructional days: 181

HIAT's PROPOSED CALENDAR

(One year prior to opening and the first year of school)

March, 2016

- Submit Application to ICSB

April 15 – April 24, 2015

- Applicant Capacity Interviews

April 20 – May 5, 2015

- Public Hearing

Week of May 21- May 29, 2015 (Date TBD)

- Indiana Charter School Board Meeting

May, 2016

- Execute charter with ICSB

November & December, 2015

- Begin staff planning for school opening
- Apply for school identification number through STN support center
- Call department of data collections to set up the student test number
- Call charter school specialist to request an application for the PCSP
- Call the office of school finance for Per Pupil funding (Basic Grant), state student enrollment, Count Date schedule, the Start-Up Grant, the Full Day Kindergarten Grant, the Common School Fund
- Call the ISDH for procedures for school facility

- Contact office of school nutrition for selecting food service provider
- Review State Board of Accounts requirements
- Contact IDOE School Health Services for setting up a health service plan
- Contact IDOE School Safety Department for an emergency preparedness plan
- Contact IDOE Transportation Department for student traffic plans
- Contact IDOE Special Education Department to ensure serving the special needs of all enrolled students
- Contact IDOE English Language Learner's Department to implement programs for ELL
- Register via the internet for online Learning Connections
- Update web page
- Create technology plan and IT infrastructure

January, 2016

- Marketing process (Public relations with community and local media)
- Select the facility

February 2016

- Interview and hire vendors
- Compile orders of equipment, educational material, furniture, and supply needs

March, 2016

- Interview and prepare to hire administrative staff, arts and technology support, and teaching staff
- Administrative staff selections

April, 2016

- Prepare student enrollment packets
- Prepare for Lottery if necessary
- Prepare for hiring of teachers

May, 2016

- Secure facility site
- Finalize and sign lease contract
- Access current interest families and communicate HIAT's opening
- Market surrounding areas of HIAT's opening with the media
- Publicize upcoming opening of school
- Finalize grant applications for school
- Plan fundraising for school opening
- Contact list of interested potential donors
- Secure financing of grants
- Renovate facility if needed
- Sign contractors
- Develop construction documents
- Attain building permits
- Insure key construction
- Milestones are met
- Negotiate/coordinate daily operations with landlord

June, 2016

- Lease begins
- Occupy facility
- Insure all safety requirements are met
- Inspections conducted
- First day of operations
- Executive Director and Director of Operations and Principal begin
- Secure furniture, fixtures, and equipment
- Order curriculum materials
- Establish contracts with vendors

July, 2016

- Principal and office staff begin full time
- Staff Selection
- Plan for orientation for teachers, students, families, and the community

August, 2016

- If enrollment is beyond capacity, the lottery will be held
- August 3 - Community meetings and more advertisement
- August 1 - Implement professional development
- August 8 - Teacher orientation
- August 15 - Back to school night
- August 17 – First day of school

September, 2016

- September 5 – Labor Day, No school
- September 23 – Professional Development for teachers
Half day for students

October, 2016

- October 20 - End of quarter (45 instructional days)
- October 25 – Parent/Teacher Conference / No school for students
- October 21 - 24 – Fall break/No school

November, 2016

- November 23-Professional Development for teachers
Half day for students
- November 24 & 25 – Thanksgiving break/No school

December, 2016

- December 19 – Winter break/No school

January, 2017

- January 2 – School resumes
- January 16 – Martin Luther King Day/No school
- January 17 – End of quarter (45 instructional days)
- January 20 – Professional Development for teachers
Half day for students

February, 2017

- February 17 – Professional Development for teachers/No school for students
- February 20 – President’s Day/No school

March, 2017

- March 24 – End of quarter (45 1/2 instructional days)
- March 28 – Parent/Teacher Conference / No school for students
- March 31 - Professional Development for teachers/No school for students

April, 2017

- April 14 – 21 – Spring break
- April 24 – School Resumes

May, 2017

- May 29 – Memorial Day/No school

June, 2017

- June 9 – Last day of school (45 instructional days)
- June 14 – Last day for teachers

July 5: Principal and office staff begin

July 11: Staff selection process begins

July 25: Staff selection process complete

| July 2016 | | | | | | |
|------------------------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| ^{24/} ₃₁ | 25 | 26 | 27 | 28 | 29 | 30 |

| August 2016 | | | | | | |
|-------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

August 1: Professional Development begins running to August 12

August 15: Back to School Night

August 17: First day of school for students

September 5: Labor Day/No school

September 23: Professional Development for teachers/1/2 day for students

| September 2016 | | | | | | |
|----------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

| October 2016 | | | | | | |
|------------------------------|------------------------------|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| ^{23/} ₃₀ | ^{24/} ₃₁ | 25 | 26 | 27 | 28 | 29 |

October 22: End of quarter (451/2 instructional days)

October 21-24: Fall break/No school

October 25: Parent Teacher Conference/ No school for students

November 23: Professional Development for teachers/No school for students

November 24-25: Thanksgiving break/No school

| November 2016 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

| December 2016 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

December 19-December 30: Winter break/No school

Overview and Non-Programs

Academics

English & Arts
 Arts-ELA will take extended

January 2: School resumes
January 16: Martin Luther King Day/No school
January 17: End of quarter (45 instructional days)
January 20: Professional Development for teachers/1/2 day for students

| January 2017 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| February 2017 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | | | | |

February 17: Professional Development for teachers/No school for students
February 20: President's Day/No school

of Academic Academic

March 24: End of quarter (45 1/2 instructional days)
March 30: Parent/Teacher Conference/ No school for students
March 31: Professional Development for teachers/No school for students

| March 2017 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| April 2017 | | | | | | |
|------------------------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| ^{23/} ₃₀ | 24 | 25 | 26 | 27 | 28 | 29 |

April 14-21: Spring break/No school
 April 24: School resumes

Language
 Integrated instruction place in

May 29: Memorial Day/No school

| May 2017 | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

| June 2017 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
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| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

June 9: Last day of school (45 instructional days)
June 14: Last day for teachers

***Report cards mailed or sent home**
Total instructional days 181

uninterrupted literacy blocks of a minimum of 150 minutes, using Pearson Scott Foresman (Reading Streets) materials as the core reading program. Instruction is delivered using a Balanced Literacy Workshop approach where students spend equal amounts of time reading, writing, spelling, speaking and listening. Whole group literacy instruction will set the pace for the day with the teacher stating the daily goals. Reading differentiation will occur for all students within the 150-minute literacy block using a small group rotation schedule of individual learning with technology, individual/paired work, and small group learning with the teacher (Guided Reading). on a daily basis. *Paired Work* time allows students to work independently or with classmates on skills or a project. *Small Group Learning* time with the teacher will introduce new concepts and reinforce skills learned. This is also the time the teacher can make an assessment of student needs, evaluate, and prepare for the next day's individual learning. Closure to the daily literacy block will include a review of skills taught. Supplemental reading enrichment and intervention will occur for all students in addition to the 150-minute literacy block. Student placement in all reading instruction is data driven based on formative data.

Math

HIAT will use an Arts-Integrated Guided Math Workshop approach to instruction provided in an extended uninterrupted math block of a minimum of 90 minutes, using Pearson Scott Foresman (Envision) math materials as the core instructional program. Just as with the balanced literacy workshop framework, the math workshop framework begins with whole-group instruction before the small-group rotation schedule begins. Students spend equal amounts of time learning, geometry, number sense, algebra, computation and probability. Children will have opportunity to practice and maintain math skills by interacting with math manipulatives and interactive computer games. Math differentiation will occur for all students within the 90-minute math block using a small group rotation schedule of individual learning with technology, individual/paired work, and small group learning with the teacher (Guided Math) on a daily basis. There will also be closure to the daily math block after the 90-minute period where students share their different strategies for answering certain types of math problems.

Science & Social Studies

Pearson Scott Foresman's Interactive Science (K-8), My World Social Studies (K-5), Geography, World History and American History (6-8) textbooks will be adapted to develop Arts-Integrated thematic experiential learning units to teach science and social studies. Depending upon the grade level students will work together in teams to practice problem based learning, project-based learning and design based learning. The problems solved and the inquiry that the students will engage, will increase in complexity and be of a longer duration spanning numerous academic threads and multiple weeks. Generally, in the primary grades (K-2) students will use problem-based learning that starts with an ill-structured science or social studies problem for students to research. As students move towards the intermediate grades (3-5) they will use project-based learning where students create a science or social studies project or presentation as a demonstration of their understanding of a problem. In the middle grades (6-8) the students participate in design based learning where they create a working design of a solution to a complex science or social issue.

Encore Classes:

Music

The music program at HIAT is designed to help develop intellectual and emotional communication skills, encourage cultural awareness and enrich society. The program will provide students the opportunity to develop their own musical gifts and interests, while developing an appreciation for music. Students involved in our in school/after school music program will have specific goals and objectives for each grade level that will support and enhance the vocal and instrumental musical ability and talents of students. It will also provide performance opportunities and exposure to different styles of music and instruments. Music Appreciation will be introduced by way of studying various musicians and genres. (Technology lesson plans will be integrated into the Encore Music program.)

Theatre

The drama program at HIAT will allow students to increase critical thinking, memorization, awareness of self and others, and become comfortable with public speaking while writing, acting, directing, and performing other off stage tasks. Intermediate students will better develop their critical thinking skills, while analyzing stage performances. Performances will be scheduled throughout the year to allow students to showcase their skills. (Arts and technology lesson plans will be integrated into the Encore Theatre Arts program.)

Visual Arts

Throughout HIAT, art is taught as a form of self-expression while teachers emphasize the process of art rather than the finished product. Students will be challenged to interpret and portray the world, whether real or imaginary, in ways that seem both satisfying and exciting. Students will learn to use tools safely and correctly while exploring and experimenting with varied media to create imaginative projects. Art Appreciation will be introduced as a way of studying artists and art movements. (Arts and technology lesson plans will be integrated into the Encore Arts program.)

Dance

With a dance education component in HIAT's curriculum, students will be given the opportunity to improve auditory, visual, and kinesthetic skills while providing experiences to gain personal confidence, group work, and cooperation. Various forms of dance such as ballet, hip hop, modern, folk dance, cultural dance, and tap will provide students with a well-rounded balance of experience and dance techniques. (Arts and technology lesson plans will be integrated into the Encore Dance program.)

Physical Education

Physical education will be offered weekly to all students. The program will include participation in activities to develop and build motor skills, movement patterns, and concepts. Students will participate in regular physical activity, health enhancing physical fitness, while learning responsible personal and social behavior, while appreciating the value of physical activity. Students will learn to achieve and maintain a health

enhancing level of physical fitness while also learning to become responsible for personal and social behavior. Students will learn the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction, and learn the benefit of cooperating with others.

Technology

Technology class will give students a greater understanding on how to use educational software to enrich skills and concepts across the curriculum. As students attain knowledge and experience in computers, the skills learned will be used to present information by creating word documents for brochures, posters, and other multimedia presentations. . (See example of arts and technology lesson plans that will be integrated into the Encore Technology program in Appendix M.) National Educational Technology Standards (NETS) will be utilized in the development of Arts-Integrated thematic units and lessons as well as assessments for benchmarking achievement with regard to technology skills.

ATTACHMENT 11

Enrollment Policy

Attachment 11 - Enrollment Policy

Enrollment Policy

a. Admission requirements

- There will be an Informational Meeting for parents/guardian, or there will be a meeting with a representative of the school to learn about the school's philosophy, curriculum, and parental expectations.
- A completed and signed application is required.
- I.C.20-33-2-7 establishes a statewide entrance eligibility date for public school kindergarten; a student residing in Indiana enrolling in kindergarten must be five years of age on or before August 1 preceding the school year of enrollment. (Birth certificate and current immunization records required).

Kindergarten Age Appeal Process:

Children are eligible for participation in the early entrance appeal process if their fifth birthdays occur on or between August 2 and December 1.

- Parents must begin process prior to the beginning of school
 - Children are admitted if they turn five on or before October 15, if space is available.
 - Children are assessed using NWEA and DIBELS assessment instruments.
 - The school director will make the final decision on these matters, recommending early entrance or a denial for an early entrance.
- Upon acceptance to HIAT, parents/guardian(s) will be required to provide more detailed information about applicant by completing an Admissions Packet including (procedural form(s), emergency information card, immunization records, other documents if applicable (e.g. IEPs), and authorization for the school to request student records from the student's previous school, which include grades, discipline and attendance records. Parent participation forms and forms of interest in theatre arts, visual arts, dance, and music will be provided at time of registration.

b. & c. Tentative dates for the application period... / Tentative lottery dates and procedures

Enrollment decisions shall not be made until the advertised application process has been open to the public for at least three (3) weeks. Should applications for enrollment exceed available school capacity, a lottery will be held in an advertised public meeting.

During the lottery, students are randomly selected to fill the seats available in each grade. Admission priority will be given to siblings of current HIAT students. Students who are not selected through the lottery will be placed on a waiting list created at this public meeting. Applications received after the lottery shall be added to the end of the waiting list in the order received. If seats become available during the enrollment period, students will be admitted from the waiting list to fill the available vacancies.

Heritage Institute will utilize an MS EXCEL spreadsheet to track all students who express an interest in the school, by grade level, and those who return a completed application. We will also track those applicants who ultimately enroll in the school, and those that do not, with space to record reasons for not enrolling.

d. Policies and procedures for student:

- Waiting lists

If enrollment exceeds school capacity, students will be put on a waiting list. A lottery will be held to randomly select students. Students who are not selected through the primary lottery will be put on a waiting list. New applicants will be added to the end of the waiting list in the order received.

There are two limited deviations from a random selection process:

1. Once the initial student body is selected, priority will be given to siblings.
2. Once a student is enrolled at HIAT and remains in good standing, he/she will be permitted to enroll in succeeding school years.

- Withdrawals

HIAT will have an official withdrawal form for parents/guardians to fill out. The form will state the reason and date of withdrawal, and be placed in the student's permanent record. Student records will be sent to the receiving school as requested by school or parent/guardian.

- Re-enrollment

Re-enrollment each year will be in the beginning of February. Parents/Guardians will be given a re-enrollment form for each child attending HIAT, and will have two (2) weeks to complete and return it in order to be guaranteed a spot for the upcoming school year. Acceptance letters will be mailed in May.

If the deadline is missed for re-enrollment, the student will be considered a new student and procedures for new student applications will be followed.

- Students who have a sibling attending and returning to HIAT will be able to enroll and not have to participate in the lottery.

- Transfers

Standard admission procedures will be followed for student transfers. Parents/Guardians must sign a record release form to obtain students records from previous school attended.

ATTACHMENT 12

Student Discipline Policy

Student Discipline Policy

Notification: Teachers will distribute the parent/student handbook on or before the first day of school.

- A. 1) Prevention** – Our major emphasis is to minimize the occurrences of inappropriate behavior through prevention. Such negative behavior is minimized through:
- a. Competent, well-prepared teachers who actively engage students in the learning process.
 - b. On-going instruction and emphasis on character education as an integral part of the school curriculum.
 - c. A clear set of rules and expectations regarding student behavior understood by parents, students, and faculty.
 - d. **HIAT** will utilize the Positive Behavior Intervention Strategies (PBIS) system. Essentially this approach emphasizes the positive rewards of good behavior on the part of students. The first step involves a consensus on the part of the faculty and administration as to what the expectations of good behavior will be throughout the school. This key step ensures that there will be consistency among faculty in rewarding good behavior in a fair way. During the school week students are given cards when they are observed doing something generally accepted as “good” behavior. This might entail helping a fellow student or being considerate of others’ feelings. The good behavior cards are placed in a jar and each Friday names are selected from that jar and small rewards are given.
- 2) Remediation** – Students who do exhibit inappropriate behavior are provided with the following steps of remediation:
- a. The teacher and/or school dean for discipline reminds the student as to the provision of **HIAT**’s discipline code and the potential consequences of poor behavior. Thus, a first warning is given.
 - b. A second infraction results in the consequences identified in the discipline code being administered.
 - c. A third infraction results in additional after-school character education or detention assignments.
 - d. Subsequent infractions may result in school suspension or school expulsion.
- B.** Each category of offense listed below has a minimum and maximum disciplinary action associated with it. After considering the actual disciplinary violation and factors such as those listed above, the school staff shall determine the disciplinary action within the minimum/maximum range to which the student shall be subjected.

Discipline Policy

Policy Statement

The Heritage Institute of Arts and Technology (HIAT) is responsible for establishing and carrying out the following discipline policy. It is in stating this that HIAT wishes to ensure that the school environment is safe for all students. Furthermore, HIAT expects all students to accept full responsibility for their actions and behavior.

HIAT Discipline Code

The Heritage Institute of Arts and Technology expects all students to conduct themselves in a socially responsible manner. Disciplinary measures are used to maintain a safe and orderly school environment that promotes HIAT's philosophy of providing a college preparatory education for all students.

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

Each discipline case will carry its own merit and will be adjudicated according to the facts accompanying the case. The Heritage Institute of Arts and Technology's staff shall consider all mitigating circumstances prior to disciplinary action. Mitigating circumstances shall include, but are not limited to, the following:

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

In some cases the school's administrative personnel may deem public service a necessary component of the disciplinary action. Public service may include, but is not limited to: repairing or cleaning property damaged as a result of the offense(s); participating in landscaping,

gardening and/or other projects aimed at beautifying school property or the community; and/or providing services that improve the quality of life for community members.

Each category of offense listed below has a minimum and maximum disciplinary action associated with it. After considering the actual disciplinary violation and factors such as those listed above, HIAT staff shall determine the disciplinary action within the minimum/maximum range to which the student shall be subjected.

CATEGORY I

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

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

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

CATEGORY II

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

- Excessive truancy (absence without just cause)
- Use of profane, vulgar or obscene words, gestures or other actions which disrupt the school environment or are disrespectful
- Insubordination (refusal to follow orders, directions or stated school rules)
- Participation in acts designed to disrupt classroom or school activities
- Repeated failure to follow state school rules and procedures
- Smoking on school property
- Acts that obstruct or interrupt the instructional process in the classroom

- Repeated refusal to participate in classroom activities or complete academic assignments
- Visible carrying of cell phones, pagers or other electronic devices
- Leaving the classroom without permission
- Cheating
- Plagiarism
- Bullying, including verbal harassment
- Initiating or participating in any unacceptable minor physical actions against another student
- Disrespect of school staff members
- HORSEPLAY

Students who commit any of these acts are subject to an after-school detention, and/or an in-school suspension as a result of a 1st offense and may, as a result of repeated violations and depending on the circumstances, be subject to the maximum penalty of a 5 day out-of-school suspension and teacher-parent conference. The degree of the suspension whether in-school or external, as well as length of suspension, shall be determined by HIAT Administration. As a supplement and/or alternative to suspension, school staff may require students to complete between 3 and 12 hours of public service as commensurate with the seriousness of offense(s).

REPEATED VIOLATIONS OF CATEGORY II MAY RESULT IN STUDENTS SERVING MANDATORY SATURDAY SCHOOL.

CATEGORY III

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

- Fighting or threatening any student or staff member
- Assault on a student or any school employee (assault is interpreted as an attempt to do bodily harm to a student or to any staff member)
- Persistent refusal to follow stated school rules and procedures
- Arson
- Destruction of property/graffiti
- Creating a false fire alarm
- Repeated Category I and Category II offenses
- Possession of weapons
- Any act that endangers the safety of the other students, teachers or any school employee

- Theft
- Trespassing
- Involvement in gang activity
- Sex violations/sexual harassment
- Use, possession, sale or delivery of alcohol, illegal drugs, narcotics, controlled substances, contraband or look alike contraband/drugs

Students who commit any of these acts are subject to a maximum 10-day, out-of-school suspension and teacher-parent conference and may, depending on the circumstances, be subject to the maximum penalty of expulsion. As a supplement and/or alternative to suspension or expulsion, school staff may require students to complete between 6 and 30 hours of public service as commensurate with the seriousness of offense(s).

SUSPENSION AND EXPULSION

When a student’s misconduct results in the need to suspend or expel a student, the following procedures shall be followed:

- A. Suspension Not Exceeding 10 School Days:** Students suspended for 10 days or less shall be afforded due process in the following manner:

The student shall be given oral or written notice of the charges against him/her, an explanation of the basis for the accusation, and a chance to present his/her version of the incident.

- B. Suspension In Excess of 10 Days and Expulsion:** Students suspended for more than 10 school days and/or expelled as a result of gross disobedience or misconduct shall be afforded due process in the following manner:

The Heritage Institute of Arts and Technology will request that the student’s parents or guardian appear before the HIAT Charter Governing Board, an appointed hearing officer, or a Board representative. Such requests will be made by registered or certified mail and state the time, place and purpose of the meeting. In addition to advanced written notice of the hearing, the student shall be afforded sufficient time to prepare for the hearing, the right to be represented by counsel, the right to present evidence and witnesses and school personnel. The expulsion hearing need not take the form of a judicial or quasi-judicial hearing. In no event shall a hearing be considered public. Further, at the discretion of the Board, the hearing may be closed to those individuals deemed advisable, except the student, the student’s parents or guardians, the student’s attorney, at least 1 school official, and Board’s

attorney at all times. Witnesses shall be admitted to a closed hearing to the extent necessary to testify. The Heritage Institute of Arts and Technology Governing Board will make the final decision on expulsion.

PROCEDURAL DISCIPLINE GUIDE FOR STUDENTS WITH DISABILITIES

The school director may suspend students with disabilities for disciplinary reasons and cease educational services for up to 10 consecutive or 10 cumulative school days in 1 school year without providing special education procedural safeguards. When school staff anticipates a recommendation to an alternative school, a referral for expulsion, or anticipates that suspensions may exceed 10 cumulative school days, the following regulations apply.

1. HIAT staff must provide written notice to the parent or guardian that a disciplinary action is being considered and the date of an Individualized Education Program (IEP) meeting, which must be held within 10 days of the date of misconduct.
2. The IEP team must:
 - A. Determine whether the misconduct is related to the student's disability by reviewing evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP and placement. The behavior is not a manifestation of a student's disability if:
 - 1) The student was given appropriate special education supplementary aids and intervention strategies, and
 - 2) The disability does not impair the ability to control behavior.
 - B. Review and revise, if necessary, the behavior intervention plan or, as necessary develop a functional behavior assessment and intervention plan to address the misconduct.
 - C. Include in the IEP those services and modifications that will enable the student to continue to participate in the general curriculum and address the behavior so that it will not recur.
 - D. Determine the appropriateness of an interim educational setting.

If the student's behavior **is not** a manifestation of the disability, school staff may apply the HIAT discipline code, taking into consideration the student's special education and disciplinary records. In no event, however, may the student be suspended for more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services.

If the student's behavior **is** a manifestation of the disability, the student's placement may be changed to an appropriate interim educational setting for 45 days if the student carried a weapon to school or to a school function, knowingly possessed or used illegal drugs, sold or solicited the sale of a controlled substance while at school or at a school function, or is substantially likely to cause injury to himself/herself or others.

Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative education setting.

New federal regulations offer some flexibility in suspending students with disabilities in excess of 10 school days in the school year in certain circumstances. In order to determine whether the circumstances permit a suspension in excess of 10 days per school year, consultation by HIAT staff with the Gary Community School Corporation's Department of Due Process is necessary. Without such consultation and approval from the Department, the current procedures limiting suspensions from disabled students to 10 days in a school year will continue to apply.

Parent Involvement

Parents are more than welcome to come and visit their child's school, however, visits to your child's classroom must be scheduled with the school Director and classroom teacher. The visit should be at a time and of such a nature as to present no interruption of the teaching/learning process. This procedure is necessary to prevent the disruption of classroom learning.

Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- 1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.
Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- 2) The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate.
Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment.

Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- 3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

- 4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202-5901

Parent/Guardian School Agreement Form

Please sign your initials on the lines following each section title from the Parent-Student Handbook.

We have read and understand the information contained in the section titled:

Parent/Guardian

Parent/Guardian Letter

School Hours

Enrollment

Health Service Information

Attendance

Assessment and Promotion

Student Enrichment

Technology Acceptable Use Policy

General Information (Cell Phone & Uniform Guidelines)

Policy Enforcement

- *We have read the Parent-Student Handbook and agree that we will abide by all rules, regulations and policies of Heritage Institute of Arts and Technology managed by the Heritage Institute of Arts and Technology (HIAT). We fully understand that non-adherence to these rules, regulations and policies by children enrolled in the schools or by their parent(s) or guardian(s) may result a child's expulsion from the schools.*

Signature of Parent/Guardian: _____

Date: _____

Name of Student: _____

ATTACHMENT 13
Evidence of Support from
Community Partners

ATTACHMENT 13

Evidence of Support from Community Partner

HIAT's goal is to shape strategies to increase community engagement and ensure parental involvement. It is important to HIAT to establish involvement activities, awareness, partnership, focused communication and opportunities that meets the schools goals of children's academic progress.

Currently, the mission and educational program of Heritage Institute are well understood and passionately supported by the community. We have had community meetings bringing together students, parents and educators in order to define HIAT's goals and establish a commitment to HIAT. We plan to make this an annual occurrence. We also have established connections with professional groups, and the technology, visual and performing arts community. These partners will be invited to participate in expanding the Arts & Technology Advisory Board, which will meet quarterly. HIAT developed and distributed a spreadsheet inclusive of an E-Newsletter emailing nearly 300 businesses with reference to the community meetings to addresses acquired from the Chamber of Commerce. A Power Point presentation that highlighted HIAT's vision, mission, and purpose was introduced with an overwhelmingly positive response. Brochures, flyers, promotional posters and items were created and distributed to promote school interest and serve as advertisement.

Several organizations have expressed interest in collaborating with HIAT and the board continues to seek collaborations to support implementation of HIAT's curriculum and programs. Organizations that have expressed collaborative interest include the Indiana Ballet Theatre Northwest, Rubino's Music Center, Theatre at the Center, Sharla Sings, Beachfront Dance Academy, Jungle Dove Productions, and Quilan & Fabish which could offer opportunities to enhance the creative arts programs and integrated curriculum. The Healthea Health Education could offer quarterly programs to promote good health through educational training, bodily exercises, and culminating activities for the community. InBox IT services offers Professional Development in technology for all staff after installation of technological equipment inclusive of the computer lab and usage of classroom technological tools. Additionally, a total of over twenty thousand dollars in in-kind gifts and library equipment have been donated to show community support from organizations including AWSG Inc., Meijers, Inc., Barnes & Noble's, C & D Decisions, Spill the Bean, Quality Ingredients, Lake County Library, and The Nonprofit Department of Indiana University Northwest. HIAT's Executive Director, Staff, and Board of Directors will continually seek community partnerships that will enhance the instructional program and support the vision. External partnerships and resources will be explored and, when appropriate, will work in collaboration with HIAT's Encore programs.

Rubino's Music Center offers rental of instruments and will give on site lessons to students after school. The lessons will be 45 minutes, once a week. Rubino's offers Beginning, Intermediate, and Advanced classes with instruments and vocals. Depending on the level of the student, he/she will learn: to read and write music, how to communicate through music, music theory, how to play and take care of a musical instrument, how to play with others in band and/or orchestra, and students will be trained in sound engineering. Students may produce CD and/or music video.

Indiana Ballet Theater of Northwest Indiana A partnership between HIAT and the Indiana Ballet Theater will help move HIAT forward in the performing arts program and is valuable because HIAT will receive expert advice and consultation for no fee. Indiana Ballet Theater of Northwest Indiana will also provide services such as, dance instruction in the “Encore Program and After School Program”, which will consist of art instruction involving technique for all students and the afterschool program which involves choreography and will be offered by choice. Instruction will portrays the benefits of 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 for “Encore Program”. Indiana Ballet Theater will be an intricate part of HIATs success in the performing arts strategic plan and supporting the implementation of a standards-integrated arts curriculum.

Theatre at the Center offers instruction and introductory stagecraft class, set design, technical theatre, and painting for the stage. Instruction in each of the classes will highlight the collaborative nature of theatre, the importance of problem solving in a group, personal responsibility, and integration of Math, Art, and hands-on innovation within the arts environment. The classes will be inclusive in the Encore and After School Program and integrated into the regular curriculum.

Should these partnerships not materialize a contingency plan for providing extracurricular arts and music programs will be created by HIAT’s Music, Art, Theatre, and Dance teachers, utilizing their areas of expertise which will be reflected in the budget.

Additionally, a total of over twenty thousand dollars in in-kind gifts, donations, library equipment, to show their support Community Support Organizations included, AWSG Inc., Meijers, Inc., Barnes & Noble’s, C & D Decisions, “Spill the Beans” Quality Ingredients, Lake County Library, and The Nonprofit Department of Indiana University Northwest. HIAT will partner with “The Rubino Music Center” for professional lessons within the Encore classes and the afterschool program. The after school program will consist of activities for grades K-6 with parent education, family celebrations, and summer programs open to the community. The specific objectives to be measured will be increased math and language arts scores as well as attendance and other behavior measures. This program will consist of providing HIAT afterschool services and summer school programs.

A Facebook fan page, “Heritage Institute of Arts & Technology”, has been created that currently has over three hundred fans and continues growing. Visitors have expressed both support and interest in HIAT’s passion for arts and technology. A HIAT Video Promo has been created to introduce to parents and the community the mission and vision of HIAT and can be viewed at: <http://www.youtube.com/watch?v=AQUAhZ72i7c> The email address for HIAT is heritage.institute@yahoo.com and the website is www.the-hiat.org. Also, over 500 signatures were gathered on a petition in support of Heritage Institute, where the partners, prospective parents and students expressed passion and enthusiasm should a charter be granted to HIAT. A data base consisting of over 150 parents have completed applications that total a tentative enrollment of 260 students. HIAT continues to provide information on charter school development to interested parents and community members through its website and social media as well as community activities such as parent rallies and an Easter Egg Hunt in the park attended by over a hundred children.

Teaching Artist and Arts Partnership HIAT envisions partnering with local Visual & Performing Arts Schools where resident artists teach as part of their school and to provide local guest teaching artist to contribute to the arts integration and provide a broader scope of all art forms. HIAT’s model for arts integration, as a

curricular area, will provide rich opportunities for teaching artists to define and refine their work with students and teachers. Within our contingency plan, it is our goal to move the arts integration to help core content teachers to discuss, learn, experience, plan and teach with art specialist. HIAT envisions partnering with local tech schools, using the same partnering approach, to enhance integration of technology.

Jungle Dove Productions: will offer creative writing to students to write and produce plays and skits utilizing their creative abilities with innovation. The creative writing blends academic and creative expression that will inspire students, express self identities and expand student's literary knowledge. Students will enjoy and expand their technology know-how in different kinds of technology spaces. Students will learn in areas of; capturing moving images, electronic media, videotaping, media storage, streaming media, and editing media. Videography with editing, Jungle Dove Productions will use a software program called I-Movie 10.

Inbox It services offer Professional Development in technology for all staff after installation of technological equipment inclusive of the computer lab and usage of classroom technological tools. INBOX IT Services" will ensure that the atmosphere of HIAT is infused with advanced technology. The classrooms will be equipped with the latest technology gadgets such as; laptops, smartphones, IPADs, digital and video cameras, audio recorder, and tablets.

C&D Decisions C&D Decisions will provide services to effectively implement an entrepreneur to design and market various school brand items. Students will be allowed to learn the process of becoming entrepreneurs through hands-on training and assist in creating items for HIAT which will be utilized in fundraising. C&D Decisions will also manage a HIAT Book Store displaying HIAT's students' projects and provide uniforms for the students and staff.

Sharla Sings will offer Choral Music, Vocal Coaching & Voice Lessons- Students will be able to learn to read music, sing songs in harmony, perform in two concerts each year and receive vocal coaching in the classroom. Students will be able to record music, songs, commercials, jingles, speeches etc. Private voice lessons will be offered after school two days each week.

Beachfront Dance Academy will provide a dance infused program to enhance the academic curriculum through the arts. Beachfront Dance Academy services will be utilized as HIAT grows and strengthens the integration and is included within our contingency plan to broaden future programs.

Quilan & Fabish will offer Band/Orchestra Lessons - Students will be trained to play string, woodwind, and brass instruments combined with mastering the ability to site read music. They will have the opportunity to display their skills and talents during seasonal concert performances. Instruments, Music materials, and acoustics for the classroom will be purchased for the students. HIAT will build a partnership with Quilan & Fabish to extend the music after school programs and to provide services within school hours to enhance the integration of music. Quilan & Fabish is included within our contingency plan and expansion services to broaden HIAT's community partnerships and diversity in the art of music.

Healtha Health Education will develop a program designed to build a healthy body, mind and spirit for the whole school. These programs will consist of instilling healthy eating for all by allowing students to create gardens growing organic foods and use the foods in their meals at school, home, and for fundraisers. Quarterly programs will be presented to continue to promote good health through educational training, bodily exercises, and culminating activities for the community. Connecting individuals, families to each other and the community, will help children, youth, adults and seniors live more productive, healthy and engaged lives.

Process to Ensure Community Involvement

Representatives from the business community and/or HIAT's community partners shall serve as voting members of the schools Board of Directors. The school's Executive Director, staff and Board of Directors will continually seek community partnerships that will enhance the instructional program and support the vision of HIAT. External partnerships and resources will be explored and, when appropriate, will work in collaboration with HIAT's Encore programs.

LETTERS OF SUPPORT



March 3, 2015
Gloria R. Tuohy MDE
Indiana Ballet Theatre NW Inc.
8888 Louisiana Street
Merrillville, Indiana 46410

Indiana Charter School Board:

It is our pleasure to write a letter in support of The Heritage Institute of Arts and Technology. We at Indiana Ballet Theatre believe that The Heritage Institute of Arts and Technology would be a great asset to our community and the children and families that it will serve, now and into the future. Educators have fully recognized the need for change; having dedicated leaders prepared to take action on that change means a brighter future for the region.

Sincerely,

Gloria Tuohy

Gloria Tuohy,
Founder and Artistic Director
Indiana Ballet Theatre
8888 Louisiana St.
Merrillville, IN 46410
219-755-4444
ibtnw@hotmail.com
ibtnw.org



Indiana Charter School Board
Indianapolis, Indiana

February 3, 2015

Dear Sirs,

My name is Sharla C. Williams and I am the parent of a graduate that attended Merrillville High School in Merrillville Indiana. I am very concerned about the educational landscape in our community. With that in mind, I am writing on behalf of Heritage Institute of Arts and Technology. I am very excited after observing the progress of Dr. Darlene Henderson and her board as they pursue a charter to bring this quality institution of learning into our community. The community meeting that was held at “Spill the Beans” in Merrillville, IN, demonstrated the commitment, knowledge, and passion that Heritage Institute of Arts and Technology will bring to the children of this area.

Since my son has been of school age, I have struggled to afford private schools in an effort to provide him with a quality educational experience. Parents in this will now have the opportunity to access a state of the art school that is the caliber of a Chicago Magnet School or a specialized school without the cost of tuition. This school is greatly needed and will improve other schools because parents will have an alternative, and will cause competition. Healthy competition will bring about improvement. The real winner in this effort is the children of our community. I applaud Dr. Darlene Henderson and her team. I look forward to helping them with my experience as a Christian Recording Artist. I will lend a hand wherever I can to assist in bringing this dream to fruition.

Sincerely,

Sharla C. Williams, M.Ed.

SharlaC.Williams, M.Ed.



Attorney At Law

Feb 1, 2015

Indiana Charter School Board

To Whom It May Concern:

I am pleased to write the Letter of Support on behalf of “The Heritage Institute of Arts and Technology”. Surely, I join the ranks of many other individuals in our community who recognize the desperate need to provide our children with not only a well-rounded educational experience in a rich academic environment, but also one that particularly promotes the art and technology.

When I was matriculating through elementary, middle, and high schools, I actively participated in several performing arts ensembles; particularly, orchestra, jazz band, marching band, and drama. I likewise benefitted from the creative arts; namely, creating writing and newspaper. Since my tenure in elementary and secondary school, budget cuts have forced many school districts to discontinue the very programs that helped not only to complete my academic experience, but also to lay the solid foundation upon which I have built my career. Anticipated budget restraints and cuts in our public schools will surely continue to strain the remaining programs that cultivate self-expression. I take the position that a community void of schools that embrace and support the creative and performing arts increases, exponentially, the capacity of frustrated and underdeveloped children whose behavior typically results and translates into acts of delinquency. As a public defender in the Lake County Juvenile Court, I see, daily children who are rich with talent and intelligence, but who lack the opportunity and the venue to so explore and express their talent.

The curriculum and culture offered by the Heritage Institute of Arts and Technology is the proverbial panacea that will address and otherwise moribund academic environment.

I strongly support Heritage Institute of Arts and Technology. I whole-heartedly encourage this Board to give Heritage Institute of Arts and Technology a favorable response.

Sincerely,

Joann M. Price

Joann M. Price
Attorney at Law

February 22, 2015

Dear Indiana Charter School Board

We are writing this letter to show our support for the Heritage Institute of Arts and Technology. As parents, we at Inbox IT Services understand the demand for quality education in our community.

With the changing trends in education it is vital to continuously innovate and to present a learning environment that will be conducive for the way children learn today.

We at Inbox IT Services are committed to bringing a 21st century learning environment to the classroom and we fully support the Heritage Institute of Arts and Technology's commitment to introducing Arts and Technology to our youth.

Whether using Interactive Whiteboard Technology to take a Virtual Field trip or using Student Response systems to administer a pop quiz, technology will allow teachers to create a more dynamic learning environment for our children.

With over 25 years' experience innovating and managing technology solution we at Inbox IT Services are fully aware of the prominent role technology plays in our lives and are fully committed to assisting the Heritage Institute for Arts and Technology in their efforts to brighten the minds of our youth.

We will assist the Heritage Institute of Arts and Technology by offering a unified communication system including telephones, email and internet based team collaboration services.

We will also provide age appropriate turn-key classroom technology solutions such as Interactive Whiteboards, Mobile Computer Labs, Interactive Smart Tables, eReaders, online collaboration system for parents, Student Response systems for assessing children's progress and digital signage to keep Parents and students up to date on current news.

In conclusion, we are excited and committed to assisting Heritage Institute of Arts and Technology with their efforts to provide a quality 21st century education to our youth.



7846 East Ridge Road, Hobart, IN 46342 | p 219.613.9185 or 219.951.8667 | f 219.963.1543

www.InboxITServices.com | info@inboxitservices.com

C & D Decisions

decisions50@yahoo.com

219-789-3058

February 3, 2015

Claude Williams
C & D Decisions
1610 East 86th Court
Merrillville, Indiana 46410

Indiana School Board:

It is our pleasure to write a letter in support of The Heritage Institute of Arts and Technology. We at C&D Decisions believe that The Heritage Institute of Arts and Technology would be a great asset to our community and mainly the children of our community. In addition to my support of The Heritage Institute of Arts and Technology, I would also be interested in serving on your advisory board.

Sincerely,

Claude Williams
Owner of C&D Decisions

Healthea Health Education



February 24, 2015

Indiana Charter School Board
143 West Market Street
Suite 300
Indianapolis, IN 46204

Dear Indiana Charter School Board,

As a provider of health education and life skills to youth in the Chicago and greater metropolitan community, as well as Indiana, I am contacting you to urge your support of the Heritage Institute of Arts & Technology. We see first-hand everyday how youth respond to being offered a rich and robust curriculum that includes the arts and technology in-school and after-school.

Youth who are offered instruction in the arts gain confidence and self-esteem and learn to express themselves in new ways. Additionally, research indicates that at-risk youth who participate in the arts not only gain confidence and self-esteem, but are less likely to drop-out of school.

As educators around the country struggle to reinvent ways to excite youth around learning, we feel positive that the Heritage Institute of Arts & Technology will not only offer superior academic programming to its students, but the motivation for them to learn and excel in ways unimaginable through a traditional curriculum. We look forward to working with them to lend our support in their efforts and hope you see the value of offering this enriching educational arts & technology school for youth in your community.

Sincerely,

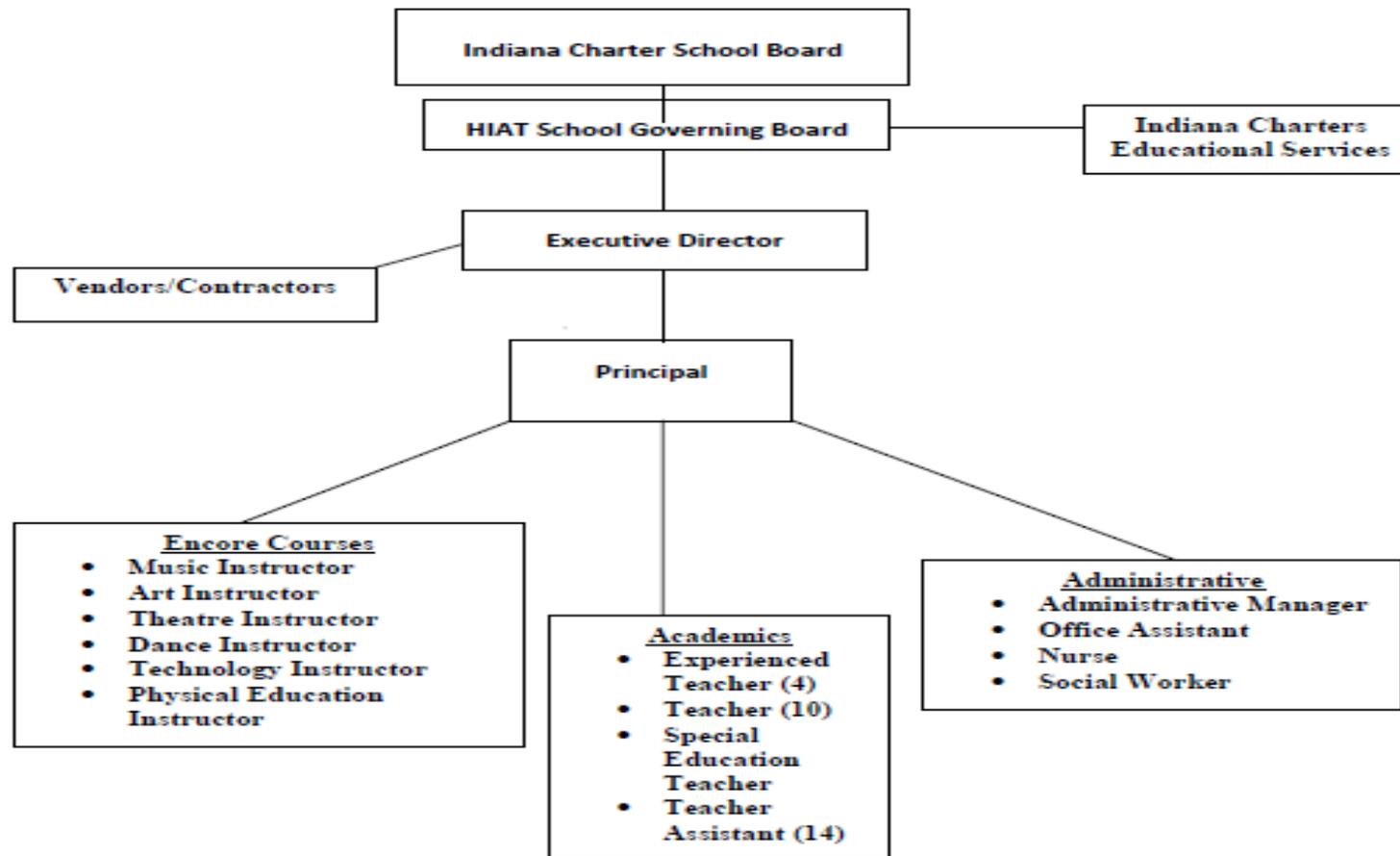
A handwritten signature in cursive script that reads 'Althea T. Motley'.

Althea T. Motley, MPH
Director

ATTACHMENT 14

Organizational Chart

SCHOOL STAFFING STRUCTURE - Attachment 14



*HIAT will have 14 Teacher Assistants that will be distributed as needed.

***HIAT will have 14 Teacher Assistants that will be distributed as needed.**

Roles and Responsibilities

HIAT School Board -HIAT's board primary responsibilities are to promote the mission and vision of the school and the educational philosophy. The board will lead in the strategic planning process and policy making and ensure that they are consistent with the education laws of the state of Indiana. The board is responsible to maintain a financial solvent and oversee the fund raising of the charter school; build a group of private and business financial supporters that facilitates the needed resources to support the school's educational programs and students learning and achievement. The board is responsible for ensuring the success and the standards are met for the school's programs, operations, professional staff, academic program, and statutory and regulatory requirements as in accordance to the charter.

Executive Director (ED)-The Executive Director is responsible to the Board for the proper administration of HIAT. He/she is responsible for achieving the school's mission by implementing school policies and administrative structures in collaboration with the Board, key leadership, faculty, administrative staff, students, and other key constituencies. This senior leadership role will be responsible for all aspects of administrative and business operations to ensure long-term sustainability. The ED is responsible of the development and execution of the overall school's initiatives. He/she ensures compliance with all state, federal, and policies related to charter schools in the state of Indiana. The Executive Director will be responsible for creating a positive learning environment by ensuring that all operational aspects of the school run smoothly and efficiently. The ED will work closely with the principal and will manage the school's administrative, compliance, financial, and technology operations. He/she is responsible with regard to the day-to-day management of areas including personnel, financial management, operational & organizational management and student achievement. The ED has the role for building the operational framework to achieve school's financial integrity, operational health, and the schools successful outcomes. The ED is responsible for paving the way for schools growth and processes that drive effectiveness and efficiency. The Director will oversee standard operating procedures, accountability tools to support compliance and the roll out of technology systems throughout the school.

Indiana Charters Educational Services(IC) - I C Educational Services will assist in preparing for the opening of HIAT and maintaining compliance with the state. Areas of assistance will consist of: Identifying with potential lenders to acquire financing for short term acquisitions, and on funding for building construction inclusive of preparing architectural design and drawings and obtaining required permits. I C Educational Services will guide the recruitment and interview process for faculty and staff, assisting with grant applications including the PCSP planning grants. They will advise the Board of Directors on budgeting issues and in marketing the school for recruiting

students, including designing and implementing the lottery. Technology entrepreneurs will assist with hardware and networking inclusive of web development.

Principal-The Principal will work closely with, and report directly to the ED. He/she will serve as the school's leadership figure and supports, encourages, and implements the mission of HIAT. The Principal defines and communicates the mission of the school, oversees curriculum and instruction, curriculum and equipment needs, monitors student progress, maintaining thorough, accurate, and accessible records for all information required for the ICSB and HIAT's governing board. The Principal is ultimately responsible for designated outcomes and is responsible for the academic and administrative success of all school programs. The Principal will ensure that the school is in compliance with all applicable governmental laws and regulations, including Common Core State Standards, Indiana State Standards, and the teaching of Core Knowledge Sequence. The principal coordinates and provides leadership for the development of core curricula at specified grade levels and subject areas, takes lead role in development, publication and maintenance of curriculum documents, and ensures that curricula are connected to rigorous, measurable targets for student mastery of knowledge, skills and understandings. He/she coordinates all standardized testing programs, supervises special education and general education RTI (response to intervention) programs, monitors student records (IEP and general education) for compliance to state and federal regulations, and is responsible for application for, monitoring of, and academic implementation of federal and state grant programs (ex. Title 1). He/she will provide leadership in developing and managing a strong and healthy school culture by internalizing the school's values. He/she will provide fair and consistent disciplinary consequences as outlined in the Student Discipline Code. The principal will maintain clear boundaries and professional demeanor while conducting/administering disciplinary consequences to students, disseminate all written documentation to parents, teachers and administrative staff in a timely manner, respond to all parent requests either in person, by telephone, in writing or by email concerning behavior related issues and/or concerns. Principal is responsible for managing the maintenance operations of the facility and reports to the Executive Director to support safety for HIAT's growing student population. He/she will oversee the building management, safety, and maintain facility maintenance operating standards.

Administrative Manager (AM)-The Administrative Manager reports to the Executive Director and inspires the mission of the school by building a shared vision of operational excellence. The school AM is entrusted and will manage the data of financial records, student records, and the functionality of the schools front office. He/she has broad responsibilities in regards to all confidential record keeping, office management, payroll and benefits, service providers, and financial transactions. He/she will manage the maintenance of records and finances in a manner consistent with administrative, ethical, legal and regulatory requirements of the educational system and the Indiana Department of Education. The Administrative Manager will perform other duties as assigned by the Principal and/or Executive Director.

Experienced Teacher-The “Experienced Teacher” reports directly to the Principal and ensures the educational integrity of the school’s mission and goals. He/she will serve as a mentor, coach, and administrator for a team of teachers. This teacher will schedule team meetings to provide for collaborative planning and lesson development. He/she will promote high student achievement, monitor school curriculum and standards, implement assigned level curriculum, and give instructional leadership, which includes if necessary, modeling lessons and counseling the team. The “Experienced Teacher” will assist in organization of special events; new teacher orientation; teacher support; scheduling and materials acquisition; and other related areas that supports academic excellence. In addition to responsibilities specific to the position, he/she has normal classroom duties. The “Experienced Teacher” will perform other duties as assigned by the Principal and/or Executive Director.

Teachers/Encore Teachers- The teacher at HIAT serves as the primary instructor of academic course content, the key developer of skills and strategies for critical thinking and problem solving among students, and the chief nurturer of positive values and self-confidence among children in the classroom. The teacher will be thoroughly knowledgeable in the age-appropriate subject matter to be taught in his/her grade, be fully prepared each day to conduct class so as to impact meaningful knowledge, skills, and values to students, and maintain an orderly and disciplined classroom at all times. HIAT’s teachers need to regularly attend and participate in all professional development activities, committees, and projects. Teachers are expected to make regular professional contact with the parents/guardians of students in his/her classroom and answer all parent inquiries on the day the inquiry was received. Careful records must be kept of the student’s progress and problems. Encore teachers will assist in integrating the arts into the core instruction through dance, theatre, music, visual arts, technology and physical education. Instructors will utilize their skills and expertise to provide self-enrichment activities and to further the educational development for each student.

Teacher Assistant-Teacher assistants will aid the classroom teacher with instruction, struggling students, parent-teacher conferences, classroom care, maintaining and/or creating centers, records and reports, supervision at recess and lunch, and may provide small group instruction. Assistants must support school and classroom discipline policies, attend necessary meetings and may be asked to accompany children to other classes, i.e. encore classes. He/she will perform other duties as assigned by the teacher or principal.

Office Assistant-The office assistant will report to the Administrative Manager and assist with all student records. The Office Assistant will assist in various responsibilities to uphold the organization, documentation, and compliance of maintaining a successful administrative office. He/she will prepare and revise registration forms and coordinates and oversees registration process. The OA will attend to parent requests and concerns, distribute mail, maintain student academic files, process withdrawals and new student applications, prepares and updates student emergency information forms, and attends to teacher and staff requests. Office assistants will perform all office duties that the Administrative Assistant requires.

Social Worker-The social worker will provide individual, group, family social work and therapy services to students as required by the student's Individual Educational Plan (IEP). The Social Worker will provide case management services and support to the staff via problem solving, de-escalation, and crisis intervention. The Social Worker represents the school at court hearings, school district conferences, and community meetings. He/she maintains contact with classroom teachers and establishes contact with parent(s) of a new special education student and notifies parent(s) of any major incidents occurring during the school day on an ongoing basis.

Nurse-The school nurse is to oversee the general health related issues for the school. He/she is responsible for developing and managing school's health program as required by law and according to federal, state and local guidelines. The school's nurse will be responsible for health program management and record keeping, nursing services and health education.

ATTACHMENT 15
Start-Up Plan

Heritage Institution of Arts & Technology

School Startup Plan

Post-Authorization through School Opening

First Day of School Operations: June 3, 2016
School's First Day of Student Attendance: August 20, 2016

| ACTIVITIES | START TIME | DURATION / DEADLINE | STATUS | RESPONSIBILITY | NOTES |
|---|--|---|--------|--------------------------|-------|
| COMMUNICATIONS, MARKETING AND STUDENT RECRUITMENT | | | | | |
| Refine further the "school message" and determine primary spokesperson(s) for the school (and in which topical areas) once the school opens | Immediately upon school approval | | | ED/P/BOD/Committee/Other | |
| Upon school approval, distribute marketing materials and otherwise announce planned school, opening date, school leader, school location, school type and focus, and enrollment process | Immediately upon school approval. Ideally, school web site is up and running upon approval. | Issue periodic updates on school related activities and continually update school web site. | | ED/P/BOD/Committee/Other | |
| When the principal is hired after the school is approved, announce selection to the school community and other stakeholders immediately upon hiring. | Immediately upon hiring of principal. | | | ED/P/BOD/Committee/Other | |
| Run ads, distribute literature (leaflet), and promote school via special events and activities in targeted neighborhoods, and via any other strategies indicated in school application | Immediately upon school approval | Ongoing -- until initial enrollment deadline. If Launch targeted recruiting and marketing | | ED/P/BOD/Committee/Other | |
| Develop and implement strategy to elicit parent and community support and volunteers, and formalize school partnerships (see partnerships) | Immediately upon school approval | Ongoing -- though program specific partnerships for year one should be in place by August 15th | | ED/P/BOD/Committee/Other | |
| Develop format and process for regular communication with parents - include on-line. | Immediately upon school approval. First benchmark for informing parents is during registration | Additional information provided at pre-opening student and parent orientations and available on school web site | | ED/P/BOD/Committee/Other | |
| ADMISSIONS | | | | | |

| | | | | | |
|--|--|--|--|--------------------------|--|
| Launch student marketing and recruiting campaign, including application timeframe, process, and deadline | Immediately upon school approval | Until school is fully subscribed at 120% or more of projected first year enrollment | | ED/P/BOD/Committee/Other | |
| Accept and acknowledge student applications | Immediately upon school approval -- no later than Feb. 1st | Within two days of receipt of applications until enrollment is cut off | | ED/P/BOD/Committee/Other | |
| Initial enrollment cutoff date | Immediately upon school approval -- determine dates. | | | ED/P/BOD/Committee/Other | |
| Conduct lottery and establish waitlist (if applicable) | Lottery: Within 5 work days of enrollment cut off | Wait List: Maintain throughout school year: establish final date for enrolling new incoming students. | | ED/P/BOD/Committee/Other | |
| Notify parents of admission status and deadline for completing registration | Within three work days of lottery | Ongoing -- until school is fully enrolled and no further vacant seats exist | | ED/P/BOD/Committee/Other | |
| Register students | Immediately upon lottery or final application date if lottery is not required or needed | Ongoing -- until school is fully enrolled and no further vacant seats exist | | ED/P/BOD/Committee/Other | |
| Execute school, student & parent contract | During registration process | Ongoing -- until a contract is in place for all enrolled students | | ED/P/BOD/Committee/Other | |
| Provide and gather appropriate information from parents, including SPED status or special needs, etc. | During registration process | Ongoing -- until school receives and reviews student records from prior school (if applicable) | | ED/P/BOD/Committee/Other | |
| Request transfer of student records from previous schools as students are enrolled | April 15th | Ongoing -- until school is fully enrolled and no further vacant seats exist. | | ED/P/BOD/Committee/Other | |
| Move students off of waitlist and continue registration | Immediately upon registration deadline and determination of unfilled seats by grade | Ongoing -- until school is fully enrolled and no further vacant seats exist | | ED/P/BOD/Committee/Other | |
| Schedule one or more parent and student orientations prior to school opening | Notify parents of orientation dates during registration process | Hold orientations in beginning of August, | | ED/P/BOD/Committee/Other | |
| Finalize student / parent handbook | Immediately upon charter approval | By no later than two weeks before pre-opening staff development and/or student & parent orientation date(s), whichever comes first | | ED/P/BOD/Committee/Other | |
| Print and distribute student / parent handbook at orientation session(s) | Two weeks before pre-opening staff development and/or student & parent orientations, whichever comes first | At orientations and during first week of schools for parents / students that did not attend orientation sessions | | ED/P/BOD/Committee/Other | |
| STUDENT RECORDS | | | | | |
| Develop / convert / revise templates for student records to meet state reporting requirements. | Immediately upon charter approval | Feb 1st | | ED/P/BOD/Committee/Other | |
| Procure or identify Student Information System (SIS) | Immediately upon charter approval | Feb 1st | | ED/P/BOD/Committee/Other | |
| Schedule SIS training for staff | Schedule dates with authorizer and/or vendors in conjunction with procurements / identification of SIS | No later than August 15th, so that all student records and information can be put into SIS | | ED/P/BOD/Committee/Other | |
| Submit enrollment count to authorizer by grade, gender, race, school of attendance, etc. | | On date prescribed by authorizer | | ED/P/BOD/Committee/Other | |
| Administer and evaluate diagnostic pre-tests to determine baselines | Ideally, one to two weeks before school opens | Through second week of school | | ED/P/BOD/Committee/Other | |
| Administer language assessments (if applicable for ELL) | Ideally, one to two weeks before school opens | By end of first week of school | | ED/P/BOD/Committee/Other | |

| | | | | | |
|--|--|--|--|--------------------------------|--|
| Update student records with baseline data from diagnostic tests | Immediately upon availability of assessment results | Target date: No later than August 15th | | ED/P/BOD/Committee/Other | |
| BOARD OF DIRECTORS | | | | | |
| Implement permanent calendar of board meetings announce meetings according to open meetings law. | Ongoing -- immediately after school approval | | | ED/P/BOD/Committee/Other | |
| Hold first annual Board organizational meeting | Ongoing -- immediately after school approval | In April of subsequent years or according to bylaws | | ED/P/BOD/Committee/Other | |
| Finalize and distribute Board manual to all current and new members. At minimum, final manual should clearly describes role and responsibilities of Board vis-à-vis school leadership, expectations (including attendance and fundraising requirements) of Board members, and contain key school policies and procedures (or be cross reference to same), open meetings and charter laws, and the charter application. | Ongoing -- immediately after school approval and as new board members are brought on | Future-manual should be distributed to prospective board candidates before they are vetted / interviewed and added to board | | ED/P/BOD/Committee/Other | |
| Schedule and hold annual Board retreat | November in year one -- upon addition of parent / student members, if applicable | November of each year | | ED/P/BOD/Committee/Other | |
| Schedule periodic Board training and/or self-evaluations | Initial training -- Ongoing -- immediately after school approval & preceding opening of school. | Ongoing -- at least one training per school year. Annual evaluation in September (following receipt of performance data for prior school year) | | ED/P/BOD/Committee/Other | |
| FINANCIAL MANAGEMENT, FUNDRAISING, AND OPERATIONS | | | | | |
| Determine /Revise responsibility for managing, administering, accounting for, and reporting on initial grant funds, other revenues, and disbursements until school opens and afterwards. | Immediately upon school approval (though should be included in approved school application) | Deadline June 1st or as soon thereafter, upon hiring of leadership team or appropriate staff | | ED/P/BOD/Committee/Other | |
| Establish school bank accounts and make other banking arrangements, if applicable | Immediately upon school approval or receipt of any revenues, including seed grants or donations, whichever comes first | | | ED/P/BOD/Committee/Other | |
| Determine number of check signers required (or thresholds above which multiple signatories are required) and authorized check signers | Immediately upon school approval | Formal policies (i.e., internal controls) should be in place no later than Nov 1st | | ED/P/BOD/Committee/Other | |
| Revise Year 1 cash flow and 5-year operating and capital budget for internal management and Board approval (if applicable) | Immediately upon school approval | April 15th initially; September 15th review; adjustments as necessary thereafter | | ED/P/BOD/Committee/Other | |
| Affirm or revise Total Year One and year two Operating Soft Money Needs | Immediately upon school approval | April 15th initially; September 15th review; determine fundraising responsibility at this time | | ED/P/BOD/Committee/Other | |
| Refine fundraising strategy and plan | Immediately upon school approval | April 15th initially; September 15th review; determine fundraising responsibility at this time | | ED/P/BOD/Committee/Other | |
| Finalize financial management policies and establish internal controls, to include appropriate funds segregation, as follows: | Immediately upon school approval, working from draft policies contained in school application | Jan 1st | | ED/P/BOD/Committee/Other | |
| Create and implement a purchase order and cash disbursements system | Immediately upon school approval | Jan 1st | | Founding design team initially | |

| | | | | | |
|--|--|---|--|---------------------------------|---|
| Develop and implement an internal accounting, expenditures v. budget monitoring, and financial reporting system | Immediately upon school approval | Jan 1st | | Founding design team initially; | |
| Identify and procure financial management software for generating monthly financial reports and all other reports required by law, state, local agencies and federal agencies, grantors, contract, or authorizer, or as requested by school's Board | Immediately upon school approval | May 1st | | Founding design team initially; | |
| Obtain insurance policies, if necessary, consistent with approved school application | Immediately upon school approval | Directors liability in place by first board meeting upon school approval; all other coverage by August 1st | | ED/P/BOD/Committee/Other | |
| Arrange with authorizer, establish internally, or contract out for a payroll system | Jan 1st | Jan 1st | | ED/P/BOD/Committee/Other | |
| Hire initial CPA, business manager, accountant -- i.e., individuals charged with financial management and reporting duties | ASAP upon school approval | No later than Nov 1st | | ED/P/BOD/Committee/Other | |
| Select and contract with independent auditor | Upon hiring of CPA/Business Manager, but no later than Jan 1st if school has significant start-up revenues and activities before opening | By June 1st of each year | | ED/P/BOD/Committee/Other | |
| FACILITIES AND FURNITURE, FIXTURES, AND EQUIPMENT | | | | | |
| Establish clear responsibility for facilities project management, to include facilities, development, and financing. Options are to designate one or more design team members or contracting out for professional services. (If applicable) | Ideally, this should be set forth in the approved charter application.. | Responsibility for coordinating efforts with authorizer should be determined immediately upon charter approval -- either on part of one or more members of design team or contracted project management professionals | | ED/P/BOD/Committee/Other | Project manager on staff (perhaps in the form of a Real Estate and Facilities Director) or project management services be contracted out to experienced, proven professionals |
| If an appropriate facility has not been identified when charter is approved, accelerate facilities identification search, establish clear responsibility for facilities identification, and set deadline for securing a facility (i.e., the trigger to delay opening for a year) | Immediately upon school approval | -- to have a facility secured, a plan to make improvements prior to school opening, or to notify parents and school stakeholders of delay in opening | | ED/P/BOD/Committee/Other | |
| Continue to implement facilities plan contained in school application | Immediately upon school approval | Ongoing -- target date for Certificate of Occupancy- No less than 30 days before school opening | | ED/P/BOD/Committee/Other | |
| Perform due diligence on any potential facility or property, including inspections, analyses, environmental, asbestos, lead paint, contamination, etc. studies, and obtain current appraisal | Immediately upon school approval | No less than 30 days before school opening | | ED/P/BOD/Committee/Other | |
| Determine total estimated cost of use, lease, purchase, improvements, source(s) of funding for each, or financing mechanisms; this includes developing project description and plans, project budget, sources and uses document, etc.) | Immediately upon school approval (this is an offshoot of establishing clear responsibility for facilities project management, per above) | No less than 30 days before school opening | | ED/P/BOD/Committee/Other | |
| Develop facilities improvement / code compliance timeframe, to include targeted occupancy date | Immediately upon school approval (this is an offshoot of establishing clear responsibility for facilities project management, per above) | No less than 30 days before school opening | | ED/P/BOD/Committee/Other | |

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|--|--|---|--|--------------------------|--|
| Secure facility through executed use agreement, lease agreement, lease with purchase option agreement, purchase or sales agreement, or other legally binding document with multi-year disclaimer language. | Immediately upon school approval (this is an offshoot of establishing clear responsibility for facilities project management, per above) | No less than 30 days before school opening | | ED/P/BOD/Committee/Other | |
| Issue RFP's for all work that must be contracted out | Immediately upon school approval (this is an offshoot of establishing clear responsibility for facilities project management, per above) | No less than 30 days before school opening | | ED/P/BOD/Committee/Other | |
| Obtain permits, execute contracts and begin construction | Immediately upon school approval (this is an offshoot of establishing clear responsibility for facilities project management, per above) | Up to receipt of CoO, no less than 30 days before school opening | | ED/P/BOD/Committee/Other | |
| Provide design team, Initial Board, and school leadership with weekly reports on building readiness status with established coverage parameters. | Weekly, beginning as soon as a purchase and/or lease agreement for a facility is executed | Up to opening of school | | ED/P/BOD/Committee/Other | |
| Initiate work order changes on timely basis | | Ongoing once construction begins | | ED/P/BOD/Committee/Other | |
| Draw up punch list | Begin 90 days before construction is to be completed | Finalize 30 days before construction is completed | | ED/P/BOD/Committee/Other | |
| Complete construction | | No less than 45 days before school is scheduled to open | | ED/P/BOD/Committee/Other | |
| Complete all inspections--fire code, health & safety, ADA, etc. | As soon as construction is completed (should be scheduled in advance by project manager) | No less than 35 days before school is scheduled to open | | ED/P/BOD/Committee/Other | |
| Obtain Certificate of Occupancy | | No less than 30 days before school is scheduled to open | | ED/P/BOD/Committee/Other | |
| Initiate acquisition of furniture, fixtures, equipment, technology, and other materials (see Procurement) | 90 days or more before school is scheduled to open | Schedule delivery for no less than 15 days before school opens | | ED/P/BOD/Committee/Other | |
| Procure and Manage Communications (Phone Lines and Internet Wiring) Installation | 90 days or more before school is scheduled to open | Schedule delivery and installation for no less than 15 days before school opens | | ED/P/BOD/Committee/Other | |
| Install computer hardware and other non-permanent technology (See also Procurement) | As soon as Certificate of Occupancy is received | Installation to be completed no less than 15 days before school opens | | ED/P/BOD/Committee/Other | |
| Move in furniture & arrange classrooms, offices, library-media center, computer labs, multi-purpose and other space | No less than 15 days before school is scheduled to open | Complete move-in no later than one week before school is scheduled to open | | ED/P/BOD/Committee/Other | |
| Permit staff in building for professional development and training and to set up classrooms, offices, etc. | As soon as Certificate of Occupancy is received; no less than one month before school is scheduled to open | Ongoing until school opens | | ED/P/BOD/Committee/Other | |
| Complete hiring of custodial, maintenance, and other facilities staff per school design and application | Start hiring process upon school approval | Staff in place no less than 15 days before school is scheduled to open | | ED/P/BOD/Committee/Other | |
| EDUCATIONAL PROGRAM DEVELOPMENT | | | | | |
| Principal / Head of School assumes responsibility for finalizing development and implementation of educational program and preparing initial faculty and staff for the school opening | Immediately upon charter approval, if feasible; otherwise no later than June 1st | Ongoing -- until school opens, and thereafter | | ED/P/BOD/Committee/Other | |

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|---|--|---|--|--------------------------|--|
| Finalize plans and schedule for parent / student orientations | Immediately upon school approval; preliminary plans must be completed before school registration begins | No later than 30 days before school opening date, so parents can receive adequate notice of any changes in schedule | | ED/P/BOD/Committee/Other | |
| Develop or revise roll out and implementation plan for all components of school design and educational program as described in school application | Immediately upon school application | Educational plan, including any necessary revisions, should be ready to go before pre-opening staff training begins | | ED/P/BOD/Committee/Other | |
| Based on baseline data or assessment of actual students enrolled, make necessary adjustments to school calendar, teacher and student schedules, ancillary programs and supports, ongoing faculty training, staffing, etc. | Immediately upon school application -- Data for students coming from other schools should be sought and obtained by June 1st | Prior to pre-opening staff training (or, if school administers baseline assessments in first weeks of school, whenever data is available and can be analyzed) | | ED/P/BOD/Committee/Other | |
| Refine curriculum | Ongoing -- based on curriculum contained in approved school application | No later than 10 days before pre-opening staff training begins | | ED/P/BOD/Committee/Other | |
| Finalize teacher guides and other supports | Immediately upon approval of school application | No later than 10 days before pre-opening staff training begins | | ED/P/BOD/Committee/Other | |
| Develop, organize, contract out, and prepare to implement all supplemental and extended day activities for students and families | Immediately upon approval of school application, though no later than April 1st | No later than 10 days before pre-opening staff training begins | | ED/P/BOD/Committee/Other | |
| Based on initially hired faculty and staff, review planned pre-opening training schedule and sequence, make any necessary revisions or adjustments, and finalize professional development schedule before school opens and for school year. Schedule outside trainers. | Begin sometime between June 1st - June 30th | No later than 10 days before pre-opening staff training begins | | ED/P/BOD/Committee/Other | |
| Pre-opening training begins and ends | Three to four weeks before school opening date | One week total | | ED/P/BOD/Committee/Other | |
| Plan and establish timetable for implementing teacher leadership training during first year to begin developing and grooming leadership from within | June 1st | Ready to go when school opens, with date fixed for identifying training candidates | | ED/P/BOD/Committee/Other | |
| Organize and plan structure for teacher meetings to regularly evaluate curriculum (by grade, subject areas, or department), assessment results and student progress, and reaffirm or revise frequency and amounts of time initially scheduled / projected for staff development and collaboration | June 1st | To be presented at pre-opening staff training | | ED/P/BOD/Committee/Other | |
| Develop substitute teacher pool or plan for class coverage when teachers are absent or otherwise off campus | May 1st | To be presented at pre-opening staff training | | ED/P/BOD/Committee/Other | |
| EXTRACURRICULAR PROGRAMS AND STUDENT ACTIVITIES | | | | | |
| Identify and/or contract with partners, providers, or part-time staff for provision of all after school and student support activities, ensuring there is plan to coordinate such activities with regular instructional program | Immediately upon approval of school application and/or hiring of principal | To be in place prior to pre-opening staff training | | ED/P/BOD/Committee/Other | |

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|---|---|--|--|--------------------------|--|
| Develop schedule for creating or establishing all extracurricular programs and activities for students contained in school application. | Immediately upon approval of school application and/or hiring of principal | To be presented and discussed at pre-opening staff training | | ED/P/BOD/Committee/Other | |
| Develop process for determining student interest in additional extracurricular programs and activities and how such additional programs and activities can be put into place | July 1st | To be presented and discussed at pre-opening staff training, and in place when school opens | | ED/P/BOD/Committee/Other | |
| FOOD SERVICE | | | | | |
| Distribute forms to determine eligibility for USDA Free/Reduced Price Meals Program and to make final determinations about provision of free or fee-based meals to non-eligible students and to finalize budget (and staffing) to operate program | Immediately following admissions lottery and as part of registration process | First waves of forms should be collected by May 31st; additional forms by end of second week of school | | ED/P/BOD/Committee/Other | |
| Identify and hire cooks, cafeteria workers, or other related staff | April 1st | Hiring completed before pre-opening staff training | | ED/P/BOD/Committee/Other | |
| Submit all USDA forms (for each student) to authorizer and/or other appropriate entities | | On date prescribed by authorizer to report enrollment data to establish funding levels | | ED/P/BOD/Committee/Other | |
| Negotiate contract with authorizer, another food service provider, or put into place kitchen management and procurement system if doing in-house food program | April 1st if in-house / on-site; April 1st with external provider; May 1st or as early thereafter as possible with authorizer | Two weeks before school opening date | | ED/P/BOD/Committee/Other | |
| Determine first month menu (before first parent/student orientation) | During pre-opening staff training or two weeks prior to school opening | To be announced at parent-staff orientations before first day of school | | ED/P/BOD/Committee/Other | |
| SITE GOVERNANCE AND SHARED LEADERSHIP | | | | | |
| Finance Committee (established) | Immediately upon charter approval to launch prepared projects. | | | ED/P/BOD/Committee/Other | |
| Education Committee (established) | Immediately upon charter approval to launch prepared projects. | | | ED/P/BOD/Committee/Other | |
| Grant & Fundraising Committee (established) | Immediately upon charter approval to launch prepared projects. | | | ED/P/BOD/Committee/Other | |
| Consistent with school application and interests of school community, establish one or more of the following: | | | | ED/P/BOD/Committee/Other | |
| <i>Parent Teacher Association</i> | Immediately upon opening of school | November 1st | | ED/P/BOD/Committee/Other | |
| <i>Parent Advisory Council</i> | Immediately upon opening of school | November 1st | | ED/P/BOD/Committee/Other | |
| <i>School Planning and Management Team</i> | | Prior to pre-opening staff training | | ED/P/BOD/Committee/Other | |
| <i>School Leadership Team</i> | | Prior to pre-opening staff training | | ED/P/BOD/Committee/Other | |
| <i>Student and Staff Support Team</i> | | Prior to pre-opening staff training | | ED/P/BOD/Committee/Other | |

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|--|--|---|--|--------------------------|--|
| <i>Teacher Advisory Team</i> | | Prior to pre-opening staff training | | ED/P/BOD/Committee/Other | |
| <i>Student Association</i> | Immediately upon opening of school | October 1st | | ED/P/BOD/Committee/Other | |
| HEALTH AND SAFETY | | | | | |
| Acquire student medical and health forms, including most recent physical exam, TB tests, immunization records from previous schools and/or collect required forms from parents | With beginning of registration post-lottery | Ongoing until school is fully enrolled | | ED/P/BOD/Committee/Other | |
| Check medical and health forms for completeness and conduct follow-up if necessary | With beginning of registration post-lottery | Ongoing until complete records are on file for all enrolled students | | ED/P/BOD/Committee/Other | |
| Hire or contract-out for appropriate medical personnel (I.e., a school nurse, EMT's for athletic events), etc. | April 1st (to identify potential providers) | August 1st | | ED/P/BOD/Committee/Other | |
| Develop health and medical records management system, procedures for authorizing administering of medication to students according to statutory requirements, and storage repository for student medications | Upon hiring and/or contracting out for school nurse or medical services | In place before pre-opening staff training | | ED/P/BOD/Committee/Other | |
| Establish policy for addressing noncompliance by parents or guardians in ensuring school receives all medical and health information required by statute or regulation | Immediately upon school approval | In place when registration begins | | ED/P/BOD/Committee/Other | |
| Provide all staff with first aid training and ensure school has adequate first aid supplies inventory | | During pre-opening staff training | | ED/P/BOD/Committee/Other | |
| Refine established school safety manual and/or health & safety policies and emergency procedures handbook | Immediately upon school approval | Prior to pre-opening staff training | | ED/P/BOD/Committee/Other | |
| Establish evacuation routes and procedures and schedule fire drills | Upon facility contract | Prior to pre-opening staff training | | ED/P/BOD/Committee/Other | |
| Provide staff, parents students with orientation on code of conduct, behavioral requirements, suspension and expulsion policies, and prohibition of any and all weapons on school property | Working from contents of charter application, complete code and all applicable policies between school approval and pre-opening training | For staff - by pre-opening training; for parents and students -- by parent/student orientations (and re-emphasis in first week of school) | | ED/P/BOD/Committee/Other | |
| Install and operate exterior electronic and/or infra-red security system, hire or contract for appropriate security personnel, and situate metal detectors at points of egress if applicable. | July - August for systems; advertise, recruit, contract for staff or personnel beginning in June | In place one week before school opens | | ED/P/BOD/Committee/Other | |
| Develop and formalize partnership with local police force to ensure the regular presence on or near school grounds by uniformed police officers | Immediately upon school approval and/or determination of school location | In place by students' first day of school | | ED/P/BOD/Committee/Other | |
| LEGAL AND ORGANIZATIONAL | | | | | |
| Affirm and/or add new members to Board of non-profit if applicable. | Immediately upon school approval | ongoing | | ED/P/BOD/Committee/Other | |
| Have legal counsel review all employee agreement forms, and school policies. | | | | ED/P/BOD/Committee/Other | |

| PARENT AND COMMUNITY INVOLVEMENT | | | | | |
|--|---|---|--|--------------------------|--|
| Collaborate with authorizer in posting flyers, distributing applications, posting job openings, engaging in community outreach, holding marketing and other community events, etc. | Immediately upon school approval | Ongoing until school opens and then using authorizer to publicize / inform community of school activities and events | | ED/P/BOD/Committee/Other | |
| Identify individuals for service on school governing board parent or other advisory councils, etc. | Immediately upon school approval | Ongoing into opening of school | | ED/P/BOD/Committee/Other | |
| Establish and elect any parent specific entities | Provide information during registration and student/parent orientations | In place by October 15th ideally, but no later than November 1st | | ED/P/BOD/Committee/Other | |
| Elect or select one or more parents, staff or community members to serve on governing board, if applicable. | Provide information during registration and student/parent orientations; notify parents of meetings / election dates during first two weeks of school | | | ED/P/BOD/Committee/Other | |
| PARTNERSHIPS | | | | | |
| Continue attending board meetings | Monthly or more frequently | Ongoing until and after school opens | | ED/P/BOD/Committee/Other | |
| Introduce school leader to authorizer liaison as soon as identified | Immediately upon hiring or identification of principal | | | ED/P/BOD/Committee/Other | |
| Provide the authorizer liaison with periodic updates on student recruiting and staff hiring | Once monthly or more frequently | Ongoing until school opens | | ED/P/BOD/Committee/Other | |
| Institutionalize / actualize partnerships or relationships with community based organizations and/or other entities that will work collaboratively with school, share space, provide or offer additional programming or supports, etc. | Immediately upon school approval | Before pre-opening staff training, but on ongoing basis thereafter | | ED/P/BOD/Committee/Other | |
| PROCUREMENT | | | | | |
| Contact service providers to learn about discounted services and products and preferred vendors | Immediately upon school approval | | | ED/P/BOD/Committee/Other | |
| Contact sales reps for discounts, and publishers for payment plans as needed. Order and manage delivery of textbooks, instructional materials, training materials, software, classroom supplies, library collection, etc. | No later than April 1st to ensure delivery on time | Deliveries received no later than two weeks before school opens | | ED/P/BOD/Committee/Other | |
| Order and manage delivery of teacher requested supplies | July - August | Deliveries received no later than one week before school opens | | ED/P/BOD/Committee/Other | |
| Order & manage delivery of classroom furniture, equipment and technology (see facilities section). | No later than April 1st to ensure delivery on time; this may be part of facilities project management | By no later than April 15th, ensure procurement and facilities project management responsibilities are clearly designated; delivery targeted no less than five business days after receipt of (unless school has pre-designated storage areas off site) | | ED/P/BOD/Committee/Other | |
| Order and manage delivery of any labs specific Furniture, Fixtures, and Equipment (| Same as above | Same as above | | ED/P/BOD/Committee/Other | |

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|---|---|---|--|--|--|
| Order & manage delivery of office and non-instructional | Immediately upon school approval for temporary office space; by May 1st otherwise | By no later than July 1st | | ED/P/BOD/Committee/Other | |
| Order & manage delivery of office and non-instructional program supplies | Immediately upon charter approval | Ongoing | | ED/P/BOD/Committee/Other | |
| Order and manage delivery and proper installation (where appropriate) of special or capitalized assets, including kitchen equipment, playground equipment, etc. | No later than April 1st to ensure delivery on time; this may be part of facilities project management | By no later than April 15th, ensure procurement and facilities project management responsibilities are clearly designated; delivery targeted no less than five business days after receipt of | | Executive Director / ED/P/BOD/Committee/Other | |
| Order and manage delivery of computers and other technology for classrooms and non-instructional uses in accordance with technology plan | June 1st | | | ED/P/BOD/Committee/Other | |
| Negotiate and execute contracts with service providers -- ensuring services and outcomes are clearly stated (and no gaps exist between initial expectations of service provision by partners or external entities and exact terms of contract) | Immediately upon school approval | Prior to pre-opening staff training | | ED/P/BOD/Committee/Other | |
| STAFF HIRING, DEVELOPMENT AND TRAINING | | | | | |
| Depending on timing of approval, target hiring and having entire school leadership team in place by (identify) no later than three months before school is to open; preferably, the principal will be on board a year in advance to fully drive school implementation | Immediately upon school approval | Dates will vary by position, no later than March 1st for principal and no later than April 15th for Business Manager | | ED/P/BOD/Committee/Other | |
| <i>List school leadership position</i> | | | | ED/P/BOD/Committee/Other | |
| <i>List school leadership position</i> | | | | ED/P/BOD/Committee/Other | |
| <i>List school leadership position</i> | | | | ED/P/BOD/Committee/Other | |
| <i>List school leadership position</i> | | | | ED/P/BOD/Committee/Other | |
| Establish policies for screening, interview training, interviewing, personal information control, notification, etc. | | | | ED/P/BOD/Committee/Other | |
| Finalize applicant information kit and place on school web site | Immediately upon school approval | Until school opens, at which time information should be posted for next year | | ED/P/BOD/Committee/Other | |
| Finalize all employee forms, agreements and policies, and prepare employee package | Immediately upon school approval | No later than March 1st | | ED/P/BOD/Committee/Other | |
| Extend formal offers to and hire all faculty and staff to which tentative offers were made prior to school approval | Immediately upon school approval | Ongoing | | ED/P/BOD/Committee/Other | |
| Launch all teacher and staff recruiting activities described in application | Immediately upon school approval, if not already underway | Assess progress on May 1st; change strategy if need be | | ED/P/BOD/Committee/Other | |
| Establish target date for hiring all faculty and staff described in application and contained in staffing plan | Immediately upon school approval | Prior to pre-opening staff training | | ED/P/BOD/Committee/Other | |
| Hold new employee orientation, train in staff handbook content and policies, and have new employees sign-off for receipt of information prior to beginning work. | | | | ED/P/BOD/Committee/Other | |

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|--|---|---|--|--------------------------|--|
| Based on needs of initially enrolled student population, assess additional teacher/staff needs and develop strategy for hiring and supporting financially, including making adjustments to other portions of school budget | Immediately upon opening of school | | | ED/P/BOD/Committee/Other | |
| Complete background checks for all employees in compliance with state statute to include fingerprinting. | Immediately upon hiring | | | ED/P/BOD/Committee/Other | |
| SPECIAL EDUCATION | | | | | |
| Survey parents during registration about known or suspected special education needs | Forms / survey developed immediately upon school approval | Forms / surveys ready for use during student registration | | ED/P/BOD/Committee/Other | |
| Review closely all registration forms and materials to verify students with IEPs and determine if records suggest possible need for SPED | Beginning with registration | Ongoing during enrollment process and receipt of records from previous school | | ED/P/BOD/Committee/Other | |
| Obtain cumulative files & suspension reports for all students from previous schools | Beginning with registration | Ongoing -- see authorizer guidelines | | ED/P/BOD/Committee/Other | |
| Determine additional students who may need assessment or reassessment | Beginning with registration | Ongoing -- into first semester if not first year of school | | ED/P/BOD/Committee/Other | |
| Obtain parent approvals for assessments or reassessments | Immediately as deemed necessary | | | ED/P/BOD/Committee/Other | |
| Establish multidisciplinary team consisting of a, for example, social worker, school psychologist, speech & language therapist, clinical psychologist, if SPED services not fully provided by authorizer. | Immediately upon school approval | Final determination of staff needs or services provided by authorizer for SPED students determined by May 1st | | ED/P/BOD/Committee/Other | |
| Conduct assessments and reassessments | Starting with opening of school | Ongoing | | ED/P/BOD/Committee/Other | |
| Obtain mental health records from appropriate officials or entities if applicable | Immediately as deemed necessary | | | ED/P/BOD/Committee/Other | |
| Develop and finalize ILPs, if applicable, and IEPs | Begin in first week of school | ILP's and additional IEP's finalized by no later than October 1st | | ED/P/BOD/Committee/Other | |
| Determine SPED service requirements and appropriate service delivery needs | During student registration | Ongoing -- until school opens and all students are fully assessed and full records are on file | | ED/P/BOD/Committee/Other | |
| Hire full-time staff, contract out with outside provider(s), and/or enter into agreement with authorizer for appropriate SPED service delivery (if applicable) | Immediately upon school approval | Personnel / contracts in place before pre-opening staff training | | ED/P/BOD/Committee/Other | |
| Determine transportation needs of SPED students (during registration) (if applicable) | Develop forms or information materials immediately upon school approval | Ongoing -- beginning with student registration after lottery is held | | ED/P/BOD/Committee/Other | |
| Negotiate contract with transportation provider | Immediately upon school approval | Plans in place no later than beginning of registration - preferably before, during admissions process | | ED/P/BOD/Committee/Other | |
| Compile master list of statutory, regulatory, contractual, authorizer, and other requirements and timeframes / deadlines | Immediately upon approval and execution of school contract | Ongoing -- in place by pre-opening staff training and by opening of school | | ED/P/BOD/Committee/Other | |

ATTACHMENT 16
INSURANCE COVERAGE



OGREN INSURANCE
Jack Ogren & Co., Inc.

6929 Hohman Avenue • Hammond, IN 46324-1496
Phone: 219-933-0076
Fax: 219-933-0080
E-mail: tjo@insurer.com
www.ogreninsurance.com

02/05/2015

Heritage Institute of Art and Technology
Attn: Dr. Darlene Henderson
PO Box 11113
Merrillville, IN 46410

Re: Insurance Premium Indications

Dr. Henderson:

Hello! After speaking with my underwriters, they indicated the following estimated premiums for the different policies required:

- \$11,000 for the package policy which includes property, employee dishonesty, non-owned auto, general liability and Educator's legal liability coverages
- \$4,000 for the umbrella policy
- \$3,000 for the D&O / EPLI Policy
- \$4,512 for the workers compensation coverage
- \$1,132.45 for the treasurer's dishonesty bond

This brings the total estimated annual cost to \$23,644.45. Please keep in mind that these are not final numbers, only indications, and may be subject to significant changes in terms.

Also, please note that all companies that we represent that write Charter Schools will provide risk management services as part of the coverage package.

Please feel free to give me a call at 219-933-0076 or email me back if you have any questions regarding this matter. Have a great day!

Sincerely,
Keith M. Tokoly
Agent &

ATTACHMENT 17
Budget and
Staffing Workbook

School Name: Heritage Institute of Arts and Technology (HIAT)

SCHOOL ENROLLMENT PROJECTIONS

| Planned Number of Students: | | | | | | | | | | | | | | | | | |
|-----------------------------|----|----|----|----|----|----|----|----|----|---|----|----|----|-------|-------|--------|-------|
| ACADEMIC YEAR | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL | % ELL | % SPED | % FRL |
| Year 1: 2016-2017 | 75 | 75 | 75 | 75 | 50 | 0 | 0 | 0 | 0 | | | | | 350 | 100% | 10% | |
| Year 2: 2017-2018 | 75 | 75 | 75 | 75 | 75 | 50 | 0 | 0 | 0 | | | | | 425 | 100% | 10% | |
| Year 3: 2018-2019 | 75 | 75 | 75 | 75 | 75 | 50 | 50 | 0 | 0 | | | | | 475 | 100% | 10% | |
| Year 4: 2019-2020 | 75 | 75 | 75 | 75 | 75 | 50 | 50 | 50 | 0 | | | | | 525 | 100% | 10% | |
| Year 5: 2020-2021 | 75 | 75 | 75 | 75 | 75 | 50 | 50 | 50 | 50 | | | | | 575 | 100% | 10% | |

| Planned Number of Classes | | | | | | | | | | | | | | | |
|---------------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|--|
| ACADEMIC YEAR | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL | |
| Year 1: 2016-2017 | 3 | 3 | 3 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | |
| Year 2: 2017-2018 | 3 | 3 | 3 | 3 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | |
| Year 3: 2018-2019 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | |
| Year 4: 2019-2020 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 21 | |
| Year 5: 2020-2021 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 23 | |

| School Name: Heritage Institute of Arts and Technology | | | | | | |
|--|------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| | Year 0 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| REVENUE | | | | | | |
| State Revenue | | | | | | |
| Basic Grant | | \$966,370 | \$1,063,248 | \$1,561,151 | \$1,902,196 | \$1,756,083 |
| Common School Loan | | - | - | - | - | - |
| Charter School Start-Up Grant | - | \$966,370 | | | | |
| State Matching Funds for School Lunch Program | | \$105,000 | \$128,775 | \$145,864 | \$162,172 | \$179,504 |
| Professional Development | | - | - | - | - | - |
| Residential Program | | - | - | - | - | - |
| Full-Day Kindergarten and Textbook Reimbursement | | - | - | - | - | - |
| Offset and Voluntary Program | | - | - | - | - | - |
| Textbook Reimbursement | | \$13,500 | \$16,250 | \$18,750 | \$110,150 | \$120,750 |
| Common School | | - | - | - | - | - |
| Donations and Gifts | | \$13,500 | \$21,250 | \$33,750 | \$26,150 | \$38,750 |
| Other State Revenue (please describe) | | - | - | - | - | - |
| Federal Revenue | | | | | | |
| Public Charter School Program (PCSP) Grant | \$116,967 | - | - | | | |
| Facilities Assistance Program Grant | | \$150,000 | \$150,000 | | | |
| Title I - IV | | \$105,000 | \$128,775 | \$145,150 | \$162,225 | \$179,400 |
| Student Fee at 575 | | \$15,000 | \$42,500 | \$47,500 | \$52,500 | \$57,500 |
| School Lunch Program | | - | - | - | - | - |
| School Breakfast Reimbursement | | - | - | - | - | - |
| Special Education Funding | | \$11,000 | \$17,500 | \$20,500 | \$11,500 | \$14,500 |
| Common School | - | - | \$3,500 | \$2,960 | \$9,414 | \$9,083 |
| | | - | - | - | - | - |
| Other Revenues | | | | | | |
| Unrestricted Philanthropic Donations | - | - | - | - | - | - |
| Refund and After Care Fees | | - | - | - | - | - |
| Interest Income | | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - |
| Total Revenue | \$116,967 | \$2,489,769 | \$2,787,832 | \$3,646,532 | \$3,487,177 | \$3,896,979 |
| EXPENDITURES | | | | | | |
| Personnel Expenses | | | | | | |
| Supplies, Benefits and Payroll Taxes | \$49,129 | \$1,436,600 | \$1,797,156 | \$1,871,828 | \$2,034,671 | \$2,149,813 |
| Utilities | | \$5,000 | \$6,000 | \$7,000 | \$7,000 | \$7,000 |
| Professional Development | - | \$10,000 | \$10,000 | \$11,000 | \$14,000 | \$14,000 |
| Rentals | | \$5,000 | \$10,000 | \$20,000 | \$25,000 | \$30,000 |
| Other (please describe) | - | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - |
| Total Personnel Expenses | \$49,129 | \$1,446,600 | \$1,821,256 | \$1,926,828 | \$2,070,671 | \$2,190,813 |
| Instructional Supplies and Resources | | | | | | |
| Textbooks | - | \$105,000 | \$127,500 | \$142,500 | \$157,500 | \$172,500 |

| School Name: Heritage Institute of Arts and Technology | | | | | | |
|--|--------|------------------|------------------|------------------|------------------|------------------|
| | Year 2 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Library, periodicals, etc. | 3- | \$5,000 | \$5,000 | \$7,100 | \$7,100 | \$7,100 |
| Technology and ICA/Program | 3- | \$18,500 | \$63,000 | \$75,000 | \$107,000 | \$100,000 |
| Assessment materials | 3- | \$8,000 | \$8,000 | \$9,000 | \$11,000 | \$11,000 |
| Computers | 3- | \$70,000 | \$20,000 | \$20,000 | \$22,000 | \$22,000 |
| Software | 3- | \$7,000 | \$7,000 | \$9,000 | \$11,000 | \$11,000 |
| Other classroom supplies | 3- | \$14,000 | \$17,000 | \$19,000 | \$21,000 | \$20,000 |
| Field trips, other unclassified items | 3- | \$6,000 | \$5,000 | \$6,000 | \$7,000 | \$8,000 |
| Extracurricular & Athletics | 3- | 3- | 3- | 3- | 3- | 3- |
| Other (please describe) | 3- | 3- | 3- | 3- | 3- | 3- |
| Other (please describe) | 3- | 3- | 3- | 3- | 3- | 3- |
| Other (please describe) | 3- | 3- | 3- | 3- | 3- | 3- |
| Other (please describe) | 3- | 3- | 3- | 3- | 3- | 3- |
| Other (please describe) | 3- | 3- | 3- | 3- | 3- | 3- |
| Total Instructional Supplies and Resources | 3- | \$234,500 | \$275,500 | \$303,900 | \$361,900 | \$364,900 |
| Support Supplies and Resources | | | | | | |
| Administrative Computers | 3- | \$4,000 | \$1,000 | \$1,100 | \$3,100 | \$2,000 |
| Administrative Software | 3- | \$1,000 | \$500 | \$750 | \$2,550 | \$1,500 |
| Administrative Dues, Fees, misc expenses | 3- | \$500 | \$1,000 | \$1,100 | \$3,100 | \$3,100 |
| Office supplies | 3- | \$2,000 | \$3,000 | \$3,000 | \$5,000 | \$5,000 |
| Other (please describe) | 3- | 3- | 3- | 3- | 3- | 3- |
| Other (please describe) | 3- | 3- | 3- | 3- | 3- | 3- |
| Other (please describe) | 3- | 3- | 3- | 3- | 3- | 3- |
| Other (please describe) | 3- | 3- | 3- | 3- | 3- | 3- |
| Other (please describe) | 3- | 3- | 3- | 3- | 3- | 3- |
| Total Support Supplies and Resources | 3- | \$7,500 | \$5,500 | \$7,750 | \$23,750 | \$11,600 |
| Board Expenses | | | | | | |
| Charter Board Services, including Board Training, retreats | 3- | \$6,500 | \$1,000 | \$9,000 | \$11,232 | \$10,078 |
| Charter Board Supplies & Equipment | 3- | 3- | 3- | 3- | 3- | 3- |
| Charter Board Dues, Fees, etc. | 3- | 3- | 3- | 3- | 3- | 3- |
| Other (please describe) | 3- | 3- | 3- | 3- | 3- | 3- |
| Other (please describe) | 3- | 3- | 3- | 3- | 3- | 3- |
| Other (please describe) | 3- | 3- | 3- | 3- | 3- | 3- |
| Other (please describe) | 3- | 3- | 3- | 3- | 3- | 3- |
| Total Board Expenses | 3- | \$6,500 | \$1,000 | \$9,000 | \$31,232 | \$30,078 |
| Professional Purchased or Contracted Services | | | | | | |
| Legal Services | 3- | \$5,000 | \$5,100 | \$7,302 | \$5,702 | \$5,014 |
| Audit Services | 3- | \$6,500 | \$6,600 | \$6,703 | \$7,763 | \$7,904 |
| Payroll Services and Accounting | 3- | \$60,000 | \$61,200 | \$62,424 | \$64,424 | \$65,712 |
| Advertising | 3- | \$3,000 | \$3,000 | \$3,121 | \$4,121 | \$4,204 |
| Printing/Newsletter/Annual Report Services | 3- | \$3,000 | \$3,000 | \$3,121 | \$4,121 | \$4,204 |
| Consultants | 3- | \$40,000 | \$40,000 | \$41,616 | \$43,616 | \$44,482 |
| Internet Services | 3- | \$12,000 | \$12,200 | \$12,483 | \$13,483 | \$13,754 |
| Telephone/Communication Services | 3- | \$8,000 | \$8,120 | \$8,342 | \$8,847 | \$9,071 |

| School Name: Heritage Institute of Arts and Technology | | | | | | |
|---|----------|-------------|-------------|-------------|-------------|-------------|
| | Year 0 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Total Insurance Costs (per I.C.316 requirements detailed in charter school application) | \$- | \$30,000 | \$30,000 | \$31,111 | \$31,235 | \$32,473 |
| Taxes | \$- | \$- | \$- | \$- | \$- | \$- |
| Printing | \$- | \$500 | \$510 | \$520 | \$531 | \$541 |
| Special Education Services | \$- | \$- | \$- | \$- | \$- | \$- |
| Student Information Systems | \$- | \$- | \$- | \$- | \$- | \$- |
| Food services | \$- | \$105,000 | \$105,775 | \$106,551 | \$107,327 | \$108,103 |
| Transportation | \$- | \$- | \$- | \$- | \$- | \$- |
| Supplies | \$- | \$- | \$- | \$- | \$- | \$- |
| Development of materials | \$- | \$- | \$- | \$- | \$- | \$- |
| Equipment | \$- | \$- | \$- | \$- | \$- | \$- |
| Other (please describe) | \$- | \$- | \$- | \$- | \$- | \$- |
| Other (please describe) | \$- | \$- | \$- | \$- | \$- | \$- |
| Total Professional Purchased or Contracted Services | \$- | \$211,000 | \$210,275 | \$212,291 | \$212,138 | \$215,159 |
| Facilities | | | | | | |
| Rent, mortgage, or other facility cost | \$- | \$233,150 | \$231,850 | \$230,541 | \$229,232 | \$227,923 |
| Furniture | \$- | \$150,000 | \$151,000 | \$152,000 | \$153,000 | \$154,000 |
| Utilities | \$- | \$- | \$- | \$- | \$- | \$- |
| Materials | \$- | \$- | \$- | \$- | \$- | \$- |
| Leasehold Improvements | \$- | \$- | \$- | \$- | \$- | \$- |
| Maintenance Services | \$- | \$- | \$- | \$- | \$- | \$- |
| Contracted | \$- | \$- | \$- | \$- | \$- | \$- |
| Waste disposal | \$- | \$- | \$- | \$- | \$- | \$- |
| Equipment | \$- | \$- | \$- | \$- | \$- | \$- |
| Renovation | \$- | \$- | \$- | \$- | \$- | \$- |
| Other (please describe) | \$- | \$- | \$- | \$- | \$- | \$- |
| Other (please describe) | \$- | \$- | \$- | \$- | \$- | \$- |
| Other (please describe) | \$- | \$- | \$- | \$- | \$- | \$- |
| Total Facilities | \$- | \$383,150 | \$382,850 | \$382,541 | \$381,232 | \$379,923 |
| Other | | | | | | |
| Contingency | \$- | \$25,000 | \$24,000 | \$23,000 | \$22,000 | \$21,000 |
| Indiana Charter School Board Administrative Fee | \$- | \$19,223 | \$19,265 | \$19,307 | \$19,349 | \$19,391 |
| ICMS/ISMS Fee | \$- | \$- | \$- | \$- | \$- | \$- |
| Other Services (ITP and common school fees) | \$- | \$- | \$- | \$- | \$- | \$- |
| Other (please describe) | \$- | \$- | \$- | \$- | \$- | \$- |
| Other (please describe) | \$- | \$- | \$- | \$- | \$- | \$- |
| Other (please describe) | \$- | \$- | \$- | \$- | \$- | \$- |
| Total Other | \$- | \$43,523 | \$43,265 | \$42,307 | \$41,349 | \$40,391 |
| Total Expenditures | \$49,129 | \$1,090,023 | \$1,019,334 | \$1,030,751 | \$1,044,105 | \$1,077,066 |
| Revenues/Deficit | \$67,538 | \$44,077 | \$10,542 | \$176,781 | \$102,028 | \$109,023 |
| Cumulative Carryover/Deficit | \$67,538 | \$113,615 | \$103,073 | \$27,292 | \$204,747 | \$1,018,769 |

| Expected New School Annual Operating Budget and Cash Flow Projections – YEAR 0 – Pre-Opening Period | | | | | | | | |
|---|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|
| REVENUE | Feb-16 | Mar-16 | Apr-16 | May-16 | Jun-16 | Jul-16 | Aug-16 | TOTAL 2016 |
| Federal Revenues | | | | | | | | |
| Public Charter School Program (PCSP) Grant (competitive) | 16,666.67 | 16,666.67 | 16,666.67 | 16,666.67 | 16,666.67 | 16,666.67 | 16,666.67 | 116,666.67 |
| Federal PCS Implementation Grant | - | - | - | - | - | - | - | - |
| Other Revenues Federal sources (please describe) | - | - | - | - | - | - | - | - |
| Other Revenues | | | | | | | | |
| Committed Philanthropic Donations | - | - | - | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - | - | - |
| Total Revenue | 16,666.67 | 116,666.67 |
| EXPENDITURES | | | | | | | | |
| Personnel Expenses | | | | | | | | |
| Wages, Benefits and Payroll Taxes (TOTAL must match "Staffing Year 0") | - | - | - | - | 16,303.75 | 32,824.88 | - | 49,128.63 |
| Professional Development | - | - | - | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - | - | - |
| Total Personnel Expenses | - | - | - | - | 16,303.75 | 32,824.88 | - | 49,128.63 |
| Instructional Supplies and Resources | | | | | | | | |
| Textbooks | - | - | - | - | - | - | - | - |
| Library, periodicals, etc | - | - | - | - | - | - | - | - |
| Technology | - | - | - | - | - | - | - | - |
| Assessment materials | - | - | - | - | - | - | - | - |
| Computers | - | - | - | - | - | - | - | - |
| Software | - | - | - | - | - | - | - | - |
| Other classroom supplies | - | - | - | - | - | - | - | - |
| Field trips, other unclassified items | - | - | - | - | - | - | - | - |
| Co-curricular & Athletics | - | - | - | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - | - | - |

Expected New School Annual Operating Budget and Cash Flow Projections – YEAR 0 – Pre-Opening Period

| | Feb-16 | Mar-16 | Apr-16 | May-16 | Jun-16 | Jul-16 | Aug-16 | TOTAL 2016 |
|--|--------|--------|--------|--------|--------|--------|--------|------------|
| Other (please describe) | - | - | - | - | - | - | - | - |
| Total Instructional Supplies and Resources | - | - | - | - | - | - | - | - |
| Support Supplies and Resources | | | | | | | | |
| Administrative Computers | - | - | - | - | - | - | - | - |
| Administrative Software | - | - | - | - | - | - | - | - |
| Administration Data, fees, misc expenses | - | - | - | - | - | - | - | - |
| Office supplies | - | - | - | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - | - | - |
| Total Support Supplies and Resources | - | - | - | - | - | - | - | - |
| Board Expenses | | | | | | | | |
| Charter Board Services, including Board Training, retreats | - | - | - | - | - | - | - | - |
| Charter Board Supplies & Equipment | - | - | - | - | - | - | - | - |
| Charter Board Data, fees, etc | - | - | - | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - | - | - |
| Total Board Expenses | - | - | - | - | - | - | - | - |
| Professional Purchased or Contracted Services | | | | | | | | |
| Legal Services | - | - | - | - | - | - | - | - |
| Audit Services | - | - | - | - | - | - | - | - |
| Payroll Services | - | - | - | - | - | - | - | - |
| Accounting Services | - | - | - | - | - | - | - | - |
| Printing/Newsletter/Annual Report Services | - | - | - | - | - | - | - | - |
| Consultants | - | - | - | - | - | - | - | - |
| Internet Services | - | - | - | - | - | - | - | - |
| Telephone/Telecommunication Services | - | - | - | - | - | - | - | - |
| Total Insurance Costs (per I.C.M. requirements detailed in charter school application) | - | - | - | - | - | - | - | - |
| Travel | - | - | - | - | - | - | - | - |
| Postage | - | - | - | - | - | - | - | - |
| Special Education Services | - | - | - | - | - | - | - | - |
| Student Information Services | - | - | - | - | - | - | - | - |

| Expected New School Annual Operating Budget and Cash Flow Projections – YEAR 0 – Pre-Opening Period | | | | | | | | |
|---|----------|----------|----------|----------|----------|----------|----------|------------|
| | Feb-16 | Mar-16 | Apr-16 | May-16 | Jun-16 | Jul-16 | Aug-16 | TOTAL 2016 |
| Food service | - | - | - | - | - | - | - | - |
| Transportation | - | - | - | - | - | - | - | - |
| Supplies | - | - | - | - | - | - | - | - |
| Development of materials | - | - | - | - | - | - | - | - |
| Equipment | - | - | - | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - | - | - |
| Total Professional Purchased or Contracted Services | - | - | - | - | - | - | - | - |
| Facilities | | | | | | | | |
| Rent, mortgage, or other facility cost | - | - | - | - | - | - | - | - |
| Furniture | - | - | - | - | - | - | - | - |
| Gas/electric | - | - | - | - | - | - | - | - |
| Water Sewer | - | - | - | - | - | - | - | - |
| Grounds Keeping | - | - | - | - | - | - | - | - |
| Maintenance Services | - | - | - | - | - | - | - | - |
| Custodial | - | - | - | - | - | - | - | - |
| Waste disposal | - | - | - | - | - | - | - | - |
| Equipment | - | - | - | - | - | - | - | - |
| Renovation | - | - | - | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - | - | - |
| Total Facilities | - | - | - | - | - | - | - | - |
| Other | | | | | | | | |
| Contingency | - | - | - | - | - | - | - | - |
| ICSH Administrative Fee (0% in Year 0) | - | - | - | - | - | - | - | - |
| CMDTMO Fee | - | - | - | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - | - | - |
| Other (please describe) | - | - | - | - | - | - | - | - |
| Total Other | - | - | - | - | - | - | - | - |
| Total Expenditures | \$- | \$- | \$- | \$- | \$16,304 | \$32,825 | \$- | \$49,129 |
| Net Income (Pre-Cash Flow Adjustments) | \$16,667 | \$16,667 | \$16,667 | \$16,667 | \$363 | \$16,158 | \$16,667 | \$67,538 |
| CASH FLOW ADJUSTMENTS | | | | | | | | |
| OPERATING ACTIVITIES | | | | | | | | |

| Expected New School Annual Operating Budget and Cash Flow Projections – YEAR 0 – Pre-Opening Period | | | | | | | | |
|---|-------------|-------------|-------------|-------------|----------|-------------|-------------|-------------|
| | Feb-16 | Mar-16 | Apr-16 | May-16 | Jun-16 | Jul-16 | Aug-16 | TOTAL 2016 |
| Example - Add Back Depreciation | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - |
| Total Operating Activities | - | - | - | - | - | - | - | - |
| INVESTMENT ACTIVITIES | | | | | | | | |
| Example - Subtract Property and Equipment Expenditures | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - |
| Total Investment Activities | - | - | - | - | - | - | - | - |
| FINANCING ACTIVITIES | | | | | | | | |
| Example - Add Expected Proceeds from a Loan or Line of Credit | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - |
| Total Financing Activities | - | - | - | - | - | - | - | - |
| Total Cash Flow Adjustments | - | - | - | - | - | - | - | - |
| NET INCOME | \$16,666.67 | \$16,666.67 | \$16,666.67 | \$16,666.67 | \$362.92 | \$16,158.22 | \$16,666.67 | \$67,538.03 |
| Beginning Cash Balance | - | - | - | - | - | - | - | - |
| ENDING CASH BALANCE | \$16,666.67 | \$16,666.67 | \$16,666.67 | \$16,666.67 | \$362.92 | \$16,158.22 | \$16,666.67 | \$67,538.03 |

| Expected New School Annual Operating Budget – YEAR 1 – Fiscal Year July 1-June 30 | | |
|---|--------------------|---|
| REVENUE | Amount | Notes |
| State Revenue | | |
| Basic Grant | \$966,350 | State Tuition Support |
| Common School Loan | | Paid Oct 1 time |
| Charter School Start-Up Grant | \$966,350 | \$5,522*350 for 6 mo july-dec |
| State Matching Funds for School Lunch Program | \$105,000 | Estimate to support program, no added revenue |
| Professional Development | | |
| Remediation Program | | |
| Full-Day Kindergarten | | |
| Gifted and Talented Program | | |
| Textbook Reimbursement | \$73,500 | 70% reimbursed |
| Summer School | | |
| Donations and Gifts | \$17,500 | School Fundraising |
| Other State Revenue (please describe) | | |
| Federal Revenue | | |
| Public Charter School Program (PCSP) Grant | | |
| Charter School Facilities Assistance Program Grant | \$150,000 | Implementation Grant |
| Title I - IV | \$105,000 | Based on historical averages and school size |
| Student Fees | \$35,000 | \$100 per student |
| Federal Lunch Program | | |
| Federal Breakfast Reimbursement | | |
| Special Ed Funding | \$21,000 | Basic Special Education Funding |
| Temporary Loans | \$- | |
| Other Revenue Federal sources (please describe) | | |
| Other Revenues | | |
| Committed Philanthropic Donations | | |
| Before and After Care Fees | | |
| Interest Income | | |
| Other (please describe) | | |
| Total Revenue | \$2,439,700 | |
| EXPENDITURES | | |

| Expected New School Annual Operating Budget – YEAR 1 – Fiscal Year July 1–June 30 | | |
|--|--------------------|---------------------------------------|
| Personnel Expenses | | |
| Wages, Benefits and Payroll Taxes | \$1,426,600 | Use staffing workbook |
| Substitutes | \$5,000 | |
| Professional Development | \$10,000 | |
| Bonuses | \$5,000 | Designated for Teachers only |
| Other (please describe) | | |
| Total Personnel Expenses | \$1,446,600 | |
| Instructional Supplies and Resources | | |
| Textbooks | \$105,000 | \$300 per student |
| Library, periodicals, etc | \$5,000 | |
| Technology / Computer Software | \$10,500 | |
| Assessment materials | \$8,000 | |
| Computers | \$70,000 | Initial purchase of student equipment |
| Software | \$7,000 | Licenses |
| Other classroom supplies | \$14,000 | Basic classroom and art supplies |
| Field trips, other unclassified items | \$6,000 | Primarily transportation and fees |
| Co-curricular & Athletics | | |
| Other (please describe) | | |
| Total Instructional Supplies and Resources | \$234,500 | |
| Support Supplies and Resources | | |
| Administrative Computers | \$4,000 | Initial purchase of office equipment |
| Administrative Software | \$1,000 | Office software and upgrades |
| Administration Dues, fees, misc expenses | \$500 | |
| Office supplies | \$2,000 | Paper and basic office supplies |
| Other (please describe) | | |
| Other (please describe) | | |

| Expected New School Annual Operating Budget – YEAR 1 – Fiscal Year July 1-June 30 | | |
|--|----------------|---------------------------------------|
| Other (please describe) | | |
| Other (please describe) | | |
| Other (please describe) | | |
| Total Support Supplies and Resources | \$7,500 | |
| Board Expenses | | |
| Charter Board Services, including Board Training, retreats | \$5,500 | Training and Research |
| Charter Board Supplies & Equipment | | |
| Charter Board Dues, fees, etc | | |
| Other (please describe) | | |
| Total Board Expenses | \$5,500 | |
| Professional Purchased or Contracted Services | | |
| Legal Services | \$5,000 | |
| Audit Services | \$5,500 | Annual BSU required review |
| Payroll Services and Accounting Services | \$60,000 | Outsourced and utilize office staff |
| Advertising | \$3,000 | |
| Printing/Newsletter/Annual Report Services | \$3,000 | |
| Consultants | \$40,000 | Initial guidance and admin support |
| Internet Services | \$12,000 | Cloud server including basic software |
| Telephone/Telecommunication Services | \$6,000 | |
| Total Insurance Costs (per ICSSB requirements detailed in charter school application) | \$30,000 | Based on quote |
| Travel | | |
| Postage | \$500 | |
| Special Education Services | | |
| Student Information Services | | |
| Food service | \$105,000 | Assumed covered by funding level |
| Transportation | | |
| Other (please describe) | | |
| Other (please describe) | | |
| Other (please describe) | | |

| Expected New School Annual Operating Budget – YEAR 1 – Fiscal Year July 1-June 30 | | |
|--|--------------------|---|
| Other (please describe) | | |
| Other (please describe) | | |
| Total Professional Purchased or Contracted Services | \$271,000 | |
| Facilities | | |
| Rent, mortgage, or other facility cost | \$233,196 | From quote, includes utilities |
| Furniture | \$150,000 | Initial outlay |
| Gas/electric | | Included in Rent |
| Water/ Sewer | | Included in Rent |
| Grounds Keeping | | Included in Rent |
| Maintenance Services | | Included in Payroll |
| Custodial | | Included in Payroll |
| Waste disposal | | Included in Rent |
| Other (please describe) | | |
| Total Facilities | \$383,196 | |
| Other | | |
| Contingency | \$25,000 | Unexpected |
| RSB Board Administrative Fee | \$19,323 | Assume 2% of Basic Grant (Row 6) |
| CMO/PMO Fee | | Included in accounting and Consultant fee above |
| Debt Service starting yr 2 | | |
| Other (please describe) | | |
| Other (please describe) | | |
| Other (please describe) | | |
| Total Other | \$44,323 | |
| Total Expenditures | \$2,393,623 | |
| Carryover/Deficit | \$46,077 | |

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs – Year 1

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed.

| Positions from Organization chart at standard position rates. Benefits estimated at 30%. | | | | | |
|--|------------------------------|---------------------------------|------------------|----------------------------|---------------------------|
| Position Description | Number of Staff Per Position | Average Salary for the Position | Total Salary | Benefits and Payroll Taxes | TOTAL Salary and Benefits |
| Executive Director | 0.75 | 80,000 | 60,000 | 18,000 | 78,000 |
| Principal | 1 | 70,000 | 70,000 | 21,000 | 91,000 |
| Dean of Curriculum / Teacher | 1 | 52,000 | 52,000 | 15,600 | 67,600 |
| Facility Manager | 1 | 45,000 | 45,000 | 13,500 | 58,500 |
| Social Worker | 1 | 42,000 | 42,000 | 12,600 | 54,600 |
| Faculty Lead / Teacher | 1 | 40,000 | 40,000 | 12,000 | 52,000 |
| Dean of Students / Teacher | 1 | 45,000 | 45,000 | 13,500 | 58,500 |
| Teachers K-6 and Spec Ed | 11 | 36,000 | 396,000 | 118,800 | 514,800 |
| Administrative Manager | 1 | 35,000 | 35,000 | 10,500 | 45,500 |
| Nurse | 1 | 54,000 | 54,000 | 16,200 | 70,200 |
| Office Assistant | 1 | 25,000 | 25,000 | 7,500 | 32,500 |
| Teachers Aide / Half Day | 8 | 11,000 | 88,000 | 26,400 | 114,400 |
| Art Teacher | 0.5 | 36,000 | 18,000 | 5,400 | 23,400 |
| Music Teacher | 0.5 | 36,000 | 18,000 | 5,400 | 23,400 |
| PE Teacher | 0.5 | 36,000 | 18,000 | 5,400 | 23,400 |
| Computer Teacher | 0.5 | 36,000 | 18,000 | 5,400 | 23,400 |
| Sped Teacher | 1 | 36,000 | 36,000 | 10,800 | 46,800 |
| Librarian | 0 | 20,000 | - | - | - |
| Dance Teacher | 0.5 | 36,000 | 18,000 | 6,300 | 24,300 |
| Theatre Teacher | 0.5 | 36,000 | 18,000 | 6,300 | 24,300 |
| | | | - | - | - |
| | | | - | - | - |
| | | | - | - | - |
| | | | - | - | - |
| TOTAL | 32.8 | | 1,096,000 | 330,600 | 1,426,600 |

Teachers
Admin

| |
|-------------|
| 17 |
| 2.75 |

Office / Administration

Expected New School Annual Operating Budget — YEAR: — Fiscal Year July 1-June 30

| REVENUE | Amount | Notes |
|--|--------------------|---|
| State Revenue | | |
| State Grant | \$2,107,000 | 2% increase + number of students |
| Common School Loan | | |
| State Matching Funds for School Lunch Program | \$130,775 | Estimate to support program, no added revenue |
| Professional Development | | |
| Remediation Program | | |
| Full-Day Kindergarten | | |
| Gifted and Talented Program | | |
| Textbook Reimbursement | \$89,250 | 70% reimbursed |
| Summer School | | |
| Donations and Gifts | \$21,250 | Estimated at \$25 per student |
| Other State Revenue (please describe) | | |
| Federal Revenue | | |
| Public Charter School Program (PCSP) Grant | | |
| Charter School Facilities Assistance Program Grant | \$150,000 | Implementation Grant |
| Title I - IV | \$128,775 | Based on historical averages and school size |
| Student Fee (2) \$75 | \$42,500 | \$100 per student |
| Federal Lunch Program | | |
| Federal Breakfast Reimbursement | | |
| Special Ed Funding | \$25,500 | Basic Special Education Funding |
| State Summer School Program | \$8,539 | Based on historical averages and school size |
| Other Revenue Federal sources (please describe) | | |
| Other Revenue | | |
| Committed Philanthropic Donations | | |
| Before and After Care Fees | | |
| Interest Income | | |
| Other (please describe) | | |
| Total Revenue | \$2,757,833 | |
| EXPENDITURES | | |
| Personnel Expenses | | |
| Wages, Benefits and Payroll Taxes | \$1,285,264 | Use staffing worksheet. |
| Substitutes | \$5,000 | |
| Professional Development | \$10,000 | |
| Supplies | \$10,000 | Designated for Teachers only |
| Other (please describe) | | |
| Total Personnel Expenses | \$1,621,264 | |

| Expected New School Annual Operating Budget -- YTD:02 -- Fiscal Year July 1-June 30 | | |
|---|------------------|---------------------------------------|
| Instructional Supplies and Resources | | |
| Textbooks | \$125,000 | \$100 per student |
| Library, periodicals, etc | \$5,000 | |
| Technology and H&A program | \$25,000 | |
| Assessment materials | \$9,000 | |
| Computers | \$20,000 | Upgrades and improvements |
| Software | \$2,000 | License |
| Other classroom supplies | \$17,000 | Basic classroom and art supplies |
| Field trips, other unclassified items | \$5,000 | Primarily transportation and fees |
| Co-curricular & Athletics | | |
| Other (please describe) | | |
| Total Instructional Supplies and Resources | \$215,000 | |
| Support Supplies and Resources | | |
| Administrative Computers | \$1,000 | Upgrades |
| Administrative Software | \$500 | Office software and upgrades |
| Administrative Docs, fees, other expenses | \$1,000 | |
| Office supplies | \$2,000 | Paper and basic office supplies |
| Other (please describe) | | |
| Total Support Supplies and Resources | \$5,500 | |
| Board Expenses | | |
| Charter Board Services, including Board Training, retreats | \$2,800 | Training and Research |
| Charter Board Supplies & Equipment | | |
| Charter Board Docs, fees, etc | | |
| Other (please describe) | | |
| Total Board Expenses | \$2,800 | |
| Professional Purchased or Contracted Services | | |
| Legal Services | \$5,100 | |
| Audit Services | \$5,830 | Annual RSIJ external review |
| Payroll Services & Accounting Services | \$61,000 | Outsourced and utilize office staff |
| Advertising | \$2,000 | |
| Printing/Newsletters/Annual Report Services | \$2,000 | |
| Consultants | \$40,800 | Guidance and program improvement |
| Internet Services | \$12,200 | Cloud server including basic software |

Expected New School Annual Operating Budget – YEAR 1 – Fiscal Year July 1-June 30

| | | |
|--|--------------------|---|
| Telephone/Telecommunication Services | \$6,120 | |
| Total Insurance Costs (per CSDE requirements detailed in charter school application) | \$20,000 | Incorporates annual increases |
| Travel | | |
| Postage | \$510 | |
| Special Education Services | | |
| Student Information Services | | |
| Food service | \$138,975 | Assumed covered by funding level |
| Transportation | | |
| Other (please describe) | | |
| Total Professional Purchased or Contracted Services | \$139,000 | |
| Facilities | | |
| Rent, mortgage, or other facility cost | \$275,000 | 2 % annual increase |
| Furniture | \$25,000 | New plus General repair |
| Gas/electric | | Included in Rent |
| Water/Sewer | | Included in Rent |
| Grounds Keeping | | Included in Rent |
| Maintenance Services | | Included in Payroll |
| Custodial | | Included in Payroll |
| Waste disposal | | Included in Rent |
| Other (please describe) | | |
| Total Facilities | \$300,000 | |
| Other | | |
| Contingency | \$25,000 | Unexpended |
| CSDE Administrative Fee | \$45,265 | Assume 2% of State Grant (Line 6) |
| COCC/CSDE Fee | | Included in accounting and Combaust fee above |
| Debt Service (DPF and common school loan) | | |
| Other (please describe) | | |
| Other (please describe) | | |
| Other (please describe) | | |
| Total Other | \$68,265 | |
| Total Expenditures | \$2,519,264 | |
| Carryover/Deficit | \$228,548 | |

Carried into Carryover (Deficit)

Positions from Organization chart with 3% increase from prior year. Benefits estimated at 30%.

| Position Description | Number of Staff Per Position | Average Salary for the Position | Total Salary | Benefits and Payroll Taxes | TOTAL Salary and Benefits |
|------------------------------|------------------------------|---------------------------------|------------------|----------------------------|---------------------------|
| Executive Director | 0.75 | 82,400 | 61,800 | 18,540 | 80,340 |
| Principal | 1 | 72,100 | 72,100 | 21,630 | 93,730 |
| Dean of Curriculum / Teacher | 1 | 53,560 | 53,560 | 16,068 | 69,628 |
| Facility Manager | 1 | 46,350 | 46,350 | 13,905 | 60,255 |
| Social Worker | 1 | 43,260 | 43,260 | 12,978 | 56,238 |
| Faculty Lead / Teacher | 1 | 41,200 | 41,200 | 12,360 | 53,560 |
| Dean of Students / Teacher | 1 | 46,350 | 46,350 | 13,905 | 60,255 |
| Teachers K-6 and Spec Ed | 13 | 37,080 | 482,040 | 144,612 | 626,652 |
| Administrative Manager | 1 | 36,050 | 36,050 | 10,815 | 46,865 |
| Nurse | 1 | 55,620 | 55,620 | 16,686 | 72,306 |
| Office Assistant | 1 | 25,750 | 25,750 | 7,725 | 33,475 |
| Teachers Aide / Half Day | 10 | 11,330 | 113,300 | 33,990 | 147,290 |
| Art Teacher | 0.5 | 37,080 | 18,540 | 5,562 | 24,102 |
| Music Teacher | 0.5 | 37,080 | 18,540 | 5,562 | 24,102 |
| PE Teacher | 0.5 | 37,080 | 18,540 | 5,562 | 24,102 |
| Computer Teacher | 0.5 | 37,080 | 18,540 | 5,562 | 24,102 |
| Sped Teacher | 1 | 37,080 | 37,080 | 11,124 | 48,204 |
| Librarian | 0 | 20,600 | - | - | - |
| Dance Teacher | 0.5 | 37,080 | 18,540 | 6,489 | 25,029 |
| Theatre Teacher | 0.5 | 37,080 | 18,540 | 6,489 | 25,029 |
| | | | - | | - |
| | | | - | | - |
| | | | - | | - |
| | | | - | | - |
| TOTAL | 36.8 | | 1,225,700 | 369,564 | 1,595,264 |

| Expected New School Annual Operating Budget – YEAR 3 – Fiscal Year July 1-June 30 | | |
|--|--------------------|---|
| REVENUE | Amount | Notes |
| State Revenue | | |
| Basic Grant | \$1,501,350 | 2% Increase x number of students |
| Common School Loan | | |
| State Matching Funds for School Lunch Program | \$145,364 | Estimate to support program, no added revenue |
| Professional Development | | |
| Remediation Program | | |
| Full-Day Kindergarten | | |
| Gifted and Talented Program | | |
| Textbook Reimbursement | \$29,750 | 70% reimbursed |
| Summer School | | |
| Donations and gifts | \$23,750 | |
| Other State Revenue (please describe) | | |
| Federal Revenue | | |
| Title I - IV | \$145,350 | Based on historical averages and school size |
| Student Fees | \$47,500 | \$100 per student |
| Federal Lunch Program | | |
| Federal Breakfast Reimbursement | | |
| Special Ed Funding | \$28,500 | Basic Special Education Funding |
| State Summer School Program | \$8,966 | Based on historical averages and school size |
| Other Revenue Federal sources (please describe) | | |
| Other Revenues | | |
| Committed Philanthropic Donations | | |
| Before and After Care Fees | | |
| Interest Income | | |
| Other (please describe) | | |
| Total Revenue | \$3,060,532 | |
| EXPENDITURES | | |
| Personnel Expenses | | |
| Wages, Benefits and Payroll Taxes | \$1,817,826 | Use staffing workbook |
| Substitutes | \$7,000 | |
| Professional Development | \$12,000 | |
| Books | \$20,000 | |
| Other (please describe) | | |
| Total Personnel Expenses | \$1,856,826 | |
| Instructional Supplies and Resources | | |

| Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30 | | |
|---|----------------|---------------------------------------|
| Textbooks | \$140,000 | \$400 per student |
| Library, periodicals, etc | \$5,100 | |
| Technology and HEAT program | \$25,300 | |
| Assessment materials | \$0,000 | |
| Computers | \$20,000 | Upgrades and improvements |
| Software | \$0,000 | Licenses |
| Other classroom supplies | \$10,000 | Basic classroom and art supplies |
| Field trips, other unclassified items | \$0,000 | Primarily transportation and fuel |
| Co-curricular & Athletics | | |
| Other (please describe) | | |
| Total Instructional Supplies and Resources | 160,400 | |
| Support Supplies and Resources | | |
| Administrative Computers | \$1,100 | Upgrades |
| Administrative Software | \$3,900 | Office software and upgrades |
| Administration Dues, fees, misc expenses | \$1,100 | |
| Office supplies | \$3,000 | Paper and basic office supplies |
| Other (please describe) | | |
| Total Support Supplies and Resources | \$5,750 | |
| Board Expenses | | |
| Charter Board Services, including Board Training, retreats | \$0,300 | Training and Research |
| Charter Board Supplies & Equipment | | |
| Charter Board Dues, fees, etc | | |
| Other (please describe) | | |
| Total Board Expenses | \$0,300 | |
| Professional Purchased or Contracted Services | | |
| Legal Services | \$5,200 | |
| Audit Services | \$0,700 | Annual ISU required review |
| Payroll Services & Accounting Services | \$02,424 | Outsourced and utilize office staff |
| Advertising | \$0,121 | |
| Printing/Newsletters/Annual Report Services | \$0,121 | |
| Consultants | \$41,510 | Classroom and program improvement |
| Internet Services | \$12,482 | Cloud server including basic software |

| Expected New School Annual Operating Budget — YEAR 2 — Fiscal Year July 1–June 30 | | |
|---|-------------|---|
| Telephone/Telecommunication Services | \$6,242 | |
| Total Insurance Costs (per KSB requirements detailed in charter school application) | \$11,212 | Incorporates annual increase |
| Travel | | |
| Postage | \$320 | |
| Special Education Services | | |
| Student Information Services | | |
| Food services | \$145,364 | Assumed covered by funding level |
| Transportation | | |
| Other (please describe) | | |
| Total Professional Purchased or Contracted Services | \$318,071 | |
| Facilities | | |
| Rent, mortgage, or other facility cost | \$242,617 | 2% annual increase |
| Furniture | \$26,000 | None plus General repair |
| Gas/electric | | Included in Rent |
| Water/Sewer | | Included in Rent |
| Grounds Keeping | | Included in Rent |
| Maintenance Services | | Included in Payroll |
| Custodial | | Included in Payroll |
| Waste disposal | | Included in Rent |
| Other (please describe) | | |
| Total Facilities | \$268,617 | |
| Other | | |
| Contingency | \$25,000 | Unspecified |
| ICSB Administrative Fee | \$1,227 | Assumed 2% of Basic Grant (Row 6) |
| CMO/EMO Fee | | Included in accounting and Consultant fee above |
| Debt Service (IFP and common school loan) | \$- | |
| Other (please describe) | | |
| Other (please describe) | | |
| Other (please describe) | | |
| Total Other | \$26,227 | |
| Total Expenditures | \$1,890,751 | |
| Carryover/Deficit | \$259,781 | |

Cumulative Carryover/Deficit)

Expected Charter School Staffing Needs – Year 3

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed.

| Positions from Organization chart with 4% increase from prior year. Benefits estimated at 39%. | | | | | |
|--|------------------------------|---------------------------------|------------------|----------------------------|---------------------------|
| Position Description | Number of Staff Per Position | Average Salary for the Position | Total Salary | Benefits and Payroll Taxes | TOTAL Salary and Benefits |
| Executive Director | 1 | 85,696 | 85,696 | 25,709 | 111,405 |
| Principal | 1 | 74,984 | 74,984 | 22,493 | 97,479 |
| Dean of Curriculum / Teacher | 1 | 55,702 | 55,702 | 16,711 | 72,413 |
| Facility Manager | 1 | 48,204 | 48,204 | 14,461 | 62,665 |
| Social Worker | 1 | 44,990 | 44,990 | 13,497 | 58,488 |
| Faculty Lead / Teacher | 1 | 42,848 | 42,848 | 12,854 | 55,702 |
| Dean of Students / Teacher | 1 | 48,204 | 48,204 | 14,461 | 62,665 |
| Teachers K-6 and Spec Ed | 15 | 38,563 | 578,448 | 173,534 | 751,982 |
| Administrative Manager | 1 | 37,492 | 37,492 | 11,248 | 48,740 |
| Nurse | 1 | 57,845 | 57,845 | 17,353 | 75,198 |
| Office Assistant | 1 | 26,780 | 26,780 | 8,034 | 34,814 |
| Teachers Aide / Half Day | 12 | 11,783 | 141,398 | 42,420 | 183,818 |
| Art Teacher | 0.5 | 38,563 | 19,282 | 5,784 | 25,066 |
| Music Teacher | 0.5 | 38,563 | 19,282 | 5,784 | 25,066 |
| PE Teacher | 0.5 | 38,563 | 19,282 | 5,784 | 25,066 |
| Computer Teacher | 0.5 | 38,563 | 19,282 | 5,784 | 25,066 |
| Sped Teacher | 1 | 38,563 | 38,563 | 11,569 | 50,132 |
| Librarian | 0 | 21,424 | - | - | - |
| Dance Teacher | 0.5 | 38,563 | 19,282 | 6,749 | 26,030 |
| Theatre Teacher | 0.5 | 38,563 | 19,282 | 6,749 | 26,030 |
| | | | - | - | - |
| | | | - | - | - |
| | | | - | - | - |
| | | | - | - | - |
| TOTAL | 41 | | 1,396,845 | 420,982 | 1,817,826 |

| Proposed New School Annual Operating Budget -- YEAR: -- Fiscal Year July 1-June 30 | | |
|--|--------------------|---|
| REVENUE | Amount | Notes |
| State Revenue | | |
| Basic Grant | \$1,000,000 | 2% increase a number of students |
| Common School Loan | | |
| State Matching Funds for School Lunch Program | \$100,000 | Estimate to support program, no added revenue |
| Professional Development | | |
| Remediation Program | | |
| Full-Day Kindergarten | | |
| Gifted and Talented Program | | |
| Textbook Reimbursement | \$100,000 | 70% reimbursed |
| Summer School | | |
| Donations and Gifts | \$00,000 | |
| Other State Revenue (please describe) | | |
| Federal Revenue | | |
| Title I-6 | \$100,000 | Based on historical averages and school size |
| Student Fees | \$00,000 | \$100 per student |
| Federal Lunch Program | | |
| Federal Breakfast Reimbursement | | |
| Special Ed Funding | \$00,000 | Basic Special Education Funding |
| State Summer School Program | \$0,000 | Based on historical averages and school size |
| Other Revenue (Federal sources) (please describe) | | |
| Other Revenue | | |
| Committed Philanthropic Donations | | |
| Before and After Care Fees | | |
| Interest Income | | |
| Other (please describe) | | |
| Total Revenue | \$1,400,000 | |
| EXPENDITURES | | |
| Personnel Expenses | | |
| Wages, Benefits and Payroll Taxes | \$1,000,000 | Use staffing workbook |
| Substitutes | \$0,000 | |
| Professional Development | \$00,000 | |
| Bonuses | \$00,000 | |
| Other (please describe) | | |
| Total Personnel Expenses | \$1,000,000 | |
| Instructional Supplies and Resources | | |

| Expected New School Annual Operating Budget -- Yr. 2024 -- Fiscal Year July 1-June 30 | | |
|---|------------------|---------------------------------------|
| Textbooks | \$129,500 | \$900 per student |
| Library, periodicals, etc | \$7,100 | |
| Technology and ILEAT program | \$107,000 | |
| Assessment materials | \$11,000 | |
| Computers | \$22,000 | Upgrades and improvements |
| Software | \$11,000 | Licenses |
| Other classroom supplies | \$21,000 | Basic classroom and art supplies |
| Field trips, other unclassified items | \$7,000 | Primarily transportation and fees |
| Co-curricular & Athletics | | |
| Other (please describe) | | |
| Total Instructional Supplies and Resources | \$343,600 | |
| Support Supplies and Resources | | |
| Administrative Computers | \$3,100 | Upgrades |
| Administrative Software | \$2,550 | Office software and upgrades |
| Administration Docs, fees, misc expenses | \$3,100 | |
| Office supplies | \$5,000 | Paper and basic office supplies |
| Other (please describe) | | |
| Total Support Supplies and Resources | \$13,750 | |
| Board Expenses | | |
| Charter Board Services, including Board Training, retreats | \$11,200 | Training and Research |
| Charter Board Supplies & Equipment | | |
| Charter Board Docs, fees, etc | | |
| Other (please describe) | | |
| Total Board Expenses | \$11,200 | |
| Professional Personnel and Contracted Services | | |
| Legal Services | \$5,700 | |
| Audit Services | \$7,763 | Annual ISBII required review |
| Payroll Services & Accounting Services | \$24,434 | Outsourced and utilize office staff |
| Advertising | \$4,121 | |
| Printing/Newsletters/Annual Report Services | \$4,121 | |
| Consultants | \$43,616 | Childcare and program improvement |
| Internet Services | \$13,483 | Cloud server including basic software |

| Expected New School Annual Operating Budget — VECAS 4 — Fiscal Year July 1–June 30 | | |
|--|-------------|---|
| Telephone/Telecommunication Services | \$6,367 | |
| Total Increases (Items per VCSH requirements detailed in charter school application) | \$31,836 | Incorporates annual increases |
| Travel | | |
| Postage | \$531 | |
| Special Educational Services | | |
| Student Information Services | | |
| Food service | \$162,372 | Assumed covered by funding level |
| Transportation | | |
| Other (please describe) | | |
| Total Professional Purchased or Contracted Services | \$344,238 | |
| Facilities | | |
| Rent, mortgage, or other facility cost | \$147,469 | 2.1% annual increase |
| Furniture | \$36,000 | New plus General repair |
| Gas/electric | | Included in Rent |
| Water/ Sewer | | Included in Rent |
| Grounds Keeping | | Included in Rent |
| Maintenance Services | | Included in Payroll |
| Contracted | | Included in Payroll |
| Waste disposal | | Included in Rent |
| Other (please describe) | | |
| Total Facilities | \$277,469 | |
| Other | | |
| Contingency | \$15,000 | Unspecified |
| VCSH Administrative Fee | \$38,054 | Assume 2% of Basic Grant (Row 6) |
| CMC/TAMO Fee | | Included in accounting and Consultant fee above |
| Debt Service (IFF and common school loan) | \$- | |
| Other (please describe) | | |
| Other (please describe) | | |
| Other (please describe) | | |
| Total Other | \$53,054 | |
| Total Expenditures | \$3,144,212 | |
| Carryover/Deficit | \$312,803 | |

Cumulative Carryover(Deficit)

Expected Charter School Staffing Needs -- Year 4

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed.

| Positions from Organization chart with 4% increase from prior year. Benefits estimated at 30%. | | | | | |
|--|------------------------------|---------------------------------|------------------|----------------------------|---------------------------|
| Position Description | Number of Staff Per Position | Average Salary for the Position | Total Salary | Benefits and Payroll Taxes | TOTAL Salary and Benefits |
| Executive Director | 1 | 89,124 | 89,124 | 26,737 | 115,861 |
| Principal | 1 | 77,983 | 77,983 | 23,395 | 101,378 |
| Dean of Curriculum / Teacher | 1 | 57,930 | 57,930 | 17,379 | 75,310 |
| Facility Manager | 1 | 50,132 | 50,132 | 15,040 | 65,172 |
| Social Worker | 1 | 46,790 | 46,790 | 14,037 | 60,827 |
| Faculty Lead / Teacher | 1 | 44,562 | 44,562 | 13,369 | 57,930 |
| Dean of Students / Teacher | 1 | 50,132 | 50,132 | 15,040 | 65,172 |
| Teachers K-6 and Spec Ed | 17 | 40,106 | 681,797 | 204,539 | 886,337 |
| Administrative Manager | 1 | 38,992 | 38,992 | 11,698 | 50,689 |
| Nurse | 1 | 60,159 | 60,159 | 18,048 | 78,206 |
| Office Assistant | 1 | 27,851 | 27,851 | 8,355 | 36,207 |
| Teachers Aide / Half Day | 14 | 12,255 | 171,563 | 51,469 | 223,032 |
| Art Teacher | 0.5 | 40,106 | 20,053 | 6,016 | 26,069 |
| Music Teacher | 0.5 | 40,106 | 20,053 | 6,016 | 26,069 |
| PE Teacher | 0.5 | 40,106 | 20,053 | 6,016 | 26,069 |
| Computer Teacher | 0.5 | 40,106 | 20,053 | 6,016 | 26,069 |
| Sped Teacher | 1 | 40,106 | 40,106 | 12,032 | 52,137 |
| Librarian | 0 | 22,281 | - | - | - |
| Dance Teacher | 0.5 | 40,106 | 20,053 | 6,016 | 26,069 |
| Theatre Teacher | 0.5 | 40,106 | 20,053 | 6,016 | 26,069 |
| | | | - | - | - |
| | | | - | - | - |
| | | | - | - | - |
| | | | - | - | - |
| | | | - | - | - |
| TOTAL | 45 | | 1,557,439 | 467,232 | 2,024,671 |

| Expected New School Annual Operating Budget – YEAR 3 – Fiscal Year July 1 – June 30 | | |
|---|--------------------|---|
| EXPENSE | Amount | Notes |
| State Revenue | | |
| Basic Grant | \$1,250,000 | 2% increase in number of students |
| Common School Loan | | |
| State Matching Funds for School Lunch Program | \$179,504 | Estimate to support program, no added revenue |
| Professional Development | | |
| Remediation Program | | |
| Full-Day Kindergarten | | |
| Gifted and Talented Program | | |
| Textbook Reimbursement | \$120,750 | 70% reimbursed |
| Summer School | | |
| Donations and gifts | \$28,750 | |
| Other State Revenue (please describe) | | |
| Federal Revenue | | |
| Title I - IV | \$179,400 | Based on historical averages and school size |
| Student Fees | \$37,500 | \$100 per student |
| Federal Lunch Program | | |
| Federal Breakfast Reimbursement | | |
| Special Ed Funding | \$24,500 | Basic Special Education Funding |
| State Summer School Program | \$9,883 | Based on historical averages and school size |
| Other Revenue Federal sources (please describe) | | |
| Other Revenue | | |
| Committed Philanthropic Donations | | |
| Before and After Care Fees | | |
| Interest Income | | |
| Other (please describe) | | |
| Total Revenue | \$3,360,979 | |
| EXPENDITURES | | |
| Personnel Expenses | | |
| Wages, Benefits and Payroll Taxes | \$2,242,325 | Use staffing workbook |
| Substitutes | \$7,000 | |
| Professional Development | \$14,000 | |
| Bonuses | \$30,000 | |
| Other (please describe) | | |
| Total Personnel Expenses | \$2,330,325 | |
| Instructional Supplies and Resources | | |

| Expected New School Annual Operating Budget -- Y2023 -- Fiscal Year July 1-June 30 | | |
|--|-----------|---------------------------------------|
| Textbooks | \$142,500 | \$500 per student |
| Library, periodicals, etc | \$7,100 | |
| Technology and IELT program | \$160,300 | |
| Assessment materials | \$11,000 | |
| Computers | \$20,000 | Upgrades and improvements |
| Software | \$11,000 | Licenses |
| Other classroom supplies | \$20,000 | Basic classroom and art supplies |
| Field trips, other unclassified items | \$8,000 | Primarily transportation and fees |
| Co-curricular & Athletics | | |
| Other (please describe) | | |
| Total Instructional Supplies and Resources | \$414,900 | |
| Support Supplies and Resources | | |
| Administrative Computers | \$5,000 | Upgrades |
| Administrative Software | \$1,500 | Office software and upgrades |
| Administration Dues, fees, misc expenses | \$5,100 | |
| Office supplies | \$5,000 | Paper and basic office supplies |
| Other (please describe) | | |
| Total Support Supplies and Resources | \$21,600 | |
| Board Expenses | | |
| Charter Board Services, including Board Training, retreats | \$13,478 | Training and Research |
| Charter Board Supplies & Equipment | | |
| Charter Board Dues, fees, etc | | |
| Other (please describe) | | |
| Total Board Expenses | \$13,478 | |
| Professional Purchased or Contracted Services | | |
| Legal Services | \$5,816 | |
| Audit Services | \$7,918 | Annual ISRTI required review |
| Payroll Services & Accounting Services | \$25,713 | Outsourced and on-line office staff |
| Advertising | \$4,204 | |
| Printing/Newsletter/Annual Report Services | \$4,204 | |
| Consultants | \$44,488 | Guidance and program improvement |
| Internet Services | \$13,754 | Cloud server including basic software |

| Proposed New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30 | | |
|--|-------------|---|
| Telephone/Telecommunication Services | \$6,493 | |
| Total Insurance Costs (per ICSD requirements detailed in charter school application) | \$32,473 | Incorporates annual increase |
| Travel | | |
| Postage | \$341 | |
| Special Education Services | | |
| Student Information Services | | |
| Food service | \$179,504 | Assumed covered by funding level |
| Transportation | | |
| Other (please describe) | | |
| Total Professional Purchased or Contracted Services | \$365,109 | |
| Facilities | | |
| Rent, mortgages, or other facility cost | \$282,419 | 3 % annual increase |
| Furniture | \$30,000 | New plus General repair |
| Gas/Electric | | Included in Rent |
| Water/Sewer | | Included in Rent |
| Grounds Keeping | | Included in Rent |
| Maintenance Services | | Included in Payroll |
| Custodial | | Included in Payroll |
| Waste Disposal | | Included in Rent |
| Other (please describe) | | |
| Total Facilities | \$282,419 | |
| Other | | |
| Contingency | \$15,000 | Unspecified |
| Indiana Charter School Board Administrative Fee | \$65,134 | Assume 5% of Basic Grant (Row 6) |
| CMO/CMO Fee | | Included in accounting and Consultant fee above |
| Debt Service (IFF and common school loan) | \$- | |
| Other (please describe) | | |
| Other (please describe) | | |
| Other (please describe) | | |
| Total Other | \$80,134 | |
| Total Expenditures | \$3,477,040 | |
| Carryover/Deficit | \$389,013 | |

Cumulative Carryover(Deficit)

Expected Charter School Staffing Needs – Year 5

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed.

| Positions from Organization chart with 4% increase from prior year. Benefits estimated at 30%. | | | | | |
|---|-------------------------------------|--|---------------------|-----------------------------------|----------------------------------|
| Position Description | Number of Staff Per Position | Average Salary for the Position | Total Salary | Benefits and Payroll Taxes | TOTAL Salary and Benefits |
| Executive Director | 1 | 92,689 | 92,689 | 27,807 | 120,495 |
| Principal | 1 | 81,103 | 81,103 | 24,331 | 105,434 |
| Dean of Curriculum / Teacher | 1 | 60,248 | 60,248 | 18,074 | 78,322 |
| Facility Manager | 1 | 52,137 | 52,137 | 15,641 | 67,779 |
| Social Worker | 1 | 48,662 | 48,662 | 14,598 | 63,260 |
| Faculty Lead / Teacher | 1 | 46,344 | 46,344 | 13,903 | 60,248 |
| Dean of Students / Teacher | 1 | 52,137 | 52,137 | 15,641 | 67,779 |
| Teachers K-6 and Spec Ed | 19 | 41,710 | 792,489 | 237,747 | 1,030,236 |
| Administrative Manager | 1 | 40,551 | 40,551 | 12,165 | 52,717 |
| Nurse | 1 | 62,565 | 62,565 | 18,769 | 81,334 |
| Office Assistant | 1 | 28,965 | 28,965 | 8,690 | 37,655 |
| Teachers Aide / Half Day | 16 | 12,745 | 203,915 | 61,175 | 265,090 |
| Art Teacher | 0.5 | 41,710 | 20,855 | 6,256 | 27,111 |
| Music Teacher | 0.5 | 41,710 | 20,855 | 6,256 | 27,111 |
| PE Teacher | 0.5 | 41,710 | 20,855 | 6,256 | 27,111 |
| Computer Teacher | 0.5 | 41,710 | 20,855 | 6,256 | 27,111 |
| Sped Teacher | 1 | 41,710 | 41,710 | 12,513 | 54,223 |
| Librarian | 0 | 23,172 | - | - | - |
| Dance Teacher | 0.5 | 41,710 | 20,855 | 7,299 | 28,154 |
| Theatre Teacher | 0.5 | 41,710 | 20,855 | 7,299 | 28,154 |
| | | | - | | - |
| | | | - | | - |
| | | | - | | - |
| | | | - | | - |
| TOTAL | 48 | | 1,728,646 | 520,679 | 2,249,325 |

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General Instructions for New School Applicants

- Complete the School Enrollment Projection tab in **ORANGE**
- Complete the Year 0 - Budget and Cash Flow tab in **PURPLE**
- Complete **ALL FIVE** annual budget tabs in **BLUE**
- Complete **ALL FIVE** staffing tabs in **GREEN**
- Enter information into the **WHITE** cells
- Do not enter information into the **GREY** cells

ATTACHMENT 18

Budget Narrative

Attachment 18 Budget Narrative

HIAT's assumptions and revenue estimates will include: food service program, full day kindergarten grant, textbook reimbursement, public charter school program (PCSP) planning grant, PCSP year 1 implementation grant, PCSP year 2 implementation grant, federal title I and title II grant programs, student activity fees, and IIF loans for furniture and equipment. Detail on significant revenue calculation assumptions are included in the notes section of each year's budget template. The IFF loan would be secured by the repayment beginning in October of year. HIAT has grant writers on the board 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 MV and surrounding community rates. The actual rate will most likely be higher than the rate of \$6000/ per student HIAT incorporated in the budget. Merrillville's current rate is \$5523. Per Pupil revenues are calculated using calendar year funding cycle based on previous September ADM enrollments. Common School Loan is calculated based on 100% ADM enrollment in year one using the formula on the Common School Loan application. For Subsequent years of increased enrollment of 15% or more, the Common School Loan is calculated based of increased enrollment.

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.

The local management has prepared the budget 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.

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.

Special Education teachers and 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 HIAT is seeking CRA Funds, Community Reinvestment ACT from banks within the community. These monies are not currently reflected in the budget.

Renovations' expense of \$50,000.00 has been included in the budget for construction of six additional classrooms.

A portion of the carryover funds generated as budgeted and by actual operations will be retained for capital and insurance reserve fund. Also, a portion has been designated "contingency fund" which if unused will be available to reduce debt. In addition, the budgets do include expenditures for capital in all years designed to cover repair and replacement of capital expenses based on experience.

ATTACHMENT 19

Existing Non-Profit Entry Financials

(Non-Applicable)