A PROPOSAL FOR
THE ESTABLISHMENT OF

Submitted to:
Indiana Charter School Board

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

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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.

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	7	350
Year 2	8	400
Year 3	9	450
Year 4	9	500
Year 5	9	550
At Capacity	9	550

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

Authorizer(s): One Submission - Ball StateUniversity

Submission date(s): January , 2010

Executive Summary

Mission and Vision

Mission and Vision State *the mission and vision of the proposed school. Identify and briefly describe the targeted community and student population(s) the school proposes to serve. NOTE: The mission statement provides the foundation for the entire charter school proposal. Accordingly, the rest of the application should fully align with and support the stated mission.*

The mission of the Heritage Institute of Arts & Technology (HIAT) is to provide an educational foundation that fosters student's future, pursues excellence, develops successful leaders, and beyond. Our mission is to teach and inspire students with a rigorous academic foundation through the integration of the arts and technology. We are dedicated to our diverse community, devoted to providing a high-performing Indiana charter school, and to be known for our high standards, academic excellence, and student achievement. Heritage Institute of Arts & Technology will provide an environment where students excel academically and have the passion to learn.

We will encourage our students to soar to their highest potential and to understand the importance of diverse technologies, various art forms, identify and build on their talents, and lifelong skills that prepare them for continued academic success as well as to make contributions as successful leaders of their community and beyond.

HIAT's vision is to fulfill the great and growing demands for better schooling options for Indiana students. Students will be endowed with an academically challenging, artistic and technologically rich curricula and programs designed to develop the mind, body, and character of each child. Students will excel through an integrated, problem-based curriculum, and culminating activities.

The Heritage Institute of Art and Technology (HIAT) will provide a unique and exciting opportunity to be immersed in the artistic and technological progress of the Information Age, which will equip them with an educational foundation that fosters future success and pursuit of excellence in high school, college, and beyond. HIAT will vigorously pursue the most current and advanced; innovative choices through technology and the arts, technologically advanced curriculum, successful instructional methodologies, opportunities for our professional educators, quality materials and resources, and professional development and equipment toward gains in improvement for our professional learning community that aims to provide a premier education to students in Lake County.

Heritage Institute of Arts and Technology will achieve this mission by:

- Enhancing the learning experience of our students by integrating the arts and technology into the academic curriculum across core subjects that provide methods and strategies to maximize each student's learning and support the diverse needs of our learners;
- Providing multifaceted and multi-dimensional opportunities for various Encore Programs, that are centered around the arts and technology;
- Hiring our leaders will hire qualified and competent instructional leadership that focuses on the instruction and prepares students to excel in a balanced and coherent program for curriculum;
- Enhancing the learning experience of our students by supporting the Indiana Academic Standards and Common Core Standards by integrating the effective use of technology and the development of skills including flexibility, adaptability, and higher order thinking, to maximize achievement of academic excellence;
- Viewing every student special and will celebrate, foster, and enrich the gifts and talents they possess within the school culture.
- Focusing on the importance of quality capacity within improvement strategies and to set the stage for successful future growth initiatives;
- Utilizing the multiple student state assessments, at minimal, as well as the National Educational Technology Standards (NETS) as assessment tools to benchmark achievement. This student achieving data will provide HIAT a framework to support instructional decision making and coherent evidence-based strategic initiatives.
- Committing to empowering and engaging parents, students, partners, and community members to form partnerships, expand opportunity, and to work together to ensure that students experience academic, social, and emotional growth.
- Transforming education to meet the needs of our students and the 21st century. We will capitalize on the unique ability and wide variety of the arts, and the ever-changing technology to unleash our student's creativity and innovation;

- Engaging in ongoing professional development that incorporates artistic and instructional techniques and strategies, and reflective practices to maximize resources and support of student learning and achievement; and;
- Leaving HIAT with a solid foundation in the arts and technology, providing them with a head-start in our global society.

Educational Need and Target Population

Educational Need and Target Population *Describe the educational needs and challenges of the targeted community and student population. Explain how the decision to serve this targeted population, including the grade levels you have chosen, would meet community needs.*

Heritage Institute of Arts & Technology is dedicated to serving the city of Merrillville, Indiana, and surrounding cities, to provide students with an educational community that encompasses different learning styles, and customized services that gives an expanded learning opportunity to students that have an educational need that is delivered in a non-traditional way.

Although the school will be open to any student, HIAT will primarily target students that will academically benefit from having the innovative choice of learning through the integration of the arts and technology. HIAT will seek to specifically recruit students who have an educational need to grow academically through; an atmosphere that encompasses different learning styles, learning under an alternative method, an innovative curriculum that is based on the integration of the arts & technology, an option in educational style that is delivered in a nontraditional way, and for something different than what is offered in traditional public schools.

HIAT is able to serve a diverse population of students with differing academic needs and styles. Heritage Institute of Arts & Technology intends to open for the school year of 2013-2014, with an estimate of 350 students in the grades K-6. Within our 5-year plan, one additional level will be added in the year 2014 and 2015, until the final addition of grade 8. This growth model will allow HIAT to create a unified school culture and to establish in the community. The chart represents HIAT's projected enrollment for the first five years;

Project Enrollment

Projected Enrollment									
School Year	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2013~2014	50	50	50	50	50	50	50		
2014~2015	75	50	50	50	50	50	50	25	
2015~2016	75	75	50	50	50	45	40	40	25
2016~2017	75	75	75	50	50	50	45	40	40
2017~2018	90	75	75	75	50	50	50	45	40

"The artistic expression of the academic experience using the technology of today"

HIAT is an open enrollment school and admits Indiana residing students throughout the state. Like traditional public schools, Heritage Institute of Arts & Technology will not discriminate based on disability, race, color, gender, national origin, religion, or ancestry. (IC 20-24-2-2)

Our proposed location, *Merrillville, Indiana*, is the twenty-sixth largest community in Indiana. It is located in the second largest county in the state of Indiana, Lake County, and is located approximately twenty-eight miles southeast of Chicago, Illinois. Merrillville is part of Lake County, whereas the community consists of citizens that are economically middle class with a low percentage of residents at the high or low end of the economic and social spectrums. Merrillville, as of 2010, there were 35,246 people and 14,842 households in the town. The racial makeup of the town was 46.40% White, 44.50% African American, 0.20% Native American, 1.20% Asian, 0.00% Pacific Islander, 4.60% from other races, and 3.20% from two or more races. Hispanic or Latino of any race was 12.90% of the population. About 8.9% of families and 12.0% of the population were estimated to be below the poverty line.

Public education in the city of Merrillville, Hobart, Crown Point and unincorporated sections of Lake County is provided by the Merrillville Community School Corporation. Merrillville Community School Corporation is a school district headquartered in Merrillville, Indiana.

Hobart is a city in Lake County, Indiana, as of the census of 2000; there were 25,363 people, 9,855 households, and 6,977 families residing in the city. The population density was 967.5 people per square mile (373.6/km²). There were 10,299 housing units at an average density of 392.9 per square mile (151.7/km²). The racial makeup of the city was 93.73% White, 1.39% African American, 0.21% Native American, 0.54% Asian, 0.02% Pacific Islander, 2.60% from other races, and 1.51% from two or more races. Hispanic or Latino of any race was 8.05% of the population.

Crown Point is a city in Lake County, Indiana, as of 2010; there were 27,317 people and 10,976 households in the city. The racial makeup of the city was 88.20% White, 6.30% African American, 0.20% Native American, 1.80% Asian, 1.90% from other races, and 1.60% from two or more races. Hispanic or Latino of any race was 8.10% of the population.

Public Education in the community serves Merrillville, Hobart, Crown Point and unincorporated sections within Lake County.

HIAT's proposed location is Merrillville, Indiana and will have an open enrollment for Indiana residing students throughout the state. In addition to the cities the Public Education covers outside of Merrillville. HIAT will be able to provide opportunity for school choice in additional neighboring cities to Merrillville, Indiana. This includes, but not limited to; Griffith, Schererville, St. John and Lake of the Four Seasons, all to which are approximately ten (10) miles from the city of Merrillville, Indiana.

Survey Questions and Rationale from Parents and Community Input

There were 137 Survey questions distributed in and conducted at various locations in Lake County to parents and the community. An outstanding percentage of participants expressed support for HIAT. Listed below is a detailed breakdown of survey results;

Questions	Yes	No	% Yes	% No
1. Are you satisfied with the Lake County Public Schools?	45	92	33%	67%
2. Do you feel that schools currently teach children enough about the arts and technology?	35	102	26%	74%
3. Should parents have more choice about where to send their children to school?	132	5	96%	4%
4. Do you feel that it is important for children to have experiential learning opportunities related to the arts and technology?	113	24	82%	18%
5. Are you familiar with charter schools?	99	38	72%	28%
6. If you are familiar with charter schools, how would you rate them?				
a. Favorable: 58 = 43%				
b. Somewhat favorable: 36 = 26%				
c. Unfavorable: 6 = 4%				
d. Neutral: 37 = 27%				

As a nation, and at Heritage Institute of Arts & Technology we believe and understanding that all students benefit from the opportunity to learn about and to experience the benefits of the arts and technology. The goal of HIAT is to address the need both for school choice and opportunity to provide different learning styles, which will benefit student's learning needs, through the our unique curricular opportunity, to students in Merrillville, Indiana and the surrounding area. And, to allow for the earliest possible development of literacy and problem solving skills that will provide students with future opportunities for academic success in high school and beyond. The non-profit, Heritage Institute of Arts and Technology is dedicated to establishing a school in Merrillville, Indiana that offers a choice and provides an educational atmosphere of creativity and diversity designed to help close the widening "achievement gap". HIAT will provide a high-quality and complete 21st-century education that includes learning in and through the Arts and Technology.

Incorporating the Arts & Technology will cater to a large variety of learning styles in the classroom, therefore will go beyond traditional schooling; as in lecturing, note-taking, and essays, which tends to cater to only one learning style. At HIAT, the Arts and Technology learning experiences play a vital role in academic development of our students, and will cater to many learning styles. The use of the Arts & Technology in the classroom enables more students to learn, whereas with multiple styles of learning will enhance student's critical thinking, innovation, imagination, and creativity and meet all students' needs. With this integration of the Arts and Technology, all students from every culture, geographic region, and socioeconomic level will encompass several benefits. HIAT will offer a comprehensive integrated academic and performance curriculum where students can connect with their creativity, personal expression, and reflection.

*In the federal **No Child Left Behind Act**, also known as NCLB, the arts share equal billing with reading, math, science, and other disciplines as "core academic subjects," which can contribute to improved student learning outcomes.*

Students will connect with their artistry and acquire creative knowledge that will develop a mastery of skills with their content standards and maintaining a standard of excellence. Students will learn to interpret and communicate their knowledge and skills through applied arts and technology.

The Artistic Need

HIAT's goal within the student's artistic need; is to assess as many ways as possible to support, energize, and connect students to the learning process, within society, study, and in the community. One major goal of this practice is to engage students both intellectually and emotionally. A comprehensive education for every student is to integrate the arts into the curriculum with such arts as; weaving, dance, music, theater, and visual arts. Incorporating the Arts into the curriculum will encourage student's critical skills, but also will enhance student's creative thinking skills. The Arts will give the opportunity, for students in any classroom, to have a variety of learning styles that will address individual learning needs. Arts learning experience contribute to social skills, motivational skills, certain thinking skills that are considered to be the basic skills for success in a school. Its multiple benefits are basic, academic, and comprehensive, which all of these contributes to student achievement and success. HIAT will ensure that all students have the opportunity to learn about and experience the benefits of the arts. Heritage Institute will provide a rich artistic learning atmosphere of the creative arts, developing students' artistic abilities and provide the opportunity for enriched learning and problem solving experiences.

Benefits of artistic development include:

- Students who participate in arts learning experiences often improve their achievement in other realms of learning and life;
- A toner learner will benefit from incorporating music in the classroom.
- Students whom are in a well-articulated age-appropriate visual and performing arts environment, sparks and maintains student engagement and academic achievement;
- A kinesthetic learner will enhance their learning style from classroom activities that involve role-playing or dance and movement experiences.
- Social Skill - Certain arts activities promote growth in positive social skills, including self-confidence, self-control, conflict resolution, collaboration, empathy and social tolerance. Research evidence demonstrates these benefits apply to all students, not just the gifted and talented Creates an affirming, enriched environment, and inclusive learning;
- Motivation to Learn -The arts nurture a motivation to learn by emphasizing active engagement, disciplined and sustained attention, persistence and risk taking, among other competencies;
- Thinking Skills - (sometimes referred to as cognitive skills) is a broad term that refers to the operation of various thought processes. Reasoning ability, intuition, perception, imagination, inventiveness, creativity, problem-solving skills and expression are among the thought processes associated with study of the arts;
- Actively accesses and develops student voice and provides advantages for leadership skills.
- Artistic traditions of iconoclasm mean that artists are likely to take up lines of inquiry devalued by others.
- Certain types of music instruction help develop the capacity for spatial temporal reasoning, which is integral to the acquisition of important mathematics skills. Spatial temporal reasoning refers to the ability to understand the relationship of ideas and objects in space and time; Performing arts enables students to gain self-confidence and life skills;
- Forms of arts instruction enhance and complement basic reading skills, language development and writing skills. For example, dance has been employed to develop reading readiness in very young children, and the study of music has provided a context for teaching language skills;
- Implements stronger family values and community engagement programs and draws upon community funds of knowledge that informs, contribute, and support;
- The valuing of social comments means that artists are likely to integrate widely ranging cultural issues in their research.
- The arts help create the kind of learning environment conducive to teacher and student success by fostering teacher innovation, a positive professional culture, community engagement, increased student attendance, effective instructional practice and school identity
- Develops caring relationships which is the core attribute to inspire students to work academically.
- Artists are more likely to incorporate criteria such as celebration and wonder than commercial enterprises;
- Uses culture to promote positive identities;
- Artistic valuing of creativity and innovation means that new perspectives might be applied to inquiries.

The Technology Need

Technology is ever changing. It leaps off the theater screens, flat screen, televisions, computer monitors, IPads, IPods, cell phones, and is in everything and is everywhere! It is not a fad. Technology is ever-present, touching almost every part of our lives, our communities, our homes. The importance of integrating technology into the classroom learning will help students acquire the skills they need in order to survive in a complex, highly technological knowledge-based nation. Technological advances have resulted in globalization that requires 21st century learners to be able to actively engage in creatively thinking. In order to provide a robust classroom experience, HIAT's will integrate technology and focus on ways that call for flexibility in thought, rationality, creative thinking, and curriculum relevancy Effective education must provide students with the necessary technology skills to be competitive in a global job market. HIAT has integrated technology across the curriculum in multiple ways to deepen and enhance the learning process. Technology at HIAT will be routine and transparent and will support curricular goals. Students will learn through projects that will allow the class to be intellectually challenged while providing them with analysis and problem solving skills. The integration of technology will offer teachers effective ways to reach different types of learners and gives multiple means to assess student understanding.

Technology is a proven method for improving learning and researchers have concluded students have better results on standardized test, but more importantly integration of technology across the curricula benefits the student's learning. Technology acts as a catalyst for change and at HIAT we will enable the opportunity for students to have a proven method for improving learning where they are not able to perform at their peak in traditional classrooms.

Educational technology has the following benefits:

- Brings the world to the classroom. Students are introduced to people, places, and ideas they might otherwise not be exposed to;
- Using technology to support instruction improved student outcomes in language arts, math, social studies, and science
- In studies of large-scale statewide technology implementations, these efforts have been correlated with increases in students' performance on standardized tests.
- Literacy skills – including phonemic awareness, vocabulary development, reading comprehension, and spelling, supports student learning gains.
- Mathematics- supports experimentation and problem solving;
- Provides multiple learning modes for students;
- Enables students to learn through hands on experiences. Studies have confirmed that children who are actively engaged in learning, learn more;
- Gives teachers and students opportunities that would otherwise be extremely difficult to realize in classroom contexts.
- Assessment, information access, collaboration, and expression are four areas where educational technologies demonstrate particular promise;
- Integration and utilization of technology with traditional instruction produces higher academic achievement than does traditional instruction alone;
- Networked projects, where students work with others and conduct their own research and analysis, can transform students into committed and exhilarated learners;
- Makes parents partners in their children's education by connecting the school with homes, libraries and other means.
- Makes it possible for educators to teach at more than one location simultaneously. Vastly expands opportunities for students in small, remote areas, linking them to students in more diversely populated, urban and suburban areas;
- Enables educators to accommodate the varied learning styles and paces of learning within the classroom through individualized instruction techniques proven to increase student achievement;
- Encourages students to become lifelong learners, who can access, analyze, and synthesize information from a variety of sources;
- At-risk students- students that may normally be disruptive in the classroom are more engaged and cooperative when using technology to learn
- Greater cooperation and collaboration, higher levels of learning, more confidence, and more willingness to participate in learning activities
- Enables administrators and educators to reduce time spent on administrative duties, thereby allowing more time to assist the students in becoming more efficient.
- Makes students proficient in the skills that are required to be effective in the job market.

The Impact of the Performing Arts & Technology on Learning

THE IMPACT OF THE PERFORMING ARTS & TECHNOLOGY ON LEARNING

The fabric of HIAT is the dedication in helping students learn to work effectively in the school environment, have a drive for excellence, and to achieve academic success. Creativity is a driving force in the 21st-century global economy. As the world becomes more complex, the skills that students need to acquire and master are quickly changing. The value of Performing Arts & Technology shapes student's abilities and characters and studies show that there is a direct link between the Performing Arts & Technology and student achievement. Just a few of the facts that we can report about the ways that the Performing Arts & Technology is correlated with success in school:

*"**Music is about** communication, creativity, and cooperation, and, by studying music in school, students have the opportunity to build on these skills, enrich their lives, and experience the world from a new perspective." — **former President Bill Clinton***

- The **U.S. Department of Education** lists the arts as subjects that college-bound middle and junior high school students should take, stating "Many colleges view participation in the arts and music as a valuable experience that broadens students' understanding and appreciation of the world around them. It is also well known and widely recognized that the arts contribute significantly to children's intellectual development." In addition, one year of Visual and Performing Arts is recommended for college-bound high school students. (Getting Ready for College Early: A Handbook for Parents of Students in the Middle and Junior High School Years, U.S. Department of Education, 1997)
- The integration of education technology provides students with 21st century skills. In using technology for instruction and learning, students gain more than just knowledge in core subject areas — they also acquire skills necessary to be productive and competitive in the workplace, in higher education, and in military or community service. **ISTE, the State Educational Technology Directors Association (SETDA), and the Partnership for 21st Century Skills** have identified these as the abilities to "communicate, collaborate, analyze, create, innovate, and solve problems."

- The **U.S. Department of Education** lists the arts as subjects that college-bound middle and junior high school students should take, stating "Many colleges view participation in the arts and music as a valuable experience that broadens students' understanding and appreciation of the world around them. It is also well known and widely recognized that the arts contribute significantly to children's intellectual development." In addition, one year of Visual and Performing Arts is recommended for college-bound high school students. (Getting Ready for College Early: A Handbook for Parents of Students in the Middle and Junior High School Years, U.S. Department of Education, 1997)
- The **Chicago Arts Partnership in Education** implemented artist collaborations, integrating the arts into the general curriculum at selected schools. Math and reading scores showed significant improvement for the students by the sixth year of the study. — *James S. Catterall, Lynn Waldorf. "Chicago Arts Partnerships in Education: Summary Evaluation." Imagination Project at UCLA Graduate School of Education & Information Studies*
- Students who participated in arts programs in selected elementary and middle schools in New York City showed significant increases in self-esteem and thinking skills. — ***National Arts Education Research Center**, New York University, 1990*

Community Engagement

***Community Engagement**. Explain the relationships, if any, that you have already established to engage students, parents, and the community for the proposed school. If you have assessed demand and/or solicited support for the school, briefly describe these activities and the status of your efforts.*

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. HIAT also created a flyer that was blitzed throughout the Merrillville Area. 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. In addition, a letter was sent to and a meeting held with Dr. Tony Lux, Superintendent of the Merrillville School Corporation, to keep him informed of HIAT development plans.

Several organizations have expressed interest in partnering with HIAT and the board continues to seek collaborations to support implementation of HIAT curriculum and programs. Organizations that have expressed collaborative interest include the Indiana Ballet Theatre Northwest, Rubino's Music Center, which could offer opportunities to enhance the creative arts programs and integrated curriculum; the Boys and Girls Clubs of Northwest Indiana that plan to partner with HIAT to provide afterschool tutoring; Lakeshore Public Television's Lakeshore Kids program, which shares a commitment to kids and implements *Ready To Learn*, an educational outreach program funded by a grant from the U.S. Department of Education; 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 & Nobles, 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.

Education Plan/ School Design

Education Plan/School Design. *Provide an overview of the school's education program, including key non-negotiable elements of the school design. Briefly explain the evidence base that demonstrates the school model will be successful in improving academic achievement for the targeted student population.*

Heritage Institute of Arts & Technology's key design elements is the foundational aspects of the school, which will be critical to its success. HIAT views a young learner's early years as a precious resource which is the solid foundation to build the student's lifetime of learning. The education program features a rigorous approach to the basic academic disciplines as the main framework for instruction with the integration of the Arts & Technology. The primary objective of instruction is for all students to be on grade level and prepared for a following successful school year experience. The curriculum is designed to meet those objectives and will be grounded in the mission of HIAT.

We believe that students excel academically when they receive options that focus on different learning styles and a solid foundation core curriculum on which to build. With this in mind, we have chosen to utilize Pearson Scott Foresman as our core instructional program, the foundation of our curriculum, which has been a leader in all curricular areas in the state of Indiana, for decades. The core instructional program ensures that our educational program is aligned, for maximum accountability, with the Indiana Academic State Standards and the Common Core Standards. A clear set of standards outlines expectations for student learning and provides a focal point for teachers in lesson development and implementation. The Pearson Scott Foresman curriculum provides uniformity in content taught across the state in the entire core courses, which includes various instructional strategies in the activities provided. Supplemental materials will support the core content areas. Most importantly, the Pearson Scott Foresman curriculum allows content to be taught prior to standardize testing, which will give the opportunity for our teacher's additional time to assess student mastery of the content. In addition to the curriculum design, our teachers will use created lesson plans based on the grade-level expectations and common classroom instructional strategies to further address the diversity of our students. Collaborative team teaching will be used at Heritage Institute of Arts & Technology to support and model strategies for all learners, especially those with special needs.

HIAT will provide a strong academic focus in arts and technology in every facet of the educational to improve student's academic achievement. Our goal is to educate the whole child, and to provide different learning styles by integrating the Arts & Technology across core subjects that utilizes theme-based projects to bring the world to the classroom through hands on experiences and actively engaged learning. The strategic, creative integration of the Arts & Technology into the school's program will build and strengthen the skills of the students and increase student achievement abilities. HIAT will utilize computer-based art instruction designed to foster students' literacy, creativity and technological skills. This curriculum includes digital painting, image editing, book making, digital storytelling, photo manipulation, and presentations. A comprehensive education for every student is to integrate the arts into the curriculum by weaving such arts in the fabric of the curriculum, such as; drama, dance, music, theater, visual arts and technological activities that pertain to the arts. Completions of themed units will culminate in a presentation of student work, involving parents and families in the educational program. Another hallmark of the overall school model is the incorporation of technology across the curriculum. Technology at HIAT will be routine and transparent and will support curricular goals. Students will learn through projects that will allow the class to be intellectually challenged while providing them with analysis and problem solving skills. The development of grade level themes will facilitate integration of PBL in across disciplines supporting cross-curriculum integration. Students will work collaboratively to identify and solve problems related to themes and all work will culminate in a product that demonstrates the mastery of theme concepts and standards. Technology is a proven method for improving learning and researchers have concluded students have better results on standardized test, but more importantly integration of technology across the curricula benefits the student's learning. The incorporation of technology is aligned with the National Education Technology Standards (NETS). The integration of technology will offer teachers effective ways to reach different types of learners and gives multiple means to assess student understanding.

Research has demonstrated that the academic achievements of students increase when content, instruction, and assessment are aligned. HIAT will take advantage of effectively using technology to create a data-driven culture where students, teachers, and administration will be incorporated the use of technology across the school. Technology will be used to gather data and using the data to assess and inform instruction, used for teacher training in technology and professional development, using technology to improve efficiency, and student assessments. In addition assessments that are integrated within the curriculum, teachers can use technology to pre-administer assessments to determine student levels as well as ongoing assessments (formal and informal) to monitor student progress and achievement levels. This will help teachers identify students who are on target as well as those in need of additional assistance. Intervention will take place with targeted students in forms of utilizing small groups, increase instructional time, and designed-specific materials to address their specific need. Effectiveness of curriculum materials and different teaching methods are analyzed within the assessments.

Our staff will be required to participate in substantial professional development. Prior to the start of the school year, our teachers will attend site-based professional development that will focus on effective implementation of the curricula. Professional development will include extensive training for our teachers on grade-level expectations, best practices, core curriculum, innovation in the integration of the Arts & Technology, critical thinking strategies, and assessments.

It is our belief that the curriculum we have chosen will allow us to reach this goals and fulfill our mission.

Vision for Growth

Vision for Growth. *Outline your vision and five-year growth plan for the school. If you are planning to add grades or expand enrollment in the second or subsequent years of school operation, explain your plan and the rationale for it.*

Heritage Institute of Arts & Technology's primary goal is to establish the school as a premier choice in the community of Merrillville, Indiana and to have strong academic results. HIAT will open in the school year of 2013-2014 and a projected student enrollment at full scale is 350 students. With classrooms at approximately 25 students, HIAT plans to open with two kindergarten classes, two first grade classes, two second grade classes, two third grade classes, two fourth grade classes, two fifth grade classes, and two sixth grade classes, in the first year concluding grades K-6. In the school year of 2014-2015, HIAT will add the seventh grade classes to accommodate the previous year graduates of sixth grade and to meet the growth plans of HIAT. Additional seventh grade classes increase in the following years, including the addition of eighth grade in the school year of 2015-2016. The projections reflect additional beginning grades to increase as student growth evolves. In year five, 2017-2018, HIAT will reach its goal of student growth at a total of 550 students.

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
2013~2014	2	2	2	2	2	2	2	0	0	350
2014~2015	3	2	2	2	2	2	2	1	0	400
2015~2016	3	3	2	2	2	2	2	2	1	450
2016~2017	3	3	3	2	2	2	2	2	2	500
2017~2018	4	3	3	3	2	2	2	2	2	550

HIAT's first year is to establish ground, build, and focus on strong student's academic skills and results, parental engagement, additional services, community awareness, performance of school, engage parents in their child's education, cultivate community relationships, satisfaction of parent and teachers, professional development, operation success, additional funding, which are among the few. This strategy will build on HIATs experience and knowledge. To strengthen and build the school within the first year will help unlock community trust, increase awareness to choice of educational experience, and new public funding.

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. A formal review on a yearly basis will be conducted to measure the progress against its metrics and to evaluate risk, opportunities, school's impact, internal initiatives, and external environment.

Phase One

HIAT's growth will occur in two phases. In the first phase, 2014, HIAT will continue to strengthen and build the school in anticipation of further growth. We will seek to expand the impact to reach more students and communities and to set the standard for quality and outcomes. In addition to its direct impact on students, families, and community, HIAT will seek to validate and assess the model for learning experiences to increase student achievement and turn around low-performing students. HIAT has forecasted a moderate growth pattern to set the stage of growth expectations. HIAT will cover costs with state and federal per-pupil funding and start-up funding. Within the first phase, HIAT will develop a partnership model, stronger teams, and scalable internal and IT systems to drive the next growth phase. Our First Phase goals, in part, consist of;

- Curriculum and Outcomes: Deliver high-quality curriculum and achieve strong student outcomes.
- Hire & Professional Development: HIAT will utilize professional development and recruitment of staff to efficiently prepare educators to deliver the academic model. In addition to hiring high-performing teachers, key initiatives to expand professional development & on-boarding system, within school's capacity budget, in order to deliver higher quality of additional in-person, pre-starting, and in-service training.
- Partnership Building: HIAT will continue to diversify fundraising by increasing local partnership-building, communication, new business development activities, leverage new resources, and awareness. HIAT will focus on growing the network of the school and interest in new student enrollment that seeks school options, school choice, and a innovative opportunity to have multiple learning style needs to be met through the incorporation of the Arts & Technology.
- Secure Growth Funding: Achieve bottom line goals through effective research & development of grant participation and public fundraising. HIAT will pursue additional grants and private sources to achieve its goals. Growth funding will help further expense management in; additional professional development initiatives, community relations and awareness, material & resources for teachers, and equipment, systems, IT software, extensions in services within the Arts & Technology.

- Produce Strong Impact: Developing new partnerships will add to HIAT's credibility and generate additional interest, stronger proof of impact, and create new opportunities.

Phase Two

In the second phase, 2015, the school will build on the goals of Phase One, refine the strategy and implement it to reach HIAT's full potential. The second phase will include strategic milestones during which HIAT will assess its impact and progress, and reevaluate its strategy. As HIAT grows, HIAT will continue to implement its successful model and will refine its secondary model to enhance students' achievements and outcomes and make fundamental differences throughout the school and community. Our Second Phase goals, in part, consist of;

- Refine Core Art & Technology Systems: HIAT will further develop the Arts & Technology infrastructure that drives student enrollment, core program activities, recruitment of talent, diversified learning initiatives, parent communication, and operating efficiency.
- Invest in Talent: HIAT will further invest in the development of strong school leaders, teams, teachers, Board of Directors, and all levels of the organization through new professional development programs, strategic partnerships, enhanced performance management, and succession planning.
- Increase Communication Initiatives: HIAT design and implement new communication activities and will leverage expertise in PR and branding to increase brand awareness in order to reach more parents and advance its sustainability plan.
- Establish Developed Relationships: HIAT will develop established partnerships to strengthen local funding and loyalty opportunities.
- Efficiency: Apply information technology solutions to program activities to further reduce operating cost per student. Investments in the capacity of staff recruitment, professional development training, and student enrollment activities will drive down operating school cost.

Governance and Leadership

Governance and Leadership. *Provide an overview of the school's governance, management structure and leadership team. Highlight the strengths of the proposed governing board and leadership team. Explain how the governance and management structure will provide for stable, effective governance and leadership for the proposed school.*

The articulated governance structure of HIAT is within all applicable laws and regulations with clear lines of accountability for the Board of Directors, school leadership and the staff of the school. A purposeful blend of skills and experiences of the Governing Board was carefully selected to provide strategic direction, oversight and fulfill all fiduciary obligations of Heritage Institute of Art's & Technology to fulfill the mission and goals.

HIAT has built a diverse and capable governance body that is essential for long-term success. Heritage Institute of Arts & Technology's school is governed by an independent non-profit Board of Directors. 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 school's governance and organizational design structures have characteristics such as; a board that is compliant with all applicable laws and regulations, open-door laws and conflict of interest regulations, compliant with Board by laws. In accordance to the National Alliance for Public Charter Schools, they suggest that Charter School revisits their organization chart and create defined paths to leadership. This route should be an obvious route for those who want to move into leadership roles. They suggest that even the smallest charter school should be thinking about leadership succession from day one. And, it demonstrated accountability within the step-by-step succession plan to clearly show promotion in leadership roles. They emphasized on time and resources, and how research has demonstrated that principals want and should spend more time on activities that bear a greater relationship to student learning and less time on financial resources, paperwork, and "bureaucratic" type responsibilities. This was taken in account with the development of HIAT's leadership roles, leadership accountability, succession planning, and building shared knowledge throughout the school.

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.

Founding Group
Section I - Evidence of Capacity

Founding Group Membership

1. Identify the key members of the Founding Group for the proposed school. Identify only individuals who will play a substantial ongoing role in school development, governance and/or management, and will share responsibility for the school. These may include proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school's development or operations. Explain the Founding Group's collective qualifications for establishing a high-quality school in Indiana and assuming stewardship of public funds, including your capacities in areas such as:

- *School leadership, administration and governance*
- *Curriculum, instruction and assessment*
- *Financial, business and school operations management*
- *Performance management*
- *Parent and community engagement*
- *Facilities management*

See Attachment 1, full resumes (no page limits for this attachment)

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 and school leadership's consists of community leaders, K-12 leaders, university leaders, professional leaders, and parents. The Governing 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 members of the governing board are Dr. Darlene Adamson Henderson, President, Calvin White, Binika Henderson, Dr. Jill Karn J.D, Carol King, Rebecca Wyatt, J.D., Darnieshia Morris, Maurice John Preston Sr., Linda Romo, Thomas Rowland, Jeanine Scott, and Gloria Tuohy.

Dr. Darlene Adamson Henderson 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.

Calvin White of Merrillville, IN received his Bachelor of Arts Degree and Pastoral Studies from Moody Bible Institute. He was the former pastor of Clybourne Gospel Church, Chicago, IL, Youth Director, and mentor of Project Skill and Hire The Future inner city youth job-placement; Certified Marriage Counselor, Prepare Enrich/Life Innovations; Marriage Seminar Facilitator; Corporate Management for twenty-two years with Fortune 500 Company; member of Kappa Alpha Psi Fraternity, Inc. Through his professional expertise and faith base affiliation, Mr. White has worked with various people and groups from all walks of life. He shares the commitment and passion of providing a school of Arts and Technology.

Dr. Jill Karn, J.D. Dr. Jill Karn, J.D. is 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 who 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.

Binika Henderson has lived in the Merrillville area for many years, and knows the community very well. She brings us her expertise in the area of facilities and assisting with finance. She is the owner of Heritage Real Estate Service Inc. and had key advising positions at premiere financial institutions such as Primerica Financial Services, Western Southern Financial Group and AON Corporation. She is currently a licensed Realtor with McColly Real Estate. Binika has helped Heritage Institute of Arts & Technology make informed decisions for its future facility. She received her Bachelor's of Arts degree from Purdue University with a minor in business. Her experience will assist in managing the facility for HIAT. Binika will assist in ensuring the dreams and visions for the children of Heritage Institute become a reality.

Darnieshia Morris a resident of Merrillville, IN for over 16 years and a graduate of Merrillville High School has a passion for community involvement and extends her charity through her non-profit organization, Woman2Woman Movement. This organization empowers, assists and serves women and young girls within Northwest Indiana through programs and activities. Holding her B.S in Healthcare Management, she combines her efforts to bring vital attention to health and wellness education amongst women and adolescent girls. Currently pursuing her MBA, she aspires to be an asset to her organization and offer her expertise to Heritage Institute of Arts and Technology.

Maurice John Preston Sr. author of the "Hallelujah Juice man" is a native of Gary, Indiana. He received "2007 Martin Luther King, Jr. Drum Major Award Recipient. He became the first African American to be hired by the largest insurance company in America, Metropolitan Life Insurance. After 25 successful years with Metropolitan, Maurice started his own Insurance/Brokerage and Investment marketing firm. Over the years Maurice continues to serve on many boards and organizations in his community. He is a past president of: the City of Gary's School Board of Trustees, Planning Commission, Board of Zoning Appeals, Boys Club of Northwest Indiana, Midwest Investment Club of Gary, Indiana (Senior Partner). Maurice is an active member of First A.M.E. Church and servers on various church boards and committees as well. He is currently the Secretary of Gary's Economic Development Commission. His marketing skills will be utilized to inform the community of Heritage Institute of Arts and Technology.

Gloria Tuohy 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 Ceccetti 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 Merrillville 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 Merrillville, 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 manor. 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.

Jeanine Scott of Griffith, Indiana, has been an educator for 24 years. Jeanine received her Bachelor's of Science in Elementary Education from Indiana University and her Special Needs-Mild Intervention license from Indiana Wesleyan University. She has experience in preschool through middle school age children. Jeanine ran a private daycare for 8 years. She is a director for Royal Family Kids Camp, a camp for foster children from Lake County; In. Jeanine is a volunteer at her church daycare. Currently, Jeanine is a tutor and the teacher manager for Sylvan Supplemental Education Services. She is in charge of all the training, scheduling and enrichment programs for teachers and quality control of all SES programs. With her vast experience with various age groups, her dual degree and her experience managing teachers, she would be a great asset to Heritage Institute.

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 & 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:

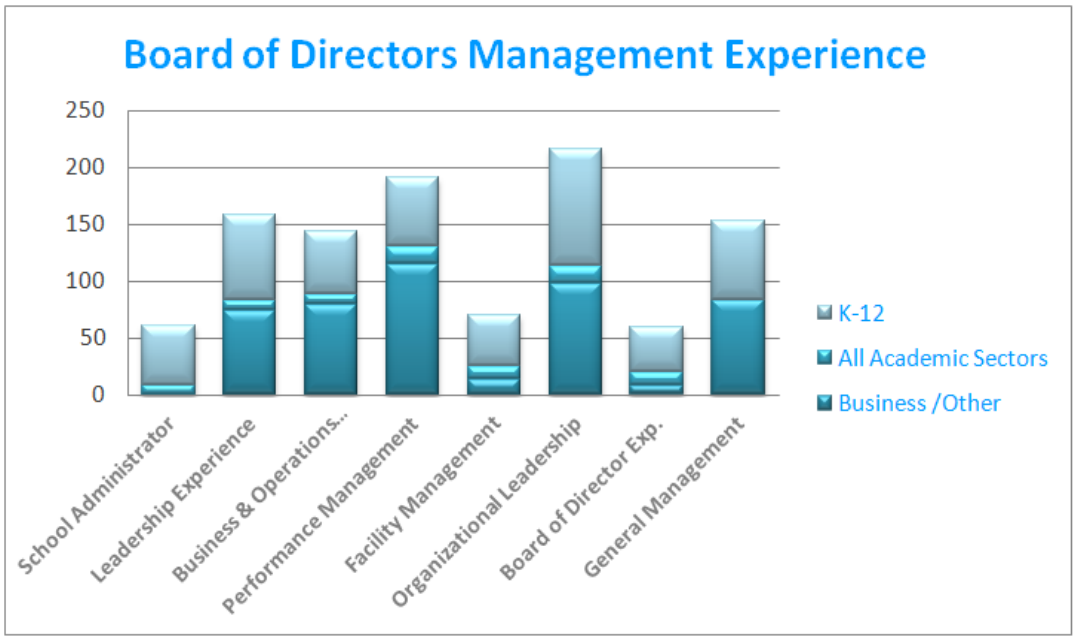
Specifically, the expertise spectrum includes:

School Operational Leadership & Management	***Start-Up Non-Profit Organizations***	***Strategic Planning & Development***
Facility& Safety Management	***K-12 School Administration***	***Performance Management & Human Resources***
Technology & Arts	***K-12 Curriculum Development***	***K-12 Leadership Experience***
K-12 Teaching & Special Education	***K-12 Instruction & Assessment***	***Performing Arts***
Finance Management	***PR, Parent, Community Relations***	***BOD experience***
Marketing & Media	***Metrics & Reporting***	***Non-Profit Organization development***
Policy & Process Development	***Social Services & Counseling***	***Health & Wellness***

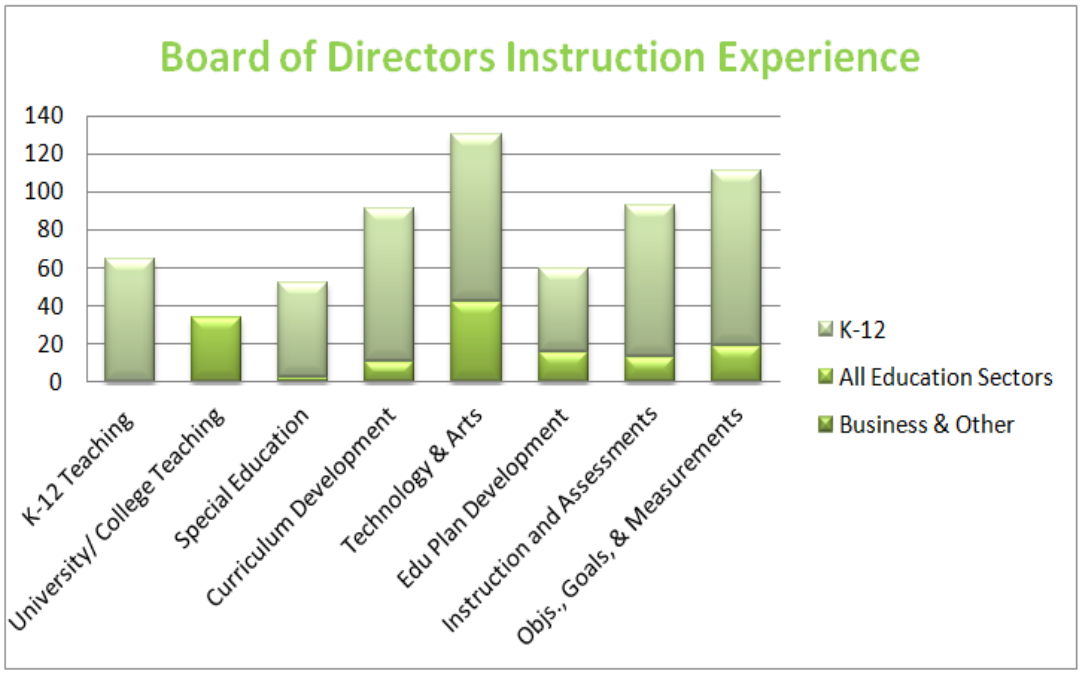
Collective Qualifications

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; *(Note: Experience and expertise are graphed in K-12, Academic Sectors, Business/Other)*

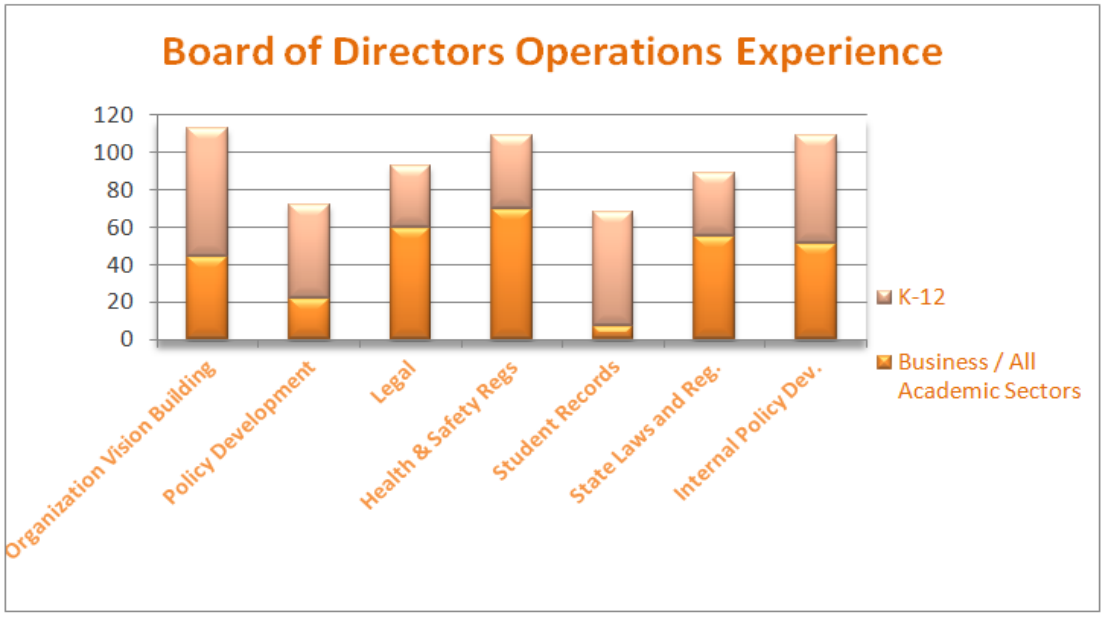
- *School leadership, administration and governance*
- *Financial, business and school operations management*
- *Performance management*
- *Facilities management*



- *Curriculum, instruction and assessment*
- *School leadership, administration and governance*



- *School leadership, administration and governance*
- *Financial, business and school operations management*



- *Financial, business and school operations management*
- *School leadership, administration and governance*
- *Performance management*

Educational & Planning Consultant Group Partnering with HIAT

2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development. See Attachment 1, for ESSi Contract.

HIAT is partnering with Ehrgott School Services, Inc. (ESSi), a charter educational consulting service, who has expert charter consulting services to train, mentor, and support. ESSi 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 ESSi will bring years of relevant charter experience and expertise to the leadership team of HIAT. ESSi will guide, train, and consult HIAT's leaders in support services related specifically to best

practices of a charter school. Their 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. (Please see attached contract for specific areas of utilization of consulting) **Bio's of ESSi are located in Appendix C.**

3. Explain the circumstances and motivations that brought the Founding Group together to propose this school.

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

School Leader and Leadership Team

1. Identify the Principal/Head of School candidate and explain why this individual is well-qualified to lead the school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates the leader's capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that he/she has completed or is currently participating in. Also provide, as ***Attachment 2****, the qualifications and resume for this individual. If no candidate is yet identified, explain your timeline, criteria, and process for recruiting and hiring the school leader.* ***NOTE: There is no page limit for this attachment.***

HIAT governing board has identified a highly qualified principal candidate. The principal candidate has over five (5) years of administrative experience and has served as an instructional coach and curriculum coordinator. Nearly a year ago the candidate was identified as a potential school leader through an extensive vetting process that included multiple panel interviews. Since that time, HIAT school leader-candidate has worked pro-bono with the founding board assisting in the establishment of the charter. The candidate has impeccable credentials. Prior to entering education, the candidate worked for fortune 500 companies as a management trainee. These business skills will greatly benefit HIAT as the launching of a school entails many business management functions.

With a passion for working with children, the nominee has been employed in a variety of educational roles since leaving business including Principal, elementary and middle school teacher, Curriculum & Instructional Coach, and Faculty Team Lead. The Principal candidate business savvy and has the business acumen to run a school. The candidate brings a plethora of experience including school administration, classroom instruction and planning, curriculum development, remedial and high ability programs, supervision of both teachers and support staff, data driven computerized assessment programs (NWEA, ACUITY, Renaissance Learning, Study Island) and Curriculum Mapping. The Principal candidate has a strong academic background and solid knowledge curriculum development and professional development. Being technologically savvy with abilities to develop curriculum and integrate technology into classroom instruction, the focuses of HIAT, supports the selection of this candidate and speaks to the ability to open and operate a high performing school.

HIAT's potential school leader holds a Master of Arts in Teaching and interned at the University of Chicago Laboratory School. This leader carries Indiana Teaching licenses for K-8 teaching and administration and is highly qualified to teach both Mathematics and English Language Arts for middle grades students. For the past two school years, this leadership candidate has worked in a high poverty, multi-ethnic middle school environment. In the time worked with the HIAT board on this project, the candidate has demonstrated a high level of commitment to the mission of the school and the Lake County community. *See Attachment 2 for the resume of the principal candidate.*

2. Who will work on a full-time or nearly full-time basis immediately after approval to lead development of the school? How will this person be compensated?

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.

3. Describe the responsibilities and qualifications of the school's administrative/management team (beyond the school leader). If known, identify the individuals who will fill these positions and provide, as ***Attachment 3****, the qualifications and resumes for these individuals.*

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

Dean of Students

Responsibilities

- Supervise the consistent and fair administration and tracking of student conduct and discipline data (merits/demerits);
- Contribute toward a safe environment for learning, including ensuring that student conduct is maintained and discipline is enforced fairly and consistently, and updating and implementing the required annual school safety report;
- Serve as liaison to parents and facilitate parent education and involvement, including reinforcing the need for parents to support the school's policies and practices for student discipline, dress code, homework, and events;
- Coach teachers on classroom/ behavior management techniques;
- Assist in making formal reports to the board of trustees and charter entity on student conduct, school safety and related matters;
- Implement and follow policies and procedures for student dress code, discipline and other policies related to maintaining a positive school culture of learning and achievement;
- Facilitate faculty and staff development related to school culture and consistent enforcement of student discipline;
- Organize school events including open houses and parent conferences;
- Facilitate parent education and involvement, including reinforcing the need for parents to support the school's policies and practices for student discipline, dress code, homework, and events;
- Undertake administrative and instructional duties as the principal may assign.

Qualifications

- BA/BS degree or graduate degree;
- Administrative certification welcomed but not mandatory;
- Experience and demonstrated ability in working with children in a teaching, counseling or other applicable capacity (examples include, but are not limited to involvement with community youth organizations, supervisory roles in the Boy Scouts or Girl Scouts, and mentorships);
- Demonstrated successful teaching experience;
- Exhibited leadership in working with professional staff, students, and the community;
- Agreement with the academic goals and philosophy of the charter school;
- Commitment to accountability, including a rigorous student testing regime;
- Demonstrated success in encouraging parental involvement.

Dean of Curriculum, Instruction and Assessment

Responsibilities

- Provide leadership in the ongoing development, improvement, and evaluation of curriculum, instruction, and student data management;
- Responsible for coaching teachers on instructional delivery and methods;
- Assist Principal in developing staff development programming;
- Responsible for managing student data systems; Assist in administration of scheduling and standardized assessments;
- Assist Principal in the development of school created assessments;
- Serve as liaison to parents and facilitate parent education and involvement, including reinforcing the need for parents to support the school's policies and practices for student discipline, dress code, homework, and events;
- Assist in making formal reports to the board of trustees and charter entity on student academic performance.

Qualifications

- BA/BS degree or graduate degree;
- Administrative certification welcomed but not mandatory;
- Experience and demonstrated ability in working with children in a teaching, counseling or other applicable capacity (examples include, but are not limited to involvement with community youth organizations, supervisory roles in the Boy Scouts or Girl Scouts, and mentorships);
- Demonstrated successful teaching experience; Demonstrated organizational skills;
- Demonstrated ability in data management and presentation; Exhibited leadership in working with professional staff, students, and the community;
- Agreement with the academic goals and philosophy of the charter school;
- Commitment to accountability, including a rigorous student testing regime; Demonstrate success in encouraging parental involvement.

Operations Director

Responsibilities

- Leads enrollment, transfer, discharge, and readmission process for students and the preparation of related records and files.
- Supervises the preparation of student enrollment and attendance report. Supervises the maintenance of student records, including assessment results, test scores, discipline citations, medical reports and records, and other documents.
- Coordinates the development of, and prepares, school site General Fund and special projects budgets; prepares budget transfers as appropriate; monitors charter school budget.
- Prepares and maintains purchase orders and other expense records; approves, logs, and monitors expenditures; reconciles site records with monthly reports; resolves discrepancies; and ensures expenditures are within budget allowances for the month and year.
- Hires, upgrade, terminate or authorize special payments to staff; Organizes interview process for hiring certificated and classified staff.
- Plans, assigns, trains, and evaluates classified staff in accordance with standards, timelines, and procedures.
- Plans and coordinates arrangements for school and community activities; acts as liaison between school and other schools,
- Serves as the custodian of school office records. Develops, implements, and monitors work practices, systems, and methods that are effective, efficient, and consistent with District standards, policies, and procedures.
- Develop new staff regulations as they apply to school operations; standard school rules and procedures; computer operation and software programs used at the school; proper use of office equipment; and emergency procedures.
- Investigates circumstances of employee on-the-job injuries; prepares required documentation; and reports safety hazards to school.
- Designs educational and professional development and motives and encourages such developments for school
- Monitors and Special Projects accountability timelines and coordinates timely completion of business operations; Prepares annual performance audit
- Monitors and analyzes student performance assessment data preparing reports as needed for various special projects .

Qualifications

- Education: B.A. or B.S. degree required with course work in Business Administration, Organizational Management, or related discipline desired.
- Experience: Three years broad, varied and increasingly responsible experience with budgeting, computer information systems, and organizational procedures. Charter school experience desirable.
- Knowledge and Abilities: Knowledge of principles, methods and procedures, related to purchasing, operation, safety, computer networking programs, food service, budgeting and accounting, electronic data processing techniques and methods, purchasing and inventory control systems; Knowledge of principles, methods, techniques and strategies of organization, management and supervision; Knowledge of law, policies and regulations pertaining to youth and employee records; Ability to apply empirical principles and procedures in work performed; preparation of financial and statistical documents and reports; Analyze student achievement data, draw logical conclusions and prepare comprehensive reports; Establish and maintain cooperative relationships with all partners; Deal effectively and graciously with situations requiring tact and judgment; Exercise patience, common sense, and good humor to thrive within the pressures, competing priorities and demands of a school office environment.

Governance

Legal Status and Governing Documents

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

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 & 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 twelve regular members.

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

The application is not being submitted by an existing non-profit; therefore, this item does not apply.

Governing Entity's Responsibility

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

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 access 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

*4. **Procedures**. What will be the planned frequency and focus of meetings? Identify any standing subcommittees the board expects to have. Describe how the school and governing board will comply with Indiana's Public Access Laws as described within IC § 5-14 and as further explained on the ICBS website under Application Resources. Additional guidance is available from the Office of the Public Access Counselor at http://www.in.gov/pac/ and at (317) 234-0906 or (800) 228-6013.ICSB 2012 Charter School RFP: New Operators Page 14*

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

*5. **Ethics and Conflicts of Interest**. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 7, the board's Code of Ethics and Conflict of Interest policy. NOTE: There is no page limit for this attachment.*

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. (See Attachment 7) 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. (See Attachment 7).

Advisory Bodies

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

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

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

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.

Educational Plan

Section II – School Design

Curriculum and Instructional Design

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

The description of the instructional design should include, at a minimum, the following items:

- *the basic learning environment (e.g., classroom-based, independent study, virtual)*
- *class size and structure,*
- *an overview of the curriculum,*
- *the use of technology in delivering instruction (if applicable),*
- *plans for ensuring the school is staffed with highly effective teachers, and*
- *evidence-based support.*

The mission and goal of Heritage Institute of Arts and Technology (HIAT) is targeted to educate and prepare students in grades K-6 in Merrillville, IN's population for high school and college with a rich understanding of the arts and technology while developing their 21st century skills. HIAT is dedicated to in providing students with an educational community that encompasses different learning styles and customized services that gives an expanded learning opportunity to students that have an educational need that is delivered in a non-traditional way. Statistics have proven that utilizing the arts narrows the "Achievement Gap" which is a crucial issue nation-wide as well as in the Merrillville community. HIAT's students will receive instruction in a classroom-based environment that is aligned with the Indiana Academic Standards and the Common Core Standards for

all subjects. (**See Attachment 8, Scope and Sequence) (See Attachment 9, Academic and Exit Standards)**. In order to ensure this preparedness the educational program will:

- Fully integrate Indiana State and Common Core Standards into the curriculum to ensure rigorous achievement of academic excellence.
- Employ an integrated arts and technology model across academic subjects.
- Provide age-appropriate, child-centered, performing and visual arts activities.
- Provide developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- Utilize a variety of diagnostic assessment tools to gauge student learning in core subject areas.
- Support and recognize the effective use of technology to develop 21st century skills such as: cooperation and collaboration, communication, creativity, and problem solving.

The framework of the instructional design of HIAT's curriculum is Pearson Scott Foresman. The curriculum consists of the subjects integrated with the arts and technology for learning to achieve the grade level standards. School leaders and teachers will ensure that the curriculum is aligned with the Indiana's Academic Standards and the Common Core Standards when developing curriculum maps, lesson plans and assessments. All curricular materials will support this alignment with the state textbook adoption approved list, and will include scientifically research-based materials. HIAT will support collaboration between school leaders, teachers and parents to ensure curriculum and materials provide students opportunity to reach their full potential and will document student progress against these standards as assessed by local and standardized assessments.

Pearson Scott Foresman is designed to improve student's outcomes through personalized learning models which offer personalization which is formed by the intersection of assessment, instruction, services, and technology. The finished product encompasses improved student achievement, enhanced access to educational opportunities individually based upon one's own requirement. Pearson Scott Foresman's design is inclusive of; high engagement learning games which builds student's skills and help them prepare for test, iPad ready e-Texts which transforms our world-class titles to the media rich tablet format, and new apps which reinvent how teachers plan for and lead classroom instruction. Students will see science unfold before their eyes as they engage with robust animation, videos, and interactivities from a simple swipe of the screen using iBooks science textbooks. Cross curricula activities integrate science, language arts, and social studies with a focus on preparing for state standardized test. "Envision MATH" gives every student the opportunity to succeed with ongoing "Diagnosis & Intervention", and daily "Data-Driven Differentiation". Pearson Scott Foreman's Art integrates classroom instruction, hands-on activities, and literacy building experiences to turn on the power of art for all students. This sequential curriculum focuses on the "Elements of Arts" in "Principles of Design" while introducing students to art history, visual culture, and careers in art. "Music Solutions" from Pearson actively engage music student inside and outside the classroom with innovative technology, media, activities, and unprecedented support for learners. Although the school will be open to any student, HIAT will primarily target students that will academically benefit from having the innovative choice of learning through the integration of the arts and technology. HIAT will seek to specifically recruit students who have an educational need to grow academically through; an atmosphere that encompasses different learning styles, learning under an alternative method, an innovative curriculum that is based on the integration of the arts & technology, an option in educational style that is delivered in a nontraditional way, and for something different than what is offered in traditional public schools. HIAT is able to serve a diverse population of students with differing academic needs and styles.

The learning environment's structure shall consist of Hi-tech elementary classrooms infused in art for grades kindergarten through 6 which will be self-contained. The maximum class size shall not exceed twenty five students per classroom. Technology and arts shall be integrated into the multi-faceted atmosphere of the educational arena of HIAT. The students will also receive in the encore classes which consist of; theatre, creative arts, music, and physical education.

HIAT's overview of the curriculum consists of a research-based learning approach. Research-Based Learning 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.

The researched-based curriculum is inclusive of "Problem Based Learning" (PBL) which is both a curriculum and a process. PBL as a curriculum device will be appropriately utilized in virtually every academic area across multiple disciplines encouraging cross-curriculum integration. Students will be 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 problem they are examining.

This problem-based core curriculum will take different forms, depending upon age and grade level of students. Generally, as students move towards the middle grades, the problems to be solved, the inquiry that the students will engage, will increase in complexity and be of a longer duration spanning numerous academic threads and multiple weeks.

Technological skills are necessary to prepare students to engage in the 21st century learning and working environments. Without sufficient technological skills, students could be denied access to future global markets and additional educational opportunities. Integration of technology into learning has the following benefits:

- Bringing 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.
- National Educational Technology Standards (NETS) will be utilized in the development of integrated units and lessons as well as assessment for benchmarking achievement with regard to technology skills. ***See Appendix D for HIAT Technology Time Line***

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 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 providing an engaging learning environment in which all students can experience success. All HIAT students will have the opportunity to participate and learn from each of the encore classes. Each grade level will offer a developmental approach to each subject area that will build on the previous grade. Our goal is to meet the needs of the whole child by introducing him/her to the arts with an appreciation and awakening an inner talent.

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. 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 support through both school leadership and lead teachers.

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

The instructional strategies of the Pearson Scott Foresman materials encompass the three mainstays of the HIAT teacher-developed curriculum. The framework consists of:

Academics

English & Language Arts

The curriculum will include a Balanced Literacy Approach provided in extended uninterrupted literacy blocks of a minimum of 150 minutes, using Pearson Scott Foresman (Pearson) Reading Streets materials. Students will begin their day with rigorous skills-based classroom learning (projected with 25 or fewer students per class) while teachers scaffold those skills into higher ordered Indiana Core Standards. Technology will be maximized throughout each subject area with differentiating learning to meet the diverse needs of our students. Whole group literacy instruction will set the pace for the day with the teacher stating the daily goals. Reading interventions (enrichment/remediation) will occur for all students during 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 on a daily basis. *Individualized Learning with Technology:* 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. *Individual/Paired Work:* This time allows students to work independently or with classmates on skills or a project. *Small Group Learning with* Teacher: During this time the teacher will introduce new concepts and reinforce skill 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 with technology. Closure to the daily literacy block will include a review of skills taught.

Math

As with the literacy block, the math block begins with the whole group instruction before the small group rotation schedule begins. There will also be a closure to the daily math block after the 90 minute time period.

Science & Social Studies

Using Pearson Scott Foreman's textbooks as well as online features offered, students will have added support with these core subjects as well as Math and Reading and can enhance project-based learning.

Arts

HIAT students will be encompassed into a creative "Arts Program" . Students will have the opportunity to develop skills as well as discover their gifts and talents with performances and project-based experiences. Encore classes such as dance, band, orchestra, visuals arts, vocal, theatre arts, spoken word, and other enrichment after-school programs will allow students to gain experience to express their creative abilities. Through media presentations and graphic arts, the community will be enhanced with productions. Students can use their artistic talents to create works of art which will include many mediums including computer-based graphic arts.

Technology

Technology will bring the world into the classroom and provides a wide range of opportunities which include differentiated learning within any core subject. It will be used as an individualized learning tool which will help to enhance student skills as well as a tool for formal and informal assessments. Power School will enable teachers to be more efficient in keeping records. The classrooms will be equipped with the latest technology gadgets such as; laptops, smartphones, I pads, digital and video cameras, audio recorder, and tablets, "INBOX IT Services" will ensure that the atmosphere of HIAT is infused with advanced technology.

See Appendix D for HIAT Technology Time Line

The three mainstays can be differentiated and the materials and strategies provide teachers the opportunity to differentiate by both skill and interest of students.

HIAT will use Pearson Scott Foresman materials and other resources to integrate music and art with other core subjects. HIAT Charter School focus's is arts and technology, where we will utilize the Paideia method to enhance the arts education program by incorporating it into the classroom daily. The "Encore" classes to be offered are:

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 Arts

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

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

Computer 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.

3. As Attachment 8, provide a course scope and sequence by subject, for each grade level proposed, that demonstrates clear alignment with Indiana's Academic Standards and the Common Core. If the curriculum is not yet fully developed, provide a timeline outlining the curriculum development process (including individuals and/or consultants responsible for this task) during the school's pre-opening year. NOTE: Limit attachment to five (30) pages.

The HIAT curriculum has been developed using Pearson Scott Foresman materials. As a collaborative process school leaders and teachers and will be aligned with the Indiana Academic and Common Core Standards. While implementing the curriculum, 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 Common Core State Standards. During professional development, planning sessions will be an integrated part. 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 and consultants, 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. **(See Appendix B of Sample Lesson Plans). (See Attachment 8 for Scope and Sequence.**

Pupil Performance Standards

State the proposed school model's pupil performance standards, consistent with Indiana's Academic Standards and the Common Core. In particular:

1. *Provide, in Attachment 9, the school's exit standards for graduating students for each division of the school as applicable (elementary, middle and/or high school). Exit standards should clearly set forth what students in the last grade in each division will know and be able to do. NOTE: Limit attachment to fifteen (15) pages.*

The Indiana and Common Core State Standards were used as guidelines to develop the exit standards to ensure that our students are held to the requirements that are recognized by Indiana. Our arts and technology encore classes have also been included in our exit standards/learning outcomes for each particular division.

The Indiana Academic Standard and Common Core State Standards were used as HIAT's model for the purpil performance standands in developing the exit standards, and to ensure that our students are held to the requirements that are recognized by Indiana. The Arts & Technology classes also included in the exit standards/learning outcomes for each particular division.

HIAT will have three divisions: Primary (K-2), Intermediate (3-5), and Middle School (6). Exit standards/learning outcomes for each division are listed in **Attachment 9**.

2. Explain the school's policies and standards for promoting students from one grade to the next. How and when will promotion and graduation criteria be communicated to parents and students?

Formative, summative, and standardized assessments will be used at both the classroom and school level 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-facetted. 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.

High School Graduation Requirements *(High Schools Only)*

HIAT will be K-6 therefore this section does not apply.

School Calendar and Schedule

1. Provide, in ***Attachment 10,*** *the school's proposed calendar for the first year of operation, as well as the weekly schedule of classes. Provide an overview of academic and non-academic programs, as well as the total number of instructional days in an academic year. Note the length of the school day, including start and dismissal times. Detail the number of instructional hours/minutes in the day for core subjects such as language arts, mathematics, science, and social studies. NOTE: Limit attachment to ten (10) pages.*

See Attachment 10.

School Culture

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

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.

2. Explain how you will implement this culture for students, teachers, administrators, and parents starting from the first day of school.

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.

3. Summarize, for illustrative purposes, a typical day from the perspective of a student in a grade level of your choice.

With a research-based educational model, no day would really be typical as each day would include current events and connections from the day before. Students will work in groups or teams with the teacher(s) as the facilitator(s) and coach (es) serving as guide(s) to help the students to solve the problems in any given content area of the school day. Not passively sitting, but actively engaged in their learning, students will learn the answers to the "why" as well as the "how". A day for a first grade student at Heritage Institute of Arts and Technology could involve the following:

	A Day at HIAT for a First Grade Student
7:50 AM	*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.*
8:00 AM	*Today I get to write in my journal about how I was kind to my sister. I drew a picture.*
8:15 AM	*I stood up to say the Pledge of Allegiance. I listened as the principal read the announcements. Someone from grade 4 read their journal entry about kindness. I hope I can read mine tomorrow. My teacher told a story about kindness, too.*
8:30 AM	*Today the teacher told us how we can identify the plot, setting, and main characters in a story.*
9:00AM	*I love this time. This time of day I work alone, with my classmates, and with the teacher. I go to the washroom during this time.*
10:45 AM	*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 and was Cinderella!*
11:00 AM	*My favorite time of day! Lunch! Recess! I brought my lunch today because my mom told me they were having tacos. I hate*

	tacos!
11:40 AM	*It is time for Math. My teacher was talking about subtraction. This is another favorite time because we work on Math on the computer! Funbrain Math is so much fun!*
1:00 PM	*Back as the whole group again. Math is over. We have subtraction homework. Its ok, I like subtraction. I raised my hand; I have to go to the washroom.*
1:10 PM	*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's…..I love singing!!*
2:00 PM	*Time for music! I love music and the teacher makes it interesting. Learning about the different stuff is great. My uncle and I talk about what I learned.*
2:50 PM	*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!!*
3:00 PM	*Bell rings and out the door we go. School is great! I am glad I am here!*

4. Summarize, for illustrative purposes, a typical day from the perspective of a teacher in a grade level of your choice.

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 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 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.*
7:40 AM	*I need to go to the washroom before greeting my students.*
7:50 AM	*I go to the door to greet my students.*
8:00 AM	*School begins. This is the time I take attendance, lunch count, and collect homework.*
8:15 AM	*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.*
8:30 AM	*As today's literacy lessons begin, I tell my students how to identify the plot, setting, and characters of a story. We discussed The Three Bears.*
9:00 AM	*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; the white group is working in a small group creating posters that display plot, setting, and characters in a story. I worked with this small group yesterday identifying plot, setting, and characters.*
9:35 AM	*The groups change. I work with another group.*
10:10 AM	*The groups change again with students working at the computer, in small groups, and with me.*
10:45 AM	*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.*
11:00 AM	*After escorting my students to the cafeteria, I rush to the washroom and eat lunch.*
11:40 AM	*Lunch and recess are over. We start the afternoon with Math. During our whole group instruction time, we review subtraction strategies. I am so proud; my students are picking this up so quickly.*
12:00 PM	*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 and the green group is working on flash cards and skill sheets.*
12:20 PM	*The groups change. I work with another group.*
12:40PM	*The groups change again with students working at the computer, in small groups, and with me.*
1:00 PM	*We close out today's Math block by reviewing subtraction strategies.*
1:00 PM	*It is time for Science. I quietly chuckle to myself because the students are having such a difficult time believing that ice is considered a solid.*
2:00 PM	*Today's encore class is Music. I escort my students to the music room. I am excited that the students love music so much. This gives me time to grade papers and prepare for the next day.*

2:50 PM	*Students return. It is time for them to pack up their backpacks. I remind the students to take their flashcards home to practice because there will be a test this week.*
3:00 PM	*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.*
4:00 PM	*Time to go home! I will take papers to grade.*

Supplemental Programming

1. Will you offer summer school? If so, describe the program(s) to be offered. How many students are expected to attend summer school, and how will they be selected for participation? How many hours and weeks of summer school will you provide, and how will it be funded?

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.

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

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.

3. Describe the school's programs or strategies to address student mental, emotional, and 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 will be reinforced through class discussions, teacher lessons, and school programs that emphasize and reinforce the learning. 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 remedial needs. 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.

4. If applicable, describe any other student-focused activities and programs that are integral to your educational and student-development plans.

As a school focused on the arts and technology and problem-based 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.

Special Populations and At-Risk Students

1. Summarize the school's overall plan to serve students with special needs, including but not limited to those with Individualized Education Programs, students with Section 504 plans, English Learners, students identified as intellectually gifted, and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, whether through deliberate targeting or otherwise.

HIAT believes in the ability of all students to success; therefore, special education program and related services will parallel the general education program. Specially designed instructional programs and the necessary related services will be made available to any student with such needs and providing parents input into the recommendations regarding program placement. 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. Due diligence will be given to placement with regard to at risk populations such as African-American males.

HIAT will employ highly qualified staff that includes certified special education teachers 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 strongly in an inclusionary model; however, the Case Conference Committee will be the vehicle for review of student needs and performance and the decision-making body regarding services to be provided in developing the IEP.

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

a. How the school will identify students with special education needs.

HIAT's special educators will have high-quality and ongoing professional development opportunities that will help students with disabilities access the general education curriculum and to accomplish the academic and social goals established within our culture. Special Educator's professional development will keep the educators up-to-date with the trends in the field and recent research to optimize the students with any exceptionality. The learning opportunities will provide educators to remain relevant, prepare individualized instruction, apply knowledge for developmental readiness, use research-based strategies, as well as to relate to the larger arena of education. Through intensive professional development, Special Educators will be able to engage the potential of each special education need.

If there is not a previous IEP, the RTI process will be utilized as a diagnostic and intervention system to support evaluation of student needs. The RTI process will include review of existing data, evaluations and information provided by the parents and current classroom-based, local, or state assessments, and classroom observations. These assessments must be used for their validated purposes. All data will be reviewed and assess the effectiveness of the services that we provide to measure the achievement of the outcomes that are specifically specified to reach. HIAT assures that an evaluation/reevaluation is multidisciplinary; and 1) assessment materials and procedures are not racially or culturally discriminatory; 2) assessments are administered by trained personnel qualified in accordance with all federal regulations and state standards; and 3) assessments are administered in compliance with the instructions provided by the producer. If the recommendation of the RTI committee is referral of the student for special education testing, a meeting will be held with parents to initiate the process.

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

HIAT's approach is to create built-in supports for diverse learners to ensure success and progress. Built-in supports for special education learners, such as services, modifications, accommodations, and supplementary aids, therefore creating a learning experience that will help each special education learner to individually maximize on their potential. HIAT will have the opportunity, as a Charter School, to have flexibility in the design of services and programs that can serve specific needs of our students and Special Educators, therefore, strategically, creative programs that are most beneficial and will maximize the services HIAT will provide. Professional development programs that provide high-quality and continuous activities that in turn will enable and ensure that all special education needs will meet the academic achievement standards. Professional Development will be provided for the Special Educators, teachers, principal, leadership team, board members, and other school personnel. .

c. How the school will regularly evaluate and monitor the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals set forth in the Individualized Education Program (IEP).

Student's individual program plays a significant role in ensuring that the student's IEP goals and progress in the general curriculum are addressed. HIAT's approach is to create built-in supports for diverse learners to ensure success and progress. Built-in supports for special education learners, such as services, modifications, accommodations, and supplementary aids, therefore creating a learning experience that will help each special education learner to individually maximize on their potential. The IEP, developed for each child with an exceptionality that needs special education services, identifies progress monitoring. Progress in the general curriculum, short-term objectives, benchmarks, student's involvement, goals and indicators, participation in regular education environment, and measureable annual goals that are evaluated regularly throughout the year to ensure progress and success of the special education students. IEPs will be reviewed and revised in a case conference meeting as set forth in state special education regulations and in accordance with the IEP. The teacher of record will monitor the implementation of the student's IEP and will collaborate with each of the student's teachers, related service providers, paraprofessionals, and any other service providers who are responsible for implementing the IEP to ensure compliance.

d. If applicable, the school's plan for promoting graduation for students with special education needs.

HIAT will not have high school; therefore, this item does not apply.

e. How the school will provide qualified staffing for students with special needs.

HIAT will only employ Highly Qualified Teachers and meet the HQ Requirements for Licensed Elementary & Special Education Teachers. HIAT will conduct extensive teacher recruiting and will seek teachers with experience and expertise to meet the needs of its students. School leadership and social service staff (social worker, counselor) will also support special education compliance.

HQ Requirements for Licensed Elementary & Special Education Teachers (grades K-6)

Special Education Elementary Teachers Must Have:

To be HQ, general and special education elementary teachers must have:

1) Earned a bachelor's degree;

2) Earned a valid Indiana teaching license or a valid Transition to Teaching Permit;

3) Demonstrated subject matter knowledge in one of the following ways:

- Passed the appropriate elementary content licensure test (PRAXIS II exam #0011, K-6; PRAXIS II #0020, K-3; National Teacher
- Earned 100 points in elementary content using the HOUSSE* rubric.

Special Education Teachers

Licensed special education teachers who are the primary instructors of elementary content to special education and/or general education students must meet the HQ requirements for elementary teachers. Licensed special education teachers who are the primary instructors of a CAS to any student (grades 7-12 content) must meet the HQ requirements for secondary teachers.

Licensed special education teachers who reinforce instruction; provide consultation (adapt curricula, use behavioral supports and interventions, select appropriate accommodations); teach life or functional skills, study skills, or community-based instruction, do not have to demonstrate subject matter competency (i.e., pass PRAXIS II, complete the HOUSSE*, etc.). These special education teachers do not have to meet the HQT requirements per the Elementary and Secondary Education Act (ESEA).

Praxis II Exams and Special Education Teachers

Special education teachers who pass the "high school level" Praxis II exam in a CAS are HQ to teach that content, K-12. Special education teachers who pass the "middle school level" Praxis II exam in a CAS are HQ to teach that content, K-9. Special education teachers who pass

Praxis II exam for elementary content are HQ to teach elementary content, K-6.New Special Education Teachers

The exception for NEW special education teachers to use the Indiana HOUSSE to demonstrate content knowledge in Core Academic Subjects is no longer an option for teachers hired AFTER the 2006-07 school year and/or for teachers who have changed CAS assignments since the 2006-07 school year. All special education teachers must meet HQT requirements for the Core Academic Subject areas for which they provide the primary instruction.

Special Educators must have the following;

Special Education Teachers

Elementary & Special Education Teachers (Grades K-6) hired after the 2006-07 school year:

A copy of the teacher's license; and

Verification of passing the Praxis II #0011; or Praxis II "Early Childhood Education" (Test code #0020, K-3 only); or appropriate elementary content licensure test; or

Verification of passing the NTE content specialty test for elementary education #0010; or

A copy of NBPTS certification for elementary education.

Transition to Teaching Elementary and Special Education

Transition to Teaching Elementary and Special Education Teachers (grades K-6):

A copy of the teacher's Transition to Teaching Permit; and

Verification of passing the Praxis II #0011; or Praxis II #0020, K-3 only; or appropriate elementary content licensure test

Out-of-State Elementary Teachers:

Copy of the teacher's Indiana license; and

Verification of passing the other state's licensing exam for elementary content; or

Verification of passing scores for Indiana's NTE/Praxis II exam for elementary content.

Verification of earning 100 points on the other state's HOUSSE rubric

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

a. How the school will identify ELL students.

HIAT believes in the inherent right of every student regardless of race, color or national origin to a quality public education. To that end no student will be denied its benefits. For students for whom English is not native language, Language Proficiency testing will be provided and appropriate ELL services will be provided based on test results. HIAT will employ appropriate teaching staff to meet the needs of ELL students;

English Learners

Teachers of English Learners must meet the HQT requirements when they are delivering the primary instruction in CAS to students with limited English proficiency. EL teachers do not need to meet the HQT requirements if they are co-teaching or providing additional help to students receiving primary instruction in CAS from another content teacher.

b. 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.

English Language Learners (ELLs) benefit from many of the same instructional practices associated with improved outcomes for monolingual students. Effective teachers adjust their instruction to consider the language and concept demands of their students realizing that understanding of new concepts may be enhanced through instruction that uses routines, embeds redundancy in lessons, and provides explicit discussion of vocabulary and the structure of language required to complete the task, as well as lessons that are organized to teach students to be aware of what they are learning and where they are confused. Professional development will be provided to ensure ELL instructional strategies are implemented.

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

The Language Assessment Scales (LAS) Links test will be utilized to monitor progress, along with teacher input, and determine placement and service needs. English language learners (ELLs) have significant problems in content area learning due to not having the proficiency needed in understanding the subject matter. Areas that will be monitored and assess, such as; opportunity for high degree of reading and writing, measures for comprehension in subject matter content, and unique vocabulary within subjects. HIAT will invoke strategies such as, pre-reading strategies for comprehension, pre-teaching strategies for vocabulary and content, visual content introductions, group/partner reading, production in oral practice, and extensive writing activities.

d. How the school will provide qualified staffing for ELL students.

HIAT will only employ Highly Qualified Teachers and meet the HQ Requirements for Licensed Elementary & Special Education Teachers., including the ELL staff. HIAT will conduct extensive teacher recruiting and will seek teachers with experience and expertise to meet the needs of its students. Additionally, support from community agencies and organizations through collaborations and partnerships may be used to support the needs of ELL students and their families.

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

HIAT use both formal and informal assessments to identify students' learning needs and will implement a multi-tiered intervention program to address improvement that includes additional small group instruction (push into a classroom or pull out into a resource area) as well as more focused one-on-one support. Identification of learning needs will be division focused. Identification for the lower division will be based on DIBELS. In this division a minimum of 60% of students will be expected to meet DIBELS growth goals in the initial year with an expected growth of 6-10% each subsequent year. The intermediate and upper division identification will be both NWEA and ISTEP+. NWEA targets will be set in the fall with 50% of students expected to reach individual target growth on the spring assessment, with an annual growth increase of 6-10%. The initial year will set the baseline for ISTEP+ performance. The HIAT goal is to increase performance from baseline by a minimum of 6% and to meet state and/or federal requirements (i.e. AYP if applicable) for school performance as appropriate.

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

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

A focus on multiple intelligences, problem-based learning, balance literacy, and technology integration supports the recognition of different cognitive modalities of learning. Meeting diverse student needs is inherent in the HIAT educational plan. Assessments, including NWEA and ISTEP+ support the identification of students ready for additional challenges. Differentiated instruction of the curriculum is necessary in order to accommodate these differences and to provide a learning environment in which all children, including children who are gifted and talented, can thrive. Team planning will provide the opportunity to adjust both the curriculum and the learning environment and professional development will be provided to support teachers in meeting the needs of diverse learners.

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

As previously indicated, HIAT will only employ qualified teachers, including the staff for gifted and talented students. HIAT will conduct extensive teacher recruiting and will seek teachers with experience and expertise to meet the needs of its students.

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

HIAT will monitor the progress of all students, including intellectually gifted students using the same formal and informal assessments for other students (NWEA, ISTEP+). These assessments will be used to establish and monitor performance appropriate goals.

Student Recruitment and Enrollment

1. *Explain the plan for student recruitment and marketing that will provide equal access to any family interested in the new school.*

Our plan calls for Heritage Institute to begin with grades K-6, with an expected enrollment of 350. The second year, with the addition of grade 7, enrollment will increase to 400 students; and by the third year, the school will be at its total capacity of 450 students, with the addition of grade 8.

HIAT began its marketing with two community meetings, distribution of an E-Newsletter, and a flyer that was blitzed throughout the Merrillville 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.

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.

*2. Provide, as **Attachment 11**, the school's Enrollment Policy, which should include the following:*
a. Any admission requirements, including an explanation of the purpose of any pre-admission activities for students or parents.
b. Tentative dates for the application period, including enrollment deadlines and procedures, and an explanation of how the school will receive and process Intent to Enroll forms.
c. Tentative lottery dates and procedures.
d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
NOTE: Limit attachment to three (10) pages.
See Attachment 11.

Student Discipline

1. *Describe the philosophy of student discipline that supports your school model, including procedures to ensure the integrity and authenticity of student work product and assessment scores.*

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, curriculum and instruction such as the Socratic teaching method, 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

See Attachment 12

Parents & Community

1. How have you determined that the proposed school will have sufficient demand to meet enrollment projections?

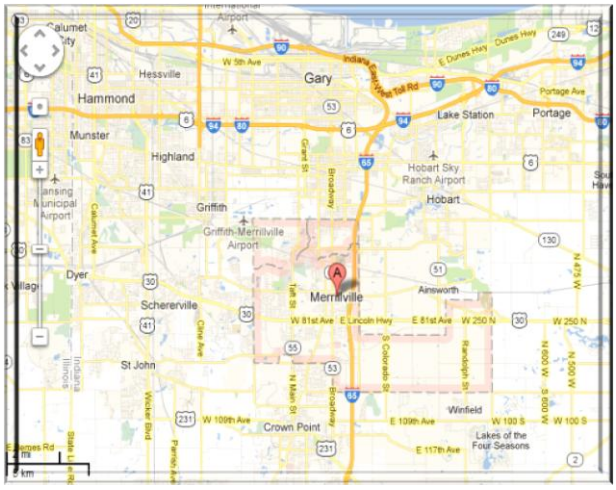
The interest, support, and demand to fill an important community need; providing a school option that presently does not exist for students who are not achieving success in a traditional school, is exceptionally strong in our community.

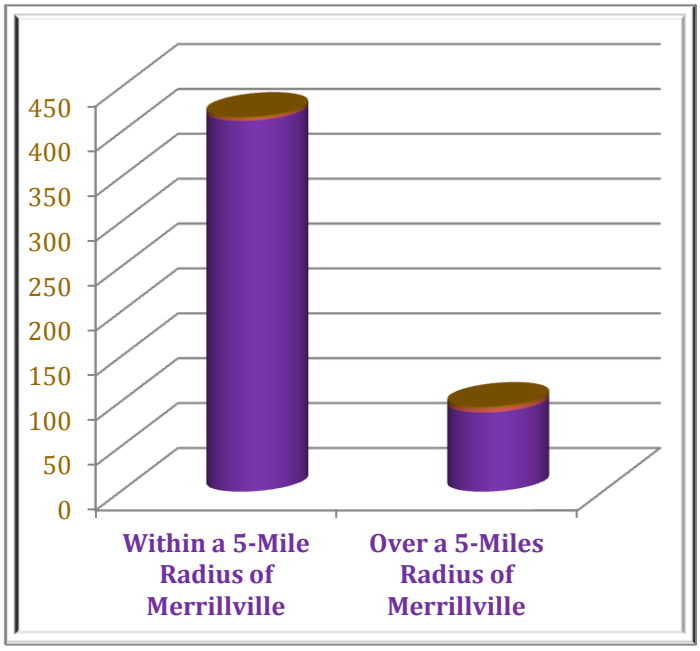
HIAT board members have actively met and spoken with community leaders, parents, and students and have been greeted with a high degree of eagerness and enthusiasm about the concept for the school and the need for serving the Merrillville, Indiana population. Community members have expressed support for 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". However, despite interest and research, Merrillville public education offers only the traditional learning style that has limited arts and technological programs. Therefore, the Merrillville 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.

HIAT received over 500 signatures of supporters in the community. Of these supporters, the majority were located in Merrillville, Indiana and surrounding cities that is in a five (5) mile radius. Multiple families had an average of two children per family that are in the K-6 grades.





1. *Describe how you will engage parents in the life of the school, starting from the time that the school is approved. How will the school build family-school partnerships to strengthen support for learning and encourage parental involvement? Describe any commitments or volunteer activities the school will seek or offer to parents.*

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 Merrillville Area 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. 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.

2. What community resources will be available to students and parents? Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Describe any fee-based or in-kind commitments from community organizations or individuals that would enrich students' learning opportunities.

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)

*3. Provide, as **Attachment 13**, evidence of demand from the community and support from community partners, which may include letters of intent and/or memoranda of understanding, and should specify the resources to be committed or contributed from the partner, as applicable. **NOTE: Limit attachment to five (10) pages.***

See Attachment 13.

Performance Management

The ICSB will evaluate each charter school's performance annually and for renewal purposes according to a set of academic, financial and organizational compliance performance standards that will be incorporated into the charter agreement. The academic performance standards will consider proficiency, growth and comparative performance based on state standards and ICSB policies. A complete description of the ICSB Accountability System, including the required Accountability Plan performance indicators incorporated into each school's charter agreement, is available on the ICSB website.
To assist the ICSB in its evaluation of the education plan described in this application, please address the following questions.
1. In addition to mandatory state assessment and testing requirements (ISTEP+, IREAD-3, IMAST, ISTAR, and ECA, as applicable), identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (e.g., DIBELS, Acuity, TABE).

HIAT will utilize DIBELS as the primary interim assessment in the lower division (K-2) and NWEA as the primary interim assessment in the middle and upper divisions (3-8), as well as ISTAR as appropriate. These assessments will be aligned with Indiana State and Common Core Standards to ensure appropriate student performance.

2. 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. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

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 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. Middle and upper division teachers will use both NWEA 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. As with lower school, data analysis will be used to determine instructional and academic interventions, identify curricular gaps, and conduct cross grade level planning and placements.

The school leadership team will support the collection and analysis of data, and consultants may also be utilized to ensure the alignment of curriculum and instruction with results and student needs.

3. Describe the information system the school will use to manage student performance data. Identify the staff member(s) who will be responsible for warehousing the data, interpreting the data for classroom teachers, and leading or coordinating professional development to improve student achievement.

Data from the indicated assessments (DIBELS, NWEA, ISTEP+) will be maintained and 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.

4. 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. HIAT will also seek opportunities to collaborate with local colleges and universities to support this development.

5. 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. Explain what would trigger such corrective actions and who would be responsible for implementing them.

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.

Human Capital
Section III – Implementation Plan

Human Capital

*1. Provide, as **Attachment 14**, an organizational chart for the proposed school at full capacity. The chart should identify all administrative, operational, instructional and non-instructional personnel, as well as any paraprofessionals or specialty teachers.*
NOTE: Limit attachment to three (5) pages
See Attachment 14.

School Leadership & Staff Hiring, Management, and Evaluation

1.Describe your strategy and timeline for recruiting and hiring teachers in accordance with IC § 20-24-6. Explain key selection criteria and any special considerations relevant to our school design. What key partnerships will support staff hiring? Identify known sources from which you will recruit teachers.

The goal of HIAT is sustaining a 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.

2. Most charter applicants propose to use vigorous recruitment, professional development, and management practices to ensure that all of the school's teachers are high-performing. In reality, only a fraction of teachers in most schools actually achieve outstanding outcomes with students. In light of that near-inevitable outcome, how will the school ensure that every student has access to excellent teaching? Will the staffing model incorporate innovative technologies or instructional techniques toward that end? If yes, how?

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

2. Explain how – and how frequently – the school will evaluate the performance of the school leader and teachers. What key elements will drive evaluations, and who will conduct them?

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.

4. Explain how the school would handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover. How will the school identify and address development needs or concerns?

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 HAIT 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

5. Provide an overview of the school's compensation system (including benefits) and how this aligns with the performance evaluation process. For Indiana requirements regarding employee benefits, see for example the following: IC § 20-24-6-7.

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 evaluation. 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 ***(see Attachment 17).***

Professional Development

1. Describe how school leaders will be supported and developed throughout the school year.

Heritage Institute of Arts & Technology will enter the 2013 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.

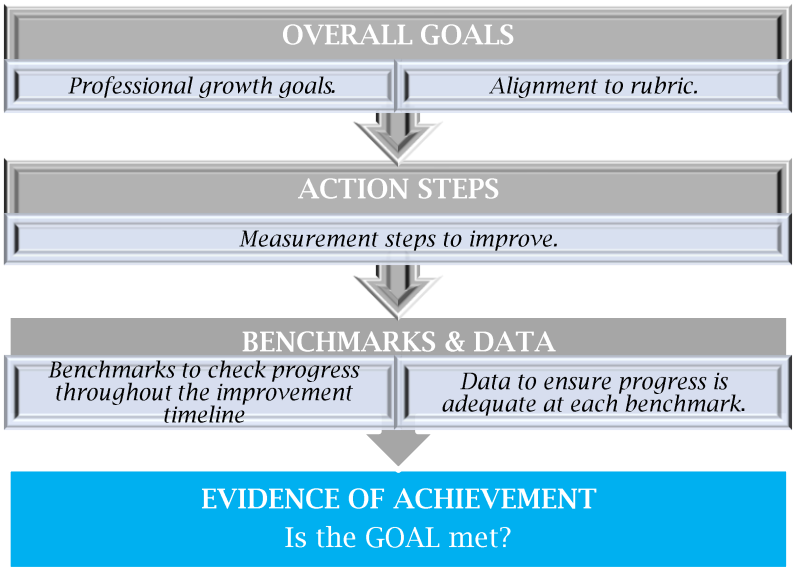
HIAT will provide extensive innovative professional development programs that addresses collaboratively design strategies, advancement initiatives, and implements a wide variety of activities to support our goal in promoting and improving; quality of the teaching, integration of technology, content knowledge, 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.

For the school year of 2013, all teachers will be first-year teachers and will complete a professional development plan with the support of the principal and or the primary evaluator. 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.

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 evolutional 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 aliegns 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 couching, 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 build 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.

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

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 information, teaching assignment)* ***Overview of the Week* ***Who we are: HIAT's personal background, values and assumptions about education.* ***What this is all about: our school mission and values.* ***What excellence means to us.* ***Educational Philosophy* ***Meet the Board & Leadership Team*	***What makes great organizations:* ***Student Handbook* ***Teacher Handbook* ***Reflection & Feedback*
Day 2 **"Culture building"**	***Uniforms, Advisory system* ***Student discipline: rewards and consequences* ***Diversity Training* ***Student Code of Conduct* ***Student Outreach*	***Data-Driven Instruction workshop* ***Reflection & Feedback*
	***Pearson Scott: curriculum planning and development*	***Incorporation of the Arts &*

Day 3 **"Planning and Development "**	***Instructional Methods* ***Grading Policies and Procedures* ***Professional Goal Setting* ***Teaching and Learning* ***Common Classroom Structures (lesson plan/behavioral expectations)* ***Ongoing Professional Development and expectations* ***Professional Development Opportunities* ***Evaluation Program*	***Technology* ***Individual planning, Scope & Sequence* ***Classroom Time* ***Reflection & Feedback*
Day 4 **"Nuts & Bolts"**	***Student Assessments and Evaluations* ***Special Education* ***Special Education Programs & Services* ***Get-Acquainted and Networking Activity* ***Indiana Academic Standards* ***Common Core Standards* ***Ethical Standards*	***Policies & Procedures (payroll schedules, sick days, fire drills, insurance, laptops, cell phones, supplies, emergency procedures, insurance, first aid/CPR, teacher's certification)* ***Reflection & Feedback*
Day 5 **"Get Ready"**	***Individual Planning & Classroom Time* ***Lesson Plan Requirements* ***Special Instructional Programs* ***Community & Family Involvement and Education* ***Instructional Resources* ***Time Management* ***Team Building* ***Helpful Hints and Support for Surviving and Succeeding the First Year of Teaching*	***Group Strategy* ***Plan & Walk through Schedule* ***Reflection & Feedback* ***Individual Meetings with Mentors* ***Dinner*

3. Include the expected number of days/hours for professional development throughout the school year and explain how the school's calendar, weekly schedule, and staffing plan will be structured to accommodate this plan. Explain how professional development will be aligned with the interim assessment process and adjusted during the year to address areas of need that are identified.

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.

4. Explain how the professional development program will be evaluated by the school to assess its effectiveness and success.

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

*1. **Start-Up Plan.** Provide, as **Attachment 15**, a detailed start-up plan for the period leading up to the school's first day of student attendance.*

NOTE: Limit attachment to five (10) pages.

a. The Start-Up Plan must indicate the targeted first day (month, day, year) of student attendance, as well as the school's first day of operation per IC § 20-24-3-4.

b. The Start-Up Plan must specify planning tasks by month, and responsible individuals.

See Attachment 15.

2. Start-Up Staffing and Costs. Complete the Start-Up (Year 0) Budget and Staffing worksheets in the Budget and Staffing Workbook (be sure to complete all pages in the Budget and Staffing Workbook, and provide as Attachment 17).

See Attachment 17.

3. Transportation. If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily

transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events. Describe how the school will comply with the federal McKinney-Vento Homeless Assistance Act, 42 USC 11431, for homeless students, as well as the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u), if and as applicable.

HIAT currently has no plans to provide transportation.

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

The 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 designee/s 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.

5. Technology Specifications and Requirements (for Blended Learning and Virtual Operators only).

HIAT is not a blended learning and/or Virtual School; therefore this does not apply.

6. Insurance Coverage. Charter schools authorized by the Indiana Charter School Board will be required to indemnify the Indiana Charter School Board, the Indiana Department of Education, any related entities, and their respective members, officers, employees, officials and agents. In addition, charter schools must obtain liability insurance coverage naming the Indiana Charter School Board and the Indiana Department of Education as Additional insured on a primary basis. The applicant should provide, as Attachment 16, an estimate from an insurance agent/broker for the insurance coverage detailed below. The insurer must be rated A-VII or better by A.M. BEST or a comparable rating service.
See Attachment 16.

Facility Plan

1. If you are in the process of identifying a facility, describe with as much detail as possible your plan for identifying a target location, any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. Charter school facilities must comply with state and local health and safety requirements as described in IC § 20-26-7, 20-24, and as required by the Indiana State Department of Health, Office of the State Fire Marshall, Department of Public Works, and the corresponding local agencies. In addition, charter school applicants must be prepared to follow applicable city or town planning review procedures. Describe the organization's capacity and experience in managing these strategies, including managing build-out and/or renovations

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; Binika Henderson of McColly 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, Binika Henderson 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, ICSB has reviewed the contract and offer additional advice, 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.

1. *If you have already identified a facility, or plan to locate the new school within a facility currently owned or leased by the applicant, please indicate the street address and applicable school district. Describe the facility, including whether it is new construction, part of an existing public or private school building, or part of another type of facility. Provide a detailed list of any anticipated construction or renovation costs (these should be described in the budget narrative and reflected in the budget). If possible, provide a layout and description of the proposed facility. Include the number and size of classrooms, common areas, recreational space, any community facilities, and any residential facilities. Explain how the facility will meet the needs of any students who are physically challenged.*

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 fiver 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

Merrillville Barber College
8101 Polo Club Drive
Merrillville, IN 46410

HIAT Facility Worksheet for Estimate of Maximum Facility Square Feet Needed											
Space	Sq. Ft	Year	Total	Year	Total	Year	Total	Year	Total	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	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

1. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and the required annual audit. Specify any administrative services expected to be contracted for the school. Describe the school's financial/internal controls.

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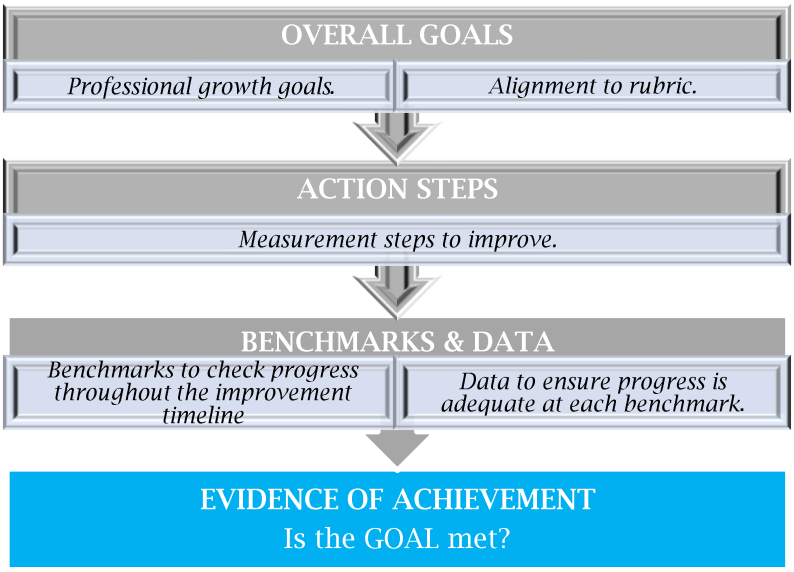
An important part of effective professional development is the ability to self-reflect on performance. HIAT's professional development plan will be used as a tool for teachers and staff to assess their own performance and set development goals. Each goal will be specific and measurable, with clear benchmarks 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 evolutional 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 aliegns 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 couching, 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 build 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.

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

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 information, teaching assignment)* ***Overview of the Week* ***Who we are: HIAT's personal background, values and assumptions about education.* ***What this is all about: our school mission and values.* ***What excellence means to us.* ***Educational Philosophy* ***Meet the Board & Leadership Team*	***What makes great organizations:* ***Student Handbook* ***Teacher Handbook* ***Reflection & Feedback*
Day 2 **"Culture building"**	***Uniforms, Advisory system* ***Student discipline: rewards and consequences* ***Diversity Training* ***Student Code of Conduct* ***Student Outreach*	***Data-Driven Instruction workshop* ***Reflection & Feedback*
Day 3 **"Planning and Development "**	***Pearson Scott: curriculum planning and development* ***Instructional Methods* ***Grading Policies and Procedures* ***Professional Goal Setting* ***Teaching and Learning*	***Incorporation of the Arts &* ***Technology* ***Individual planning, Scope & Sequence* ***Classroom Time*

	**Common Classroom Structures (lesson plan/behavioral expectations) **Ongoing Professional Development and expectations **Professional Development Opportunities **Evaluation Program	**Reflection & Feedback
Day 4 **"Nuts & Bolts"**	**Student Assessments and Evaluations **Special Education **Special Education Programs & Services **Get-Acquainted and Networking Activity **Indiana Academic Standards **Common Core Standards **Ethical Standards	**Policies & Procedures (payroll schedules, sick days, fire drills, insurance, laptops, cell phones, supplies, emergency procedures, insurance, first aid/CPR, teacher's certification) **Reflection & Feedback
Day 5 **"Get Ready"**	**Individual Planning & Classroom Time **Lesson Plan Requirements **Special Instructional Programs **Community & Family Involvement and Education **Instructional Resources **Time Management **Team Building **Helpful Hints and Support for Surviving and Succeeding the First Year of Teaching	**Group Strategy **Plan & Walk through Schedule **Reflection & Feedback **Individual Meetings with Mentors **Dinner

3. Include the expected number of days/hours for professional development throughout the school year and explain how the school's calendar, weekly schedule, and staffing plan will be structured to accommodate this plan. Explain how professional development will be aligned with the interim assessment process and adjusted during the year to address areas of need that are identified.

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.

4. Explain how the professional development program will be evaluated by the school to assess its effectiveness and success.

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

*1. **Start-Up Plan.** Provide, as **Attachment 15**, a detailed start-up plan for the period leading up to the school's first day of student attendance. **NOTE: Limit attachment to five (10) pages.***

a. The Start-Up Plan must indicate the targeted first day (month, day, year) of student attendance, as well as the school's first day of operation per IC § 20-24-3-4.

b. The Start-Up Plan must specify planning tasks by month, and responsible individuals.

See Attachment 15.

2. Start-Up Staffing and Costs. Complete the Start-Up (Year 0) Budget and Staffing worksheets in the Budget and Staffing Workbook (be sure to complete all pages in the Budget and Staffing Workbook, and provide as Attachment 17).

See Attachment 17.

3. Transportation. If the school will provide transportation, describe the transportation arrangements for prospective students. In

addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events. Describe how the school will comply with the federal McKinney-Vento Homeless Assistance Act, 42 USC 11431, for homeless students, as well as the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u), if and as applicable.

HIAT currently has no plans to provide transportation.

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

The 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 designee/s 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.

5. Technology Specifications and Requirements (for Blended Learning and Virtual Operators only).

HIAT is not a blended learning and/or Virtual School; therefore this does not apply.

6. Insurance Coverage. Charter schools authorized by the Indiana Charter School Board will be required to indemnify the Indiana Charter School Board, the Indiana Department of Education, any related entities, and their respective members, officers, employees, officials and agents. In addition, charter schools must obtain liability insurance coverage naming the Indiana Charter School Board and the Indiana Department of Education as Additional insured on a primary basis. The applicant should provide, as Attachment 16, an

estimate from an insurance agent/broker for the insurance coverage detailed below. The insurer must be rated A-VII or better by A.M. BEST or a comparable rating service.
See Attachment 16.

Facility Plan

1. If you are in the process of identifying a facility, describe with as much detail as possible your plan for identifying a target location, any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. Charter school facilities must comply with state and local health and safety requirements as described in IC § 20-26-7, 20-24, and as required by the Indiana State Department of Health, Office of the State Fire Marshall, Department of Public Works, and the corresponding local agencies. In addition, charter school applicants must be prepared to follow applicable city or town planning review procedures. Describe the organization's capacity and experience in managing these strategies, including managing build-out and/or renovations

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; Binika Henderson of McColly 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, Binika Henderson 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, ICSB has reviewed the contract and offer additional advice, 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.

1. *If you have already identified a facility, or plan to locate the new school within a facility currently owned or leased by the applicant, please indicate the street address and applicable school district. Describe the facility, including whether it is new construction, part of an existing public or private school building, or part of another type of facility. Provide a detailed list of any anticipated construction or renovation costs (these should be described in the budget narrative and reflected in the budget). If possible, provide a layout and description of the proposed facility. Include the number and size of classrooms, common areas, recreational space, any community facilities, and any residential facilities. Explain how the facility will meet the needs of any students who are physically challenged.*

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 fiver 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

Merrillville Barber College
8101 Polo Club Drive
Merrillville, IN 46410

HIAT Facility Worksheet for Estimate of Maximum Facility Square Feet Needed											
Space	Sq. Ft	Year	Total	Year	Total	Year	Total	Year	Total	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	3000	1	3000	1	3000	1	3000	1	3000	1	3000
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ATTACHMENTS

ATTACHMENT 1

Founding Group (Board Members) & Advisory Board

NAME	***ADDRESS***	***EMAIL & TELEPHONE***	***Role***	***COMMITTEE***	***BOARD SEAT***
Dr. Darlene Henderson President/EXECUTIVE DIRECTOR	*1149 Thiel Drive Schererville, IN 46375*	*darlene8031@yahoo.com 219-381-5908*	***FOUNDER & Board Member***	***Education***	***President***
Calvin White Vice President	*1355 W. 74th Place Merrillville, IN 46410*	*cwhitbrew@sbcglobal.net 219-742-2731*	***FOUNDER & Board Member***	***Finance***	***Vice President***
Binika Henderson Asst. Treasurer	*2075 W. 86th Lane Merrillville, IN 46410*	*binikahenderson@gmail.com 219-613-3968*	***FOUNDER & Board Member***	***Finance***	***Asst. Treasurer***
Dr. Jill Karn Operations, Technology	*1442 Inverness Lane Schererville, IN 46375*	*drjkarn@ncalu.us 312-342-1040*	***FOUNDER & Board Member***	***Education***	***Chair of Education***
Carol King Secretary	*2045 Conn. Street Gary, IN 46407*	*Cking7974@yahoo.com 219-313-4248*	***FOUNDER & Board Member***	***Education***	***Secretary***
Darnieshia Morris Asst. Secretary	*8031 Mass. Street Merrillville, IN 46410*	*Darn.morris@gmail.com 219-616-1295*	***FOUNDER & Board Member***	***Grants & Fundraising***	***Asst. Secretary***
Maurice Preston Public Relations-Marketing	*1957 Chase Street Gary, IN 46407*	*Mpress22@comcast.net 219-944-7520*	***FOUNDER & Board Member***	***Grants & Fundraising***	***Director***
Linda Romo Administration, Counseling	*1236 W. 85th Avenue Merrillville, IN 46410*	*romolinda@hotmail.com 219-381-1216*	***FOUNDER & Board Member***	***Education***	***Director***
Thomas Rowland, CPA Treasurer, Finance,	*570 Glenwood Dr. Valparaiso, IN 46385*	*trowland@treehousefin.com 219-916-0641 219-736-7777*	***FOUNDER & Board Member***	***Finance***	***Treasurer***
Jeanine Scott Education, Development	*1028 N, Dwiggins St. Griffith, IN 43619*	*jeaninescott719@sbcglobal.net 219-588-7669*	***FOUNDER & Board Member***	***Grants & Fundraising***	***Director***
Gloria Tuohy Creative Arts	*8888 Louisiana St. Merrillville, IN 46410*	*ibtnw@hotmail.com 219-263-8041*	***FOUNDER & Board Member***	***Education***	***Director***
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 Zubel	*117 N. California St.* *Hobart , IN* *46342*	*CZubel0222@aol.com* *219-614-2206*	***Advisory Board Member***		
Sharla Williams-Arts	*6894 Fillmore St.* *Merrillville, IN* *46410*	*Sharlasings@hotmail.com* *219-487-7738*	***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. 86th Ct.* *Merrillville, IN* *46410*	*decisions50@yahoo.com* *219-789-3058*	***Advisory Board Member***		
David Charleston *Technology*	*4545 Georgia Street* *Gary, IN* *46409*	*davidcharleston@yahoo.com* *219-810-2245*	***Advisory Board Member***		
Jamarr Henderson- Law	*1149 Thiel Drive* *Schererville, IN* *46375*	*Jhende07@yahoo.com* *219-689-1208*	***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***		
Booker Henderson	*1149 Thiel Drive* *Schererville, IN* *46375*	*bth8155@yahoo.com* *219-381-4041*	***Advisory Board Member***		
Delores Lampley *Finance*	*5301 Pierce Street* *Merrillville, IN* *46410*	*delores@nifedcu.org* *219-433-1615*	***Advisory Board Member***		
Leona Gray *Grants*	*2754 E. 21st Pl.* *Gary, IN 46407*	*dozofgi@aol.com* *219-902-1904*	***Advisory Board Member***		
Hilda A. Emelogu *Social Worker*	*15900 Avalon* *South Holland,IL*	***hil1a1@yahoo.com*** *219-801-4118*	***Advisory Board Member***		

Committees:

1. Finance Committee: Chair, Thomas Rowland, Binika Henderson, Calvin White
2. Education (Technology Arts) Chair, Dr. Jill Karn, Dr. Darlene Henderson Gloria Tuyoy, Carol King, Linda Romo
3. Grant & Fundraising Committee : Chair, Rebecca Wyatt, Darnieshia Morris, Jeanine Scott, Maurice Preston

DR. DARLENE ADAMSON HENDERSON, M.ED

1149 Thiel Drive | Schererville, IN 46375 | 219.381-5908C | 865-3438-H | darlene8031@yahoo.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 Sytems

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_____
2045 Connecticut Street Gary, IN 46409 219- 885-3229 (H)
219-881-4642 (Work)

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.

DARNIESHA MORRIS

8031Massachusetts Street Merrillville, Indiana 46410 (219) 616–1295 (219) 795–9321 w2w.outreach@gmail.com

Objective

To obtain a long-term position with an organization which will enhance my versatile transferable skills within a reputable organization.

Professional Summary

Motivated and ambitious with a spectrum of versatile skills. Excellent oral and written communication skills with a facilitating background. Intermediate proficiency with MS Word, Outlook and Internet. Knowledgeable and familiar with various desktop software. Strong time management skills, ability to prioritize work, and keen attention to detail. Able to work in a flexible and fast paced environment.

Education

Calumet College of St. Joseph
Bachelor of Science in **Healthcare Management**
G.P.A. 3.62 Dean's List
Indiana University Northwest Campus
MBA Candidate
Expected Graduation Date: 2011

Professional Experience and Achievements
Mentor/Academic Advisor 10/2007-Present
COUPLES MENTORING YOUTH &FAMILY SERVICES, 2465 RIDGE ROAD STE, 1B HIGHLAND, INDIANA 46322

- Take the lead in supporting "at risk" youth & families through an ongoing, one-to-one relationship
- Serve as a positive role model and friend to the family structure
- Build the mentor/mentee relationship by participating in stimulating activities together
- Strive for mutual respect
- Build self-esteem and motivation for mentee and family
- Help family unit set short and long term goals and work toward accomplishing them
- Record written communication each program meeting for future references, studies and reports

ScoutReach Program Assistant
Girl Scouts Council, INC. 8699 Broadway Merrillville, IN 46410 2/2007-7/2007

- Strategically marketed targeted areas for program working closely with Coordinator and resources in the community.
- Independently coordinated and facilitated demographic geared and funded programs for non-traditional Girl Scout troops.
- Conducted programs developed for girls who meet criteria of allocated grant; working within means of a budget.

- Organized follow-up data of girls' services with the program for providers.
- Recorded written communication each program meeting for future references, studies and reports.

- Outstanding probationary appraisal from Program Coordinator.

Human Resource Generalist

TradeWinds Rehabilitation Center 5908 W. 7th Ave. Gary, IN 1/2006-1/2007

Created newsletter, press releases and inner office publishing's regarding Human Resource functions and policies.

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 1995 - 2000
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 1989 - 1995
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*) 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);

Binika Henderson

2075 W 86th Lane
Merrillville, IN 46410
219.613.3968
missbinika@yahoo.com

EDUCATION:

Purdue University –Full Honors Degree West
Lafayette, IN
Bachelor of Arts (Psychology)
May 2003

PROFESSIONAL SKILL SUMMARY:

- Strong knowledge of Microsoft Office Suites
- Leadership and management experience
- Ability to perform task on time & meet deadlines
- Planning and organization skills
- Excellent customer relations/ service skills
- Able to multi-task & work in fast setting
- Data Entry Experience
- Proven ability to handle leadership role
- Licensed Real Estate Agent in the State of Indiana
- Highly skilled in program development and implementation

WORK EXPERIENCE:

McColly Real Estate Crown Point, IN

Licensed Realtor 08/ 2007-Present

- Responsible for assisting home buyers and sellers with the process of purchasing/selling a home
- Establishing and maintaining positive relationships with Brokers/Managers, Loan officers, Closing Coordinators,& Landlords
- Responding to Legal Contracts/Purchase Agreements, Leases, Counter Offers & On line Auctions
- Responsible for development and implementation of clients to reach their goals/objectives

Henderson Heritage Homes Inc.
Merrillville, IN

Property Manager 05/2005-Present

- Responsible for delivery of a broad range of Management services, showing of properties, leases, Renter issues/complaints, Contractor arrangements and price negotiations
- Plan, develop, oversee rental Properties, interior design & marketing/advertisement of Rental Units
- Responsible for building consultative, long-term relationships between tenants and landlords

CDW Corporation Vernon Hills, IL

Corporate Sales Account Manager 7/ 2003 – 07/ 2006

- Responsible for the delivery of a broad range of technology to business to business sales
- Planned, developed, and oversaw implementation IT services
- Responsible for building consultative, long-term relationships with business customers,
- Helped customers by introducing them to the best technology products and services from the industry's leading companies

Purdue University West Lafayette, IN

Counselor/ Resident Assistant 1/ 2001 – 5/ 2003

- Administered creative ways to discipline Students according to the Policy and Procedures
- Oversaw Mediation for Disciplinary Conferences of students
- Encouraged group support and cooperation among residents, overseer of **48** residents, planned, organized and implemented Educational Hall Programs

Maurice J. Preston, Sr.
1957 Chase Street
Gary, IN, 46404
Email: MPres22@comcast.net
Voice-mail: 219-944-7520

EDUCATION:

1942- 1945	Tenn. State University
	Bachelor's of Science, Business Administration
	Associate Degree in Marketing
1941	Roosevelt High School, Gary, Indiana

EMPLOYMENT:

1968-1978	Metropolitan Life & Health Insurance
1955 – 1958	Gary IN Planning Commission
1950 – 1954	Budd Auto Factory
1949-1950	Gary City of Court, Bailiff
1947 – 1949	U.S. Steel Mill

AWARDS/ACCOMPLISHMENTS:

1958 - 196 1	Gary, IN Board of Zoning Appeals
1961 – 1968	Gary, IN Board of School Trustees
1979 – 1982	Northwest IN Boys Club
1983 – 1987	Gary's Economic Development Commission
	Gary's Images of Hope Board of Trustees
2005 – Present	First A.M.E. Church, Board of Trustees
2009 – Present	Heritage Institute, Board Member
2004--Present	Founder of Hallelujah Health Juice

CALVIN L. WHITE
1355 West 74th Place (219) 736-5146 H
Merrillville, Indiana 46410 (219) 742-2731 C

cwhitbrew@sbcglobal.net

OBJECTIVE

A key management role with a social services organization.

SUMMARY

Ordained and licensed minister and graduate of Moody Bible Institute with extensive background in providing and directing social services programs. Experience in the field of facilitating and complemented by long-term management responsibilities with the Tribune Company that required strong leadership, communication, interpersonal relations and problem solving skills. Education includes Bachelor of Arts degree from the Moody Bible Institute and counselor training from Taylor University.

PROFESSIONAL EXPERIENCE

PRESERVED FOR EXCELLENCE, Chicago, IL **2008 to 2009**

Project Director

- Directed Community Based Abstinence Education grant program.
- Facilitated classes for staff, parents and teens.
- Managed the development and implementation of the program strategic goals and objectives.
- Established collaborative relationships with community partners.
- Worked with a diverse and economically depressed population while maintaining sensitivity and commitment to the program's mission.
- Researched, compiled and enacted policies and procedures.

METHODIST HOSPITALS, Gary, Indiana **2007 to 2008**

Chaplain

- Provided emotional and spiritual support for patients and loved ones.
- Coordinated bereavement counseling sessions for surviving members and caregivers.
- Provided case management assistance.

LAKE COUNTY MARRIAGE COALITION, Merrillville, Indiana **2006 to 2007**

Director, Marriage Education

- Facilitated training with staff and participants on all levels of the program curricula.

- Assessed the needs of clients and provided services that were most beneficial.
- Recruited participants for the various components of the program.
- Partnered with professional independent evaluator to improve program effectiveness.

TRIBUNE COMPANY, Chicago, Illinois **1983 to 2005**

Manager, Building Operations (2002 to 2005)

- Developed and recommended building programs and policies.
- Advised and assisted in formulating operating and capital expenditure budget (2 to 3 million).
- Ensured building services were provided with a high degree of quality and reliability.

Supervisor/Special Projects Coordinator, Office Services (1989 to 2002)

- Managed a twenty-six member staff which provided services for corporate office.
- Management of operations included social programs, such as Hire The Future and Project Skill that involved the youth year round.

Supervisor, Building Services (1983 to 1989)

- Supervised a twenty person staff responsible for building maintenance.
- Identified, coordinated and monitored all daily service activities which involved high school and college participants

EDUCATION and TRAINING

Bachelor of Arts, Moody Bible Institute, Chicago, Illinois

Pastoral Counseling, Taylor University, Fort Wayne, Indiana

Certified Marriage Counselor, Prepare-Enrich/Life Innovations

Abstinence & Youth Relationship Education Curricula Training

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 Ceccetti 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 Cechetti 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.*

1028 N. DWIGGINS ST. GRIFFITH, IN 46319
HOME 219-838-7669 CELL 219-588-7669 •
JEANINESCOTT719@SBCGLOBAL.NET

JEANINE SCOTT

OBJECTIVE

To provide meaningful instruction in a positive, creative manner so as to promote learning and comprehension.

SUMMARY OF QUALIFICATIONS

Demonstrated ability to adapt to new job tasks
Highly motivated individual with strong work and personal ethics
Volunteer in church daycare and director of Royal Family Kid's Camp
Desire to continue my education
Teacher trainer and manager

WORK OF EXPERIENCE

8/87-6/89	Holy Angels Cathedral Gary, In Teacher
11/89-8/01	Private Daycare Provider
8/01-6/02	Substitute Teacher Griffith Public Schools
6/02-8/02	Fluid Power Services 5150 W 45th Ave. Gary In 46408 (Part-time)
9/02-6/03	Child Enrichment Center Schererville In Pre-School Teacher
6/03-8/03	Fluid Power Services
9/03-6/04	Seedlings Daycare St. John, In Pre-school Teacher
6/04-12/10	Fluid Power Services 4001 W. Ridge Rd. Gary, IN 46408 Office Manager, Inside Sales & Outside Sales, Delivery & Pick-up
01/10-6/10	Practicum class time in Special Ed. Resource Room, Beiriger Elem. School, Griffith, In
9/10-4/11	Practicum class time LRE Room Highland Middle School Highland, IN
10/10-present	Sylvan Learning Centers-Tutor and SES Teacher Manager

EDUCATION

1983	Andrean High School Merrillville, In
1987	Indiana University Northwest Gary, IN Elementary Ed. Degree
2011	Indiana Wesleyan University - Exceptional Needs: Mild Intervention license in LD, MIMH,

EH, BD, Mild	Autism and Mild Orthopedic Impaired. Grades K-Middle School

REFERENCES

Craig Steifel	Children's Pastor, Living Hope Church, Merr. IN 816-501-6404
Nora Stanczak	Director of SES Services Highland, In 219-924-2117
Ms. Christina Vargo	LRE Facilitator, Highland Middle School, Highland, IN 219 313-1277

Copies of letters available upon request

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,
rwyatt@meyerwyattpc.com

Residence: 7701 Lake Shore Drive, Gary, IN 46403

570 GLENWOOD DR. • VALPARAISO, INDIANA 46385
PHONE (219) 736-7777 · FAX (219) 736-7171 · E-MAIL
TROWLAND@TREEHOUSEFIN.COM

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 Bucko 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” corporatio

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

1236 W. 85th Avenue, 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

EDUCATION CONSULTANT CONTRACT

CONTRACT AGREEMENT
HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY (HIAT)

DATE: JULY 24, 2012

PARTIES:

ESSi:	ESSi 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;

Ehrgott School Services, Inc. ("ESSi ") has experience in the management, operation and administration, specializing in charter schools;

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

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

The HIAT Charter School desires to engage ESSi to provide consulting services in management, operational and administrative areas for the HIAT, and ESSi desires to provide such services for the HIAT l, 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 ESSi 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 ESSi 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 ESSi the right, power and authority to carry out the Services. ESSi 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 ESSi additional funds, the School shall pay ESSi such difference within twenty (20) business days following the reconciliation. If, upon such reconciliation, ESSi owes the School funds, such amount shall be credited against the next payment of the Consulting Fee due ESSi, or, if this Agreement expires or is terminated, such excess shall be returned to the School by ESSi within twenty (20) business days."

MARKETING, STUDENT RECRUITMENT AND RETENTION

ESSi 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. ESSi 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. ESSi will assist HIAT in partnering with graphic-arts or marketing agencies to create collateral materials to enhance the marketing effort if needed.

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

ESSi 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: ESSi 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: ESSi 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.

PRE-OPENING (January 2013-June 2013): est. $5,000
FIRST YEAR (July 2013-June 2014): est. $2,500

ACADEMICS, DATA & HUMAN RESOURCES

ACADEMICS

ESSi 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. ESSi 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

ESSi will train and advise the school on data management reporting, planning, and implementing of all required reported data. ESSi will guide and train in the consistency and rigorous use of data within curriculum and instruction plan to maximize student achievement. ESSi will assist, train, and provide research-based plans for required reporting assessments, improvement assessments, and school data management. ESSi 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: ESSi 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

ESSi 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. ESSi works with HIAT to continue development of curriculum that relates with professional growth and improvement. ESSi will conduct professional-development sessions with staff.

Human Resources: ESSi shall be assist & consult in selecting, hiring, orientation, and developing School employees, including administrative, instructional, and support staff. ESSi 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 2013-June 2013): est. $10,000
- FIRST YEAR (July 2013-June 2014): est. $10,000

COMPLIANCE

- Budgeting: Work with BOD to update budget; review financial reports for accuracy and relevance.
- Financial reporting: ESSi will help negogiate 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. ESSi 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: ESSi 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. ESSi 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. ESSi will work closely with HIAT in ensuring compliance with state and federal special education requirements. ESSi 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 2013-June 2013): est. $7,500
- FIRST YEAR (July 2013-June 2014): est. $60,000 (includes BKK+ fees)

GRANT & FUNDRAISING DEVELOPMENT

ESSi 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. ESSi's expert grant-writing consultant will support HIAT in developing a grant and fundraising strategy to advance school-improvement efforts.

- PRE-OPENING (January 2013-June 2013): est. $5,000

- FIRST YEAR (July 2013-June 2014): est. $10,000

FACILITIES

ESSi 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. ESSi 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 2013-June 2013): TBD
FIRST YEAR (July 2013-June 2014): TBD

RELATIONSHIP OF THE PARTIES

ESSi as Independent Consulting Contractor. ESSi 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 ESSi. Nothing in this Agreement shall be construed as making ESSi 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. ESSi 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 ESSi.

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.

ESSi 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) ESSi's willful misconduct or reckless performance of the Services, or (ii) any material breach of the terms of this Agreement by Essi.

The School shall indemnify, defend and hold harmless ESSi and ESSi'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 ESSi'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.

ESSi 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 ESSi 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 ESSi.

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 ESSi "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 ESSi's engagement.

Criminal Background Checks. All ESSi employees (including School staff), contractors of ESSi, or employees of contractors of ESSi 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. ESSi 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 ESSi 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"

ESSi, Inc. Educational Services

By: _____

Printed: _____

Title: _____

"SCHOOL"

Heritage Institute of Arts and Technology

By: _____

Printed: _____

Title: _____

ATTACHMENT 2

Eric Dillon

Principal/Head of School Qualifications:

Almost a year ago HIAT identified our school leader through and extensive state-wide search and then multiple panel interviews. Since that time, our school leader-candidate has worked pro-bono with the founding board assisting in the establishment of the charter.

HIAT's candidate's credentials are impeccable. Prior to entering into the education field, the candidate worked for fortune 500 companies as a management trainee earning a BA from a large state university and later receiving a MBA from a smaller college. These business skills will greatly benefit our organization as the launching of a school entails many non-educational functions.

With a passion for working with children, the nominee has been employed in a variety of roles since leaving business: Elementary-Middle School Teacher, Curriculum & Instructional Coach, Team Leader and Principal. Our applicant brings a plethora of experience in classroom instruction and planning, remedial and high ability programs, supervision of both teacher and support staff, data driven computerized assessment and programs (NWEA, ACUITY, Renaissance Learning, Study Island) and Curriculum Mapping. Being technologically savvy with abilities to use online instruction and classroom technology furthered this candidate's selection compared to our other applicants.

HIAT's potential school leader holds a Master of Arts in Teaching and interned at the University of Chicago Laboratory School. This leader carries Indiana Teaching licenses for K-8 teaching and administration. Our candidate is considered highly qualified to teach both Mathematics and English Language Arts for middle grades students. For the past two school years, our leader has worked in a high poverty, multi-ethnic middle school environment.

In the short time working together on this project, the nominee has demonstrated high level of commitment to HIAT's board. The knowledge about schools that is brought to HIAT's meetings is of great value to directing HIAT'a efforts.

.

Eric R. Dillon

Cell: (219) 775-2553

URBAN SCHOOL EXPERIENCE

Confidential --- not for publication or release

Lake Ridge Middle School, Gary, IN……..…….. 2011 - current

Instructional Coach & Curriculum Coordinator

- •Instructional leader in guiding, directing and modeling instruction.
- •Collaborated with staff to develop, implement, coordinate and evaluate ELA/math programs.
- •Provided guidance and modeled for teachers on effective intervention and enrichment techniques for the classroom.
- •Monitored and utilized test data to ensure students were provided with needed instructional interventions.
- •Worked collaboratively with principal to identify strengths and needs in the school's math/ELA programs.
- •Met with teachers to reflect on teaching strategies and coaching sessions in order to plan effective lessons.

LEAD College Prep, Gary, IN…….…….. 2010 - 2011

Math Teacher & Team Leader

- •Created original, differentiated materials to address divergent learning needs.
- •Implemented Accelerated Math program.
- •Created RTI groups to address achievement gaps.

ADMINISTRATIVE EXPERIENCE

Hanover Community School Corporation……...…… 2005 - 2010

Principal, Jane Ball Elementary

Differentiated Program Management

- •Implemented district web-based, standards driven, assessment programs.
- •Coordinated district remediation, summer school and "*Jump Start*" programs.
- •Directed full-day developmental, Title I, and parent-pay kindergarten.

•Launched "Encore Program" for remedial and high ability learning.

Curriculum Supervision

•Developed Response-to-Intervention Model (RTI) including tiered interventions.
•Commenced Positive Behavioral Supports.
•Initiated school-wide, web-based Accelerated Reader for independent reading.
•Implemented DIBELS assessment methodology.

.

Instructional Leadership

•Executed multi-year training for teachers in 6+1 writing methodology.
•Led NCA continuous school improvement efforts.

Stakeholder Relations

•Extensive collaboration with PTO including developing a parent advisory.
•Created online parent & community surveys to solicit feedback.

OTHER TEACHING EXPERIENCE

School Town of Munster, Munster, IN……...…… 2002 - 2005

Fourth Grade Teacher

•Participated in district wide math & science curriculum development.
•Committee member for math & science textbook adoption.
•Implemented Accelerated Reading program.

Crown Point School Corporation, Crown Point, IN……...…..……..… 2001 - 2002

Computer Lab Aide

•Integrated general curriculum (K-8) into daily computer lab sessions.

ACW Montessori School, Crown Point, IN…….…... 2000 – 2001

Teacher Aide

•Assisted in multiage classroom, ages 3 to 7.

Archdiocese of Miami, Miami, FL…….…....……. 1998 - 2000

High School Algebra Teacher 1999-2000
Computer & Remedial Math Teacher 1998-1999

•Reconfigured computer hardware deployment to meet educational objectives.
•Chaired technology development committee.
•Managed distance-learning site.

OTHER WORK EXPERIENCE

Archdiocese of Miami, Miami, FL **1995 - 1998**
Middle & High School Youth Minister

ADVO Inc. Miami, FL **1993 - 1995**
Account Executive

Miami Herald Inc. Miami, FL **1988 - 1993**
Advertising Management Trainee

EDUCATION

Indiana State University, Terre Haute IN 2005
Educational Leadership Program

National-Louis University, Chicago IL 2002
MAT Major**: Elementary Education** Minor: **Middle Grades Curriculum**
Barry University, Miami Shores FL 1991
MBA Major**: Business Management**
Indiana University, Bloomington IN 1988
BA Major**: Journalism** Minor**: Business**

CERTIFICATIONS

Indiana, Building Level Administration (*K-12*)

Indiana, Elementary Teaching Certificate (*K-8*)

ATTACHMENT 3

DR. DARLENE ADAMSON HENDERSON, M.ED

Executive Director Candidate

1149 Thiel Drive | Schererville, IN 46375 | 219.381-5908C | 865-3438-H | darlene8031@yahoo.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 Sytems

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.

D. JILL KARN

Director of Operations Candidate

EXECUTIVE MANAGEMENT

EXECUTIVE SUMMARY

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 1995 - 2000
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 1989 - 1995
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*) 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

Cheryl Zubel
Dean of Curriculum Candidate

EDUCATIONAL LEADER

A professional educator, with diverse teaching experiences and strong background in Reading and Conflict Resolution, who is dedicated to helping children succeed in school which translates into success in life. I am committed to the Indiana State Standards/Common Core Standards as well as the ISLLC Standards for School Leaders. I have successfully passed the Licensure exam and available for administrative employment effective immediately.

* Reading First grant writer	* Reading First trained	* DIBELS trained
* Title I grant writer	* Set up tutorial program	* Curriculum committees
* Indiana certified mentor	* Project Peace mediator trained	* Second Step trainer

HIGHLIGHTS OF QUALIFICATIONS

* SES Tutor for Sylvan Learning
* Past director of Rainbow Covenant Preschool in Crown Point, Indiana
* Advisory Board (Curriculum Chair) for Heritage Institute of Arts and Technology which is a charter school scheduled to open in Merrillville, Indiana
* School Administrative Management Team for Heritage Institute of Arts and Technology
* Special Education Law and Advocacy Training, Wrightslaw Conference, September 2009
* Developed preschool curriculum based on Indiana Federation of Young Children Guidelines
* Completed Principal Internship at Winfield Elementary School, Crown Point, Indiana
* Experienced with a full range of classroom learners from Special Needs to Enrichment students
    - Proven ability to incorporate Special Needs students in regular classroom
    - Able to recognize and develop students' multiple strengths adapting instruction to individual differences.

TEACHING EXPERIENCE

Charter School of the Dunes, Gary, Indiana 2003-2006
3rd grade 2003-2004 Title I 2004-2005 1ST grade 2005-2006

Blessed Sacrament School, Gary, Indiana 1990-2003
Kindergarten 1990-1996 3rd grade 1996-2002 3rd/4th grade 2002-2003

River Forest School Corporation Hobart, Indiana
Art River Forest Elem./Evans Elem. 1980-1981 2nd grade 1981-1982

EDUCATION

Completed School Administration program Purdue University Calumet May 2009

M.A. Education/Reading Endorsement
Valparaiso University, Valparaiso, Indiana

B.S. Elementary Education/A.A. Early Childhood Education
Manchester College, North Manchester, Indiana

Linda Romo

Lead Faculty Lead Candidate

Objective — To obtain a teaching position at Heritage Institute of Merrillville

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

Jamarr B.T. Henderson

Dean of Students Candidate

Summary of Qualifications

Over three years of experience working with youth, planning activities and instructing educationally. Maintaining current knowledge on occupational, educational, and economic information to assist individuals in deriving vocational and educational objectives. Conducts initial needs assessment with clients to identify skills, aptitude, interests, and supportive service needs. Provides a variety of services for clientele regarding education, employment, and life-support, including referrals, counseling sessions, and follow up services. Prepares various forms of testing/assessment for clients, including selecting appropriate testing/assessment tools, proctoring tests, and interpreting results for each client, establishing clients career goals, program services, training, and activities.

Student Mentoring
Tutoring
Career Counseling
Case Management
Classroom Management
Group Learning
Assessment Tools
Interactive Learning

Parent Relations
Student Motivation

Experience Highlights

Student Mentoring

- Serving as an example/role model to demonstrate that adults can give and should receive respect.
- Building self-esteem, self-worth, supplementing the work of parents, teachers, counselors and educational professionals.
- Meeting dates; planning outings with the child; contacting the child with changes in meeting plans.
- Help set goals and work toward accomplishing them.
- Build self-esteem and motivation to improve confidence and social skills.

Tutoring

- Providing learning tools to enhance the intellect of the individuals.
- Explaining subjects in a more understandable manner.
- Working with Teachers and Educators to learn more about the students learning methods.
- Drafting Academic Career Plans that guide us through the education process.
- Assigning assignments to be completed and then gone over together for understanding.

Career Advising

- Informing youth of opportunities available to them: Training, Job searches, and employment opportunities.
- Maintaining current knowledge on occupational, educational, and economic information to assist individuals.
- Oversees Youth Program, preparing marketing materials, marketing program to schools, conducting interviews etc.
- Conducting needs assessments, educating on job search information and providing follow up services.
- Develops Individual Employment Plan for each client, establishing client's career goals, program services, training and activities.

Case Management

- Managing a caseload of over 40 clients which receive numerous services each month.
- Staying in contact with clients by tailoring plans that fit each individual's needs.
- Utilizing various database programs that Tracks clients and organizes data to be evaluated.
- Venturing out into the field to monitor and check on the client's progress.
- Referring youth to work experiences, giving them the opportunity to work in the field of choice.

Employment History

12/11-Current WorkOne, Job Works Inc. **Career Advisor,** Gary IN.
10/08-Current Merrillville Community School Corporation. **Teacher,** Merrillville, IN
9/08-Current Couples Mentoring Youth. **Mentor/Tutor,** Northwest IN

Education

University of Southern Indiana
Bachelor of Science in Liberal Arts
Major(s): Pre Law/Political Science
Graduation Date: May 2008

Concord Law School
April 2009- Current

ATTACHMENT 4

Letter of Determination 501(c)(3)

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

DEPARTMENT OF THE TREASURY

Date: MAY 12 2010

Employer Identification Number:
27-1619759
DLN:
17053013302010
Contact Person:

HERITAGE INSTITUTE OF ARTS AND

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

DEPARTMENT OF THE TREASURY

Date: MAY 12 2010

HERITAGE INSTITUTE OF ARTS AND
TECHNOLOGY INC
C/O DARLENE HENDERSON
1149 THIEL DR
SCHEREVILLE, IN 46375

Employer Identification Number:
27-1619759
DLN:
17053013302010
Contact Person:
DAVID SCHAEFF ID# 31691
Contact Telephone Number:
(877) 829-5500

Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
November 6, 2009
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.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

HERITAGE INSTITUTE OF ARTS AND

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

2009110600647 / 2009110650238

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 5Ol(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.

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 fairs 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 depositaries 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

INDIANA CHARTER SCHOOL BOARD: CHARTER SCHOOL APPLICANT
Statement of Assurances

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

☒ 1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.

☒ 2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.

☒ 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the Indiana Charter School Board (ICSB) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.

☒ 4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.

☒ 5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.

☒ 6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.

☒ 7. Recipients will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.

☒ 8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.

☒ 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.

☒ 10. Recipients will indemnify and hold harmless the ICSB, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

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

Signature from Authorized Representative of the Charter School Applicant	
I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.	
PRINT NAME & TITLE Dr. Darlene Adamson Henderson, President/CEO **SIGN NAME** Dr. Darlene Adamson Henderson	**DATE** July 17, 2012

ATTACHMENT 6

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.

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Background

1. Name of charter school on whose Board of Directors you intend to serve:
   Heritage Institute of Arts & Technology
2. Your full name: Binika 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've been on a board for a Heathier Youth organization - to help children select heathier food options.
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
   Family member
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☑ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of 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

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☑ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☑ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☐ I / we do not know any such persons. ☐ Yes

6. 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

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☑ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☑ Does not apply to me, my spouse or family. ☐ Yes

6. 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

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Certification

I, Binika 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.

BHenderson
Signature

3/21/12
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.

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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 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.
   Founder of Heritage Child Inc. Co-Founder of Heritage Child Facility, Administrator/Director of Baber Child Facility, Board member of Images of Hope, and Fame Inc.
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
   Aquaintances & Family Member
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☑ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of 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

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☑ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☑ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☐ I / we do not know any such persons. ☐ Yes

6. 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

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☑ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☑ Does not apply to me, my spouse or family. ☐ Yes

6. 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

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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.

Dr. Darlene Henderson
Signature

3-23-12
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.

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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 Karn, 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., many years experince in technology, including distance learning & training, financial management, executive management, bring a vast amount of direct related experience and knowledge that will benefit the board as a whole and directly benefit the effectiveness of the school.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
   ☒ Yes ☐ Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☒ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☒ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of 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

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☐ I / we do not know any such persons. ☐ Yes

6. 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

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes

6. 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

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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 Heritage Institute of Arts and Technology Charter School is true and correct in every respect.

Signature

3-28-2012
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

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Background

1. Name of charter school on whose Board of Directors you intend to serve:
   Heritage Institute of Arts and Technology (HIAT)
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 BallState. Served as secretary during that timeframe. 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 any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☐ I / we do not know any such employees. ☒ Yes – professional - due to the nature of current employement, I interact (communicate) w/ several school employ
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of 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

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☐ I / we do not know any such persons. ☐ Yes

6. 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

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

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

☒ Does not apply to me, my spouse or family. ☐ Yes

6. 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

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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.

Signature

3/27/2012
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

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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:
   Darnieshia Morris
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.
   Woman to woman Board member, HIAT Board member under Ball State University
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 and family member
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☑ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of 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

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☑ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☑ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☐ I / we do not know any such persons. ☐ Yes

6. 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

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☑ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☑ Does not apply to me, my spouse or family. ☐ Yes

6. 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

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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.

Dameshia Morris
Signature

3/27/12
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

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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:
   Maurice John Preston, Sr.
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.
   Served on the following Brds.: • Gary Community School Corp. Board • City of Gary Planning Commission • Gary Police Commission

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
   mere acquaintance or family member
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☑ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of 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

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☑ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☑ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☐ I / we do not know any such persons. ☐ Yes

6. 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

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☑ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

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

☑ Does not apply to me, my spouse or family. ☐ Yes

6. 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

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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.

Signature

3/26/2012
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

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Background

1. Name of charter school on whose Board of Directors you intend to serve:
   Heritage Institute of Arts & Technology (HIAT)

2. Your full name: Linda R. 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.
   My background is in education. I have experience teaching different grade levels in a variety of school settings. Also, my experience as principal has given me a unique perspective that could benefit the school board.

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 Through church acquaintance

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☐ I / we do not know any such employees. ☒ Yes Work relationship

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of 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 I used to attend church in the building where HIAT will occupy.

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☐ I / we do not know any such persons. ☐ Yes

6. 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

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes

6. 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

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Certification

I, Linda R. 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 Heritage Institute of Arts & Technology Charter School is true and correct in every respect.

Linda Romo
Signature

3/27/2012
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 Arts and Technology (HIAT)
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 yrs experience as a Business man, CPA, Internal Auditor, External Auditor, Controller and now Business consultant with many start up businesses in current client list. Most importantly successful start up 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 met Dr Henderson via our involvement in Leadership Northwest Indiana (LNI) in September 2011. I do not know any of the other board members.
   ☐ I / we do not know any such trustees. ☑ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. Family members are teachers in Ohio. As a CPA I have clients who are employed by schools.
   ☐ I / we do not know any such employees. ☑ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of 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

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☑ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☑ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☑ I / we do not know any such persons. ☐ Yes

6. 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

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☑ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☑ Does not apply to me, my spouse or family. ☐ Yes

6. 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

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Certification

I, Thomas 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 HINT Charter School is true and correct in every respect.

Thomas Rowland
Signature

3-26-12
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.

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Background

1. Name of charter school on whose Board of Directors you intend to serve:
   Heritage Institute Arts & Technology
2. Your full name: Jeanine P. Scott
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 manage teachers for Sylvan Learning Centers, along with creating Curriculum.
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 Cheryl Zubel is a teacher for Sylvan that I am in charge of.
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☑ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of 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

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☑ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☑ I / we do not know any such persons. ☐ Yes

6. 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

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A. ☑ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☑ Does not apply to me, my spouse or family. ☐ Yes

6. 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

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Certification

I, Jeanine Scott, 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.

Jeanine P. Scott
Signature

3-27-12
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.

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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 Regional Arts Council
   Indiana Ballet Theatre
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 any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☒ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of 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

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☐ I / we do not anticipate conducting any such business. ☐ Yes

Not at this time

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☐ I / we do not know any such persons. ☐ Yes

6. 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

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

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

☒ Does not apply to me, my spouse or family. ☐ Yes

6. 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

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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. Twaley

Signature

3/26/12

Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

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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: Calvin Louis White
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 worked/served in various capacities while working with children as Director of Preserved for Excellence and in management with Tribune Co. Programs were created + ended with successful results
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 any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☒ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of 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

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☒ I / we do not know any such persons. ☐ Yes

6. 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

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

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

☒ Does not apply to me, my spouse or family. ☐ Yes

6. 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

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Certification

I, Calvin L. White, 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.

Calvin L. White

Signature

3/27/12

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 Arts and Technology

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.

   Have Served, Lead & Advised Various Community & Churches Boards

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 D. Henderson & Thomas Rowland CPA Fellow Participants in Leadership Northwest Indiana

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☑ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of 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

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☑ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☑ I / we do not know any such persons. ☐ Yes

6. 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

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A. ☑ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☐ Does not apply to me, my spouse or family. ☐ Yes

6. 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

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Certification

I, Rebecca L. Wyatt, 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.

Signature

3-27-12
Date

ATTACHMENT 7

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.

_____ _____

HIAT Governing Board Date

_____ _____

President, HIAT Governing Board Date

Conflicts of Interest 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: (see Attachment 4)

(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. (see Attachment 4)

(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. (See Attachment 4)

(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. (See Attachment 4)

(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. (See Attachment 4)

(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. (See Attachment 4)

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. (See Attachment 4)

Annual Conflict of Interest Disclosure Statement – Calendar Year 2012

1. Purpose. HIAT require members of the Board of Directors to comply with all applicable federal, state and local laws, rules and regulations, and the charter pertaining to HIAT's activities, to conduct the board with honesty, integrity, abide by the HIAT code of ethics, and to avoid any conflict between the individual board member's interest and the interest of HIAT.

This Policy Statement sets forth general principles with respect to conflicts of interest and applies to all HIAT Board Members.

2. Conflicts of Interest. A conflict of interest may arise where a Board Member, or a member of his/ her immediate family (including spouses, ancestors, and descendants, whether by whole or half blood), has a legal or beneficial interest as a member, owner, director, officer, , broker or investor in the corporation or has a special, personal, business or family relationship with the 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) a Board Member of an organization (other than a HIAT-affiliated) which receives funds from HIAT.

3. Disclosure Procedures.

(a) Each Board Member shall be required to sign an Annual Conflict of Interest Disclosure Statement not 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 the HIAT Board.

1. Upon finding that such Board Member or a member of his or her immediate family 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 immediate family has a possible interest or an interest in HIAT;
5. upon learning that another member of the board or a member of his/her immediate family has made a transaction that may create a possible conflict of interest.

4. Action of the Board of Directors.

Any Board Member who has, might have, or has disclosed, a potential conflict of interest to HIAT's appointed financial officer, where appropriate, disclose such conflict of interest to the HIAT's Board of Directors and shall, at the direction of the Board, take no part consideration or determination of the matter and/or the continuation on the Board of the affected Board Member.

5. 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 HAIT 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.

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 Disclosure Statement may result in my removal from the Board.

_____ _____
HIAT Governing Board Date

_____ _____
President, HIAT Governing Board Date

ATTACHMENT 8

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
IAS= EL.K.1.1-1.6, 1.17-1.18, 1.21, EL.K.2.1/EL.1.1-1.2,1.19EL.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	•	•					
Phonological and Phonemic Awareness	K	1	2	3	4	5	6
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	•	•					
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			•				
Phonics, Decoding, and Word Recognition	K	1	2	3	4	5	6
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, RI1.10/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	•	•	•	•			
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 consonalnt digraphs	•	•	•				
Short and long vowels	•	•	•				
r-controlled vowels; vowel digraphs; diphthongs; common vowel patterns		•	•	•			
Phonograms/word families	•	•	•				
Word Structure							
Decode words with common word parts	•	•T	•T	•T	•T	•T	•T
Base, or root, words and inflected endings			•T	•T	•T	•T	•T
Contractions and compound words			•T	•T	•T	•T	•T
Suffixes and prefixes			•T	•T	•T	•T	•T
Greek and Latin roots					•	•	•
Apply knowledge of syllabication rules to decode words		•T	•T	•T	•T	•T	•T
Recognize common abbreviations		•	•	•			
Decoding Strategies							

Blending strategy: Apply knowledge of word structure to decode unfamiliar words	•	•	•	•			
Apply knowledge of word structure to decode unfamiliar words	•	•	•	•	•	•	•
Use context and sytax along with letter-sound relationships and word structure to decode	•	•	•	•	•	•	•
Self-correct		•	•	•	•	•	•
Fluency							
Read aloud fluently with accuracy, comprehension, appropriate pace/rate; with expression/intonation (prosody); with attention to punctuation and appropriate phrasing		•T	•T	•T	•T	•T	•T
Practice fluency in a variety of ways, including choral reading, partner/paired reading, Reader's Theater, repeated oral reading, and tape-assisted reading	•	•	•	•	•	•	•
Work toward appropriate fluency goals by the end of each grade		•	•	•	•	•	•
Read regularly in independent-level material		•	•	•	•	•	•
Read silently for increasing periods of time		•	•	•	•	•	•
Vocabulary and Concept Development	**K**	**1**	**2**	**3**	**4**	**5**	**6**
IAS= EL.K.1.20, EL.K.2.2/EL.1.3, 1.1.7, 1.1.16-1.1.18/EL.2.1.7-2.1.9, 2.1.11/EL.3.1.4-3.1.9/EL.4.1.2,4.2.6/EL.5.1.2-5.1.3/EL.6.1.2-6.2.5, EL.6.3.9 **CCSS=** RI.K.9, L.K.4-6/L.1.4-6/L.2.4-6/L.3.5-6/L.4.4-6/L.5.4-6/L.6.4-6							
Recognize and understand selection vocabulary	•	•	•	•T	•T	•T	•T
Understand content-area vocabulary and specialized , technical, or topical words		•	•	•	•	•	•
Word Learning Strategies							
Develop vocabulary through direct instruction, concrete experiences, reading, and	•	•	•	•	•	•	•
Use knowledge of word structure to figure out meanings of words		•	•T	•T	•T	•T	•T
Use context clues for meanings of unfamiliar words, multiple-meaning words,		•	•T	•T	•T	•T	•T
Use grade-appropriate reference sources to learn word meanings	•	•	•	•T	•T	•T	•T
Use picture clues to help determine word meanings	•	•	•	•			
Use new words in a a variety of contexts	•	•	•	•	•	•	•
Create and use graphic organizers to group, study, and retain vocabulary		•	•	•	•	•	•
Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning					•	•	•
Extend Concepts and Word Knowldedge							
Academic language	•	•	•	•	•	•	•
Classify and catergorize	•	•	•	•	•	•	•
Abbreviations		•	•	•			•
Antonyms and synonyms		•	•T	•T	•T	•T	•T
Prefixes and suffixes		•	•	•	•	•	•T
Homographs, homonyms, and homophones			•	•T	•T	•T	•T
Multiple-meaning words		•	•	•T	•T	•T	•T
Related words and derivations				•	•	•	•
Figurative language and idioms		•	•	•	•	•	•
Descriptive words (location, size, color, shape, number, ideas, feelings)	•	•	•	•			
High-utility words (shapes, colors, question words, position/directional words,	•	•	•	•			
Time and order words	•	•	•	•	•	•	•
Word origins, etymologies/word histories; words from other languages, regions,				•	•	•	•
Adages and Sayings						•	
Analogies					•	•	•
Reading Comprehension	**K**	**1**	**2**	**3**	**4**	**5**	**6**
IAS: EL.K.3.1-3, 3.5, EL.K.4.6/EL.1.2.3,1.2.6-1.2.7,EL.1.3.3-1.3.5/EL.2.2.1-2.6,2.28-2.2.11, EL.2.3.6/EL.3.2.1-3.2.9/EL.4.2.2-4.2.3, 4.2.5-4.2.7, 4.2.9/EL.5.2.4-5.2.6/EL.6.2.2-6.2.6,EL.6.3.9 **CCSS:** RI.1.1-3/RI2.2-6/RL3.1-7,9-10, RI.3.2-3,5,7,9/RL.4.1-3, RI.4.2-9, RI.4.2-7,RF.4.3-4/RL.5.1-3, RI.5.1-3/RL.6.1-3, RI.6.2-3							
Comprehension Strategies							
Preview the text and formulate questions	•	•	•	•	•	•	•
Set and monitor purpose for reading and listening	•	•	•	•	•	•	•
Activate and use prior knowledge	•	•	•	•	•	•	•
Make, modify, and confirm predictions	•	•	•	•	•	•	•

Monitor comprehension and use fix-up strategies to resolve difficulties in meaning: adjust reading rate, reread and read on, seek help from reference sources and/or other people, skim and scan, summarize, use text features		•	•	•	•	•	•
Inferring	•	•	•	•	•	•	•
Create and use graphic and sematic organizers, including outlines, notes, and	•	•	•	•	•	•	•
when, where, why, what if, and how	•	•	•	•	•	•	•
Look back in text for answers		•	•	•	•	•	•
Answer test-like questions	•	•	•	•	•	•	•
Generate clarifying questions, including who, what, when, how, why, and what if	•	•	•	•	•	•	•
Recognize text structure: story and informational (cause/effect, chronological,	•	•	•	•	•	•	•
Summarize text	•	•	•	•	•	•	•
Recall and retell stories	•	•	•	•	•	•	•
Identify and retell important/main ideas (nonfiction)	•	•	•	•	•	•	•
Identify and retell new information (stories)		•	•	•	•	•	•
Visualize; use mental imagery	•	•	•	•	•	•	•
Use strategies flexibly and in combination		•	•	•	•	•	•
Comprehension Strategies							
Author's purpose		•T	•T	•T	•T	•T	•T
Author's viewpoint/bias/perspective						•T	•T
Categorize and classify	•	•	•	•			
Cause and effect	•	•T	•T	•T	•T	•T	•T
Compare and contrast	•	•T	•T	•T	•T	•T	•T
Details and facts	•	•	•T	•T	•	•	•T
Draw conclusions and inferences	•	•T	•T	•T	•T	•T	•T
Fact and opinion			•T	•T	•T	•T	•T
Follow directions/steps in a process	•	•	•	•	•	•	•
Generalize				•T	•T	•T	•
Graphic Sources	•	•	•	•	•T	•T	•T
Main idea and supporting details	•T	•T	•T	•T	•T	•T	•T
Paraphrase			•	•	•	•	•
Persuasive devices and propaganda			•	•	•	•	•
Realism/fantasy	•	•T	•T				
Sequence of events	•	•T	•T	•T	•T	•T	•T
Higher Order Thinking Skills							
Analyze			•	•	•	•	•
Analyze text with various organizational patterns				•	•	•	•
Describe and connect the essential ideas, arguments, and perspectives of a text		•	•	•	•	•	•
Draw inferences, conclusions, or generaliztions, support them with textual	•	•	•	•	•	•	•
Evaluate and critique ideas and text		•	•	•	•	•	•
Hypothesize				•	•	•	•
Make judgments about ideas and text		•	•	•	•	•	•
Organize and synthesize ideas and information		•	•	•	•	•	•T
Literary Analysis, Response, and Appreciation	**K**	**1**	**2**	**3**	**4**	**5**	**6**

IAS: EL.K.2.2,EL.K.3.2-3.3/EL.1.3.1-1.3.2/EL.2.3.1-2.3.4/EL.3.3.1-3.3.8/EL.4.3.1-4.3.7/EL.5.2.2-5.2.3,EL.5.3.1-5.3.8/EL.6.2.7-6.2.9, EL.6.3.1-6.3.8 **CCSS:** RL.K.1-6/RI.1.5-9/RI.2.7-10/W.3.8/RL.4.5-9/RL.5.4-9, RI.5.4-7,9/RL.6.4-7,9,RI.6.4-9

Genre and Its Characteristics							
Recognize characteristics of a variety of genres	•	•	•	•	•	•	•
Identify types of everyday print materials (storybooks, poems, newspapers, signs, and labels)	•	•	•	•	•	•	•
Distinguish common forms of literature; fiction from non-fiction	•	•	•	•	•	•	•
Identify characteristics of nonfiction texts, including biography, interviews, and newspaper articles	•	•	•	•	•	•	•
Identify characteristics of poetry and song, including nursery rhymes, limericks, and blank verse	•	•	•	•	•	•	•
Literary Elements and Story Structure							
Character	•T	•T	•T	•T	•T	•T	•T
Recognize and describe traits, actions, feelings, and motives of characters	•	•	•	•	•	•	•

Analyze characters' relationships, changes, and points of view	•	•	•	•	•	•	•
Analyze characters' conflicts			•	•	•	•	•
Analyze the effect of character on plot and conflict				•	•	•	•
Plot and Plot Structure	•T	•T	•T	•T	•T	•T	•
Beginning, middle, and end	•	•	•	•	•		
Goal and outcome or problem and solution/resolution	•	•	•	•	•	•	•
Rising action, climax, ad falling action/denouement; setbacks					•	•	•
Setting	•T	•T	•T	•T	•T	•T	•T
Relate setting to problem/solution		•	•	•	•	•	•
Explain ways setting contributes to mood					•	•	•
Theme			•T	•T	•T	•T	•T
Use Literary Elements and Story Structure	•	•	•	•	•	•	•
Analyze and evaluate author's use of setting, plot, and character, and compare among authors			•	•	•	•	•
Identify similarities and differences of characters, events, and settings within or across selections/cultures	•	•	•	•	•	•	•
Literary Devices							
Dialect					•	•	•
Dialogue and narration	•	•	•	•	•	•	•
Identify the speaker or narrator in a selection	•	•	•	•	•	•	•
Exaggeration/hyperbole				•	•	•	•
Figurative language: idiom, jargon, metaphor, simile, slang			•	•	•	•	•
Flashback					•	•	•
Foreshadowing			•	•	•	•	•
Formal and informal language			•	•	•	•	•
Humor				•	•	•	•
Imagery and sensory words		•	•	•	•	•	•
Mood			•	•	•	•	•
Personification					•	•	•
Point of view (first person, third person, and omniscient)				•	•	•	•
Puns and word play				•	•	•	•
Sound devices and poetic elements	•	•	•	•	•	•	•
Alliteration, assonance, and onomatopoeia	•	•	•	•	•	•	•
Rhyme, rhythm, repetition, and cadence	•	•	•	•	•	•	•
Word choice	•	•	•	•	•	•	•
Symbolism						•	•
Tone					•	•	•
Author's and Illustrator's Craft							
Distinguish the roles of author and illustrator	•	•	•	•			
Recognize/analyze author's and illustrator's craft of style		•	•	•	•	•	•
Evaluate authors use of various techniques to influence readers' perspectives					•	•	•
Literary Response							
Recollect, talk, and write about books	•	•	•	•	•	•	•
Reflect on reading and respond (through talk, movement, art, and so on)	•	•	•	•	•	•	•
Ask and answer questions about text	•	•	•	•	•	•	•
Write about what is read	•	•	•	•	•	•	•
Use evidence from the text to support opinions, interpretations, or conclusions	•	•	•	•	•	•	•
Support ideas through reference to other texts and perosnal knowledge			•	•	•	•	•
Locate materials on related topic, theme, or idea			•	•	•	•	•
Generate alternative endings to plots and identify the reason for, and the impact of, the alternatives	•	•	•	•	•	•	•
Synthesize and extend the literary experience through creative responses	•	•	•	•	•	•	•
Make connections: text to self, text to text, text to world			•	•	•	•	•
Offer observations, react, speculate in response to text			•	•	•	•	•
Literary Appreciation/Motivation							
about books	•	•	•	•	•	•	•
Choose text by drawing on personal interests, relying on knowledge of authors and genres, estimating text difficulty, and using recommendations of others	•	•	•	•	•	•	•
Read a variety of grade-level appropriate narrative and expository texts	•	•	•	•	•	•	•
Read from a wide variety of genres for a variety of purposes	•	•	•	•	•	•	•
Read independently		•	•	•	•	•	•

Establish familiarity with a topic		•	•	•	•	•	•
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 cultrue 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	•	•	•	•	•	•	•
Language Arts							
Writing	**K**	**1**	**2**	**3**	**4**	**5**	**6**

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 ot read; write left to right on a line and top to bottom on a page	•	•	•				
Participate in shared and interactive writing	•	•	•				
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					•	•	•
Organization/Paragraphs	•	•	•	•	•T	•T	•T
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 summmarizing to impose structure on composition drafts				•	•	•	•
Write a multi-paragraph paper			•	•	•	•	•
Voice		•	•	•	•	•	•
Develop personal, identifiable voice and an individual tone/style		•	•	•	•	•	•

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							
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							
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,	•	•T	•T	•T	•T	•T	•T
Descriptive writing (such as labels, captions, lists, plays, poems, response logs,	•	•T	•T	•T	•T	•T	•T
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							
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**
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**
Grammar and Usage in Speakng and Writing Sentences							
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

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

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.5.61-5.6.8/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

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							
Subject-verb agreement	•	•	•T	•T	•T	•T	•T
Pronoun agreement/referents		•	•	•T	•T	•T	•T
Misplaced modifiers						•	•
Misused wrods				•		•	•
Negatives; avoid double negatives				•	•	•	•
Mechanics in Writing							
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	**K**	**1**	**2**	**3**	**4**	**5**	**6**

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

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, dipthongs, 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				•	•	•	•
Speaking 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 effictive 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, discriptive, 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							

IAS: EL.2.2.4.3-2.4.5, 2.4.8/EL.3.5.8/EL.4.4.5-4.4.9, 4.7.10/EL.5.4.4-5.4.7/EL.6.2.1 **CCSS:** W.3.6-7/W.6.6.8

Understand and Use Graphic Sources	**K**	**1**	**2**	**3**	**4**	**5**	**6**

Advertisement		•	•	•	•	•	•
Chart/table	•	•	•	•	•	•	•
Diagram/scale drawing		•	•	•	•	•	•
Graph (bar, circle, line, picture)	•	•	•	•	•	•	•
Illustration, photograph, caption, label	•	•	•	•	•	•	•
Map/globe	•	•	•	•	•	•	•
Poster/announcement	•	•	•	•	•	•	
Schedule					•	•	•
Sign	•	•	•		•		•
Time line			•	•	•	•	•
Understand and Use Reference Sources	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Know and use organizational features and parts of a book to locate information	•	•	•	•	•	•	•
Use alphabetical order		•	•	•	•	•	•
Understand purpose, structure, and organization of reference sources (print, electronic, media, Internet)	•	•	•	•	•	•	•
Almanac					•	•	•
Atlas			•	•	•	•	•
Card catalog/library database			•	•	•	•	•
Dictionary/glossary	•	•	•	•T	•T	•T	•T
Encyclopedia		•	•	•	•	•	•
Magazine/periodical		•	•	•	•	•	•
Newspaper and newsletter		•	•	•	•	•	•
Readers' Guide to Periodical Literature					•	•	•
Technology (on- and offline electronic media)	•	•	•	•	•	•	•
Thesaurus			•	•	•	•	•
Study Skills and Strategies	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Adjust reading rate		•	•	•	•	•	•
Clarify directions	•	•	•	•	•	•	•
Outline			•	•	•	•	•
Skim and scan		•	•	•	•	•	•
SQP3R					•	•	•
Summarize	•	•	•	•	•	•	•
Take notes, paraphrase, and synthesize		•	•	•	•	•	•
Use graphic and semantic organizers to organize information	•	•	•	•	•	•	•
Test-Taking Skills and Strategies	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Understand the question, the vocabulary of tests, and key words		•	•	•	•	•	•
Answer the question; use information from the text (stated or inferred)	•	•	•	•	•	•	•
Write across texts			•	•	•	•	•
Complete the sentence			•	•	•	•	•
Technology/New Literacies	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Non-Computer Electronic Media							
Audio tapes/CDs, video tapes/DVDs	•	•	•	•	•	•	
Film television, and radio	•	•	•	•	•	•	•
Computer Programs and Services: Basic Operations and Concepts							
Use accurate computer terminology	•	•	•	•	•	•	•
Create, name, locate, open, save, delete, and organize files	•	•	•	•	•	•	•
Use input and output devices (such as mouse, keyboard, monitor, printer, touch screen)	•	•	•	•	•	•	•
Use basic keyboarding skills	•	•	•	•	•	•	•
Responsible Use of Technology Systems and Software							
Work cooperatively and collaboratively with others; follow acceptable use policies	•	•	•	•	•	•	•
Recognize hazards of Internet searches		•	•	•	•	•	•
Respect intellectual property				•	•	•	•
Information and Communication Technologies: Information Acquisition							
Use elctronic Web (non-linear) navigation, online resources, databases, keyword searches		•	•	•	•	•	•
Use visual and non-textual features of online resources	•	•	•	•	•	•	•
Internet inquiry		•	•	•	•	•	•

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 ***Back, Forward,*** or ***Undo*** ; 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
Count objects							
Count in sequence							
Name and write numbers							
Compare and order numbers							
Round numbers							

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,

Understanding Number Systems

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

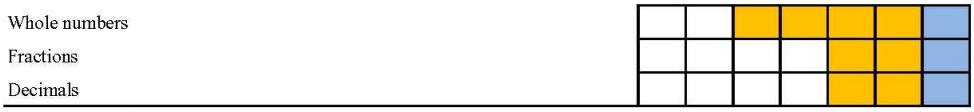
Addition and Subtraction

IAS = MA.K.2.1-2.2.2/MA.1.2.1-1.2.4/MA3.2.1/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

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



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

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

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

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

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	K	1	2	3	4	5	6

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							
Symmetry							

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/MA4.5.1-4.5.3, 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							
Angle measures							

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	K	1	2	3	4	5	6

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							
Line plots							

Statistical Variability

IAS = MA.6.6.1-6.6.6 **CCSS=** 6.SP.1,2,3,5,5.a,5.b,5.c,5.d

Understanding of statistical variability							
Measures of center and variability							

Describing data distributions							

Interactive Science

Pearson 2012

Heritage Institute of Arts & Technology

Science, Engineering and Technology

The Nature of Science = Students gain scientific knowledge by observing the natural and constructed world, performing and evaluating investigations and communicating their findings. These principles should guide student work and be integrated into the curriculum along with the content standards on a daily basis.	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Process Standards							
Use a scientific notebook to record predictions, questions and observations about data with pictures, numbers or in words.							
Conduct investigations that may happen over time as a class, in small groups, or independently.							
Generate questions and make observations about natural processes.							
Make predictions based on observations.							
Discuss observations with peers and be able to support your conclusion with evidence.							
Make and use simple equipment and tools to gather data and extend the senses.							
Recognize a fair test.							
Make predictions and formulate testable questions.							
Design a fair test.							
Plan and carryout investigations as a class, in small groups or independently,often over a period of several class lessons.							
Perform investigations using appropriate tools and technology that will extend the senses.							
Use measurement skills and apply appropriate units when collecting data.							
Test predictions with multiple trials.							
Keep accurate records in a notebook during investigations and communicate findings to others using graphs, charts, maps and models through oral and written reports.							
Identify simple patterns in data and propose explanations to account for the patterns.							
Compare the results of an investigatin with the prediction.							
Plan and carryout investigations as a class, in small groups or independently,often over a period of several class lessons.							
Make predictions and develop testable questions based on research and prior knowledge.							
Collect quantitative data with appropriate tools or technologies and use appropriate units to label numerical data.							
Incorporate variables that can be changed, measured, or controlled.							
Use principles of accuracy and precision when making measurement.							
Analyze data, using appropriate mathematical manipulation as required, and use it to identify patterns and make inferences based on these patterns.							
Evaluate possible causes for differing result (valid data).							

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 properities.							
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 meaure 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 aboutnight/day and seasons.							
Observe, describe, and ask questions about soil components and properties.							

Day to day and over the seasons observe, measure, record, recognize patterns and ask questions about features of weather.			■				
Investigate how the position of the sun and moon and the shape of the moon change in observable patterns.			■				
Observe, describe and identify rocks and minerals by their specific properties.				■			
Observe and describe how natural materials meet theneeds of plants and animals, including humans.				■			
Observe, investigate and give examples of ways that the shape of the land changes over time.					■		
Describe how the supply of natural resources is limited and investigate ways that humans protect and harm the environment.					■		
Observe, describe, and ask questions about patterns in the sun-moon-earth system.						■	
Understand the relationships between celestial bodies and the force that keeps them in regular and predictable motion.							■
Life Science							
IAS=K.3.1-K.3.3 /1.3.1-1.3.5/2.1.1-2.3.2/3.3.1-3.3.2/4.3.1-4.3.4/5.3.1-5.3.2/6.3.1-6.3.6	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Observe living organisms, compare and contrast their characteristics, and ask questions about them.	■						
Observe, describe and ask questions about living things and their relationship to their environment.		■					
Observe, ask questions about, and describe how organisms change their forms and behavior in the course of their life cycles.			■				
Observe, describe, and ask questions about plant growth and development.				■			
Observe, describe, and ask questions about structures of organisms andhow they affect their growth and survival.					■		
Observe, describe, and ask questions about how changes in one part of an ecosystem create changes in other parts of the ecosystem.						■	
Describe that all organisms, including humans, are part of complex systems found in all biomes (freshwater, marine, forest, desert, grassland, tundra).							■
Understand that the major source of energy for ecosystems is light produced by major nuclear reactions in the sun.							■
Science, Engineering and Technology							
IAS = 1.4.1-1.1.3/2.4.1-2.4.3/3.4.1-3.4./4.4.1-4.4.4/5.4.1-5.4.3/6.4.1-6.4.3	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Determine properties of natural andman-made materials and their most important uses.		■					
Describe how technologies have been developed to meet human needs.			■				
Define a real world problem and list criteria for a successful solution.				■			
Design a moving system and measure its motion.					■		
Designa a prototype that replaces a function of a human body part and evaluate using selected criteria.						■	
Apply a form of energy to design and construct a simple mechanical device.							■

Social Studies

Heritage Instit

Essential Knowledge of Social Studies	**K**	**1**	**2**	**3**	**4**	**5**	**6**
History							
IAS: SS.K.1.1-K.1.1.7/SS.1.1.1-1.10/SS.2.1.1-2.1.7/SS.3.1.1-3.1.8/SS.4.1-4.1.18/SS.5.1-5.1.16/SS.6.1-6.1.22							
Understand human influence shaping communities,states, and nations	■	■	■	■	■	■	■

Contributions of ordinary people							
Historic figures and their lives							
Understand the origins and significance of customs, holidays, celebrations, and landmarks in the community, state, nation, and world							
Understand the concepts of time and chronology							
Order of events							
Past, present, future							
Political, economic, and social change							
Cause and effect							
Understand how various sources provide information							
Primary sources							
Secondary sources							
Understand how human needs, ideas, issues, and events influence the past and present							
Exploration, colonization, and settlement							
Conflict and revolution							
Immigration							
Growth and expansion							
Understand that the past influences the present							
Connecting past and present							
Comparing past and present							
Geography	**K**	**1**	**2**	**3**	**4**	**5**	**6**
IAS: SS.K.3.1-3.7/SS.1.3.1-1.3.9/SS.2.3.1-2.3.7/SS.3.3.1-3.3.11/SS.4.3.1-4.3.12/SS.5.3.1-5.3.12/ SS.6.3.1-6.3.14							
Understand concept of location							
Relative and exact							
Factors influencing location							
Understand concept of place							
Landforms, bodies of water, vetetation, animal life							
Climate, weather, and seasonal patterns							
Understand human -environment interactions							
Natural resources and land use							
Human features (housing, roads)							
Human adaptations to and modifications of their environments							
Understand the concept of movement							
Movement of ideas through cultural sharing							
Colonization, immigration, settlement patterns (people)							
Physical characteristics affect trade (products)							
Physical characteristics affect human activities (culture)							
Understand the concept of region							
Physical characteristics							
Political characteristics							
Political characteristics							
Economic characteristics							
Time zones							
Understand and use geographic tools to collect, analyze, and interpret information							
Maps and globes							
Compare world regions and countries							

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 transportaion and communication							
Free enterprise							
Entrepreneurship							
Government	**K**	**1**	**2**	**3**	**4**	**5**	**6**
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	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Understand good citizenship							
Historic figures andordinary people							
Citizenship traits (caring, respect, responsibility, fairness, honesty, courage)							
Working for the common good							
Believing in truth and justice							
Treating all people equally							

Solving problems							
Making decisions							
Understand state and national identities							
Flags, symbols, anthems, pledges							
Customs and celebrations							
Mottoes							
Understand the freedoms, rights, and responsibilities of citizens							
Individual freedoms (choosing your associates, choosing where you live)							
Economic freedoms (choosing your own work, owning property)							
Political freedoms (joining a political party, running for office, purpose of and need for free elections)							
Rights (free speech, voting rights, freedom of religion, equal protection and opportunity under the law)							
Responsibilities/participating, voting							
Responsibilities/keeping informed							
Understand democratic principles							
Due process and equal protection under the law							
Majority rule with minority respect							
Government by law							
Culture	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Understand social groups and institutions							
Family and community							
Education							
Religion							
Politics							
Understand similarities and differences among people							
Culture and culture region							
Language							
Customs, holidays, and traditions							
Similarities among diverse groups							
Contributions of diverse groups							
Understand how the arts express cultural heritage							
Literature							
Music, drama, dance							
Role of writers and artists							
Art							
Architecture							
Science, Technology, and Society	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Understand how technology has affected life							
Tools and appliances							
Communications							
Transportation							
Recreation							
Work, education, and learning							
Medicine							
Understand the significance of the inventions or creations of people in technology							

Understand the changes brought about by scientific discoveries and technological inventions							
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							
Hemispheres							
Poles							
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							

Population map							
Population density map							
Understand time zones							
Understand cartograms							
Chart and Graph Skills	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Understand charts and graphs							
Charts							
Diagrams							
Calendars and time lines							
Bar graphs							
Pie (circle) graphs							
Line graphs							
Climographs							
Critical Thinking Skills	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Problem solving							
Identify a problem							
Gather information							
List and consider options							
Consider advantages and disadvantages							
Choose and implement a solution							
Evaluate the effectiveness of a solution							
Decision making							
Identify a situation that requires a decision							
Gather information							
Consider the options							
Predict the consquences							
Take action							
Analysis of information							
Sequence							
Categorize and classify							
Compare and contrast							
Identify main ideas and details							
Predict							
Identify cause- and- effect relationships							
Summarize							
Generalize							
Make inferences and draw conclusions							
Identify different points of view and frames of reference (detection of bias)							
Fact and opinion							
Evaluation of arguments and sources							
Research Skills	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Tables and charts							
Time lines							
Bar graphs							
Diagrams							
Pie (circle) graphs							
Line graphs							
Flowcharts							

Primary and secondary sources							
Audio and video recordings							
Art							
Photographs							
Biographies, autobiographies, and oral histories							
Internet							
Computer software							
Artifacts and historical records							
Atlases and gazetteers							
New sources and current events							
Speeches							
Encyclopedias							
Dictionaries and thesauruses							
Almanacs							
Political cartoons							
Use appropriate math skills to interpret maps and graphs							
Reading Skills used in Social Studies	**K**	**1**	**2**	**3**	**4**	**5**	**6**

IAS: EL.K.2.2, EL.K.7.1-K.7.5/EL.1.2.2, 1.2.5, EL.1.4.2-1.4.6/EL.2.2.1-2.2.2, 2.2.5-2.2.8, 2.2.11, EL.2.7.1, 2.7.5, 2.7.9-2.7.12/EL.3.1.4, EL.3.2.1-3.3.2, 3.2.4-3.2.5, 3.2.9 EL.3.7.2, 3.7.13-3.15/EL.4.1.2, 4.1.6-4.1.7, EL.4.2.1, 4.2.3, 4.2.5-4.2.6, 4.2.9, EL.4.7.5, 4.7.9-4.7.11, 4.7.17/EL.5.2.1, 5.2.3-5.2.5, EL.5.7.4, 5.5.7-5.7.9, 5.7.11, 5.7.15/EL.6.2.1-6.2.6, EL.6.3.9, EL.6.7.4-6.7.6,6.7.10-6.7.13 **CCSS:** RI.K.10, SL.K.2/RI.1.5-6, SL.1.2/RL.2.7, RI.2.2-2.3, 2.5 2.7-2.10, SL.2.5, L.2.3/RI.3.2-3.2.3, 3.5, 3.7-3.9, SL.3.2, 3.4-3.6/RL.4.5-4.6, RI.4.6-4.7, 4.9, SL.4.4-4.6/RL.5.7, 5.9-5.10, SL.5.4--5.6/RL.6.9, RL.6.4-6.5, 6.7-6.10, SL.6.2, 6.4-6.6

	K	**1**	**2**	**3**	**4**	**5**	**6**
Vocabulary							
Context clues (synonym, antonym, definition)							
Abbreviations and acronyms							
Classification and categorization of words							
Multiple meanings							
Dictionary and glossary							
Gazetteer							
Comprehension							
Order							
Picture clues							
Sequence							
Compare and contrast							
Use of visuals (pictures, maps, time lines, graphs, charts, models, graphic organizers)							
Recall and retell							
Main idea and details							
Picture analysis							
Prediction							
Understand and use graphic and typographical features (boldface, headings, captions, phonetic respellings)							
Summarize a chapter or section							
Context clues							
Understand and use book parts (table of contents, glossary, atlas, gazetteer, index, bibliography, appendices)							

Scan for specific facts or ideas							
Understand and use textbook study features (prereading questions, preview and focus statements, summary statements, postreading questions)							
Make outlines							
Cause and effect							
Drawing conclusions							
Summarize							
Understand characteristics of text types(autobiography, biography, essay, expository, historical fiction, informational, journal/diary, legend, letter, narrative, poetry, speech)							
Generalize							
Take notes							
Speaking and Listening	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Understand and use speaking and listening skills							
Dramatization							
Song							
Poems							
Stories							
Oral directions							
Interviews							
Debates							
Use standard grammar and sentence structure							
Oral reports							
Writing Skills used in Social Studies	**K**	**1**	**2**	**3**	**4**	**5**	**6**

IAS: EL.K.5.1/EL.1.5.1-1.5.2, 1.5.4-1.5.5/EL.2.4.1-2.4.4, EL.2.6.1/EL.3.4.1-3.4.2, 2.4.4, 3.4.9, EL.3.5.1-3.5.3, 3.5.6, EL.3.6.2-3.6.3, 3.6.6-3.6.7/EL.4.4.1, 4.4.4-4.4.9, EL.4.5.1, 4.5.3-4.5.6, EL.4.6.4-4.6.7/ EL.5.4.2-5.4.7, EL.5.5.3-5.5.7, EL.5.6.3, 5.6.5-5.5.6, 5.6.8/EL.6.4.3-6.4.7, EL.6.5.1-6.5.3, 6.5.5-6.5.6, EL.6.6.1-6.6.4 CCSS: W.K.1-3, K.7-8/ W.1.3, 1.6-1.8/W.2.3, 2.6/W.3.3, 3.7-3.8, 3.10/W.4.3-4.4, 4.6-4.10/W.5.3-5.10/W.6.1-6, 6.6-6.10

	K	**1**	**2**	**3**	**4**	**5**	**6**
Understand forms of writing							
Descriptive							
Narrative							
Expository							
Persuasive							
Understand and use writing skills and processes							
Lists							
Captions and labels							
Use standard grammar, spelling, sentence structure, and punctuation							
Report							
Letter							
Collect, organize, and record information							
Identify and use reliable sources							
Use multimedia tools							
Journal/diary							
Essay							
Research paper							
Summary							
News report and feature story							

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 Students sing melodic patterns and songs with an appropriate tone quality, matching pitch and maintaining a steady tempo.	MU.K.1.1-4	MU.1.1.1-4	MU.2.1.1-5	MU.3.1.1-5	MU.4.1.1-5	MU.5.1.1-5	MU.6.1.1-6
PERFORMING MUSIC: Playing an instrument alone and with others Students play rhythms using body percussion and classroom instruments. They maintain a steady tempo when playing with a group.	MU.K.2.1-2	MU.1.2.1-3	MU.2.2.1-6	MU.3.2.1-7	MU.4.2.1-5	MU.5.2.1-5	MU.6.2.1-6
CREATING MUSIC: Improvising melodies, variations, and accompaniments Students improvise simple responses to teacher cues by singing and by using body percussion and instrumental sounds.	MU.K.3.1-3	MU.1.3.1-3	MU.2.3.1-4	MU.3.3.1-6	MU.4.3.1-6	MU.5.3.1-6	MU.6.3.1-5
CREATING MUSIC: Composing and arranging music within specified guidelines Students create short rhythmic and melodic patterns.	MU.K.4.1-2	MU.1.4.1-2	MU.2.4.1-3	MU.3.4.1-5	MU.4.4.1-4	MU.5.4.1-4	MU.6.4.1-5
RESPONDING TO MUSIC: Reading, notating, and interpreting music Students read iconic notation and interpret pitch and rhythm relationships kinesthetically.	MU.K.5.1-3	MU.1.5.1-4	MU.2.5.1-5	MU.3.5.1-8	MU.4.5.1-5	MU.5.5.1-6	MU.6.5.1-5
RESPONDING TO MUSIC: Listening to, analyzing, and describing music 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.	MU.K.6.1-4	MU.1.6.1-4	MU.2.6.1-6	MU.3.6.1-6	MU.4.6.1-7	MU.5.6.1-5	MU.6.6.1-5
RESPONDING TO MUSIC: Evaluating music and music performances Students talk about listening to music and establish criteria to evaluate classroom music activities.	MU.K.7.1-2	MU.1.7.1-2	MU.2.7.1-3	MU.3.7.1-4	MU.4.7.1-4	MU.5.7.1-4	MU.6.7.1-3
RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts Students express musical concepts in non-musical ways. They describe the use of music in various school activities.	MU.K.8.1-2	MU.1.8.1-2	MU.2.8.1-3	MU.3.8.1-4	MU.4.8.1-4	MU.5.8.1-4	MU.6.8.1-4
RESPONDING TO MUSIC: Understanding music in relation to history and culture Students discuss music experiences in daily life and the concept of a musician. They experience music from various eras and cultures.	MU.K.9.1-3	MU.1.9.1-3	MU.2.9.1-4	MU.3.9.1-4	MU.4.9.1-5	MU.5.9.1-5	MU.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 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.	VA.K.1.1-6	VA.1.1.1-6	VA.2..1.1-6	VA.3.1.1-6	VA.4.1.1-6	VA.5.1.1-8	VA.6.1.1-8
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.2.1-2	VA.1.2.1-3	VA.2.2.1-3	VA.3.2.1-3	VA.4.2.1-3	VA.5.2.1-3	VA.6.2.1-3

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 ***Heritage Institute of Arts & Technology*** **(IAS)**	**K**	**1**	**2**	**3**	**4**	**5**	**6**
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.7.1-2	TH.1.7.1-2	TH.2.7.1-2	TH.3.7.1-2	TH.4.7.1-2	TH.5.7.1	TH.6.7.1

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 *Heritage Institute of Arts & Technology* (IAS)	**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 *Heritage Institute of Arts & Technology* (IAS)	**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.1.1-4	PE.1.1.1-4	PE.2.1.1-5	PE.3.1.1-4	PE.4.1.1-4	PE.5.1.1-3	PE.6.1.1-2

Movement Concepts: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. 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.	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
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.	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
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.	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
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.	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
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.	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

Iste.net*s/ ADVANCE DIGITAL AGE LEARNING *Heritage Institute of Arts & Technology*

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.

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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 sing 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
Mastery of Skill

Basic Computer/Technology Use	K	1	2	3	4	5	6
Starts and shuts down computer including storing and recharging laptops							
Opens and quits applications, works with windows, icons, and menus							
Communicates about technology using developmentally appropriate and accurate terminology							
Uses keyboard, mouse and other common input and output devices							
Discusses advantages and disadvantages of using technology in daily life							
Applies strategies for identifying and solving routine hardware and software problems							
Makes informed decisions in choosing the most appropriate technology systems, resources							

Graphics and Publishing	K	1	2	3	4	5	6
Creates pictures with paint program uses draw tools to create objects, inserts graphics within an application							
Imports and modifies images							
Captures images from the Internet and follows copyright laws for use of images							
Uses digital camera							
Knows difference between draw and paint							
Rotates, duplicates, groups, aligns, and resizes objects, saves images in different formats							
Uses text objects in draw mode							
Applies good design principles							

File and Resource Management	K	1	2	3	4	5	6
Logs into network , saves and finds files and folders							
Keeps documents separate from applications							
Creates folders to store work and saves work in correct folder							
Describes hardware and software problems							
Organizes folders for work in progress and final drafts in an organized system							
Shares files over network and email							
Saves work in various formats and adds correct extensions to file names							
Social and Ethical Use							
Follows rules and procedures for technology use							
Works cooperatively and collaboratively with others when using technology							
Demonstrates positive social and ethical behaviors when using technology systems and software							
Demonstrates knowledge of current changes in information technologies and the effect those changes have on the workplace and society							
Exhibits legal and ethical behaviors when using information and technology, and discusses consequences of misuse							
Follows proper use of copyrighted material and cites resources properly							
Demonstrates and advocates for legal and ethical behaviors among peers, family and community regarding the use of technology and information							

Word Processing	K	1	2	3	4	5	6
Inserts, edits and formats text							
Formats a basic document (e.g. title, paragraphs, alignment)							
Creates bullet and number lists. Uses spell checker and thesaurus, wraps text around graphic							
Uses word processor from first to final draft							
Uses ruler, margins, and tabs, uses outlining features							
Inserts headers and footers							
Creates and formats tables							
Inserts sections, columns, and page breaks, transfers and merges files into documents							
Keyboarding							
Uses proper posture and ergonomics							
Locates and uses letter and number keys with correct left and right hand							
placement (i.e. use left hand on left side of keyboard, right hand on right side)							
Uses the correct finger of the correct hand for space bar, return or enter key and shift keys							
Key the entire alphabetic keyboard by touch using the correct finger of the							

Spreadsheets	K	1	2	3	4	5	6
Uses the appropriate chart for activity and data and is able to explain what data represents							
Collects data and creates new spreadsheet							
Use simple formulas							
Collects, inputs, analyzes, organizes and displays data graphically							
Uses the appropriate chart for activity and data and is able to explain what data represents							
Formats and changes axis scale, chart area, data series or appearance of charts							
Databases							
Knows of educational uses of databases							
Uses existing databases (e.g. card catalog)							
Knows terms such as records and fields							
Finds and sorts information in a database							
Email							
Explains the parts of an email address							
Creates username and password							
Receives and replies to messages							
Composes, edits, and sends messages							
Follows proper email etiquette							
Uses cc / bcc and subject fields appropriately							
Forwards mail with leading message							
Creates/edits address book							
Attaches, receives, and opens attachments using appropriate format and extension							

Presentation Tools	K	1	2	3	4	5	6
Determines target audience, goal, and purpose of presentation							
Uses outlines, storyboards, and mind-mapping software to plan presentation							
Adds transitions and sounds to presentation							
Imports animations and video							
Applies good design principles							
Includes graphs and charts in presentation							
Internet							
Uses teacher-selected web sites							
Launches a browser and uses the tool bar							
Navigates by clicking on links on web pages							
Returns to site using back button or bookmark/favorite							
Adds bookmarks/favorites							
Knows the parts of a URL							
Uses keyword and natural language searches							
Evaluates site and information for validity and accuracy							
Copies and pastes text or images and cites source correctly							
Knows difference between search engines and subject directories.							

ATTACHMENT 9

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).
- Demonstrates mastery of concepts of print and print awareness, and demonstrates mastery of phonological awareness. They will see letter patterns and know how to translate them into spoken language by using phonics, syllables, and word parts.
- Use literacy knowledge and achieve fluent oral and silent reading.
- 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 clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.
- Use writing skills to write letters, poems, rhymes, and compositions.
- Write using Standard English conventions appropriate to this grade level.
- 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).
- Understand the relationships among numbers, quantities, and place value in whole numbers up to 100. They understand that fractions may refer to parts of a set and parts of a whole.
- Solve simple problems involving addition and subtraction of numbers up to 100.

- Model, represent, and interpret number relationships to create and solve problems involving addition and subtraction.
- Identify and describe the attributes of common shapes in the plane and of common objects in space.
- Understand how to measure length, temperature, capacity, weight, and time in standard units.
- Make decisions about how to set up a problem.
- 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).
- Actively engage in exploring how the world works. They explore, observe, count, collect, measure, compare, and ask questions. They discuss observations and use tools to seek answers and solve problems. They share their findings.
- Begin to find answers to their questions about the world by using measurement, estimation, and observation as well as working with materials. They communicate with others through numbers, words, and drawings.
- Investigate, describe, and discuss their natural surroundings. They wonder why things move and change.
- Ask questions about a variety of living things and everyday events that can be answered through observations. They consider things and processes that plants and animals need to stay alive. Students begin to understand plant and animal interaction.
- Apply mathematics in scientific contexts. They use numbers for computing, estimating, naming, measuring, and communicating specific information. They make picture and bar graphs. They recognize and describe shapes and patterns. They use evidence to explain how or why something happens.
- Begin to observe how objects are similar and how they are different. They begin to identify parts of an object and recognize how these parts interact with the whole. They look for what changes and what does not change and make comparisons.
- 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).
- Will differentiate between events that happened in the past and recently, recognize examples of continuity and change in local and regional communities, and consider ways that people and events of the past and present influence their lives.
- Will explain why communities have government and laws, demonstrate that people in the United States have both rights and responsibilities, and identify individual actions that contribute to the good of the community and nation.

- Will locate their community, state and nation on maps and globes; identify major geographic characteristics of their local community; and explore geographic relationships between the physical and environmental characteristics of their community.

- Will describe how people in a community use productive resources, create a variety of businesses and industries, specialize in different types of jobs, and depend on each other to supply goods and services.

- 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).

- Use their knowledge of word parts and word relationships, as well as context, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

- 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 Convections, skills, strategies, and applications for listening and speaking (aligned with the state standards).

- Discuss and keep a list of ideas for writing. They use graphic organizers. Students write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

- Demonstrate an awareness of the audience (intended reader) and purpose for writing.

- Use writing strategies to respond to literature, write narratives, research papers, persuasive letters, summaries with main idea and details from reading selections, and to write for different purposes.

- 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).

- Compute with whole numbers, decimals, and fractions and understand the relationship among decimals, fractions, and percents. They understand the relative magnitudes of numbers. They understand prime and composite numbers.

- Solve problems involving multiplication and division of whole numbers and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals.

- Use variables in simple expressions, compute the value of an expression for specific values of the variable, and plot and interpret the results. They use two-dimensional coordinate grids to represent points and graph lines.

- Identify, describe, and classify the properties of plane and solid geometric shapes and the relationships between them.

- Understand and compute the areas and volumes of simple objects, as well as measuring weight, temperature, time, and money.
- Collect, display, analyze, compare, and interpret data sets. They use the results of probability experiments to predict future events.
- Make decisions about how to approach problems and communicate their ideas.
- 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).
- Work collaboratively to carry out investigations. They observe and make accurate measurements, increase their use of tools and instruments, record data in journals, and communicate results through chart, graph, written, and verbal forms. Students repeat investigations, explain inconsistencies, and design projects.
- Use a variety of skills and techniques when attempting to answer questions and solve problems. Students describe their observations accurately and clearly using numbers, words, and sketches, and are able to communicate their thinking to others. They compare, contrast, explain, and justify both information and numerical functions.
- Continue to investigate changes of Earth and the sky. They explore, describe, and classify materials, motion, and energy.
- Learn about an increasing variety of organisms - familiar, exotic, fossil, and microscopic. They use appropriate tools in identifying similarities and differences among these organisms. Students explore how organisms satisfy their needs in their environments.
- Apply mathematics in scientific contexts. They make more precise and varied measurements in gathering data. Their geometric descriptions of objects are comprehensive, and their graphing demonstrates specific connections. They identify questions that can be answered by data distribution, i.e. "Where is the middle?" and their support of claims or answers with reasons and analogies becomes important.
- Work with an increasing variety of systems and begin to modify parts in systems and models and notice the changes that result.
- 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).
- Will describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800, with an emphasis on the American Revolution and the founding of the United States.
- Will identify main components and characteristics of the United States government. They will identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.

- Will describe the Earth/sun relationship and use global grid systems. They will identify regions; describe physical and cultural characteristics; and locate states, capitals and major physical features of the United States. They will also explain the changing interaction of people with their environment in regions of the United States and show how the United States is related geographically to the rest of the world.

- Will describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in the United States in different historical periods.

- 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 incorporates 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.

<u>Upper Division Learning Outcomes</u>
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).
- Students will use their knowledge of word parts and word relationships, as well as context, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
- Students demonstrate mastery in reading of grade-level-appropriate material.
- Students will read and respond to grade-level-appropriate historically or culturally significant works of literature.
- 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 Convections, 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).
- Solve problems involving addition, subtraction, multiplication, and division of integers. They solve problems involving fractions, decimals, ratios, proportions, and percentages.
- Write verbal expressions and sentences as algebraic expressions and equations. They evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results. They investigate geometric relationships and describe them algebraically.
- Identify, describe, and classify the properties of plane and solid geometric shapes and the relationships between them.
- Deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems. They calculate with temperatures and money, and choose appropriate units of measure in other areas.

- Compute and analyze statistical measures for data sets. They determine theoretical and experimental probabilities and use them to make predictions about events.

- Make decisions about how to approach problems and communicate their ideas.

- 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).

- Design investigations. They use computers and other technology to collect and analyze data; they explain findings and can relate how they conduct investigations to how the scientific enterprise functions as a whole. Students understand that technology has allowed humans to do many things, yet it cannot always provide solutions to our needs.

- Use computers and other tools to collect information, calculate, and analyze data. They prepare tables and graphs, using these to summarize data and identify relationships.

- Collect and organize data to identify relationships between physical objects, events, and processes. They use logical reasoning to question their own ideas as new information challenges their conceptions of the natural world.

- Recognize that plants and animals obtain energy in different ways, and they can describe some of the internal structures of organisms related to this function. They examine the similarities and differences between humans and other species. They use microscopes to observe cells and recognize cells as the building blocks of all life.

- Apply mathematics in scientific contexts. They use mathematical ideas, such as relations between operations, symbols, shapes in three dimensions, statistical relationships, and the use of logical reasoning to represent and synthesize data.

- Gain understanding of how the scientific enterprise operates through examples of historical events. Through the study of these events, they understand that new ideas are limited by the context in which they are conceived, that the ideas are often rejected by the scientific establishment, that the ideas sometimes spring from unexpected findings, and that the ideas grow or transform slowly through the contributions of many different investigators.

- Use mental and physical models to conceptualize processes. They recognize that many systems have feedback mechanisms that limit changes.

- 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).

- Will explore the key historic movements, events and figures that contributed to the development of modern Europe and America from early civilizations through modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.

- Will compare and contrast forms of government in different historical periods with contemporary political structure of Europe and the Americas and examine the rights and responsibilities of individuals in different political systems.

- Will identify the characteristics of climate regions in Europe and the Americas and describe major physical features, countries and cities of Europe and the Western Hemisphere.
- Will examine the influence of physical and cultural factors upon the economic systems of countries in Europe and Americas.
- 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

HIAT's PROPOSED CALENDAR

August 20, 2012 / Submit Application to ICSB

September 17-26, 2012 / Applicant Capacity Interviews

September 17-October 5, 2012 / Public Hearing

October 15, 2012 Week (Date TBD) / Indiana Charter School Board Meeting

October, 2012 /Execute charter with ICSB

November & December, 2012

- 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, 2013

- Marketing process (Public relations with community and local media)
- Select the facility

February 2013

- Interview and hire vendors
- Compile orders of equipment, educational material, furniture, and supply needs

March, 2013

- Interview and prepare to hire administrative staff, arts and technology support, and teaching staff
- Administrative staff selections
- Principal begins part time

April, 2013

- Prepare student enrollment packets
- Prepare for Lottery if necessary
- Prepare for hiring of teachers

May, 2013

- 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, 2013

- Lease begins
- Occupy facility
- Insure all safety requirements are met
- Inspections conducted
- First day of operations
- Executive Director and Director of Operations begin
- Secure furniture, fixtures, and equipment
- Order curriculum materials
- Establish contracts with vendor

July, 2013

- Principal and office staff begin full time
- Staff Selection
- Plan for orientation for teachers, students, families, and the community

August, 2013

- If enrollment is beyond capacity, the lottery will be held
- August 3 - Community meetings and more advertisement

- August 5 - Implement professional development
- August 12 - Teacher orientation
- August 19 - Back to school night
- August 20 – First day of school

September, 2013

- September 2 – Labor Day, No school
- September 20 – Professional Development for teachers
  Half day for students

October, 2013

- October 23 - End of quarter (45 ½ instructional days)
- October 28 – Report cards issued
- October 24 & 25 – Fall break/No school

November, 2013

- November 28 & 29 – Thanksgiving break/No school

December, 2013

- December 23 – Winter break/No school

January, 2014

- January 6 – School resumes
- January 14 – End of quarter (45 instructional days)
- January 17 – Parent Teacher Conferences/No school for students
- January 20 – Martin Luther King Day/No school

February, 2014

- February 17 – President's Day/No school
- February 18 – Professional Development for teachers/No school for students

March, 2014

- March 24 – End of quarter (45 instructional days)
- March 28 – Report cards issued

April, 2014

- April 17 – Professional Development for teachers/ ½ day for students
- April 18 – 25 – Spring break
- April 28 – School Resumes

May, 2014

- May 26 – Memorial Day/No school

June, 2014

- June 6 – Last day of school (47 ½ instructional days)
- June 11 – Last day for teachers

July 1: Principal and office staff begin

July 5: Staff selection process begins

July 19: Staff selection process complete

July 2013

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
29	29	30	31			

August 2013

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 5: Professional Development begins running to August 16

August 19: Back to School Night

August 20: First day of school for students

September 2: Labor Day/No school

September 20: Professional Development for teachers
½ day for students

September 2013

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 2013

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		

October 23: End of quarter
(45 ½ instructional days)

October 28: Report cards issued

October 24-25: Fall break/No school

November 28-29: Thanksgiving break/No school

November 2013

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 2013

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 23-January 5: Winter break/No school

January 6: School resumes

January 14: End of quarter (45 instructional days)

January 17: Parent Teacher Conferences/No school for students

January 20: Martin Luther King Day/No school

January 2014

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 2014

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: President's Day/No school

February 18: Professional Development for teachers/No school for students

March 24: End of quarter (45 instructional days)

March 28: Report cards issued

March 2014

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 2014

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			

April 17: Professional Development for teachers ½ day for students

April 18-25: Spring break

April 28: School resumes

May 26: Memorial Day/No school

May 2014

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

June 2014

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 6: Last day of school
(47 ½ instructional days)

June 11: Last day for teachers

Total instructional days 182

Weekly Schedule					Kindergarten/Grade 1/Grade 2
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Time	**Activity**	**Activity**	**Activity**	**Activity**	**Activity**
8:00-8:15	Independent Daily Tasks (Journal work, etc.)	Independent Daily Tasks (Journal work, etc.)	Independent Daily Tasks (Journal work, etc.)	Independent Daily Tasks (Journal work, etc.)	Independent Daily Tasks (Journal work, etc.)
8:15-8:30	HIAT Scholar Time (Pledge, Announcements, Character Education)	HIAT Scholar Time (Pledge, Announcements, Character Education)	HIAT Scholar Time (Pledge, Announcements, Character Education)	HIAT Scholar Time (Pledge, Announcements, Character Education)	HIAT Scholar Time (Pledge, Announcements, Character Education)
8:30-9:00	Whole Group Literacy Instruction	Whole Group Literacy Instruction	Whole Group Literacy Instruction	Whole Group Literacy Instruction	Whole Group Literacy Instruction
9:00-9:35	Individualized Learning with Technology, Individual/Paired Work, Small Group Learning with Teacher	Individualized Learning with Technology, Individual/Paired Work, Small Group Learning with Teacher	Individualized Learning with Technology, Individual/Paired Work, Small Group Learning with Teacher	Individualized Learning with Technology, Individual/Paired Work, Small Group Learning with Teacher	Individualized Learning with Technology, Individual/Paired Work, Small Group Learning with Teacher
9:35-10:10	Small Group Learning with Teacher, Individualized Learning with Technology, Individual /Paired Work	Small Group Learning with Teacher, Individualized Learning with Technology, Individual /Paired Work	Small Group Learning with Teacher, Individualized Learning with Technology, Individual /Paired Work	Small Group Learning with Teacher, Individualized Learning with Technology, Individual /Paired Work	Small Group Learning with Teacher, Individualized Learning with Technology, Individual /Paired Work
10:10-10:45	Individual/ Paired Work, Small Group Learning with Teacher, Individualized Learning with Technology	Individual/ Paired Work, Small Group Learning with Teacher, Individualized Learning with Technology	Individual/ Paired Work, Small Group Learning with Teacher, Individualized Learning with Technology	Individual/ Paired Work, Small Group Learning with Teacher, Individualized Learning with Technology	Individual/ Paired Work, Small Group Learning with Teacher, Individualized Learning with Technology
10:45-11:00	Closure to Daily Literacy Block	Closure to Daily Literacy Block	Closure to Daily Literacy Block	Closure to Daily Literacy Block	Closure to Daily Literacy Block
11:00-11:40	Lunch and Recess	Lunch and Recess	Lunch and Recess	Lunch and Recess	Lunch and Recess
11:40-12:00	Whole Group Math Instruction	Whole Group Math Instruction	Whole Group Math Instruction	Whole Group Math Instruction	Whole Group Math Instruction
12:00-12:20	Individualized Learning with Technology, Individual/Paired Work, Small Group Learning with Teacher	Individualized Learning with Technology, Individual/Paired Work, Small Group Learning with Teacher	Individualized Learning with Technology, Individual/Paired Work, Small Group Learning with Teacher	Individualized Learning with Technology, Individual/Paired Work, Small Group Learning with Teacher	Individualized Learning with Technology, Individual/Paired Work, Small Group Learning with Teacher
12:20-12:40	Small Group Learning with Teacher, Individualized Learning with Technology, Individual /Paired Work	Small Group Learning with Teacher, Individualized Learning with Technology, Individual /Paired Work	Small Group Learning with Teacher, Individualized Learning with Technology, Individual /Paired Work	Small Group Learning with Teacher, Individualized Learning with Technology, Individual /Paired Work	Small Group Learning with Teacher, Individualized Learning with Technology, Individual /Paired Work
12:40-1:00	Individual/ Paired Work, Small Group Learning with	Individual/ Paired Work, Small Group Learning with	Individual/ Paired Work, Small Group Learning with	Individual/ Paired Work, Small Group Learning with	Individual/ Paired Work, Small Group Learning with

	Teacher, Individualized Learning with Technology	Teacher, Individualized Learning with Technology	Teacher, Individualized Learning with Technology	Teacher, Individualized Learning with Technology	Teacher, Individualized Learning with Technology
1:00-1:10	Closure to Daily Math Block	Closure to Daily Math Block	Closure to Daily Math Block	Closure to Daily Math Block	Closure to Daily Math Block
1:10-2:00	Science	Social Studies	Science	Social Studies	Sciences/ Social Studies
2:00-2:50	Encore	Encore	Encore	Encore	Encore
2:50-3:00	Closing	Closing	Closing	Closing	Closing

The “Encore classes” will be on a rotation schedule.
Encore classes are Art, Music, Theatre Arts, Dance, Physical Education, and Computer Class.

Weekly Schedule					Grade 3/Grade 4
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Time	**Activity**	**Activity**	**Activity**	**Activity**	**Activity**
8:00-8:15	Independent Daily Tasks (Journal work, etc.)	Independent Daily Tasks (Journal work, etc.)	Independent Daily Tasks (Journal work, etc.)	Independent Daily Tasks (Journal work, etc.)	Independent Daily Tasks (Journal work, etc.)
8:15-8:30	HIAT Scholar Time (Pledge, Announcements, Character Education)	HIAT Scholar Time (Pledge, Announcements, Character Education)	HIAT Scholar Time (Pledge, Announcements, Character Education)	HIAT Scholar Time (Pledge, Announcements, Character Education)	HIAT Scholar Time (Pledge, Announcements, Character Education)
8:30-9:00	Whole Group Literacy Instruction	Whole Group Literacy Instruction	Whole Group Literacy Instruction	Whole Group Literacy Instruction	Whole Group Literacy Instruction
9:00-9:35	Individualized Learning with Technology, Individual/Paired Work, Small Group Learning with Teacher	Individualized Learning with Technology, Individual/Paired Work, Small Group Learning with Teacher	Individualized Learning with Technology, Individual/Paired Work, Small Group Learning with Teacher	Individualized Learning with Technology, Individual/Paired Work, Small Group Learning with Teacher	Individualized Learning with Technology, Individual/Paired Work, Small Group Learning with Teacher
9:35-10:10	Small Group Learning with Teacher, Individualized Learning with Technology, Individual /Paired Work	Small Group Learning with Teacher, Individualized Learning with Technology, Individual /Paired Work	Small Group Learning with Teacher, Individualized Learning with Technology, Individual /Paired Work	Small Group Learning with Teacher, Individualized Learning with Technology, Individual /Paired Work	Small Group Learning with Teacher, Individualized Learning with Technology, Individual /Paired Work
10:10-10:45	Individual/ Paired Work, Small Group Learning with Teacher, Individualized Learning with Technology	Individual/ Paired Work, Small Group Learning with Teacher, Individualized Learning with Technology	Individual/ Paired Work, Small Group Learning with Teacher, Individualized Learning with Technology	Individual/ Paired Work, Small Group Learning with Teacher, Individualized Learning with Technology	Individual/ Paired Work, Small Group Learning with Teacher, Individualized Learning with Technology
10:45-11:00	Closure to Daily Literacy Block	Closure to Daily Literacy Block	Closure to Daily Literacy Block	Closure to Daily Literacy Block	Closure to Daily Literacy Block
11:00-11:45	Science	Social Studies	Science	Social Studies	Sciences/ Social Studies
11:45-12:25	Encore Class	Encore Class	Encore Class	Encore Class	Encore Class
12.25-1:15	Lunch and Recess	Lunch and Recess	Lunch and Recess	Lunch and Recess	Lunch and Recess
1:15-2:50	Math Block	Math Block	Math Block	Math Block	Math Block
2:50-3:00	Closing	Closing	Closing	Closing	Closing

The “Encore classes” will be on a rotation schedule.
Encore classes are Art, Music, Theatre Arts, Dance, Physical Education, and Computer Class.

..

Weekly Schedule					Grade 5/Grade 6
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Time	**Activity**	**Activity**	**Activity**	**Activity**	**Activity**
8:00-8:15	Independent Daily Tasks (Journal work, etc.)	Independent Daily Tasks (Journal work, etc.)	Independent Daily Tasks (Journal work, etc.)	Independent Daily Tasks (Journal work, etc.)	Independent Daily Tasks (Journal work, etc.)
8:15-8:30	HIAT Scholar Time (Pledge, Announcements, Character Education)	HIAT Scholar Time (Pledge, Announcements, Character Education)	HIAT Scholar Time (Pledge, Announcements, Character Education)	HIAT Scholar Time (Pledge, Announcements, Character Education)	HIAT Scholar Time (Pledge, Announcements, Character Education)
8:30-9:00	Whole Group Literacy Instruction	Whole Group Literacy Instruction	Whole Group Literacy Instruction	Whole Group Literacy Instruction	Whole Group Literacy Instruction
9:00-9:35	Individualized Learning with Technology, Individual/Paired Work, Small Group Learning with Teacher	Individualized Learning with Technology, Individual/Paired Work, Small Group Learning with Teacher	Individualized Learning with Technology, Individual/Paired Work, Small Group Learning with Teacher	Individualized Learning with Technology, Individual/Paired Work, Small Group Learning with Teacher	Individualized Learning with Technology, Individual/Paired Work, Small Group Learning with Teacher
9:35-10:10	Small Group Learning with Teacher, Individualized Learning with Technology, Individual /Paired Work	Small Group Learning with Teacher, Individualized Learning with Technology, Individual /Paired Work	Small Group Learning with Teacher, Individualized Learning with Technology, Individual /Paired Work	Small Group Learning with Teacher, Individualized Learning with Technology, Individual /Paired Work	Small Group Learning with Teacher, Individualized Learning with Technology, Individual /Paired Work
10:10-10:45	Individual/ Paired Work, Small Group Learning with Teacher, Individualized Learning with Technology	Individual/ Paired Work, Small Group Learning with Teacher, Individualized Learning with Technology	Individual/ Paired Work, Small Group Learning with Teacher, Individualized Learning with Technology	Individual/ Paired Work, Small Group Learning with Teacher, Learning with Technology	Individual/ Paired Work, Small Group Learning with Teacher, Individualized Learning with Technology
10:45-11:00	Closure to Daily Literacy Block	Closure to Daily Literacy Block	Closure to Daily Literacy Block	Closure to Daily Literacy Block	Closure to Daily Literacy Block
11:00-11:45	Science	Social Studies	Science	Social Studies	Sciences/ Social Studies
11:45-12:25	Lunch and Recess	Lunch and Recess	Lunch and Recess	Lunch and Recess	Lunch and Recess
12:25-1:15	Encore	Encore	Encore	Encore	Encore
1:15-2:50	Math Block	Math Block	Math Block	Math Block	Math Block
2:50-3:00	Closing	Closing	Closing	Closing	Closing

The “Encore classes” will be on a rotation schedule.
Encore classes are Art, Music, Theatre Arts, Dance, Physical Education, and Computer Class.

Overview of Academic and Non-Academic Programs

1. **Academics**

   English/Language Arts-The curriculum will include a Balanced Literacy Approach provided in extended uninterrupted literacy blocks of a minimum of 150 minutes, using Scott Foresman (Pearson) Reading Streets materials. Students will begin their day with rigorous skills-based classroom learning (projected with 25 or fewer students per class) while teachers scaffold those skills into higher ordered Indiana Core Standards. Technology will be maximized throughout each subject area with differentiating learning to meet the diverse needs of our students. Whole group literacy instruction will set the pace for the day with the teacher stating the daily goals. Reading interventions (enrichment/remediation) will occur for all students during 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 on a daily basis. *Individualized Learning with Technology:* 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. *Individual/Paired Work:* This time allows students to work independently or with classmates on skills or a project. *Small Group Learning with* Teacher: During this time the teacher will introduce new concepts and reinforce skill 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 with technology. Closure to the daily literacy block will include a review of skills taught.

   Math-As with the literacy block, the math block begins with the whole group instruction before the small group rotation schedule begins. There will also be a closure to the daily math block after the 90 minute time period.

   Science/Social Studies-Using Scott Foresman's textbooks as well as online features offered, students will have added support with these core subjects as well as Math and Reading and can enhance project-based learning.

2. **Arts**

   After a strong dose of academics, students will move into a rich arts program. Students will have the opportunity to develop skills as well as discover their gifts and talents with performances and project-based experiences. Encore classes such as dance and theatre arts will allow students to gain experience to express themselves in front of a group of people. Students can use their artistic talents to create works of art which will include many mediums including computer-based graphic arts.

3. **Technology**

   Technology will bring the world into the classroom and provides a wide range of opportunities which include differentiated learning within any core subject. It will be used as an individualized learning tool which will help to enhance student skills as well as a tool for formal and informal assessments. Power School will enable teachers to be more efficient in keeping records. "INBOX IT Services" will ensure that the atmosphere of HIAT is infused with advanced technology.

   See Appendix E for HIAT Technology Time Line

The three mainstays can be differentiated and the materials and strategies provide teachers the opportunity to differentiate by both skill and interest of students.

HIAT will use Scott Foresman materials and other resources to integrate music and art with other core subjects. Keeping in mind our charter school focus is arts and technology, we will utilize the Paideia method to enhance our arts education program and bring it into the classroom daily. The following is a brief description of the encore classes offered.

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 Arts-The drama program at HIAT will allow students to increase critical thinking, 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.

Art-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.

Computers-Computer 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.

Daily Instructional Minutes
English/Language Arts - 150 minutes
Math – 90 minutes
Social Studies – 50 minutes
Science – 50 minutes
Non Academic – 50 minutes
7 hour day / School begins: 8:00am Dismissal: 3:00 pm

ATTACHMENT 11

Enrollment Policy

a. Admission requirements

- There will be an individual or group Informational Meeting for parents/guardian, where a representative from the school will inform them 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 the Bracken assessment instrument receiving a minimum score of 45, and the DIBELS assessment instrument reaching at least the benchmark level.
- 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, parent(s)/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. After receiving all documents, student's eligibility (Indiana residency) will be verified along with ensuring state requirements are met. Once this is complete, the student's placement will be verified and the parent

will be notified electronically or with a mailed letter. If accepted, parents will be given more information concerning upcoming events such as "*Back to School Night"* and information for orientation (eg. school supply lists and school calendar).

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.

- Lottery Process: After the "open application" period is complete, HIAT will review the number of student applicants on file. In the event the number of applicants for HIAT exceeds the number of students approved in the charter application, the school will conduct a lottery. 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. There will be an application deadline for the lottery selected students, and if the application process is not completed, the student will be taken off the waiting list. 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. Once a student is enrolled, it will not be required to reapply in subsequent academic years, but will need to complete information confirming intent to return and update any changed information in the enrollment packet.

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.

HIAT
HERITAGE INSTITUTE
Arts and Technology

Heritage Institute of Arts and Technology
Student Enrollment Application
2013-2014

Today's Date _____ Student's Current Grade: _____

Grade Applying for: _____

INSTRUCTIONS: Please complete one application form for each student you wish to enroll in The Heritage Institute of Arts and Technology.

Student's Name: _____
First M.I. Last (As shown on Birth Certificate)
Student's Social Security Number: _____

Student's Date of Birth _____ Age _____ Birthplace: _____ Male ☐ Female ☐
(Kindergarten students must be 5 by Aug 1) City/State

Current School _____ _____
Name

_____
Address City State Zip Phone

Is your child presently receiving any of the following services?

☐ Title I ☐ Special Education ☐ Free/Reduced Lunch

What is the primary Language spoken in the home? _____

Parent/Guardian: _____ Relationship to Child _____

Address: _____
Street Apt. # City State Zip
Phone: _____ _____
Home Cell Work Email Address

Parent/Guardian's Social Security Number: _____

Siblings Currently Enrolled

Name	**Grade**
_____	_____

Siblings Applying for Enrollment

Name	**Grade Entering**
_____	_____

SUBMIT APPLICATION TO:
Heritage Institute of Arts and Technology
P.O. Box 11113
Merrillville, IN 46375
312-277-2334

Legible photocopies of the following documents must be submitted with a completed application, to the Academy or this application will be incomplete and it will not be processed:

- Student's Birth Certificate _____
- Legal Guardianship Papers (If Applicable) _____
- Home Utility Bill, Mortgage Bill or Lease to verify Indiana residency _____
- Parent/Guardian State of Indiana License or Identification Card _____
- Student's Social Security Card _____
- Updated, Current Physical **(Mandatory for ALL grades)** and Immunization Record with T.B. shot _____

Your child's application will not be accepted until the above information is submitted with this completed application form. Upon enrollment, you will be asked to provide additional forms, including the original copies of these documents, complete up-to-date health records, including immunization records, and the most recent report card, I.E.P. as applicable, and test scores.

_____ _____

PARENT OR GUARDIAN SIGNATURE **DATE**

Date Received: _____

Time Received: _____

Received By: _____

For Office Use Only

	Enrollment Timeline
DATE	**ACTIVITY**
October, 2013	**Charter approval**
October, 2013	**Inform the community**
November, 2013	**Registration/Application process begins**
January, 2013	**Marketing process**
April, 2013	**Enrollment packets dispersed**
April, 2013	**Prepare for lottery if necessary**
April, 2013	**Application/Enrollment Process**
July, 2013	**Plan for orientation for teachers, students, families, and the community**
August, 2013	**Lottery held if necessary**
August 19, 2013	**Back to school night**
August 20, 2013	**First Day of school**

ATTACHMENT 12

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, to 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.

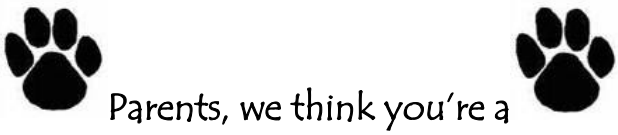
If the student's behavior **is** a manifestation of the disability, the student's placement may be changed to an appropriate interim educational setting for 45 days if the student carried a weapon to school or to a school function, knowingly possessed or used illegal drugs, sold or solicited the sale 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 Merrillville Public Schools 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. <u>This procedure is necessary to prevent the disruption of classroom learning</u>.



PERFECT 10!!!

It has come to our attention that many of you love being involved in the community of HIAT. We will continue the program to best mobilize you to make our school the best it can be. The Parent Perfect 10

program got off to a great start last year and we want to capitalize on its' success. Research has proven that when parents or guardians spend more time in their child's school, the school experiences rising standardized test scores and fewer behavior disruptions in the classrooms. Basically, when parents are present, students prosper. Parents proclaim that volunteer policies increase parental pride in the school. This policy gets parents directly involved in the school and provides the opportunity for parents to have a direct impact on the success of the school.

Here's how it works:

Every month we will provide you with a calendar showcasing a host of ways you can achieve your Perfect 10. At each event our Perfect 10 Parent Partner will greet and have you sign in. In order to get full credit you will have to stay the whole time. All parents will be notified twice a year as to the numbers of hours completed. In order for the program to be successful, it will be mandatory. However, any adult family member (mom, dad, uncle, auntie, grandfather, grandmother, older brother, or older sister) may complete the requirement for each student as long as they are at least 18 years of age. If at the end of the school year you have not completed your commitment you will be fined at the rate of $10 per hour NOT met.

Here are some examples of how parents can become Perfect 10 Parents:

- Attending Parents In Action meetings
- Open House Attendance
- Assisting teachers in classrooms
- Parent Teacher Conferences
- Parent University Participation
- Fundraiser distribution help
- Traffic Patrol
- Assisting with special events such as assemblies, book fairs, Fun Field Day
- Monitoring the lunch room and cafeteria before, during, and after school
- Tutoring Students
- Chaperoning Field Trips
-

Program Requirements per student at Heritage Institute of Arts and Technology:

1 student: 10 volunteer hours annually

2 students: 16 volunteer hours annually

3 students: 24 volunteer hours annually

*** To ensure credit that you receive credit for your Perfect 10 hours please be sure to sign in at the Main Office.**

Executive Director

HIAT Policies and Procedures Committee

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 offi-cial] 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 con-sent.

   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 ad-ministrator, 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 com-pany with whom the School has contracted to perform a special task (such as an attorney, audi-tor, 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 educa-tion 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

Parents and Community (Evidence of Demand & Support)

4.Provide, as Attachment 13, evidence of demand from the community and support from community partners, which may include letters of intent and/or memoranda of understanding, and should specify the resources to be committed or contributed from the partner, as applicable.

On a survey conducted by HIAT"s organizing board, 74% of residents felt that the Lake County Public Schools didn't teach enough about 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". Merrillville School Corporation offers traditional learning educational facilities with limited arts and technological programs.

Other than expensive private schools, parents in Merrillville do not have the educational choices available to them, as do parents in other surrounding communities. The Merrillville community doesn't have an alternative school which specializes in arts and technology. The demand for HIAT is based on parents wanting options and untraditional school settings in Merrillville, IN realizing that is particularly important for children in educational settings to develop healthy attitudes about school. HIAT will offer parental choice and diverse schooling options in public education with a commitment to high quality schooling, equity, and public accountability.

Several organizations have expressed interest in partnering with HIAT. The "Indiana Ballet Theatre Northwest" through a program of education and outreach is one. Their successes can be related to working 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 and to provide opportunity where no opportunity previously existed. This will be an opportunity to enhance the creative arts department of HIAT. "InBox I T Services" have prepared a Technology Time Line for the infrastructure and technological essentials for HIAT.

There is an opportunity with Lakeshore Public Television's Lakeshore Kids program, which shares commitment to kids and, therefore, 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 that every child is ready for the challenges of school and 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. HIAT will benefit from the programs Lakeshore Kids will offer.

Also, HIAT may partner with "The Rubino Music Center" for professional lessons within the Encore 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.

The Boys and Girls Clubs of Northwest Indiana, a non-profit organization which inspires and empowers all young people, especially those from disadvantaged circumstances provides after school programs and activities, may partner with HIAT for afterschool tutoring.

LETTERS OF SUPPORT

August 8th, 2012

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.

inbox it services

7846 East Ridge Road, Hobart, IN 46342 | p 219.654.4062 | f 219.963.1543

www.InboxITServices.com | info@inboxitservices.com

DR. CLEO DOWN & ASSOCIATES

Strategic Management Consulting Firm

August 8, 2012

Dr. Darlene Henderson
President/CEO
Heritage Institute of Arts and Technology (HIAT)
P. O. Box 11113
Merrillville, IN 46411

Dear Dr. Henderson:

It is my pleasure to write a letter in support of the Heritage Institute of Arts and Technology school being submitted to the Merrillville Township.

I believe that the Heritage Institute of Arts and Technology is grounded in a deep understanding of child development and will work to recognize and value each child's unique talents and needs. This school will provide a balanced approach in education by nurturing all dimensions of the human being so that thinking, feeling, and doing are integrated to reach the functionality to help the unfolding child meet his or her full potential.
Simultaneously, HIAT's curriculum will foster social and emotional intelligence along with, a growing cognitive ability to best prepare them for the challenges and opportunities of life.

In conclusion, I fully support the efforts of Heritage Institute of Arts and Technology, as they seek external funding to support a program designed to develop the mind, body, and character of each child. As an educator, it is our duty to accommodate our youth toward diverse technologies and art forms with lifelong skills, so that our students can become successful candidates of their community.

Sincerely,

Cleophus Downing, Ed.D.

CEO/Founder, Dr. Cleo Down & Associates

C & D Decisions

decisions50@yahoo.com 219-789-3058

June 30, 2012

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

June 30th, 2012
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

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2600 West 5th Avenue
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219-882-7920

Lay Leader
Edward Dennis

Assistant Lay Leader
Darryl Thomas

Church Council
Geraldine Nunn

Council Secretary
Edna Eastland

Pastor/Parish Relations
Florine Weston

Finance
Willie Spencer

Treasurer
Darryl Thomas

Financial Secretary & Worship Leader
Linnetta Jones

Trustee
Darryl Thomas

School Superintendent
John Eastland

Lay Delegate & Higher Education
Lovetta Tindal

Alternate Delegate
Sylvester Henderson

Stewardship
Evelyn Jordan

Outreach
Edna Eastland

Communication
Vera A. Johnson

Youth Ministry Coordinator
Eric Harley

Children Ministry Coordinator
Tiffany Tolbert

Pastor
Rev. Vera A. Johnson

April 2, 2012

To The Indiana School Board:

It brings me great pleasure to submit this letter of support for Heritage Institute of Arts and Technology (HIAT). I am encouraged to know that the youth will have an educational choice to excel along with the rich experience of diversity that the Heritage Institute will provide.

As a member of the political and religious community of Lake County, Indiana, I strongly believe that a school of this caliber will greatly impact our community and will offer the children an opportunity to learn in a more exciting environment. Heritage Institute of Arts and Technology can also help to bridge gaps among our communities and future generations.

Again, I stand in support of Dr. Darlene Henderson and her team of visionaries to offer an innovative challenge to the children of Lake County Indiana. If you have any questions, please feel free to contact me at the above address or phone number listed.

Sincerely,

Vera Johnson

Vera Johnson

Pastor

Sharla Sings Ministries

Indiana Charter School Board
Indianapolis, Indiana

July 3, 2012

Dear Sirs,

My name is Sharla C. Williams and I am the parent of a 17 year that attends Merrillville High School in Merrillville 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

JOANN M. PRICE

6844 Broadway
Merrillville, Indiana 46410
P.O. Box 14473
joannpricelaw@yahoo.com

July 1, 2012

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.

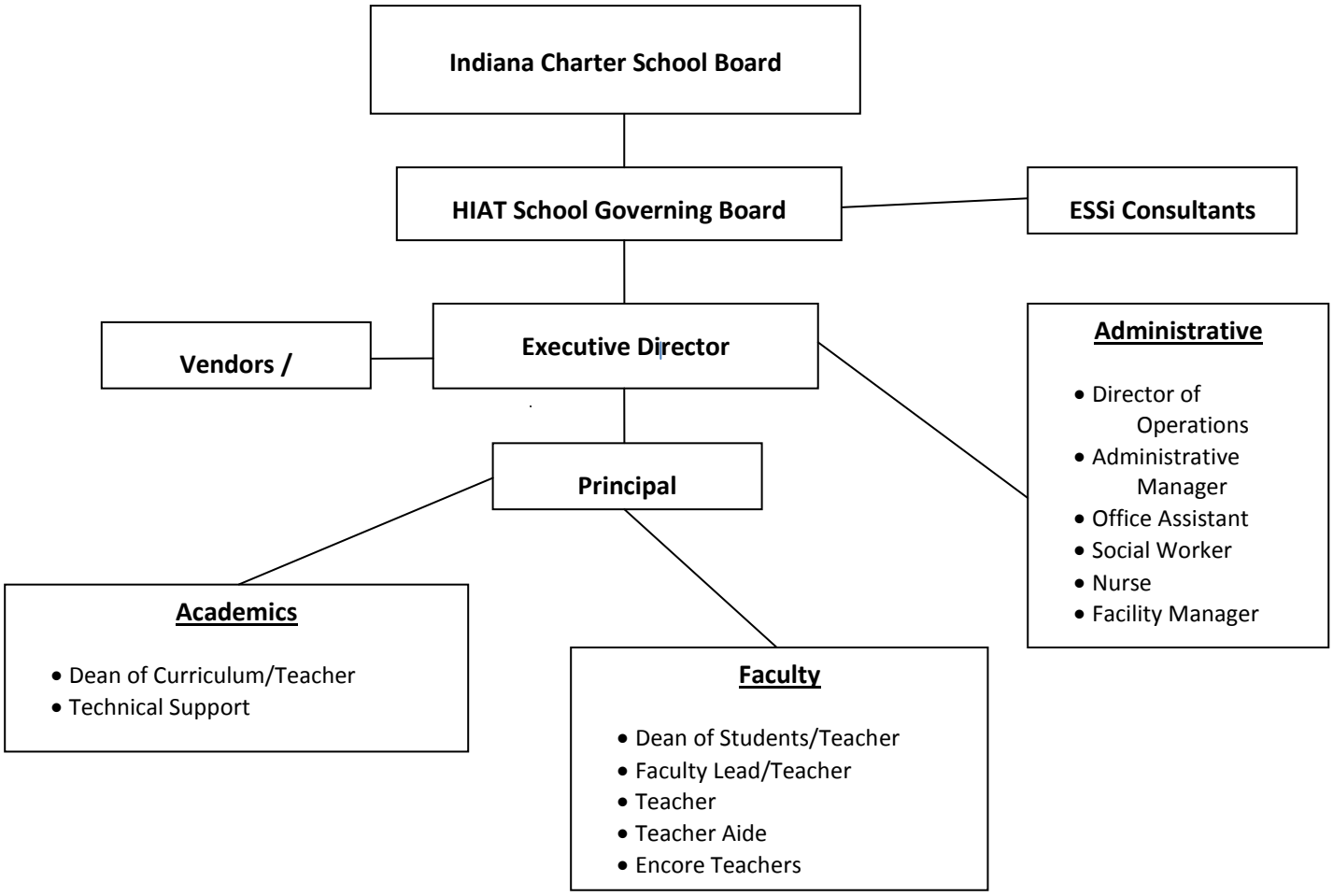
Sincerely,

Joann M. Price

Joann M. Price
Attorney at Law

ATTACHMENT 14

SCHOOL STAFFING STRUCTURE



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 are complied 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.

- **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.

- **Dean of Curriculum (DC)**

  The DC 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). The Dean of Curriculum will perform other duties as assigned by the Principal and/or Executive Director.

- **Director of Operations (DO)**

  The Director of Operations ensures the school's mission and operational excellence. He/she will be responsible for creating a positive learning environment by ensuring that all operational aspects of the school runs smoothly and efficiently. The DO will work closely with the principal, report to the Executive Director, 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 DO has the role for building the operational framework to achieve school's financial integrity, operational health, and the schools successful outcomes. The DO 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.

- **Dean of Students (DS)**

  The Dean of Students will work with the school's Principal and provide leadership in developing and managing a strong and healthy school culture by internalizing the school's values. In consultation with the Principal, he/she will provide fair and consistent disciplinary consequences as outlined in the Student Discipline Code. The DS 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. The DS will attend work related professional development workshops and in-services, prepare monthly reports categorizing the total number of suspensions, discipline code violations, repeat violators, and percent changes, and facilitate school-wide behavior modification programs. The DS oversees all of an institution's nonacademic programs and activities, including but not limited to: student activities, establishing and enforcing the code of conduct, planning and leading parent meetings, leading detention, and ensuring a safe and orderly environment. The Dean will perform other duties as assigned by the Principal and/or Executive Director.

- **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.

- **Faculty Lead**

  The Faculty Lead 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. The Faculty Lead 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 Faculty Lead 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 of Faculty Lead, he/she has normal classroom duties. The Faculty Lead will perform other duties as assigned by the Principal and/or Executive Director.

- **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.

- **Teacher Aide**

  Teacher aides will assist the classroom teacher with instruction, struggling students, parent-teacher conferences, classroom care, maintaining and/or creating centers, records and reports, and supervision at recess and lunch, and may provide small group instruction. Aides must support school and classroom discipline policies, attend necessary meetings and support school policy. Aides may be asked to accompany children to other classes, i.e. physical education. Teacher Aides 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.

- **Facility Manager (FM)**

The FM is responsible for managing the maintenance operations of the facility and reports to the Director of Operations to support safety for HIAT's growing student population. He/she will oversee the building management, safety, and maintain facility maintenance operating standards.

- **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, local, and guidelines. The school's nurse will be responsible for health program management and record keeping, nursing services, and health education.

ATTACHMENT 15

Heritage Institution of Arts & Technology

School Startup Plan
Post-Authorization through School Opening
First Day of School Operations: June 3, 2013
School's First Day of Student Attendance: August 20, 2013

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	

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 overage 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 schedule 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	

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	

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	
Parent Teacher Association	Immediately upon opening of school	November 1st		ED/P/BOD/Committee/Other	
Parent Advisory Council	Immediately upon opening of school	November 1st		ED/P/BOD/Committee/Other	
School Planning and Management Team		Prior to pre-opening staff training		ED/P/BOD/Committee/Other	

School Leadership Team		Prior to pre-opening staff training		ED/P/BOD/Committee/Other	
Student and Staff Support Team		Prior to pre-opening staff training		ED/P/BOD/Committee/Other	
Teacher Advisory Team		Prior to pre-opening staff training		ED/P/BOD/Committee/Other	
Student Association	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	
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	
List school leadership position				ED/P/BOD/Committee/Other	
List school leadership position				ED/P/BOD/Committee/Other	
List school leadership position				ED/P/BOD/Committee/Other	
List school leadership position				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	
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

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

July 17, 2012

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:

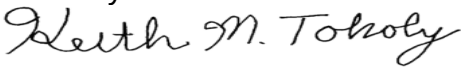
- $11,000 for the package policy which includes property, employee dishonesty, non-owned auto, general liability and Educator's legal liability coverages
- $4,000 for the umbrella policy
- $3,000 for the D&O / EPLI Policy
- $4,512 for the workers compensation coverage
- $1,132.45 for the treasurer's 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 & Broker

ATTACHMENT 17

INDIANA CHARTER SCHOOL BOARD

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

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: 2013-2014	50	50	50	50	50	50	50							350	100%	10%	
Year 2: 2014-2015	75	50	50	50	50	50	50	25						400	100%	10%	
Year 3: 2015-2016	75	75	50	50	50	45	40	40	25					450	100%	10%	
Year 4: 2016-2017	75	75	75	50	50	50	45	40	40					500	100%	10%	
Year 5: 2017-2018	90	75	75	75	50	50	50	45	40					550	100%	10%	

Planned Number of Classes														
ACADEMIC YEAR	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Year 1: 2013-2014	2	2	2	2	2	2	2	0	0	0	0	0	0	14
Year 2: 2014-2015	3	2	2	2	2	2	2	1	0	0	0	0	0	16
Year 3: 2015-2016	3	3	2	2	2	2	2	2	1	0	0	0	0	18
Year 4: 2016-2017	3	3	3	2	2	2	2	2	2	0	0	0	0	20
Year 5: 2017-2018	4	3	3	3	2	2	2	2	2	0	0	0	0	22

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		$ 966,350	$ 2,092,838	$ 2,419,133	$ 2,757,643	$ 3,108,725
Common School Loan		$ -	$ -	$ -	$ -	$ -
Charter School Start-Up Grant	$ -	$ 966,350				
State Matching Funds for School Lunch Program		$ 105,000	$ 121,200	$ 137,714	$ 154,545	$ 171,700
Professional Development		$ -	$ -	$ -	$ -	$ -
Remediation Program		$ -	$ -	$ -	$ -	$ -
Full-Day Kindergarten and Textbook Reimbursement		$ -	$ -	$ -	$ -	$ -
Gifted and Talented Program		$ -	$ -	$ -	$ -	$ -
Textbook Reimbursement		$ 73,500	$ 84,000	$ 94,500	$ 105,000	$ 115,500
Summer School		$ -	$ -	$ -	$ -	$ -
Donations and Gifts		$ 17,500	$ 20,000	$ 22,500	$ 25,000	$ 27,500
Other State Revenue (please describe)		$ -	$ -	$ -	$ -	$ -
Federal Revenue						
Public Charter School Program (PCSP) Grant	$ 116,667	$ -	$ -			
Facilities Assistance Program Grant		$ 150,000	$ 150,000			
Title I - IV		$ 105,000	$ 121,200	$ 137,700	$ 154,500	$ 171,600
Student Fees at $75		$ 35,000	$ 40,000	$ 45,000	$ 50,000	$ 55,000
Federal Lunch Program		$ -	$ -	$ -	$ -	$ -
Federal Breakfast Reimbursement		$ -	$ -	$ -	$ -	$ -
Special Education Funding		$ 21,000	$ 24,000	$ 27,000	$ 30,000	$ 33,000
Summer School	$ -	$ -	$ 8,539	$ 8,966	$ 9,414	$ 9,885
		$ -	$ -	$ -	$ -	$ -
Other Revenues						
Committed Philanthropic Donations	$ -	$ -	$ -	$ -	$ -	$ -
Before and After Care Fees		$ -	$ -	$ -	$ -	$ -
Interest Income		$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Total Revenue	$ 116,667	**$ 2,439,700**	**$ 2,661,777**	**$ 2,892,512**	**$ 3,286,102**	**$ 3,692,909**
EXPENDITURES						
Personnel Expenses						
Wages, Benefits and Payroll Taxes	$ 65,650	$ 1,500,700	$ 1,671,587	$ 1,923,661	$ 2,134,739	$ 2,363,796
Substitutes		$ 5,000	$ 6,000	$ 7,000	$ 7,000	$ 7,000
Professional Development	$ -	$ 10,000	$ 10,000	$ 12,000	$ 14,000	$ 14,000
Bonuses		$ 5,000	$ 10,000	$ 20,000	$ 25,000	$ 30,000
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Total Personnel Expenses	$ 65,650	$ 1,520,700	$ 1,697,587	$ 1,962,661	$ 2,180,739	$ 2,414,796
Instructional Supplies and Resources						
Textbooks	$ -	$ 105,000	$ 120,000	$ 135,000	$ 150,000	$ 165,000
Library, periodicals, etc	$ -	$ 5,000	$ 5,000	$ 5,100	$ 7,100	$ 7,100

School Name: _Heritage Institute of Arts and Technology_						
	Year 0	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Technology and HIAT Program	$ -	$ 19,500	$ 65,000	$ 55,300	$ 107,300	$ 160,300
Assessment materials	$ -	$ 8,000	$ 9,000	$ 9,000	$ 11,000	$ 11,000
Computers	$ -	$ 70,000	$ 20,000	$ 20,000	$ 22,000	$ 22,000
Software	$ -	$ 7,000	$ 7,000	$ 9,000	$ 11,000	$ 11,000
Other classroom supplies	$ -	$ 14,000	$ 16,000	$ 18,000	$ 20,000	$ 22,000
Field trips, other unclassified items	$ -	$ 6,000	$ 5,000	$ 6,000	$ 7,000	$ 8,000
Co-curricular & Athletics	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Total Instructional Supplies and Resources	$ -	$ 234,500	$ 247,000	$ 257,400	$ 335,400	$ 406,400
Support Supplies and Resources						
Administrative Computers	$ -	$ 4,000	$ 1,000	$ 1,100	$ 3,100	$ 2,000
Administrative Software	$ -	$ 1,000	$ 500	$ 550	$ 2,550	$ 1,500
Administration Dues, fees, misc expenses	$ -	$ 500	$ 1,000	$ 1,100	$ 3,100	$ 3,100
Office supplies	$ -	$ 2,000	$ 3,000	$ 3,000	$ 5,000	$ 5,000
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Total Support Supplies and Resources	$ -	$ 7,500	$ 5,500	$ 5,750	$ 13,750	$ 11,600
Board Expenses						
Charter Board Services, including Board Training, retreats	$ -	$ 6,500	$ 7,800	$ 9,360	$ 11,232	$ 13,478
Charter Board Supplies & Equipment	$ -	$ -	$ -	$ -	$ -	$ -
Charter Board Dues, fees, etc	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Total Board Expenses	$ -	$ 6,500	$ 7,800	$ 9,360	$ 11,232	$ 13,478
Professional Purchased or Contracted Services						
Legal Services	$ -	$ 5,000	$ 5,100	$ 5,202	$ 5,702	$ 5,816
Audit Services	$ -	$ 6,500	$ 6,630	$ 6,763	$ 7,763	$ 7,918
Payroll Services and Accounting	$ -	$ 60,000	$ 61,200	$ 62,424	$ 64,424	$ 65,712
Advertising	$ -	$ 3,000	$ 3,060	$ 3,121	$ 4,121	$ 4,204
Printing/Newsletter/Annual Report Services	$ -	$ 3,000	$ 3,060	$ 3,121	$ 4,121	$ 4,204
Consultants	$ -	$ 40,000	$ 40,800	$ 41,616	$ 43,616	$ 44,488
Internet Services	$ -	$ 12,000	$ 12,240	$ 12,485	$ 13,485	$ 13,754
Telephone/Telecommunication Services	$ -	$ 6,000	$ 6,120	$ 6,242	$ 6,367	$ 6,495
Total Insurance Costs (per ICSB requirements detailed in charter school application)	$ -	$ 30,000	$ 30,600	$ 31,212	$ 31,836	$ 32,473
Travel	$ -	$ -	$ -	$ -	$ -	$ -

School Name: _Heritage Institute of Arts and Technology_						
	Year 0	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Postage	$ -	$ 500	$ 510	$ 520	$ 531	$ 541
Special Education Services	$ -	$ -	$ -	$ -	$ -	$ -
Student Information Services	$ -	$ -	$ -	$ -	$ -	$ -
Food service	$ -	$ 105,000	$ 121,200	$ 137,714	$ 154,545	$ 171,700
Transportation	$ -	$ -	$ -	$ -	$ -	$ -
Supplies	$ -	$ -	$ -	$ -	$ -	$ -
Development of materials	$ -	$ -	$ -	$ -	$ -	$ -
Equipment	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Total Professional Purchased or Contracted Services	$ -	$ 271,000	$ 290,520	$ 310,420	$ 336,511	$ 357,305
Facilities						
Rent, mortgage, or other facility cost	$ -	$ 233,196	$ 237,860	$ 242,617	$ 247,469	$ 252,419
Furniture	$ -	$ 150,000	$ 25,000	$ 26,000	$ 30,000	$ 30,000
Gas/electric	$ -	$ -	$ -	$ -	$ -	$ -
Water/Sewer	$ -	$ -	$ -	$ -	$ -	$ -
Grounds Keeping	$ -	$ -	$ -	$ -	$ -	$ -
Maintenance Services	$ -	$ -	$ -	$ -	$ -	$ -
Custodial	$ -	$ -	$ -	$ -	$ -	$ -
Waste disposal	$ -	$ -	$ -	$ -	$ -	$ -
Equipment	$ -	$ -	$ -	$ -	$ -	$ -
Renovation	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Total Facilities	$ -	$ 383,196	$ 262,860	$ 268,617	$ 277,469	$ 282,419
Other						
Contingency	$ -	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000
Indiana Charter School Board Administrative Fee	$ -	$ 19,327	$ 41,857	$ 48,383	$ 55,153	$ 62,175
CMO/EMO Fee	$ -	$ -	$ -	$ -	$ -	$ -
Debt Service (IFF and common school loan)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Total Other	$ -	$ 44,327	$ 66,857	$ 73,383	$ 80,153	$ 87,175
Total Expenditures	$ 65,650	$ 2,467,723	$ 2,578,124	$ 2,887,591	$ 3,235,254	$ 3,573,173
Carryover/Deficit	$ 51,017	$ (28,023)	$ 83,653	$ 4,922	$ 50,848	$ 119,737
Cumulative Carryover/(Deficit)	$ 51,017	$ 22,994	$ 106,647	$ 111,568	$ 162,416	$ 282,153

Expected New School Annual Operating Budget and Cash Flow Projections -- YEAR 0 -- Pre-Opening Period								
	Feb-13	**Mar-13**	**Apr-13**	**May-13**	**Jun-13**	**Jul-13**	**Aug-13**	**TOTAL 2013**
REVENUE								
Federal Revenue								
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 Revenue 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**	**16,666.67**	**16,666.67**	**16,666.67**	**16,666.67**	**16,666.67**	**16,666.67**	**116,666.67**
EXPENDITURES								
Personnel Expenses								
Wages, Benefits and Payroll Taxes (TOTAL must match "Staffing Year 0")			-	-	24,564.32	41,085.45	-	65,649.77
Professional Development		-	-	-	-	-	-	-
Other (please describe)								-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Total Personnel Expenses	-	-	-	-	24,564.32	41,085.45	-	65,649.77
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)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Total Instructional Supplies and Resources	-	-	-	-	-	-	-	-
Support Supplies and Resources								
Administrative Computers	-	-	-	-	-	-	-	-
Administrative Software	-	-	-	-	-	-	-	-
Administration Dues, fees, misc expenses	-	-	-	-	-	-	-	-
Office supplies	-	-	-	-	-	-	-	-

Expected New School Annual Operating Budget and Cash Flow Projections -- YEAR 0 -- Pre-Opening Period								
	Feb-13	**Mar-13**	**Apr-13**	**May-13**	**Jun-13**	**Jul-13**	**Aug-13**	**TOTAL 2013**
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 Dues, 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 ICSB requirements detailed in charter school application)	-	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-	-
Postage	-	-	-	-	-	-	-	-
Special Education Services	-	-	-	-	-	-	-	-
Student Information Services	-	-	-	-	-	-	-	-
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	-	-	-	-	-	-	-	-

Expected New School Annual Operating Budget and Cash Flow Projections -- YEAR 0 -- Pre-Opening Period								
	Feb-13	**Mar-13**	**Apr-13**	**May-13**	**Jun-13**	**Jul-13**	**Aug-13**	**TOTAL 2013**
Waste disposal	-	-	-	-	-	-	-	-
Equipment		-	-	-	-	-	-	-
Renovation		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Total Facilities	-	-	-	-	-	-	-	-
Other								
Contingency	-	-	-	-	-	-	-	-
Indiana Charter School Board Administrative Fee (0% in Year 0)	-	-	-	-	-	-	-	-
CMO/EMO Fee	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Total Other	-	-	-	-	-	-	-	-
Total Expenditures	$ -	$ -	$ -	$ -	$ 24,564	$ 41,085	$ -	$ 65,650
Net Income (Pre-Cash Flow Adjustments)	$ 16,667	$ 16,667	$ 16,667	$ 16,667	$ (7,898)	$ (24,419)	$ 16,667	$ 51,017
CASH FLOW ADJUSTMENTS								
OPERATING ACTIVITIES								
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	$ (7,897.65)	$ (24,418.78)	$ 16,666.67	$ 51,016.90
Beginning Cash Balance	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	**$ 16,666.67**	**$ 16,666.67**	**$ 16,666.67**	**$ 16,666.67**	**$ (7,897.65)**	**$ (24,418.78)**	**$ 16,666.67**	**$ 51,016.90**

Expected Charter School Staffing Needs -- Year 0 -- Pre-Opening Period

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	Jun-13	Jul-13
			-		-		
Executive Director 6/13	1	80,000	80,000	24,344	104,344	8,695	8,695
Administrative Manager 7/13	1	35,000	35,000	10,651	45,651		3,804
Office Assistant 7/13	1	25,000	25,000	7,608	32,608		2,717
Facility Lead / Teacher 7/13	1	40,000	40,000	12,172	52,172		4,348
Principal 6/13	1	70,000	70,000	21,301	91,301	7,608	7,608
Dean of Curriculum / Teacher 7/13	1	52,000	52,000	15,824	67,824		5,652
Director of Operations 6/13	1	76,000	76,000	23,127	99,127	8,261	8,261
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			-		-		
TOTAL			378,000	115,025	493,025	24,564	41,085

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)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Revenue	$	2,439,700	
EXPENDITURES			
Personnel Expenses			

Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30			
Wages, Benefits and Payroll Taxes	$	1,500,700	**Use staffing workbook**
Substitutes	$	5,000	
Professional Development	$	10,000	
Bonuses	$	5,000	Designated for Teachers only
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Personnel Expenses	$	1,520,700	
Instructional Supplies and Resources			
Textbooks	$	105,000	$300 per student
Library, periodicals, etc	$	5,000	
Technology / Computer Software	$	19,500	
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	Primarilly transportation and fees
Co-curricular & Athletics			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
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)			
Other (please describe)			
Other (please describe)			

Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30			
Other (please describe)			
Total Support Supplies and Resources	$	7,500	
Board Expenses			
Charter Board Services, including Board Training, retreats	$	6,500	Training and Research
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Board Expenses	$	6,500	
Professional Purchased or Contracted Services			
Legal Services	$	5,000	
Audit Services	$	6,500	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 ICSB 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)			
Other (please describe)			
Other (please describe)			

Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30			
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)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Facilities	$	383,196	
Other			
Contingency	$	25,000	Unexpected
Indiana Charter School Board Administrative Fee	$	19,327	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee			Included in accounting and Consultant fee above
Debt Service startign yr 2			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Other	$	44,327	
Total Expenditures	$	2,467,723	
Carryover/Deficit	$	(28,023)	

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
Director of Operations	0.75	76,000	57,000	17,100	74,100
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	33.5		1,153,000	347,700	1,500,700

Teachers	17	
Admin	3.5	Office / Administration

Expected New School Annual Operating Budget -- YEAR 2 -- Fiscal Year July 1-June 30		
REVENUE	**Amount**	**Notes**
State Revenue		
Basic Grant	$ 2,092,838	2% Increase x number of students
Common School Loan		
State Matching Funds for School Lunch Program	$ 121,200	Estimate to support program, no added revenue
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement	$ 84,000	70% reimbursed
Summer School		
Donations and Gifts	$ 20,000	Estimated at $35 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	$ 121,200	Based on historical averages and school size
Student Fees @ $75	$ 40,000	$100 per student
Federal Lunch Program		
Federal Breakfast Reimbursement		
Special Ed Funding	$ 24,000	Basic Special Education Funding
State Summer School Program	$ 8,539	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)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	$ 2,661,777	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	$ 1,671,587	**Use staffing workbook**
Substitutes	$ 6,000	
Professional Development	$ 10,000	
Bonuses	$ 10,000	Designated for Teachers only
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	$ 1,697,587	
Instructional Supplies and Resources		

Expected New School Annual Operating Budget -- YEAR 2 -- Fiscal Year July 1-June 30			
Textbooks	$	120,000	$300 per student
Library, periodicals, etc	$	5,000	
Technology and HIAT program	$	65,000	
Assessment materials	$	9,000	
Computers	$	20,000	Upgrades and improvements
Software	$	7,000	Licenses
Other classroom supplies	$	16,000	Basic classroom and art supplies
Field trips, other unclassified items	$	5,000	Primarilly transportation and fees
Co-curricular & Athletics			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Instructional Supplies and Resources	$	247,000	
Support Supplies and Resources			
Administrative Computers	$	1,000	Upgrades
Administrative Software	$	500	Office software and upgrades
Administration Dues, fees, misc expenses	$	1,000	0
Office supplies	$	3,000	Paper and basic office supplies
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Support Supplies and Resources	$	5,500	
Board Expenses			
Charter Board Services, including Board Training, retreats	$	7,800	Training and Research
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Board Expenses	$	7,800	
Professional Purchased or Contracted Services			
Legal Services	$	5,100	
Audit Services	$	6,630	Annual BSU required review
Payroll Services & Accounting Services	$	61,200	Outsourced and utilize office staff
Advertising	$	3,060	
Printing/Newsletter/Annual Report Services	$	3,060	
Consultants	$	40,800	Guidance and program improvement
Internet Services	$	12,240	Cloud server including basic software
Telephone/Telecommunication Services	$	6,120	

Expected New School Annual Operating Budget -- YEAR 2 -- Fiscal Year July 1-June 30			
Total Insurance Costs (per ICSB requirements detailed in charter school application)	$	30,600	Incorporates annual increase
Travel			
Postage	$	510	
Special Education Services			
Student Information Services			
Food service	$	121,200	Assumed covered by funding level
Transportation			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Professional Purchased or Contracted Services	$	290,520	
Facilities			
Rent, mortgage, or other facility cost	$	237,860	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)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Facilities	$	262,860	
Other			
Contingency	$	25,000	Unexpected
Indiana Charter School Board Administrative Fee	$	41,857	Assume 2% of Basic Grant (Row 6)
CMO/EMO 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	$	66,857	
Total Expenditures	$	2,578,124	
Carryover/Deficit	$	83,653	

Cumulative 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
Director of Operations	0.75	78,280	58,710	17,613	76,323
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	37.5		1,284,410	387,177	1,671,587

Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30			
REVENUE	**Amount**		**Notes**
State Revenue			
Basic Grant	$	2,419,133	2% Increase x number of students
Common School Loan			
State Matching Funds for School Lunch Program	$	137,714	Estimate to support program, no added revenue
Professional Development			
Remediation Program			
Full-Day Kindergarten			
Gifted and Talented Program			
Textbook Reimbursement	$	94,500	70% reimbursed
Summer School			
Donations and gifts	$	22,500	
Other State Revenue (please describe)			
Federal Revenue			
Title I - IV	$	137,700	Based on historical averages and school size
Student Fees	$	45,000	$100 per student
Federal Lunch Program			
Federal Breakfast Reimbursement			
Special Ed Funding	$	27,000	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)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Revenue	$	2,892,512	
EXPENDITURES			
Personnel Expenses			
Wages, Benefits and Payroll Taxes	$	1,923,661	**Use staffing workbook**
Substitutes	$	7,000	
Professional Development	$	12,000	
Bonuses	$	20,000	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Personnel Expenses	$	1,962,661	
Instructional Supplies and Resources			
Textbooks	$	135,000	$300 per student

Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30			
Library, periodicals, etc	$	5,100	
Technology and HIAT program	$	55,300	
Assessment materials	$	9,000	
Computers	$	20,000	Upgrades and improvements
Software	$	9,000	Licenses
Other classroom supplies	$	18,000	Basic classroom and art supplies
Field trips, other unclassified items	$	6,000	Primarilly transportation and fees
Co-curricular & Athletics			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Instructional Supplies and Resources	$	257,400	
Support Supplies and Resources			
Administrative Computers	$	1,100	Upgrades
Administrative Software	$	550	Office software and upgrades
Administration Dues, fees, misc expenses	$	1,100	
Office supplies	$	3,000	Paper and basic office supplies
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Support Supplies and Resources	$	5,750	
Board Expenses			
Charter Board Services, including Board Training, retreats	$	9,360	Training and Research
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Board Expenses	$	9,360	
Professional Purchased or Contracted Services			
Legal Services	$	5,202	
Audit Services	$	6,763	Annual BSU required review
Payroll Services & Accounting Services	$	62,424	Outsourced and utilize office staff
Advertising	$	3,121	
Printing/Newsletter/Annual Report Services	$	3,121	
Consultants	$	41,616	Guidance and program improvement
Internet Services	$	12,485	Cloud server including basic software
Telephone/Telecommunication Services	$	6,242	

Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30			
Total Insurance Costs (per ICSB requirements detailed in charter school application)	$	31,212	Incorporates annual increase
Travel			
Postage	$	520	
Special Education Services			
Student Information Services			
Food service	$	137,714	Assumed covered by funding level
Transportation			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Professional Purchased or Contracted Services	$	310,420	
Facilities			
Rent, mortgage, or other facility cost	$	242,617	2 % annual increase
Furniture	$	26,000	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)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Facilities	$	268,617	
Other			
Contingency	$	25,000	Unexpected
Indiana Charter School Board Administrative Fee	$	48,383	Assume 2% of Basic Grant (Row 6)
CMO/EMO 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	$	73,383	
Total Expenditures	$	2,887,591	
Carryover/Deficit	$	4,922	

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 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	85,696	85,696	25,709	111,405
Director of Operations	1	81,411	81,411	24,423	105,835
Principal	1	74,984	74,984	22,495	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	**42**		1,478,256	445,405	1,923,661

Expected New School Annual Operating Budget -- YEAR 4 -- Fiscal Year July 1-June 30			
REVENUE	**Amount**		**Notes**
State Revenue			
Basic Grant	$	2,757,643	2% Increase x number of students
Common School Loan			
State Matching Funds for School Lunch Program	$	154,545	Estimate to support program, no added revenue
Professional Development			
Remediation Program			
Full-Day Kindergarten			
Gifted and Talented Program			
Textbook Reimbursement	$	105,000	70% reimbursed
Summer School			
Donations and Gifts	$	25,000	
Other State Revenue (please describe)			
Federal Revenue			
Title I-4	$	154,500	Based on historical averages and school size
Student Fees	$	50,000	$100 per student
Federal Lunch Program			
Federal Breakfast Reimbursement			
Special Ed Funding	$	30,000	Basic Special Education Funding
State Summer School Program	$	9,414	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)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Revenue	$	3,286,102	
EXPENDITURES			
Personnel Expenses			
Wages, Benefits and Payroll Taxes	$	2,134,739	**Use staffing workbook**
Substitutes	$	7,000	
Professional Development	$	14,000	
Bonuses	$	25,000	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Personnel Expenses	$	2,180,739	
Instructional Supplies and Resources			
Textbooks	$	150,000	$300 per student

Expected New School Annual Operating Budget -- YEAR 4 -- Fiscal Year July 1-June 30			
Library, periodicals, etc	$	7,100	
Technology and HIAT program	$	107,300	
Assessment materials	$	11,000	
Computers	$	22,000	Upgrades and improvements
Software	$	11,000	Licenses
Other classroom supplies	$	20,000	Basic classroom and art supplies
Field trips, other unclassified items	$	7,000	Primarilly transportation and fees
Co-curricular & Athletics			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Instructional Supplies and Resources	$	335,400	
Support Supplies and Resources			
Administrative Computers	$	3,100	Upgrades
Administrative Software	$	2,550	Office software and upgrades
Administration Dues, fees, misc expenses	$	3,100	
Office supplies	$	5,000	Paper and basic office supplies
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Support Supplies and Resources	$	13,750	
Board Expenses			
Charter Board Services, including Board Training, retreats	$	11,232	Training and Research
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Board Expenses	$	11,232	
Professional Purchased or Contracted Services			
Legal Services	$	5,702	
Audit Services	$	7,763	Annual BSU required review
Payroll Services & Accounting Services	$	64,424	Outsourced and utilize office staff
Advertising	$	4,121	
Printing/Newsletter/Annual Report Services	$	4,121	
Consultants	$	43,616	Guidance and program improvement
Internet Services	$	13,485	Cloud server including basic software
Telephone/Telecommunication Services	$	6,367	

Expected New School Annual Operating Budget -- YEAR 4 -- Fiscal Year July 1-June 30		
Total Insurance Costs (per ICSB requirements detailed in charter school application)	$ 31,836	Incorporates annual increase
Travel		
Postage	$ 531	
Special Education Services		
Student Information Services		
Food service	$ 154,545	Assumed covered by funding level
Transportation		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Professional Purchased or Contracted Services	$ 336,511	
Facilities		
Rent, mortgage, or other facility cost	$ 247,469	2 % 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)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	$ 277,469	
Other		
Contingency	$ 25,000	Unexpected
Indiana Charter School Board Administrative Fee	$ 55,153	Assume 2% of Basic Grant (Row 6)
CMO/EMO 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	$ 80,153	
Total Expenditures	$ 3,235,254	
Carryover/Deficit	$ 50,848	

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
Director of Operations	1	84,668	84,668	25,400	110,068
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	**46**		1,642,107	492,632	2,134,739

Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30			
REVENUE	**Amount**		**Notes**
State Revenue			
Basic Grant	$	3,108,725	2% Increase x number of students
Common School Loan			
State Matching Funds for School Lunch Program	$	171,700	Estimate to support program, no added revenue
Professional Development			
Remediation Program			
Full-Day Kindergarten			
Gifted and Talented Program			
Textbook Reimbursement	$	115,500	70% reimbursed
Summer School			
Donations and gifts	$	27,500	
Other State Revenue (please describe)			
Federal Revenue			
Title I - IV	$	171,600	Based on historical averages and school size
Student Fees	$	55,000	$100 per student
Federal Lunch Program			
Federal Breakfast Reimbursement			
Special Ed Funding	$	33,000	Basic Special Education Funding
State Summer School Program	$	9,885	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)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Revenue	$	3,692,909	
EXPENDITURES			
Personnel Expenses			
Wages, Benefits and Payroll Taxes	$	2,363,796	**Use staffing workbook**
Substitutes	$	7,000	
Professional Development	$	14,000	
Bonuses	$	30,000	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Personnel Expenses	$	2,414,796	
Instructional Supplies and Resources			
Textbooks	$	165,000	$300 per student

Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30			
Library, periodicals, etc	$	7,100	
Technology and HIAT program	$	160,300	
Assessment materials	$	11,000	
Computers	$	22,000	Upgrades and improvements
Software	$	11,000	Licenses
Other classroom supplies	$	22,000	Basic classroom and art supplies
Field trips, other unclassified items	$	8,000	Primarilly transportation and fees
Co-curricular & Athletics			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Instructional Supplies and Resources	$	406,400	
Support Supplies and Resources			
Administrative Computers	$	2,000	Upgrades
Administrative Software	$	1,500	Office software and upgrades
Administration Dues, fees, misc expenses	$	3,100	
Office supplies	$	5,000	Paper and basic office supplies
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Support Supplies and Resources	$	11,600	
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)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Board Expenses	$	13,478	
Professional Purchased or Contracted Services			
Legal Services	$	5,816	
Audit Services	$	7,918	Annual BSU required review
Payroll Services & Accounting Services	$	65,712	Outsourced and utilize 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
Telephone/Telecommunication Services	$	6,495	

Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30			
Total Insurance Costs (per ICSB requirements detailed in charter school application)	$	32,473	Incorporates annual increase
Travel			
Postage	$	541	
Special Education Services			
Student Information Services			
Food service	$	171,700	Assumed covered by funding level
Transportation			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Professional Purchased or Contracted Services	$	357,305	
Facilities			
Rent, mortgage, or other facility cost	$	252,419	2 % 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)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Facilities	$	282,419	
Other			
Contingency	$	25,000	Unexpected
Indiana Charter School Board Administrative Fee	$	62,175	Assume 2% of Basic Grant (Row 6)
CMO/EMO 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	$	87,175	
Total Expenditures	$	3,573,173	
Carryover/Deficit	$	119,737	

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
Director of Operations	1	88,054	88,054	26,416	114,471
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	**50**		1,816,700	547,096	2,363,796

ATTACHMENT 18

Budget and Finance

1. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and the required annual audit. Specify any administrative services expected to be contracted for the school. Describe the school's financial/internal controls.

The systems and processes by which HIAT will manage accounting, purchasing, payroll, and the required annual audit will be through the following. HIAT will purchase proprietary software for managing its finances and look to outside resources for guidance and compliance for managing accounting, purchasing, and payroll. 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 advise 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 and 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.

2. Provide, as **Attachment 17**, a detailed 5-Year Pro-Forma Budget for the school by completing the Budget and Staffing Workbook Template. ***NOTE: Please use the provided form included in this RFP.***

Attachment 17, a detailed 5-Year Pro-Forma Budget is attached.

3. Provide, as **Attachment 18**, a detailed budget narrative. ***NOTE: Limit attachment to five (5) pages.*** The budget narrative should clearly describe assumptions and revenue estimates, including but not limited to the basis for Per-Pupil Revenue projections, staffing levels and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Please address the following when completing the budget narrative:
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?
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.

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. 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 Merrillville's current rate of $5,522. 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).

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 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.

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.

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.

ATTACHMENT 19

Attachment 19: (If applicable) Existing Non-Profit Entry ...

If a pre-existing non-profit organization will be the charter holder/governing entity, provide, as a single MS Word, MS Excel, or PDF file, the following as Attachment 19: (a) the last three years of audited financial statements and management letters; and (b) the most recent internal financial statements including balance sheets and income statements (at least through the end of June 2011). Name your file according to this convention: NAME OF OPERATOR.Att19 Non Profit Financials.pdf. Note: There is no page limit for this attachment.

~~THIS ATTACHMENT DOES NOT APPLY TO HIAT~~

APPENDICES

APPENDIX A

Reading Standards for Informational Texts	
Common Core State Standards	**Teacher's Notes: Meeting the Common Core State Standards with Scott Foresman *Reading Street***
Key Ideas and Details	
Informational Text 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**SE 1:** 150, 222, 354, 394, 458; **2:** 42, 76, 106, 140, 386, 452 **TE 1.1:** 53a; **1.2:** 133a, 143a, 151a, IR43; **2.1:** 210–211, 211a, 214–215, 215a, 217a, 219a, 223a, 261a, 297a; **2.2:** 345a, 353a, 355a, IR13, IR51, IR53, IR55; **3.1:** 383a, 391a, 393a, 395a, 453a, 457a, 459a; **3.2:** 499a, 517a, 523a, 525a, IR34; **4.1:** 31a, 66–67a, 75a, 77a, 97a, 100–101a, 107a, 111a, 113a; **4.2:** 128–129, 129a, 131a, 132e, 132–133a, 135a, 138–139a, 141a, IR24, IR43; **5.1:** 251a; **5.2:** 314–315a; **6.1:** 377a, 379a, 380–381a, 382e, 383a, 385a, 387a, 391a, 441a, 453a Instruction and practice in this skill occurs as students read each selection. Students answer questions about the key details and events in each selection and create their own questions as they monitor and clarify the content of the selection they are reading.
Informational Text 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	**SE 1:** 204–205, 222, 338–339, 354, 394; **2:** 76, 315, 391, 434–435, 452 **TE 2.1:** 204a, 210–211a, 213a, 216e, 218–219a, 223a, 227a, 229a, 231h, 295a; **2.2:** 338a, 344–345a, 349a, 350e, 352–353a, 355a, IR10–IR11, IR13–IR15, IR50–IR51, IR53–IR55; **3.1:** 364–365a, 388e, 388–389a, 391a, 393a, 395a, 399a; **3.2:** 515a, 523a, 525a; **4.1:** 64–65a, 66–67a, 69a, 72–73a, 75a, 77a; **4.2:** 139a, IR24; **5.1:** 251a; **5.2:** 315a; **6.1:** 381a, 391a, 426–427a, 434a, 441a, 446e, 446–447a, 453a; **6.2:** IR34 As part of their analysis of each informational text, students are asked to summarize the text. To do this, they are taught to distinguish main ideas from supporting details in the text and to describe the main ideas briefly in their own words.
Informational Text 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	**SE 1:** 118–119, 150, 338, 442, 506–507, 528–529; **2:** 41 **TE 1.1:** 119a; **1.2:** 139a, 140e, 142–143, 149a, 151a, 157a; **2.1:** 213a, 217a, 219a; **3.1:** 389a, 400–401a; **3.2:** 506a, 512–513a, 520–521a, 524–525a, 529a, 533a, 537h, IR34; **4.1:** 40–41a, 75a, 98–99a, 101a, 103a, 105a, 113a; **4.2:** 133a, 139a; **5.1:** 217a, 218–219a; **6.1:** 372d, 383a, 385a, 391a, 425a, 445a, 447a For each informational text selection, questions in the Student Edition and Teacher's Edition direct students' attention to identifying the sequence of events in the text. Text Structure sections in the Teacher's Edition also offer instruction and reinforcement in identifying and describing the sequence of events in an informational text.
Craft and Structure	
Informational Text 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.	Each of the program's lessons includes *Amazing Words*, content words related to the unit theme and the specific selection. The words are presented in a variety of contexts and then used by students in daily activities to help them master the use and meanings of the words. Day 1 of each lesson plan in the Read and Comprehend section also contains *Academic Vocabulary* to help students learn the meanings of general academic words. For the teacher's convenience, side notes in the Teacher's Edition offer definitions of academic language at the point of introduction. See the following representative pages for the five-day lesson plan for one expository selection: **TE 1.2:** 123a, 123b, 127a, 127d, 128a, 128b, 128d, 128–129, 140a, 140b, 154a, 154b, 154h, 159a

Sample of Teacher's Guide to Meeting the Common Core Standards*with

Scott Foresman Reading Street 2011

APPENDIX B

Sample Lesson Plans

Scott Foresman Science "Indiana Interactive Science"

Grade Level and Chapter number: Grade 3 / Chapter Six – Plants

I. Engage the student's imagination by introducing the Big Question for this chapter, "*How do plants grow and change*?"

Lesson One: How do plants use sunlight to make food?

A. *Objective*
Students will describe how leaves help plants live.
- Students will plan and carry out investigations as a class, in small groups or independently, often over a period of several class lessons.
- Students will identify simple patterns in data and propose explanations to account for the patterns.
- Students will describe how plants live, grow, and produce food.
(IAS Science: 3.3.1) (3.NS.3 & 3.NS.8)

B. *Lesson Content from Core* Knowledge Sequence
Students will learn about the different parts of a plant and how they function, that plants reproduce using either flowers or cones, and ways to classify plants.

C. Procedures/Activities
1. List: List the things that plants need in order to live and grow.
2. Analyze: What would happen to the bromeliad if it did not get enough sunlight? Why?
3. Direct students to study the leaf illustration on interactive whiteboard. Explain to students that plants use carbon dioxide from pollution and the air people breathe out to make oxygen.
4. Ask a volunteer to come to the board and circle the part that makes food for the plant. Using different colored markers, students will indicate the flow of water through the plant and indicate the movement of food from the plant.
5. Have students use their laptops to answer the following questions and write them in their Science notebooks.

How do you know that a plant's leaves are an important part of the plant?
Explain how carbon dioxide enters a leaf.
How does the relationship between leaves and carbon dioxide compare with the relationship between leaves and oxygen?
Where does photosynthesis take place in leaves?
Tell about the lines in leaves and what they do.

Suppose that you have a houseplant that is not growing well. What might be the problem? How could you solve the problem?

D. *Assessment/Evaluation*
Check Science logs for understanding of content.

E. *Homework assignment*
Read pages 228 – 229 and complete Chapter 6, Lesson 1-Check/How do plants use sunlight to make food?

F. Arts & Technology Connection options:

- Technology: To determine if plants need sunlight to grow, students will grow plants using three variables: sunlight, no sunlight, and artificial sunlight. Students will measure and record findings using Microsoft Excel. Students will enter data and create a graph that demonstrates plant growth.
- Technology: Use interactive whiteboard; use laptops to record in journal (noted within lesson)
- Art/Art Appreciation: Students will be able to see how sunlight affects a picture. Examples of Monet's' artwork, showing the same painting in different sunlight, can be used as an example. Students will create a plant picture, using tints and shades to show how sunlight creates contrasting color in objects.
- Music: In this lesson students are learning about what plants need to grow and survive. Discuss and make a list of what keeps children strong and what they need. Sing the song "Each of Us Is a Flower" to emphasize needs of living things. This can be sung as a round.
- Character Education: Tolerance- Although people are all different in their own way, everyone brings something special to the world.

Grade Level and Chapter number: Grade 3 / Chapter Six - Plants

Lesson Two: How do plants grow and change?

A. *Objective*
Students will describe how roots and stems take in, transport, or store water and nutrients the plant needs to grow.

- Students will make predictions and formulate testable questions.
- Students will plan and carry out investigations as a class, in small groups or independently, often over a period of several class lessons.
- Students will observe and identify the common structures of a plant including roots, stems, leaves, flowers, fruits, and seeds, and describe their functions.
- Students will investigate plant growth over time, take measurements, record the data and display them in graphs. Examine factors that might influence plant growth.

- Students will observe that roots grow down no matter what direction the seed is pointing.
- Students will describe how roots and stems take in, transport, or store water and nutrients the plant needs to grow.
  (IAS Science: 3.3.1 & 3.3.2) (3.NS.1 & 3.NS.3)

B. *Lesson Content from Core* Knowledge Sequence

Students will learn about the different parts of a plant and how they function, that plants reproduce using either flowers or cones, and ways to classify plants.

C. Procedures/Activities

1. (To activate prior knowledge) Using Interactive White Board, do Envision It! (top of page 230). Students will identify and use different colors to circle roots, stems and leaves of tree.
2. Read and discuss, as a class pages 231 – 235. Complete answers together.
3. Engage and Explore: Students will explore which direction roots grow by doing the experiment on page 230. They will use *laptops* and record their findings in Science notebooks.

D. *Assessment/Evaluation*

Students will go on *myscienceonline.com* and do the Got it? quiz as an assessment feedback.

E. Arts & Technology Connection options:

- Technology: Use SMART Board for activity; myscienceonline.com (use within lesson)
- Technology: Students can use cameras to video to record their **dance** routines. (see *Dance* below)
- Art: Draw and color a beautiful flower displaying the parts of the plant. Label it.
- Music: Sing "A Small Job". This is a song about a giant oak tree growing from a small seed. It focuses on pattern and harmony.
- Dance: Have students work in groups and develop a "path map" of a seed developing to maturity. Students will use movement such as bending, twisting, stretching, swinging, walking, running, hopping, jumping, sliding, skipping, turning, moving backward, sideways, forward, etc. to demonstrate seed growth. The students can use repetition to create routine.
- Character Education: Perseverance – great tasks are accomplished by keeping at it day by day, week by week, etc. until the job is done.

Grade Level and Chapter number: Grade 3 / Chapter Six - Plants

Lesson Three: What affects plant growth?

A. Objective

Students will describe factors that influence plant growth.

- Students will observe and identify the common structures of a plant, including roots,

stems, leaves, flowers, fruits, and seeds, and describe their functions.

- Students will investigate plant growth over time, taking measurements, record the data and display them in graphs. Also, they will examine factors that might influence plant growth.
- Students will plan and carry out investigations as a class, in small groups or independently, often over a period of several class lessons.
  (IAS Science: 3.3.1 & 3.3.2) (3.NS. 1, 3.NS. 3, 3.NS. 5, 3.NS. 7, & 3.NS. 8)

B. Lesson Content from Core Knowledge Sequence

Students will learn about the different parts of a plant and how they function, that plants reproduce using either flowers or cones, and ways to classify plants.

C. *Procedures and Activities*

1. Activate prior knowledge by calling student's attention to **Envision It** at the top of the page. Read the **Envision It** directions with students.
2. In small groups students will do "Explore it". They will grow radish seeds to explore how space affects plant growth. This project will take about 3-4 weeks to complete. Using laptops, record findings in Science journal.
3. Review vocabulary words: infer, investigate, explain, examine, and hypothesize with examples using previous lessons.
4. Read, discuss, and complete pages 237 – 239.

D. *Assessment/Evaluation*

- Review and evaluate: Have students review vocabulary terms for this chapter using Vocabulary Smart Cards.
- Formative assessment: Have students answer the *Got It?* section using *myscienceonline.com.*

E. Homework

Chapter 6, Lesson 3 – Check/ What affects plant growth?

F. Arts & Technology Connection options:

- Technology: Use myscienceonline.com; (use within lesson)
- Technology: Using "Puzzlemaker", students will make their own crossword puzzle with their Science vocabulary words. They will use all vocabulary words in this chapter.
- Music/Music Appreciation: Students will learn the song "Sweet Potatoes" and listen for two chords. They will listen to Louis Moreau Gottschalk's "Bamboula". They should be able to identify the song "Sweet Potatoes" in the musical piece. Using a dulcimer, students can perform the song "Sweet Potatoes" demonstrating the two chords.
- Art: Students will create potato prints using tempera paint.

Grade Level and Chapter number: Grade 3 / Chapter Six - Plants

Lesson Four: How do plants use flowers or cones to reproduce?

A. *Objective*

Students will explain how plants reproduce using seeds and cones.

- Students will perform investigations using appropriate tools and technology that will extend the senses.
- Students will keep accurate records in a notebook during investigations and communicate findings to others using graphs, charts, maps and models through oral and written reports.
- Students will identify simple patterns in data and propose explanations to account for the patterns.
- Students will observe and identify the common structures of a plant including, roots, stems, leaves, flowers, and seeds, and describe their functions.
- Students will investigate plant growth, over time, take measurements, record the data and display them in graphs. They will examine factors that might influence plant growth.

(IAS Science: 3.3.1 & 3.3.2) (3.NS.4, 3.NS.7, 3.NS.8)

B. *Lesson Content from Core Knowledge Sequence*

Students will learn about the different parts of a plant and how they function, that plants reproduce using either flowers or cones, and ways to classify plants.

C. *Procedures and Activities*

1. Activate prior knowledge with Envision It! Have students discuss how insects help plants reproduce.
2. Read, discuss, and complete pages 241 – 245 as a whole group.
3. Do Explore on page 240. Groups of students will have a flower and examine it with a magnifying glass. They will especially look for the reproductive parts of the flower. Students will use colored pencils and draw the flower identifying and labeling the function of each part. Later groups will compare and contrast their findings, using graphic organizers.
4. Math connection activity-page 245
   Read Do the Math! with students. Have them use the calendars to answer the questions.

D. *Assessment/Evaluation*

Have students complete Chapter 6, Lesson 4-Check/How do plants use flowers or cones to reproduce?

E. Arts & Technology Connection options:

- Technology: Use graphic organizers to compare and contrast flower function. (used within lesson)
- Technology: Students will research conifers online. They will choose one and write a paragraph about it, drawing a picture using drawing and painting tools.
- Music, Art and Technology: Have students sing and record “America the Beautiful” and prepare a multimedia presentation using the song and the drawings of the conifers.

- Dance/Movement: Students will use movement in expressing the song "America the Beautiful". Have students create their own movement routines in small groups. Perform for the rest of the class.

Grade Level and Chapter number: Grade 3 / Chapter Six - Plants

Lesson Five: How do you classify plants?

A. Objective

Students will classify plants into major groups, such as flowering and nonflowering plants, based
on physical characteristics.

- Students will keep accurate records in a notebook during investigations and communicate findings to others using graphs, charts, maps and models through oral and written reports.
- Students will observe and identify the common structures of a plant including roots, stems, leaves, flowers, fruits, and seeds, and describe their functions.
- (IAS Science: 3.3.1) (3.NS.7)

B. Lesson Content from Core Knowledge Sequence

Students will learn about the different parts of a plant and how they function, that plants reproduce using either flowers or cones, and ways to classify plants.

C. Procedures and Activities

1. Activate prior knowledge by students reading Envision It! Page 246. This will give attention to detail for classifying plants.
2. Engage students by using vocabulary smart cards to introduce lesson vocabulary. Students can exchange, the previously created vocabulary crossword puzzles, with their classmates and complete them.
3. Read, discuss and complete pages 247- 253 together.
4. Students will go to *myscienceonline.com* and do The Big ? I Will Know which will reveal the core lesson content through interactive activities designed to get students thinking.

D. Assessment/Evaluation

The students will be assessed by explaining the finished product of how plants are classified into groups. They will display and explain their posters.

E. Arts & Technology Connection options:

- Technology: Use myscienceonline.com, crossword puzzle maker (within lesson)
- Technology: Students research which new plants have recently been discovered. Students will use word-processing software to organize the information creatively.
- Technology: Using Interactive Whiteboard: Display rain forest plants on whiteboard. Have students take turns describing leaves and details about plants. Volunteers can circle plants that reproduce with spores and flowers (color coded).

- Music: Teach the rhythmic song “Coffee Grows on White Oak Trees”. Students can use instruments to keep the rhythm while singing.
- Dance: Teach the folk dance to the song above. This is a dance the entire class can participate in. They get into a circle and follow a routine.
- Art: Paint a picture of symmetry, using a leaf model. First make an outline on one side of a paper, then paint lines and shapes within the outline on one side. Fold over and make a symmetrical copy. Fill in colors to perfect the painting.

F. *Differentiated Instruction*

1. **RTI**-Have students revisit the plant photos throughout the lesson. Ask students to classify the plants in more than one group and then explain their groupings.
2. **On-Level**-Make a three column chart. Label the columns as follows: Flowering or Nonflowering . The next column would be Leaf, Size and Shape and Type of Stem. Have students complete the chart using the lesson photos. Explain that each column represents just one way each plant can be classified.
3. **Advanced**-Have students research specific plants from your area that fall into any of the groups mentioned in the On-Level suggestion above. As students to add the plants they find to the chart.

APPENDIX C

Letter of Interest
Bios of ESSi Consultants
Employee Handbook
Safety Manual

EHR GOTT SCHOOL SER VICES, INC.

325 North Kenmore Road, Indianapolis, Indiana 46219-6015
317.446.1181

Dr. Darlene Henderson
Heritage Institute of
Arts & Technology (HIAT)
P.O. BOX 11113
Merrillville, IN 46410

May 2, 2012

Dear Dr. Henderson:

Congratulations on your efforts in applying for charter authorization from the Indiana Charter School Board.

As we discussed, when you do obtain your charter, ESSi is prepared to assist you during the coming months in preparing for the opening of HIAT this August. This assistance can be in the following areas:

- Identifying and working with potential lenders to acquire financing for short-term acquisitions (technology, furniture, etc.) and on funding, if required, for building construction.
- Preparing necessary architectural designs and drawings for any construction that may be necessary to prepare a building for your students and staff. This would include obtaining any required permits.
- Managing the construction and move-in processes.
- Guiding the recruitment and interview process for faculty and staff.
- Assisting with grant applications, including the PCSP planning grant.
- Working with your Board of Directors to find ways to market the school and recruit students, including designing and implementing the lottery.
- Advising the Board on budgeting issues.

When I opened one of the first charter schools in Indiana a decade ago, I would have welcomed advice from people in Indiana experienced in charter schools who could have helped me through the whole process and kept me from making at least some of my myriad mistakes.

ESSi has the resources to guide you through this process. Our group of experienced and capable educational and community leaders -- from our own state of Indiana -- understands what it means to start and run a charter school **on the ground**, and they include:

- Current and former charter-school leaders, with both academic and management

experience
- Two former public-school administrators and a former private-school principal
- Current and former Indiana public- and charter-school board members

- Expert in government grant-making
- School-marketing professional
- Private business and not-for-profit leaders
- Special-education professional experienced with Indiana's compliance requirements
- Classroom educators experienced in curriculum development, lesson planning, Advanced Placement, and teacher evaluation
- Current local college faculty member
- Architect experienced in Indiana school design
- Operational management expert, with extensive government experience
- Technology entrepreneurs who have worked in both charter and private-school settings, with hardware and network experience, including web development

In addition, I would welcome the opportunity to develop a long-term relationship between HIATT and ESSi. By acting as a "consultative EMO," ESSi can give you the expertise and resources you need to operate Heritage Institute of Arts and Technology successfully while keeping control of the charter where it should be, with Heritage Institute of Arts and Technology's stakeholders.

Once you have obtained your charter and we agree on what services ESSi will provide to HIATT, I will present you with a full proposal for board approval, including a pricing structure.

As always, please feel free to call me at 317.446.1181, or to contact me at tehrgott.essi@gmail.com.

Sincerely,

Timothy P. Ehrgott

ERGHOTT SCHOOL SERVICES INC. BIOS

ESSi is:

- **Karen Bevis**, Ph.D., is a former teacher, principal, and school administrator who understands how to support and coach other educators. As the director of the alternative licensure programs at Marian University, she was challenged to recruit prospective teachers into the program, prepare them to be immediately effective in the classroom, and then evaluate them against the highest standards in education.

  She is an expert in the areas of classroom management, assessment (including individualized instruction), and teacher effectiveness. She has developed a college-level course in differentiated strategies for teaching and learning and also has focused on reading and writing in the content area. Dr. Bevis has significant experience observing new and experienced teachers and providing feedback to them so they can continue their professional development and improve their performance in the classroom.

- **Lynn Black** has experience in both the traditional public-school sector and in the charter movement. That background has allowed him to introduce educational reform models to public, charter, and private schools throughout the state.

  As a member of Ball State University's Charter School Review Board, Mr. Black focused on the curriculum, instruction and professional development areas for each school.

  During the past four years, Mr. Black has opened two hybrid/blended learning charter schools, followed by a statewide virtual school. He has served in three distinctly different central office positions: Director of Strategic Planning and Development; Director of Curriculum and Professional Development; and as Director of School Improvement.

  He has also led communities throughout Indiana as a consultant for Community Leaders Allied for Superior Schools (CLASS), a nonprofit organization focused on school and community reform. In addition, Mr. Black has had the opportunity to work directly with local, state, national and international education, community, and business leaders.

- **Dr. Percy Clark, Jr.**, has a wealth of experience as a teacher, administrator, superintendent, and charter-school entrepreneur.

  Dr. Clark has led public-schools and districts in Michigan, Ohio, Indiana and California. He has helped found six charter schools in a variety of settings, and he has established schools in Urban/Suburban sites, with middle-high and low socioeconomic populations. Dr. Clark has opened and led charter schools in Indiana and has held executive positions in reform-minded organizations such as Edison Schools and the Leona Group.

  Dr. Clark also established 30 partnership/collaborative schools in a variety of settings. High expectations were articulated and modeled in all these settings, even in the first year of operation. There was a focus on student academic achievement at all sites in every way

possible. Dr. Clark engaged non-traditional support for these sites for academic achievement.

Dr. Clark has a well-established reputation for fostering strong leadership, for innovation, for high-quality results, and for delivering what is promised.

- **Richard A. Coffey** has had a varied career in both education and business, holding a master's degree in each area. His talents in leadership and organizational management have led him to found four professional sports franchises, running organizations that employed up to 75 people.

  As an educator, Mr. Coffey has taught Social Studies, specializing in AP government and U.S. History. He has helped develop curriculum including Advanced Placement. Mr. Coffey has also coached high-school men's basketball, earning a top-ten ranking for a second-year program.

  Mr. Coffey's philosophy is that a school should graduate good citizens who make a positive contribution to society, and to give them the skills and knowledge that will allow them to achieve their goals.

- **Joyce Detterline,** CFRE, began a career in fundraising in 1981 when she joined the National Headquarters staff of Alpha Chi Omega Fraternity. Serving for fifteen years as the Chief Development Officer, she helped build the development program from a very basic fund raising effort, into a program raising approximately $1,000,000 annually from all sources. Joyce helped to raise several million dollars over her 28 year career for the organizations with which she has been associated. She has experience working with youth serving agencies, social service agencies, healthcare institutions and membership organizations. In 2003, Joyce co-founded FundBeginnings®, LLC, a consulting firm that provided counseling services to small nonprofits and continued as managing partner of that company through 2005. Joyce has held the Certified Fund Raising Executive distinction since 1998.

  Realizing her passion for events which she developed through her fundraising career, Joyce established Your Event Place, LLC in 2009 to help create and manage events for both commercial and residential entities. Her attention to detail and ability to vision the end result, allowed her to successfully plan events such as receptions, small group destination events, national conventions, fundraising events, holiday gatherings and more.

- **Todd Durnil** is a management consultant who specializes in the art of leadership, systems thinking, continual improvement, and public administration. He has held numerous leadership positions within state and local government over the past 20 years, with specific experience in public purchasing and bidding laws, project management, contract management, government budgeting and finance, and human resources.

  Mr. Durnil holds a BS in Public Affairs from Indiana University and an MBA from Indiana Wesleyan University. He is a former member of the M.S.D. Warren Township Board of Education and was a design team and founding board member of Irvington Community

School, a public charter school in Indianapolis, Indiana.

Mr. Durnil enjoys coaching adults as well as children to optimize their performance. His main hobby the past ten years has been coaching youth football and baseball.

- **Timothy P. Ehrgott** has two decades of experience running reform-minded non-profits.

  He founded and served as president of the Irvington Community School in Indianapolis, a charter school in his own neighborhood. In that role, he recruited a board of directors, students and families, and faculty. He helped secure financing and oversaw construction of a new $4.26 million elementary building, and the purchase and renovation of a high-school building. Under his direction, the school grew from its original enrollment of 115 K-5 students to more than 700 students in K-12, and an annual budget of $5 million.

  Mr. Ehrgott also served for 11 years as executive director of nation's first privately financed school-choice program, the Educational CHOICE Charitable Trust. He collaborated with a board of as many as 21 directors, drawn from the corporate, nonprofit, legal, and political realms. He worked with thousands of families and dozens of local private and church schools, while supervising the distribution of scholarships that topped $2 million annually. Mr. Ehrgott traveled nationwide to help spread the CHOICE concept to dozens of communities. Those efforts led to the creation of Indiana's new statewide "voucher" program.

- **Jim Ellsberry**, Ed. S., is a former Executive Director of the Indiana Principal Leadership Academy, served as the Director of Butler University's Experiential Program for Preparing School Principals, and was principal of an alternative school selected by Phi Delta Kappa as having one of the nation's most innovative program designs. His work with traditional and charter schools includes mentoring principals, evaluating teachers' performance, conducting school-climate audits, leading local school boards and administrators through phases of leadership training and strategic planning.

  Mr. Ellsberry has been a prolific writer addressing education issues in his columns appearing in IPLA Special Editions and in Charter Schools Today. He has had more than fifty articles published in a variety of publications and has made numerous presentations at state and national conventions. He has long been an advocate for choice, believing strongly that no single format is powerful enough to meet the needs of all learners.

- **Donald D. Flick** is Vice-President of Pyramid Architecture/ Engineering of Indianapolis, Indiana. Mr. Flick, a native of Jasper, Indiana, graduated cum laude from Ball State University in 1983 with a Bachelor of Architecture degree. After working in firms in Austin, Texas, and Indianapolis, Indiana, he became a registered architect in 1987. In 2000 he teamed up with Terry Burnworth to start Pyramid.

  Pyramid has a broad portfolio of public and private work, with extensive experience on municipal, educational, and healthcare-related projects throughout the State of Indiana.

  Don lives with his family in Indianapolis, where he is active in the Irvington neighborhood.

In addition to serving on several community and church boards, he is currently President of the Irvington Historical Society.

- **Andrea Goldwater** is a specialist in Charter School development and compliance. Ms. Goldwater joined the Indiana Charter School movement in 2001, by assisting with the launch of one of the first Charter Schools to open in the State.

  For the past four years Ms. Goldwater has served as the Director of Operations and Human Resources for Hoosier Academies and K12. She was hired in 2008 to help develop and open the first hybrid charter school in North America.

  Prior to joining Hoosier Academies, Ms. Goldwater was the Assistant Director in the Ball State University Office of Charter Schools where she and the Director developed the first Accountability Framework that governed the performance of all Charter Schools authorized by BSU. In this position, she was also responsible for reviewing all potential Charter School proposals and making recommendations to the BSU Charter Review Board for new school authorizations. Additionally, Ms. Goldwater served as primary liaison to all Charter School Leaders and their Boards of Directors.

  Ms. Goldwater has extensive knowledge of Indiana Charter Law, DOE Reporting, Federal Grant programs and State Board of Accounts audits. She has written grants for Title I, Title II, Special Education IDEA, as well as Planning and Implementation Grants. Ms. Goldwater has experience developing annual school budgets and managing the day-to-day operations to maintain the financial viability of the school. She has worked with the SBOA on charter audits and understands financial and employment documentation requirements of the State. Ms. Goldwater understands all required DOE reporting submissions and the specific compliance for charter schools.

- **Lisa Lindley** is a special-education specialist who has a wide variety of experiences in education.

  As a qualified school administrator and a special-education teacher, Ms. Lindley has been involved with special education in many capacities with a diverse population of students. Such involvement and responsibilities have included: monitoring of special-education programs within the school and community; provision of mediation and due process rights; case conference coordinator; public agency representative; interpretation of psychological evaluations; assessments and data.

  Ms. Lindley's knowledge of Article 7 has enabled her to effectively monitor the terms of charters with federal, state, and local laws as they pertain to special education. This ensures that all eligible students with disabilities are provided a free appropriate public education in the least restrictive environment and individual educational plans are current and accurate.

  As a former charter school principal, and as a consultant for special education with charter schools, Ms. Lindley brings the requisite knowledge and expertise to any start-up charter schools.

- **Stacie Porter Bilger** is a 15-year veteran of bringing people together to solve problems, create opportunities and innovate.

  Over the past few years, Ms. Porter Bilger has used social media tools and web technologies to build digital relationships with students and start-up companies from across the state of Indiana. She conducts educational, strategy and training sessions, while also helping organizations develop and manage new media strategies.

  Ms. Porter Bilger is co-founder and COO of IndyWebExperts, LLC, whose clients include the Indiana Pacers, Big Ten Conference, Republican National Committee, Indiana Chamber of Commerce, charter schools, and several local companies

  In addition, Ms. Porter Bilger has been chair of the Hoosier Academy's Board of Directors in Indianapolis since February 2009. Hoosier Academy is a "hybrid" charter school, in which students meet with their teacher for more than half of their instructional time, with the remaining instruction happening at home, on the road, or wherever an Internet connection can be found. The Hoosier Academy uses the flexible curriculum from K12, which was designed to let students find the pace and learning style that work best for them.

  As part of her experiences at Hoosier Academy, Ms. Porter Bilger has undergone training by Dr. Brian Carpenter in board leadership and management, an invaluable tool for new schools.

- **Kimb Stewart** is currently the Curriculum Development Specialist and manager of the Learning Management System (LMS) for the Indiana Department of Homeland Security. Prior to IDHS, Ms. Stewart worked for the Indiana Department of Education for 18 years in a variety of divisions, from School and Community Nutrition, to Student Services to Educational Options.

  Ms. Stewart has extensive experience working with charter schools and grant programs. She wrote the highly competitive Public Charter School Program grant administered by IDOE and was its sole administrator. In addition, Ms. Stewart wrote the state's Charter School Facilities Funding grant that allowed facilities funding to Indiana charter schools for the first time. In addition to writing grants, she has experience in creating applications and rubrics, application review, and grants management.

  As charter school liaison, Ms. Stewart organized a charter-school advisory group and other initiatives that opened communication between charter school stakeholders, promoted statewide goals, and fostered the growth of high-quality charter schools.

EMPLOYEE HANDBOOK

EMPLOYEE

HANDBOOK

2013-2014

About This Handbook

The following pages contain information regarding many of the policies and procedures of the HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY, Inc. (hereby referred to as "HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY"). This is not an employment contract and is not intended to create contractual obligations of any kind.

The policies and procedures outlined in this handbook will be applied at the discretion of HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY, and the corporation reserves the right to deviate from the policies and procedures of this handbook, or to withdraw or change them, at any time. The corporation will notify employees when an official change in policy or procedure has been made.

This handbook and any activities taken in support of the handbook shall be interpreted in a manner that is consistent with all laws, rules, and regulations then applicable to HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY.

HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY values the many talents and abilities of its employees and seeks to foster an open, cooperative, and dynamic environment where employees and the school alike can thrive. If employees would like further information or have questions about any of the policies and procedures outlined in this handbook, please feel free to bring them to the attention of HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's management.

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Standard Employment Practices

Equal Employment Opportunity

HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY is committed to providing equal employment opportunities to all individuals without regard to race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, or any other characteristic protected by law. HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's employment practices are in keeping with the Federal Equal Opportunity Laws, including the Americans with Disabilities Act, the Equal Pay Act, and the Age Discrimination in Employment Act.

HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY does not discriminate on the basis of gender in compensation or benefits for women and men who work in the same establishment and perform jobs that require equal skill, effort, and responsibility and which are performed under similar conditions.

HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship. An employee with a disability for which reasonable accommodation is needed should contact HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's President to discuss possible solutions.

Employees with questions or concerns about any type of discrimination in the workplace are encouraged to bring these issues to the attention of the immediate supervisor or HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's President.

Employees may raise legitimate concerns and make good faith reports without fear of reprisal (see "Whistleblower" policy, Appendix XX). Anyone found to be engaging in any type of unlawful discrimination will be subject to disciplinary action, up to and including discharge.

Sexual and Other Unlawful Harassment

HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY will endeavor to maintain a work environment that nourishes respect for the dignity of each individual. This policy is adopted in furtherance of that tradition.

It is against the policies of HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY for an employee to harass another person because of the person's sex, race, color, religion, national origin, age, disability, sexual orientation, marital status, or other characteristic protected by law. Actions, words, jokes, innuendoes, or comments based on such characteristics will not be tolerated.

Consequently, it is against the policies of HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY for an employee to sexually harass another person. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or, (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or environment.

Any employee who believes that he or she is being unlawfully harassed should immediately contact the immediate supervisor or HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY‘s President, or follow the guidelines set forth in the Whistle-Blower Policy in Appendix XX

All complaints of harassment will be promptly, thoroughly, and confidentially investigated, and, where necessary, appropriate corrective action will be taken. Any person found to have unlawfully harassed another employee will be subject to appropriate disciplinary action, up to and including discharge.

Immigration Law Compliance

HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY does not hire anyone who is not a citizen of the United States, or who is not a non-citizen who is authorized to work in the U.S under the Immigration Reform and Control Act of 1986 (www.uscis.gov/portal/site/uscis). As a condition of employment, all new and past employees must show valid proof that they are eligible to work in the United States.

Criminal Convictions

HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY reserves the right not to hire or retain anyone that has been convicted of a criminal offense. Conviction of a crime that involves dishonesty may result in an automatic termination of employment. Before any decision is made, the nature of the crime and circumstances surrounding the conviction will be considered. (See "Background Checks," page XX.)

Standards of Conduct

HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY expects that all employees conduct themselves in a professional and ethical manner. An employee should not conduct business that is unethical in any way, nor should an employee influence other employees to act unethically. Furthermore, an employee should report any dishonest activities or damaging conduct to an appropriate supervisor.

In the event that employees become aware of another employee's behavior or actions that they believe are inappropriate, illegal, problematic, or in any way inhibit or affect their job performance or HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's work environment, they should discuss such behavior or actions with their immediate supervisor or with HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's management, or follow the guidelines set forth in the Whistle-Blower Policy in Appendix XX

All reasonable concerns will be promptly, thoroughly and confidentially investigated by HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY and, where necessary, appropriate corrective action will be taken. Employees should not discuss such actions or behavior with other HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY employees. Discussing such matters with other employees may – in and of itself – create an unacceptable work environment for which an employee will be held responsible and for which he or she may be disciplined in accordance with HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's disciplinary policy.

Service Standards

HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY believes there is no greater endeavor than to work in the service of children by providing an inspiring educational experience that moves them to become more thoughtful, ethical, compassionate, and innovative contributors to society. HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's spirit of service is, simply put, to "do whatever it takes" to give its students the education they want, need, and deserve. HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's employees are part of a partnership effort to provide the most meaningful, engaging, growth-oriented education available to each of its most cherished clients – its students – and to partner with their families in a greater community of service.

As well, HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's service standards must necessarily include treating one another with dignity, encouragement, understanding, openness, and honesty. The staff comes together daily in an uncommon spirit of service, answering the call to change the world for the better, and striving to do so within the HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY learning community, with every child that walks through HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's doors.

Personnel File

HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY keeps a personnel file on each of its employees. These files are confidential in nature and are managed by HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's Human Resources Department**.** They will not be copied or be removed from the premises unless there is a legitimate business reason to do so.

All employees may view his or her personnel file by contacting HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's Human Resources Department during normal business hours. No employee may alter or remove any document in his or her personnel file. Employees may request copies of their performance-management reviews.

General Policies and Procedures

Orientation

In accordance with federal law, both new employees and re-hires will be required to provide documentation of identity and eligibility to work in the United States. The I-9 form will be used for this purpose.

New employees will also be given access to HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's Employee Handbook and will be given the time to read it and ask any clarifying questions of HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's management. Each year, all employees must read the Employee Handbook and return a signed copy of the "Acknowledgement and Receipt of Understanding," which will be placed in the employee's personnel file.

Reporting Changes

Employees are responsible for promptly notifying HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's Human Resources Department of any change in name, address, telephone number, marital status, citizenship standing, tax-withholding allowances, emergency-contact information, insurance beneficiary, or dependent-insurance coverage. Accurate and correct information is vital for benefits and insurance records and other corporate files.

Each employee is required to notify the immediate supervisor one week in advance of the dates of all approved vacation or leave time to be taken. Additionally, employees are to inform their immediate supervisor of personal days taken for illness and lateness in arriving at work.

Job Classifications

Employees are classified by two major categories: "Exempt" and "Non-exempt." This handbook applies to both Exempt and Non-Exempt employees.

(1) Exempt employees are generally salaried and fall into one or more of the following three classifications: faculty, classroom aides, or administrative. These employees are exempt from the applicable provisions of state and federal wage and hour laws (Fair Labor Standards Act: www.dol.gov/esa/whd/flsa/).

(2) Non-exempt employees generally are eligible to receive overtime pay in accordance with state and federal wage and hour laws (FLSA). These employees are required to submit a time record for each pay period, approved by the appropriate supervisor, for the purpose of tracking hours worked and calculating compensation.

Employees are also classified within one of the following three statuses:

(1) Full-time: any employee that is regularly scheduled to work 30 hours a week or more. Full-time employees are eligible for standard school benefits.

(2) Part-time: any employee that is regularly scheduled to work fewer than 30 hours per week. Part-time employees with more than 20 hours per week are eligible for certain benefits; those working under 20 hours per week are not eligible for any standard school benefits. Any employee can participate in the 403(b) plan.

(3) Temporary: any temporary work that has a predetermined start and end date of employment. Temporary employees are not eligible for standard school benefits.

Pay Periods

All employees are paid on the annual pay schedule published in Appendix __.

Hours of Work

HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's standard work week for full-time employees is five days. Schedules may vary based on the school's needs. Employees may not deviate from the school's hours of work, unless a manager or supervisor specifically approves a request.

Employees generally are expected to arrive at work by 7:45 a.m., and leave no earlier than 4:15 p.m., unless the employee has duties that call for an approved modified schedule. This time includes a half-hour lunch break. (Arrangements to leave early for appointments, etc., must be made with the supervisor ahead of time.) This is in order to facilitate the delivery of learning to the students and for other interactions that are elemental to the smooth operation of the school.

Breaks

HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's Lead Teachers will work with faculty and classroom aides to determine appropriate lunch breaks per their needs. Typically, faculty and aides working for more than four consecutive hours are provided with a meal

break of 25 minutes, with additional prep time provided throughout the day. Breaks are scheduled throughout the workday, so as not to disrupt the teaching processes of HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY.

Time-Keeping

Nonexempt hourly employees are required to use a time sheet, logging time-in, time-out, and any non-compensated breaks. Employees must sign the time sheet each pay period, then turn it into the immediate supervisor for approval and signature. It is strictly forbidden for an employee to sign another employee in or out.

Overtime

Nonexempt hourly employees are to be paid time and one-half (1.5) for work time that exceeds 40 hours during a scheduled workweek. Employees asked to work overtime are expected to do so. Exempt employees are not eligible for overtime pay.

The calculation of overtime hours will not include holiday, sick leave, or vacation days during a given scheduled workweek. Upon the discretion of management, nonexempt employees may be paid up to two and one half (2.5) times their hourly rate for work time completed on a school holiday.

Salary Increases

Salary increases are based on performance or promotion. All salary increases are at the discretion of the immediate supervisor and HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's President, with overall approval by the Board of Directors, within the corporation's budget constraints.

Payroll

Both exempt and nonexempt employees will have federal, state and local taxes withheld from their wages. Payroll checks will not be released prior to the set pay schedule for any reason, nor will they be released to anyone other than the employee, without the expressed written permission of the employee.

Performance Reviews

Every HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY employee will be subject to a performance appraisal at least once a year. The employee's immediate supervisor or HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's President will give these reviews. The reviews will focus on job-related strengths and areas for improvement, as well as overall fit with the school. Expectations, goals, and improvement plans will be mapped out each review period and progress will be measured at the next review.

Performance reviews may be used to determine salary increases and promotions and will be part of the annual merit-based bonus process for eligible employees. Employees will have the opportunity to thoroughly review all performance appraisals and provide written responses. All performance reviews and responses will become part of an employee's personnel file.

Bonus Structure

HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY may institute a bonus structure or incentive plan at any time. HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY guarantees no bonus plans. Any bonus structure will be determined by management and will include some level of performance achievement. Employees will receive notice of any additions, subtractions, or changes to any new or existing bonus structure. Bonus criteria will be presented to each eligible employee in accordance with annual performance objectives. (See Appendix __.) Bonuses are part of the annual budget and are subject to management and board approval.

Stipends

In addition, HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY shall compensate teachers for duties outside the regular school day, including, but not limited to:

- Attendance, Academic Behavior Referral Boards
- Athletic coaching
- Extra-curricular clubs (outside 4:00 p.m.)
- Committees (data, school-improvement, etc.)
- Professional development outside of school day
- Extra duties, such as open houses

Compensation will be based on time and effort and will be offered to the employee before assignment of duties. Stipends are not guaranteed and are part of the annual budget and are subject to management and board approval.

Expense Reimbursement

HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY will reimburse employees for reasonable **pre-approved** business expenses. At the beginning of each school year, eligible employees will receive a corporate credit card for budgeted expenses approved by the direct supervisor and anticipated to be incurred throughout the year**:**

- Reasonable expenses while traveling on school business include mileage (to be paid at current federal business mileage rates), travel fares, accommodations, meals, tips, telephone and fax charges, and purchases on behalf of the school. (See Appendix __.)

- Local expenses include school purchases, taxi, or public transportation fares when on school business. (See Appendix __.)

See Appendix XX for guidelines on the use of procurement cards.

Attendance and Punctuality

Punctuality and regular attendance are important to the smooth operation of HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY. If an employee is consistently late or excessively absent, HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's ability to perform work is affected and an unfair burden is placed on co-workers. Therefore, unless an absence is permitted or excused under HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's Personal Leave policy – which covers a non-school holiday, vacation, personal days, and sick days – or other policies, an employee is responsible for being at work and arriving on time. If an employee is going to be absent or late, it is his or her responsibility to call the immediate supervisor as soon as possible, preferably in advance of lateness. If the absence is for several days, please notify the immediate supervisor each day.

An employee who is absent for reasons other than those permitted or excused by HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's personal-leave policy or leave policies, or who repeatedly fails to provide notice as required, will be subject to appropriate disciplinary action, up to and including discharge.

Availability for Work

Employees must be available for work during normal business hours, as published in the annual calendar in Appendix XX. If, for any reason, there is a change in work availability status, an employee must notify the immediate supervisor at least one week prior to the change.

Mandatory Meetings

Employees may be required to attend mandatory, non-compensated staff meetings. Staff meetings are generally held after school, from 4:10-5:00 p.m., every two weeks. Professional development meetings are scheduled for two days before the start of a new school year and periodically during the school year (and are part of everyone's employment contract). Attendance at staff meetings and professional development meetings is mandatory. In the event a staff member will be unable to attend a staff meeting or professional-development meeting, the staff member must notify the immediate supervisor in advance and is expected to get notes on the meeting from a co-worker. In the event that a mandatory meeting – non-staff meeting -- is in addition to the employee's regular workday, a stipend may be paid.

Job Sharing

Employees seeking to reduce their workload or hours may submit a proposal for a job sharing arrangement to their supervisor. The employee asking for the job sharing arrangement will be expected to assist management in finding and training a job-sharing partner. Job-sharing arrangements must not disrupt the daily activities of a group or workflow. Both the immediate supervisors and the President of the school must approve all employee job-sharing arrangements. No job-sharing arrangement will be considered permanent and the policies may be reviewed and altered at any time.

Holiday Considerations for Classrooms and Public Presentations

Following is some useful guidance regarding how to treat holiday observations concerning classroom and public presentations as they occur at HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY:

1. Students may sing, for example, Christmas carols during school concerts, as long as secular songs are also included in the selections. Of note, the workplace is not required to ban religious content from their holiday celebrations.
2. Students may give religious gifts to their teachers or to other students, just as government and other employees may give religious greetings to coworkers.
3. A public school may include religious items in a holiday or winter display, as long as they are part of a combined secular/religious display.
4. A public school student may write about his religious observations or discuss them in a class presentation, and a teacher is permitted to provide an objective explanation of religious origins of a holiday as part of a curriculum about the cultural and religious aspects of national holidays.

Paid Time Off: Vacation, Sick, and Personal Days

Each eligible full-time HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY employee will receive 10 personal days per school year to use for vacation, sick, or personal days. Part-time employees or employees not working a full calendar, will receive pro-rated personal days, as outlined below:

NUMBER OF DAYS WORKED	**DAYS OFF (Personal Leave)**
200+	10
160	8
120	6
80	4
40	2

Eligible employees with unused personal days at the end of the school year (June 30) will be paid according to the rate published in Appendix XX for each unused personal day.

Personal days must be scheduled and approved at least one week in advance by the immediate supervisor, and will be evaluated on the basis of the impact on the school's operation.

An authorized school holiday that falls on a normal business day during a vacation is not counted as a vacation day.

When given advance notice, HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY will consider requests for additional time **without pay**. An employee with a unique situation should talk to his supervisor to see if a solution can be reached.

NOTE: HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY will make reasonable efforts to accommodate holidays pertaining to an employee's established religious beliefs. Employees should speak with their supervisors to obtain approval for taking time off to observe such holidays.

Background Checks

Because employees of HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY consistently interact with minors, prospective employees will be subjected to an in-depth background checks through an independent company, as well as a check through the Indiana State Police. In addition, annual State Police background checks will be conducted on all returning employees, and an in-depth background check will be performed every three years.

Drugs and Alcohol

HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY will not tolerate the use or possession of alcohol or illegal drugs on the job or on school property. With proper cause, employees may be asked to submit to drug screenings.

Employees using or possessing alcohol or illegal drugs on school property or while at work or who report to work under the influence of alcohol or illegal drugs – or who misuse prescription medications -- will be subject to disciplinary action, up to and including discharge.

Violence and Weapons

HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY takes threats of violence extremely seriously. Any act or threat of violence by or

against any employee, student, customer, supplier, partner or visitor is strictly prohibited. This policy applies to all school employees, whether on or off school property, concerning their manner of personal conduct.

Any use or possession of weapons, whether illegal or not, is prohibited on school property, or while on school business. This includes knives, guns, martial arts weapons, or any other object that is used as a weapon. Any employee caught possessing a weapon on school grounds will be terminated immediately.

Tobacco

HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY is a smoke-free environment. The possession or use of tobacco is not allowed in HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY buildings or on school grounds at any time.

Food and Beverages

By virtue of HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's business, the school often has visitors in the school. The school's surroundings should always reflect a professional appearance. Eating at desks when students are not present is acceptable, but should be done unobtrusively and in a manner so as to prevent damage to valuable school equipment and other property. All employees are personally responsible for keeping the area around their workstation clean and presentable. Employees are also responsible for returning common areas to a clean and presentable condition after use.

Visitors

Only customers and authorized visitors are permitted in HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's building. HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY does not permit unauthorized sales persons or those collecting for charitable causes to conduct business on the school premises. This is to protect the school from theft or frivolous lawsuits. Visits from friends and family of employees should be kept to a minimum and should not exceed fifteen (15) minutes. Employees are responsible for the conduct of their guests.

All visitors must enter and sign in at the main office/reception area and receive a name badge. Any employee that notices an unauthorized visitor should notify his/her supervisor immediately.

Workplace Attire

HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY has a professional casual dress environment. Employees are expected to use good judgment and taste and to show courtesy to their co-workers and students by dressing in a fashion that is professional, presentable, and appropriate.

While it is nearly impossible to define all form of dress, employees should follow the spirit of the school's student dress policy and recognize that they are "modeling" for the students. That means clothing such as jeans, tennis shoes, t- shirts, flip-flop sandals, and revealing clothing are not acceptable.

Employees are to dress in appropriate business attire for school-related meetings at HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY or off-site locations.

Telephone Use

Telephones are provided to enable employees to carry out work assignments in an efficient manner. Personal telephone calls should be kept to a minimum and personal long-distance calls should not be made at HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's expense. Cell phones are to be used only during breaks and in private settings.

Voice Mail and Electronic Mail

All electronic and telephone communication systems and all communications and information transmitted by, received from, or stored in these systems are the property of HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY and as such are intended for job-related purposes. Personal use should be kept to a minimum, and personal career communications are specifically restricted to employment at HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY.

Electronic or telephone communication systems may not be used to transmit messages that may be considered inappropriate under HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's policies, including those prohibiting harassment. Employees are not permitted to use a code, access a file, or retrieve any stored communication unless authorized to do so, or unless they have received prior clearance from an authorized school representative. All pass codes are the property of HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY and may be used by HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY to access electronic and telephone communications at any time. HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY reserves the right to monitor any electronic, telephone, or other communications made using HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY systems or property.

Use of the Internet and E-mail

Employees are encouraged to use the Internet as appropriate to their work requirements. School policies on computer use are contained in Appendix XX, "Acceptable Use Policy for Computers."

Please note that all e-mail generated by HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY employees in the workplace and/or on school computers is the property of HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY and are, by law, retained by the company for seven years. Employees should use their utmost professional discretion in their use of e-mail while at work. (Please review Appendix XX: Acceptable Usage Procedures (AUP) for Computer Usage.)

Use of School Property

All school workspace, including file cabinets and lockers, are the property of HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY and must be available to management at all times. The use of personal locks on any school property is strictly forbidden. No school property may be used to house personal files or items, outside of day-to-day personal or school-related objects. No school equipment, including computers, photocopiers, or printers may be used for personal business.

Postage, Shipping and Office Supplies

Postage, shipping, and office supplies paid for by the school are for business purposes and are not to be used for an employee's personal purposes. Employees may purchase at cost single stamps from the school secretary.

Personal Property

HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY does not assume responsibility for any personal property located on its premises. Employees are to use their own discretion when choosing to bring personal property into the office and do so at their own risk. Employees must attach labels signifying ownership of items deemed valuable and appropriate. Additionally, employees may not bring or display in the office any property that may be viewed as inappropriate or offensive to others.

Personal Safety

The safety of each employee's health and security is very important to HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY. HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY is willing to make reasonable efforts to address an employee's safety concerns. Employees should remember to use caution and good judgment in all activities and should notify their immediate supervisor if they believe there is a safety issue that should be addressed. (Please consult HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's Emergency Procedures.)

Building Security

An employee may be given a key to gain access to the building and classrooms. The last employee to leave the building at night is responsible for making certain that all doors and windows are locked. (Appendix XX, "Day End Procedures.)

Monitoring and Searches

All school property is subject to monitoring and review at all times. This includes, but is not limited to, desks, lockers, school vehicles, computers, and email files. Reasons for searches and reviews include, but are not limited to, personal abuse of school property, theft investigation, and improper disclosure of confidential information.

HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY retains the right to conduct searches at any time. This includes the right to search individual computers or files (including email), even if protected by a password. Any employee who attempts to obtain or alter a password for the purpose of accessing restricted files will be subject to disciplinary action, up to and including termination.

Work-for-Hire

Employees agree that all products, services, plans, discoveries, or improvements that they create solely or jointly with others in connection with or relating to any work performed by an employee for HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY shall be considered "work-for-hire" that belongs to the school.

Confidential Information

All applicable laws regarding confidentiality and maintenance of records shall be followed. HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY requires that employees do not disclose information held to be confidential by HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY, including information about employees and the families and students enrolled in the school. Any questions about this policy should be addressed to HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's President.

Conflicts of Interest

HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY requires that employees not compromise the school, its students or their families, partners, or suppliers for personal gain. Examples of conflict of interest include, but are not limited to, accepting gifts worth more than $25, requesting or granting favors, or conducting business for personal gain. Employees are required to disclose all conflicts of interest to HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's President. Failure to do may result in disciplinary action, up to and including termination.

Non-Solicitation

During the period of employment and for a period of twelve (12) months after the termination of employment with HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY, an employee shall not, without permission of the school president, directly or indirectly: 1. Solicit for employment or employ any person who was employed by HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY during his employment with HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY; or, 2. Call on, solicit, or take away for himself or for any other person or entity any person who or was a student of HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY during his employment with HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY.

Competing Employment

Due to the highly competitive nature of the industry in which HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY is involved, employees are restricted from certain associations or working arrangements with competing or conflicting organizations. Subject to HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's prior written approval, an employee may work for other businesses during the course of employment with HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY; provided, however, an employee may not: 1. Accept or perform work of a nature that conflicts or competes in any way with the business or services of HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY; 2. Use any HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY resources including, but not limited to, computer hardware and software, telephones, facsimile machines, and copiers, for or in connection with any non-school work; 3. Perform any non-school business on HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY premises; or 4. Perform any non-school work during normal business hours.

Employment of Relatives

Employment of relatives is not prohibited by HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY, provided that the following conditions are met: 1. The relationship is disclosed; 2. The applicant is qualified for the position; 3. The employee and relative will not be in a direct reporting relationship with one another; and, 4. The personal relationship will not adversely affect the workflow or processes of the school.

Leave Policies

General Policies

HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY provides Eligible Employees with leaves for a variety of reasons. The following discussion summarizes HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's leave policies in a way that HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY hopes will be generally helpful. HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY abides by the provisions of the Family and Medical Leave Act (www.dol.gov/esa/whd/fmla/), as appropriate.

As with all policies, HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY reserves the right to revise or rescind these policies at its discretion, subject to legal requirements. This statement of leave policies is not intended to create a contract between HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY and its employees.

To apply for leave, or to inquire into what leave may be available, an employee should contact HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's President. An employee applying for leave will be asked to state why he/she wants the leave, when he/she wants the leave to begin and when he/she wants the leave to end. A Human Resources Representative (CFO) will inform the employee what type and duration of leave, if any, has been approved and will also tell the employee which requirements, such as certification of a health condition, the employee must fulfill.

All leaves are granted for a specific period of time. An employee who foresees being unable or unwilling to return to work at the end of the leave period should apply for any other leave for which the employee is eligible, including an extension of the current leave. HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY reserves the right to terminate the employment of an employee who does not return to work at the end of the approved leave period.

Sick Days/Leave

Full-time employees are eligible for ten (10) personal-leave days per calendar year; part-time employees are on a modified schedule (see Appendix XX.) The following guidelines are designed for the proper use of sick days/leave:

a) If an employee does not report to work, he must phone his supervisor or have someone call for him as early as possible after the office opens. This procedure allows a supervisor to rearrange work schedules in the employee's absence.
b) An employee who leaves the school before closing time because of illness, or any other reason, must immediately inform his immediate supervisor.
c) In the case of a planned personal day for medical reasons (e.g., for non-emergency surgery or for a doctor's appointment), an employee should tell his supervisor as soon as possible so that plans can be made to cover the absence. Note: Teachers are responsible for arranging their own substitutes.
d) Disabilities related to pregnancy or birth of a child will be treated as all other disabilities for purposes of HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's leave policies.
e) If an employee is chronically absent because of sickness or disability, HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY may require that the employee consult with a doctor of HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's choice.
f) Employees who are ill with a contagious disease or who are out on a surgery/medical leave of absence will be asked to provide evidence of a release to return to work by a physician.
g) In case of an extended absence, an employee should consult other sections of this handbook and insurance plan information to determine eligibility for short-term or long-term disability leave.

If an employee is eligible for personal days, that leave may be used to care for a sick or injured child on the same terms that apply to use for an employee's own illnesses or injuries.

Family and Medical Leave

Employees may take unpaid leave per the terms of the Family and Medical Leave Act of 1993 (www.dol.gov/esa/whd/fmla/). Employees should also be aware that pregnancy is considered a disability and may be eligible for disability benefits under mandatory disability benefits laws of certain states.

Personal Leave of Absence

Requests for personal leave without pay are considered individually and granted at the discretion of management. The reason for the request, the employee's length of service, the employee's work record and the demands of the individual's job are examples of the type of factors typically considered in evaluating a request for personal leave of absence. A request for personal leave of absence will be granted only if the employee is not eligible for any

other type of leave. An employee may not be on personal leave of absence for more than 2 months in a calendar year.

Jury Duty

Employees summoned for jury duty will be allowed the necessary time off from work to perform this civic responsibility. Employees must give HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY 15 days advance notice of potential service. HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY will pay such employees the difference between their regular salary and any jury duty fees received. Employees will be expected to report to work during all regular hours if their presence is not required in a jury room or court. HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY may require the employee to supply documentation from the court affirming the employee's jury duty service.

Military Duty

Employees who are absent from work in order to attend an annual encampment in a recognized reserve branch of the armed forces of the United States will receive a paid leave of absence of up to a maximum of two weeks per year. Leaves for military service and reinstatement after performing military service will be provided in accordance with the requirements of federal and state law.

Funeral Leave

When a death occurs in an employee's immediate family, an employee may take up to three days with pay in order to attend the funeral or make funeral arrangements. In unusual circumstances, additional time off may be granted, with or without pay, at the discretion of HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY. For purposes of the funeral leave policy, "immediate family" typically means an employee's spouse or child, as well as a parent, grandparent, brother, or sister of the employee or the employee's spouse. Funeral leave is not considered part of the annual 10 days of Paid Time Off received by full-time exempt employees.

Emergency Closings and Severe Weather

Unless notified by a supervisor, employees are to report to work on all regularly scheduled days, regardless of weather conditions. If unable to report to work due to weather conditions, staff must notify supervisors as soon as possible.

In the event of inclement weather and school delays or closings, employees are required to participate in a "phone tree" to inform each other of the event (Appendix XX). In addition, the school employs a phone-messenger system to alert parents and families to school closings. Employees can also check the local television networks news, WIBC radio, and HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's home webpage.

In the event the school closes due to severe weather conditions or any other reason, employees are not be required to report to work, nor are they allowed to report to the building. They will be paid for that day and it will not be counted as a vacation day.

Employee Benefits

The following is a list of benefits that HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY makes available to eligible employees. The descriptions in this handbook are a summary only. The separate plan documents explain each benefit in more detail and the language of the plans' documents controls the various plans. Benefits may be modified, added or terminated at any time by HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's insurance provider or benefit provider, per the terms of the plan, or by HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY, at its discretion.

Benefits Eligibility

Full-time employees are eligible for the benefits outlined below. Part-time employees (less than 30 hours per week) are not eligible for these benefits unless otherwise noted.

Medical/Vision and Dental Group Health Insurance

Medical/vision and dental insurance is available for Employees that work more than 30 hours/week and their qualified dependents. Please refer to Appendix __ for a plan summary

or coverage, eligibility, waiting periods and premium cost. HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY currently pays 75% of employee's monthly premium.

Flexible Spending Account (FSA)

HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY offers a Section 125 Cafeteria Plan (FSA) that allows all employees the opportunity to make pre-tax contributions to cover unreimbursed medial, health (OTC), eye and dental expenses. See Human Resources Department for contribution and reimbursement limitations. FSA is completely voluntary, is available to all employees and is offered at no cost to employees.

COBRA

The Consolidated Omnibus Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health coverage under the school's health plan should the employee lose his or her eligibility (upon resignation or termination). Under COBRA, the employee pays the full cost of coverage at the school's group rate, plus an administrative fee (2%). Human Resources will provide a COBRA letter upon separation from HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY requiring that employees accept or deny further coverage. Please see Appendix XX for the current COBRA rates.

Retirement Plans

HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY offers the following retirement options:

1. Teacher's Retirement Fund (TRF) – All certified teachers may participate in this plan. TRF is a combined defined benefit and defined contribution plan. Teachers participating in TRF must make a post-tax contribution of at least 3% of their base salary and bonus. See http://www.in.gov/trf/ for complete Plan documents including investment options.
2. Public Employees Retirement Fund (PERF) – All non-certified employees working more than 20 (NEED TO CONFIRM) hours may participate in this plan. TRF is a combined defined benefit and defined contribution plan. Employees participating in PERF must make a post-tax contribution of at least 3% of their base salary and bonus. See http://www.in.gov/perf/ for complete Plan documents including investment options.
3. 403(b) – All employees regardless of number of hours worked per week are eligible to participate in this plan. 403(b) is a defined contribution plan (similar to a 401(k)

plan). Employees participating in 403(b) must make a contribution of at least 3% of their base salary and bonus. The contribution can be made pre-tax or ROTH. See Human Resources for Plan documents including investment options.

NOTE: All employees working more than 20 hours a week must participate in at least one of the above plans. See Human Resource for complete list of requirements and eligibility.

Tuition Reimbursement

HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY encourages its employees to further their education. Employees seeking to be reimbursed for costs of continuing education are to obtain pre-approval from their supervisor **before** enrolling in a course or program. Tuition expenses may be reimbursed at a rate of $500 per semester upon completion of the course with a satisfactory grade **(**letter grade B or above**).** Supervisor signed proof of satisfactory completion of the course must be submitted to the CFO with copy of paid tuition bill/invoice when requesting reimbursement.

HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's educational reimbursements benefit meets the IRS' definition (Chapter 2, Table 2-1, Publication 15-B [2008]) of an Educational Assistance Program (www.irs.gov/publications/p970/ch11.html), and as such all educational reimbursements received up to $5,250 will be considered **exempt** from income tax withholding.

Worker's Compensation

HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY requires that all employees report job-related accidents or injuries to a supervisor immediately, whether the accident occurred on or off school premises. Failure to report an injury, regardless of how minor, could result in difficulty with the employee's claim.

All workers' compensation claims will be paid directly to employees. Employees are expected to return to work immediately upon release by their doctor.

Disciplinary Policies

Problem Resolution

HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY seeks to deal openly and directly with its employees and believes that communication between employees and management is critical to solving problems.

Co-workers that may have a problem with one another should attempt to resolve the problem themselves. If a resolution cannot be agreed upon, both employees should approach their supervisor(s), who will work with the employees to determine a resolution. In these instances, the decision of management is final.

Employees who have a problem with a supervisor should first go to the supervisor and state the problem. If a resolution cannot be agreed upon, the employee should present his or her problem, in writing, to HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's Client Service Manager**,** who may then consult with the corporation's President. The decision of the President will be final.

Discipline and Corrective Action

HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's policy is to attempt to deal constructively with employee performance problems and employee errors. Corrective action is taken against an employee in response to a rules infraction or a violation of school policies. Corrective action will continue until the violation or infraction is corrected.

The disciplinary process will be determined by HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY in light of the facts and circumstances of each case. Depending upon the facts and circumstances, the Corrective Action applied may include, among other things, oral or written warnings, probation, suspension with or without pay, or immediate discharge. Each situation will be considered in light of a variety of factors including, but not limited to, the seriousness of the situation, the employee's past conduct and length of service, and the nature of the employee's previous performance or incidents involving the employee.

Corrective Action usually begins with a verbal warning, followed by a written warning that is placed in the employee's personnel folder. If more serious corrective action is required, the employee may be put on probation, or have his/her employment terminated.

HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY considers some violations as grounds for immediate dismissal, including, but not limited to: violation of school policies, insubordinate behavior, theft, destruction or misuse of school property, breach of confidentiality agreement, untruthfulness about personal background, drug or alcohol abuse, or threats of violence.

Employees charged with some infraction and subject to corrective action may appeal that corrective action. An appeal must be submitted in writing to HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's President. If, after reviewing the corrective action, the President determines that the supervisor followed procedures accordingly, the corrective action will stand. If the supervisor has failed to follow school policy, the action may be reversed. The decision of the President is final.

Separation Policies

Job Abandonment

Employees of HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY who are absent for more than two consecutive days without notifying a supervisor are considered to have voluntarily abandoned their employment with the school. The effective date of termination will be the last day the employee reported for work. If an employee abandons a job, he/she will not be entitled to accrued vacation days, unless required by law.

Termination

Termination may result from any of the following: 1. Corrective action measures, which include infractions for violation of school policies; 2. Layoffs, which include the elimination of an employee's job function or headcount reduction due to redundancy or cost reduction; and, 3. Involuntary dismissal, which may include poor performance reviews or failure to demonstrate an acceptable attitude in the workplace.

Termination Process

HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY requires that employees return all documents, files, computer equipment, school tools, business credit cards, keys, and other school-owned property on or before the last day of work. When all school-owned property has been collected, the employee will receive his or her final paycheck and any accrued vacation pay, if applicable.

Employees leaving HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY will have the option of having an exit interview with the Client Services Manager or President.

Employment References

Due to confidentiality considerations, HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY typically does not provide employment references for former employees. Human Resources will provide only dates of employment and positions held.

Travel and Expense Policy

This guide is to help employees manage expenses. Per HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY standards, employees are expected to act responsibly and professionally when incurring and submitting costs.

Please use the following guidelines to learn about reimbursable expenses. Employees who have any questions should contact their direct supervisor or the CFO.

General Guidelines

- Original receipts are required for reimbursement of all expenses (except for tips).
- All expenses must be submitted on an Expense Report form (see Appendix XX). Original receipts should be taped onto additional pages and be easily copied.
- Expenses must be submitted within 60 days to be reimbursed by HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY.

- Expense reports submitted by the 1st of the month will be paid by the 15th; reports submitted by the 15th will be paid by the last day of the month.
- Lunch with other employees is not reimbursable unless approved by a direct supervisor.
- When an expense for a meal is submitted, the following information must be included:
  - ✓ Printed receipt (including date, place, and time of meal)
  - ✓ Name, title, and school/organization of those present
  - ✓ Nature of the business discussion
- All gifts, tickets to events, and other entertainment expenses are reimbursable only if they are necessary to corporation business and are pre-approved by a direct supervisor.

Ground Travel

There are three types of travel for work at HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY:

1. Work day: HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY does not pay for "normal travel" to and from the school.
2. In-town meetings or events: If an employee uses his car for corporate travel in town, he will be reimbursed per mile (from employee's home to event) according to current federal regulations listed in Appendix XX (please use a Mileage Form; see Appendix XX) and for any appropriate parking fees. Costs for fuel, maintenance, or traffic violations are non-reimbursable.
3. When traveling out of town on corporate business, employees are strongly encouraged to use public transportation when available and practical. If not, please use a taxi. (Car services should be limited to airports and hard-to-reach places, or when other transportation is not practical. Employees should rent cars only when public transportation is not convenient or readily available, and where the use of taxis would be more expensive. Mid-size or compact cars are the only types of car rentals allowed.)

Traveling on School Business

Travel and related expenses must be pre-approved by the CFO.

Employees are responsible for making their own travel arrangements. Employees should always fly coach class with the lowest available airfare. To get the best fare for the school, employees should plan their trip as far in advance as possible. Documentation must be provided to the Human Resources Department.

Travel plans frequently change, so employees must cancel any reservations they have made. They will be held responsible for any costs incurred if they do not. Due to insurance and liability regulations, employees are not allowed to pilot a charter or private plane, or to be a passenger in a private plane while traveling on school business.

Please see Appendix XX for travel-related expense allowances.

"RED PAGE"

Causes for Immediate Termination

The following infractions will result in immediate termination:

- Inappropriate relations with students or staff members.
- Failure to report suspected child abuse (see Appendix XX)
- Falsifying documents, e.g., time sheets (fraud).
- Use of school funds for personal use (embezzlement).
- Illegal activity of any kind, including possession, distribution, or use of illegal substances on school property.
- Being under the influence of alcohol or drugs while on school property.
- Possession of a weapon on school property.
- Conviction of a felony crime, or of multiple misdemeanors.

YELLOW PAGE:

CAUSES FOR IMMEDIATE DISCIPLINARY MEASURES

(INCLUDING POTENTIAL TERMINATION)

- Non-compliance with specific school policies, directives, and practices, especially involving the safety of students.
- Non-constructive discussions (i.e., "gossiping") about colleagues, students, parents/guardians, or the school within and outside the school, including social-network systems through the Internet.
- Discussing confidential subjects with other employees concerning compensation (contract terms, including salary and bonus, as well as raises) and/or Performance Management.
- Breaking confidentiality involving student discipline, academic performance, or private family matters (Federal Educational Right to Privacy Act)
- Disciplining students in an abusive or illegal manner.
- Disrespect – including humiliation or ridicule -- towards a student or his family.
- Gross incompetence or insubordination.
- Sharing corporate strategic, financial, or personnel information with non-HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY Corporation parties without authorization, including speaking to the media without permission
- Inappropriate use of school computers (see Exhibit C: Teacher Guidelines for Computer Usage and Supervision of Students).

APPENDIX I

EXHIBIT 1.a

Acknowledgement of Receipt and Understanding

I hereby certify that I have read and fully understand the contents of the 2009-2010 HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY Employee Handbook. I also acknowledge that I have been given the opportunity to discuss any policies contained in this handbook with a school official. I agree to abide by the policies set forth in this handbook and understand that compliance with HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's rules and regulations is necessary for continued employment. My signature below certifies my knowledge, acceptance and adherence to the school's policies, rules and regulations.

I acknowledge that the school reserves the right to modify or amend its policies at any time, without prior notice. These policies do not create any promises or contractual obligations between this school and its employees.

Signature _____ Date _____

PLEASE SIGN AND KEEP FOR YOUR RECORDS

APPENDIX I

EXHIBIT A.2

Acknowledgement of Receipt and Understanding

I hereby certify that I have read and fully understand the contents of the 2009-2010 Employee Handbook. I also acknowledge that I have been given the opportunity to discuss any policies contained in this handbook with a school official. I agree to abide by the policies set forth in this handbook and understand that compliance with HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's rules and regulations is necessary for continued employment. My signature below certifies my knowledge, acceptance and adherence to the school's policies, rules and regulations.

I acknowledge that the school reserves the right to modify or amend its policies at any time, without prior notice. These policies do not create any promises or contractual obligations between this school and its employees.

Signature _____ Date _____

PLEASE SIGN AND RETURN TO CFO

APPENDIX II

EXHIBIT B

THE *HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY*, INC., TERMINATION CERTIFICATION

This is to certify that I do not have in my possession, nor have I failed to return, any software, devices, records, data, notes, reports, proposals, lists, correspondence, specifications, drawings, blueprints, sketches, materials, equipment, other documents or property, or reproductions of any aforementioned items belonging to HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY, Incorporated, its subsidiaries, affiliates, successors or assigns (together the "School").

I further certify that I have complied with all the terms of HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's Employment Assignment Agreement signed by me.

> I further agree that, in compliance with the Employment Agreement, I will preserve as confidential all trade secrets, confidential knowledge, data or other proprietary information relating to products, processes, know-how, designs, formulas, developmental or experimental work, computer programs, data bases, other original works of authorship, student and family lists, business plans, financial information, or other subject matter pertaining to any business of HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY or any of its employees, students, consultants, or licensees.

I further agree that for twelve (12) months from this date, to the extent permitted by law, I will not hire any employees of HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY, and I will not solicit, induce, recruit, or encourage any of HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's employees to leave their employment.

_____

Employee's Signature

_____

Date:

_____

Type/Print Employee's Name

Safety Plan Manual

Safety Plan

2013-2014

EMERGENCY

GUIDELINES

The HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY provides a safe, healthful environment in which its students may learn, its staff may work, and its guests may enjoy the educational experience.

Alcohol, tobacco, illegal drugs, or weapons are not allowed on school property.

HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY does not tolerate any form of bullying, physical intimidation, threats, or sexual harassment. Incidents – whether observed, reported, or experienced – involving students are to be reported immediately to the Dean. Those involving adults should be reported at once to the school's Principal.

EMERGENCY GUIDELINES
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EMERGENCY GUIDELINES INTRODUCTION

The HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY is dedicated to providing a safe and orderly learning environment for all of its students. This set of guidelines is meant to be a practical guide that provides general procedures to follow in case of emergencies. Staff members are expected to know these procedures and to know the specific plans and procedures.

If an emergency arises:

- Notify the school office or your supervisor immediately.
- Follow the guidelines outlined in this booklet.
- Reassure your students; your calm approach will help students follow instructions that could prevent injuries and save lives during an emergency.
- Be prepared to react immediately to instructions from law enforcement or school management; keep your classroom phone line CLEAR.
- **All staff members are required to stay on-site and participate in any emergency responses.**

Working together, we will help make HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY a safe place in which to work and learn.

DAILY, WEEKLY, MONTHLY SAFETY HABITS

STAFF

1. Regularly check the exterior doors leading to the kitchen and gymnasium to make sure they are latched and locked during school hours.

2. Regularly check the west doors leading to the music and art rooms to make sure they are latched and locked during school hours.

3. Close exterior doors after use to make sure they are latched and locked.

4. Question visitors who are in the hallways without visitor's passes after 8:00 a.m. Ask them to go to the office to sign in. If a visitor does not cooperate, immediately inform the front office.

5. Keep your classroom and hallways clear of clutter that might impede movement during an emergency.

MANAGEMENT

1. Hold monthly fire drills, following the procedures on page 6.
   a. Hold the first fire drill within one week of each semester's start.

2. Hold tornado drills twice per semester, per the procedures on page 7.
   a. The first tornado drill of the year should be held within the first week of school.
   b. The second tornado drill of the year should be held by Labor Day.

3. Hold lockdown drills once per semester per the procedures on page 13.

4. Regularly check the building's exterior doors to make sure they remain locked.

5. Be alert for any clutter in the hallways, gymnasium, or restrooms that might impede movement during an emergency.

6. Make sure that all rooms have emergency evacuation guidelines posted, and that all alarms and fire extinguishers are checked regularly.

Incident Command Team &
Emergency Response Team
Roles & Responsibilities

The Incident Commander (IC) is in charge of any school-emergency response. As appropriate, the IC activates the Incident Command Team (ICT), who in turn activates others to fulfill emergency response tasks, as noted below. ICT contact information is on the following page.

Title	Role/Responsibility
INCIDENT COMMAND: **LEADER 1 (primary)** **LEADER 2 (secondary)**	Responsible for development of school's plan and overall management of emergency situations; establish/manage Command Post; activate ICT; determine strategies to implement protocols as needed
INCIDENT COMMAND ASSISTANT: **LEADER 3 (Safety Official)**	Monitor safety conditions involved in an emergency situation and develop measures for ensuring the safety of building occupants (students, staff, volunteers, responders); document activities
PUBLIC INFORMATION OFFICIAL: **LEADER 1 (primary)** **LEADER 2 (secondary)**	Develop relationship with local media reps.; prepare media releases; establish "media center" near the Command Post; coordinate information with Response Team; issue necessary parent email, phone messaging system, and website posting emergency notification; initiate staff phone tree if necessary; document
LIAISON OFFICIAL (w/ agencies): **LEADER 1 (primary)** **LEADER 2 (secondary)**	Develop working knowledge of local/regional agencies; serve as the primary on-scene contact for outside agencies assigned to an incident; assist in accessing services when the need arises; document
PLANNING/INTELLIGENCE: **LEADERS**	Assist IC in the collection and evaluation of information about an incident as it develops (including site map and area map of related events); assist with ongoing planning efforts; maintain incident time log; document activities
OPERATIONS - Student Count, Release: **SECRETARY**	Analyze school staffing to develop a Student Accounting and Release Plan (accounting from individual teachers to Student Accounting and Release to Command Post); implement plan in an emergency; document activities
OPERATIONS - Facility, Environmental: **JANITOR**	Monitor site utilities (electric, gas, water, HVAC) and shut off only if danger exists or directed by IC; assist in securing facility; document activities
OPERATIONS - First Aid, CPR, Medical: **AIDE**	Establish medical triage with staff trained in first aid and CPR; provide/oversee care given to the injured; distribute supplies (Latex gloves, bandages, etc.); request additional supplies from logistics; document activities
OPERATIONS – Crisis Intervention: **COUNSELOR**	Provide and access psychological first aid services for those in need (working with "Operations: Medical"); access local/regional providers for ongoing crisis counseling for students, staff, parents; document
OPERATIONS – Special Education: **SP ED COORDINATOR**	Assist with students who have an IEP; inform Response Team of any special circumstances; communicate with parents when necessary.
OPERATIONS - Food, Water, Sanitation: **LEADER 1 (primary)** **LEADER 2 (secondary)**	Coordinate the rationed distribution of food and water (prolonged emergencies); establish secondary toilet facilities in the event of water or plumbing failure; request needed supplies from logistics; document
LOGISTICS - Communications **LEADER 1 (primary)** **LEADER 2 (secondary)**	Establish/oversee communications center and activities during an emergency (two-way radio, battery-powered radio, written updates, etc.); develop telephone tree for after-hours communication; document
LOGISTICS - Supplies: **SECRETARY**	Responsible for establishing & maintaining "Emergency Team Toolbox" (fresh batteries, e.g.); coordinate access to and distribution of supplies during an emergency; monitor inventory of supplies and equipment; document activities
LOGISTICS – Administration, Finance – **SECRETARY**	Responsible for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property; develop a system to monitor and track expenses and financial losses; secure all records

EMERGENCY RESPONSE TEAM
CONTACT INFORMATION:

NAME	SCHOOL PHONE	HOME/CELL

RESPONSES

TO

DISASTERS

FIRE RESPONSE GUIDELINES

DRILLS/INCIDENT FIRST STEPS:

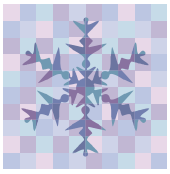
1. School's alarm sounds. (P.E. teachers inform classes on playground.)
2. Take your safety notebook (contains class roster) and something to write with.
3. Turn off lights, close classroom windows, and close, but do not lock, classroom doors after checking to make sure all students are out of the room.
4. Lead the class and follow the "Fire Evacuation Routes" (Appendix A, page 22) for your classroom, which is posted by your door inside the classroom.
5. If classroom door is blocked by flame and/or smoke, remove window screens, open windows, & assist students in climbing out of building.
6. Classes in transitional situations should leave the building through the nearest assigned exit.
7. If your students are in culture classes, please proceed to the culture classroom or meet your class in the Safety Zone (Appendix C, page 24) to assist with your students.
8. Dean and Counselor will sweep their respective student bathrooms, then join the rest of the Response Team in sweeping hallways.
9. There is NO TALKING. Silence will allow everyone to hear emergency instructions.
10. After exiting:
    a. Walk well clear of the building to the Safety Zone (Appendix C, page 24) assigned to your class.
    b. Keep the class/group together.
    c. Take attendance; if any student is missing, hold up red side of safety notebook and immediately report missing student(s) to Response Team member in your area.
    d. If all students are assembled and accounted for, hold up green side of safety notebook.
11. Re-enter the building only after Incident Commander's "all-clear" signal, or wait for further instructions.

AFTERMATH:

1. IF evacuation from the building is ordered:
    a. Let students know that evacuation is planned.
    b. Do everything you can to calm and reassure students.
2. Evacuate students from the building via the posted "Fire Evacuation Routes."
3. If the Safety Zone location (Appendix C, page 24) has been deemed unusable by the Incident Commander or First Responders, students will be moved to the Evacuation Site at the HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY via "School-Site Evacuation Routes" (Appendix D, page 25). Be alert for traffic and fallen power lines.
4. Keep your class together en route to and at the Evacuation Site.
5. Report all injuries to the School Nurse or First Aid Officer in the Safety Zone.
6. Keep track of your students, including contact information.
    a. List students who are injured.
    b. List students who are removed from your group for treatment of injuries.
    c. Family members picking up students are cleared by the Response Team, who will contact you to authorize release.
7. At Evacuation Site: Follow instructions, stay with class; continue to keep track of students.
8. Await further instructions and information with your class at the Evacuation Site.

In all cases, follow the instructions and directives of the Response Team and First Responders.

Evacuation Note: Personnel will have to stay alert to the options for evacuation. In some cases, almost immediate evacuation may be necessary; however, depending on the circumstances, there may be a long wait before evacuation can occur.



ENT WEATHER

ment weather can include ice storms, snow storms, high winds, and severe cold.
set criteria, although daytime temperatures below zero and accompanied by
mally trigger a closing.

STORM HITS DURING SCHOOL DAY:

1. If a severe storm hits, or is predicted to hit, during the school day, the Incident Commander will review on-line, radio, and television reports to determine whether it is necessary to close the school. (This decision will be based on timing and the severity of the storm. There is no set criteria.)
2. If the school must be closed, parents will be notified immediately through the phone-messenger service, website, and e-mail. Television and radio stations will be contacted to post the closing.
3. Parents will be instructed to come into the school through the gymnasium entrance, where a table will be set up and Response Team members in charge of student count and release will be stationed.
4. Students will be released out of their classrooms.
5. All efforts will be made to release staff members as soon as it is logistically possible, beginning with those with the longest commute, or who commute through or live in the storm's path.
6. If the school is closed early, after-school care will be held as late as feasible, in order to accommodate families who cannot get to the school.

SEVERE-WEATHER PREDICTIONS

1. When severe weather is predicted to hit before or during a school day, the Principal will track the weather forecasts through Internet weather services, television and radio reports, and calls to staff members. (Severe weather can include ice and snowstorms, high winds, and severe cold.)
2. If it becomes necessary to delay or cancel school, the School Principal:
   a. Institutes a phone-messenger call to all staff members and school families.
   b. Triggers phone-tree calling.
   c. Directs secretary to contact television and radio stations to post the closing.
3. If school is delayed:
   a. Before-school care is called off.
   b. The school's doors open:
      i. One-hour delay = 9:00 a.m.
      ii. Two-hour delay = 10:00 a.m.
   c. After-school care is held.
4. If school is cancelled:
   a. Before-school care is cancelled.
   b. After-school care is cancelled
   c. After-school activities are cancelled.
   d. Staff is not allowed in the building.

IN ALL CASES, THE PRIORITY IS TO PROTECT OUR STUDENTS AND STAFF.

TORNADO RESPONSE GUIDELINES

DRILLS/INCIDENT FIRST STEPS:

1. Fire alarm sounds 2-3 times.
2. Tornado drill/incident is announced by phone. (P.E. teachers inform classes on playground.)
3. Take your safety notebook (includes class roster) and something to write with.
4. Close classroom windows and doors (do not lock), turn off lights, check room for "stray" students.
5. Lead students to pre-designated Tornado Safety Areas in hallway (Appendix B, page 23).
6. If your students are in culture classes, please proceed to the culture classroom or meet your class in the pre-designated Tornado Safety Areas (Appendix B, page 23) to assist with your students.
7. There is NO TALKING. Silence will allow everyone to hear emergency instructions.
5. Students should sit with backs facing wall, heads down, hands covering neck.
6. Wait for "all-clear" signal from Incident Commander to re-enter class or wait for more instructions.

DISASTER AFTERMATH – TORNADO:

In all cases, following the instructions and directives of the Response Team and First Responders will be critical during such an emergency.

1. Move students and staff out of any damaged portion of the building to undamaged portion of the structure.
2. If the building is severely damaged, and if weather permits, "Fire Evacuation Routes" (Appendix A, page 22) may be used.
3. If evacuation from the building is ordered:
   a. Let students know that evacuation is planned.
   b. Do everything you can to calm and reassure students.
   c. Evacuate students from the building via the designated "Fire Evacuation Routes" posted on your wall by the classroom door.
   d. Keep your class together at all times.
   e. Classes in transitional situations should leave the building through the nearest assigned exit.
4. If your students are in culture classes, please proceed to the culture classroom or meet your class in the Safety Zone (Appendix C, page 24) to assist with your students.
5. If the Safety Zone location is deemed unusable by the Incident Commander or First Responders, students will be moved, if possible, to the Evacuation Site (Appendix D, page 25). Be alert for traffic and fallen power lines.
6. In case of injuries:
   a. Assess the extent of injury: restore breathing, stop serious bleeding as a FIRST PRIORITY.
   b. GET HELP if **First-Priority** injuries occur.
      i. In the building -- alert the School Nurse or the office.
      ii. In Safety Zone -- report nature of problem to School Nurse or First-Aid Officer.
   c. Make all other injured persons as comfortable as possible; keep injured persons warm.
   d. Let the Incident Commander and First Responders know you have injured students.
   e. Enlist students, when possible, to calm fellow students and to help you.
7. If there is no structural damage, but there is extensive damage in the area:
   a. It may be necessary to remain at school for some time.
   b. Reassure students; encourage them to talk or write about their concerns.
   c. Let students know that when information is available, it will be shared.
   d. Establish a system for bathroom breaks.
   e. Listen for instructions and a possible order to evacuate the building.
   f. If students are called from the room by authorities, make a list of who leaves and why.
   g. Food and water will be distributed by the Response Team, as necessary.

In all cases, follow the instructions and directives of the Response Team and First Responders.

EARTHQUAKE RESPONSE GUIDELINES

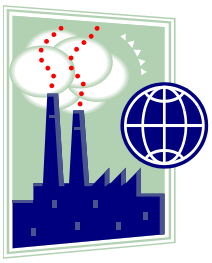
DRILLS/INCIDENT FIRST STEPS:

1. No alarm will sound; earthquakes are signaled by low, loud rumbling.
2. Tell your students: "Earthquake, take cover."
3. Everyone should duck and cover up under the nearest desk or table.

DISASTER AFTERMATH – EARTHQUAKE:

1. Follow fire-drill evacuation route (Appendix A, page 22) once shaking has stopped.
2. Classes in transitional situations should leave the building through the nearest assigned exit.
3. If your students are in culture classes, please proceed to the culture classroom or meet your class in the Safety Zone (Appendix C, page 24) to assist with your students.
4. Go to the Safety Zone (Appendix C, page 24).
5. If an injured person cannot be moved, alert the Nurse or the Incident Commander. Stay with the injured person but get a colleague from a nearby room to take your class with theirs to the Safety Zone. Give your class's safety notebook to the colleague.
6. Be alert for obstacles. It may not be possible to follow the precise Fire Evacuation Route because of damage to the building. Forge an alternative route where necessary.
7. At the Safety Zone:
    a. Take attendance; keep your class with you.
    b. Report injuries to management or rescue authorities.
    c. Reassure students that the Safety Zone has been selected as the best place for them in the circumstances.
8. Be alert for after-shocks.
9. Keep a list of students who have to leave your group for ANY reason. This includes students who may be picked up by parents/guardians.
10. Await instructions; anticipate evacuation.

In all cases, follow the instructions and directives of the Response Team and First Responders.



ENVIRONMENTAL DISASTER RESPONSE

NOTE: These guidelines should be followed in the case of contamination of air or water supplies.

LOSS OF WATER, NATURAL-GAS, OR ELECTRICAL POWER SUPPLIES

1. An announcement will be made to alert everyone to the specific problem.
2. From that point, the following steps will be taken:
   a. Loss of water: The Response Team will distribute back-up water for drinking.
   b. Loss of natural gas:
      i. Summer: No response; windows opened if necessary for circulation.
      ii. Winter: Track loss of heat.
3. Loss of electrical power:
   a. Use staff and nursing bathrooms for students.
   b. Summer: Windows opened if necessary for heat.
   c. Winter: Track loss of heat.
4. If lunch preparation is interrupted, the Response Team will distribute packaged food, as necessary.
5. **If supplies are not restored within a reasonable time, the evacuation plan will begin.**

WATER CONTAMINATION*:

1. Fire alarm sounds 2-3 times. (P.E. teachers inform classes on playground.)
2. An announcement will be made to alert everyone to this specific problem.
3. From that point, NO WATER SHOULD BE CONSUMED FOR ANY REASON FROM THE BUILDING'S WATER SUPPLY.
4. The Response Team will distribute back-up water supplies for drinking.
5. Pre-packaged food will be distributed by the Response Team, as necessary.
6. If the water supply cannot be restored, the evacuation plan be initiated.

AIR CONTAMINATION/GAS LEAK:

1. Fire alarm sounds 2-3 times. (P.E. teachers inform classes on playground.)
2. An announcement will be made to alert everyone to this specific problem.
3. If the air supply is contaminated INSIDE the building, then Fire Response Guidelines will be followed (see page 3).
4. If the air supply is contaminated OUTSIDE the building, then an air-system shutdown will be initiated and instructions given.
5. If the air supply INSIDE the building remains contaminated, students will be taken to the Evacuation Site (Appendix D, page 25).
6. If the air supply OUTSIDE the building remains contaminated, students and staff will remain inside until a "window of opportunity" exists for safe evacuation.

In all cases, following the instructions and directives of the Response Team and First Responders will be critical during such an emergency.

Evacuation Note: Personnel will have to stay alert to the options for evacuation. In some cases, almost immediate evacuation may be necessary; however, depending on the circumstances, there may be a long wait before evacuation can occur.

In all cases, follow the instructions and directives of the Response Team and First Responders.

NUCLEAR/CHEMICAL CONTAMINATION RESPONSE

NOTE: These guidelines should be followed in the case of contamination resulting from a spill of chemical substances.

CHEMICAL CONTAMINATION INSIDE THE BUILDING:

1. A Fire Response will be initiated (see page 6). (P.E. teachers inform classes on playground.)
2. If chemical contamination persists, students will go to the Evacuation Site (Appendix D, page 25).

NUCLEAR/CHEMICAL CONTAMINATION OUTSIDE THE BUILDING:

1. A Tornado Response will be initiated (see Page 7). (P.E. teachers inform classes on playground.)
2. The school's air-handling equipment should be monitored and shut off if warranted.
3. Instructions will then be given.
4. If the nuclear/chemical contamination outside persists, then students and staff will remain inside until a "window of opportunity" exists for safe evacuation.
5. Food and water will be distributed by the Response Team, as necessary.

In all cases, following the instructions and directives of the Response Team and First Responders will be critical during such an emergency.

Evacuation Note: Personnel will have to stay alert to the options for evacuation. In some cases, almost immediate evacuation may be necessary; however, depending on the circumstances, there may be a long wait before evacuation can occur.

In all cases, follow the instructions and directives of the Response Team and First Responders.

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RESPONSES TO POTENTIAL VIOLENCE

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SUSPICIOUS VEHICLE

SUSPICIOUS VEHICLE* OBSERVED ON SCHOOL PROPERTY OR ON STREETS NEAR SCHOOL:

1. Alert the school office immediately; be as specific as possible concerning the LOCATION and DESCRIPTION of the vehicle, including the license number, if possible.
2. If the vehicle is parked or standing still, do NOT approach the vehicle.
3. If the car is on the move, get a description of the driver and the vehicle's license-plate number.
4. Write down what you observed to share with the Indianapolis Metropolitan Police.
5. In parking lot, note exact time for camera/DVR recall.

*A suspicious vehicle is one that has been parked in one location for a lengthy period of time without being moved, one that appears to be abandoned, or one that has been occupied for a period of time without any apparent school-related purpose.

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LOCK DOWN PROCEDURES

Note: The following refers to the most serious Lockdown event, Code Red. See Appendix E for the other Lockdown events: Yellow, Orange, Green, and Red.

DRILLS/INTRUDER SPOTTED/WEAPON SUSPECTED:

1. Fire alarm will sound 2-3 times. The message, "School is locked down," will be announced over the phone system and e-mail. (P.E. teachers inform classes on playground.) LOCKDOWN OCCURS.
2. Immediately clear halls of all students. (Note: Bring any students in the hall near your room into your class whether they are part of your official class or not. Make a list of these students and their regularly assigned teacher/classroom.)
3. Close and lock your classroom doors and windows. Lower blinds on classroom door.
   a. Inform students that a "lockdown" is underway.
   b. Reassure them that things are under control.
   c. Answer any questions honestly and as completely as possible.
   d. Remind students to stay calm and quiet.
4. Keep students away from the door and off any phones, including cell phones.
5. NO ONE LEAVES the classroom. (Note: Depending on the nature of the emergency, law-enforcement personnel MAY come to evacuate you and your students. See next page.)
6. NO ONE ENTERS the classroom except Response Team or management personnel.
7. Lockdown concludes only with notification from Response Team or law enforcement.

LOCKDOWN EVACUATION PROCEDURES

ollowing refers to the most serious Lockdown events, Code Red & Code Green.
ix E for the other Lockdown events: Yellow & Orange.

INTRUDER SPOTTED/WEAPON SUSPECTED:

1. Fire alarm will sound 2-3 times. The message, "School is locked down," will be announced over the phone system and e-mail. (P.E. teachers inform classes on playground.) LOCKDOWN OCCURS.
2. DURING SOME LOCKDOWNS, AN EVACUATION MAY BE NECESSARY.
3. A law enforcement official (usually an Indianapolis Metropolitan Police officer) or a Response Team member will come to your classroom to initiate the evacuation.
4. Evacuate only if you are instructed to do so by a law enforcement official or a Response Team member. (Note: These officials will provide specific evacuation instructions.)
5. Follow all of these instructions carefully. Assist the official with communications with your class, and with ensuring that students understand the instructions that are given.)
6. The evacuation route established by the Indianapolis Metropolitan Police or Response Team member may or may not be your classroom's Fire Drill Evacuation route.
7. Take your safety notebook. When you arrive at the Safety Zone (Appendix C, page 24), keep your class together.
8. Further instructions will be given as soon as possible. Wait; reassure students. REMEMBER: Police officials are dealing with a very volatile situation and may have to ask questions or, in some cases, double-check to ensure that no perpetrator is within your group masquerading as a student/teacher in order to attempt an escape. Follow all law-enforcement instructions.
9. If departure from the Safety Zone is necessary, the Evacuation Site will be used (see "School-Site Evacuation Routes", Appendix D, page 25).
10. DO NOT DISMISS ANY STUDENTS UNTIL THE OFFICIAL WORD IS GIVEN TO DO SO.

GUN or WEAPON IN SCHOOL

NOTE: The Response Team will initiate a LOCKDOWN in all cases (see page 13).

GUN/WEAPON SUSPECTED IN CLASSROOM:

1. Do NOT leave the room.
2. Call the office (extension 102), or ask a neighboring teacher to come to your door.
3. CONFIDENTIALLY tell the office or colleague you suspect a student has a gun/weapon in class.
4. Give the name/seat location of the student who is suspected.
5. Tell the colleague to inform the office immediately.
6. Continue class and the lesson. Management and/or police will arrive promptly.

GUN/WEAPON PULLED OR DISPLAYED:

1. If a student/intruder pulls a gun/weapon in class, DO NOT try to disarm the individual.
2. Remain calm. Tell the rest of the class to remain seated and to stay calm.
3. STAY AWAY from the student with the gun/weapon. Talk to the student in as controlled a manner as possible.
4. Ask the student to put the gun/weapon down and move away from it.
5. Do what you can to get the attention of another colleague and the office so help can be summoned.

GUN/WEAPON IN A LOCKER OR GUN ON A STUDENT IN THE HALL:

1. IF you see a gun on a student in the hall, follow the student. DO NOT LET THE STUDENT OUT OF YOUR SIGHT.
2. IF the gun/weapon is in a locker, DO NOT LEAVE THAT LOCKER.
3. Contact a manager, the Dean, or ask a colleague to make this contact for you.
4. WAIT for assistance. DO NOT LEAVE THE STUDENT OR THE LOCKER.

GENERAL GUIDELINES FOR ANY GUN CRISIS:

1. Tell a manager ANY TIME you hear that a gun or weapon may be present in school.
2. DO NOT send a student to report the presence of a gun or weapon. Enlist the help of an adult to do this.
3. TAKE ALL TALK OF GUNS OR IMPENDING USE OF GUNS IN SCHOOL OR SCHOOL EVENTS SERIOUSLY: Call the Office or notify a member of the Response Team!!!

HIAT HERITAGE INSTITUTE Arts and Technology

HOSTAGE SITUATION IN SCHOOL

HOSTAGE CRISIS UNDER WAY:

1. DO NOT intervene.
2. Quietly remove yourself from the setting.
3. Alert Response Team immediately. A LOCKDOWN will be initiated (see page 13).
4. If you do not have a class or other obligations, remain out of sight but stay near the hostage area and keep others out of the vicinity.
5. When the LOCKDOWN announcement is given, remove yourself from the area and participate in the lockdown.

HOSTAGE SITUATION IN YOUR CLASSROOM OR SUPERVISION AREA:

1. Remain Calm. Avoid quick or startling movements.
2. FOLLOW THE INSTRUCTIONS OF THE HOSTAGE TAKER.
3. Tell your students to follow these instructions.
4. DO NOT try to disarm the hostage taker.
5. DO NOT bargain or negotiate with the hostage taker.
6. IF you need to speak to the hostage taker, ask permission to do so. (**Note:** Face the hostage taker when speaking. Do not crowd his/her space. Be respectful. NEVER criticize the hostage taker. DO NOT argue.)
7. Make mental lists of:
   a. The students absent from class that day.
   b. A chronology of what happens during the crisis situation.
8. Police negotiators will make contact! TRUST THEM COMPLETELY and follow their instructions to the letter!
9. STAY ALERT. Attempt to evacuate students/escape only if the hostage taker falls asleep.

REMEMBER - - HELP IS ON THE WAY!

Arts and Technology

BOMB THREAT

AN EMPLOYEE ANSWERS PHONE CALL WHERE CALLER STATES A BOMB IS IN THE BUILDING:

1. Listen carefully to:
   a. Caller's voice
   b. Any background noises
2. Write down exactly what is said, or use phone's recording mode, if applicable.
3. If possible, ask questions (try to be conversational):
   a. When is the bomb set to explode?
   b. What does the bomb look like?
   c. Where is the bomb?
   d. Why was the bomb placed?
   e. Who placed the bomb?
4. Phone call ends -- tell a member of the Response Team immediately.
5. Fill out a "Bomb Threat Report." (Next page.)
6. Response Team will initiate a LOCKDOWN (page 13).
7. Response Team will begin a preliminary search and call the Indianapolis Metropolitan Police Department to report the call.
8. DO NOT pull a fire alarm or turn on or use a radio during this time -- the electronics of these items may set off an explosive device.
9. The Response Team will determine appropriate steps in consultation with police officials.

NOTE: NEVER touch any suspicious package or item during a search.

BOMB THREAT report is on next page.

BOMB THREAT REPORT

(Circle All That Apply)

Calm	Laughing	Adult	Child
Angry	Crying	Raspy	Lisp
Excited	Normal	Deep	Slow
Distinct	Ragged	Rapid	Slurred
Clearing Throat	Soft	Nasal	Accent
Deep Breathing	Loud	Stutter	Cracking
Distinguished	Familiar		

BACKGROUND NOISES

Street	Motor	PA System	Music
Machinery	Animal	Phone Booth	Static
Local Call	Cell Phone	House Noises	Talking
Office	Basement	Train	Airplane

LANGUAGE

Irrational	Foul	Incoherent	Well Spoken
Reading from a statement	Slang		

School Name: HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY

Date of Call: _____

Time of Call: _____ ☐ a.m. ☐ p.m.

Termination of Call: _____ ☐ a.m. ☐ p.m.

Reporting Person: _____

FIELD TRIP EMERGENCY OR CRISIS

:ake your safety notebook with emergency contact information when going on

ACCIDENT WHILE ON A FIELD TRIP:

1. Work with the bus driver to evacuate the bus if necessary. If evacuation is NOT required, wait with students on the bus until emergency workers/police arrive.
2. **If there is a danger of fire or explosion, evacuate the bus immediately**.
3. Work with the bus driver to communicate with Indianapolis Metropolitan Police.
   a) Request emergency assistance.
   b) Report location.
   c) Report injuries; if requested by authorities, provide names of students.
   d) Ask for Indianapolis Metropolitan Police Department to contact Heritage Institute of Arts and Technology.
4. Keep lists:
   a) Record the names of injured students who are transported to a hospital.
   b) Record the name of the hospital to which the students are taken.
   c) Note a chronology of what happened; jot down a sequence of events that occurred.
5. Let police and emergency workers deal with the driver of the other vehicle.
6. DO NOT comment to media representatives; refer inquiries to the School Principal.
7. Write a narrative of what happened and submit it to the School Principal within 24 hours.

HOSTAGE INCIDENT:

1. Follow the instructions of the hostage taker.
2. Do not try to disarm or negotiate with the hostage taker.
3. Do not offer yourself as a hostage.
4. Do focus your attention on what is happening and make mental lists of events and a description of the perpetrator(s).
5. If students are taken away, make sure you know who they are and remember what the hostage taker says at this specific moment in the incident.
6. When the police arrive, **follow their instructions to the letter!**

ILLEGAL ACTIVITY BY PARTICIPANT*:

1. Any illegal activity, observed or suspected, should not be dealt with by staff members.
2. Contact the authorities immediately and let them deal with the situation.
3. Do not attempt to handle it yourself.
4. Follow up by contacting Incident Commander.

*This section applies to any off-site activities, including field trips and transportation of students to athletic events.

GUIDELINES: STAFF RESPONSIBILITIES DURING EMERGENCIES

Introduction - The first obligation of all staff is the safety of our children; therefore, these guidelines are meant to help you through challenging emergency circumstances which demand a high degree of attention to safety. During a disaster, crisis, or other emergency it is possible that circumstances will dictate additional or different or unforeseen responsibilities for school staff. Staff should take whatever action is necessary, given these circumstances, to meet our first obligation.

All staff members are required to stay on-site and participate in any emergency responses.

In addition, staff members are expected to stay aware of safety issues during a normal school day: Make sure outside doors are closed and locked after being outside, keep hallways and paths in the classroom clear, do not use open flames outside of science experiments (candles, for example, are not allowed in the building), etc.

The dedicated, professional behavior of all staff at HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY is the bedrock of these guidelines. This professionalism is deeply appreciated. Should any of the circumstances described in these Emergency Guidelines ever arise, our professionalism will allow us to provide what is best for our children despite very difficult and trying developments.

SPECIAL EDUCATION TEACHER OF RECORD

1. In case of an emergency where evacuation or a long-term stay on-site is required, the Special Education Teacher of Record will respond to the the Safety Zone (Appendix C, page 24) to assist with special-education students and the colleagues who serve them.
2. If coordinated services are required from outside agencies that specialize in dealing with students with disabilities, the Special Education Teacher of Record will act to facilitate the use of such groups.

APPENDIX A:
FIRE EVACUATION ROUTES

HIAT

HERITAGE INSTITUTE

Arts and Technology

APPENDIX B:
TORNADO SAFETY AREAS

HIAT

HERITAGE INSTITUTE

Arts and Technology

APPENDIX C:
SCHOOL SAFETY ZONES

For all emergencies requiring evacuation from building:

HIAT

HERITAGE INSTITUTE

Arts and Technology

APPENDIX D:
SCHOOL-SITE EVACUATION ROUTES

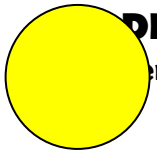
For all emergencies requiring evacuation from HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's property:

FROM:

TO:

BE ALERT FOR TRAFFIC AND FOR DOWNED POWER LINES!!!

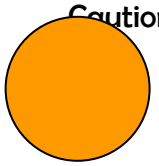
APPENDIX E:
LOCKDOWN PROCEDURES



DE YELLOW
ert!

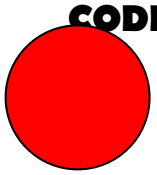
No Outside Recess
No Outside Classes
Do Not Walk Classes Outside
Double-Check Exterior Doors

CODE ORANGE
Caution



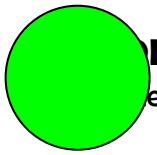
Same as CODE YELLOW
+ Lock Main-Office Exterior Doors
+ Double-check All Outside Doors
+ Keep Classroom Door in Locked Position
+ Monitor Halls
+ Stay Alert at All Times

CODE RED



Same as CODE ORANGE
+ Stay Secure in Rooms
+ Keep Safety Notebook & Keys Nearby
+ Lock Classroom Doors
+ Lower Classroom-Door Blinds
+ Turn Off Lights
+ Go to Area of Classroom Furthermost from View

E GREEN
e Building



Follow Fire-Evacuation Procedures
Take Safety Notebook and Keys

APPENDIX D

Acknowledgement of Receipt and Understanding

I hereby certify that I have read and fully understand the contents of the 2009-2010 Emergency Guidelines. I agree to abide by the policies set forth in these guidelines, and I understand that compliance with HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY's rules and regulations is necessary for continued employment. My signature below certifies my knowledge, acceptance and adherence to the school's safety rules.

Printed Name: _____

Signature _____ Date _____

PLEASE SIGN THIS PAGE AND RETURN TO CFO

APPENDIX D

Tentative HIAT Project Timeline

Phase I (3-7 Days) Product/Service Marketing and Website Design

- Select and register your Internet Domain Name for your organization. This information is used when publishing your website and also when establishing email addresses for your staff.
- Publish an informational website for the public to find out information about your organization. This should include an email address used by the public to request additional information about your organization.

Phase II (15-30 Days) Product Selection

- Select primary software vendor for Student Tracking System. This system will be the primary application used to digitally maintain all student records.
- Select primary software vendor for maintaining Accounting records including check writing, Accounts Payable/Receivables, General Ledger, and Inventory Control. While some Student Tracking systems offer AP, AR, GL, and inventory control packages, a separate package such as QuickBooks or Peachtree may be sufficient for a client's needs. If a separate package is used, it is highly recommended that it interface with the Student Tracking System for accurate reporting of student account balances.
- Select a payroll and timekeeping software package to accurately pay hourly and salary staff. If the decision is made to process payroll internally, the Accounting software chosen can usually handle this function. Otherwise there are a plethora of local payroll processing vendors that will process payroll and maintain payroll records to ensure compliance with state and federal payroll processing laws.

Phase III (7-14 Days) Network Infrastructure Planning

- Similar to a highway infrastructure being the backbone connecting America, your network infrastructure is the backbone to ensure your staff, organization and customers are connected. Proper planning of your network infrastructure is crucial to ensuring valuable resources such as time and funding is not wasted. This planning needs to be included in any construction planning due to the need to run network and communications wiring in walls and ceilings. Always make sure the network planning is in line with your organization's immediate needs and growth needs.

Phase IV (7-14 Days) Security System Planning

- Like your communication system, your security system is also a vital component that must be carefully thought out at planned in the early stages of your project. Will it include cameras, a keyless entry system, a burglar alarm system, and/or 24X7 monitoring? These are all decisions that must be made early on.

Phase V (3-7 Days) Network and Communications Infrastructure Equipment Ordering.

- Due to the manufacturers sometimes delayed turnaround of network equipment, PCs and phone systems, we suggest that network equipment be ordered early in the project. This equipment includes Network servers, Network Switches and Network Routers.
- Order technology peripherals such as PCs, laptops, laser printers, copy machines, and any classroom technology such as interactive whiteboards and projectors.
- Order internet and phone service such as Comcast or AT&T.
- Order a phone and unified messaging system for your organization.

Phase VI (30-45 Days) Install, Configuration and Testing

- Armed with a well-conceived plan, and once all products have been received your IT team, such as Inbox IT Services can begin the install and configuration of all your equipment.

Phase VII (7-10 Days) Staff Training

- Once all systems have been installed and tested staff training must begin. As we know, proper staff training and development is crucial to the success of any organization.

Phase VIII (7-14 Days) Go Live Support and Post Support

- Your Inbox IT Team will be there with you every step of the way after your doors are open to ensuring your technology support needs are met.