

**A PROPOSAL FOR
THE ESTABLISHMENT OF**



**SUBMITTED TO:
INDIANA CHARTER SCHOOL BOARD**

**SUBMITTED BY:
HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY, INC.**

APRIL 9, 2012

EXECUTIVE SUMMARY

Mission and Vision

The mission of the Heritage Institute of Arts & Technology (HIAT) is to provide students a rigorous academic foundation with an integration of arts and technology. HIAT is dedicated to high standards, academic excellence, and student achievement to a diverse community, and being recognized as a high-performing charter school within the State of Indiana. 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. HIAT will provide an environment where students excel academically, and leave the Heritage Institute of Arts and Technology with an understanding of the importance of diverse technologies, art forms, and lifelong skills that prepare them for continued academic success as well as to make contributions as successful citizens of their community.

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 student engagement focused, technologically advanced curriculum, successful instructional methodologies, quality materials and resources, and equipment toward the development of a professional learning community that provides a premier education to students in Lake County.

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

- Employing an integrated, problem-based arts and technology curriculum across core subjects that includes methods and strategies for applying technology to integrate creative arts while maximizing the student's learning;
- Develop and hire instructional leadership that focuses on the instruction and a coherent program for curriculum;
- Integrating the Common Core Standards into the curriculum that supports and recognizes the effective use of technology and the development of skills including flexibility, adaptability, and higher order thinking, to ensure achievement of academic excellence;
- Designing developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners;
- Implement quality control and to do so, with the aim to always reconnect students to learning;
- Utilizing NWEA-MAP, IREAD, and ISTEP, as well as the National Educational Technology Standards (NETS) as assessment tools to benchmark achievement.
- Commit and engage parents as partners in the student's education;
- Requiring students to use a wide variety of creative arts and innovative technological tools in to inspired learning and develop enhanced learners; and
- Engaging in ongoing professional development that incorporates artistic and instructional techniques and strategies and reflective practices to maximize resources and support of student learning.

Educational Need and Target Population

Currently, except for very expensive private school options, parents in Merrillville do not have educational choices available to them, as do parents in surrounding communities. In the Merrillville School Corporation, there has been a drastic demographic change and statistics on the most recent ISTEP results for Merrillville elementary schools, per the IN-DOE Annual School Report Card, reflects an “achievement gap” between minority students and their white counterparts, as depicted in the tables below of 15-20%.

School Year	% Black	% Hispanic	% White
1998-99	15.3%	9.2%	72.2%
2010-11	54.7%	12.3%	23.1%

Subject	Black	Hispanic	White
English	66.5%	67.7%	81.9%
Math	64.1%	73.7%	84.0%

Surveys were distributed in and conducted at various locations in Lake County and 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%			

The School will not discriminate on the basis of race, gender, ethnicity, national or ethnic origin, or disability in the admission of students.

The goal of HIAT is to address the need both for school choice and to address the achievement gap facing students and families in Merrillville and surrounding counties. To allow for the earliest possible development of literacy and problem solving skills that will provide students with opportunities for academic success in high school and beyond, HIAT will be comprised of grades kindergarten through 8. The organizing group of 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. At HIAT the Arts and Technology learning experiences play a vital role in academic development of our students. HIAT recognizes that critical thinking, innovation, imagination, and creativity as core skills and competencies of all students need. By HIAT integrating Arts and Technology, all students from every culture, geographic region, and socioeconomic level will benefit students need.

The Artistic Need

Science and technology continue to increase in importance and have, at times, been reflected in the arts. HIAT’s goal within the student’s artistic need; is to assess as many ways as possible to support, energize, and connect marginalized students to the learning process, within society, study, and in the community. All students need and deserve a quality education, especially those who are not succeeding academically. A comprehensive education for every student includes HIAT weaving dance, music, theater, and visual arts into the curriculum.

Benefits of artistic development include:

- Students whom are in a well articulated age-appropriate visual and performing arts environment, sparks and maintains student engagement and academic achievement;
- Influences expression and creativity;
- Creates an affirming, enriched environment, and inclusive learning;
- 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.
- 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.
- 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.

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.

The Technology Need

Technology is ever changing. It leaps off the theater screens, flat screen televisions, computer monitors, iPods, cell phones, and is in everything and everywhere! Technological advances have resulted in globalization that requires 21st century learners to be able to actively engage in creatively thinking. Effective use of technology is a job skill requirement for the 21st century. Effective education must provide students with the necessary technology skills to be competitive in a global job market. According to a 1995 review of more than 130 recent academic studies, "Using technology to support instruction improved student outcomes in language arts, math, social studies, and science" 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.

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;
- 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;
- 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;
- 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.

Community Engagement

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. Two community meetings were held and were well attended. HIAT developed and distributed a spreadsheet inclusive of an E-Newsletter emailing 279

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.

A Facebook fan page "Heritage. Institute" has been created that currently has two hundred seventy-nine fans and continues growing. Visitors have expressed both support and interest in HIAT's passion for arts and technology. 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 and a data base of employees who desire to work for HIAT has been developed. 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

The curriculum will be aligned with Indiana's Academic and 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. Clear expectations also provide the necessary guidelines for educational decision-making with regard to purchasing programs and materials. Teachers will be required to include standards taught in their lesson plans and the school leadership team is responsible for monitoring both instruction and student growth to insure performance standards are met.

HIAT will provide a strong academic focus in arts and technology in every facet of the educational. The educational program is designed to employ an integrated arts and technology approach across core subjects that utilizes theme-based projects to bring the world to the classroom through hands on experiences and actively engaged learning. HIAT will utilize computer-based art instruction designed to foster students' literacy, creativity and technological skills. This curriculum will include digital painting, image editing, book making, digital storytelling, photo manipulation, and presentations. Completions of themed units will culminate in a presentation of student work, involving parents and families in the educational program.

HIAT will employ problem-based learning (PBL) as the foundation for its standards based curriculum. The curriculum will be based on both State and Common Core Standards and National Educational Technology Standards (NETS). 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.

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.

HIAT is devoted to continued growth and innovation and will meet the demand and to impact public education more broadly. The goal of HIAT is to provide a choice option for families in Lake County as well as a small, community school atmosphere. HIAT will begin with enrollment of grades K-6 and add a grade each of the next two years, culminating in grades K-8 with projected enrollment as follows:

- Year One = 280
- Year Two = 320
- Year Three = 360
- Year Four = 405
- Year Five = 450

At this time the HIAT board has no plans to develop additional schools. Future decisions in this regard will be based on community need and interest.

Governance and Leadership

The HIAT governing board and will oversee the operation of the school. The governing board consists of professional with extensive experience in education and business and finance. The governing board will meet monthly to discuss all aspects of school operations. The Chief Administrative Officer and school Principal will provide monthly updates to the board regarding the day-to-day operations of the school. The Chief Administrative Officer will oversee the business management non-academic operations (e.g. facilities, payroll, etc.) while the school Principal will oversee the academic and faculty operation (e.g. curriculum, instruction, evaluation). The HIAT board and top level leaders will work closely to ensure clear, constant, and consistent communication with regard to all aspects of school performance including student performance and fiscal solvency.

Section I - Evidence of Capacity Founding Group

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

Provide, as **Attachment 1**, full resumes (including contact information) for the individuals named. Identify members of the Founding Group who are proposed as board members, school leaders, or other key staff members of the school. **NOTE: There are no page limits for this attachment.**

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, Darnieshia Morris, Maurice John Preston Sr., Linda Romo, Thomas Rowland, Jeanine Scott, Gloria Tuohy, Calvin White, Delores Lampley, and Rebecca Wyatt, J.D.

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. 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:

- School leadership, administration, and governance
- Curriculum, instruction and assessment
- Finance, accounting, business and school operations
- Facilities, and performance management
- Parent and community engagement
- Operations and management
- Strategic planning and the development and implementation of policies and procedures
- Social services, counseling, and health and wellness with individuals from diverse backgrounds
- Non-profit organization development and maintenance
- Marketing
- Artistic direction

The key members of the Founding Group for the proposed school are:

Dr. Darlene Adamson Henderson of Schererville, IN, former resident of Merrillville, IN for eighteen years received her “Doctorate of Theology” from G MORE 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 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.

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, procedures, 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.

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. Her employment experiences consist of; working in the business sector of banking as an executive secretary, as well as, teaching business classes on the college level. With a background in the performing arts and the professional knowledge of working with children from diverse backgrounds, her experience will greatly support the vision of the school.

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 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 has helped Heritage Institute of Arts & Technology make informed decisions for its future facility. She received her Bachelors 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 Juiceman” is a native of Gary, IN. 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 Cecchetti and Imperial Society of Teachers of Dance (ISTD), world renowned teacher-training programs. Ms. Tuohy is the only sponsor of this prestigious program in Northwest Indiana. In America, she is a Master Dance Educator through Chicago National Association of Dance Masters. She is the founder of the Indiana Ballet theatre NW, Inc., (IBT) a non-profit ballet and contemporary dance company. Ms. Tuohy has choreographed nine full length original ballets that have been staged 40 times during the 31 years the company has existed. Ms. Tuohy's productions, awarded Indiana Ballet Theatre the distinction by NW Indiana Times and Business Quarterly, of being one of the top live theatre presenters in NW Indiana. Her experience will be an life changing experience to the school.

Linda Romo of Merrillville, IN , has over 20 years' experience working with elementary school children. She has worked for the Diocese of Gary, Laurel Preparatory Academy, and Merrillville Intermediate School. She has taught grades preschool through 7th grade, and served as principal of Laurel Preparatory Academy for 4 years. She has 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 assist HIAT with foundational issues concerning management and classroom issues

Rebecca Wyatt- 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, IN. Rebecca will oversee the legal affairs of HIAT.

Thomas Rowland- Tom's career spans 30 years in leadership roles in accounting. He has served in audit roles from an external and internal perspective. He has 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. Tom and his wife Debra reside in Valparaiso with their 2 children. Tom will manage the finances for HIAT.

Jeanine Scott of Griffith, In., 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.

Delores G. Lampley - Graduate of Purdue University Calumet Campus with a BS in Financial Management. Well trained in all areas of Bank Management, having successfully completed the American Institute of Bank Management School. Currently holds the title of V.P. of Loans and Collections at Northern Indiana Federal Credit Union.

The Founding Group's collective qualifications are stated above, for establishing a high-quality school in Indiana and are inclusive in assuming stewardship of public funds. Different individuals possess education and experience in:

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

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.

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, and "Your Dream Counts" that could offer opportunities to enhance the creative arts programs and curriculum; the Boys and Girls Clubs of Northwest Indiana that may 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; Laurel Academy's afterschool program which offers free lessons to students; and "The Love Church" of Merrillville, Indiana to administer leadership skills to youth through holistic programs and training targeted for young boys and young men. Additionally, a total of over twenty thousand dollars in in-kind gifts, donations, and support were submitted by organizations including, AWSG Inc., Meijers, Inc., Barnes & Nobles, C & D Decisions, "Spill the Beans" Quality Ingredients, "The Love Church", Laurel Ministries, Lake County Library, and The Nonprofit Department of Indiana University Northwest.

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. 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. Each member of the board is uniquely qualified to serve.

School Leader and Leadership Team

*1. 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.*

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 elementary and middle school teacher, Curriculum & Instructional Coach, Faculty Team, and Principal. The candidate brings a plethora of experience including classroom instruction and planning, 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. 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, our leader 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?

Chief Administrator Officer and school principal will work on a full time basis immediately after approval to lead development of the school and will be compensated through the school budget. Additionally, consulting services, which will also be compensated through the school budget, may be secured to support an effective school opening.

*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 Chief Administrative Officer (CAO) and School Principal, as previously indicated. As enrollment increases the leadership team will expand to include a Director of Operations that reports directly to and works with the CAO and a Dean of Students and Dean of Curriculum that reports directly to and works with the School Principal.

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.*

Paul J. Meyer indicated, “Productivity is never an accident. It is always the result of a commitment to excellence, intelligent planning, and focused effort.” The HIAT governing board will provide sound oversight and shall consist of a minimum of five (5) and no more than fifteen (15) members. The board is currently composed of twelve (13) members representative of the counties of Lake County.

*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.

*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.*

HIAT has carefully and intentionally assembled a diverse governing board that consists of 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 ensure effectiveness. Criteria for membership include active involvement and commitment to implementation of the mission. Active membership ensures effective organizational planning and implementation.

*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. ICBS 2012 Charter School RFP: New Operators Page 14*

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.

The standing committees of the HIAT governing board are the: 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;

*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).

*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 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.

*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.

Grievance Procedure

An informal conference and appeal for grievance against an employee (other than the principal) or with regard to a policy 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.

Formal Grievances

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

Section II – School Design

EDUCATIONAL PLAN

Curriculum and Instructional Design

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

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 HIAT is to prepare HIAT students for high school and college with a rich understanding of the arts and technology while developing their 21st century skills. 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.

At HIAT the framework for instruction will be the integration of arts and technology to achieve grade level standards. School leaders and teachers will ensure the curriculum is standards aligned when developing curriculum maps, lesson plans and assessments. All curricular materials with support this alignment through full aligned 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.

The structure of elementary classrooms, grades kindergarten through 5, will be predominately self-contained while the middle school structure will be content specific using instructional teams. Students will receive instruction in special areas classes, such as physical education. Class size maximum will be 25 students.

HIAT will use a problem-based learning approach. Problem-Based Learning (PBL) 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:

1. Human beings are driven to solve problems. We are challenged and motivated when confronted with problems that need solutions.
2. The current generation of students is technologically sophisticated.
3. 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.

PBL is both a curriculum and a process. As a curriculum device, it can 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.

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.

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 three mainstays of the HIAT teacher-developed curriculum framework will be:

1. Students will begin their day with rigorous skills-based classroom learning (projected with 20 or fewer students per class) while teachers scaffold those skills into higher ordered Indiana Core Standards. Technology will assist in differentiating learning to meet the divergent needs of students. Reading interventions will occur for primary students during the 90-minute literacy block. Math interventions will occur immediately after.
2. After a strong dose of academics, students will move into rich visual arts, project-based experiences. Students will work with in many mediums including computer-based graphic arts.
3. Students will round out their daily experiences by practicing the performing the arts including music, drama, and dance.

The curriculum will include a Balanced Literacy Approach provided in extended uninterrupted literacy blocks of a minimum of 90 minutes, using Scott Foresman (Pearson) Reading Streets materials. Integration of CCSS in literacy will be supported by the adoption of Scott Foresman social studies materials. HIAT teachers will use the University of Chicago's Everyday Math program materials and frameworks. Finally, for science education, students will use a hands-on, inquiry-based science programs such as FOSS. Considering the need to have scientifically research-based instruction, all curriculum materials listed above have been proven and include base-line intervention materials.

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

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 (5) pages.

The HIAT curriculum has not yet been fully developed. It will be developed in a collaborative process by school leaders and teachers and will be aligned with the Indiana Academic and Common Core Standards. In the development of 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. Initial curriculum development will begin prior to the opening of school and will be an on-going process throughout the initial year. Planning sessions will be an integrated part of professional development. Curriculum map 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 shape weekly and daily lesson planning for the teachers and serve as a vertical alignment tool to for the 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 maybe 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. A sample three-week mathematics window is exhibited below:

Window 1 Aug. 13 to Aug 31 Unit Name: Integers					
Topic	IN Standard	CCSS	Instructional Days	Curriculum Resources	Asmnt Date
Understand Negative Numbers	6.1.1	6.NS.6a	3	Text pg xx	
Absolute Value	6.1.2	6.NS.7	2	Website www.xyz.com	
Add and Subtract Pos & Neg Integers	6.2.1	NA	6	Teacher Trade Publication "XYZ Publication page xx)	
Mult and Divide Pos & Neg Integers	6.2.2	NA	4	Text pg xx, Skill Practice Website	Aug 31.

Attachment 8 includes sample scope and sequences from our proposed textbook suppliers.

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 ten (10) pages.

HIAT will have three divisions: Lower (k-2) School, Intermediate (3-5) School, and Upper School (6-8). 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?

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. Formative, summative, and standardized assessments will be used at both the classroom and school level to determine students' academic strengths and needs. 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 consult 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.

Communicating with parent regarding their child's progress will be multi-faceted. The use of PowerSchool will allow parents daily access to student progress. The PowerSchool system will provide ongoing communication of each grade's end-of-year requirements. That same system will generate quarterly, standards based report cards. In the first quarter report cards will be distributed through an open house where parents can informally discuss their child's progress with the teacher. Printed report cards from PowerSchool will be produced for quarter one and two. In the third quarter, teachers will create a one-page narrative describing in qualitative, anecdotal, manner how each student is progressing. At the end of the year, final report cards will be distributed with grade level and divisional assignment.

Teachers will hold two documented conferences with the parents of any child at risk of retention. This conference will coincide with the written documentation produced at the end of the second and third quarters for students at risk of retention.

High School Graduation Requirements (High Schools Only)

HIAT will be K-8 therefore this section does not apply.

High schools approved by the Indiana Charter School Board will be expected to meet Indiana Graduation Requirements, described in IC § 20-32-4 and explained on the Indiana Department of Education's website: <http://www.doe.in.gov/core40/overview.html>

- 1. Explain how the school will meet these requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Indiana, explain any additional requirements.*
- 2. Explain how your graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).*
- 3. Explain what systems and structures the school will implement for students at risk of dropping out of high school and/or not meeting the proposed graduation requirements.*

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 five (5) 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 problem 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 problem-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 third grade student at Heritage Institute of Arts and Technology could involve the following:

- 7:40 AM - arriving at school, greeted by teachers and friends, ready to prepare for the school day after hanging up his/her coat and backpack
- 7:45 AM - precede with recording assignments, followed by independent lessons such SSR (Sustained Silent Reading) or DOL (Daily Oral Language) as the teacher completes attendance and lunch count duties.
- 8:00 AM – students rise to say The Pledge of Allegiance, followed by Reading and Language Arts instruction and independent work, which would include journaling, totaling about 140 minutes in all.

At some point, students would have the opportunity to use the bathroom when there was a break in the morning.

- 10:45 AM on Mondays - the Character Education value for the week would be introduced as well as discussed in Socratic fashion.
- 11:15 AM - lunch and recess would take place. Upon returning from lunch and recess at noon, students would then have the opportunity to use the bathroom before beginning the afternoon lessons.
- 12:15 PM - Math, which would last for an hour and would include hands on discovery and discussion.
- 1:15 PM - Science and/or Social Studies lesson would then take place incorporating technology as one tool to keep up on current events and or science in the news.
- 2:15 - Encore classes (Art, Dance, Music, etc.) would finish the school day.
- 3:05 PM- closing would take place with announcements and packing backpacks to go home.
- 3:15 PM – dismissal

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 solve the problem along with the students in his/her class, with interesting hands on, collaborative lessons where students will not only learn content but skills as well. To support this role, teachers will work collaboratively in grade level teams, support 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 third grade teacher at Heritage Institute of Arts and Technology could involve the following:

- 7 AM – arriving at school the teacher would have time to set up for the school day
- 7:40 AM – welcome students to school/class
- 7:45 AM – provide day’s agenda preparing students for day’s work
- 8:00 AM – Reading and Language Arts instruction – differentiated literacy groups and individual supports
- 11:15 to noon gives the teacher time to eat lunch and prepare for the afternoon.
- 12:15 PM – Math instruction – implementation of Everyday Math
- 1:15 PM - Science and/or Social Studies instruction – focus on hands on
- 2:15 – planning time teachers meet with other teachers in grade level and/or cross grade level teams as well as all faculty to address instructional and culture and climate needs including curriculum planning, data analysis, and RtI.
- 3:05 PM- closing would take place with announcements and packing backpacks to go home.
- 3:15 PM – dismissal

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 1hour 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 staff with trained with regard to social services (social worker, counselor) to 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 can learn when expectations are raised and 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, multi-tiered general education intervention program. Tier two interventions will be implemented by a Skill Tutor who will offer small group (3 to 5 students) instruction either as a push into a classroom or pull out into a resource area. Small group, tier two interventions will be brief 20 minute sessions with targeting specific reading or math skills. Tier one interventions will be implemented by a Skill Tutor in a one-to-one setting, either push in or pull out. These 20-minute sessions will occur daily within three-week windows where students will be progress monitored and documented. If variety of repeated interventions are documented and had little success, a special education referral may be warranted.

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 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.

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 succeed; 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 will employ and train special education and general education staff to support identification of individual student needs. If there is not 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. 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.

Children with disabilities shall be educated in the least restrictive environment; therefore, the same research-based instructional strategies, with appropriate RtI interventions, will be utilized to ensure student success.

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).

The IEP, developed for each child with an exceptionality who needs special education services, identifies progress monitoring. 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 qualified teachers, including the special education staff. As previously indicated, 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.

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 the home 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.

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 LAS Links test will be utilized to monitor progress, along with teacher input, and determine placement and service needs.

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

As previously indicated, HIAT will only employ qualified 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. Differentiation 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.

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 will include:

- An informational brochure mailed to households targeted to those with children in the age group our HIAT will serve.
- Radio spots informing the community about the school with information on enrollment.
- TV spots aired on targeted cable stations with school promotion and enrollment information.
- Scheduled community informational meetings.

All recruitment and marketing information will be distributed to Lake County, Indiana 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 (3) 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, that 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

*2. Provide as **Attachment 12** the school's discipline policy, which should include a summary of the following:*

a. Practices the school will use to promote good discipline in the school, including both penalties for infractions and incentives for positive behavior.

b. A preliminary list of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively.

c. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings.

d. A description of the appeal process that the school will employ for students facing expulsion.

e. How parents will be informed of the school's discipline policy.

NOTE: Limit attachment to three (3) pages.

See Attachment 12.

PARENTS & COMMUNITY

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

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 School Corporation offers traditional learning educational facilities with limited arts and technological programs. Therefore, the Merrillville community does not have an alternative school that specializes in arts and technology. The demand for HIAT is based on parents expressing a desire for both 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.

2. 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.

3. 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.

Laurel Academy provides an afterschool program for grades K-6 with parent education, family celebrations, and summer programs. This program will provide afterschool services and summer school programs with specific objectives to increase math and language arts scores, as well as attendance and other behavior.

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.

Lastly, HIAT has spoken with the pastor of The Love Church of Merrillville, Indiana regarding its Chosen Empowered Overcomers (C.E.O). Institute, an organization designed to administer leadership skills to youth through holistic programs and training targeted for young boys and young men.

Each of these tentative partnerships provides opportunities to support learning and success for HIAT students.

*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. **NOTE: Limit attachment to five (5) pages.***

See Attachment 13.

PERFORMANCE MANAGEMENT

IMPORTANT NOTE:

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.

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 (3) 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 CAO 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:

- 1) The CAO and principal will develop, implement, monitor and evaluate a professional development plan that includes growth goals at the individual, classroom and building levels.
- 2) 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.
- 3) Professional development will be differentiated to meet the needs of teachers individually and collectively (i.e. by grade level, content area)
- 4) 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.
- 5) 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.
- 6) 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.

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

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.

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 expected to develop a growth plan and provide updates to the CAO and Governing Board as a part of the evolutionary process. The Heritage Institute of Arts and Technology Governing Board, in addition to the CAO, will support the school leader throughout the year by providing access to 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.

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.

Prior to the opening of school in the fall of 2012, HIAT staff will be required to attend a week of professional development as follows:

Day 1 – The first day will be focused on orientation to team building, orientation to school policies and procedures and becoming familiar with HIAT facilities. Topics during this day will include:

- Employee orientation and staff handbook overview
- Team building activities
- Grade level/Content area meetings with appropriate administrator
- Facilities tour
- Classroom set-up, materials
- Introduction to technology (computers, smart boards, etc.)

Day 2 – The second day will focus on literacy. Topics during this day will include:

- Introduction to reading series (focus on balanced literacy)
- Standards alignment
- Reading assessments
- Grade level/Content Area meetings for collaborative planning

Day 3 – The third day will continue the focus on literacy adding writing. Topics during this day will include:

- Continued work with reading series (focus reading in content area – social studies & science)
- Introduction to writing series (focus on reading-writing alignment)
- Standards alignment
- Writing assessments
- Grade level/Content area meetings for planning reading in the content area

Day 4 – The fourth day will continue the focus on mathematics.

- Continued work with reading series (focus reading in content area – science)
- Introduction to mathematics series
- Standards alignment
- Mathematic assessments
- Grade level/Content area meetings for collaborative planning

Day 5 – The final day will focus on ensuring staff is prepared for opening school. Topics for this day will include:

- Opening of school logistics
- Additional assistance with curriculum, standards, or assessments
- Additional assistance with equipment
- Classroom work time

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 CAO 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 (5) 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 CAO, 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:

- a. Security Officer
- b. Crisis and Emergencies
- c. Emergency Evacuation
- d. Emergency and Safety Procedures
- e. Annual Assessments of Safe & Secure School and Healthful Workplace

- f. Violence Prevention
- g. Drug-Free School
- h. Drills for Emergency Responses
- i. Safety Training
- j. Health
- k. Student Code of Conduct
- l. Discipline Plans
- m. Accountability Measures
- n. Traffic Patterns - Safe Entry and Exiting of Students
- o. Compliance
- p. Annual Review by BOD
- q. 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

1. HIAT's Realtor, Binika Henderson of McColly Real Estate Inc. is in the process of preparing a facility sited as "Laurel Ministries located at 7525 Taft Street, Merrillville, IN for HIAT. The facility is already zoned as a school and previously operated as a private school. The facility sits on \$9,638 acres of land and is available for future growth. It presently has eight classrooms in which HIAT can utilize with twenty students per class maximum. HIAT is preparing for renovation of an additional six classrooms for students. The realtor has contacted contractors for estimates for renovations for the additional six classrooms which may be in an auditorium. The estimate for renovations is listed in the budget. The proposal is attached and work will be completed within 30 days of service.

HIAT has contacted Indiana State Dept. of Health, and Dennis Ehlers has visited the site and requested information for a new plan review. HIAT is in the process of submitting the information needed to obtain a construction permit for schools facilities, as well as seek a permit from the town of Merrillville, IN.

HIAT has also attended Merrillville Town Council review and is aware of the procedures. The Realtor, Binika Henderson has the capacity and experience in managing these strategies including managing build-out and / or renovations.

2. 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.

HIAT has identified Laurel Church Ministries located at :
7525 Taft Street, Merrillville, IN in the Merrillville School District.
The facility is part of a private school building, Pre-school and has 8 available classrooms in the building. An additional six classes will be added within the auditorium.
Additional 6 classrooms with renovation costs is: estimated at \$42,500 0.00.
The facility is already equipped for physically challenged students.

Laurel Church Ministries
7525 Taft Street
Merrillville, IN 46410

47,150 Square Foot Building

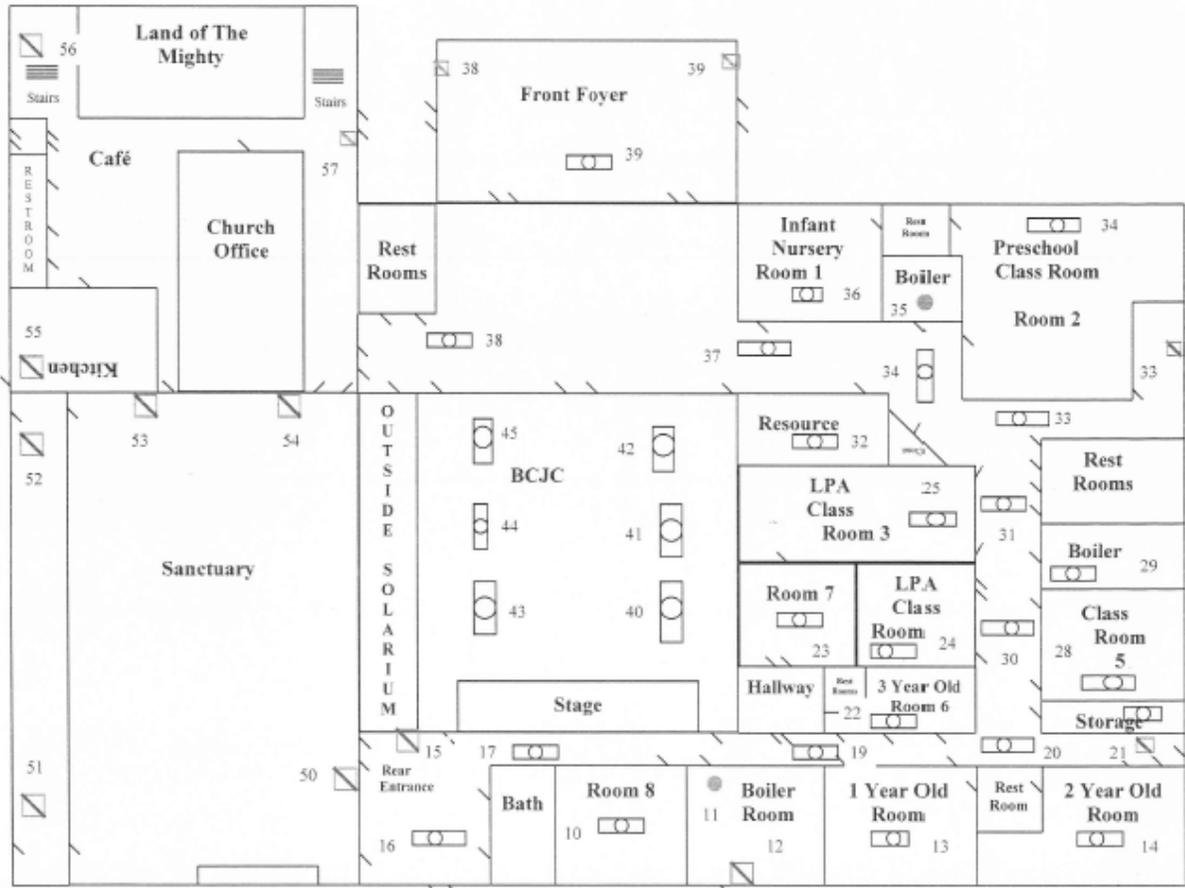
9,638 + Acre Site

Zoned C-2 Community Commercial

The building is divided into:

- 16 classrooms
- 1gymnasium
- 2 additional auditoriums
- 3 distinct office area (including private offices and general office space)
- 1 kitchen
- 1 roughed in kitchen in day care area
- 1 large indoor play-land/activity center
- 2 lunch areas
- 1 large lower level storage area under stage in gymnasium/auditorium
- Mechanical rooms throughout building
- 3 main entranceways (2 in fro
- Front of building and 1 in the back)
- 21 washrooms located throughout offices, classrooms and hallways

LAUREL CHURCH MINISTRIES' MAP



PROPOSAL		
FROM:	ROSSI CONSTRUCTION, INC. 228 West Lincoln Hwy., #238 Schererville, IN 46375 (219) 785-1866, (219) 762-0442 or (219) 887-0070 www.rossiconstruction.net	Proposal No. 15395 Sheet No. Date: 04-02-12
Proposal Submitted To:		Work to Be Performed At:
Name: Heritage Institute; Attn: Ms. Henderson Address: 7525 Taft Street City/State Merrillville, IN 46410 Telephone: 219-381-5908 Approximate Starting date: (To be determined upon the acceptance of this proposal) Approximate Completion date: (Start date and completion date are based on the weather permitting conditions and acceptance of proposal)		Location: SAME
<p>ROSSI CONSTRUCTION, INC. hereby proposes to furnish all labor and materials necessary for the following work:</p> <ol style="list-style-type: none"> 1. Pull permits pertaining to this Proposal 2. Build out compete 6 new class rooms with doorway openings in existing sanctuary 3. Run all electrical for all wall outlets, 6 wall switches, 16 drop in florescent ceiling lights 6 per class room all electrical to be done per city code requirements 4. Drywall, tape, prime and paint all walls for 6 new class rooms (owner to choose color) 5. Install new open grid drop ceiling 2 x 4 for 6 new class rooms 6. Install 6 pre hung flush panel doors, prime, paint and trim out doors with pine casing and install hardware 7. Install rubber baseboard around all new walls in class rooms and outside of class room walls 8. Any debris pertaining to work is hauled away <p>Note: Existing carpet to remain in class rooms</p> <p>Payments. For the work described above, ROSSI CONSTRUCTION, INC. shall be paid by CONTRACTEE(s) the total amount of to be (\$42,500.00) with payments to be made as follows: \$14,166.67 is due upon execution of this Proposal; upon completion of rough framing of 6 class rooms a draw of \$14,166.67; upon completion of rough electrical and hanging of drywall in 6 class rooms a draw of \$7,083.34; remainder of \$7,083.32 is upon completion of work</p> <p>Unpaid Balances. All invoices of ROSSI CONSTRUCTION, INC. are due and payable by CONTRACTEE(s) within fifteen (15) days of mailing, and CONTRACTEE(s) shall incur a late fee of one percent (1%) of the remaining balance if not paid in full when due. Any balance remaining unpaid after its due date shall also incur interest in the amount one and one-half (1 ½%) per month per month [eighteen percent (18.0%) per annum] until paid in full. Further, ROSSI CONSTRUCTION, INC. shall be entitled to recover from CONTRACTEE(s) all costs incurred from collections, including, but not limited to, court costs, attorneys fees, employee time, and all other costs or expenses relating to legal action</p>		

Alteration in Specifications. Any alteration or deviation from the above specifications involving extra costs shall be commenced only upon written orders, and any additional costs or charges shall be paid by CONTRACTEE(s) to ROSSI CONSTRUCTION, INC. However, if an insurance company has agreed through customary means to cover the costs of the materials and labor for such alteration or deviation, then ROSSI CONSTRUCTION, INC. may commence work without the necessity of written orders from CONTRACTEE(s). Notwithstanding the same, CONTRACTEE(s) shall be responsible for any additional costs and charges not otherwise covered by insurance.

LIMITED WARRANTY AND LIMITATIONS OF LIABILITY. CONTRACTEE(s) HAS/HAVE READ ALL OF THE TERMS AND CONDITIONS INCLUDED ON THE LIMITED WARRANTY AND LIMITATIONS OF LIABILITY PRINTED ATTACHED TO THIS PROPOSAL, AND FULLY AGREES TO THE SAME. _____

Miscellaneous. This instrument is binding upon and for the benefit of the parties' respective heirs, administrators, executors, legal representatives, successors, and assigns. No assignment shall release a party from liability for its obligations hereunder. If any payment for the work is to be made by an insurer of CONTRACTEE(s), such insurance payment(s) shall be made directly to ROSSI CONSTRUCTION, INC. and not to CONTRACTEE(s). This instrument contains the entire agreement between the parties and supersedes any and all previous agreements, whether written or oral, between the parties relating to the subject matter contained herein. This Proposal shall become a binding contract only upon written acceptance by the undersigned CONTRACTEES(s) and written approval by a duly authorized representative of ROSSI CONSTRUCTION, INC. If more than one person or party signs as CONTRACTEE(s), then they agree to be held jointly and severally liable for all the terms and provisions contained herein.

ROSSI CONSTRUCTION, INC.	
CONTRACTEE(s) _____	
By: _____	By: _____

DATE: _____	Title: _____

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.

The Chief Administrative Officer will oversee all operations pertaining to budget and finance, reporting directly to the board. HIAT will purchase proprietary software for managing its finances including accounting, purchasing, payroll, and the required annual audit. 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 school will 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 from which the board will select the firm. Local management will prepare all documents required for the audits. The independent audit will begin prior to the end of the school year for compliance, internal control review and risk assessment activities. The financial portion of the audit typically begins in September following the close of the fiscal year. The SBOA audit occurs when the school is notified by SBOA of an audit schedule assignment. The financial records are kept on both an accrual based

accounting software for monthly board reporting and independent accrual based audits, as well as an Indiana approved cash based accounting software to facilitate the unique accounting needs and requirements of the SBOA audit. Both systems are balanced to each other to ensure data accuracy and integrity. In addition, if the school meets such requirements a Federal Single Audit will be completed with the annual audit as required by Federal expenditure requirements. HIAT's financial/internal controls will incorporate practices of segregation of duties, multiple check signals 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.**

See Attachment 17.

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.

See Attachment 18.

4. Additional Requirement for Pre-Existing Non-Profit Organizations: If a pre-existing non-profit organization will be the charter holder/governing entity, provide 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 ICSB 2012 Charter School RFP: New Operators Page 24 balance sheets and income statements (at least through the end of June 2011). **NOTE: There is no page limit for this attachment.**

HIAT is not a pre-existing non-profit organization; therefore, this item does not apply.

ATTACHMENTS

PROPOSAL OVERVIEW AND ENROLLMENT PROJECTIONS

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

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

Name of proposed charter school:	<u>Heritage Institute of Arts and Technology</u>
Proposed charter school location: * Please indicate the city/town and, if known, potential address or neighborhood of location. Virtual operators should indicate the relevant geographies the operator intends to serve.	<u>7525 Taft Street, Merrillville, IN 46410</u>
School district(s) of proposed location:	<u>Merrillville IN School District</u>
Legal name of group applying for charter:	<u>Heritage Institute of Arts and Technology</u>
Names, roles, and current employment for all persons on applicant team:	<u>Dr. Darlene Henderson - Exec. Sum.- Founding Group-Facility Plan- Consultant,</u> <u>Dr. Jill Karn J.D -Goveranance-Exec.Management,</u> <u>Rebecca L. Wyatt J.D- Govenance- Attorney; Cheryl Zubel- Educational Plan - Director, Jeanine Scott - Educational Plan- Teacher; Linda Romo- Educational Plan - Teacher,</u> <u>Calvin White - Parent & Community- Start-Up & Operations - Chaplain</u> <u>Thomas Rowland, CPA - Budget & Financ e , V.P.Loans & Collections</u>
Designated applicant representative:	<u>Dr. Darlene Henderson</u>
Address:	<u>P.O. Box 11113</u> <u>Merrillville, IN 46411</u>
Office and cell phone numbers:	<u>(219) 381-5908 (219) 865-3438</u>
Email address:	<u>darlene8031@yahoo.com</u>
Planned opening year for the school:	<u>2012</u>
Model or focus of proposed school: (e.g., arts, college prep, dual-language, etc.)	<u>Arts and Technology</u>

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	280
Year 2	8	320
Year 3	9	360
Year 4	9	405
Year 5	9	450
At Capacity		450

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 State University

Submission date(s):

January 19 , 2010

***Attachment 1:
Founding Group Resumes***

Founding Group (Board Members) & Advisory Board

NAME	ADDRESS	EMAIL & TELEPHONE	Role	COMMITTEE	BOARD SEAT
Dr. Darlene Henderson <i>President/CEO</i>	1149 Thiel Drive Scherverville, IN 46375	darlene8031@yahoo.com 219-381-5908	FOUNDER & Board Member	Education	President
Calvin White <i>Vice President</i>	1355 W. 74 th Place Merrillville, IN 46410	cwhitbrew@sbcglobal.net 219-742-2731	FOUNDER & Board Member	Finance	Vice President
Binika Henderson <i>Asst. Treasurer</i>	2075 W. 86 th Lane Merrillville, IN 46410	binikahenderson@gmail.com 219-613-3968	FOUNDER & Board Member	Finance	Asst. Treasurer
Dr. Jill Karn <i>Operations, Technology</i>	1442 Inverness Lane Scherverville, IN 46375	drjkarn@ncalu.us 312-342-1040	FOUNDER & Board Member	Education	Chair of Education
Carol King <i>Secretary</i>	2045 Conn. Street Gary, IN 46407	Cking7974@yahoo.com 219-313-4248	FOUNDER & Board Member	Education	Secretary
Delores Lampley <i>Finance, Development</i>	5301 Pierce Street Merrillville, IN 46410	delores@nifedcu.org 219-433-1615	FOUNDER & Board Member	Finance	Chair Finance
Darnieshia Morris <i>Asst. Secretary</i>	8031 Mass. Street Merrillville, IN 46410	Darn.morris@gmail.com 219-616-1295	FOUNDER & Board Member	Grants & Fundraising	Asst. Secretary
Maurice Preston <i>Public Relations- Marketing</i>	1957 Chase Street Gary, IN 46407	Mpress22@comcast.net 219-944-7520	FOUNDER & Board Member	Grants & Fundraising	Director
Linda Romo <i>Administration, Counseling</i>	1236 W. 85 th Avenue Merrillville, IN 46410	romolinda@hotmail.com 219-381-1216	FOUNDER & Board Member	Education	Director
Thomas Rowland, CPA <i>Treasurer, Finance,</i>	570 Glenwood Dr. Valparaiso, IN 46385	trowland@treehousefin.com 219-916-0641 219-736-7777	FOUNDER & Board Member	Finance	Treasurer
Jeanine Scott <i>Education, Development</i>	1028 N, Dwiggins St. Griffith, IN 43619	jeaninescott719@sbcglobal.net 219-588-7669	FOUNDER & Board Member	Grants & Fundraising	Director
Gloria Tuohy <i>Creative Arts</i>	8888 Louisiana St. Merrillville, IN 46410	ibtwn@hotmail.com 219-263-8041	FOUNDER & Board Member	Education	Director
Rebecca L. Wyatt, J.D. <i>Law</i>	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. 86 th 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 Law	1149 Thiel Drive Scherverville, 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.com 219-292-0242	Advisory Board Member		
Booker Henderson	1149 Thiel Drive Scherverville, IN 46375	bth8155@yahoo.com 219-381-4041	Advisory Board Member		

Committees:

1. **Finance Committee:** Chair, Delores Lampley, 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 | 219.381-590-8C | 865-3438-H | darlene8031@yahoo.com

SUMMARY

- 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

EXPERIENCE

- Consultant** **2006 – Current** **Heritage Child Inc.**
Administers therapeutic counsel to clients of Northwest IN.
- Administrator** **2003 – 2005** **Baber Child Facility**
Administrator and Director of Education for pre-school to elementary students the instructive programs of integrated learning.
- Educator** **1992 – 1999** **Gary Community School Corporation**
Administered and coordinated curriculum and instruction for students with exceptional needs. Liaison for students, parents, teachers, and administration in implementation of Individual Educational Programs. Organized counseled seminars for students and provided group and “one on one” sessions. Incorporated Heritage Child Inc, a non-profit organization ensuring that every child is given the exceptional educational privileges to be successful.
- Manager** **1985 – 1992** **Gary Community School Corporation**
Managed a Local Area Network (LAN) IBM Compatible Program, and scheduled the system to accommodate approximately 900 users per year. Trained and taught skills to students, and administration. Created weekly, monthly, and yearly reports for administrative staff utilizing data analysis.
- Manager** **1989 – 1999** **Aloe International Royal Family**
Managed and trained employees in Group Dynamics.

**Computer
Operator**

1976 – 1985

Sargent & Lundy Engineers

Schedule and operated the computer UNIVAC & Xerox Systems

EDUCATION

GMORE Theological Seminary, *Doctorate of Theology*, 2006

Cambridge College, *Masters in Education*, 1996

Calumet College of St. Joseph, *Bachelor's of Science*, 1992

Control Data Institute, *Associate Degree*, 1979

PROFESSIONAL MEMBERSHIPS

President/CEO of Heritage Institute of Arts and Technology, Leadership
Member of NWI, Board Member of Images of Hope, 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., &
Dearly Beloved Ministries, President of FAME. Inc.

AWARDS

Published in the National Library of Poetry, 1996 Edition

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

8031 Massachusetts 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 ▪ djkarn@live.com

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
- 1995

1989

Director of International Communications/Education Director

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

THE UNIVERSITY OF TOKYO, Tokyo Japan (東京大学 *Tōkyō daigaku*)
- 1995

1993

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
Bachelor of Arts (Psychology)

West Lafayette, IN
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
Licensed Realtor

Crown Point, IN
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.
Property Manager

Merrillville, IN
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
Corporate Sales Account Manager

Vernon Hills, IL
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

B. Henderson Page 2

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 - 1961 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
Merrillville, Indiana 46410

(219) 736-5146 H
(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
to 2009

2008

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
to 2008

2007

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.

C. White Page 2

- 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
2005

1983 to

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

DELORES G. LAMPLEY

5301 Pierce Street –Merrillville, IN 46410 – (219)887-1276

QUALIFICATIONS SUMMARY

A highly enthusiastic goal oriented professional with comprehensive knowledge of organizational business practices. A strong work ethic combined with a commitment to excellence. Ability to apply investigative and analytical techniques to analyze complex financial and business matters. Knowledge of a wide range of business laws and practices, laws of evidence and interrelationships between Federal and State collection laws and agencies. Highly organized with exemplary oral and written communication skills.

PROFESSIONAL EXPERIENCE

Northern Indiana Federal Credit Union, Merrillville, IN 06/2001 – Present

V.P. Loans and Collections – Responsibilities include developing credit policies and procedures, relating to loan underwriting and collections. Training and development of loan staff to insure that policies are adhered to, analyzing loan portfolio to determine the level of risk contained within the portfolio and developing policies and procedures to reduce and/or maintain that level of risk. Also responsible for performing credit analysis of applicants to determine credit worthiness.

National Association for the Advancement of Colored People, Baltimore Md

06/1998 – 06/2001

Director of Center Operations – Responsible for promoting small business development, economic development, public and private partnerships, and business development outreach.

Northern Indiana Federal Credit Union, Merrillville, IN 10/1990 – 06/1998

Senior Loan Officer – Responsible for overseeing the daily lending operation of the Credit Union, including application analysis and approval, loan documentation and file maintenance. Responsible for developing loan promotions to increase member penetration. Responsible for analyzing member applications in order to fit member with the product that would best fit their needs.

EDUCATION AND TRAINING

Purdue University – Calumet Campus, Hammond, In Bachelor of Science, 1975 – Financial Management

American Institute of Banking; Basic, Standard & Advanced Certificates

SPECIAL SKILLS/TRAINING

Indiana Credit Union League; participant in various product awareness seminars and training sessions, Certified SBA Loan Intermediary Processor, Fannie Mae and Freddie Mac Community Lending Products Specialist, Certified NFTE Core Instructor (National Foundation for Training Entrepreneurs)

GLORIA R. TUOHY, MDE

Founding Artistic Director and CEO of Indiana Ballet Theatre NW Inc (IBT)

SUMMARY OF QUALIFICATIONS

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

PROFESSIONAL EXPERIENCE

- Member, Volska Ballet Company – London, England.

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

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

- Choreography and Costume Design: Surry Light Operatic Society.

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

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

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

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

- Arranged and Directed original dance tours to Bahamas, Disney Florida, Festival de Cozumel in Mexico, toured Hampshire, London and Paris, toured France, Germany and England.
- Judged numerous dance competitions.
- Piloted a graded ballet program with Imperial Society of Teachers of Dance – six students traveled with Ms. Tuohy to the London headquarters and passed ballet exams that are internationally recognized, receiving Highly Commended and Honors Certifications as dancers and teachers.
- Books twenty local performances annually, including hiring guest performers and orchestras, scheduling rehearsals, renting scenery, and negotiating facility and talent contracts.
- Created “Ballet Outreach” programming to travel to areas that help Safe Harbor, Boys and Girls Clubs, children of ethnic and all K-12 students enjoy learning dance and performing in the productions.
- Organizes Yearly Intensives and Work-shops bringing in renowned artists for the direct benefit of the students at Indiana Ballet Theatre, also inviting other regional children through adults to participate.
- Lobbied successfully for the Lake County, Indiana Commissioners to dedicate the Historical Nurses Home Building for use by Indiana Ballet Theatre NW In, to be an incubator for all other arts organizations and services, as a non-profit Centre for the arts.

EDUCATION

- Rochelle School of Ballet, England. Began dancer training at an early age with Madam Rochelle of Paris Opera Ballet.
- Studied under French Cecchetti syllabus, and took graded examinations at the Volska Ballet Company and the Cecchetti headquarters in London.
- Attended work shops at the Royal Academy of Dance, England.
- Studied with Ruth Valiquette, Greg Begley, Marcus Alford, Terry 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.*
- *Heritage Institute of Arts and Technology Board of Directors, 1 year.*

Gloria Tuohy,
Founder and Artistic Director
Indiana Ballet Theatre
8888 Louisiana St.
Merrillville, IN 46410
219-755-4444
ibtnw@hotmail.com
ibtnw.org

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 Andean 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,

rwyant@meyerwyattpc.com

Residence:

7701 Lake Shore Drive,
Gary, IN 46403

Thomas Rowland

OBJECTIVE

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

PROFESSIONAL EXPERIENCE

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

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

For more on the business visit www.treehousefin.com

2001 - 2007 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” corporations.

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 School**
- 2010 - 2011 (February - October) Merrillville Intermediate
- Prime Time Istep Instructional Aide
 - Title 1 Reading Aide
- 2005 - 2009 Laurel Preparatory Academy
Principal / Teacher
- Managed a small, private school of Pre-Kindergarten - 8th grade
 - Supervised a staff of 10 teachers & aides
 - Developed a school library
 - Taught 2nd grade half day while managing the academy
- 1998 - 2005 Laurel Preparatory Academy
Classroom teacher for Preschool, Grade 1, Grade 3,
Grades 2 & 3 combined, Grades 3 & 4 combined
- Established and coordinated lesson plans
 - Maintained a positive classroom environment
 - Modeled concepts through a hands-on approach
 - Encouraged accountable behavior in students
- 1993 - 1998 Diocese of Gary (Holy Trinity & Sister Thea Bowman)
Classroom teacher for Grades 3, 5, & 7
- Responsibilities as a classroom teacher are the same as noted above

***Attachment 3:
School Administrators'
Resumes***

DR. DARLENE ADAMSON HENDERSON, M.ED

Chief Administrator Officer Candidate

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

SUMMARY

- 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

EXPERIENCE

- | | | |
|----------------------|-----------------------|--|
| Consultant | 2006 – Current | Heritage Child Inc.
Administers therapeutic counsel to clients of Northwest IN. |
| Administrator | 2003-2005 | Baber Child Facility
Administrator and Director of Education for pre-school to elementary students the instructive programs of integrated learning. |
| 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 was 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**
Scheduled and operated the computer UNIVAC & Xerox Systems

Dr. D Henderson Page 2

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 of Heritage Institute of Arts and Technology, Board Member of Images of Hope, 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., & Dearly Beloved Ministries, President of FAME. Inc.

AWARDS

Published in the National Library of Poetry, 1996 Edition
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*)
- 1995

1993

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 Zobel
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 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

- * Currently the 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
- * 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
Parent Relations

Classroom Management
Group Learning
Assessment Tools
Interactive Learning
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

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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

HERITAGE INSTITUTE OF ARTS AND
TECHNOLOGY INC
C/O DARLENE HENDERSON
1149 THIEL DR
SCHERERVILLE, 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)

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HERITAGE INSTITUTE OF ARTS AND

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

Sincerely,

A handwritten signature in cursive script that reads "Robert Choi".

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

Certificate of Incorporation

State of Indiana
Office of the Secretary of State

CERTIFICATE OF INCORPORATION

of

HERITAGE INSTITUTE OF ARTS AND TECHNOLOGY, INC.

I, Todd Rokita, Secretary of State of Indiana, hereby certify that Articles of Incorporation of the above Non-Profit Domestic Corporation have been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented confirms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Friday, November 06, 2009.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, November 06, 2009

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

TODD ROKITA,
SECRETARY OF STATE

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 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future United States internal revenue law (the "Code"), and the Treasury Regulations promulgated there under (the "Regulations"), and as may qualify contributions to it for deductions under Section 170(c)(2), Section 2055(a)(2) and Section 2522 of the Code and the Regulations promulgated thereunder:

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

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

needs of public school students;

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

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

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

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

Distribution of assets on dissolution or final liquidation

Section 1. Termination of Charter. In the event that the charter under which 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 affairs of the Corporation, and for the creation, definition, limitation or regulation of the powers of the Corporation and its directors, shall apply:

Section 1 : Amendment of Article Incorporation The Corporation reserves the right to amend, alter, change or repeal any provisions contained in these Articles of Incorporation or any amendment hereto, in any manner now or hereafter prescribed or permitted by the Act or any amendment thereto, provided, however, that such power of amendment shall not authorize any amendment which would have the effect of disqualifying the Corporation as a tax-exempt organization under the provisions of Section 501(c)(3) of the Code or would have the effect of disqualifying contributions to the Corporation for deduction under Section 170(c)(2), Section 2055(a)(2) or Section 2522 of the

Code.

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

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

**ARTICLE I
Name**

Section 1 Name. The name of this Corporation is Heritage Institute of Arts and Technology, Inc., Foundation (*referred to in these By-Laws as the "Corporation"*).

**ARTICLE II
Board of Directors**

Section 1. Directors. The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (*the "Articles"*) and these Bylaws. The Board of Directors shall have the number of members, not less than five as designated by resolution of the Board of Directors from time to time. At all times all members of the Board of Directors shall be residents of the State of Indiana, and at least one-half of the members of the Board of Directors shall be residents of the Indiana counties where current students at the charter school reside.

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

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

Section 2. Quorum and Approval of Actions. A majority of the directors in office immediately before a meeting begins shall constitute a quorum for the transaction of any business properly to come before the Board of Directors. Unless otherwise provided in the Articles or these Bylaws, the approval of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors. A Board Member who is not present in person at a meeting shall not be entitled to vote and will not be counted towards quorum (even if such board member attends via phone conference or other electronic means).

Section 3. Regular Meetings. The Board of Directors may hold regular meetings, as fixed by these Bylaws or by resolution of the Board of Directors, for the purpose of transacting such business as properly may come before the Board of Directors. At a minimum, regular meetings of the Board of Directors will be held once a month during the school year and once over the summer break. All regular Board meetings will be held in the school building, unless good cause is shown to hold the meeting at another location.

Section 4. Special Meetings. Notwithstanding the preceding Section 3 of this Article II, the Board of Directors may hold special meetings for any lawful purpose upon not less than two (2) business days' notice, as described in Section 6 of this Article II, upon call by the President or by two (2) or more members of the Board of Directors. A special meeting shall be held at such date, time, and place inside the State of Indiana or elsewhere as specified in the call of the meeting, subject to the requirements of Article II, Section 5 below.

Section 5. Compliance and Accountability. Notwithstanding any other provision of these Bylaws, the Corporation, including any committee or such body to which the Governing Board has assigned and/delegated authority regarding the Corporation shall comply in all respects with the Indiana's Public Access Laws, including Indiana Open Door Law (*currently codified at Indiana Code ("IC") section 5-14-1.5-1, et seq.*), and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board of Directors. The Board of Directors shall adhere to and are accountable for meeting high standards, including, but not limited to, those that are set forth in the ICSB Accountability System.

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

- (a) When received;
- (b) Five (5) days after the notice is mailed, as evidenced by the postmark or private carrier receipt, if mailed correctly addressed to the address listed in the most current records of the Corporation;
- (c) On the date shown on the return receipt, if sent by registered or certified United States mail, return receipt requested, and the receipt is signed by or on behalf of the addressee; or

- (d) Thirty (30) days after the notice is deposited with another method of the United States Postal Service other than first class, registered, or certified mail, as evidenced by the postmark, if mailed correctly addressed to the address listed in the most current records of the Corporation.

Section 7. Waiver of Notice. Notice of a meeting to a director may be waived in a writing signed by the director entitled to notice and filed with the minutes or the corporate records. Attendance at or participation in any meeting of the Board of Directors shall constitute a waiver of lack of notice or defective notice of such meeting unless the director shall, at the beginning of the meeting or promptly upon the director's arrival, object to holding the meeting and not vote for or assent to any action taken at the meeting. Notice of a meeting to the public may not be waived.

Section 8. Action by Written Consent Not Valid. Any action required or permitted to be taken at any meeting of the Board of Directors, or any committee thereof, may not be taken without a meeting which complies with the Indiana Open Door Law.

Section 9. Resignation, Removal, and Vacancies. Any director may resign at any time by giving written notice of such resignation to the Board of Directors, the President, or the Secretary of the Corporation. Such resignation shall take effect at the time specified therein, or if no time is specified, at the time of its receipt by the Board of Directors, the President, or the Secretary. The acceptance of a resignation shall not be necessary to make it effective.

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

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

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

Section 10. Educational Management Organizations. Should the Board of Directors elect to engage an educational management organization (*“EMO”*) to manage the operations of the charter school for which the Corporation is responsible (*the “School”*), no member of the Corporation’s Board of Directors may have any pecuniary interest in such EMO.

ARTICLE III Officers

Section 1. In General. The officers of the Corporation shall consist of a President, Vice President, Chair/s, a Secretary, a Treasurer, and such other officers as the Board of Directors may otherwise elect. Each officer shall be elected by the Board of Directors and shall serve for three (3) years, or such other period as prescribed by the directors, and until the officer's successor is elected and qualified.

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

Section 2. President. The President shall be the chief executive officer, responsible, along with his/her fellow Board of Directors, for the oversight of its business and affairs. He/she shall preside at all meetings of the Board. The President may enter into and execute in the name of the Corporation contracts or other instruments that are authorized by the Board of Directors. The President may delegate, as needed, to any other officer any or all of the duties of the President. He/she will have such powers and duties as may be prescribed by the Board of Directors or by these By-laws.

Section 3. Vice President. The Vice President shall have such duties and responsibilities as may be delegated to him/her by the President. In the absence of the President, the Vice President shall perform all the duties of the President and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the President, including presiding at meetings of the Board of Directors. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these By-laws.

Section 4. Chair. The Chair shall preside at all meetings of the Board of Directors of the Corporation and shall be responsible for implementing policies established by the Board of Directors. The Chair shall perform such other duties as the Board of Directors may prescribe. A Chairperson may lead a board committee and ensures the committee follows appropriate parliamentary procedures. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these By-laws.

Section 5. Secretary. The Secretary shall be the custodian of all papers, books, and records of the Corporation other than books of account and financial records. The Secretary shall prepare and enter in the minute book the minutes of all meetings of the Board of Directors. The Secretary shall authenticate records of the Corporation as necessary. The Secretary shall perform the duties usual to such position and such other

duties as the Board of Directors or the President may prescribe. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these By-laws.

Section 6. Treasurer. The Treasurer shall prepare and maintain correct and complete records of account showing accurately the financial condition of the Corporation. All notes, securities, and other assets coming into the possession of the Corporation shall be received, accounted for, and placed in safekeeping as the Treasurer may from time to time prescribe. The Treasurer shall furnish, whenever requested by the Board of Directors or the President, a statement of the financial condition of the Corporation and shall perform the duties usual to such position and such other duties as the Board of Directors or the President may prescribe. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these By-laws.

Section 7. Other Officers. Each other officer of the Corporation shall perform such duties as the Board of Directors or the President may prescribe.

ARTICLE IV Committees

Section 1. Executive Committee. The Board of Directors may, by resolution adopted by a majority of the directors then in office, designate three (3) or more directors of the Corporation to constitute an Executive Committee which, to the extent provided in such resolution and consistent with applicable law, shall have and exercise all of the authority of the Board of Directors in the management of the Corporation's affairs during intervals between the meetings of the Board of Directors. The Executive Committee shall be subject to the authority and supervision of the Board of Directors.

Section 2. Other Committees. The Board of Directors may establish other committees, in addition to the Executive Committee, to accomplish the goals and execute the programs of the Corporation. Such committees shall have such responsibilities and powers as the Board of Directors shall specify. Members of such committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors with or without cause.

ARTICLE V Conflicts of Interest

Section 1. General Policy. It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of

interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

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

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

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

(d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or a business entity in which the officer, employee, or his or her relative owns a significant financial interest or by which such officer, employee, or relative is employed, except where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of the Corporation.

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

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

ARTICLE VI Indemnification

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

Section 2. Definitions.

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

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

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

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

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

Section 4. Relationship to Other Rights. The right of indemnification provided in this Article VI shall be in addition to any rights to which any person may otherwise be entitled.

Section 5. Extent of Indemnification. Irrespective of the provisions of this Article VI, the Board of Directors may, at any time and from time to time, approve indemnification of directors, officers, employees, agents, or other persons to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law, whether on account of past or future transactions.

Section 6. Advancement of Expenses. Expenses incurred with respect to any claim, action, suit, or proceeding may be advanced by the Corporation (*by action of the Board of Directors, whether or not a disinterested quorum exists*) prior to the final disposition thereof

upon receipt of an undertaking by or on behalf of the recipient to repay such amount unless he or she is entitled to indemnification.

Section 7. Purchase of Insurance. The Board of Directors is authorized and empowered to purchase insurance covering the Corporation's liabilities and obligations under this Article VI and insurance protecting the Corporation's directors, officers, employees, agents, or other persons. The Board of Directors shall obtain the insurance requirements as mandated and in accordance with authorizer of Charter.

ARTICLE VII
Contracts, Checks, Loans, Deposits and Gifts

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

Section 2. Checks. All checks, drafts, or other orders for payment of money by the Corporation shall be signed by such person or persons as the Board of Directors may from time to time designate by resolution. Such designation may be general or confined to specific instances.

Section 3. Loans. Unless authorized by the Board of Directors, no loan shall be made by or contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances.

Section 4. Deposits. All funds of the Corporation shall be deposited to its credit in such bank, banks, or depositories as the Board of Directors may designate. Such designation may be general or confined to specific instances.

Section 5. Gifts. The Board of Directors may accept on behalf of the Corporation any gift, grant, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine.

ARTICLE VIII
Amendments

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

Article X
Miscellaneous

Section 10.1 Other Staff and Programs. The Board of Directors or any officer or committee with Board-delegated authority may design, establish and carry out various programs consistent with the Corporation's charitable and educational purposes.

Toward those ends, and to the extent the Corporation's officers and regular staff employees are insufficient in number, skill, or experience, the Board of Directors may authorize the Corporation to contract with third parties, as either employees or independent contractors, to help carry out the Corporation's programs.

Article XII

Amendments to By-Laws

Section 11.1. Amendments. These By-Laws may be amended by the affirmative vote of a majority of all of the members of the Board of Directors, provided that the text of the proposed amendments has been sent to all Directors with the notice of the meeting at least ten (10) days in advance of such meeting. Additional By-Laws not inconsistent with any of the foregoing By-Laws (*as amended*) may be enacted from time to time by resolution approved by a majority of the Board of Directors, as permitted by Indiana law.

Section 11.2 Amendments. All voting board members are required to be present when voting. A vote cannot be emailed, faxed, or phoned.

Dr. Darlene Henderson

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

Carol King

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

***Attachment 5:
Statement of Assurances***

INDIANA CHARTER SCHOOL BOARD: CHARTER SCHOOL APPLICANT
Statement of Assurances

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

- 1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
- 2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
- 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the Indiana Charter School Board (ICSB) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
- 4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act of 1975*, Title VI of the *Civil Rights Act of 1964*, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act of 1973*, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
- 5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
- 6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
- 7. Recipients will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.
- 8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.
- 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.
- 10. Recipients will indemnify and hold harmless the ICSB, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

<input checked="" type="checkbox"/> 11. Recipients understand that the ICSB may revoke the charter if the ICSB deems that the recipient is not fulfilling the academic goals and/or fiscal management responsibilities outlined in the charter.	
Signature from Authorized Representative of the Charter School Applicant	
I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.	
<u>PRINT NAME & TITLE</u> Dr. Darlene Henderson, President/CEO	<u>DATE</u> April. 3, 2012
<u>SIGN NAME</u> 	

Attachment 6: Board Member Information

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Heritage Institute of Arts & Technology
2. Your full name: *Birika 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 Healthier Youth organization - to help children select healthier 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

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.

B Henderson

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.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Heritage Institute of Arts and Technology
2. Your full name:
Dr. Darlene 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
Acquaintances + 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

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.

A. 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.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview, and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Heritage Institute of Arts and Technology
2. Your full name: Dr. Jill 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 experience 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

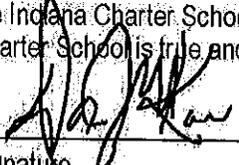
7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I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

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)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

Heritage Institute of Arts and Technology (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 time frame. 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 employment, 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

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



Date

3/27/2012

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
2. Your full name: *Delores G Lampley*
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes
Note! I know them only as Board Members, NO personal relationships.
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

Certification

I, Delores G Lampley, 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.

Delores G Lampley
Signature

04/04/2012
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

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.

Dameon 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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The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

Heritage Institute of Arts and Technology

2. Your full name:

Maurice John Prestod, 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

more 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

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


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 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

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)

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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/we do not know any such trustees. Yes *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.*

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 *As a CPA I have clients who are employed by schools. Family members are teachers in Ohio.*

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

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 *HIAF* 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.

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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 Zobel 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

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)

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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 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

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

Certification

I, _____, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for _____ Charter School is true and correct in every respect.

Gloria R. Tuohy
Signature

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.

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

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

I, Rebecca L. Nyath, **Certification** 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

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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:
Course Scope and Sequence

SAMPLE ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE

http://assets.pearsonschool.com/asset_mgr/current/201140/RS_OV_Brochure.pdf

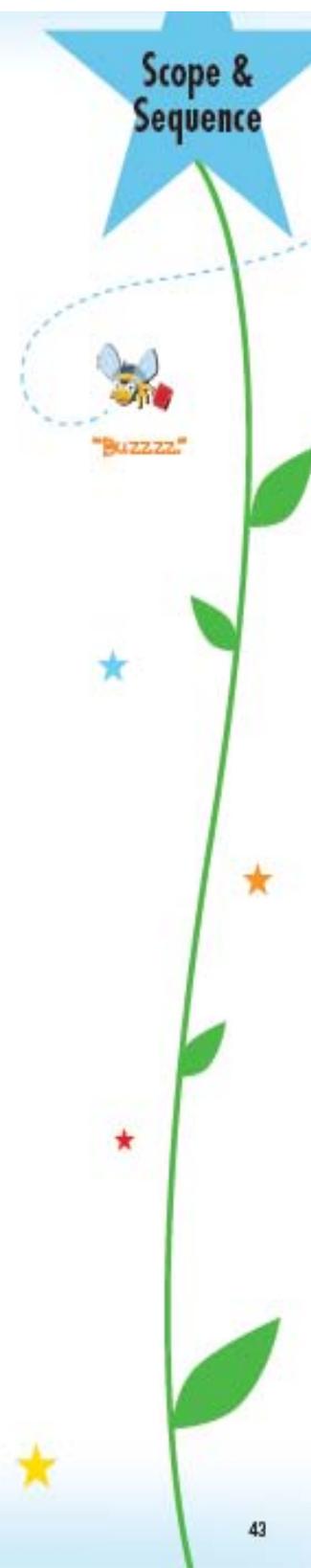
Vocabulary and Concept Development <i>continued</i>	Pre-K	K	1	2	3	4	5	6
Homographs and homophones				•	•T	•T	•T	•T
Multiple-meaning words			•	•T	•T	•T	•T	•T
Related words and derivations					•	•	•	•
Compound words			•	•	•	•	•	•
Figurative language and idioms			•	•	•	•	•	•
Descriptive words (location, size, color, shape, number, ideas, feelings)	•	•	•	•				
High-utility words (shapes, colors, question words, position/directional words, and so on)	•	•	•	•				
Time and order words	•	•	•	•	•	•	•	•
Word origins: etymologies/word histories; words from other languages, regions, or cultures						•	•	•
Adages and sayings							•	•
Analogies							•	•
Reading Comprehension	Pre-K	K	1	2	3	4	5	6
Comprehension Strategies								
Predict and set purpose to guide reading	•	•	•	•	•	•	•	•
Use background knowledge before, during and after reading	•	•	•	•	•	•	•	•
Monitor and clarify by using fix-up strategies to resolve difficulties in meaning; adjust reading rate, reread and read on, seek help from references sources and/or other people, skim and scan		•	•	•	•	•	•	•
Inferring		•	•	•	•	•	•	•
Questioning before during and after reading	•	•	•	•	•	•	•	•
Visualize—use mental imagery			•	•	•	•	•	•
Summarize text			•	•	•	•	•	•
Recall and retell stories	•	•	•	•	•	•	•	•
Important ideas (nonfiction) that provide clues to an author's meaning			•	•	•	•	•	•
Text structure (nonfiction—such as cause/effect, chronological, compare/contrast, description)	•		•	•	•	•	•	•
Story structure (fiction—such as plot, problem/solution)	•		•	•	•	•	•	•
Create and use graphic and semantic organizers, including outlines, notes, summaries			•	•	•	•	•	•
Use strategies flexibly and in combination			•	•	•	•	•	•
Comprehension Skills								
Author's purpose			•T	•T	•T	•T	•T	•T
Author's viewpoint/bias							•T	•T
Categorize and classify	•	•	•	•				
Cause and effect		•	•T	•T	•T	•T	•T	•T
Compare and contrast		•	•T	•T	•T	•T	•T	•T
Draw conclusions and make inferences		•	•T	•T	•T	•T	•T	•T
Facts and details		•	•T	•T	•	•	•	•T
Fact and opinion (statements of fact and opinion)			•T	•T	•T	•T	•T	•T
Follow directions/steps in a process	•	•	•	•	•	•	•	•
Generalize						•T	•T	•

• instructional opportunity T tested in standardized test format

Scope & Sequence

Reading Comprehension <i>continued</i>	Pre-K	K	1	2	3	4	5	6
Graphic sources (illustrations, photos, maps, charts, graphs, font styles, etc.)		•	•	•	•	•T	•T	•T
Main idea and supporting details		•T						
Paraphrase				•	•	•	•	•
Persuasive devices and propaganda					•	•	•	•
Realism/fantasy	•	•T	•T					
Sequence of events	•	•T						
Higher Order Thinking Skills								
Analyze				•	•	•	•	•
Analyze text with various organizational patterns					•	•	•	•
Describe and connect the essential ideas, arguments, and perspectives of a text			•	•	•	•	•	•
Evaluate and critique ideas and text			•	•	•	•	•	•
Draw inferences, conclusions, or generalizations; support them with textual evidence and prior knowledge		•	•T	•T	•T	•T	•T	•T
Make judgments about ideas and texts			•	•	•	•	•	•
Hypothesize					•	•	•	•
Make connections (text to self, text to text, text to world)	•	•	•	•	•	•	•	•
Organize and synthesize ideas and information			•	•	•	•	•	•T
Literary Response and Analysis	Pre-K	K	1	2	3	4	5	6
Genre and Its Characteristics								
Identify types of everyday print materials (storybooks, poems, newspapers, signs, labels)	•	•	•	•	•	•	•	•
Recognize characteristics of a variety of genre	•	•	•	•	•	•	•	•
Distinguish common forms of literature		•	•	•	•	•	•	•
Identify characteristics of literary texts, including drama, fantasy, traditional tales		•	•	•	•	•	•	•
Identify characteristics of nonfiction texts, including biography, interviews, newspaper articles		•	•	•	•	•	•	•
Identify characteristics of poetry and song, including nursery rhymes, limericks, blank verse	•	•	•	•	•	•	•	•
Literary Elements and Story Structure								
Character	•	•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						
Beginning, middle, end	•	•	•	•	•	•	•	•
Goal and outcome or problem and solution/resolution		•	•	•	•	•	•	•
Rising action, climax, and falling action/denouement; setbacks					•	•	•	•
Setting	•	•T						
Relate setting to problem/solution		•	•	•	•	•	•	•
Explain ways setting contributes to mood						•	•	•
Theme				•T	•T	•T	•T	•T

• instructional opportunity T tested in standardized test format



EVERYDAY MATHEMATICS

Scope & Sequence

The scope of the K-6 Everyday Mathematics curriculum includes the following mathematical strands:

- Algebra and Uses of Variables
- Data and Chance
- Geometry and Spatial Sense
- Measures and Measurement
- Numeration and Order
- Patterns, Functions, and Sequences
- Operations
- Reference Frames

Curriculum Features

The curriculum is structured to provide multiple exposures to topics and frequent opportunities to review and practice skills. A concept or skill that is informally introduced in kindergarten, for example, will be revisited, developed and extended numerous times, and in a variety of contexts, throughout the year and into later grades.

- **Real-life Problem Solving:** An emphasis is placed on the application of mathematics to real world situations. Numbers, skills and mathematical concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday lives.
- **Balanced Instruction:** Each lesson includes time for whole-group instruction as well as small group, partner, or individual activities. These activities balance teacher-directed instruction with opportunities for open-ended, hands-on explorations, long-term projects and on-going practice.
- **Multiple Methods for Basic Skills Practice:** The program provides numerous methods for basic skills practice and review. These include written and choral fact drills, Mental Math, routines, practice with fact triangles (flash cards of fact families), daily sets of review problems called Math Boxes, homework, timed tests and a variety of math games.
- **Emphasis on Communication:** Students are encouraged to explain and discuss their mathematical thinking, in their own words.
- **Enhanced Home/School Partnerships:** For grades 1-3, daily Home Links provide opportunities for family members to participate in the students' mathematical learning. Study Links are provided for most lessons in grades 4-6, and all grades include periodic letters to help keep parents informed.

SAMPLE SCIENCE SCOPE AND SEQUENCE

http://lhsfoss.org/scope/folio/pdfs/K-8_Scope_2009.pdf

GRADE LEVEL	FOSS K–8 Program				
Grades 6 – 8	Life Science	Physical Science and Technology	Earth and Space Science	Alternative Modules	
	Human Brain and Senses	Electronics	Planetary Science		
	Populations and Ecosystems	Chemical Interactions	Earth History		
	Diversity of Life	Force and Motion	Weather and Water		
Grades 5 – 6	Life Science	Physical Science	Earth Science	Scientific Reasoning and Technology	Living Systems
	Food and Nutrition	Levers and Pulleys	Solar Energy	Models and Designs	
	Environments	Mixtures and Solutions	Landforms	Variables	Water Planet
	Human Body	Magnetism and Electricity	Water	Ideas and Inventions	
Grades 3 – 4	Structures of Life	Physics of Sound	Earth Materials	Measurement	Matter and Energy
					Sun, Moon, and Stars
Grades 1 – 2	Life Science	Physical Science	Earth Science		Plants and Animals
	New Plants	Solids and Liquids	Air and Weather		
	Insects	Balance and Motion	Pebbles, Sand, and Silt		
Kindergarten	Trees	Wood and Paper	Trees		
	Animals Two by Two	Fabric			



Developed with
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Winter 2009



SAMPLE SOCIAL STUDIES SCOPE AND SEQUENCE

http://assets.pearsonschool.com/asset_mgr/legacy/200941/scope%20and%20sequence%20elementary_27321_1.pdf

Scope and Sequence

ESSENTIAL KNOWLEDGE	K	1	2	3	4	5	6
HISTORY							
Understand human influence in 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							
Understand concept of location	★	★	★	★	★	★	★
Relative and exact	★	★	★	★	★	★	★
Factors influencing location		★	★	★	★	★	★
Understand concept of place	★	★	★	★	★	★	★
Landforms, bodies of water, vegetation, 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			★	★	★	★	★

Attachment 9:
Academic and Exit Standards

Primary Division Learning Outcomes **Grades K-2**

- ❖ Be proficient in all Grade 2 Indiana Core Standards for English Language Arts and Mathematics
- ❖ 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 (phonological awareness, phonics, vocabulary, fluency, and comprehension) as confirmed through DIBELS assessments,
- Demonstrate proficient automaticity with basic mathematical numeracy and computation,
- Write age-appropriate fiction and nonfiction stories,
- Choose, plan, and present an age-appropriate science experiment that demonstrates familiarity with basic scientific methods,
- Deliver an effective classroom speech about him or herself,
- Fully participate in the fine arts curriculum demonstrating basic understanding of the visual arts, elementary music and simple drama,
- Able to age appropriately use the internet,
- Maintains 90% or higher attendance,
- Follows classroom and school rules appropriately,
- Makes age appropriate decisions,
- Forms 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:

- Have a oral reading fluency rate of 124 words per minute as documented by DIBELS
- Write well-developed fictional stories and nonfiction pieces,
- Choose, plan, and present an science experiment that demonstrates knowledge of the scientific methods,
- Effectively deliver speeches and presentations
- Able to work in groups sharing mutual learning outcomes, goals, and presentations,
- Fully participate in the fine arts curriculum developing and demonstrating an understanding of the visual arts, elementary music and simple drama,
- Ability to articulate and identify their arts interests that may require more significant investment of effort and focus.
- Technological proficient in internet research, keyboarding, developing simple power point presentations and desktop publishing of brochures.
- Maintains 90% or higher attendance,
- Follow classroom procedures and school rules appropriately,

Upper Division Learning Outcomes Grades 6 - 8

- ❖ Be proficient in all Grade 8 Indiana Core Standards for English Language Arts and Mathematics
- ❖ Passes the 8th 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:

- Fully participate in the fine arts curriculum having fundamental knowledge of visual arts, music and drama,
- Ability to articulate and identify their arts interests that may require more significant investment of effort and focus.
- Creates an original culminating “*graduation project*” in visual arts, music or drama.
- Technological proficient in research, keyboarding, developing s power point presentations, desktop publishing, spreadsheets and their applications and publishing elementary web pages
- Have a written career path designed including identification of three colleges that would support the student’s career interests
- Maintains 90% or higher attendance,

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
Communicated through speaking and making publications.

***Attachment 10:
School Calendar and Schedule***

2012-13 HIAT School Calendar and Class Schedule

Total instructional days:
187

JULY 2012						
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				

JANUARY 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		

7 Return to school
18 No school/Prof.
Dev. for teachers
21 MLK Day
25 Parent/teacher
Conference. No
school for
students

13 First day of school

AUGUST 2012						
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 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		

1 ½ day (Prof. Dev.)
15- 18 No school

3 Labor Day/No
school

7 ½ day (Prof. Dev for
Teachers)

SEPTEMBER 2012						
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						

MARCH 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						

1 ½ day (Prof. Dev.)
29-April 5 Spring
Break/No school

5 ½ day (Prof. Dev.)
24 Report card issued
25-29 No school (Fall
break)

OCTOBER 2012						
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 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				

8 Return to school
11 Report card issued
11 1/2 day (Prof. Dev)
12 No school (Prof.
Dev.)

22-23 Thanksgiving break/
No school

NOVEMBER 2012						
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	

MAY 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	

27 Memorial Day/No School

7 ½ day (Prof. Dev.)
24- January 6 Winter Break/No school

DECEMBER 2012						
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 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						

13 Last day of school

Class Schedule

In order to accommodate arrival/dismissal times, the K-3 will arrive at 7:40 AM with school to begin at 7:45 AM and dismiss at 3:15 PM. Grades 4 -6 will arrive at 7:55 AM with school to begin at 8 and dismiss at 3:30 PM. Total minutes for the school day for any given grade level is 435 minutes.

Grades Kindergarten through the 6th grade will have core classes to follow the following time allotments for core subjects, Encore classes (Art, Music, Dance, etc.) lunch and recess.

Reading/Language Arts : 150 minutes

Math: 60 minutes

Social Studies or Science: 50 minutes

Character Education: 30 minutes

Encore classes : 45 minutes

Minutes that cover lunch, recess, bathroom, opening and closing times total the school day to 435 minutes.

Fine arts enrichment programs will be after school.

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Attachment 11 - Enrollment Policy

a. Admission requirements

- There will be an Informational Meeting for parents/guardian, or there will be a meeting with a representative of the school to learn about the school's philosophy, curriculum, and parental expectations.
- A completed and signed application is required.
- I.C.20-33-2-7 establishes a statewide entrance eligibility date for public school kindergarten; a student residing in Indiana enrolling in kindergarten must be five years of age on or before August 1 proceeding 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 principal will make the final decision on these matters, recommending early entrance or a denial for an early entrance.
- Upon acceptance to **HIAT**, parents/guardian(s) will be required to provide more detailed information about applicant by completing an Admissions Packet including (procedural form(s), emergency information card, immunization records, other documents if applicable (e.g. IEPs), and authorization for the school to request student records from the student's previous school.

b. & c. Tentative dates for the application period... /Tentative lottery dates and procedures

Enrollment decisions shall not be made until the advertised application process has been open to the public for at least three (3) weeks. Should applications for enrollment exceed available school capacity, a lottery will be held in an advertised public meeting.

During the lottery, students are randomly selected to fill the seats available in each grade. Admission priority will be given to siblings of current **HIAT** students. Students who are not selected through the lottery will be placed on a waiting list created at this public meeting. Applications received after the lottery shall be added to the end of the waiting list in the order received. If seats become available during the enrollment period, students will be admitted from the waiting list to fill the available vacancies.

HIAT 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.

- 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.

- 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.

- 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.

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Attachment 12 – 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.

CATEGORY I - These acts of misconduct include, but are not limited to the following:

- Running and/or making excessive noise in the hall or school building or premises
- Violating the dress code
- Persistent tardiness to school or class

Students who commit any of these acts are subject to teacher-student conferences as the result of a first offense and may, as a result of repeated violations and depending on the circumstances, be subject to the maximum penalty of a one-day, 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 the school:

- Excessive truancy (Absence without just cause)
- Use of profane, vulgar or obscene words or other actions which disrupt the school environment
- 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
- Acts that obstruct or interrupt the instructional process in the classroom
- Repeated refusal to participate in classroom activities or complete academic assignments
- Fighting or threatening any student or staff member
- Carrying of cell phones, pagers or other electronic devices
- Leaving the classroom without permission

Students who commit any of these acts are subject to one after school or Saturday detention and teacher-student conference as a result of a first offense and may, as a result of repeated violations and depending on the circumstances, be subject to the maximum penalty of a five 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 the school's staff and/or Board. 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).

CATEGORY III - These acts of misconduct include those student behaviors that very seriously disrupt the orderly educational process in the classroom, in the school, and/or on the school grounds. These acts of misconduct include, but are not limited to the following:

- 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
- Destruction of property
- Creating a false fire alarm
- Repeated Category I and Category II offenses
- Possession of weapons
- Any act that endangers the safety of other students, teachers or any school person
- Theft
- Trespassing
- Involvement in gang activity
- Sexual harassment or assault on others
- 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 ten-day, out-of-school suspension and parent-teacher 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).

C. The school principal may suspend students with disabilities and cease educational services for up to ten consecutive or ten cumulative school days in one 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 ten cumulative school days, the following policies apply:

- a. School 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 ten days of the date of this misconduct.
- b. The IEP team must:
 1. 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 the student's disability if: the student was given appropriate special education supplementary aides and intervention strategies; and the disability does not impair the ability to control behavior.
 2. Review and revise, if necessary, the behavior intervention plan or, as necessary, develop a functional behavior assessment and intervention plan to address the misconduct.
 3. 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.
 4. Determine the appropriateness of an interim alternative educational setting.

If the student's behavior is not a manifestation of the disability, school staff may apply the School 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 a school function, knowingly possessed or used illegal drugs, sold or solicited the sale of a controlled substance while at school or a school function, or is substantially likely to cause injury to himself/herself or others.

D. Suspension Not Exceeding Ten School Days: Students suspended for ten school 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.

Suspension In Excess of Ten Days and Expulsion: Students suspended for more than ten school days and/or expelled as a result of gross disobedience or misconduct shall be afforded due process as required by state and federal law. □

Suspension In Excess of Ten Days and Expulsion: Students suspended for more than 10 school days and/or expelled as shall be afforded due process as required by state law and in the following manner: The School will request that the student's parents or guardian appear before the school's board of directors or 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.. The expulsion hearing will not take the form of a judicial or quasi-judicial hearing. In no event shall a hearing be considered public. Witnesses shall be admitted to a closed hearing to the extent necessary to testify.

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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.

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 "Laurel Academy" as an afterschool program. The program consist of an after school program for grades K-6 with parent education, family celebrations, and summer programs. 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.

Lastly, HIAT has spoken with the pastor of “The Love Church “of Merrillville, IN. “Chosen Empowered Overcomers” C.E.O. Institute, an organization of “The Love Church” designed to administer leadership skills to youth through holistic programs and training targeted for young boys and young men is considering partnering with HIAT through outreach.

LETTERS OF SUPPORT ARE AS FOLLOWS:

C & D Decisions

decisions50@yahoo.com

219-789-3058

March 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



March 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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Florine Weston

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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

Pastor

Sharla Sings Ministries

Indiana Charter School Board
Indianapolis, Indiana

April 3, 2012

Dear Sirs,

My name is Sharla C. Williams and I am the parent of a 16 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.

JOANN M. PRICE

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

April 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.

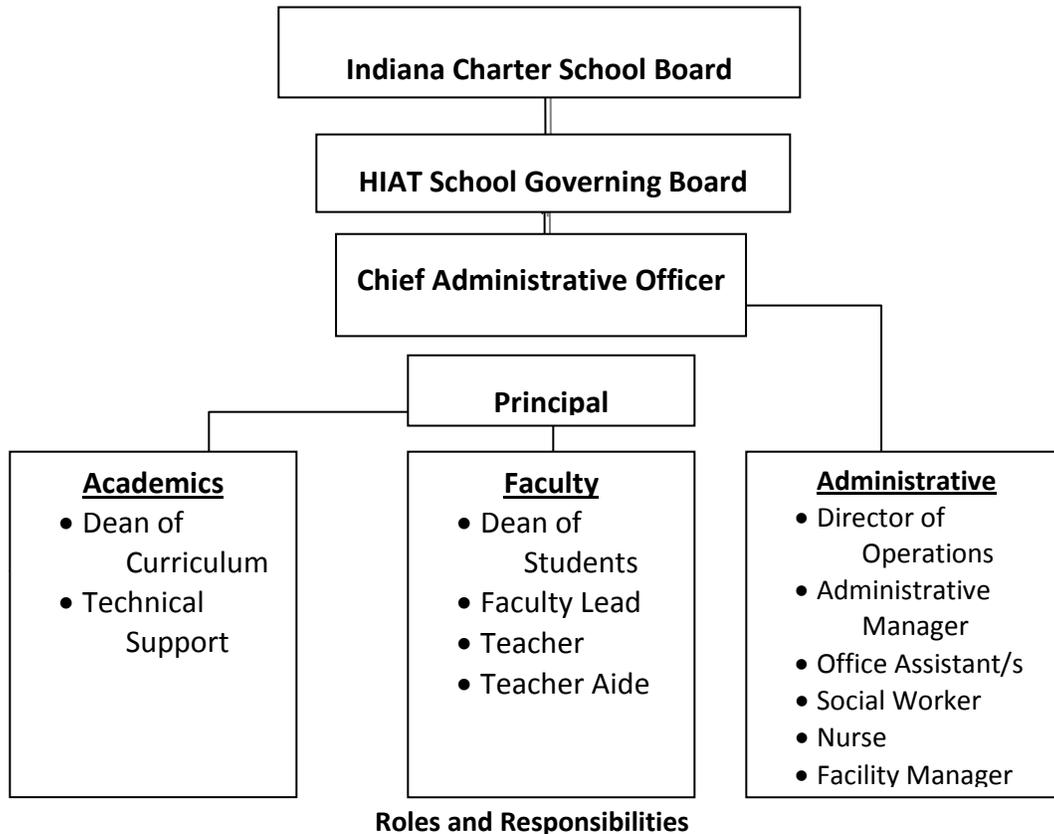
Sincerely,

Joann M. Price

Joann M. Price
Attorney at Law

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SCHOOL STAFFING STRUCTURE - Attachment 14



• **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.

• **Chief Administrative Officer (CAO)**

The Chief Administrative Officer 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 CAO is responsible of the development and execution of the overall school's initiatives. She/he 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 CAO. She/he will serve as the school's leadership figure and supports, encourages, and implements the mission. The Principal defines and communicates the mission of the school, oversees curriculum and instruction, supervises and delegates personnel, monitors student progress, professional development of personnel, and creates a climate in which learning is valued. 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. This includes meeting Indiana State Standards, the teaching of Core Knowledge Sequence, and the implementation of the Socratic Method.

- **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).

- **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 CAO, 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. He/she will ensure that students demonstrate achievement gains and students adjust to and thrive within the educational environment that is rooted in expectations for academic achievement and behavior. The Dean is responsible for creating and maintaining a strong, positive, structured, consistent, caring, and disciplined school culture that holds all students accountable for meeting our high behavior expectations. 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 has leadership responsibility of effective communication of expectations, processes, policies, interventions, behavioral consequences, families, promoting student conduct expectations, implementing behavior management practices, and rewards to students.

- **Administrative Manager (AM)**

The Administrative Manager reports to the Director of Operations 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.

- **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.

- **Teachers**

Teachers will report to the principal. Teachers will be responsible for the educational integrity, high standard instructional delivery, and best teaching practices to increase student achievement. Teachers are responsible for developing rigorous lesson plans, ensuring student mastery of standards, analyzing student assessment data and utilize, implementing curriculum, professional development in the spirit of continuous improvement, maintaining solid relationships with students and families, and upholding the commitment for high standards and high expectations for all students.

- **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. They must attend necessary meetings and support school policy.

- **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.

- **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.

- **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 and 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.

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ATTACHMENT 15
Start-Up & Operations
Start-Up Monthly Plan

Key Milestones:

- First Day of School Operations: June 4, 2012
- School's First Day of Student Attendance: August 13, 2012

MONTH	KEY STEP	TASKS	TIMELINE	RESPONSIBLE
MAY 2012	Secure Site	<ul style="list-style-type: none"> • Negotiate and sign lease/contract 	1 WEEK	Governing Board
MAY 2012	Family and Student Interest	<ul style="list-style-type: none"> • Access current interest families & communicate opening • Market surrounding areas of opening of HAIT and offerings. Marketing involving all forms of media • Publicize upcoming opening of school 	3 months	Governing Board
MAY 2012	Funding & Grants	<ul style="list-style-type: none"> • Enter /apply for prepared grant applications for school • Start prepared fundraising for opening of school • Contact list of interested potential donors. 	3 months	Governing Board
MAY 2012	Secure Financing	<ul style="list-style-type: none"> • Secure financing 	2-3 weeks	Governing Board
MAY 2012	Build or Renovate Facility (if needed)	<ul style="list-style-type: none"> • Sign contractors • Develop construction documents • Attain building permits • Ensure key construction milestones are met • Negotiate/coordinate daily operations with landlord 	3 weeks	Governing Board & CAO

MONTH	KEY STEP	TASKS	TIMELINE	RESPONSIBLE
JUNE 1, 2012	Lease Term Begins, Occupy Facility	<ul style="list-style-type: none"> • Insure all areas are safely and properly arranged • Inspections conducted. 	1-3 weeks	CAO, Principal and Staff
June 4, 2012	Operations	<ul style="list-style-type: none"> • First Day of Operations for CAO, Principal, Director of Operations 		
JUNE 2012	Governance and Operations Procurement	<ul style="list-style-type: none"> • Secure furniture, fixtures and Equipment. • Order curriculum materials • Establish contracts with vendors 	2-3 weeks	CAO, Dir. Op and Principal
July 2012	Teacher, Family & Student Orientation	<ul style="list-style-type: none"> • Plan 	2 weeks	CAO, Dir. Op and Principal
August 1, 2012	Lottery	If enrollment beyond capacity, lottery to be held	1 day	Governing Board Representative(s) CAO & Principal
AUGUST 2012	Community Awareness	<ul style="list-style-type: none"> • Community meetings and advertisements 	2 weeks	Governing Board, CAO, Principal and Operations Staff
AUGUST 6, 2012	Teacher Orientation	<ul style="list-style-type: none"> • Implement 	5 days	CAO, Dir. Op and Principal
AUGUST 12, 2012	Students and Parent Orientation	<ul style="list-style-type: none"> • <i>"Back to school night"</i> 	1 evening	Governing Board Representative(s) & All Employees
August 13, 2012	School Starts	<ul style="list-style-type: none"> • First Day of School 	1 day	All Employees

Attachment 16: Insurance Coverage



OGREN INSURANCE
Jack Ogren & Co., Inc.

6929 Hohman Avenue • Hammond, IN 46324-1496
Phone: 219-933-0076
Fax: 219-933-0080
E-mail: tjo@insurer.com
www.ogreninsurance.com

April 5, 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:
Budget and Staffing Workbook***

School Name: Heritage Institute of Arts and Technology
(HIAT)_

SCHOOL ENROLLMENT PROJECTIONS

Planned Number of Students																	
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	% ELL	% SPED	% FRL
Year 1: 2012-2013	40	40	40	40	40	40	40							280	100%	10%	
Year 2: 2013-2014	40	40	40	40	40	40	40	40						320	100%	10%	
Year 3: 2014-2015	40	40	40	40	40	40	40	40	40					360	100%	10%	
Year 4: 2015-2016	45	45	45	45	45	45	45	45	45					405	100%	10%	
Year 5: 2016-2017	50	50	50	50	50	50	50	50	50					450	100%	10%	

Planned Number of Classes														
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Year 1: 2012-2013	2	2	2	2	2	2	2							14
Year 2: 2013-2014	2	2	2	2	2	2	2	2						16
Year 3: 2014-2015	2	2	2	2	2	2	2	2	2					18
Year 4: 2015-2016	2	2	2	2	2	2	2	2	2					18
Year 5: 2016-2017	2	2	2	2	2	2	2	2	2					18

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		\$ 1,540,000	\$ 1,812,800	\$ 2,100,600	\$ 2,434,050	\$ 2,785,500
Common School Loan		\$ 1,000,000	\$ -	\$ -	\$ -	\$ -
Charter School Start-Up Grant		\$ 150,000				
State Matching Funds for School Lunch Program		\$ 81,820	\$ 92,571	\$ 104,143	\$ 117,161	\$ 128,877
Professional Development		\$ -	\$ -	\$ -	\$ -	\$ -
Remediation Program		\$ -	\$ -	\$ -	\$ -	\$ -
Full-Day Kindergarten and Textbook Reimbursement		\$ 40,000	\$ 40,400	\$ 40,804	\$ 46,000	\$ 51,000
Gifted and Talented Program		\$ -	\$ -	\$ -	\$ -	\$ -
Textbook Reimbursement		\$ 58,800	\$ 23,100	\$ 25,200	\$ 27,300	\$ 29,400
Summer School		\$ -	\$ -	\$ -	\$ -	\$ -
Donations and Gifts		\$ 10,250	\$ 11,200	\$ 27,000	\$ 30,375	\$ 33,750
Other State Revenue (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue						
Public Charter School Program (PCSP) Grant	\$ -	\$ -	\$ 150,000			

Facilities Assistance Program Grant		\$ -	\$ -			
Title I - IV		\$ 100,000	\$ 91,427	\$ 108,000	\$ 121,500	\$ 135,000
Student Fees at \$75		\$ 21,000	\$ 24,000	\$ 27,000	\$ 30,375	\$ 33,750
Federal Lunch Program		\$ -	\$ -	\$ -	\$ -	\$ -
Federal Breakfast Reimbursement		\$ -	\$ -	\$ -	\$ -	\$ -
Special Education Funding	\$ 150,000	\$ 16,788	\$ 23,024	\$ 25,902	\$ 30,375	\$ 33,750
Other Revenue Federal sources (please describe)	\$ -	\$ 300,000	\$ 6,831	\$ 7,173	\$ -	\$ -
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	\$ 150,000	\$ 3,318,658	\$ 2,275,354	\$ 2,465,821	\$ 2,837,136	\$ 3,231,027
EXPENDITURES						
Personnel Expenses						
Wages, Benefits and Payroll Taxes	\$ 68,911	\$ 1,640,600	\$ 1,798,056	\$ 1,961,154	\$ 2,121,779	\$ 2,164,215
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	\$ 68,911	\$ 1,660,600	\$ 1,824,056	\$ 2,000,154	\$ 2,167,779	\$ 2,215,215
Instructional Supplies and Resources						
Textbooks	\$ 7,500	\$ 84,000	\$ 33,000	\$ 36,000	\$ 39,000	\$ 42,000
Library, periodicals, etc	\$ -	\$ 5,000	\$ 5,000	\$ 5,100	\$ 7,100	\$ 7,100
Technology	\$ -	\$ 6,500	\$ 5,000	\$ 5,100	\$ 7,100	\$ 7,100
Assessment materials	\$ -	\$ 8,000	\$ 9,000	\$ 9,000	\$ 11,000	\$ 11,000
Computers	\$ -	\$ 35,000	\$ 35,000	\$ 35,000	\$ 37,000	\$ 37,000
Software	\$ -	\$ 7,000	\$ 7,000	\$ 9,000	\$ 11,000	\$ 11,000
Other classroom supplies	\$ -	\$ 2,200	\$ 2,400	\$ 2,500	\$ 4,500	\$ 4,500
Field trips, other unclassified items	\$ -	\$ 5,000	\$ 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	\$ 7,500	\$ 152,700	\$ 101,400	\$ 107,700	\$ 123,700	\$ 127,700
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	\$ -	\$ 1,000	\$ 2,000	\$ 1,100	\$ 3,100	\$ 3,100
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Support Supplies and Resources	\$ -	\$ 6,500	\$ 4,500	\$ 3,850	\$ 11,850	\$ 9,700
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	\$ 5,000	\$ 5,000	\$ 5,100	\$ 5,202	\$ 5,702	\$ 5,816
Audit Services	\$ -	\$ 6,500	\$ 6,630	\$ 6,763	\$ 7,763	\$ 7,918
Payroll Services	\$ -	\$ 60,000	\$ 61,200	\$ 62,424	\$ 64,424	\$ 65,712
Accounting Services	\$ 5,000	\$ 3,000	\$ 3,060	\$ 3,121	\$ 4,121	\$ 4,204
Printing/Newsletter/Annual Report Services	\$ 8,500	\$ 3,000	\$ 3,060	\$ 3,121	\$ 4,121	\$ 4,204
Consultants	\$ 20,000	\$ 10,000	\$ 10,200	\$ 10,404	\$ 12,404	\$ 12,652

Internet Services	\$ -	\$ 10,000	\$ 10,200	\$ 10,404	\$ 11,404	\$ 11,632
Telephone/Telecommunication Services	\$ 1,000	\$ 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	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Postage	\$ -	\$ 500	\$ 510	\$ 520	\$ 531	\$ 541
Special Education Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Student Information Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Food service	\$ -	\$ 81,820	\$ 92,571	\$ 104,143	\$ 117,161	\$ 128,877
Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ 7,500	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ 4,000	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Professional Purchased or Contracted Services	\$ 56,000	\$ 215,820	\$ 229,251	\$ 243,556	\$ 265,834	\$ 280,523
Facilities						
Rent, mortgage, or other facility cost	\$ -	\$ 199,200	\$ 203,184	\$ 207,248	\$ 211,393	\$ 215,620
Furniture	\$ -	\$ 57,000	\$ 28,000	\$ 20,000	\$ 10,000	\$ 10,200
Gas/electric	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Water/Sewer	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grounds Keeping	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Maintenance Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Custodial	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Waste disposal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

	4,000					
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Facilities	\$ 4,000	\$ 256,200	\$ 231,184	\$ 227,248	\$ 221,393	\$ 225,820
Other						
Contingency	\$ -	\$ 100,000	\$ 75,000	\$ 50,000	\$ 25,000	\$ 25,000
Indiana Charter School Board Administrative Fee	\$ -	\$ 30,800	\$ 36,256	\$ 42,012	\$ 48,681	\$ 55,710
CMO/EMO Fee	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ 147,120	\$ 147,120	\$ 147,120	\$ 147,120
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other	\$ -	\$ 130,800	\$ 258,376	\$ 239,132	\$ 220,801	\$ 227,830
Total Expenditures	\$ 136,411	\$ 2,422,620	\$ 2,648,767	\$ 2,821,640	\$ 3,011,357	\$ 3,086,789
Carryover/Deficit	\$ 13,589	\$ 896,038	\$ (373,414)	\$ (355,819)	\$ (174,221)	\$ 144,238
Cumulative Carryover/(Deficit)	\$ 13,589	\$ 909,627	\$ 536,214	\$ 180,395	\$ 6,174	\$ 150,412

Expected New School Annual Operating Budget and Cash Flow Projections -- YEAR 0 -- Pre-Opening Per

		Jun-12	Jul-12	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	TOTAL 2012		Jan-13	Feb-13
REVENUE												
Federal Revenue												
Public Charter School Program (PCSP) Grant (competitive)		-	-	-	-	-	-	-	-		-	-
Federal PCS Implementation Grant		150,000.00	-	-	-	-	-	-	150,000.00		-	-
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		150,000.00	-	-	-	-	-	-	150,000.00		-	-
EXPENDITURES												
Personnel Expenses												

Wages, Benefits and Payroll Taxes (TOTAL must match "Staffing Year 0")		24,781.70	44,128.82	-	-	-	-	-	68,910.52	-	-
Professional Development			-	-	-	-	-	-	-	-	-
Other (please describe)									-	-	-
Other (please describe)			-	-	-	-	-	-	-	-	-
Other (please describe)			-	-	-	-	-	-	-	-	-
Other (please describe)			-	-	-	-	-	-	-	-	-
Other (please describe)			-	-	-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-	-	-	-
Total Personnel Expenses		24,781.70	44,128.82	-	-	-	-	-	68,910.52	-	-
Instructional Supplies and Resources											
Textbooks		7,500.00	-	-	-	-	-	-	7,500.00	-	-
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		7,500.00	-	-	-	-	-	-	7,500.00	-	-
Support Supplies and Resources											
Administrative Computers		-	-	-	-	-	-	-	-	-	-
Administrative Software		-	-	-	-	-	-	-	-	-	-
Administration Dues, fees, misc expenses		-	-	-	-	-	-	-	-	-	-
Office supplies		-	-	-	-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-	-	-	-
Total Support											

Supplies and Resources		-	-	-	-	-	-	-	-	-	-
Board Expenses											
Charter Board Services, including Board Training, retreats		-	-	-	-	-	-	-	-	-	-
Charter Board Supplies & Equipment		-	-	-	-	-	-	-	-	-	-
Charter Board 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		5,000.00	-	-	-	-	-	-	5,000.00	-	-
Audit Services		-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-	-	-	-
Accounting Services		5,000.00	-	-	-	-	-	-	5,000.00	-	-
Printing/Newsletter											

/Annual Report Services		8,500.00	-	-	-	-	-	-	8,500.00	-	-
Consultants		20,000.00	-	-	-	-	-	-	20,000.00	-	-
Internet Services		-	-	-	-	-	-	-	-	-	-
Telephone/Telecommunication Services		-	1,000.00	-	-	-	-	-	1,000.00	-	-
Total Insurance Costs (per ICSB requirements detailed in charter school application)		-	-	-	-	-	-	-	-	-	-
Travel		-	-	-	-	-	-	-	-	-	-
Postage		-	-	-	-	-	-	-	-	-	-
Special Education Services		-	-	-	-	-	-	-	-	-	-
Student Information Services		-	-	-	-	-	-	-	-	-	-
Food service		-	-	-	-	-	-	-	-	-	-
Transportation		-	-	-	-	-	-	-	-	-	-
Supplies		5,000.00	-	-	-	-	-	-	5,000.00	-	-
Development of materials		7,500.00	-	-	-	-	-	-	7,500.00	-	-
Equipment		4,000.00	-	-	-	-	-	-	4,000.00	-	-
Other (please describe)		-	-	-	-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-	-	-	-
Total Professional Purchased or		55,000.00	1,000.00	-	-	-	-	-	56,000.00	-	-

Contracted Services												
Facilities												
Rent, mortgage, or other facility cost			-	-	-	-	-	-	-	-	-	-
Furniture		-	-	-	-	-	-	-	-	-	-	-
Gas/electric		-	-	-	-	-	-	-	-	-	-	-
Water/ Sewer		-	-	-	-	-	-	-	-	-	-	-
Grounds Keeping		-	-	-	-	-	-	-	-	-	-	-
Maintenance Services		-	-	-	-	-	-	-	-	-	-	-
Custodial		-	-	-	-	-	-	-	-	-	-	-
Waste disposal		-	-	-	-	-	-	-	-	-	-	-
Equipment		4,000.00	-	-	-	-	-	-	4,000.00	-	-	-
Other (please describe)		-	-	-	-	-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-	-	-	-	-
Total Facilities		4,000.00	-	-	-	-	-	-	4,000.00	-	-	-
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		\$ 91,282	\$ 45,129	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 136,411	\$ -	\$ -
Net Income (Pre-Cash Flow Adjustments)		\$ 58,718	\$ (45,129)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 13,589	\$ -	\$ -
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	\$ 58,718.30	#####	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 13,589.48	\$ -	\$ -
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	\$ 58,718.30	#####	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 13,589.48	\$ -	\$ -

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-12	Jul-12
			-		-		
Chief Administrative Officer 6/12	1	80,000	80,000	24,344	104,344	8,695	8,695
Administrative Manager 7/12	1	35,000	35,000	10,651	45,651		3,804
Office Assistant 7/12	1	25,000	25,000	7,608	32,608		2,717
Facility Manager 7/12	1	53,000	53,000	16,128	69,128		5,761
Principal 6/12	1	70,000	70,000	21,301	91,301	7,608	7,608
Dean of Curriculum 7/12	1	65,000	65,000	19,780	84,780		7,065
Director of Operations 6/12	1	78,000	78,000	23,735	101,735	8,478	8,478
			-		-		
			-		-		
			-		-		
			-		-		

			-		-		
			-		-		
			-		-		
			-		-		
			-		-		
			-		-		
			-		-		
			-		-		
			-		-		
TOTAL			406,000	123,546	529,546	24,782	44,129

Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,540,000	State Tuition Support

Common School Loan	\$ 1,000,000	Terms - 20 year @ 4%, repay begins Jan 2013
Charter School Start-Up Grant	\$ 150,000	PCSP Year 1 Implementation Grant
State Matching Funds for School Lunch Program	\$ 81,820	Est net revenue \$500 per month
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ 40,000	Estimated at \$1000 per K Student
Gifted and Talented Program		
Textbook Reimbursement	\$ 58,800	70% reimbursed
Summer School		
Donations and Gifts	\$ 10,250	School Fundraising
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant		Competitive grant for planning & implementation
Charter School Facilities Assistance Program Grant		See Year 0
Title I - IV	\$ 100,000	
Student Fees	\$ 21,000	\$75 per student
Federal Lunch Program		
Federal Breakfast Reimbursement		
Special Ed Funding	\$ 16,788	Basic Special Education Funding
Temporary Loans	\$ 300,000	IFF for FFE @ 5% for 5 yrs
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Total Revenue	\$ 3,318,658	
EXPENDITURES		
Personnel Expenses		

Wages, Benefits and Payroll Taxes	\$ 1,640,600	Use staffing workbook
Substitutes	\$ 5,000	
Professional Development	\$ 10,000	
Bonuses	\$ 5,000	
Other (please describe)		
Total Personnel Expenses	\$ 1,660,600	
Instructional Supplies and Resources		
Textbooks	\$ 84,000	\$300 per new student \$75 per existing student
Library, periodicals, etc	\$ 5,000	
Technology / Computer Software	\$ 6,500	
Assessment materials	\$ 8,000	
Computers	\$ 35,000	add 4 per classroom each year
Software	\$ 7,000	Licenses
Other classroom supplies	\$ 2,200	
Field trips, other unclassified items	\$ 5,000	
Co-curricular & Athletics		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 152,700	
Support Supplies and Resources		
Administrative Computers	\$ 4,000	
Administrative Software	\$ 1,000	
Administration Dues, fees, misc expenses	\$ 500	
Office supplies	\$ 1,000	
Other (please describe)		

Other (please describe)		
Total Support Supplies and Resources	\$ 6,500	
Board Expenses		
Charter Board Services, including Board Training, retreats		
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (please describe)		
Total Board Expenses	\$ -	
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	\$ 10,000	Initial guidance and admin support
Internet Services	\$ 10,000	Cloud server including basic software
Telephone/Telecommunication Services	\$ 6,000	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 30,000	
Travel		
Postage	\$ 500	
Special Education Services		
Student Information Services		
Food service	\$ 81,820	Assumed covered by funding level

Transportation		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 215,820	
Facilities		
Rent, mortgage, or other facility cost	\$ 199,200	Includes utilities
Furniture	\$ 57,000	Initial outlay
Gas/electric		Included in Rent
Water/ Sewer		Included in Rent
Grounds Keeping		Included in Rent
Maintenance Services		Included in Payroll
Custodial		Included in Payroll
Waste disposal		Included in Rent
Other (please describe)		
Total Facilities	\$ 256,200	
Other		
Contingency	\$ 100,000	Unexpected / unaccounted for or pay down debt
Indiana Charter School Board Administrative Fee	\$ 30,800	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee		Included in accounting fee above
Debt Service startign yr 2		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Other	\$ 130,800	

Total Expenditures	\$	2,422,620
Carryover/Deficit	\$	896,038

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
Chief Administrative Officer	1	80,000	80,000	24,000	104,000
Director of Operations	1	76,000	76,000	22,800	98,800
Principal	1	70,000	70,000	21,000	91,000
Dean of Curriculum / Teacher	1	62,000	62,000	18,600	80,600
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	1	40,000	40,000	12,000	52,000
Teachers K-6 and Spec Ed	12	36,000	432,000	129,600	561,600
Administrative Manager	1	35,000	35,000	10,500	45,500

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,812,800	3% Increase x number of stud
Common School Loan		
State Matching Funds for School Lunch Program	\$ 92,571	Est net revenue \$500 per mo
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ 40,400	Estimated at \$1000 per K Stu
Gifted and Talented Program		
Textbook Reimbursement	\$ 23,100	70% reimbursed
Summer School		
Donations and Gifts	\$ 11,200	Estimated at \$35 per student
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ 150,000	Year 2 Grant
Charter School Facilities Assistance Program Grant		
Title I - IV	\$ 91,427	
Student Fees @ \$75	\$ 24,000	
Federal Lunch Program		
Federal Breakfast Reimbursement		
Special Ed Funding	\$ 23,024	Basic Special Education Func
State Summer School Program	\$ 6,831	
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Total Revenue	\$ 2,275,354	

EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,798,056	Use staffing workbook
Substitutes	\$ 6,000	
Professional Development	\$ 10,000	
Bonuses	\$ 10,000	
Other (please describe)		
Total Personnel Expenses	\$ 1,824,056	
Instructional Supplies and Resources		
Textbooks	\$ 33,000	\$300 per new student \$75 per
Library, periodicals, etc	\$ 5,000	
Technology	\$ 5,000	
Assessment materials	\$ 9,000	
Computers	\$ 35,000	add 4 per classroom each year
Software	\$ 7,000	Licenses
Other classroom supplies	\$ 2,400	
Field trips, other unclassified items	\$ 5,000	
Co-curricular & Athletics		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 101,400	

Support Supplies and Resources		
Administrative Computers	\$ 1,000	
Administrative Software	\$ 500	
Administration Dues, fees, misc expenses	\$ 1,000	
Office supplies	\$ 2,000	
Other (please describe)		
Total Support Supplies and Resources	\$ 4,500	
Board Expenses		
Charter Board Services, including Board Training, retreats		
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (please describe)		
Total Board Expenses	\$ -	
Professional Purchased or Contracted Services		
Legal Services	\$ 5,100	
Audit Services	\$ 6,630	
Payroll Services & Accounting Services	\$ 61,200	

Advertising	\$ 3,060	
Printing/Newsletter/Annual Report Services	\$ 3,060	
Consultants	\$ 10,200	
Internet Services	\$ 10,200	
Telephone/Telecommunication Services	\$ 6,120	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 30,600	
Travel		
Postage	\$ 510	
Special Education Services		
Student Information Services		
Food service	\$ 92,571	Assumed covered by funding
Transportation		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 229,251	
Facilities		
Rent, mortgage, or other facility cost	\$ 203,184	
Furniture	\$ 28,000	
Gas/electric		Included in Rent
Water/ Sewer		Included in Rent
Grounds Keeping		Included in Rent
Maintenance Services		Included in Rent
Custodial		Included in Rent
Waste disposal		Included in Rent
Other (please describe)		
Other (please describe)		

Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	\$ 231,184	
Other		
Contingency	\$ 75,000	Unexpected / unaccounted for
Indiana Charter School Board Administrative Fee	\$ 36,256	Assume 2% of Basic Grant (F
CMO/EMO Fee		
Debt Service (IFF and common school loan)	\$ 147,120	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Other	\$ 258,376	
Total Expenditures	\$ 2,648,767	
Carryover/Deficit	\$ (373,414)	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 2

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed.

Positions from Organization chart with 2% 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

Chief Administrative Officer	1	81,600	81,600	24,480	106,080
Director of Operations	1	77,520	77,520	23,256	100,776
Principal	1	71,400	71,400	21,420	92,820
Dean of Curriculum / Teacher	1	63,240	63,240	18,972	82,212
Facility Manager	1	45,900	45,900	13,770	59,670
Social Worker	1	42,840	42,840	12,852	55,692
Faculty Lead / Teacher	1	40,800	40,800	12,240	53,040
Dean of Students	1	40,800	40,800	12,240	53,040
Teachers K-6 and Spec Ed	14	36,720	514,080	154,224	668,304
Administrative Manager	1	35,700	35,700	10,710	46,410
Nurse	0.5	55,080	27,540	8,262	35,802
Office Assistant	1	25,500	25,500	7,650	33,150
Teachers Aide	5	22,440	112,200	33,660	145,860
Art Teacher	1	36,720	36,720	11,016	47,736
Music Teacher	1	36,720	36,720	11,016	47,736
PE Teacher	1	36,720	36,720	11,016	47,736
Computer Teacher	1	36,720	36,720	11,016	47,736
Sped Teacher	1	36,720	36,720	11,016	47,736
Librarian	1				

			-		-
			-		-
TOTAL			1,383,120	414,936	1,798,056

3 new positions +
2% increase
%
Increase Increase
157,456 9.60%

Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 2,100,600	3% Increase x number of studen
Common School Loan		
State Matching Funds for School Lunch Program	\$ 104,143	
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ 40,804	Estimated at \$1000 per K Stud
Gifted and Talented Program		
Textbook Reimbursement	\$ 25,200	70% reimbursed

Summer School		
Donations and gifts	\$ 27,000	
Other State Revenue (please describe)		
Federal Revenue		
Title I - IV	\$ 108,000	
Student Fees	\$ 27,000	
Federal Lunch Program		
Federal Breakfast Reimbursement		
Special Ed Funding	\$ 25,902	
State Summer School Program	\$ 7,173	
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Total Revenue	\$ 2,465,821	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,961,154	Use staffing workbook
Substitutes	\$ 7,000	
Professional Development	\$ 12,000	
Bonuses	\$ 20,000	

Other (please describe)		
	Total Personnel Expenses	\$ 2,000,154
Instructional Supplies and Resources		
Textbooks		\$ 36,000
Library, periodicals, etc		\$ 5,100
Technology		\$ 5,100
Assessment materials		\$ 9,000
Computers		\$ 35,000
Software		\$ 9,000
Other classroom supplies		\$ 2,500
Field trips, other unclassified items		\$ 6,000
Co-curricular & Athletics		
Other (please describe)		
	Total Instructional Supplies and Resources	\$ 107,700
Support Supplies and Resources		
Administrative Computers		\$ 1,100

Administrative Software	\$	550
Administration Dues, fees, misc expenses	\$	1,100
Office supplies	\$	1,100
Other (please describe)		
Total Support Supplies and Resources	\$	3,850
Board Expenses		
Charter Board Services, including Board Training, retreats		
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (please describe)		
Total Board Expenses	\$	-
Professional Purchased or Contracted Services		
Legal Services	\$	5,202
Audit Services	\$	6,763
Payroll Services & Accounting Services	\$	62,424
Advertising	\$	3,121
Printing/Newsletter/Annual Report Services	\$	

	3,121	
Consultants	\$ 10,404	
Internet Services	\$ 10,404	
Telephone/Telecommunication Services	\$ 6,242	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 31,212	
Travel		
Postage	\$ 520	
Special Education Services		
Student Information Services		
Food service	\$ 104,143	Assumed covered by funding le
Transportation		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 243,556	
Facilities		
Rent, mortgage, or other facility cost	\$ 207,248	2 % annual increase
Furniture	\$ 20,000	
Gas/electric		
Water/ Sewer		
Grounds Keeping		
Maintenance Services		
Custodial		
Waste disposal		

Other (please describe)		
	Total Facilities	\$ 227,248
Other		
Contingency	\$ 50,000	Unexpected / unaccounted for
Indiana Charter School Board Administrative Fee	\$ 42,012	Assume 2% of Basic Grant (R
CMO/EMO Fee		
Debt Service (IFF and common school loan)	\$ 147,120	
Other (please describe)		
Other (please describe)		
Other (please describe)		
	Total Other	\$ 239,132
	Total Expenditures	\$ 2,821,640
	Carryover/Deficit	\$ (355,819)

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 2% 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
Chief Administrative Officer	1	83,232	83,232	24,970	108,202
Director of Operations	1	79,070	79,070	23,721	102,792
Principal	1	72,828	72,828	21,848	94,676
Dean of Curriculum / Teacher	1	64,505	64,505	19,351	83,856
Facility Manager	1	46,818	46,818	14,045	60,863
Social Worker	1	43,697	43,697	13,109	56,806
Faculty Lead / Teacher	1	41,616	41,616	12,485	54,101
Dean of Students	1	41,616	41,616	12,485	54,101
Teachers K-6 and Spec Ed	16	37,454	599,270	179,781	779,052
Administrative Manager	1	36,414	36,414	10,924	47,338
Nurse	0.5	56,182	28,091	8,427	36,518
Office Assistant	1	26,010	26,010	7,803	33,813
Teachers Aide	6	22,889	137,333	41,200	178,533
Art Teacher	1	37,454	37,454	11,236	48,691
Music Teacher	1				

			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
TOTAL			1,508,580	452,574	1,961,154

3 new positions +
2% increase
%
Increase Increase
163,098 9.07%

Expected New School Annual Operating Budget -- YEAR 4 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 2,434,050	3% Increase x number of students
Common School Loan		
State Matching Funds for School Lunch Program	\$ 117,161	

Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ 46,000	Estimated at \$1000 per K Student (1% incr)
Gifted and Talented Program		
Textbook Reimbursement	\$ 27,300	70% reimbursed
Summer School		
Donations and Gifts	\$ 30,375	
Other State Revenue (please describe)		
Federal Revenue		
Title I	\$ 121,500	
Title II	\$ 30,375	
Federal Lunch Program		
Federal Breakfast Reimbursement		
Special Ed Funding	\$ 30,375	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Total Revenue	\$ 2,837,136	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$	Use staffing workbook

	2,121,779	
Substitutes	\$ 7,000	
Professional Development	\$ 14,000	
Bonuses	\$ 25,000	
Other (please describe)		
Total Personnel Expenses	\$ 2,167,779	
Instructional Supplies and Resources		
Textbooks	\$ 39,000	
Library, periodicals, etc	\$ 7,100	
Technology	\$ 7,100	
Assessment materials	\$ 11,000	
Computers	\$ 37,000	
Software	\$ 11,000	
Other classroom supplies	\$ 4,500	
Field trips, other unclassified items	\$ 7,000	
Co-curricular & Athletics		
Other (please describe)		

Other (please describe)		
Total Instructional Supplies and Resources	\$ 123,700	
Support Supplies and Resources		
Administrative Computers	\$ 3,100	
Administrative Software	\$ 2,550	
Administration Dues, fees, misc expenses	\$ 3,100	
Office supplies	\$ 3,100	
Other (please describe)		
Total Support Supplies and Resources	\$ 11,850	
Board Expenses		
Charter Board Services, including Board Training, retreats		
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (please describe)		
Total Board Expenses	\$ -	
Professional Purchased or Contracted Services		
Legal Services	\$ 5,702	

Audit Services	\$ 7,763	
Payroll Services & Accounting Services	\$ 64,424	
Advertising	\$ 4,121	
Printing/Newsletter/Annual Report Services	\$ 4,121	
Consultants	\$ 12,404	
Internet Services	\$ 11,404	
Telephone/Telecommunication Services	\$ 6,367	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 31,836	
Travel		
Postage	\$ 531	
Special Education Services		
Student Information Services		
Food service	\$ 117,161	Assumed covered by funding level
Transportation		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 265,834	
Facilities		
Rent, mortgage, or other facility cost	\$ 211,393	
Furniture	\$ 10,000	

Gas/electric		
Water/ Sewer		
Grounds Keeping		
Maintenance Services		
Custodial		
Waste disposal		
Other (please describe)		
Total Facilities	\$ 221,393	
Other		
Contingency	\$ 25,000	Unexpected / unaccounted for or pay down debt
Indiana Charter School Board Administrative Fee	\$ 48,681	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee		
Debt Service (IFF and common school loan)	\$ 147,120	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Other	\$ 220,801	
Total Expenditures	\$ 3,011,357	
Carryover/Deficit	\$ (174,221)	

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 2% 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
Chief Administrative Officer	1	84,897	84,897	25,469	110,366
Director of Operations	1	80,652	80,652	24,196	104,847
Principal	1	74,285	74,285	22,285	96,570
Dean of Curriculum / Teacher	1	65,795	65,795	19,738	85,533
Facility Manager	1	47,754	47,754	14,326	62,081
Social Worker	1	44,571	44,571	13,371	57,942
Faculty Lead / Teacher	1	42,448	42,448	12,734	55,183
Dean of Students	1	42,448	42,448	12,734	55,183
Teachers K-6 and Spec Ed	16	38,203	611,256	183,377	794,633

Administrative Manager	1	37,142	37,142	11,143	48,285
Nurse	0.5	57,305	28,653	8,596	37,248
Office Assistant	1	26,530	26,530	7,959	34,489
Teachers Aide	10	23,347	233,466	70,040	303,505
Art Teacher	1	38,203	38,203	11,461	49,665
Music Teacher	1	38,203	38,203	11,461	49,665
PE Teacher	1	38,203	38,203	11,461	49,665
Computer Teacher	1	38,203	38,203	11,461	49,665
Sped Teacher	1	38,203	38,203	11,461	49,665
Librarian	1	21,224	21,224	6,367	27,591
0	0	-	-	-	-
0	0	-	-	-	-
			-		-
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			-		-
			-		-
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			-		-
			-		-
			-		-
			-		-
			-		-

Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 2,785,500	3% Increase x number of students
Common School Loan		
State Matching Funds for School Lunch Program	\$ 128,877	
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ 51,000	Estimated at \$1000 per K Student (1% incr)
Gifted and Talented Program		
Textbook Reimbursement	\$ 29,400	70% reimbursed
Summer School		
Donations and gifts	\$ 33,750	
Other State Revenue (please describe)		
Federal Revenue		
Title I - IV	\$ 135,000	
Student Fees	\$ 33,750	
Federal Lunch Program		
Federal Breakfast Reimbursement		
Special Ed Funding	\$ 33,750	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		

Other (please describe)		
Total Revenue	\$ 3,231,027	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 2,164,215	Use staffing workbook
Substitutes	\$ 7,000	
Professional Development	\$ 14,000	
Bonuses	\$ 30,000	
Other (please describe)		
Total Personnel Expenses	\$ 2,215,215	
Instructional Supplies and Resources		
Textbooks	\$ 42,000	
Library, periodicals, etc	\$ 7,100	
Technology	\$ 7,100	
Assessment materials	\$ 11,000	
Computers	\$ 37,000	
Software	\$	

	11,000	
Other classroom supplies	\$ 4,500	
Field trips, other unclassified items	\$ 8,000	
Co-curricular & Athletics		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 127,700	
Support Supplies and Resources		
Administrative Computers	\$ 2,000	
Administrative Software	\$ 1,500	
Administration Dues, fees, misc expenses	\$ 3,100	
Office supplies	\$ 3,100	
Other (please describe)		
Total Support Supplies and Resources	\$ 9,700	
Board Expenses		
Charter Board Services, including Board Training, retreats		
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		

Other (please describe)		
Total Board Expenses	\$ -	
Professional Purchased or Contracted Services		
Legal Services	\$ 5,816	
Audit Services	\$ 7,918	
Payroll Services & Accounting Services	\$ 65,712	
Advertising	\$ 4,204	
Printing/Newsletter/Annual Report Services	\$ 4,204	
Consultants	\$ 12,652	
Internet Services	\$ 11,632	
Telephone/Telecommunication Services	\$ 6,495	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 32,473	
Travel		
Postage	\$ 541	
Special Education Services		
Student Information Services		
Food service	\$ 128,877	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	\$ 280,523	
Facilities		
Rent, mortgage, or other facility cost	\$ 215,620	
Furniture	\$ 10,200	
Gas/electric		
Water/ Sewer		
Grounds Keeping		
Maintenance Services		
Custodial		
Waste disposal		
Other (please describe)		
Total Facilities	\$ 225,820	
Other		
Contingency	\$ 25,000	Unexpected / unaccounted for or pay down debt
Indiana Charter School Board Administrative Fee	\$ 55,710	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee		
Debt Service (IFF and common school loan)	\$ 147,120	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Other	\$	

	227,830	
Total Expenditures	\$ 3,086,789	
	\$	
Carryover/Deficit	144,238	

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 2% 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
Chief Administrative Officer	1	86,595	86,595	25,978	112,573
Director of Operations	1	82,265	82,265	24,679	106,944
Principal	1	75,770	75,770	22,731	98,501
Dean of Curriculum / Teacher	1	67,111	67,111	20,133	87,244
Facility Manager	1	48,709	48,709	14,613	63,322
Social Worker	1	45,462	45,462	13,639	59,101
Faculty Lead / Teacher	1	43,297	43,297	12,989	56,286
Dean of Students	1	43,297	43,297	12,989	56,286
Teachers K-6 and Spec Ed	16	38,968	623,481	187,044	810,525
Administrative Manager	1	37,885	37,885	11,366	49,251
Nurse	0.5	58,451	29,226	8,768	37,993
Office Assistant	1	27,061	27,061	8,118	35,179
Teachers Aide	10	23,814	238,135	71,441	309,576
Art Teacher	1	38,968	38,968	11,690	50,658
Music Teacher	1	38,968	38,968	11,690	50,658
PE Teacher	1	38,968	38,968	11,690	50,658
Computer Teacher	1	38,968	38,968	11,690	50,658
Sped Teacher	1	38,968	38,968	11,690	50,658

***Attachment 18:
Budget Narrative***

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. **HIAT**'s financial/internal controls will incorporate practices of segregation of duties, multiple check signers with limit guidelines, 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. An outside accounting practice will be responsible for budgetary, audit requirements, and board reporting responsibilities. 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.

Detailed Budget Narrative

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.

HIAT's assumptions and revenue estimates will include: food service program, textbook reimbursement, public charter school program (PCSP) planning grant, PCSP year 1 implementation grant, PCSP year 2 implementation grant, federal title I and title II grant programs, student activity fees, and IIF loans for furniture and equipment. Detail on significant revenue calculation assumptions are included in the notes section of each year's budget template. The IFF loan would be secured by the repayment beginning in October of year. **HIAT** has grant writers on the board for pursuing grants and donations. On the governing board, finance and fundraising committees are established for seeking funds as well.

All the above anticipated funding is based on historical experience and data within other Indiana Charter Schools.

Per Pupil Revenue are based on a blend of Merrillville and surrounding community rates. The actual rate will most likely be higher than the rate of \$6000/ per student **HIAT** incorporated in the budget. Merrillville's current rate is \$5523. Gary', IN 's students bring in excess of \$7000 per student. Per Pupil revenues are calculated using calendar year funding cycle based on previous September ADM enrollments. Common School Loan is calculated based on 100% ADM enrollment in year one using the formula on the Common School Loan application. For Subsequent years of increased enrollment of 15% or more, the Common School Loan is calculated based of increased enrollment.

a. What is the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than the estimated budget?

If any of the above revenues are not received or lower than anticipated, the local management will monitor and adjust expenditures as needed to maintain a balance budget and financial stability of the school. In addition, **HIAT** feels the above revenue estimates are projected conservatively low.

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. Excess funds will be evaluated and may be used to extinguish debt at an accelerated rate.

b. Explain how the school will ensure it has sufficient funds to cover all anticipated expenses, including (a) any special education costs incurred, (b) any transportation costs necessary to ensure the school will be accessible for all enrolled students, and (c) required retirement plan contributions.

Special Education teachers and instructional aides are included in the budget and supplies for such programs included in other educational supplies per student calculation. Transportation costs are not included in the budget as the school will not be providing transportation. Retirement plan contributions for both Indiana PERF and ISTRF programs are included in the benefits calculation for employees as indicated in the benefit description on the salary worksheets. A 403b plan may also be offered by the local management for employee contribution only, there is no employer matching offered with the 403b plan. In addition **HIAT** is seeking CRA Funds, Community Reinvestment ACT from banks within the community. These monies are not currently reflected in the budget.

Renovations' expense of \$50,000.00 has been included in the budget for construction of six additional classrooms.

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

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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~~